

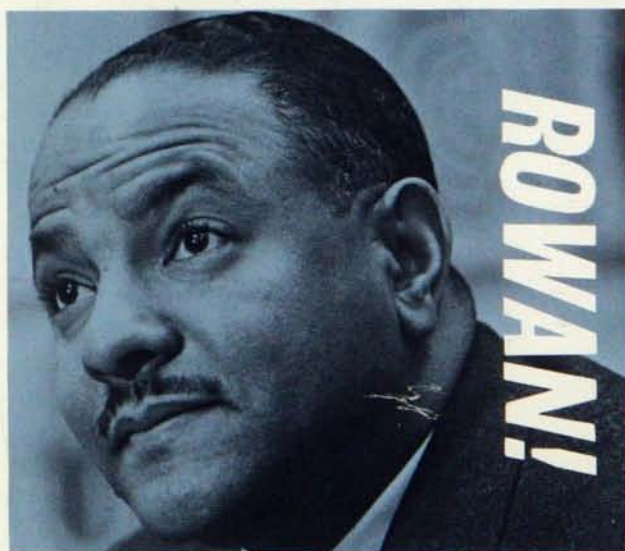
ALUMNI NEWS

MAY 1964

antarctica!



money & colleges!



ALSO IN THIS ISSUE/ MAA ANNUAL MEETING • ELECTION BALLOT
• BASEBALL: UNCERTAIN PROSPECTS • FACULTY CLOSE-UPS

UNIVERSITY OF MINNESOTA ALUMNI NEWS

(Our 63rd Year)

Continuing the Minnesota Alumni Weekly which was established in 1901, the Minnesota Alumni Voice and the Gopher Grad. Published monthly from October through June by the Minnesota Alumni Association, 205 Coffman Union, University of Minnesota, Minneapolis. Member of the American Alumni Council.

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DEVOTED TO THE INSTRUCTION OF YOUTH
AND THE WELFARE OF THE STATE

MAY 1964 • Vol. 63, No. 8

- 6 Memo
progress report and the annual meeting
- 8 Antarctica: Expedition 5
discoveries on the other side of the world
- 12 Faculty Close-Ups
ross, rose and downs
- 14 Como!
backstage at rehearsal
- 18 Alumnus on the Move
carl rowan
- 21 The Money Behind Our Colleges
a special report
- 46 Batter Up!
baseball's uncertain prospects
- 42 MAA Election Ballot
be sure to vote
- 5 Back Talk
- 35 The University
- 38 The Alumni
- 44 Alumni of the Month
- 52 Around & About
- 54 Alumni Club Notes

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CAPITALIST

This young schoolgirl is one of more than a million General Motors shareholders. Her parents recently purchased a number of shares of GM stock as the beginning of a fund for her college education. As a shareholder, she could be called, in effect, a capitalist.

Of course, there's nothing exclusive about GM ownership. Every age group and most occupations are represented. GM shareholders live in every state of the nation, every Canadian province and more than 80 foreign countries. More than half of all individual shareholders are women. Three quarters of the people who own GM stock have a hundred shares or less; 85 per cent own less than two hundred.

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This man's career in Seattle began 2,052 miles away



New England Life agent Arlen Prentice (University of Washington '59) discusses a key-man insurance program with Larry Mounger (University of Washington '59), secretary and legal counsel of Pacific Trail Sportswear Corporation.

It started in Chicago. After college and the service, Arlen Prentice took a position there as a salaried officer of a national fraternity. It was interesting work, but for Arlen something was lacking: challenge . . . long-range potential.

Then a prominent fraternity brother had a talk with him about plans for the future. This man was a New England Life general agent. He pointed out the opportunities with this company and convinced Arlen that life insurance could give him the kind of career he was after.

Arlen liked what he heard. But there was one drawback. Much as he felt that here was the man who could guide him to his full potential in this business, he had

always hoped to settle in the Seattle area. Although he regretted losing Arlen, our Chicago general agent quickly assured him that he could also get what he wanted in our Seattle agency. He then wrote his counterpart in Seattle, strongly recommending Arlen. "Our loss is your gain," he said.

For Arlen this is already working out very well. He's found he can provide a service to businessmen that is welcomed. And he's getting direct results in earnings. As Arlen puts it: "Even as a new man in the business, I didn't have to limit myself to any particular 'class' of prospect. New England Life has prepared me for going

NEW ENGLAND LIFE

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Write to New England Life, Dept. AL, 501 Boylston Street, Boston, Mass. 02117.

Sir:

The October issue of the *Alumni News* has at long last come by sea mail, and I read with deep appreciation the article on my retirement. It was admirably done, and please do say so, with my thanks, to the author.

"Adventuring" is a good word to use for anyone who is taking up a life in Calcutta, India. It is one thing to be a tourist in this country; it is quite another thing to make a home here, and to settle down on an assignment that may last for at least two years. My family and I are most comfortably settled in the ground floor flat of a very large house in a pleasant residential area. And yet, in a literal sense, where we live is an island of comfort in this great, sprawling metropolis of five or six million people, the vast majority of whom live at a level of existence that is staggering to contemplate. Calcutta has faced incredible problems. For many, many years it was the capital of India; when Delhi became the capital city there was an exodus that had serious economic and social consequences. At that point a process of deterioration set in that has accelerated, with the result that to the eye the city is one vast slum, with buildings and roads and sidewalks in a dreadful state of disrepair, and with many services, such as transportation, sewage, electricity, etc., at the point of breakdown. All of this has been greatly aggravated by the influx of Hindu refugees, by the hundreds and hundreds of thousands, from East Pakistan. They live in shacks of the most rudimentary construction, without any of the normal facilities for decent living, and many thousands more live on the sidewalks. It is not difficult to imagine what this means in terms of sanitation, to say nothing of human values. It is to help in the planning of the rebuilding of the city that the Ford Foundation has come in with a large-scale planning

project that supplies consultants and technicians to the Calcutta Metropolitan Planning Organization, the local organization that works to develop the plans for rehabilitation. The task is a gigantic one, and the difficulties are enormous, and yet if this city (as I see it) is to survive without utter chaos and upheaval, the kind of planning the CMPO is doing must succeed.

One senses a tenseness in Calcutta, and one saw it in the disturbances of the past two weeks. The Park street area where our home is located was not touched directly. For the most part our lives went on as usual. We experienced no difficulties or hardships, except that in much of the city a curfew did prevail (in some sections on a 24-hour basis) and one did not go about. The curfew has now generally been lifted and the city has returned to normal activity. Mr. Middlebrook, who has joined me to work on our project, and who will be here for about three months, came in by air at the very height of the disturbances. Through the good offices of the Vice-Chancellor of the University I was able to get most favored treatment in securing a police permit that allowed Mrs. Willey and me, and our driver, to travel in our automobile in curfew areas. In this way we were able to go to the airport to welcome him here and to carry him to his quarters at the Ford Foundation center, close by our own home.

The project of which I am "team head" is not the planning project, but the University of Calcutta project which is designed to give assistance to the University in a fundamental process of reorganization of its academic and administrative procedures. The University of Calcutta, as you know, is the largest in the world, measured by enrollment—some 120,000 students, three quarters of whom are undergraduates studying in affiliated colleges in Calcutta and the immediate area.

For them the University has responsibility for examinations and the granting of degrees, and this involves intricate problems of maintenance of standards. As a teaching University, Calcutta is almost exclusively a graduate and professional institution. The University has grown rapidly and feels all the strains that rapid expansion bring to any institution. More than that, many of the procedures that worked well in earlier days do not seem to be adapted to the conditions the University now faces. It is to help the Vice-Chancellor and his colleagues reorganize that we are here, working with and through them. The crucial factor in all of this is passage by the legislature of West Bengal of a new basic act for the University, to replace the one now in effect—an act that has proved itself not to be workable in meeting the present problems confronting the University. The drafting of that new act has occupied much of the time since I arrived in Calcutta—that and the formulation and drafting of the rules and regulations and procedures in terms of which a new act must function, assuming its passage within the next few weeks. Work of this kind is fascinating, and I do believe my years at Minnesota have given me a background of experience that can be most usefully applied here.

One of the joys we have is in welcoming those occasional visitors to India who pass through Calcutta and who have, in one way or another, had contact with Minnesota, or even live there. Not long ago a group of presidents and deans of American teacher training institutions visited Calcutta, and came to our home for a social hour. Our good friend President George Budd of St. Cloud was one of the group, and how good it was to see him again! Indeed there were several Minnesota-linked members of the party, as well as an old friend and

(Continued on page 50)

Memo

From
ED HAISLET
Executive Director

TO: Association Members

SUBJECT: A Progress Report and the Annual Meeting

On September 19, 1963, the new University of Minnesota Alumni Club opened its doors in the Sheraton-Ritz Hotel in downtown Minneapolis. The Alumni Club is a topic of conversation wherever alumni gather. ALUMNI are interested, they like the idea, the food and decor. The question everywhere is "How's the Club doing?" "Are you still taking members?" Here is the answer.

As of April 1, 1964, membership totaled 1986, of which 1394 are resident members. Lunch business is averaging over 80 per day, and dinner 55. Club use is increasing steadily as alumni are finding out about the fine facilities, services and special programs of the Club. The Club probably has the most experienced group of waiters in the Twin City area. About the same time the Club was ready to open, the Northwestern Railroad's "400" was discontinued to Chicago. The Chief Steward in charge of dining cars and the ten senior members of that crew were obtained for the Club. It's a great crew, too. (The junior member has 14 years of service, the senior 41 years.) They welcome you by name—and give you incomparable service.

The House Committee is the policy making group for the Club. This committee meets regularly. Any ideas or suggestions should be addressed to this committee with Franklin D. Gray, chairman. The House Committee functions through three subcommittees:

Membership—Earl Sanford, chairman; John Barwise, John Bergan, Mrs. Harold Eberhardt, Francis D. M. Boddy, Mrs. Harold Holden, and Robert Stuebing.

Program—Al Heimbach, chairman; Mrs. O. H. Anderson, Irene Kreidberg, Harvey Mackay, Howard E. Olson and Nathan Shapiro.

Finance—Charles Judd Ringer, chairman.

In order to attract recent graduates to becoming members of the Club, a special Associate Membership has been established. All University of Minnesota graduates with baccalaureate degrees are eligible to become associate members during the five year period following the date of graduation. The initiation fee is waived during this five year period and the Club dues greatly reduced.

Membership in the Club is still open—so if you haven't joined yet, now is the time to do so. If you are a member and like the Club, get your classmates and other University friends to join. It's the Club to belong to, the place to go when you want to see your friends.

The Association Group Life Insurance Program has found good acceptance and is growing steadily. As of April 1, 1964, 808 applications had been approved and insurance placed and in force. This amounts to \$8,080,000 of insurance in force.

The Eighth Annual Honors Dinner and Meeting of the Membership will be held in the Cotillion Ballroom of the Sheraton-Ritz Hotel. Four Alumni Service and one Outstanding Achievement Award will be awarded. Our speaker, who received the University's Outstanding Achievement Award in 1954, is Robert R. Gilruth, Director, NASA Manned Space Craft Center, Houston, Texas. The program is outstanding—all Association Members are cordially invited to attend.

Sincerely,

Ed Hauslet



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THE MINNESOTA ALUMNI ASSOCIATION

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The Antarctic—a vast, lonely continent as large in land area as the United States and Europe combined, alternately blanketed with heavy snows, then swept clean to the bare bones of the rock by howling winds—is hardly the kind of land that might be expected to exert a siren's call on those who have once been there, bringing them back again and again. And yet, this is exactly what has happened in the case of Robert Rutford and a group of geologists from the University of Minnesota who have just returned from their fifth trip into the heartland of the most desolate and forbidding part of the earth's surface.

Rutford, who received a bachelor's degree in geography from Minnesota in 1954, his M.A. in 1962 (a time lapse at which he flinches) and is presently working on his Ph.D., readily admits to his own fascination for the place: "People ask me if I am going back again, and my immediate reply is always 'Never again', but that's exactly what I said the other times. Yet, when the time came to go, there I was."

The most recent trip, Rutford's third, and the fifth expedition by Minnesota geologists, was also the most extensive and intensive study yet made of a particular section of Antarctica.

Their first journey into the field, made in 1959, was part of a geological-geophysical airborne traverse along the 88th Meridian west. In the course of that study, a flight was made in early 1960 along the Thurston coast, northeast of Byrd Station, on which a small range of mountains hove into view in the distance along the Eights coast. The discovery of this range, later named the Jones Mountains, is credited to the late Dr. Edward C. Theil, University geophysicist, and Dr. Campbell Craddock, University geologist and director of the University's program of Antarctic geologic research.

With financial support from the National Science

Foundation, Craddock organized another party to explore these newly-discovered mountains and piece together the geology of west Antarctica during the 1960-61 season. Rutford was also a member of that group.

In 1961-62, another expedition led by John Anderson flew into the Ellsworth Mountains, landing at the northern end of the Sentinel Range, and moving around by means of motor toboggan.

During the following Antarctic summer season, lasting from the middle of November 1962 to February 1 of 1963, another party led by Craddock, this time with eight members, established a camp midway between the Sentinel range and the Heritage range of the Ellsworth mountains. This camp, known as Camp Gould, was reactivated by Rutford and his party during this year's expedition and used as its base camp.

Financed by a \$63,600 grant from the National Science Foundation, with transportation and supply support furnished by the United States Navy, this year's journey to the rugged snowcovered ranges 800 miles from the South Pole included, (besides Rutford, who served as field leader), Thomas W. Bastien, deputy leader, Minneapolis, a University graduate geologist; John O. Evans, Mansfield, Ohio, University graduate student in geology; Barton Gross, Freeport, N. Y., geophysicist; Mitchell Hall, geologist from Palmerston North, New Zealand, on leave from the New Zealand Geological Survey; Bernhard Sporli, geology graduate student at the University of Zurich, Switzerland; Alfred Zavis, Washington, D.C., topographic engineer for the United States Geological Survey; and Kelvin Rennell, Napier, New Zealand, an entomologist working on the expedition for the Bishop museum, Honolulu.

This year's expedition was unique in a number of ways. In the first place, it marked the most intensive use of helicopters yet made in the Antarctic. Rutford's party was given three turbine-powered Army helicopters to wrap up its three-year study of the Ellsworth mountains in a style that would probably have made Byrd or Shackleton turn green with envy. These machines soon became the workhorses of the trip. Rutford waxes enthusiastic when he describes their usefulness: "We put 17,500 miles on the helicopters in the space of two months, with little or no downtime," adding that working with them was "fantastic." According to Craddock, the team this year, with its helicopters, reached places inaccessible by any other means, and accomplished five to ten times as much work as they could have by any other type of transportation.

The scientific party and the helicopter crews set up camp on the Minnesota glacier, which is located midway between the Sentinel and Heritage ranges. Called Camp Gould after Laurence M. Gould, veteran Antarctic geologist and former president of Carleton College, the site, according to Rutford, was a "good weather spot—probably the best in that area. Its central location between the two ranges made for more efficient operations: if the weather was bad in the Heritage range, we could work in the Sentinels, and vice versa."

Camp Gould is also in an area of "deflation"—that is, where the wind is eroding the snow, and precipitation is light. "This year we had only about three feet of snow, and new snowfall in the southern Heritage range probably amounted to little more than a foot or so," said Rutford. "In an area of 'accumulation' however, things get buried pretty badly. For example, our camp in the Jones range from three years ago has vanished completely, buried under snow."

Camp Gould itself, isolated though it was, at times seems to have resembled an Alaskan boom town.

"For a period of about four or five days, we had 36 people in camp, plus five aircraft, which made it the second largest ice-cap station in Antarctica," Rutford related. "That was when two DC3's and crews came in to drop off fuel supplies for the three helicopters. They flew the drums up to depots in the mountains, where the helicopters could refuel during flights a long distance from camp."

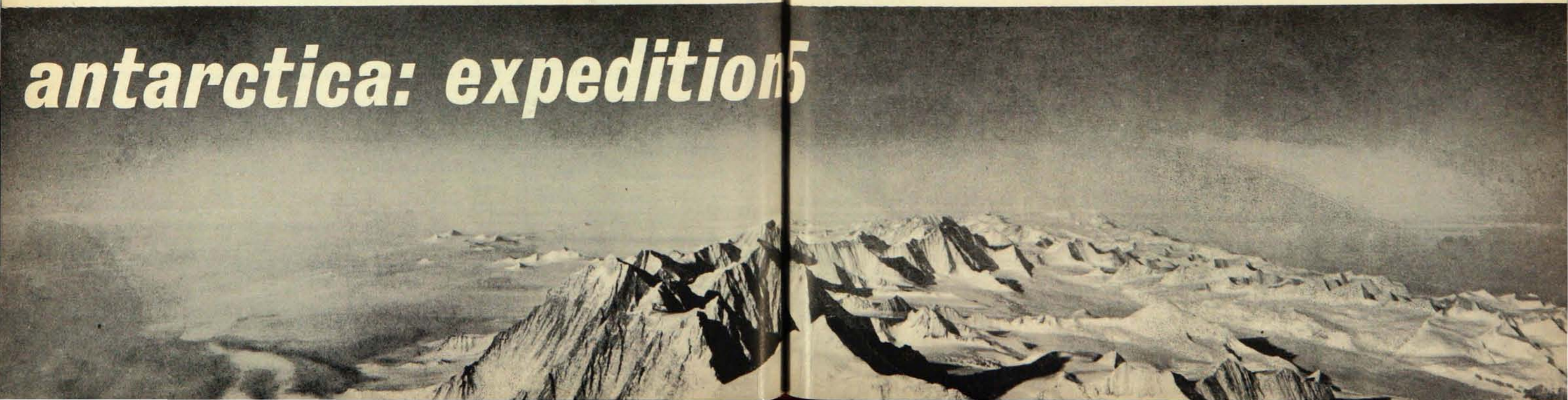
The camp itself consisted of five Jamesway huts—canvas buildings with wooden frames. From this point the helicopters, which carried a crew of three plus two scientists, worked in a radius of 100-135 miles.

Getting the helicopters in to Camp Gould presented a minor problem, but not for long. They were torn down at the main American camp at McMurdo Sound and then flown the 1,200 miles inland to Camp Gould by Navy C-130 transport planes. There they were reassembled in 8 hours by Army support crews and technical representatives from the manufacturer. In all, nineteen C130 flights were made from McMurdo Sound to Camp Gould to bring in supplies and equipment.

"The shipment of supplies started almost a year ago," Rutford explained. "The supplies have to be in Davisville, Rhode Island by July, and in Christ church, New Zealand, by September, in order to be flown into the continent in time for our arrival there." Fuel shipments are delivered a year in advance—

Airview of the Sentinel Range of the Ellsworth Mountains, looking to the north. The dark peak in the lower center of the photograph is Mt. Tyree, at 16,000 feet the tallest mountain in the Antarctic.

antarctica: expedition 5





Airview of Camp Gould, the party's base of operations, with the Sentinel range in the background.



One of three helicopters loaned to the expedition by the Navy comes in for a landing at a fuel dump.



Robert Rutford, field leader of this year's expedition, mans the radio at Camp Gould.

for example, right now we're ordering food and equipment for next year's expedition, while the fuel for next year has already been unloaded in the mountains."

According to Rutford and Craddock, the basic purpose of all four expeditions so far has been to determine what the fundamental rock structure is and attempt to relate this to what is already known about the geology of Antarctica.

Rutford said this question is "related to the whole problem of continental drift. Fossils have been found in the Antarctic which appear to be similar to some found in Africa," lending support to the theory that the continent, when it had a climate warm enough to support plant and insect life, was once joined to Africa, Australia and India, but that these land masses have since drifted apart rather than been formed separately.

The Ellsworth mountains, which are interesting geologically because they don't "fit" in relation to the other ranges (running north and south, while most other ranges extend east and west) now have been thoroughly studied and a complete fossil record, which is one of the geologists' most accurate measures for prehistoric time, has been assembled. Fossilized remains of sea life have been found imbedded in rocks "from the very top to reasonably close to the bottom, with many in between," Rutford explained which indicates that the continent was an ocean bottom for a period of time.

During last year's expedition, however, Craddock and his party found fossilized plant stems which they are certain came from land plants during a later period.

This year's party "struck it rich" in finding confirming evidence. Prevented from landing in one spot in the northern Sentinel range "because the weather was so lousy . . . we just sat down," says Rutford. "I jumped out of the helicopter, and these things were lying all over the ground."

The "things" were hundreds of 250 million-year old fossils of leaves from some kind of tree-like

land plants, lying exposed on a mountainside of rubble broken off the solid rock beneath them by the shattering action of the frost.

According to Craddock, these are the most abundant fossil-bearing areas so far uncovered on the continent, and the first good Paleozoic (a geologic period ranging from 220 million to 600 million years ago) fossils found in western Antarctica. In all, Rutford's expedition found fossils in eight different locations in the mountains.

As might be expected, a collecting spree followed the discovery, and some 3,500 pounds of rocks picked up by the party are now enroute to the United States by ship. About 1,000 pounds of these bear impressions or remains of plants and animals.

Among the fossils are some which appear to be similar to ones found in Africa and Asia, and animal fossils similar to kinds found in the Cambrian rocks in southeastern Minnesota.

As a result of this year's work, Craddock believes that the geological record is complete enough now that "we can write a pretty good story" about the formation of the mountains. The University will only have to send two or three men next year to visit several locations that have been missed over the last three seasons of work.

One of the biggest surprises of the season was the discovery of running water, including several miles of mountain streams and a few waterfalls, believed to be the largest running streams known in the interior of the continent. The open water Rutford attributed to chance, because it requires a set of "perfect conditions" for the phenomenon to occur in a land where the warmest days see air temperatures of only 32°, and then only if there's no wind.

"It is widely believed by geologists," Rutford explained, "that little or no running water exists in the Antarctic interior, but we found a fair amount. It occurred in an area two to three miles wide in the southern Heritage range and

in a more scattered area in the Sentinel range. They were areas with maximum exposure to the sun and protection from the wind. The surface on which the streams were located was dark rock which could absorb a maximum of heat."

"Torrents of water ran during the warmest part of the day," he added, "but as soon as the wind came up they petered out. We got our drinking water from the streams when they were flowing."

He said the mountain streams were startling to come upon, completely surrounded, as they were, by ice and snow. "On warm days, when the free air temperature would get up to the freezing point," he said, "the streams would get up to six feet wide. But on cloudy days they would shrink up considerably."

Nevertheless, there appears to be enough water from melted ice and snow in Antarctica's rocks during the summer to help shape them. Measurements taken by the party show that rock temperatures can reach as high as 90 degrees if the right combinations of circumstances exist: perfect exposure to the sun, no wind, and dark rock.

"All of the water we found," said Rutford, "was running over very dark rock, indicating that the absorption of the heat of the sun by the rock is the most necessary condition."

He added that "a new way of thinking" about the formation of the continent's terrain will be necessitated by the discovery of water in places where no water was thought to exist, but this will apply only to "local details." The major land forms are still shaped by the interaction of glaciers, winds and frost.

Rutford's party also found beds of sub-bituminous coal, but the deposits were too thin and too remote to be of much value.

They measured soil temperatures as high as 90 degrees Fahrenheit, which dropped down to below zero in an 18 inch span below the surface. Air temperature never got above 30 degrees.

The party also observed algae

and lichen plants growing on rocks, but no insects or other animal life of any kind.

But the discovery of the fossils seems to have been the most satisfying reward for the study team's enthusiasm. According to Craddock, the finding of extensive fossil-bearing areas is the "finest accomplishment" the group could have made, one that had him "so excited I couldn't sleep for three nights after Bob got back with his reports."

"It was the most important objective of the expedition," he added. "We hoped to be able to find some fossils to aid us in establishing the age of the rocks we had found on previous expeditions. The fossils found this year—especially the plants—are particularly valuable because they were located in the upper formations of the mountains and will establish the age of the youngest rocks—information extremely important to us."

Because the helicopters took the geologists to various levels on the mountains, they were able to obtain enough vertical rock and fossil variety to put together fairly complete information on the geology of the mountains. In the two previous Minnesota expeditions to the Ellsworths in 1961-62 and 1962-63, University geologists were able to explore only the lower portions of the mountains which could be reached on foot. Their only means of transportation from one area to another on those trips were motorized toboggans.

"It took us only about an hour by helicopter to travel a distance it would have taken 23 hours to cover by toboggan," Rutford explained. "And when we got to our destination we were warm and rested instead of cold and tired, so we were able to do a lot more geological work."

The helicopters proved to be a boon in other ways than just providing a convenient and rapid means of transportation. By getting the party's members off the ground they eliminated the problems with

(Continued on page 50)



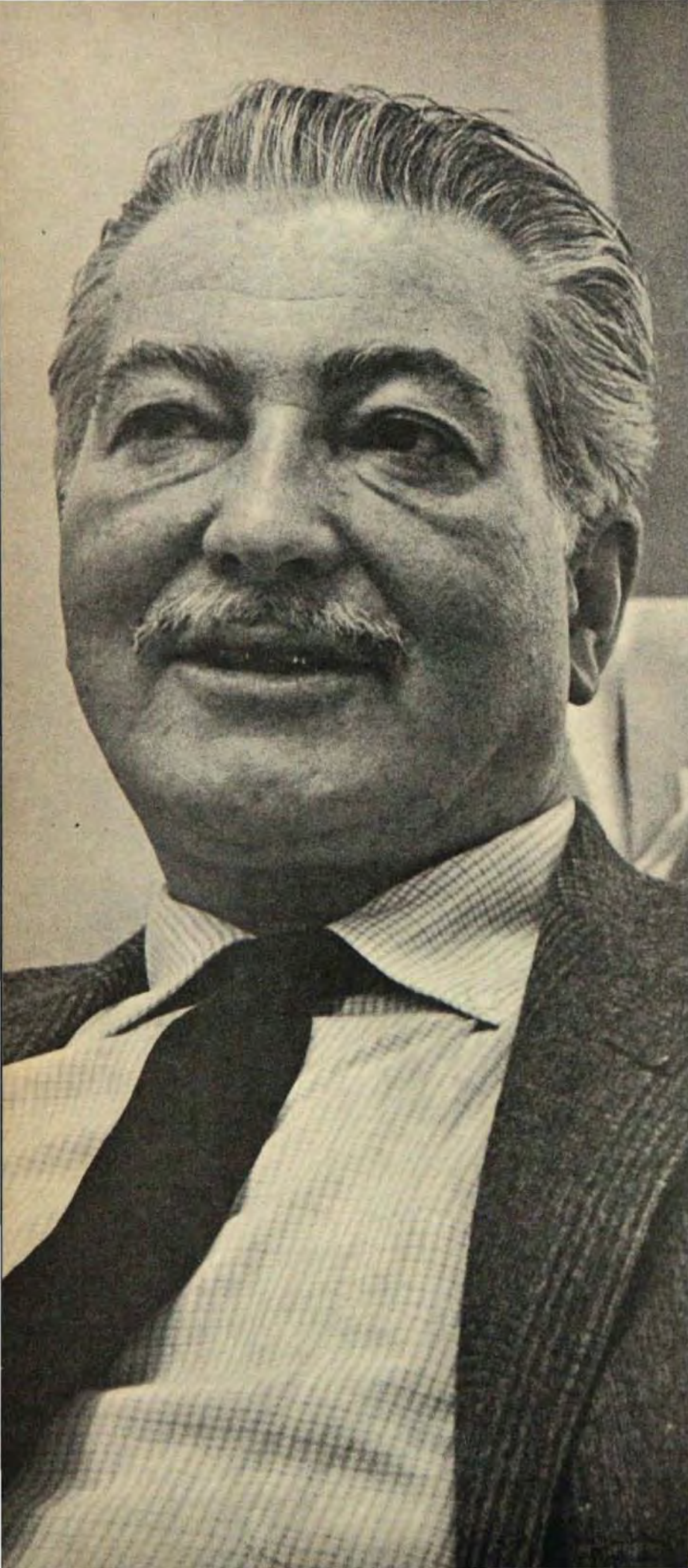
On this rubble-covered mountainside the party found plant fossils 250 million years old.



Life in Antarctica isn't all rocks and ice—sometimes it's just a cup of coffee and a warm stove inside a hut.



Jamesway huts, this one designed for sleeping, are the standard dwelling for Antarctic explorers.



FACULTY CLOSE-UPS

Ralph G. Ross Professor of philosophy and humanities and chairman of the humanities program at the University of Minnesota, Ross was born in New York City in 1911. He received his B.A. from the University of Arizona in 1933, an M.A. from Columbia University in 1935, and a Ph.D. from the same school in 1940. He spent five years as an instructor in philosophy at Queens College, before joining the faculty of New York University in 1945 as assistant professor of philosophy and coordinator, first of the social sciences program, and later of the humanities program. He left in 1951 to assume his present position at Minnesota. In the intervening years he has also served as Research Associate in International Relations at Princeton (1952), as a Bollingen Fellow in Aesthetics (1958), and has received the Minneapolis Society of Fine Arts Fellowship in Aesthetics (1958-59). This year he received the University's Distinguished Teacher Award. A prolific writer and frequent lecturer, Ross numbers among his published works *Nature of Communism*, and *Philosophy of Edmund Burke*, and for the last four years has lectured in the Executive Development Program at the University of Texas, and in the Artist-in-Residence Lectures at the University of Miami in 1963. He presently serves as an adviser in philosophy to St. Martin's Press, New York, and is working on two other books, one provisionally titled *Society and Politics* and the other, with no title as yet, on the philosophy of art.



Arnold M. Rose. Born and raised in Chicago, Rose, a professor of sociology, received a B.A. degree in sociology from the University of Chicago in 1938, a B.A. in economics in 1939, an M.A. in sociology in 1940, and a Ph.D. in 1946. After working for a time as a researcher he began his teaching career at Bennington College, Vermont, and came to the University of Minnesota in 1949. He was Fulbright Professor at the Sorbonne in Paris (1951-53) and at the University of Rome (1956-57). Actively interested in politics, he presently serves as a state representative from the 41st Congressional District. In the past few months he has been publicly criticized for collaborating in the writing of a book called *An American Dilemma* with the Swedish economist Gunnar Myrdal. Among the criticisms, he alleges, have been public charges that he is a "Communist supporter." He has answered the charges with a lawsuit for libel. Of the recent criticism of the University and certain faculty members, he says that "there's been a kind of rationality and good common sense about these questions until recently, which was in part responsible for the superior quality of the school. It has a unique relationship with the state — there are so many ways in which the University has rewarded the state for its generous support —

that it would be unfortunate if all of this were distorted by the actions of fanatics."

Allen Downs Professor in the Department of Art, Downs teaches drawing, still photography, and the film, and in his spare time produces experimental short subjects. A native of Colorado, he received a B.A. degree in zoology from Kansas State College in Emporia in 1937, and after teaching high school biology in Boulder, Colorado, for a few years, received an M.A. in sculpture at the University of Iowa. He taught for a time at Stephens College in Columbia, Missouri, then moved to the Albright Art School in Buffalo, New York. Before coming to Minnesota in 1949 he was an exhibiting

painter, but soon became interested in film making. He has produced a number of documentaries, including *Color of the Day: The Tree Is Dead*; *Swamp*, which won the 1957 Screen Producers Guild Award, and went to the Belgian Fair; *Pow-Wow*, which he says was made "out of old second-hand film for about \$20" and won first prize in the San Francisco International; and *Flight of the Teal*, the result of five years work and \$6000, which won first prize in the Palo Alto Festival in 1962. Downs is presently working on two projects, one a still photo study of the life zones of Mt. Orzaba in Mexico, which he "shoots in the summer and edits in the winter," and the other a 35mm color documentary on the Black-foot Indians in Browning, Montana.





Looking about as wide awake as he ever gets, Como arrives at Northrop for dress rehearsal, in which he took a rather passive part. "Vocalize?" he asked. "If I did a couple of scales it would tire me out, and I'd have to go back to bed."

COMO!

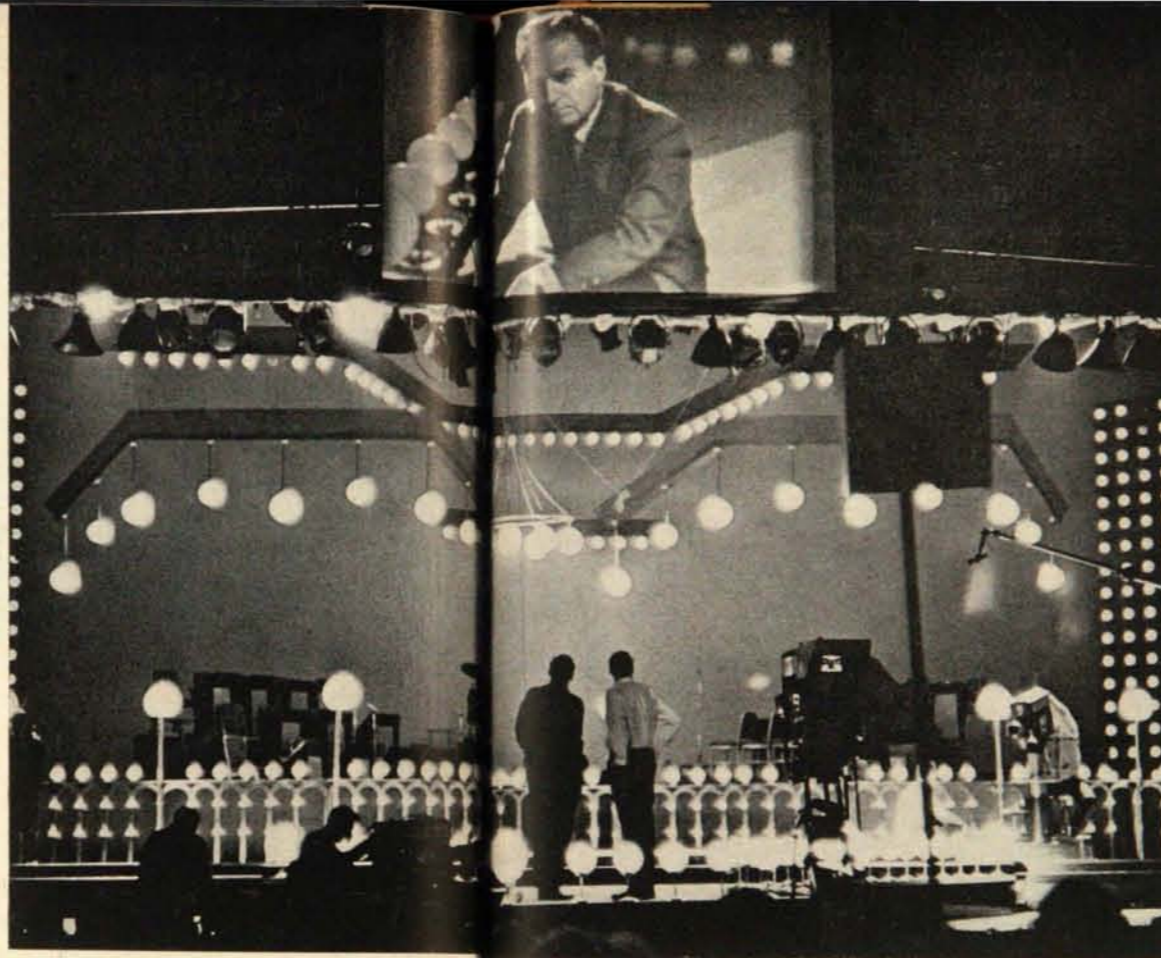
Perry Como, variously known as "Mr. C" or the "walking yawn," came to the University of Minnesota campus in April to take his live network nap at Northrop Auditorium. His show — the "Kraft Music Hall" — whose appearance on campus had been in the planning stages since last October, turned out to be a delightful old-time college musical romp. More fascinating than the final performance, however, was the backstage hurry and scurry of rehearsals, some of the excitement which has been caught in these four pages of candid photographs.

Photography by Kent Kobersteen and Roy Conradi

On the cover: As the red camera lights wink on, "Mr. C" opens his show's dress rehearsal singing "Hello, Dolly" while production workers ready the next scene behind him.



As might be expected, the most important element of the Perry Como Show is music. Here, Mitchell Ayres rehearses with the orchestra while technicians balance the lights.



Biggest job upon the unit's arrival in Minneapolis was setting up and lighting the show's fairyland set on the Northrop auditorium stage, including the installation of a 20x40 foot monitor screen for the benefit of the live audience. To reflect the lights, the stage floor was covered with shiny vinyl tile, and 100-odd speakers were scattered throughout the audience to create the illusion of intimacy. Six 40-foot tractor-trailers packed with cameras, electronic equipment, costumes and scenery were included in the Como entourage.



Above: Almost buried under an avalanche of sheet music, Billy Rowland, Como's accompanist, strains to hear a cue from the director while grips and helpers watch from backstage.

Left: Adding to the old-fashioned college musical atmosphere of the show was Peter Nero, here seated at the piano, ready to rehearse an instrumental concert version of "Brooklyn College Fight Song."

COMO!

continued



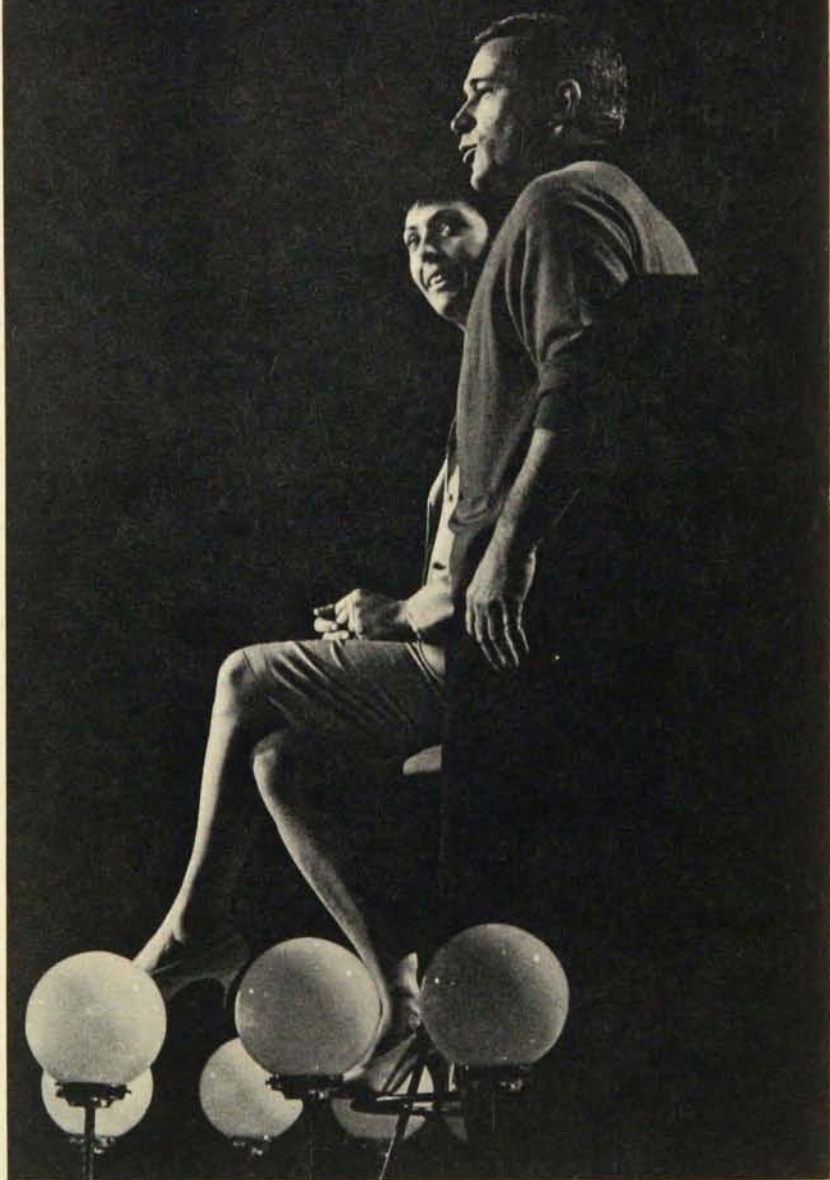
Conference again—"It'll never work"—but somehow it eventually did. Show producer Marlo Lewis is on the right.



High above the Northrop stage, a technician manipulates the show's complex lighting from this elaborate control booth.



Not to be outdone by the undergrads, Keeley Smith did a furious pom-pom dance of her own that left her out of breath and panting.



Keeley Smith, whose usual rehearsal costume consisted of black slacks, brilliant orange sweater, and tennis shoes, dressed up to run through "Cherokee" with Como. Their side conversation during light and sound adjustments went like this: Como. "I'm part Indian myself." Smith. "Part Italian and part Indian?" Como. "Sure . . . pass the pizza pipe."

Minnesota's famous Pom-Pon Girls romp across the stage while a relaxed Como sings the Minnesota "Rouser".





High point of the show for the audience was the appearance of the University of Minnesota Men's Glee Club, directed by Johannes Dahle, singing "Maria" and "Little Brown Jug". The singer out of uniform in the center is Como, who's reaction to first hearing the group was "Are you sure you need me?"



Left: Como folds up while he and Bob Newhart, one of his special guests, rehearse the opening skit, the topic of which was the University's parking problems.

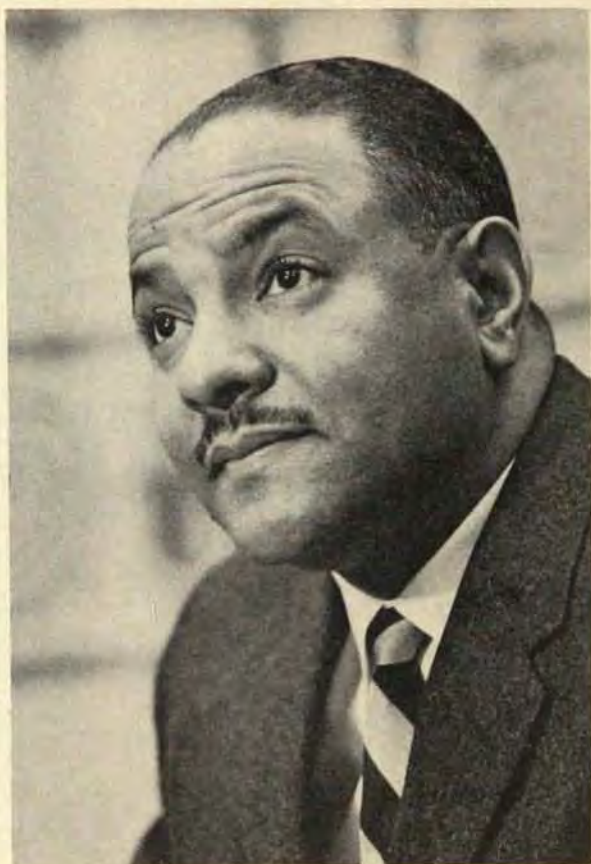
Below: Showtime at last! And Northrop is packed to its crystal chandelier with those lucky enough to get tickets (out of 55,000 who requested them).



ALUMNUS ON THE MOVE

CARL ROWAN

'48MA



Carl T. Rowan, newly appointed head of the United States Information Agency (USIA), has one of the highest government jobs ever held by a Negro, and one that's been frequently described as "the toughest job in the government." There is no doubt in Rowan's own mind, however, that President Johnson has named the right man for the job.

"I must make the same confession Mark Twain once made," he said recently. "I was born modest, but it wore off."

Rowan's opinion of his own confidence is well-founded. At 38, he has already succeeded at, and shucked off, three separate and demanding careers: as a prize-winning newspaper reporter, as a blunt and outspoken State Department official, and as a popular, if somewhat unusual, ambassador to Finland.

As head of the USIA, Rowan has become the first Negro ever to hold a position in which he attends Cabinet meetings and meetings of the National Security Council, and one of the youngest persons to do either.

He apologizes for neither his race nor his youth, however, brushing aside comments that his race might tend to make his observations of the American scene somewhat biased with the reply that "race will not be a factor" in how he does his job.

Carl Rowan has come a long way from his childhood in central Tennessee. Born in Ravenscroft, a

little hill village so small it is not even marked on most road maps, his family soon moved to nearby McMinnville, Tenn., where Carl grew up.

At the urging of his grandmother, Rowan left home as a teen-ager with 17 cents in his pocket to work his way through Nashville's Tennessee Agricultural and Industrial State College, a highly-rated Negro school, but soon left to enter the V12 Navy program, eventually becoming one of the first of his race to win an officer's commission in the newly desegregated Navy.

The war changed the pattern of his life considerably, as it did for so many servicemen.

Upon his release from the Navy, he returned to Oberlin College in Ohio, where he had studied as a cadet, and after graduation, came to the University of Minnesota to work for a master's degree in journalism, which he received in 1948.

His reputation as a journalist grew rapidly upon his joining the staff of the *Minneapolis Tribune* after graduation. There, against the background of his conviction that segregation is not only harmful to the Negro but to the nation as a whole in its waste of manpower, he began to write impassioned appraisals of race relations that stunned the newspaper's readers and brought him national attention. Among these were several series of articles that later became best-selling books, including *South of Freedom*, *Go South to Sorrow* and *The Pitiful and the Proud*.

His canvas was broader than just the racial problems he knew so well, however. For his work as a foreign correspondent in India and his reporting of the Bandung Conference, as well as his coverage of domestic affairs, he won numerous special medallions and national newspaper awards.

His reputation put him in demand as a lecturer, and in a very short time he was making more money speaking than writing.

In 1961 the late President Kennedy singled him out for a State Department post, despite the fact that as a journalist Rowan had assiduously avoided partisan politics, and after a year as deputy assistant secretary of state, promoted him to the post of ambassador to Finland.

As an ambassador, Rowan thought he ought to mix freely with the people, and this unorthodox approach to the problems of state made him a popular figure in Helsinki.

His appointment to his present post was not surprising to the people who know him or had worked with him. President Johnson's admiration was outspoken and clearly stated on several occasions, particularly upon the announcement of his appointment as ambassador, when Johnson commented that he had "seen many public servants in my 30 years of public life, but rarely have I seen one that had all the qualifications a public servant should have. Carl Rowan has them."

There is no question but that these qualifications will be sorely tested in his new job. The USIA is an enormously complex organization with an even more complex job—to tell the world about the United States. With a budget of \$135 million a year it "sells" this country by means of television, radio, films, books, exhibits, libraries, the arts and personal contacts through 1,500 representatives scattered over the face of the globe.

Its Voice of America broadcasts every day to millions of people in

36 different languages, and its films are seen each month by 600 million people, in 52 languages. Ten thousand words of news about the U.S. go out daily to its 100 world posts.

Rowan has taken over the leadership of this awesome influence on world public opinion at a time when racial unrest and, in places, open conflict between white and Negro, are presenting the emerging and easily swayed nations of the world with a contradictory picture of America, one that is not easily resolved.

Rowan himself admits that the racial issue and its influence on world opinion presents the USIA with one of its biggest problems, adding that "anything that shows injustice is a problem and it is really a sad thing when a country's reputation is being blackened by race incidents."

"But even the racial demonstrations around the country are evidence in themselves that the Negro is making progress," he says. "Sure, we have problems, and our job is to try to explain that these problems are only a part of America."

How will he deal with it? "Truth is the best way to sell America," he says. "I intend to stand on America's record."

"Racial inequality in the United States cannot be hidden from the rest of the world," he says, "but it can be placed in perspective." In the Cold War struggle, he adds, "words and ideas are as important as bread and guns" and telling the truth is the only way the United States can counter Communist propaganda.

"The USIA can explain, interpret, clarify, synthesize and project, but we cannot change the unchangeable, do the undoable or hide the unhideable," he explains. "We have no choice but to operate on the basis of truth," and adds that, though the world is "impatient," "there is no way to peace but by the slow, deliberate, step-by-step careful step that harnesses the passions of conflict."

A man with less courage might quail at taking on such an impos-

ing task, but Rowan does so without bravado.

"Look," he told a reporter in a recent interview, "life is an inescapable dilemma. You compete, you work full speed, and the pressures decree that you soon leave this world. You coast, take it easy, and you find that this world soon leaves you. I don't want to get left." ●



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of twin-deck U of M playing cards.
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THE UNIVERSITY

President Wilson Returns, Urges Tutorial Teaching Plan for "U"

President O. Meredith Wilson, just returned from a three month study trip to universities in Great Britain and Europe, has indicated that he will work for the adoption of an "independent study" program at the University of Minnesota.

Speaking April 17 at a press conference in his office, Wilson, who left the United States in January to study European solutions to problems of expanding education, said that the United States is ahead of European countries in developing teaching methods applicable to large enrollments, but that American colleges would do well to adapt some of the more personalized instruction methods common in England and on the continent.

"I don't come home distressed with American education," Wilson said. "I come home excited with the possibility that a lot of remarkable achievements that have been ours can be perhaps made more significant if we get the additional value of the intimate connection between a student and a professor searching for answers to important questions."

He explained that under the independent study system students would do individual research, write essays, and meet in small groups with professors to discuss and analyze their work. Lectures and examinations would be less important than in the current system.

In this way, he said, a "marriage" might be effected between the efficiency of large schools and the "intimate personal acquaintance between student and teacher" which characterizes schools with lower student-faculty ratios.

He added that with the University's large enrollment it would not be feasible to conduct such a program on a one student to one teacher basis, as is done in some British schools, but sees the possibility of perhaps an 8 to 1 ratio, depending on the nature of the course.

"The program would be less frenetic," he said, "because the student could study at his own

pace. But it would be more demanding."

He explained that American Universities have been frequently criticized for underemphasizing the importance of "thoughtful analysis of the single issues" through essays. The independent study program, he said, could provide an effective answer to this criticism but is not as expensive as the English tutorial system.

Commenting on the state senate education subcommittee inquiry into University hiring practices, President Wilson said he has no fear of the inquiry's results, and added that the probe is an "inquiry that the Senate is entitled to ask for."

"I think the committee was honest in their asking for an inquiry," he said. "I don't think they are trying to embarrass the University."

He declined, out of "simple courtesy" to the subcommittee, to comment on the Sibley controversy.

Senate Inquiry on 'U' Hiring Begins May 19

The first meeting of the Minnesota Senate subcommittee set up to investigate hiring and firing practices at the University of Minnesota will be held May 19.

The eight-member subcommittee will meet in the State Capitol to define the inquiry and examine methods of proceeding with it, according to Senator Robert Dunlap, Plainview Conservative who is chairman of both the Senate Education Committee and the special investigation subcommittee.

The original resolution calling for the probe of University personnel practices followed requests for such an investigation by the Minnesota American Legion, the Minnesota Baptist Convention (Conservative) and Milton Rosen, St. Paul commissioner of public works.

\$400,000 Grant for Dental School

The University of Minnesota dental school has become the first in the United States to embark on a new curriculum program aimed at producing more full-time researchers and teachers in dentistry.

Dr. Luther L. Terry, surgeon general of the United States Public Health Service, in February announced a \$400,704 grant for a 5½ year period to the University for this new clinical research training program—the first dental research training grant of its kind given by the Public Health Service.

With the grant to Minnesota, the Public Health Service will be establishing a special support program for such curricula. This program will be administered by the National Institute of Dental Research, one of the nine National Institutes of Health, Bethesda, Md.

The new University program will enable selected dental students to study concurrently for doctor of dental surgery (D.D.S.) and doctor of philosophy (Ph.D.) degrees in a six-year curriculum, beginning at the end of the sophomore year in dental school.



The Money

Behind

Our Colleges

ARE AMERICA'S colleges and universities in good financial health—or bad?

Are they pricing themselves out of many students' reach? Or can—and should—students and their parents carry a greater share of the cost of higher education?

Can state and local governments appropriate more money for higher education? Or is there a danger that taxpayers may “revolt”?

Does the federal government—now the third-largest provider of funds to higher education—pose a threat to the freedom of our colleges and universities? Or is the “threat” groundless, and should higher education seek even greater federal support?

Can private donors—business corporations, religious denominations, foundations, alumni, and alumnae—increase their gifts to colleges and universities as greatly as some authorities say is necessary? Or has private philanthropy gone about as far as it can go?

There is no set of “right” answers to such questions. College and university financing is complicated, confusing, and often controversial, and even the administrators of the nation's institutions of higher learning are not of one mind as to what the best answers are.

One thing is certain: financing higher education is not a subject for “insiders,” alone. Everybody has a stake in it.



Where U.S. colleges and universities get their income

THese days, most of America's colleges and universities manage to make ends meet. Some do not: occasionally, a college shuts its doors, or changes its character, because in the jungle of educational financing it has lost the fiscal fitness to survive. Certain others, qualified observers suspect, hang onto life precariously, sometimes sacrificing educational quality to conserve their meager resources. But most U.S. colleges and universities survive, and many do so with some distinction. On the surface, at least, they appear to be enjoying their best financial health in history.

The voice of the bulldozer is heard in our land, as new buildings go up at a record rate. Faculty salaries in most institutions—at critically low levels not long ago—are, if still a long distance from the high-tax brackets, substantially better than they used to be. Appropriations of state funds for higher education are at an all-time high. The federal government is pouring money into the campuses at an unprecedented rate. Private gifts and grants were never more numerous. More students than ever before, paying higher fees than ever before, crowd the classrooms.

How real is this apparent prosperity? Are there danger signals? One purpose of this report is to help readers find out.

How do colleges and universities get the money they run on? By employing a variety of financing processes and philosophies. By conducting, says one participant, the world's busiest patchwork quilting-bee.

U.S. higher education's balance sheets—the latest of which shows the country's colleges and universities receiving more than \$7.3 billion in current-fund income—have been known to baffle even those men and women who are at home in the depths of a corporate financial statement. Perusing them, one learns that even the basic terms have lost their old, familiar meanings.

“Private” institutions of higher education, for example, receive enormous sums of “public” money—including more federal research funds than go to all so-called “public” colleges and universities.

And “public” institutions of higher education own some of the largest “private” endowments. (The endowment of the University of Texas, for instance, has a higher book value than Yale's.)

When the English language fails him so completely, can higher education's balance-sheet reader be blamed for his bafflement?

IN A RECENT year, U.S. colleges and universities got their current-fund income in this fashion:

- 20.7% came from student tuition and fees.
- 18.9% came from the federal government.
- 22.9% came from state governments.
- 2.6% came from local governments.
- 6.4% came from private gifts and grants.

9.4% was other educational and general income, including income from endowments.

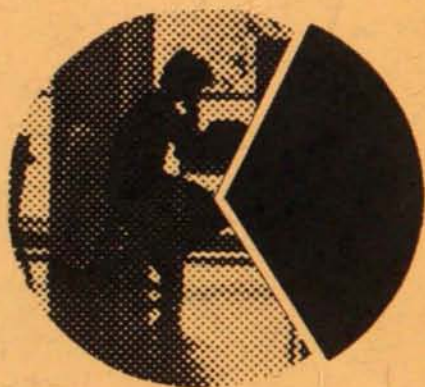
17.5% came from auxiliary enterprises, such as dormitories, cafeterias, and dining halls.

1.6% was student-aid income.

Such a breakdown, of course, does not match the income picture at any actual college or university. It includes institutions of many shapes, sizes, and financial policies. Some heat their classrooms and pay their professors largely with money collected from students. Others receive relatively little from this source. Some balance their budgets with large sums from governments. Others not only receive no such funds, but may actively spurn them. Some draw substantial interest from their endowments and receive gifts and grants from a variety of sources.

"There is something very reassuring about this assorted group of patrons of higher education," writes a college president. "They are all acknowledging the benefits they derive from a strong system of colleges and universities. Churches that get clergy, communities that get better citizens, businesses that get better employees—all share in the costs of the productive machinery, along with the student . . ."

In the campus-to-campus variations there is often a deep significance; an institution's method of financing may tell as much about its philosophies as do the most eloquent passages in its catalogue. In this sense, one should understand that *whether* a college or university receives enough income to survive is only part of the story. *How* and *where* it gets its money may have an equally profound effect upon its destiny.



PRIVATE INSTITUTIONS:
34.3% of their income
comes from student fees.

from Students 20.7 per cent

LAST FALL, some 4.4 million young Americans were enrolled in the nation's colleges and universities—2.7 million in public institutions, 1.7 million in private.

For most of them, the enrollment process included a stop at a cashier's office, to pay tuition and other educational fees.

How much they paid varied considerably from one campus to another. For those attending public institutions, according to a U.S. government survey, the median in 1962-63 was \$170 per year. For those attending private institutions, the median was \$690—four times as high.

There were such differences as these:

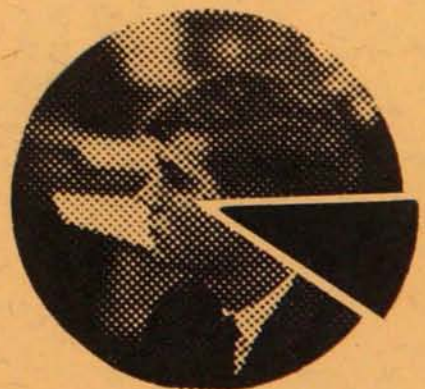
In public universities, the median charge was \$268.

In public liberal arts colleges, it was \$168.

In public teachers colleges, it was \$208.

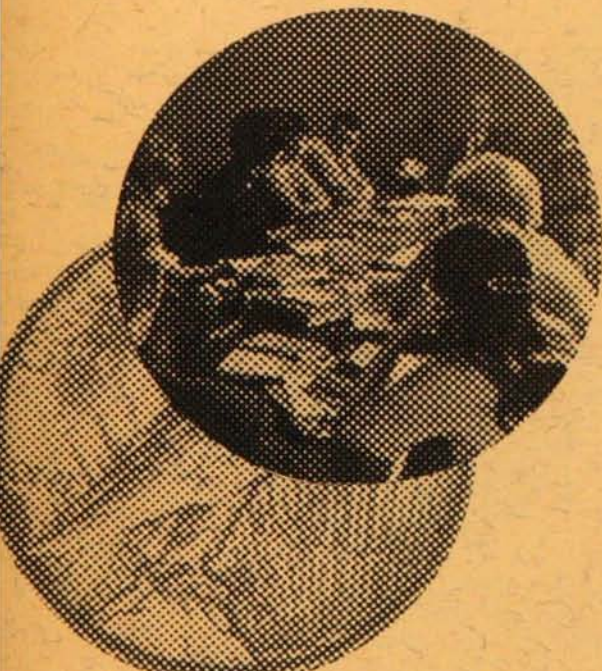
In public junior colleges, it was \$113.

Such educational fees, which do not include charges for meals or dormi-



PUBLIC INSTITUTIONS:
10% of their income
comes from student fees.

Are tuition charges
becoming
too burdensome?



tory rooms, brought the nation's public institutions of higher education a total of \$415 million—one-tenth of their entire current-fund income.

By comparison:

In private universities, the median charge was \$1,038.

In private liberal arts colleges, it was \$751.

In private teachers colleges, it was \$575.

In private junior colleges, it was \$502.

In 1961-62, such student payments brought the private colleges and universities a total of \$1.1 billion—more than one-third of their entire current-fund income.

From all students, in all types of institution, America's colleges and universities thus collected a total of \$1.5 billion in tuition and other educational fees.

NO NATION puts more stock in maximum college attendance by its youth than does the United States," says an American report to an international committee. "Yet no nation expects those receiving higher education to pay a greater share of its cost."

The leaders of both private and public colleges and universities are worried by this paradox.

Private-institution leaders are worried because they have no desire to see their campuses closed to all but the sons and daughters of well-to-do families. But, in effect, this is what may happen if students must continue to be charged more than a third of the costs of providing higher education—costs that seem to be eternally on the rise. (Since one-third is the average for *all* private colleges and universities, the students' share of costs is lower in some private colleges and universities, considerably higher in others.)

Public-institution leaders are worried because, in the rise of tuition and other student fees, they see the eventual collapse of a cherished American dream: equal educational opportunity for all. Making students pay a greater part of the cost of public higher education is no mere theoretical threat; it is already taking place, on a broad scale. Last year, half of the state universities and land-grant institutions surveyed by the federal government reported that, in the previous 12 months, they had had to increase the tuition and fees charged to home-state students. More than half had raised their charges to students who came from other states.

CAN THE RISE in tuition rates be stopped—at either public or private colleges and universities?

A few vocal critics think it should not be; that tuition should, in fact, go up. Large numbers of students can afford considerably more than they are now paying, the critics say.

"Just look at the student parking lots. You and I are helping to pay for those kids' cars with our taxes," one campus visitor said last fall.

Asked an editorial in a Tulsa newspaper:

"Why should taxpayers, most of whom have not had the advantage of college education, continue to subsidize students in state-supported universities who have enrolled, generally, for the frank purpose of eventually earning more than the average citizen?"

An editor in Omaha had similar questions:

"Why shouldn't tuition cover more of the rising costs? And why shouldn't young people be willing to pay higher tuition fees, and if necessary borrow the money against their expected earnings? And why shouldn't tuition charges have a direct relationship to the prospective earning power—less in the case of the poorer-paid professions and more in the case of those which are most remunerative?"

Such questions, or arguments-in-the-form-of-questions, miss the main point of tax-supported higher education, its supporters say.

"The primary beneficiary of higher education is society," says a joint statement of the State Universities Association and the Association of State Universities and Land-Grant Colleges.

"The process of making students pay an increasing proportion of the costs of higher education will, if continued, be disastrous to American society and to American national strength.

"It is based on the theory that higher education benefits only the individual and that he should therefore pay immediately and directly for its cost—through borrowing if necessary. . . .

"This is a false theory. . . . It is true that great economic and other benefits do accrue to the individual, and it is the responsibility of the individual to help pay for the education of others on this account—through taxation and through voluntary support of colleges and universities, in accordance with the benefits received. But even from the narrowest of economic standpoints, a general responsibility rests on society to finance higher education. The businessman who has things to sell is a beneficiary, whether he attends college or not, whether his children do or not. . . ."

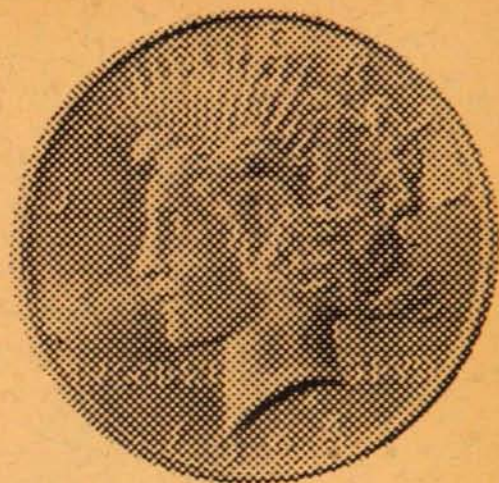
Says a university president: "I am worried, as are most educators, about the possibility that we will price ourselves out of the market."

For private colleges—already forced to charge for a large part of the cost of providing higher education—the problem is particularly acute. As costs continue to rise, where will private colleges get the income to meet them, if not from tuition?

After studying 100 projections of their budgets by private liberal arts colleges, Sidney G. Tickton, of the Fund for the Advancement of Education, flatly predicted:

"Tuition will be much higher ten years hence."

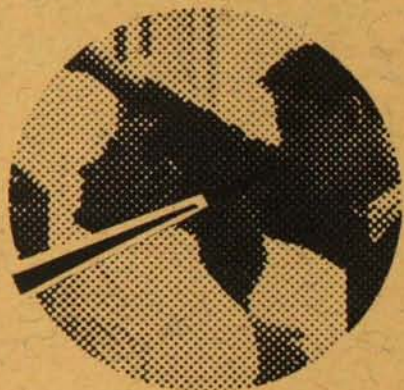
Already, Mr. Tickton pointed out, tuition at many private colleges is beyond the reach of large numbers of students, and scholarship aid isn't large enough to help. "Private colleges are beginning to realize that they haven't been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future.



**Or should students
carry a heavier
share of the costs?**

CONTINUED

TUITION continued



PRIVATE INSTITUTIONS:
1.4% of their income
comes from the states.

22.9 per cent from States



PUBLIC INSTITUTIONS:
39.7% of their income
comes from the states.

"The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled, but the signs are that they aren't likely to be able to do very much about it in the decade ahead."

What is the outlook at public institutions? Members of the Association of State Colleges and Universities were recently asked to make some predictions on this point. The consensus:

They expect the tuition and fees charged to their home-state students to rise from a median of \$200 in 1962-63 to \$230, five years later. In the previous five years, the median tuition had increased from \$150 to \$200. Thus the rising-tuition trend would not be stopped, they felt—but it would be slowed.

THE ONLY alternative to higher tuition, whether at public or private institutions, is increased income from other sources—taxes, gifts, grants. If costs continue to increase, such income will have to increase not merely in proportion, but at a faster rate—if student charges are to be held at their present levels.

What are the prospects for these other sources of income? See the pages that follow.

COLLEGES and universities depend upon many sources for their financial support. But one source towers high above all the rest: the American taxpayer.

The taxpayer provides funds for higher education through all levels of government—federal, state, and local.

Together, in the most recent year reported, governments supplied 44.4 per cent of the current-fund income of all U.S. colleges and universities—a grand total of \$3.2 billion.

This was more than twice as much as all college and university students paid in tuition fees. It was nearly seven times the total of all private gifts and grants.

By far the largest sums for educational purposes came from state and local governments: \$1.9 billion, altogether. (Although the federal government's over-all expenditures on college and university campuses were large—nearly \$1.4 billion—all but \$262 million was earmarked for research.)

STATES HAVE HAD a financial interest in higher education since the nation's founding. (Even before independence, Harvard and other colonial colleges had received government support.) The first state university, the University of Georgia, was chartered in 1785. As settlers

moved west, each new state received two townships of land from the federal government, to support an institution of higher education.

But the true flourishing of publicly supported higher education came after the Civil War. State universities grew. Land-grant colleges were founded, fostered by the Morrill Act of 1862. Much later, local governments entered the picture on a large scale, particularly in the junior-college field.

Today, the U.S. system of publicly supported colleges and universities is, however one measures it, the world's greatest. It comprises 743 institutions (345 local, 386 state, 12 federal), compared with a total of 1,357 institutions that are privately controlled.

Enrollments in the public colleges and universities are awesome, and certain to become more so.

As recently as 1950, half of all college and university students attended private institutions. No longer—and probably never again. Last fall, the public colleges and universities enrolled 60 per cent—one million more students than did the private institutions. And, as more and more young Americans go to college in the years ahead, both the number and the proportion attending publicly controlled institutions will soar.

By 1970, according to one expert projection, there will be 7 million college and university students. Public institutions will enroll 67 per cent of them.

By 1980, there will be 10 million students. Public institutions will enroll 75 per cent of them.

THE FINANCIAL implications of such enrollments are enormous. Will state and local governments be able to cope with them?

In the latest year for which figures have been tabulated, the current-fund income of the nation's public colleges and universities was \$4.1 billion. Of this total, state and local governments supplied more than \$1.8 billion, or 44 per cent. To this must be added \$790 million in capital outlays for higher education, including \$613 million for new construction.

In the fast-moving world of public-college and university financing, such heady figures are already obsolete. At present, reports the Committee for Economic Development, expenditures for higher education are the fastest-growing item of state and local-government financing. Between 1962 and 1968, while expenditures for all state and local-government activities will increase by about 50 per cent, expenditures for higher education will increase 120 per cent. In 1962, such expenditures represented 9.5 per cent of state and local tax income; in 1968, they will take 12.3 per cent.

Professor M.M. Chambers, of the University of Michigan, has totted up each state's tax-fund appropriations to colleges and universities (see list, next page). He cautions readers not to leap to interstate comparisons; there are too many differences between the practices of the 50 states to make such an exercise valid. But the differences do not obscure



**Will state taxes
be sufficient to meet
the rocketing demand?**

CONTINUED

STATE FUNDS continued

State Tax Funds For Higher Education

	Fiscal 1963	Change from 1961	
Alabama.....	\$22,051,000	-\$346,000	- 1.5%
Alaska.....	3,301,000	+ 978,000	+42%
Arizona.....	20,422,000	+ 4,604,000	+29%
Arkansas.....	16,599,000	+ 3,048,000	+22.5%
California....	243,808,000	+48,496,000	+25%
Colorado.....	29,916,000	+ 6,634,000	+28.25%
Connecticut...	15,948,000	+ 2,868,000	+22%
Delaware.....	5,094,000	+ 1,360,000	+36.5%
Florida.....	46,043,000	+ 8,780,000	+23.5%
Georgia.....	32,162,000	+ 4,479,000	+21%
Hawaii.....	10,778,000	+ 3,404,000	+46%
Idaho.....	10,137,000	+ 1,337,000	+15.25%
Illinois.....	113,043,000	+24,903,000	+28.25%
Indiana.....	62,709,000	+12,546,000	+25%
Iowa.....	38,914,000	+ 4,684,000	+13.5%
Kansas.....	35,038,000	+ 7,099,000	+25.5%
Kentucky.....	29,573,000	+ 9,901,000	+50.25%
Louisiana....	46,760,000	+ 2,203,000	+ 5%
Maine.....	7,429,000	+ 1,830,000	+32.5%
Maryland.....	29,809,000	+ 3,721,000	+20.5%
Massachusetts	16,503,000	+ 3,142,000	+23.5%
Michigan.....	104,082,000	+ 6,066,000	+ 6%
Minnesota....	44,058,000	+ 5,808,000	+15.25%
Mississippi...	17,500,000	+ 1,311,000	+ 8%
Missouri.....	33,253,000	+ 7,612,000	+29.5%

continued opposite

the fact that, between fiscal year 1961 and fiscal 1963, all states except Alabama and Montana increased their tax-fund appropriations to higher education. The average was a whopping 24.5 per cent.

Can states continue to increase appropriations? No one answer will serve from coast to coast.

Poor states will have a particularly difficult problem. The Southern Regional Education Board, in a recent report, told why:

"Generally, the states which have the greatest potential demand for higher education are the states which have the fewest resources to meet the demand. Rural states like Alabama, Arkansas, Mississippi, and South Carolina have large numbers of college-age young people and relatively small per-capita income levels." Such states, the report concluded, can achieve educational excellence only if they use a larger proportion of their resources than does the nation as a whole.

A leading Western educator summed up his state's problem as follows:

"Our largest age groups, right now, are old people and youngsters approaching college age. Both groups depend heavily upon the producing, taxpaying members of our economy. The elderly demand state-financed welfare; the young demand state-financed education.

"At present, however, the producing part of our economy is composed largely of 'depression babies'—a comparatively small group. For the next few years, their per-capita tax burden will be pretty heavy, and it may be hard to get them to accept any big increases."

But the alternatives to more tax money for public colleges and universities—higher tuition rates, the turning away of good students—may be even less acceptable to many taxpayers. Such is the hope of those who believe in low-cost, public higher education.

EVERY projection of future needs shows that state and local governments must increase their appropriations vastly, if the people's demands for higher education are to be met. The capacity of a government to make such increases, as a California study has pointed out, depends on three basic elements:

1) The size of the "stream of income" from which the support for higher education must be drawn;

2) The efficiency and effectiveness of the tax system; and

3) The will of the people to devote enough money to the purpose.

Of these elements, the third is the hardest to analyze, in economic terms. It may well be the most crucial.

Here is why:

In their need for increased state and local funds, colleges and universities will be in competition with growing needs for highways, urban renewal, and all the other services that citizens demand of their governments. How the available tax funds will be allocated will depend, in large measure, on how the people *rank* their demands, and how insistently they make the demands known.

"No one should know better than our alumni the importance of having society invest its money and faith in the education of its young people," Allan W. Ostar, director of the Office of Institutional Research, said recently. "Yet all too often we find alumni of state universities who are not willing to provide the same opportunity to future generations that they enjoyed. Our alumni should be leading the fight for adequate tax support of our public colleges and universities.

"If they don't, who will?"

TO SOME Americans, the growth of state-supported higher education, compared with that of the private colleges and universities, has been disturbing for other reasons than its effects upon the tax rate.

One cause of their concern is a fear that government dollars inevitably will be accompanied by a dangerous sort of government control. The fabric of higher education, they point out, is laced with controversy, new ideas, and challenges to all forms of the status quo. Faculty members, to be effective teachers and researchers, must be free of reprisal or fears of reprisal. Students must be encouraged to experiment, to question, to disagree.

The best safeguard, say those who have studied the question, is legal autonomy for state-supported higher education: independent boards of regents or trustees, positive protections against interference by state agencies, post-audits of accounts but no line-by-line political control over budget proposals—the latter being a device by which a legislature might be able to cut the salary of an "offensive" professor or stifle another's research. Several state constitutions already guarantee such autonomy to state universities. But in some other states, college and university administrators must be as adept at politicking as at educating, if their institutions are to thrive.

Another concern has been voiced by many citizens. What will be the effects upon the country's private colleges, they ask, if the public-higher-education establishment continues to expand at its present rate? With state-financed institutions handling more and more students—and, generally, charging far lower tuition fees than the private institutions can afford—how can the small private colleges hope to survive?

President Robert D. Calkins, of the Brookings Institution, has said:

"Thus far, no promising alternative to an increased reliance on public institutions and public support has appeared as a means of dealing with the expanding demand for education. The trend may be checked, but there is nothing in sight to reverse it. . . .

"Many weak private institutions may have to face a choice between insolvency, mediocrity, or qualifying as public institutions. But enlarged opportunities for many private and public institutions will exist, often through cooperation. . . . By pooling resources, all may be strengthened. . . . In view of the recent support the liberal arts colleges have elicited, the more enterprising ones, at least, have an undisputed role for future service."



	Fiscal 1963	Change from 1961	
Montana	\$11,161,000	-\$ 70,000	- 0.5%
Nebraska . . .	17,078,000	+ 1,860,000	+12.25%
Nevada	5,299,000	+ 1,192,000	+29%
New Hampshire	4,733,000	+ 627,000	+15.25%
New Jersey . .	34,079,000	+ 9,652,000	+39.5%
New Mexico . .	14,372,000	+ 3,133,000	+28%
New York . . .	156,556,000	+67,051,000	+75%
North Carolina	36,532,000	+ 6,192,000	+20.5%
North Dakota .	10,386,000	+ 1,133,000	+12.25%
Ohio	55,620,000	+10,294,000	+22.5%
Oklahoma . . .	30,020,000	+ 3,000,000	+11%
Oregon	33,423,000	+ 4,704,000	+16.25%
Pennsylvania .	56,187,000	+12,715,000	+29.5%
Rhode Island .	7,697,000	+ 2,426,000	+46%
South Carolina	15,440,000	+ 2,299,000	+17.5%
South Dakota .	8,702,000	+ 574,000	+ 7%
Tennessee . . .	22,359,000	+ 5,336,000	+31.25%
Texas	83,282,000	+16,327,000	+24.5%
Utah	15,580,000	+ 2,441,000	+18.5%
Vermont	3,750,000	+ 351,000	+10.25%
Virginia	28,859,000	+ 5,672,000	+24.5%
Washington . .	51,757,000	+ 9,749,000	+23.25%
West Virginia .	20,743,000	+ 3,824,000	+22.5%
Wisconsin . . .	44,670,000	+ 7,253,000	+19.5%
Wyoming	5,599,000	+ 864,000	+18.25%
TOTALS . . .	\$1,808,825,000	+\$357,499,000	
WEIGHTED AVERAGE			+24.5%

CONTINUED

18.9 per cent from Washington

I SEEM TO SPEND half my life on the jets between here and Washington," said an official of a private university on the West Coast, not long ago.

"We've decided to man a Washington office, full time," said the spokesman for a state university, a few miles away.

For one in 20 U.S. institutions of higher education, the federal government in recent years has become one of the biggest facts of financial life. For some it is *the* biggest. "The not-so-jolly long-green giant," one man calls it.

Washington is no newcomer to the campus scene. The difference, today, is one of scale. Currently the federal government spends between \$1 billion and \$2 billion a year at colleges and universities. So vast are the expenditures, and so diverse are the government channels through which they flow to the campuses, that a precise figure is impossible to come by. The U.S. Office of Education's latest estimate, covering fiscal 1962, is that Washington was the source of \$1.389 billion—or nearly 19 per cent—of higher education's total current-fund income.

"It may readily be seen," said Congresswoman Edith Green of Oregon, in a report last year to the House Committee on Education and Labor, "that the question is not *whether* there shall be federal aid to education."

Federal aid exists. It is big and is growing.

THE word *aid*, however, is misleading. Most of the federal government's expenditures in higher education—more than four and a half times as much as for all other purposes combined—are for research that the government needs. Thus, in a sense, the government is the purchaser of a commodity; the universities, like any other producer with whom the government does business, supply that commodity. The relationship is one of *quid pro quo*.

Congresswoman Green is quick to acknowledge this fact:

"What has not been . . . clear is the dependency of the federal government on the educational system. The government relies upon the universities to do those things which cannot be done by government personnel in government facilities.

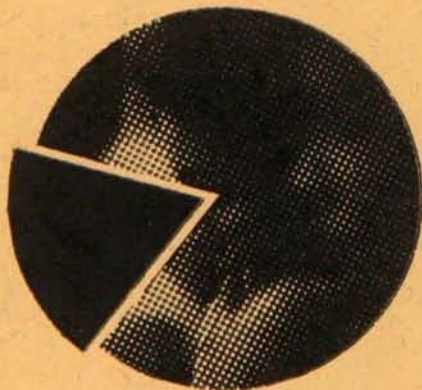
"It turns to the universities to conduct basic research in the fields of agriculture, defense, medicine, public health, and the conquest of space, and even for managing and staffing of many governmental research laboratories.

"It relies on university faculty to judge the merits of proposed research.

"It turns to them for the management and direction of its foreign aid programs in underdeveloped areas of the world.



PRIVATE INSTITUTIONS:
19.1% of their income
comes from Washington.



PUBLIC INSTITUTIONS:
18.6% of their income
comes from Washington.

"It relies on them for training, in every conceivable field, of government personnel—both military and civilian."

THE FULL RANGE of federal-government relationships with U.S. higher education can only be suggested in the scope of this report. Here are some examples:

Land-grant colleges had their origins in the Morrill Land Grant College Act of 1862, when the federal government granted public lands to the states for the support of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts," but not excluding science and classics. Today there are 68 such institutions. In fiscal 1962, the federal government distributed \$10.7 million in land-grant funds.

The armed forces operate officers training programs in the colleges and universities—their largest source of junior officers.

Student loans, under the National Defense Education Act, are the major form of federal assistance to undergraduate students. They are administered by 1,534 participating colleges and universities, which select recipients on the basis of need and collect the loan repayments. In fiscal 1962, more than 170,000 undergraduates and nearly 15,000 graduate students borrowed \$90 million in this way.

"The success of the federal loan program," says the president of a college for women, "is one of the most significant indexes of the important place the government has in financing private as well as public educational institutions. The women's colleges, by the way, used to scoff at the loan program. 'Who would marry a girl with a debt?' people asked. 'A girl's dowry shouldn't be a mortgage,' they said. But now more than 25 per cent of our girls have government loans, and they don't seem at all perturbed."

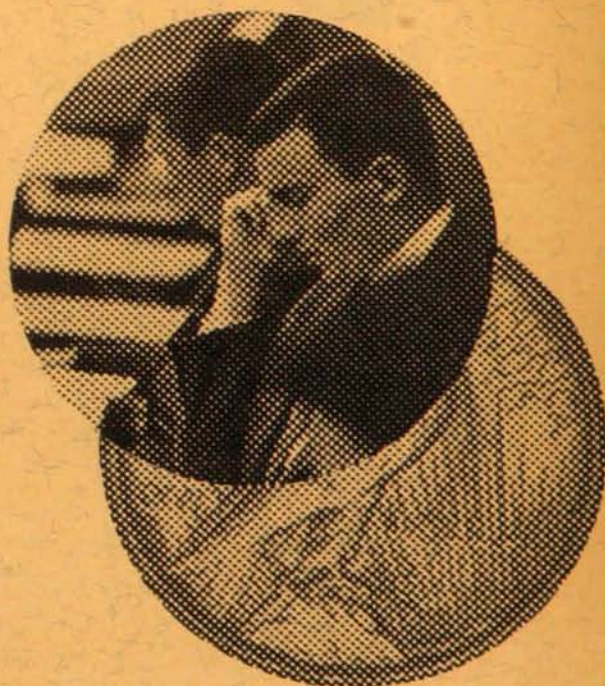
Fellowship grants to graduate students, mostly for advanced work in science or engineering, supported more than 35,000 persons in fiscal 1962. Cost to the government: nearly \$104 million. In addition, around 20,000 graduate students served as paid assistants on government-sponsored university research projects.

Dormitory loans through the college housing program of the Housing and Home Finance Agency have played a major role in enabling colleges and universities to build enough dormitories, dining halls, student unions, and health facilities for their burgeoning enrollments. Between 1951 and 1961, loans totaling more than \$1.5 billion were approved. Informed observers believe this program finances from 35 to 45 per cent of the total current construction of such facilities.

Grants for research facilities and equipment totaled \$98.5 million in fiscal 1962, the great bulk of which went to universities conducting scientific research. The National Science Foundation, the National Institutes of Health, the National Aeronautics and Space Administration, and the Atomic Energy Commission are the principal sources of such grants. A Department of Defense program enables institutions to build facilities and write off the cost.

To help finance new classrooms, libraries, and laboratories, Congress last year passed a \$1.195 billion college aid program and, said President

Can federal dollars properly be called federal "aid"?

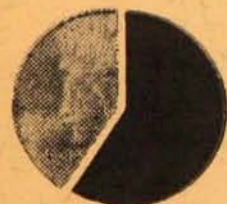


FEDERAL FUNDS continued



38%
of Federal research funds
go to these 10 institutions:

U. of California	U. of Illinois
Mass. Inst. of Technology	Stanford U.
Columbia U.	U. of Chicago
U. of Michigan	U. of Minnesota
Harvard U.	Cornell U.



59%
of Federal research funds
go to the above 10 + these 15:

U. of Wisconsin	Yale U.
U. of Pennsylvania	Princeton U.
New York U.	Iowa State U.
Ohio State U.	Cal. Inst. of Technology
U. of Washington	U. of Pittsburgh
Johns Hopkins U.	Northwestern U.
U. of Texas	Brown U.
	U. of Maryland

Johnson, thus was "on its way to doing more for education than any since the land-grant college bill was passed 100 years ago."

Support for medical education through loans to students and funds for construction was authorized by Congress last fall, when it passed a \$236 million program.

To strengthen the curriculum in various ways, federal agencies spent approximately \$9.2 million in fiscal 1962. Samples: A \$2 million National Science Foundation program to improve the content of science courses; a \$2 million Office of Education program to help colleges and universities develop, on a matching-fund basis, language and area-study centers; a \$2 million Public Health Service program to expand, create, and improve graduate work in public health.

Support for international programs involving U.S. colleges and universities came from several federal sources. Examples: Funds spent by the Peace Corps for training and research totaled more than \$7 million. The Agency for International Development employed some 70 institutions to administer its projects overseas, at a cost of about \$26 million. The State Department paid nearly \$6 million to support more than 2,500 foreign students on U.S. campuses, and an additional \$1.5 million to support more than 700 foreign professors.

BUT the greatest federal influence, on many U.S. campuses, comes through the government's expenditures for research.

As one would expect, most of such expenditures are made at universities, rather than at colleges (which, with some exceptions, conduct little research).

In the 1963 Godkin Lectures at Harvard, the University of California's President Clark Kerr called the federal government's support of research, starting in World War II, one of the "two great impacts [which], beyond all other forces, have molded the modern American university system and made it distinctive." (The other great impact: the land-grant college movement.)

At the institutions where they are concentrated, federal research funds have had marked effects. A self-study by Harvard, for example, revealed that *90 per cent* of the research expenditures in the university's physics department were paid for by the federal government; *67 per cent* in the chemistry department; and *95 per cent* in the division of engineering and applied physics.

IS THIS government-dollar dominance in many universities' research budgets a healthy development?

After analyzing the role of the federal government on their campuses, a group of universities reporting to the Carnegie Foundation for the Advancement of Teaching agreed that "the effects [of government expenditures for campus-based research projects] have, on balance, been salutary."

Said the report of one institution:

"The opportunity to make expenditures of this size has permitted a

research effort far superior to anything that could have been done without recourse to government sponsors. . . .

"Any university that declined to participate in the growth of sponsored research would have had to pay a high price in terms of the quality of its faculty in the science and engineering areas. . . ."

However, the university-government relationship is not without its irritations.

One of the most irksome, say many institutions, is the government's failure to reimburse them fully for the "indirect costs" they incur in connection with federally sponsored research—costs of administration, of libraries, of operating and maintaining their physical plant. If the government fails to cover such costs, the universities must—often by drawing upon funds that might otherwise be spent in strengthening areas that are not favored with large amounts of federal support, *e.g.*, the humanities.

Some see another problem: faculty members may be attracted to certain research areas simply because federal money is plentiful there. "This . . . may tend to channel their efforts away from other important research and . . . from their teaching and public-service responsibilities," one university study said.

The government's emphasis upon science, health, and engineering, some persons believe, is another drawback to the federal research expenditures. "Between departments, a form of imbalance may result," said a recent critique. "The science departments and their research may grow and prosper. The departments of the humanities and social sciences may continue, at best, to maintain their *status quo*."

"There needs to be a National Science Foundation for the humanities," says the chief academic officer of a Southern university which gets approximately 20 per cent of its annual budget from federal grants.

"Certainly government research programs create imbalances within departments and between departments," said the spokesman for a leading Catholic institution, "but so do many other influences at work within a university. . . . Imbalances must be lived with and made the most of, if a level of uniform mediocrity is not to prevail."

THE CONCENTRATION of federal funds in a few institutions—usually the institutions which already are financially and educationally strong—makes sense from the standpoint of the *quid pro quo* philosophy that motivates the expenditure of most government funds. The strong research-oriented universities, obviously, can deliver the commodity the government wants.

But, consequently, as a recent Carnegie report noted, "federal support is, for many colleges and universities, not yet a decisive or even a highly influential fact of academic life."

Why, some persons ask, should not the government conduct equally well-financed programs in order to improve those colleges and universities which are *not* strong—and thus raise the quality of U.S. higher education as a whole?



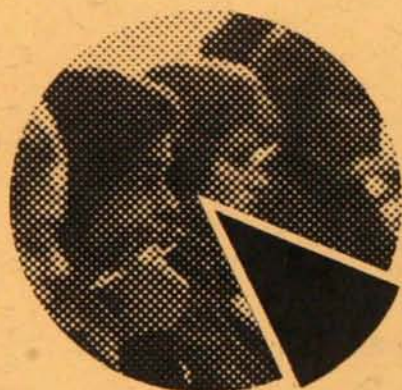
90%
of Federal research funds
go to the 25 opposite + these 75:

Pennsylvania State U.	Wayne State U.
Duke U.	Baylor U.
U. of Southern Cal.	U. of Denver
Indiana U.	U. of Missouri
U. of Rochester	U. of Georgia
Washington U.	U. of Arkansas
U. of Colorado	U. of Nebraska
Purdue U.	Tufts U.
George Washington U.	U. of Alabama
Western Reserve U.	New Mexico State U.
Florida State U.	Washington State U.
Yeshiva U.	Boston U.
U. of Florida	U. of Buffalo
U. of Oregon	U. of Kentucky
U. of Utah	U. of Cincinnati
Tulane U.	Stevens Inst. of Technology
U. of N. Carolina	Oklahoma State U.
Michigan State U.	Georgetown U.
Polytechnic Inst. of Brooklyn	Medical Col. of Virginia
U. of Miami	Mississippi State U.
U. of Tennessee	Colorado State U.
U. of Iowa	Auburn U.
Texas A. & M. Col.	Dartmouth Col.
Rensselaer Polytechnic Inst.	Emory U.
U. of Kansas	U. of Vermont
U. of Arizona	Brandeis U.
Vanderbilt U.	Marquette U.
Syracuse U.	Jefferson Medical Col.
Oregon State U.	Va. Polytechnic Inst.
Ga. Inst. of Technology	U. of Louisville
U. of Virginia	Kansas State U.
Rutgers U.	St. Louis U.
Louisiana State U.	West Virginia U.
Carnegie Inst. of Technology	U. of Hawaii
U. of Oklahoma	U. of Mississippi
N. Carolina State U.	Notre Dame U.
Illinois Inst. of Technology	U. of New Mexico
	Temple U.

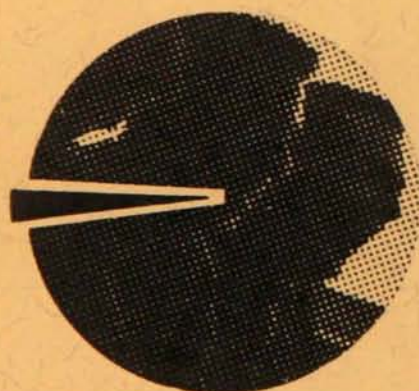
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This question is certain to be warmly debated in years to come. Coupled with philosophical support or opposition will be this pressing practical question: can private money, together with state and local government funds, solve higher education's financial problems, without resort to Washington? Next fall, when the great, long-predicted "tidal wave" of students at last reaches the nation's campuses, the time of testing will begin.

6.4 per cent from Gifts and Grants



PRIVATE INSTITUTIONS:
11.6% of their income
comes from gifts and grants.



PUBLIC INSTITUTIONS:
2.3% of their income
comes from gifts and grants.

AS A SOURCE of income for U.S. higher education, private gifts and grants are a comparatively small slice on the pie charts: 11.6% for the private colleges and universities, only 2.3% for public.

But, to both types of institution, private gifts and grants have an importance far greater than these percentages suggest.

"For us," says a representative of a public university in the Midwest, "private funds mean the difference between the adequate and the excellent. The university needs private funds to serve purposes for which state funds cannot be used: scholarships, fellowships, student loans, the purchase of rare books and art objects, research seed grants, experimental programs."

"Because the state provides basic needs," says another public-university man, "every gift dollar can be used to provide for a margin of excellence."

Says the spokesman for a private liberal arts college: "We must seek gifts and grants as we have never sought them before. They are our one hope of keeping educational quality up, tuition rates down, and the student body democratic. I'll even go so far as to say they are our main hope of keeping the college, as we know it, alive."

FROM 1954-55 through 1960-61, the independent Council for Financial Aid to Education has made a biennial survey of the country's colleges and universities, to learn how much private aid they received. In four surveys, the institutions answering the council's questionnaires reported they had received more than \$2.4 billion in voluntary gifts.

Major private universities received \$1,046 million.

Private coeducational colleges received \$628 million.

State universities received nearly \$320 million.

Professional schools received \$171 million.

Private women's colleges received \$126 million.

Private men's colleges received \$117 million.

Junior colleges received \$31 million.

Municipal universities received nearly \$16 million.

Over the years covered by the CFAE's surveys, these increases took place:

Gifts to the private universities went up 95.6%.

Gifts to private coed colleges went up 82%.

Gifts to state universities went up 184%.

Gifts to professional schools went up 134%.

Where did the money come from? Gifts and grants reported to the council came from these sources:

General welfare foundations gave \$653 million.

Non-alumni donors gave \$539.7 million.

Alumni and alumnae gave \$496 million.

Business corporations gave \$345.8 million.

Religious denominations gave \$216 million.

Non-alumni, non-church groups gave \$139 million.

Other sources gave \$66.6 million.

All seven sources increased their contributions over the period.

BUT THE RECORDS of past years are only preludes to the voluntary giving of the future, experts feel.

Dr. John A. Pollard, who conducts the surveys of the Council for Financial Aid to Education, estimates conservatively that higher education will require \$9 billion per year by 1969-70, for educational and general expenditures, endowment, and plant expansion. This would be .3 per cent of an expected \$700 billion Gross National Product.

Two billion dollars, Dr. Pollard believes, must come in the form of private gifts and grants. Highlights of his projections:

Business corporations will increase their contributions to higher education at a rate of 16.25 per cent a year. Their 1969-70 total: \$508 million.

Foundations will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: \$520.7 million.

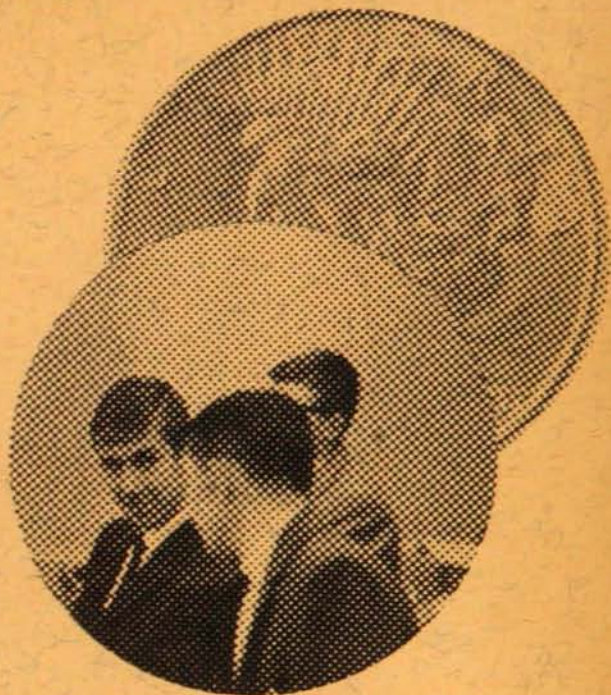
Alumni will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: \$591 million.

Non-alumni individuals will increase their contributions at a rate of 12.6 per cent a year. Their 1969-70 total: \$524.6 million.

Religious denominations will increase their contributions at a rate of 12.7 per cent. Their 1969-70 total: \$215.6 million.

Non-alumni, non-church groups and other sources will increase their contributions at rates of 4 per cent and 1 per cent, respectively. Their 1969-70 total: \$62 million.

"I think we must seriously question whether these estimates are realistic," said a business man, in response to Dr. Pollard's estimate of 1969-70 gifts by corporations. "Corporate funds are not a bottomless pit; the support the corporations give to education is, after all, one of the costs of doing business. . . . It may become more difficult to provide for such support, along with other foreseeable increased costs, in setting product prices. We cannot assume that all this money is going to be available simply because we want it to be. The more fruit you shake from the tree, the more difficult it becomes to find still more."



**Coming: a need
for \$9 billion
a year. Impossible?**

CONTINUED

But others are more optimistic. Says the CFAE:

"Fifteen years ago nobody could safely have predicted the level of voluntary support of higher education in 1962. Its climb has been spectacular. . . .

"So, on the record, it probably *is* safe to say that the potential of voluntary support of U.S. higher education has only been scratched. The people have developed a quenchless thirst for higher learning and, equally, the means and the will to support its institutions adequately."

ALUMNI AND ALUMNAE will have a critical role to play in determining whether the projections turn out to have been sound or unrealistic.

Of basic importance, of course, are their own gifts to their alma maters. The American Alumni Council, in its most recent year's compilation, reported that alumni support, as measured from the reports of 927 colleges and universities, had totaled \$196.7 million—a new record.

Lest this figure cause alumni and alumnae to engage in unrestrained self-congratulations, however, let them consider these words from one of the country's veteran (and most outspoken) alumni secretaries:

"Of shocking concern is the lack of interest of most of the alumni. . . . The country over, only about one-fifth on the average pay dues to their alumni associations; only one-fourth on the average contribute to their alumni funds. There are, of course, heartwarming instances where participation reaches 70 and 80 per cent, but they are rare. . . ."

Commenting on these remarks, a fund-raising consultant wrote:

"The fact that about three-fourths of college and university alumni do not contribute anything at all to their alma maters seems to be a strong indication that they lack sufficient feeling of responsibility to support these institutions. There was a day when it could be argued that this support was not forthcoming because the common man simply did not have funds to contribute to universities. While this argument is undoubtedly used today, it carries a rather hollow ring in a nation owning nearly two cars for every family and so many pleasure boats that there is hardly space left for them on available water."

Alumni support has an importance even beyond the dollars that it yields to higher education. More than 220 business corporations will match their employees' contributions. And alumni support—particularly the percentage of alumni who make gifts—is frequently used by other prospective donors as a guide to how much *they* should give.

Most important, alumni and alumnae wear many hats. They are individual citizens, corporate leaders, voters, taxpayers, legislators, union members, church leaders. In every role, they have an effect on college and university destinies. Hence it is alumni and alumnae, more than any other group, who will determine whether the financial health of U.S. higher education will be good or bad in years to come.

What will the verdict be? No reader can escape the responsibility of rendering it.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. (The editors, of course, speak for themselves and not for their institutions.) Copyright © 1964 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without express permission of the editors. Printed in U.S.A.

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Executive Editor

Acknowledgments: The editors acknowledge with thanks the help of Sally Adams, *Washington State University*; Harriet Coble, *The University of Nebraska*; James Gunn, *The University of Kansas*; Jack McGuire, *The University of Texas*; Joe Sherman, *Clemson College*; Howard Snethen, *Duke University*; Jack Taylor, *The University of Missouri*. Photographs by Peter Dechert Associates; Walter Holt, Leif Skoogfors, Peter Dechert.

Five Alumni To Be Honored At Eighth Annual MAA Meeting

The Eighth Annual Alumni Honors Presentation and Annual Meeting of the board and membership of the Minnesota Alumni Association will be held Monday, June 1, at 6 P.M. in the Cotillion Ballroom of the Sheraton-Ritz Hotel in downtown Minneapolis.

Five alumni will receive the highest awards bestowed by the University and the MAA—the Outstanding Achievement Award and the Alumni Service Award. University President O. Meredith Wilson will present the citations.

Another highlight of the evening will be the announcement of recent board election results and the introduction of the new board members and officers to the membership by retiring MAA President Franklin D. Gray '25BA.

Guest speaker at the event will be Robert F. Gilruth '35BS '36MS, Director of the NASA Manned Spacecraft Center in Houston, Texas, and himself a recipient, in 1954, of the University's Outstanding Achievement Award. Gilruth's organization is responsible for the development of spacecraft for manned flight, for flight crew selection and training, and for the conduct of space flight missions. Its current major projects are Gemini and Apollo.

Single recipient of the Outstand-

ing Achievement Award at the annual meeting will be:

John A. Moorhead '30BA has been president of the Northwestern National Bank of Minneapolis since 1957, a firm he first joined in 1930 (when it was known as Minnesota Loan and Trust.). After service in the Navy from 1942 to 1945 he returned to the bank becoming vice president in 1949 and executive vice-president and director in 1955. He was named president in 1957. He holds directorships in the Northwestern National Bank, Northwest Bancorporation, Northwestern National Life Insurance Company, Title Insurance Company and is president of the Federal Advisory Council. He is also chairman of the Board of Trustees of Westminster Presbyterian Church and chairman of the Board of Trustees of Abbott Hospital.

Four alumni will receive the Alumni Service Award. They are:

Virgil J. P. Lundquist '42MB '43MD, Minneapolis physician, has served as a member of the board of directors of the Medical Alumni Association from 1953 to 1958, and as president from 1958 to 1960. He was an MAA board member from 1958 to 1963, a member of its Executive Committee from 1960 to 1963, MAA national 2nd vice president in 1959-60, MAA national 1st vice president in 1960-62, and national president in 1961-62. He served as a director of the Medical Foundation and as chairman of the drive which raised \$100,000 for the construction of a Medical Student Center. During his term as national president of the MAA he successfully established the Group Life Insurance Program; laid the groundwork leading to the establishment of the Alumni Club; introduced a tape and computer system for maintaining alumni records; and served as first chairman of the newly enacted Alumni Fund Advisory Committee.

Eugene Lysen '18BA has been underwriter with the Chicago office of New York Life Insurance Company since 1929. While at the University he was a member of the track team and the All-University Council.

Gilruth



Moorhead



Lundquist





Lysen

He served as president of the Minnesota Alumni Club of Chicago in 1930-31 and as secretary from 1933-1951. He has been an active member of this group for 40 years, keeping it alive during the '30's and the war years, and building attendance at its annual dinners to a peak of 400. He also served as Minnesota's alumni representative to the Intercollegiate Conference of the Senate Committee on Intercollegiate Athletics in 1940. He is past president of the Maywood, Illinois, Lions Club and



Welch

the Chi Phi Club of Chicago, and has served as a director of the Chicago Life Underwriters Association and the Chicago Chapter of Chartered Life Underwriters.

Howard B. Palmer '22BS, formerly Division Research Chief for the Kimberley-Clark Company at Appleton, Wisconsin, now retired and living in Sarasota, Florida. For 23 years, since 1940, he has been the MAA's key alumnus in the Fox River Valley, which includes Appleton, Neenah, and Menasha, Wisconsin. His first active part in



Palmer

the Fox River Valley Alumni Club was in 1940 as a member of the annual meeting committee. In 1944 he was elected president of the club. Since 1945 he has been club historian and has completed a comprehensive history of the club's work. He also acted as the representative of the University of Minnesota at the Centennial Celebration of Ripon College.

C. Herman Welch, Jr. '33BS is Assistant Program Leader, Rural Defense Program, in the Federal Extension Service, concerned with the development and dissemination to rural population information on defense and protective measures against nuclear radioactive fallout. He has been the MAA's key alumnus in the Washington, D.C. area for 18 years. He served as a director of the Washington Club in 1949; and as president, 1952; secretary, 1950-51, 1953-56, and 1960 to the present.

During his term as president, the Washington club became one of the first in the country to meet charter requirements, and conducted mailings three times a year to over a thousand alumni in the area, resulting in an intense interest in the University, the Club and the work of the MAA itself. He was instrumental in developing the group's scholarship fund, and, in programming, used the bi-annual meetings of the Land Grant Association to bring the University's top officials to the Club as speakers.

EIGHTH ANNUAL HONORS PRESENTATION

6 p.m. Monday, June 1

COTILLION BALLROOM, Sheraton-Ritz Hotel, Minneapolis

All Minnesota Alumni Association members are cordially invited to take advantage of this opportunity to return to the campus, to renew acquaintances, to meet outstanding alumni and the new MAA officers and board members. President O. Meredith Wilson will attend as a special guest and will confer four Alumni Service Awards and one Outstanding Achievement Award. Tickets are \$5.00 each. Reservations accompanied by your check must be in the office of the Minnesota Alumni Association, 205 Coffman Memorial Union, by May 28, 1964.

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Noted World Affairs Analyst to Speak At Alumnae Meeting

Dr. Harold C. Deutsch, nationally known analyst of world affairs, chairman of the Department of History at the University of Minnesota, and a member of the faculty of the University since 1929, will discuss "European or Atlantic Integration" at the Minnesota Alumnae Club's Annual Meeting and Dinner, scheduled for May 7 in the Campus Club of Coffman Memorial Union.

Dr. Deutsch was visiting professor at the Free University of Berlin during spring and summer of 1963, and has spent a total of six years on the continent since 1928. During World War II he directed government research activities for the Office of Strategic Services. He also served as counsel to the State Department's Special Interrogation Mission in 1945, questioning German leaders on Hitler's foreign policy and studying local government under the Nazi rule.

Admission price for the dinner meeting, which begins at 6:00 P.M., is \$3.25 per person. Alumnae and their friends wishing to attend can make reservations by calling the Alumni Association office, 373-2466.

Denver Annual Meeting

The Denver Chapter of the University of Minnesota Alumni Association will hold its annual meeting Saturday, May 2, in the Starlight Room of the Park Lane Hotel in Denver, Colorado. Cocktails will be served in the Copper Lounge beginning at 5:30 P.M., to be followed by dinner at 6:30. According to chapter president, Roger Copeland, the program will include filmed highlights of the 1963 Gopher football season; presentation of the slate of officers selected for the 1964-65 season; a guest speaker; and a special guest of honor, Malcolm C. Wyer.

Denver area alumni desiring to make reservations or get further information regarding either this dinner meeting or regular activities of the Denver alumni group may contact the president, Roger Copeland, at 5628 Chestnut Avenue, Littleton, Colorado, telephone number 798-2959.

Medical Alumni To Host Seniors May 8

University of Minnesota Medical alumni living in the Twin Cities will play host this month to the senior class of the Medical School. The Annual Medical Alumni-Senior Class Luncheon is set for Friday, May 8, at 12 noon in the Main Ballroom of Coffman Memorial Union.

Guest speaker for the affair will be Dr. Thomas J. Kinsella, professor of clinical surgery, whose subject will be "We Graduate to New Responsibilities". Speaking on behalf of the Medical School and reporting on the progress of the Medical Alumni Student Center will be Dean Robert B. Howard.

Medical alumni living in the Twin Cities metropolitan area who would like to attend are urged to make their reservations early by calling Dennis Swan at 373-2466.

Bemidji Annual Meeting

The Bemidji Chapter of the Minnesota Alumni Association has announced plans to hold its annual meeting April 29. Special guest speaker for the event will be a prominent member of the University faculty. The election of new officers will also be held at that time.

Present officers of the chapter are Paul H. Kief, president; Dr. R. K. Stubbins, vice president; Mrs. Jean Castle, secretary-treasurer; Miss Helen Gill, F. Roger Headley, Roland Patterson and Mrs. Gloria Westerdahl, directors.



Dr. Leland Reichelt looks on as Mrs. Ann Richter presents Chester Tomczyk, Alumni Association field representative, with a check for \$50 from the Wadena chapter. The money is being donated by the latter group to the University of Minnesota scholarship fund. Over the years, approximately 25 students from Wadena County have received scholarships to attend Minnesota.

Education Meeting

The presentation of the University's Outstanding Achievement Award to Dr. Anne H. Carlsen '49PhD., Superintendent of the Crippled Children's School at Jamestown, North Dakota, and Dr. Helen M. Starr '29BSEd, Director of Health, Physical Education and Recreation for the Minneapolis public schools highlighted the Annual Meeting of the College of Education Alumni Association, held April 3 in the Junior Ballroom of Coffman Memorial Union.



Starr



Carlsen

Dr. Carlsen was cited, in part, for being an "... inspired administrator and dedicated teacher ... developer of educational programs for crippled children, embodiment of hope for all handicapped persons." Dr. Starr received the award for being a "... tireless teacher,

administrator, and writer, promoter of health and physical education in the public schools."

Speaking in behalf of the University in making the awards was William G. Shepherd, vice president for academic administration.

The major address of the meeting was given by Dr. Harold Spon-

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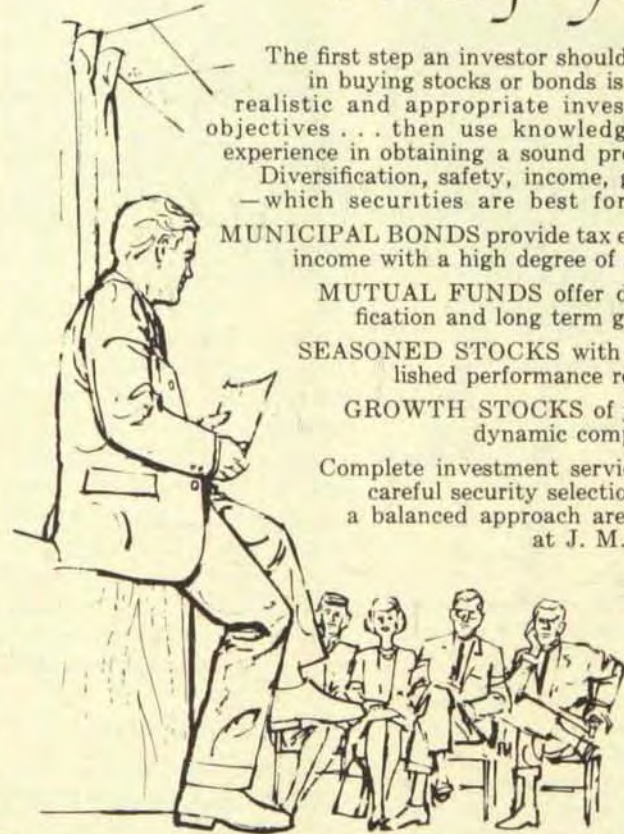
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berg, president of Washburn University at Topeka, Kansas.

Over 100 alumni attended the event, and in the business part of the meeting, elected Warren Lindquist president and added three new directors for three-year terms: Rodney Schmidt, Leo Linden and Dr. Gordon M. A. Mork.

Nursing Annual Meeting, Banquet May 6 To Feature Andahazy, Ballet Director

Lorand Andahazy, director of the Andahazy Ballet Company, St. Paul, will be the featured speaker at the 4th Annual Meeting of the School of Nursing Alumni Association, scheduled for Wednesday, May 6. Appearing with him will be a pianist, Donald Jackson, and two dancers from the Andahazy School of Classical Ballet, Jane Harrington and Elizabeth Rogers.

The meeting will begin with a seminar program in the afternoon,

starting at 1 P.M. in the Powell Hall Amphitheatre, followed by a coffee hour at 3:00 and small group discussions.

The evening banquet will begin at 6:30 P.M. in the Campus Club (4th floor) of Coffman Memorial Union.

Registration fee for the afternoon seminar sessions will be \$1.00. Evening banquet tickets are \$3.50 per person. Tickets for both events may still be ordered through the Alumni office, 373-2466.



Andahazy

Luncheon for Mort. Science Seniors

The Senior Honors Luncheon, first of what the Mortuary Science Alumni Association hopes will become an annual event, will be held on May 14 in the Alumni Club at the Sheraton-Ritz Hotel. Scheduled to begin at 12 noon, the luncheon will be attended by all of the graduating seniors in the Department of Mortuary Science, each of whom will be sponsored by one member of the alumni association.

Special guest speaker at the affair will be Dr. O. Meredith Wilson, President of the University of Minnesota, who recently returned from a three-month trip to Europe.

Purpose of the luncheon is to impress upon members of the Class of 1964 the importance of their responsibilities as they enter the profession of Funeral Service, and to extend to them a welcome from their future professional associates.

Alumni wishing to attend and act as sponsors are urged to make their reservations before May 5. The total cost to sponsors will be \$7.00.



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The Minnesota Alumni Association

The accompanying list of 10 candidates is hereby certified as correct. Each association member will vote for no more than five candidates.

Signed

Richard A. Moore '38LLB

Victor Rotering '48BS

John Stromwall '50BBA

Edwin A. Willson '30BEE

Charles Judd Ringer '38-41, chairman

Members Nominating Committee

- DRENG BJORNAARA '30BA
Minneapolis, Minnesota
- JERRY HELGESON '55BA
St. Cloud, Minnesota
- HAROLD HOLDEN '31BBA
Minneapolis, Minnesota
- CLARE LONG '14-'15
Wayzata, Minnesota
- J. EUGENE LYSEN '18BA
Oak Park, Illinois
- CECIL MARCH '31BChemE
St. Paul, Minnesota
- HOWARD E. OLSON '47BS
St. Paul, Minnesota
- LEE H. SLATER '23-'27
St. Paul, Minnesota
- JAMES A. WATSON '42BA
Hopkins, Minnesota
- STUART WILLSON '24BS
Eau Claire, Wisconsin

Signature _____

Address _____

Graduation year or years attended _____

I certify that I am a member of the Minnesota Alumni Association and entitled to vote.

1. Place an X opposite each person for whom you wish to vote. Do not vote for more than five candidates or your ballot cannot be counted.

2. Sign ballot with full name and initial. Print same. All ballots will be checked against official membership list, and it is important that your name be legible.

3. Clip ballot and send to Executive Director, The Minnesota Alumni Association, 205 Coffman Memorial Union, University of Minnesota, Minneapolis 14, Minnesota. No ballot will be accepted on any other form.

For assured secrecy in submitting ballots, the mailing envelopes may be marked "Ballot" or enclosed within the mailing envelopes in a separate envelope so marked. All envelopes so marked will be opened only by the election tellers.

4. Ballot must be in the office of the Executive Director by *May 26* in order to be counted.



CLIP AND MAIL TODAY

ALUMNI NEWS

These 4 Mass Mutual men achieved outstanding success in their first full year!



Ned G. Patrick, II

A '60 graduate of Dartmouth College, he joined our Omaha Agency of which his father is General Agent, in December, 1962, immediately following military service as a lieutenant in the Infantry. Honored as Mass Mutual's First Year Man of the Month for October '63, he placed over \$50,000 in each of the last nine months and is first year leader not only in volume but in lives with 81.



Marion E. Marshall

Owner and operator of a funeral business for twenty-three years, he joined the Mattoon Agency in August, 1962. He was honored as First Year Man of the Month in March '63. He was second among the first year men for 1963 and 51st among all Mass Mutual agents in lives. He exceeded \$30,000 in ordinary new business in each of the last 16 consecutive months.



Gordon E. Bergstrom

A graduate of the University of Minnesota, and a Bishop in the Mormon Church, he held a series of key posts in aero-space engineering for 15 years before joining our San Jose Agency in August, 1962. Last December he completed 15 consecutive months of more than \$30,000 ordinary production, and was honored as First Year Man of the Month in July '63.



John B. Boyd

With 10 years of experience in the construction supplies business, he joined our Springfield Agency in March '62. Producing almost a quarter of a million in his first three months, he was honored as First Year Man of the Month in May '62 and as Second Year Man of the Month in October '63. He now has 22 consecutive months of over \$30,000 of new business each.

Less than two years ago, these men were asking themselves a question you may be asking yourself today.

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Stanley J. Kronick, '32 — Minneapolis
Robert G. Farmer, C.L.U., '37 — Dallas
Stanley J. Johnsen, '38 — Atlanta
Miles W. McNally, C.L.U., '44 — Mpls.

Gordon E. Bergstrom, '47 — San Jose
Robert E. Lambert, C.L.U., '49 — Boston
Robert J. Newbury, '49 — Minneapolis
Donald W. Schneider, '49 — Mpls.
Donald L. Grimes, '50 — San Francisco
Seward F. Philpot, Jr., C.L.U., '50 —
Evanston

Richard L. Moses, C.L.U., '53 — Mpls.
Gary C. Zuhlsdorf, '56 — Minneapolis
Henry B. A. Witta, Jr., '61 — Mpls.
Chester D. MacArthur — Minneapolis
Raymond W. Schultz — Minneapolis
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FRED D. DENNSTEDT, vice president of Supply and Transportation of Humble Oil & Refining Company in Houston, Texas, has been appointed Deputy Coordinator of Refining of Standard Oil Company (New Jersey). The Refining

ALUMNI OF THE MONTH

Coordinator Department serves the company on a global basis.

Mr. Dennstedt succeeds Dr. Frederic A. L. Holloway, who has been elected president of Esso Research and Engineering Company, principal research affiliate of the Jersey Standard company.

Dennstedt's first position with the Jersey Standard organization was as a chemical engineer at the Humble refinery at Baton Rouge, Louisiana immediately after his graduation from college. In 1959, he became assistant general manager of the refinery. He joined the Humble headquarters in Houston in 1961 as assistant general manager of the Manufacturing Division and in 1962 became vice president of the Manufacturing Department.

He is a 1948 graduate of the University of Minnesota, with a bachelor's degree in chemical engineering.

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ALAN L. RUDELL was recently
named treasurer of Control Data
Corporation, Minneapolis.

A graduate of the University of
Minnesota with a BBA in account-
ing, Rudell formerly held the post
of Controller and Electronic Data
Processing Manager, Commercial

ALUMNI OF THE MONTH

Division of Minneapolis-Honeywell
Company.

Rudell is a member of the Fi-
nancial Executive Institute and the
National Society for Business
Budgeting. He was formerly Vice
President and Director of the
Minneapolis Chapter, National As-
sociation of Accountants.

Winner in 1957 of the Lybrand
Award for outstanding character
and excellence in the contribution
to literature for advancement of
industrial accounting, he is the
author of numerous articles for
national accounting publications,
and is co-author of a widely cir-
culated article entitled *Manage-
ment Business Game*.

Rudell is also an instructor at
the St. Thomas College Manage-
ment Center, St. Paul, and lecturer
in the Extension Division, Univer-
sity of Minnesota.



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BY ALAN KREJCI

BATTER UP!

Minnesota Baseball Season Opens Up for A Team with Uncertain Ability, Prospects

Baseball coaches are usually quite loquacious when queried about the basic formula necessary for molding a championship baseball club. Although opinions are of a wide variety, the general consensus by the coaching corps includes a combination of lusty hitting, errorless fielding and exceptionally sharp pitching.

Few coaches in the collegiate baseball world today are better qualified for their work than Dick Siebert, the personable Gopher tutor. What are the prospects for Siebert's club in 1964? If one were to answer this question on the basis of the squad's performance in Texas, the reply would almost certainly be "dismal." Here the lusty hitting was missing, the errorless fielding only a fantasy and the pitching minus the desired excellence.

However, if this question had been raised in April, weeks after the reply could very well have been "hopeful or encouraging." Minnesota's young baseball team reeled off four consecutive victories against North Dakota State and St. Thomas to fashion a fairly respectable won-lost record.

Admittedly, the caliber of the opposition was not earth-shaking. Yet, comparing the Gopher performances in April to that of the spring training trip in Texas just three weeks back leaves justification for enthusiasm.

It is extremely difficult to analyze Coach Siebert's newest contingent. And "new" is the precise terminology, with only five seniors on the roster. Fifteen sophomores and 10 juniors comprise the bulk of the 30-man squad that is con-

sidered Siebert's "youngest and greenest" in his 18-year tenure as Gopher head mentor.

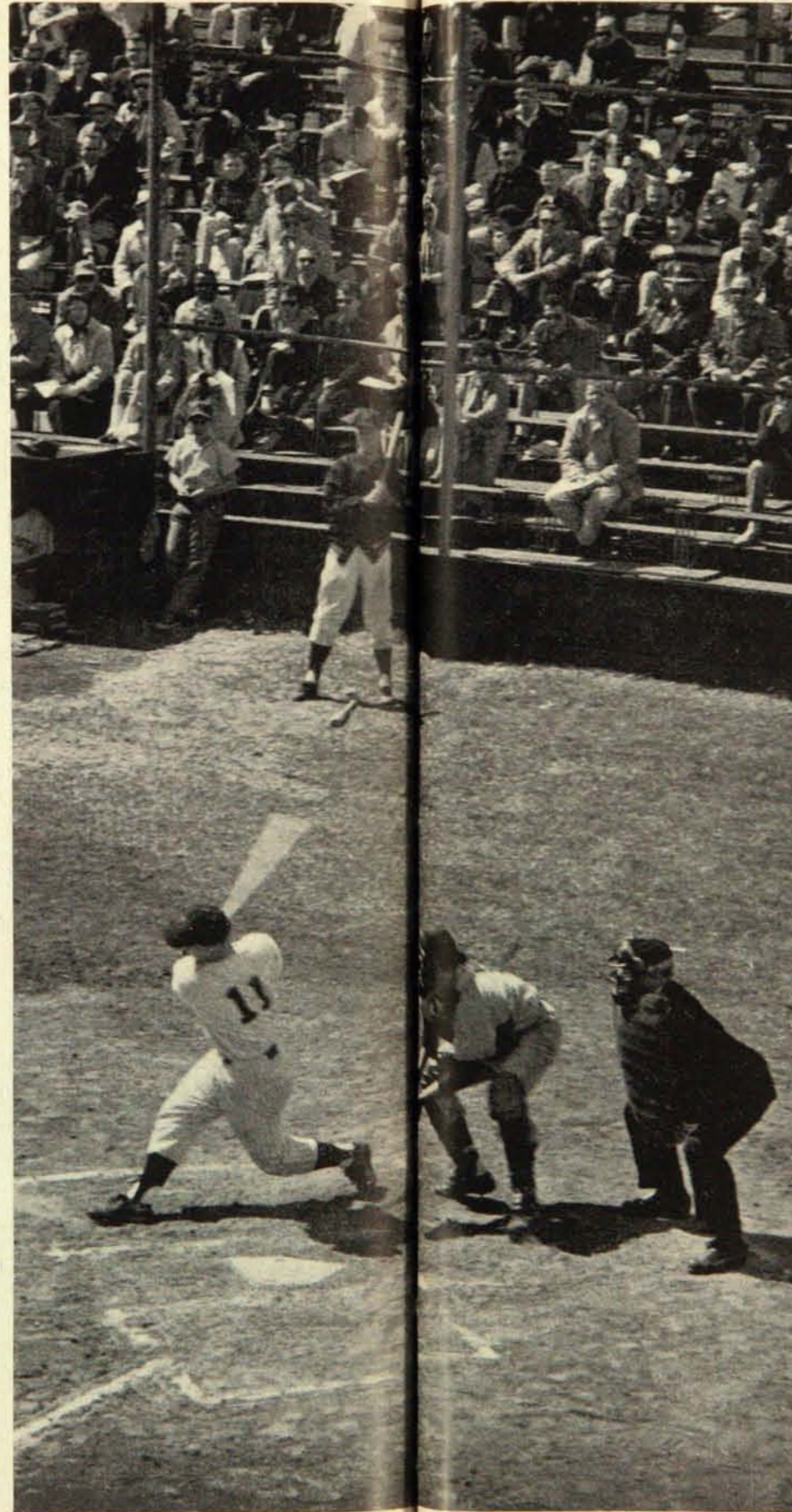
Perhaps three words—youth, inexperience and uncertainty—best summarize the Minnesota baseball outlook for 1964. And as Coach Siebert so appropriately described the approaching campaign: "Our season looms as a big question mark."

"We're very young and very green and will have to rely a great deal on sophomores," Siebert concluded. This morbid thought is the result of 10 lettermen lost from last season's third-place finishers in the Big Ten Conference. This statistic becomes even more disheartening when we notice that the loss included six regulars who were also the six leading hitters, three starting pitchers and one reliever.

The season started with an ambitious Texas tour in which the Gophers played 11 games in six days. Lack of hitting and sloppy fielding were attributed to the disappointing 3-8 record.

"There's no question about it," Siebert said. "We didn't hit or field well." He wasn't just kidding. Backing up his statement loomed 37 errors committed by the Gophers, including 27 in the infield. In addition, only one man hit over .250. That was sophomore Dave Hoffman who belted the ball at a lusty .364 clip.

Thus, it didn't seem quite fair to expect much from a team with only three regulars back. Yet, optimism seemed to prevail in the Field House and at Delta Field, despite the horrendous showing in Texas. Perhaps this was a reflection



A Gopher clouts a long one as baseball action takes over on Delta Field at the University of Minnesota.

on Siebert's amazing 402-240 won-lost record at Minnesota.

Or perhaps this optimism was attributable to the potential that Siebert's club seemed to possess. Anyway, April brought unspring-like temperatures along with rain and snow and the postponement of a pair of double-headers. The season moved into mid-April and the Gophers were still wondering if they were as bad as their 3-8 record suggested.

Siebert, cognizant of the inexperience of his squad before the season commenced, scheduled no less than seven non-conference doubleheaders. The strategy payed off handsomely with the sweeping of two doubleheaders against North Dakota State and St. Thomas College, pushing the Gophers' season mark to 7-8.

Yes, there was justification for enthusiasm. Take the defense, for example. In Texas Minnesota committed 37 errors in 11 ball games. Only three misplays were assessed to the Gophers, none of them costly, in the latter four games.

Offensively, the Gophers had 28 hits in 30 innings—not astounding, but considerably better than their anemic .207 team batting average beforehand.

There were some mighty impressive holes to fill this season. The only returning regulars are Capt. Duane Markus, shortstop; Bill Davis, first base; and starting pitcher Joe Pollack. The latter is the sole remaining member of last spring's mound staff.

Markus is an exceptional leader, a real competitive fireball, according to assistant coach Glen Gostick. Shifted to second base after playing shortstop last season, Markus realizes 100 per cent of his potential and is a well-deserving captain.

Bill Davis, regular first baseman for the past two years, is traditionally a miserable starter, and didn't change precedent this season. Hitting a feeble .211 this spring, Davis did accumulate five hits in 14 at

bats, including a three-run homer which tied the second game with St. Thomas.

Davis had just two hits in 19 at bats in Texas, which was not unexpected. He was almost as bad his sophomore and junior years. In the past he has never recovered until after the Big Ten season has finished. It could be different this year.

The only other regular, Pollack, is a good starting pitcher, perhaps the Gophers' best. He threw a one-hitter against St. Thomas in lowering his earned run average to 0.86.

Ron Wojciak, rated as having the finest arm of any catcher Siebert has ever coached, is a fixture behind home plate. A battle is in full blossom for the regular shortstop position. Dick McCullough and Steve Schneider have alternated in starting roles and are being pushed by Ron Roalstad, Pat Hergott and Dick Anderson.

The outfield is sophomore-laden with Dave Hoffman, Archie Clark and Frank Brosseau quickly establishing themselves.

Behind Pollack are two junior pitchers, lefthander Dan Howard and Dick Mielke. Mielke would have pitched some last year, but came up with a sore arm.

Brosseau, when not playing in the outfield, is often found on the pitching mound. He has a 2.25 earned-run average in eight innings this spring and is expected to join Pollack as a starter. He can fire the ball with telling effect and has good control as well as a fine curve and change-up.

What Siebert has, it seems, is a group of better than average ball players, but young and inexperienced. And with these qualities come uncertainty.

"We're playing better," said Siebert. "We have improved our fielding and hitting, which were our weak areas in Texas, and should continue to make improvement." Perhaps Siebert's "youngest and greenest" squad will mature fast. If they do, they will surprise some teams in the Big Ten before the season is over. If they don't? Well, there's always next year. ●

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W. P. GULLANDER '30BS of New York, President of the National Association of Manufacturers, has been named "Swedish-American of the Year."

Selected for the honor by the two Sweden districts of the Order of Vasa of America, Mr. Gullander

ALUMNI OF THE MONTH

will receive a commemorative plaque at the traditional Sweden-America day ceremonies in the Skansen Museum in Stockholm on August 2.

Mr. Gullander, the son of a Swedish minister and onetime missionary in South Africa who migrated to America, lived in Minneapolis twelve years, receiving his B.S. degree from the University of Minnesota in 1930. Mrs. Gullander, the former Dorothy Mae Becker '28BA, will accompany him to Sweden.

Prior to becoming the chief executive officer of the NAM in 1962, Mr. Gullander was executive vice president and a director of General Dynamics Corporation. Previously he was vice-president-finance for the Weyerhaeuser Company, Tacoma, Wash.

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LLOYD A. BRIGGS, former executive vice president of American Photocopy Equipment, has been named president of the Business Equipment Group of Bell & Howell, a Chicago-based electronics instrumentation, photographic and business equipment firm.

**ALUMNI
OF THE
MONTH**

As head of the company's Business Equipment Group, Briggs will be responsible for operations of DITTO, Incorporated, and the Micro-Data, Micro Photo, Baumfolder, Bell & Howell Phillipsburg, and Bell & Howell Rochester (N.Y) Film divisions.

He was employed by American Photocopy Equipment Co., Evanston, Ill. from 1949 to 1963, serving as executive vice president for the last five years. Prior to that time, he was with Addressograph-Multigraph Corporation.

Briggs was graduated from the School of Business of the University in 1939 with a bachelor's degree in business administration. He and his wife live in Winnetka, Illinois.

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LETTERS

(Continued from page 5)

loyal Minnesotan, Asad Husain of Patna, India, who also was in Calcutta that same day. Also in the group was Harold Bergman who at the time was Director of the Indo-American Society here. He and his wife (a Minnesota Ph.D.) have subsequently returned to the United States awaiting a new State Department assignment.

My warmest greetings to you and all our mutual Minnesota friends.

Malcolm M. Willey

ANTARCTICA

(Continued from page 11)

crevasses and falls that plagued previous expeditions.

Other years, recalls Craddock, "most of us fell into something, sometime during the season."

They magnified some Antarctic problems, however, such as winds and turbulence which prevented landings in planned locations, and "white-out", the condition created by the dropping of clouds to the surface of the snow and the subsequent disappearance of the horizon. When this happens in an area without any surface definition, such as rock outcroppings, the feeling is one of suspension in space without any sense of direction.

"When that happens," Rutford said, "you don't try to land — you just keep flying and hope there's no mountain in front of you."

Rutford called the Sentinels "about as forbidding a group of mountains as any in the world to work on by foot."

"On one side they drop off almost vertically from the peaks and, on the other side, the mountains slope more gently but they are covered by heavily crevassed glaciers."

The party also made great progress in mapping and plotting gravity variations by means of helicopter surveys. These variations indicate the thickness of the ice and of the earth's crust below the rock.

Astronomical observations and surveying were done for mapping purposes.

All in all, Craddock and Rutford agree that the trip was the University's most successful expedition of the three made so far to the Ellsworth mountain ranges, and perhaps the most comfortable for the party members.

"This year was a picnic compared with the other trips," said Rutford, "but it's still by no means routine. You're still all alone when you get out there, 1,200 miles from help and the radio your sole contact with the outside world. Without that radio, we're dead, and even with it, the weather is so changeable that if you need help it might be days before anyone can reach you."

Things have improved, however. "The life has changed considerably just in the five years that I've been involved," Rutford said. "The logistics problems have been solved. But the weather can still wipe you out . . ."

Will he go again?

"Never! But then . . . I guess I've said that twice before!" ●

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DEATHS

Dr. Louis M. Benepe, 71, retired St. Paul dentist, died Dec. 14 in Stillwater, Minn. A 1917 graduate of the University of Minnesota Dental School, he served as a dental surgeon with the Army in World War I, and later practiced in St. Paul for 40 years prior to his retirement in 1956.

Edward M. Burke, 59, former general counsel of Investors Diversified Services, Inc., died of a heart attack in Minneapolis January 7. He was general counsel for the investment company from February 1961 to September of 1962, when he resigned for health reasons and became a special counsel. He had worked in the company's legal department since 1936. Born in Northwood, N.D., he graduated from the University of Minnesota Law School, and served as editor of the school's law review in 1927 and 1928. He was a member of the Minnesota Bar Association, American Bar Association and American Judicature Society.

Dr. Harry M. Guilford, 91, formerly with the Wisconsin State Board of Health, died in Madison, Wisconsin, December 26. Born in Minneapolis, he received his M.D. degree from the University of Minnesota Medical School in 1898, and practiced in Minneapolis until he joined the city's board of health in 1915. He moved to Madison in 1921, and became director of the bureau of communicable diseases of the State Board of Health.

Mrs. Blanche S. Jones, 84, a former lieutenant in charge of the Minneapolis Police Department Women's Division for 21 years before her retirement in 1948, died November 7 in Minneapolis. She graduated from the University and was a teacher in the Minneapolis Public School system before she entered the police department in 1927 to take charge of the newly created women's bureau.

Dr. Walter J. Kennedy, a retired dentist, died December 9 in Minneapolis of a heart ailment. Born in 1889 in Marshall, he received his degree in dentistry from the University of Minnesota in 1916 and practiced in St. Paul until his retirement in 1960. He served as a Navy lieutenant in World War I.

Edna Knowles King, 68, died December 13 in St. Paul. Born in St. Paul, she was the wife of Dr. Joseph P. King, professor of physiology at the University of Minnesota. She attended the University and as a young woman taught school and headed a home for orphaned children in Minneapolis. One of her lifelong interests was antiques, and she collected miniature antiques and created an exhibit entitled *Main Street, USA*, which has been displayed at the Minnesota State Fair and in department stores all over the country. She was also the author of a

book on antique dolls entitled *The Dolls' Family Album*, and assembled a doll and furniture exhibit displayed at Walker Art Center.

George H. Nesom '16BS died November 24 in Long Beach, California, from a heart attack. Professor Nesom taught in the University of Minnesota College of Agriculture from 1914 to his retirement in 1942. Born in the rural community of Roomer, Marsham in Yorkshire, England, in 1874, he came to the United States when he was 19 and received his B.A. degree from Hamline University with the class of 1900. After teaching school in southern Minnesota for 14 years, he was appointed to the Animal Husbandry division in the University's College of Agriculture. In 1916, upon receiving his B.S. degree, he became an assistant professor in the same department and remained there until his retirement.

Dillon O'Brien, 72, died October 11 in St. Paul. Employed in the sales department of the Northern States Envelope Co. at the time of his death, he graduated from the University and was a member of Chi Phi fraternity.

George Craig Schaller '23BS died August 29 in Minneapolis, of a heart attack, at the age of 62. For the past ten years he operated the Geo. C. Schaller Estimating Service. Prior to this he had been associated with large construction firms in the Twin Cities.



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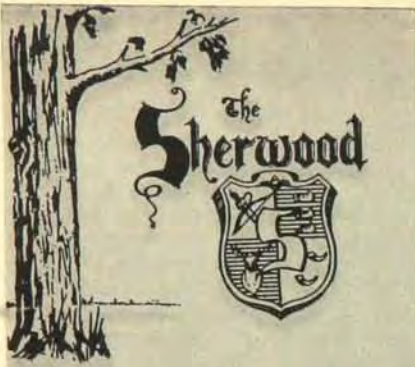
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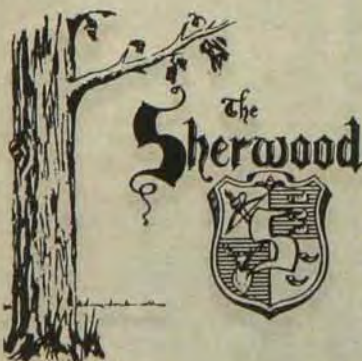
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Mary L. Hanxcom '52BA has been appointed a recreation specialist by the Army Special Services Program in Hawaii.

Richard D. Peters '52BBA has been promoted to division controller of the Tape and Allied Products Group of 3M Company. He served three years in the Navy before joining the company in 1955.

Roger H. Kottke '52BSChemE has joined Rohm & Haas, Philadelphia chemicals manufacturer, at the firm's Spring House laboratories. He was previously employed by the Archer-Daniels-Midland Co.

George E. Morrisson III '52BA has been promoted to major while serving with the 14th Aircraft Depot Battalion in Forest Park, Georgia. He entered the Army in June of 1952.

'54

Daniel T. Danielson '54BSChemE has been appointed manager of the Santa Clara Plant of Monsanto Chemical Company's Plastics Division after serving as production superintendent there.

Klaus J. Herrmann '54BA '58MA '60PhD has been named to the position of assistant professor in the School of Government and Public Administration of the American University in Washington, D.C.



Baldwin



Nikolai

Donald A. Opdahl '54BA has been appointed division advertising manager by 3M Company's Coated Abrasives and Related Products division. He has had nine years of experience in the advertising and marketing fields and was most

recently an account executive for Pidgeon Savage Lewis, Inc., of Minneapolis.

John H. Cleland '54BA has been named senior public relations counsel at Klau-Van Pietersom-Dunlap, Inc., Milwaukee advertising and public relations firm. He has been with KVPD for four years as a public relations counsel in the Milwaukee office. Before joining the agency he was employed by the General Electric Company. (See photo)

'56

Ronald L. Greene '56BA has been named an agent in Great Falls, Montana, by Allstate Insurance Co. He recently completed an intensive three-week training program at Allstate's Midwest Zone headquarters in Skokie, Illinois.

Bruce G. Simons '56BBA has been appointed a sales representative for the Durox Company, Lake Elmo, Minnesota manufacturer of precast cellular concrete. (See photo)

Thomas J. Nikolai '56BSEE has been appointed acting manager of patent and licensing services for the Twin Cities operations of the UNIVAC Division of Sperry Rand Corporation. (See photo)



Koski



Simons

John M. Koski '56BBA has joined the UNIVAC division of Sperry Rand Corporation in St. Paul as head of a section involved in the operational programming of a new radar traffic control system. He was formerly senior programmer at Data Management, Inc., in Minneapolis. (See photo)

'57

Richard D. Huseth '57BS '62MS has been appointed a senior associate mathematician in the Engineering Data Processing Department of the General Products Division of IBM, in Endicott, New York. Huseth joined IBM in June of 1962.

D. Fred Baldwin '57BBA has been named San Francisco district manager for Alcoa Credit Company, coordinator of consumer financing of Alcoa residential building products. Before joining Alcoa, he had been employed by the Dayton Company, Minneapolis; Caterpillar Tractor, Peoria; and as assistant manager of Security First National Bank of Los Angeles. (See photo)

ALUMNI NEWS

Manuel V. del Mercado '58BA has been named product manager in the Household Products Division of Johnson's Wax. Working as an assistant product manager when he joined the company in 1962, he is now product manager for "Clo-Coat" and "Kleen Floor". (see photo)

Allan D. Crawford '58BA has been promoted to superintendent, special risk section, health and accident underwriting department, at the home office of Aetna Life Insurance Company, Hartford, Conn. He previously served as a time study analyst, special risk underwriter, and supervising underwriter.

Herbet W. Sommer '58MA has been promoted from instructor to assistant professor in the Department of German at Carleton College, Northfield, Minn. Before joining the Carleton faculty in 1959 he had been a teaching assistant at the University of Minnesota.

'59

Leland L. Dibley '59BSAgE has joined the staff of the Mechanical Engineering Department of the University of California Lawrence Radiation Laboratory in Livermore, California.

Patricia J. Seeker '59BA has been appointed a recreation specialist with the Army Special Services Program in Germany, Italy, and France. Her assignment is for two years.

Kenneth C. Hanson '59BS has been appointed a project engineer in the Lockheed-California Company Wind Tunnel at Rye Canyon, Saugus, California. He was previously an associate engineer at the Boeing Company in Seattle.



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Lt. Col. Kiyoshi Kitagawa '36BA receives the Army Commendation Medal award on the occasion of his retirement. Since 1960 he had served as assistant professor of military science at Depaul University. He had previously received the Commendation medal for exemplary service in Alaska. Col. Kitagawa entered the Army in 1943 and joined the famed 100th Infantry battalion at the Anzio beachhead in 1944. After VE Day he served eight years in Tokyo with intelligence and liaison units.

Janice J. Herdey '59BA has been appointed a recreation specialist in the Army Special Services Program in Germany, Italy, and France. Her assignment is for two years.

'60

J. W. Manston '60BChemE has been promoted to assistant superintendent in the Chemicals Production Department of the Midland Division of the Dow Chemical Co. Manston was formerly a production development engineer. He will now serve as assistant superintendent of the Ethanolamine Plant in the Dowanol section, Midland, Michigan.

Lt. Col. Ann E. Grazin '60BS has assumed the position of operating room supervisor in the United States Air Force Hospital located at Keesler AFB, Miss. A member of the USAF Nurse Corps, she received her commission in 1943 through the Army Nurse Corps. She has a total of more than 20 years of active duty, having served in the Pacific Area in World War II.

'61

Morris W. Gildemeister '61 MA, formerly a Research Fellow for the Upper Midwest Economic Study at the University, has been selected for membership in the Association of American Geographers. He is presently employed as an economic geographer with Spindletop Research Center, Incorporated, in Lexington, Kentucky.



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Alumni Club Notes . . .

The Alumni Club Special Events Program for May will be of special interest to members due to the addition of several new kinds of events, including two evenings of dinner dancing and three special University of Minnesota programs: May 18, a panel discussion by University faculty members on "Will Your Boy or Girl Be Able to Get into College?"; May 25, the first of the Club's "Meet the Coach" nights, with baseball coach Dick Siebert and Athletic Director Marsh Ryman as headliners; May 28, a concert by the University of Minnesota Men's Glee Club, recently featured on the Perry Como Show.

These events have been arranged just for you, so come share the fun. Bring your family and friends. Since reservations are limited, the earlier you make yours the better. Call 336-3031 or mail in your reservations at once.

Friday, May 1—Dinner Dance

Dinner from 5:30 to 9:00 P.M. at regular menu prices. Dancing from 8:45 P.M. to 12:30 A.M. with a cover charge of \$1.00

Monday, May 4—Fisherman's Night

A pre-season look at some wonderful fishing films, in color. All fishing enthusiasts will enjoy this special evening. Dinner at regular menu prices. Films will begin at 8:30 P.M.

Thursday, May 7—Beer Stube

Come and enjoy some special snacks made from famous beer recipes. There will be cold brew to enjoy and a special beer mug gift for all who attend (courtesy of the folks at Grain Belt). Starting time is 6:30 P.M., followed by dinner at regular menu prices.

Tuesday, May 12—Ladies' Bridge Luncheon

Our last bridge luncheon was a rousing success. Lunch at 12:00 noon, with bridge following from 1:15 to 4:00 P.M. Table prizes this time as well as a special door prize. Lunch \$1.75.

Kay Jordan '61BA, has been appointed to the news staff of radio station KING in Seattle, Washington. She studied political science at the Otto Suhr Institute of the Free University of Berlin, and recently graduated from the Fletcher School of Law and Diplomacy where she received an MA degree in International Relations with concentration on the Soviet Union.

'62

Dr. Paul E. Mertens '62MD, a member of the medical staff of Bethesda Lutheran Hospital, St. Paul, will leave on January 1, 1964 to join the medical

staff of the new Phebe Hospital and School of Nursing, now under construction in Liberia, West Africa. His term of service will be two years.

Charles K. Knox, Jr. '61BS '62MS, an Air Force 2nd Lieutenant, served as Payload Officer monitoring the execution of the terminal count by the McDonnell Aircraft Co. in the launch of an unmanned ASSET research vehicle from Cape Canaveral on Sept. 18. The 6555th Aerospace Test Wing, of which Knox is a member, directed the launch of the single-stage Thor missile which boosted the ASSET to an altitude of 40 miles.

Friday, May 15—Dinner Dance

Dinner from 5:30 to 9:00 P.M. at regular menu prices. Dancing from 8:45 P.M. to 12:30 A.M., with a cover charge of \$1.00.

Monday, May 18—Panel Discussion: "The Closing College Door"

With admission to college each year becoming more difficult, the question in every parent's mind is "What about my children: will they be able to get in?" Hear a panel of University of Minnesota experts discuss the problems of admission, counseling and guidance. Panel members will include Dr. Ralph Berdie, professor of psychology and director of the Student Counseling Bureau; Dr. R. E. Summers, Dean of Admissions and Records, acting as moderator; and Dr. Theodore Kellogg, associate professor and admissions officer. The panel discussion will begin at 8:45 P.M., following dinner at regular menu prices.

Thursday, May 21—Film Showing

Watch the bulletin board in the Club Lounge for more information.

Monday, May 25—Meet the Coach Night

First in a series of meetings planned to introduce you to all of the coaches of University of Minnesota intercollegiate sports. Marsh Ryman, Minnesota Athletic Director, will be here to discuss the overall intercollegiate sports program. Dick Siebert, varsity baseball coach, will fill in the baseball picture. A question-and-answer period will follow. Have dinner at the Club and "Meet the Coach"! Starting time is 8:45 P.M.

Thursday, May 28—Men's Glee Club Concert

A special concert for Club members by the University of Minnesota Men's Glee Club, directed by Johannes Dahle, and recently seen nationally on the Perry Como television show. Concert will begin at 8:30 P.M.

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ALUMNI NEWS

JUNE 1964

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CONTINUING
EDUCATION**

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ALSO IN THIS ISSUE / 1963 ALUMNI FUND ANNUAL REPORT

UNIVERSITY OF MINNESOTA ALUMNI NEWS

(Our 63rd Year)

Continuing the Minnesota Alumni Weekly which was established in 1901, the Minnesota Alumni Voice and the Gopher Grad. Published monthly from October through June by the Minnesota Alumni Association, 205 Coffman Union, University of Minnesota, Minneapolis. Member of the American Alumni Council.

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BY UNDERSTANDING DEDICATED TO THE ADVANCEMENT
OF LEARNING AND THE SEARCH FOR TRUTH
DEVOTED TO THE INSTRUCTION OF YOUTH
AND THE WELFARE OF THE STATE

JUNE 1964 • Vol. 63, No. 9

- 7 Memo
a year of change
- 8 Special Section: Continuing Education
new avenue to understanding
- 9 Continuing Education
department summaries and reading lists
- 21 1963 Alumni Fund Annual Report
honor roll of contributors
- 44 Faculty Close-Ups
luyten, lillehei and howell
- 5 Back Talk
- 38 The University
- 40 The Alumni
- 48 Around and About
- 50 Alumni Club Notes

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ALUMNI NEWS

PERFECTIONIST

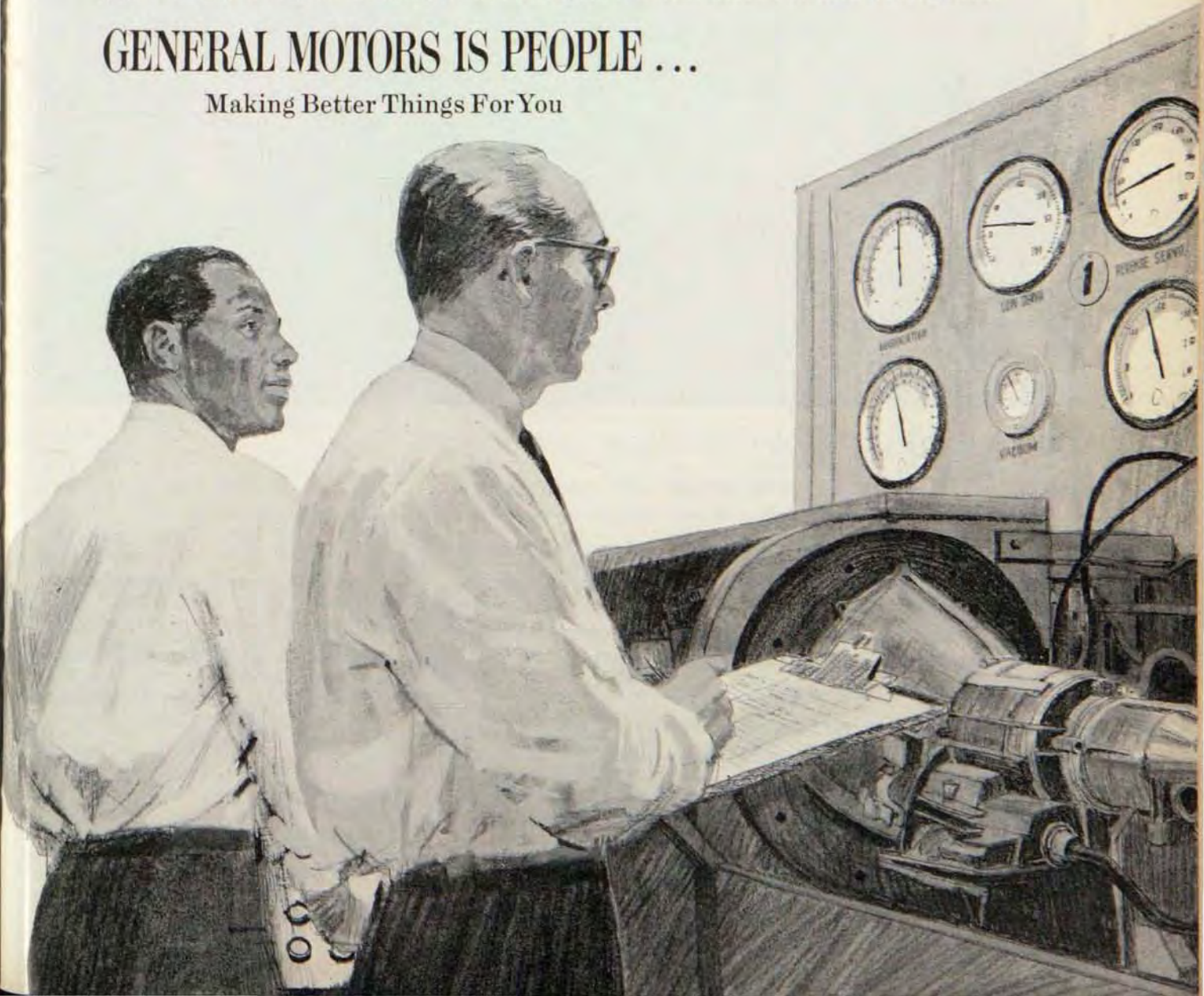
Assignment: Quality Control. He's a very special engineer at General Motors—a key man in a corporation which regards product dependability as a prime responsibility to its customers. He and a GM inspector are shown giving this transmission a final check. In addition to keeping an eagle eye on every phase of manufacturing, the quality control engineer is closely concerned with preliminary design and engineering. More than 13,000 individual parts go into a GM car, and every one must be as reliable as men and machines can make it. Raw materials, components, subassemblies—all get meticulous scrutiny. Tolerances to within *fifty millionths* of an inch are commonplace.

Among GM production employes, about *one of every twelve* devotes full time to quality control or inspection. Approximately 50,000 inspections are involved in the building of a single car. In addition, every machine operator has the responsibility for the quality of his work and performance of his machine. He can accept or reject any part he makes. His work is checked by the quality control engineer and the inspector, who analyze machine capabilities and predict machine inaccuracy *before* it occurs—not after.

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BACK TALK

Sirs:

In this day of code numbers perhaps "Back Talk" could fill us in on the meaning of membership serial numbers. In my case I believe I know that the digits "36" are for my year, 1936.

Dick Baughman '36BBA
San Francisco

The Minnesota Alumni Association's records are maintained by a tape and computer system. Each individual alumnus' number tells specific things about him in the number code employed by the computer. If you are a member of the Association, your number breaks down in this fashion:

12	8490	99	00	0092	031	::	1	3	64	10
State	City	College	Year Graduated	Serial No.	County	Degree	Male or Female	Dup. School	Year	Month

Membership Expiration Date

If you are not a member of the Association, the order is slightly different.

30	22	7960	52	0211	109	2:	0	0
College	State	City	Year Graduated	Serial No.	County	Degree	Male or Female	Dup. School

Sirs:

I cannot remember when I was asked to vote on as fine a list of candidates as this one. Every last one is excellent. I am extremely sorry I cannot vote for each of them.

Some I know very intimately, some slightly, others were in school when I was—and those are the things that sway one at the last instant in voting. The others, I know, are fully as well prepared to handle the assignment. So I shall be happy, very happy, with who ever comes out the winners.

Dr. Neil A. Faus '18DDS

Sir:

I am a graduate of Michigan State ('55), and while a student there I became very fond of several University marching bands. One of the finest marching and playing units that I saw was the University of Minnesota.

I would like to order your RCA record "Echoes of Memorial Stadium." I will never forget seeing your band march into Spartan Stadium in 1962 while we were there for a game. They were a very proud marching unit!

So, coming from someone not from Minnesota, you have a fine marching and playing unit. . . . One to be proud of!

I am enclosing a check for \$4.00 plus \$1.00 for Airmail postage. I certainly appreciate all of the courtesy shown to me and I am looking forward to many pleasant hours listening to the Gopher Marching Band!

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Gary A. Bruce

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Is it a fact that a leader in nuclear research has a hand in bringing music to the Wilkies' family picnic?

Few people would be surprised to learn that a company which started mining and milling uranium ore more than 20 years ago would emerge as one of the world's most diversified private enterprises in the field of atomic energy. Today, it manages the atomic energy facilities at Oak Ridge, Tennessee, and Paducah, Kentucky, for the U.S. Atomic Energy Commission; ships radioisotopes all over the world; and operates its own nuclear research center.

And you'd certainly expect that the manufacturer of more than 400 different types of "Eveready" batteries would make the batteries preferred most for portable radios. The Wilkie family can take Bach, Basie or the baseball game anywhere they go.

But would the awesome tasks of nuclear research and the mass production of tiny batteries ever be performed within the same company? Not unless the

company happened to be Union Carbide.

With Union Carbide, surprising diversification is almost commonplace. It makes half a dozen major plastics, as well as plastic bottles and packaging films; and it is one of the world's largest producers of petrochemicals. It makes the largest graphite cylinders ever produced, for use in rocket exhaust nozzles, and the arc carbons for motion picture projectors. It liquefies gases, including those that will power men to the moon. And among Union Carbide's other consumer products are such world-leaders as "Prestone" brand anti-freeze and "6-12" insect repellent.

In fact, few other corporations are so deeply involved in so many different skills and activities that will affect the technical and production capabilities of our next century.

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Memo

From
ED HAISLET
Executive Director

TO: Association Members

SUBJECT: A Year of Change

This has been a year of great change on campus. As a part of the reorganization plan, the College of Science, Literature and Arts became the College of Liberal Arts with Dr. E. W. Ziebarth as Dean. Dr. Willard L. Thompson was named Dean of the General Extension Division and Dean of Summer Session, succeeding Julius Nolte.

Dr. W. G. Shepherd became the new Vice President for Academic Administration. Donald L. Smith was named as Assistant Vice President for Academic Administration and permanent chairman of the newly organized Council on Liberal Education. Dr. Will M. Myers was appointed Dean of International Programs, a new department, and Robert J. Keller, Dean of the College of Education.

The Athletic Department was reorganized with Marsh Ryman becoming Athletic Director, Richard Donnelly, Director of Physical Education; Holger K. Christiansen, Financial and Faculty Coordinator; and Shirley Korblick, Ticket Manager.

The West Bank Campus, with the School of Business Administration, Social Science Building and classrooms has been in operation now for a full academic year. It has become an integral and exciting part of the Minneapolis Campus. The Washington Avenue Bridge scheduled for completion in 1965 has progressed to the stage where the "I" beams are being put in place. The first half of the new Science Classrooms at the East end of the Washington Avenue Bridge are nearing completion.

Changes yet to come are, hopefully, a new library for the West Bank Campus and the early announcement of a new Dean of the School of Dentistry. Under consideration by the faculty is a new College of Biological Science.

The first real flood of students is expected to hit the campus next fall — with a probable enrollment of 40,000 (present enrollment 35,112.) Next January finds the legislature in session with the University making its biennial request for maintenance and buildings. For the past biennium (1963-65), the legislature appropriated \$63,502,000 for general maintenance and \$12,478,700 for buildings. With a large increase in enrollment facing the University, its request to the legislature of necessity will have to be considerably larger. Yes, 1963-64 has been a year of great change but 1964-65 shows every promise of being an exciting and productive year. All the changes as they happen are faithfully reported in the ALUMNI NEWS. Next year the ALUMNI NEWS will continue to cover the news as it happens, along with bringing you feature stories of depth on the University, its faculty and staff — and on the alumni.

In closing, an announcement of interest to all members is that, starting in September 1964, the ALUMNI NEWS will be published ten times a year instead of nine—September through June. So next year ten exciting issues will keep you abreast of University and alumni news.

Most cordially,

Ed Haislet



The once clear-cut differentiation between student and alumnus is rapidly becoming blurred as both institutions and alumni recognize that the pursuit of learning is a life-long process. The search for truth cannot stop with the acquisition of a degree, for truth, like the horizon, keeps moving as one approaches it. The ever-increasing number of scholars in any one field of study plus more refined and sophisticated methods of inquiry have contributed to an "explosion of knowledge" that challenges the imagination. If we accept the assumption that men are "ennobled by understanding," then we must also accept the challenge of keeping abreast of new developments.

It has been estimated by J. Robert Oppenheimer that knowledge in many fields is doubling itself every eight to ten years. Others have shown that, of all the scientists the world has ever known, ninety percent of them are living today. This tremendous and unprecedented increase in factual information places a responsibility upon educated persons to become more widely informed about the past and present achievements of humanity.

As "the child is father to the man," the genuine curiosity of the child manifests itself in maturity. Every curious adult wishes he knew more about one field or another. Even if he has the time to read

CONTINUING EDUCATION

and study, the distance from the home to the classroom or library often makes it difficult to know just how to embark on a self-generating educational experience. This issue of the *Alumni News*, devoted to continuing edu-

cation, will provide a mechanism for mature and intellectual persons to keep up with what's new in the world. It will provide access to some of the *new* knowledge in the various disciplines contained in the College of Liberal Arts. The basic purpose is to provide the opportunity for alumni and alumnae to truly dedicate themselves anew to the life-long pursuit of learning.

Graduates with advanced or professional degrees tend to keep current with their special areas of interest through professional journals and meetings. However, the liberal arts graduate often does not have these opportunities. By providing an overview of "what's new" in various areas, augmented by reading lists which provide the opportunity for additional guided study, several departments of the College of Liberal Arts are cooperating to provide alumni with a contact with the very heart of the University, *what it teaches*. With this

kind of survey being repeated yearly, each alumnus can keep current with one or more areas of study, and the continuing education issues may be kept as a reference source for future concerns.

The impact of these

NEW AVENUE TO UNDERSTANDING FOR A HURRIED WORLD



new developments may vary with the length of time a person is away from the campus. However, even the most recent graduate should welcome the overview of a particular field. Using the reading lists as they are provided each year will maintain intellectual erudition without the decrement too often accepted as a necessary concomitant to life in the "real" world.

A further advantage of continuing education is the opportunity to explore fields of study that were missed the first time around. The truly curious and imaginative student is often frustrated because the requirements of most professional and technical curricula mitigate against branching off into areas not directly pertinent to the vocational goal. The many resources of the University can only be sampled by any one student in the time allotted to obtaining a degree. The serious intentions to study later for self-enrichment or to broaden one's area of knowledge are often frustrated by social and economic pressures that militate against serious study and curiosity. To the extent that one roadblock to independent study may be the lack of a plan of attack, the following summaries of substantive information should be of benefit.

Opportunities and facilities for the education of adults at every level and for a variety of purposes have been expanding rapidly in recent years, and no one foresees any curtailment in the demand for such resources. However, the growing "continuing education" movement, in which the University of Minnesota has been a leader, goes beyond *adult* education to empha-

The most significant development in the area of German studies is a change in the approach to teaching beginning German. For the academic year 1964-65, the German Department plans to offer a beginning German course that advances quite far in the direction of programmed instruction. Professor Cecil Wood, who will teach the course, has written a text that is designed specifically to achieve such an objective. The course will use closed circuit television in combination with small drill groups instead of the traditional classroom environment. The program will use television to describe successive units of the German language, the tape laboratory to drill these units of language, and in live drill sections the successive language units will be correlated to actual conversation in German. This type of program has three distinct advantages:

- Tests have demonstrated that language learned orally is retained longer by the typical student than is language learned by traditional methods.
- Programming the material enables the student to know virtually to the last syllable what constitutes his work responsibility for the beginning language course.
- The program as a whole yields scientific control over the course of beginning language instruction that makes it possible to identify either flaws in

BY VERA M. SCHLETZER

CO-ORDINATOR AND CO-DIRECTOR
WOMEN'S CONTINUING EDUCATION
PROGRAM, UNIVERSITY OF
MINNESOTA

size a whole new educational pattern. If education is to be of pervasive significance in all aspects of one's life, then it must demonstrate its relevance to the younger students. The young man must look not only to a vocation and possible service in the armed forces, but beyond to the responsibilities of being the head of a family and an active citizen in a changing community. He can reasonably expect to change vocations one or more times, or else to find that his chosen vocation demands several adaptations both in his training and in his abilities. A young woman can properly expect to assume many roles in her lifetime: student, wife, mother, citizen, and increasingly, career woman. The discontinuities in most women's careers make their problems of vocational training even greater than the average man's. Continuing education recognizes that a life pattern is made up of a multitude of interests, needs, and responsibilities, and stresses the need to *plan ahead*. It also emphasizes the importance of keeping in touch with advances in substantive information, as well as continuing the development of one's capacity to assess facts and reach logical conclusions. It acknowledges that adults can and do find learning an exciting process.

There are no inherent or immutable reasons why the educational process should end at a certain age or with the acquisition of a certain degree. New interests and new objectives can inspire intellectual vigor outside as well as inside the student community. ●

GERMAN

the instructional material or student inadequacies.

- Lehmann-Rheder, *Active German*, Holt
 Schmidt-Enzler, *Lab. Handbook for Active German*, Holt
 Cult. Graded Readers, *Schweitzer*, American Book
 Lehmann-Rehder, *Active German*, Holt
 Schmidt-Enzler, *Laboratory Handbook for Active German*, Holt
 Cult. Graded Readers, *Mann; Heine*, American Book
 Phelps & Stein, *German Heritage*, Holt
 Kahn, *Intermediate Conversational German*, American Book

ANTHROPOLOGY

Anthropology, the study of man and his works, is an important and very rapidly developing discipline which uses and integrates materials, methods, concepts and approaches of the social, behavioral, and biological sciences as well as the humanities. It is convenient to divide anthropology into two major fields of specialization, namely *Physical or Biological Anthropology*, which is primarily concerned with the biogenetic aspects and evolutionary development of the human organism, and *Cultural Anthropology*, which is primarily concerned with the whole range of human learned and socially standardized behavior. In turn, *Cultural Anthropology* may be subdivided into some six major subfields, including: (1) *Archaeology*, which seeks to uncover the remains of and learn about former ways of life; (2) *Ethnography*, which refers to the process of learning about and describing living cultures throughout the world; (3) *Ethnology*, which analyzes living cultures, studying the various aspects of a cultural system, determining how these work and how they interrelate and change; (4) *Linguistics*, which is concerned with the relationship of language to the rest of culture, the influence of languages on culture, the analysis and description of languages, the spatial relationships between languages, and the processes and significance of language change; (5) *Social and Sociological Anthropology*, which is devoted to the study of interpersonal and intergroup relationships and the structure and functioning of social institutions; (6) *Culture and Personality*, or *Psychological Anthropology*, which is focused on the interrelationships between individual personality and culture.

While British anthropologists have tended to specialize in one of the subfields of anthropology, especially social anthropology, many American anthropologists have emphasized the need to be familiar with all of the subfields as well as to have a special concentration. Pressures for specialization are increasing as knowledge increases, but on the other hand it is recognized that understanding of man and his behavior requires the integration of facts and approaches derived from all aspects of anthropological study.

Interesting and important differences in theory and method are found in cultural anthropology. Whereas some anthropologists emphasize the function and interrelationships of institutions or subsystems within a single sociocultural system viewed at a given moment of time, yet others are chiefly concerned with comparative and historical or diachronic studies. Perhaps most anthropologists today find it desirable to combine in varying degree these diverse approaches. There is also a growing tendency to generalize about human behavior and to attempt to determine some of the principles governing such behavior. More precise and sophisticated techniques including better use of statistics are being developed to facilitate cross-cultural comparison and generalization. Furthermore, a prior concern with the application to culture and personality studies of approaches from psychology and psychiatry is giving way to an expanding interest in value systems and in structure.

Somewhat connected with an increasing involvement of anthropologists in foreign aid and public health programs, there has been noteworthy recent development in anthropological studies of economic and political systems, human ecology, and the processes and problems of social and cultural change. Furthermore, a small but growing number of anthropologists are turning their attention to studies in Western society and culture, and a few are applying their knowledge in industry, government, hospitals and mental health programs.

Since World War II anthropology has grown phenomenally in America both in the number of professionals and students in the field and in the scope and number of opportunities, research projects and publications in anthropology. This can be attributed in large part to increasing public awareness that anthropology can contribute significantly to our understanding of other peoples and cultures and to our ability to cope with many vital domestic and international problems.

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- Ottenberg, Simon and Phoebe, *Cultures and Societies of Africa*, New York, 1960.

ROMANCE LANGUAGES

The Department of Romance Languages continues to attract the largest number of undergraduate students, especially in French and Spanish, but also in Italian and Portuguese. All the programs have been revised recently in order to better meet the needs of our students, more and more interested in the spoken language on the one hand, and more demanding on the other in their search for the form and significance of great literary works. The challenge next year and in the years to come will be how to preserve quality as the number of students increases and the number of well qualified teachers decreases in proportion to the total university population. Most of the changes, so far, have been made to gain greater efficiency while maintaining and perhaps improving the quality. A few have been devised to render more service to the day and evening students. Non-majors, for example, may now take *French Literature in English Translation*, a course stressing recent and contemporary literature, intended for students of varying backgrounds who wish to know more about French literature, either in relation to their own studies or to their private reading.

Perhaps the most interesting experiments being conducted in the Department are taking place in the teaching of language, where a completely new course in French has been created specifically for the needs of students at this University. This programmed

course, geared to the flexibility of the language laboratory, meets three times a week in small sections and twice a week in television classrooms. Comparable experiments are being carried out in Spanish, which is using television for the first time this year.

In the evening, more courses, including some new ones, will be offered in the Civilization and Literature of France, Latin America and Spain. The intent is to improve service to teachers and other adults who would like to concentrate in these fields, but the courses are open to all qualified registrants. The Spanish section will continue to offer two semesters of work on the *Spanish-American Novel and Social Problems* but it is also adding a one-year course on *Spanish Literature and Culture*, described as a broad cultural and literary course unifying the study of the Spains of the Old World and the New. It includes a survey of the arts, music and regional customs. Language courses will continue to be taught in Italian, and Portuguese will be added. Of special interest to some are our intensive courses in French and Spanish, lasting only one quarter, designed primarily for graduate students who wish to acquire only a reading knowledge of the language. These accelerated courses, meeting only once a week, are offered each quarter and twice during the summer.

Within each of the areas found in the Department of Romance Languages one might point out different developments of interest:

French:

The literature of France is as fertile as ever, and continues to exercise much influence on the poetry and prose of other nations.

The significant names in the drama include a few pre-war personalities, like Jean Anouilh, and some others — Sartre, Camus, Schehadé, — whose success is of more recent date. In the meantime, others whose works take more adventurous forms — Beckett, Genêt, Ionesco — have already been assimilated into France's theatrical repertoire. One must look, today, to people like Arrabal if one is interested in the expression of an avant-garde spirit in the theatre. (See: Grossvogel, Guicharnaud, Pronko).

In comparison with the drama, poetry in France has followed a less sensational development. We have witnessed since the war the consecration of certain poets — Char, Eluard, Michaux — whose names were earlier still synonymous with exciting explorations of poetic form. Meanwhile the award of a Nobel prize has brought wider attention to the work of Saint-Jean Perse, and one or two young poets have received a notable degree of recognition: Francis Ponge, Pierre Emmanuel, Yves Bonnefoy. (See: Gibson).

By far the most vital genre in France remains the novel. The better-known names of the thirties have not continued to exercise authority since 1945, and the gesture made by both Malraux and Sartre in abandoning the novel after the Second World War must be regarded as significant. (See: Peyre, Cruickshank). Although writers like Mauriac, Duhamel or

CONTINUING EDUCATION CONTINUED

Gide no longer have any influence over the young novelist, he continues, however indirectly, to acknowledge a debt to Sartre and to Camus, in his attempt to formulate what has become known as the *nouveau roman*. The new novel in France has taken a variety of forms in the last decade. But its essential feature remains constant: it required the reader's active participation in the search for a meaning the novelist does not consider it is his own obligation alone to provide.

Suggested Reading:

- Harry Levin, *The Gates of Horn* (N.Y., Oxford University Press, 1963) is an important study of realism in France from Stendhal to Proust.
- John Cruickshank, *The Novelist as Philosopher* (Oxford University Press, 1962), a symposium on the novel of the last thirty years.
- Henri Peyre, *The Contemporary French Novel* (N. Y. Oxford University Press, 1955) is devoted primarily to the great novelists of the thirties and the forties, from Gide to the existentialists.
- Laurent LeSage, *The French New Novel* (Pennsylvania State University Press, 1962) presents the current trends.
- David I. Grossvogel, *20th-Century French Drama* (Columbia, 1961) an introduction to the contemporary theatre in France which should be complemented by reading:
- Jacques Guicharnaud, *Modern French Theatre from Giraudoux to Beckett* (Yale, 1961).
- Leonard Cabell Pronko, *Avant-Garde: The Experimental Theater in France* (1962) examines the most recent trends.
- Modern French Poets on Poetry* (Cambridge University Press, 1961) edited by Robert Gibson is probably the most useful compilation.

Spain:

Contemporary Spanish history has been dominated by the Civil War which ended 25 years ago. The long post-war period of suspicion and repression is finally drawing to a close. Government controls and censorship are now much less restrictive than formerly. Industry is reviving.

Millions of tourists — mostly Europeans in search of an inexpensive holiday — are crowding resort hotels, particularly along the Mediterranean and on the Balearic Islands. Another migration northward has sent a horde of Spanish workmen to French and German factories. Labor supply in Spain has always been far greater than the country's need: hence the drawing off of numerous workers has helped balance the labor market. Last year a minimum wage law of 60

pesetas (one dollar) a day was established, the first such law in Spain's history.

A recent authoritative history is Hugh Thomas' *The Spanish Civil War*. Two modern novels based on the same conflict are *Los cipreses crecen en Dios* and *Un millón de muertos*, both by José María Gironella. Carmen Lafonet's novel, *Nada*, depicts the situation immediately after the war. Camilo José Cela, generally considered the most outstanding post-war novelist, became famous with his *La familia de Pascual Duarte* and *La colmena*. He lectured at the University of Minnesota early in May.

A new artistic industry — the making of films — has brought the names of Bardem, Berlanga, and especially Buñel into prominence. It is paradoxical that some of their films are prohibited in Spain.

Latin America:

The immense area of Latin America contains problems and promises for inter-American cooperation. It is a region which the United States cannot afford to neglect. But generalization about this vast area with its contrasting cultures and races — Caucasian, Indian, and Negro — are always perilous. Its economy complements ours; it also is variegated and full of surprising contrasts.

Among the many books on Latin America we suggest:

- The Winds of Revolution: Latin America Today — And Tomorrow*. By Tad Szulc. New York: Fraeger, 1963, 308 p. (Paper, \$2.25).
- Today's Latin America*. By Robert J. Alexander. New York: Doubleday, 1962, 263 p. (Paper, \$.95).
- The Great Fear: The Reconquest of Latin America by Latinamericans*. By John Gerassi. New York: Macmillan, 1963, 457 p. \$6.95.
- The Alliance for Progress, Problems and Perspectives*. By John C. Dreier (ed.). Baltimore, Md.: The Johns Hopkins Press, 1962.
- Brazil on the Move*. By John Dos Passos. (1963).
- Rebellion in the Backlands, (Os Sertoões)*. By Euclides DaCunha. Trans. by Samuel Putnam, (University of Chicago Press, 1944).



ALUMNI NEWS

Italian:

Interest in Italian culture has been increasing and this is reflected in the number of students registering in the language courses, taught by oral methods, and in the advanced literature courses which run from Dante to contemporary writers such as the Nobel prize winning poet Quasimodo. Many excellent Italian films stimulate this interest. The best Italian writers are available in good translations, such as, Alberto Moravia, Cesare Pavese, Italo Sveve, Tommaso di Lampedusa, I. Calvino, G. Bassani.

The first play of the fall season of the Minnesota Theater will be Pirandello's epoch-making play "Six Characters in Search of an Author."

Suggested Reading:

Hall, Robert, *Italian Short Stories* (Bantam bilingual) N.Y. 1961.

Johnson, Ben, *Stories of Modern Italy*, N. Y. 1960.

Pasinetti, P. M., *Great Italian Short Stories*, Dell, 1959.

Wilkins, E. H., *History of Italian Literature*, Cambridge, 1954.

Pacifici, S., *A Guide to Contemporary Italian Literature*, (Meridan) 1962.

PSYCHOLOGY

An informative brochure of the American Psychological Association, entitled "A career in psychology," has described the current state of psychology in these words:

Most psychologists see their work as a constant search for knowledge about human and animal behavior and the utilization of such knowledge for the promotion of human welfare. As such, psychology covers an extremely wide area of study and an amazing variety of activities.

There are more than 25,000 psychologists in the United States today. Over 35% work in colleges and universities. About 25% of them work for federal, state and municipal governments in hospitals, clinics, prisons, laboratories and military settings. Over 20% work for industry, business and other private organizations. About 10% work in public and private schools, while less than 10% are self-employed.

Psychology has at least three major facets of interest to the modern student. First, it is an established, *scholarly discipline*, represented in the study and work of colleges and universities. Second, it is

a *science* of important standing which has been developing remarkably in its basic and applied aspects. Third, it is a growing *profession* with its own viewpoints and methods.

As a scholarly discipline, psychology is more than ever recognizing its key position in relation to other fields of study. It is a natural science, and its intimate connections with such subjects as physiology, ecology, and zoology are being explored more vigorously than ever. At the same time, psychology is a social science, and interdisciplinary studies with sociologists, political scientists and even historians are becoming more frequent and more fruitful. Beyond this, many psychologists, such as Sigmund Koch, view their field as a natural meeting point or intermediary between the sciences and the humanities. In these days when the rivalry of the sciences and the humanities is more often stressed than their common ground, the need for a point of contact between the two is particularly urgent.

The increased contacts between psychological specialists from other fields may be in part responsible for a growing tendency for psychologists to take a broader, historical view of their own work. This break from the provincialism of former years is manifested in the recent increase in books dealing with the history of psychology. These new histories, some of which are listed below, do not take the previously accepted view that psychology began with Wundt's laboratory in 1879 (in fact, current research even upsets this "classic" date and places the founding of Wundt's laboratory in 1875). These present day historians of psychology trace the origin of many current psychological ideas back to medieval times and one even devotes more than half of his text on psychological history to the early Greek philosophers.

As a science, psychology is expanding at a breathless rate. It would be difficult in such a short space even to list the major areas in which significant work is being done. Areas, such as the study of verbal behavior, which were scarcely recognized only a few years ago, now support their own technical journals, and produce an amount of research so great that even specialists are hard-pressed to keep abreast with it. Fortunately for the non-specialist, summarizing accounts of these new areas are beginning to appear. Not to be overlooked by the generally interested student are such topics as: neurophysiological investigation of motivating and reinforcing centers in the brain; the effects of "hallucinogenic" drugs upon the behavior of normal and psychotic subjects; experiments on the characteristics of choice behavior; advances in the measurement of human motivation; group dynamics; creativity; studies of the psychology of meaning; and the effectiveness of programmed living.

With the avalanche of new empirical findings, psychological theory is in a new state of flux. The radical behaviorism of B. F. Skinner is highly influential, but, in general, broad theories of behavior have been giv-

ing way to more restricted "models" for narrowly specified ranges of behavior. Some of these models are formulated in strictly mathematical terms. Many psychologists, too, are returning to a point of view reminiscent of the earlier functionalists, in which theory is intimately linked with data and formal elegance is sacrificed for functional utility. These theoretical trends have been reviewed in a recent work



by Marx which is referenced below.

As a profession, psychology continues to provide services at an ever increasing rate. Clinical psychology is the largest of the subfields, claiming 37% of all psychologists. Counseling, industrial psychology, engineering psychology, military psychology, school psychology and other applied fields increase the impact of psychology upon society. Recent professional developments have been the spread of state certification and licensing procedures, the development of regional professional organizations, the formulation of codes of ethics, and the continuation of the "diplomate" examinations by the American Board of Examiners in Professional Psychology (ABEPP).

Reading List of Recent Books in Psychology

Psychology as a scholarly discipline:

Esper, Edwin A. *A History of Psychology*. W. B. Saunders Co.; Philadelphia, 1964.

Postman, Leo (ed.) *Psychology in the Making*. Knopf; N. Y., 1962.

Watson, Robert I. *The Great Psychologist*. Lippincott; N. Y., 1963.

Miller, George A. *Psychology: The Science of Mental Life*. Harper and Row; N. Y., 1963.

Psychology as a science:

Koch, Sigmund (ed.) *Psychology: A Study of a Science*. McGraw-Hill; N. Y., 1959 (Four of seven projected volumes have been published).

Marx, Melvin (ed.) *Theories in Contemporary Psychology*. MacMillan; N. Y., 1963.

Berelson, Bernard and Steiner, Gary *Human Behavior: An Inventory of Scientific Findings*. Harcourt, Brace and World; N. Y., 1964.

Kimble, Gregory A. *Hilgard and Marquis' Conditioning and Learning*. Appleton-Century-Crofts; N. Y., 1961.

Among many paperback books on psychology, these from the Van Nostrand series of Insight Books are particularly recommended:

Candland, Douglas K. *Emotion: Bodily Change*.

Smith, W. I. and Moore, J. W. *Programmed Learning: theory and research*.

McClelland, D. C. *The Roots of Consciousness*.

Birney, R. C. and Teevan, R. C. *Instinct*.

Birney, R. C. and Teevan, R. C. *Reinforcement*.

Birney, R. C. and Teevan, R. C. *Measuring Human Motivation*.

Psychology as a profession:

Ross, Sherman and Lockman, Robert F. *A career in psychology*, a brochure obtainable from the American Psychological Association, Inc., 1333 16th St. N.W., Washington 6, D.C.

Clark, K. E. (ed.) *America's Psychologists*. American Psychological Association; Washington, D.C., 1957.

Webb, Wilse B. *The Profession of Psychology*. Holt, Rinehart and Winston; N.Y., 1962.

MATHEMATICS

Mathematics continues as a field in which there are constantly many important new developments. Most of the developments, however, take place at a technical level which is not accessible to persons who have not done graduate work in mathematics or closely related fields.

There are many books written for the person who is interested in mathematics and who does not have the extensive technical background required to appreciate the newest developments, but who has sufficient knowledge to broaden his acquaintance with mathematics beyond his undergraduate background. The books mentioned below are of this type.

If an individual wishes an idea of the newest developments in mathematics, he should look at any of the current mathematical research journals. By use of the bibliographies given with the articles, he can ultimately come to treatises from which he may be able to acquire certain specialized technical knowledge which would be of value to him.

As an example of the way the latest developments in mathematics interact with other fields of science and engineering, the problems associated with automatic control devices have been the source of important mathematical investigations in recent years and in turn

ALUMNI NEWS

the science of control has benefitted from the use of the latest mathematical results.

Bell, E. T. *Men of Mathematics*, Simon and Schuster
Struik, D. J. *A Concise History of Mathematics*, Dover Publications

Courant, R. and Robbins, H. *What is Mathematics*—Oxford Press

Kline, M., *Mathematics, A Cultural Approach*—Addison-Wesley

Newman, J. R. *The World of Mathematics (4 volumes)* Simon and Schuster

Kasner, E. and Newman, J. R. *Mathematics and the Imagination*—Simon and Schuster

Wiener, N. *The Human Uses of Human Beings*

Polya, G. *Mathematics and Plausible Reasoning*, Princeton

SLAVIC & ORIENTAL LANGUAGES

Since the second World War, American responsibilities abroad have increased, and it has become urgent that more Americans learn the languages of Eastern Europe, Asia, and Africa. This changing role is shown in the growth of the Department of Slavic and Oriental Languages at the University of Minnesota.

The department was formed from the Linguistics Program a dozen years ago, when it became apparent that the non-European languages were demanding attention. As its name implies, the Department of Slavic and Oriental Languages teaches languages from Poland to Japan.

Russian has been taught here since 1943. With five full-time members now on the staff, course offerings in both literature and linguistics have been expanded. These include courses in Polish, Lithuanian, structure of the Russian language, comparative Balto-Slavic grammar and Soviet literature. New to the staff this year is Associate Professor William R. Schamlstieg. Plans are now under way to initiate a program leading to the Master's degree.

The Arabic program grew out of the efforts of two professors, Walter Klein and Joseph Greenburg, who were interested primarily in North Africa. It is commonly forgotten that although Arabic originated in Asia, its greatest number of speakers live in Africa, and it is the language spoken by the greatest number of inhabitants of that continent. Professor Irving has continued this interest in North Africa, so that the University of Minnesota is one of the few places

where these studies are pursued in the United States.

Japanese was originally taught in a special Army program during the second World War, and as a result of this, interest has continued to date. Chinese was added in 1949, with Professor Richard Mather in charge. Professor Mather is now chairman of the whole department. Recently Miss Chun-Jo Liu has joined the staff.

The latest addition of languages has been the result of the acquisition of the Ames Library on South Asia by the University of Minnesota. Mr. Paul Stanslow has been developing the study of Hindi and other languages of India like Marathi and Gujarati. He has also helped with the Peace Corps, which has taught the languages of Pakistan, including Urdu, Bengali, Punjabi, and Sindhi.

While this does not cover all the languages outside of Western Europe, it does offer the student at the University of Minnesota an opportunity to study other than the traditionally taught languages and cultures of the world. With an improved language laboratory, we will be experimenting more in teaching methods.

Grammars or books on languages :

Arabic Tritton, A. S., *Teach Yourself Arabic*, New York, David MacKay \$3.00

Von Wagoner, Merrill, *Spoken Iraqi Arabic*, New York, Holt-Rinehart. \$4.50

Russian Dawson, Clayton, Bidwell, Charles, et al, *Modern Russian*, New York, Harcourt, Brace and World

Staff of the Department of Slavic Languages, Pennsylvania State University, *Beginning Russian*, State College, Pennsylvania, The Letter Shop

Culture and civilization:

Arabic Hitti, P. K., *The Arabs*, Chicago, Gateway, \$.95

Brokkelmann, Carl, *History of the Islamic Peoples*, New York, \$2.95

Chinese de Bary, Wm. Theodore, Chan, Wing-Tsit and Watson, Burton, *Sources of Chinese Tradition*, New York, Columbia University Press, 2 vol. \$6.00

Indian de Bary, Wm. Theodore, Hay, Stephen, Weiler, Royal and Yarrow, Andrew, *Sources of Indian Tradition*, New York, Columbia University Press, 3 vols. \$27.50

Japanese Tsunoda, Ryusaku, de Bary, Wm. Theodore and Keene, Donald, *Sources of Japanese Tradition*, New York, Columbia University Press, 2 Vols. \$6.00

Russian Miller, John, *Russians as People*, New York, Dutton. \$1.35

Talbot-Rice, Tamara, *A Concise History of Russian Art*, New York, Frederick A. Praeger. \$3.95

General Oriental de Bary, Wm. Theodore and Embree, Ainslie T., *Approaches To Asian Civilizations*, New York, Columbia University Press. \$6.00

de Bary, Wm. Theodore, *Approaches to the Oriental Classics*, New York, Columbia University Press, \$4.75

POLITICAL SCIENCE

A major source of change in Political Science is the development within the profession of new intellectual perspectives, and in recent years the scholarship in Political Science has become more empirical and systematic. New methods and techniques abound in the books mentioned below. Another source of change is the new problems facing our political system; political scientists respond to these challenges in an effort to understand them.

A concern of the past thirty years has been the justification of democracy against competing undemocratic ideologies. In *The Logic of Democracy* Thomas Thorson reviews this problem and attempts a sophisticated justification of democracy. A less difficult introduction to modern ideologies is found in William Ebbenstein's *Today's Isms*. Also, increasing attention has been given to theories about how democracies work, and Robert Dahl's *A Preface to Democratic Theory* is the best example of systematic analysis of democracy.

The East-West conflict has stimulated a growing interest in the study of the governmental systems and the international relations of the Soviet Union and Communist China. Major features of the contemporary Soviet system are described in *Soviet Union: Paradox and Change*, edited by Robert T. Holt and John E. Turner. A number of specialists examine government and politics, the city, economic growth, agriculture, science and technology, education, youth, and the mass media. The book concludes with a consideration of the prospects for political change in the Soviet Union. The domestic position of the present regime in Communist China, the prospects for economic development, and the basis and style of Chinese foreign policy are analyzed in *Communist China and Asia: Challenge to American Policy*, by A. Doak Barnett. Prospects for the future of Nationalist China and the implications of developments in Communist China for American foreign policy are explored. A general collection edited by Marian Irish, *World Pressures on American Foreign Policy* explores a variety of problems facing the United States abroad.

Another significant trend is the increasing emphasis upon the study of political change and its relationship to social and economic change, especially in Africa, Asia, and Latin America. This broad concern has often brought political scientists together with

scholars from other social sciences in joint research efforts. The product of one such effort is *The Emerging Nations: Their Growth and United States Policy*, edited by Max F. Millikan and Donald L. M. Blackmer. This work examines the major features of the transition which is taking place in many countries today from a traditional to a modern, industrial society. The processes of political modernization, economic development, and social change which compose this transition are examined and related to one another. In *Political Change in Underdeveloped Countries: Nationalism and Communism*, edited by John H. Kautsky, one aspect of the transition from traditional to modern society is examined in detail, the impact of economic development or industrialization upon the rise of nationalism, Communism, totalitarianism, and democracy. The basic presentation in the book which deals with this question is supported and elaborated by more specialized studies prepared by a number of social scientists.

Political scientists have devoted increasing attention to the analysis of the American political system. Important strides have been made in the understanding of American voting behavior with *The American Voter* by Angus Campbell, Philip Converse, Warren Miller, and Donald Stokes of the Survey Research Center. They utilize a vast quantity of empirical data from 1952 and 1956 in considering the psychological, attitudinal, and sociological factors that affect the decision of the Americans at the polls. Harmon Zeigler follows a different direction in his analysis of *Interest Groups in the American Society*. Zeigler explores the internal problems of interest groups, their impact on the Congress, presidency, and courts. He supplements his general analysis of the role of interest groups in the American political system with considerable evidence from business, labor and agriculture. Peter Woll, author of *American Bureaucracy*, treats the controversial issue of the emerging bureaucracy in a democratic system. He examines the effects of the federal bureaucracy on the president, Congress, and the courts and emerges with the conclusion that the American Bureaucracy is responsive to popular demands and does "fit" well into our constitutional democratic system.

Many important works in political science reflect a renewed concern for public policy and the process by which this policy is made. For instance, presidential adviser Richard Neustadt draws on a wealth of personal experiences in his analysis of *Presidential Power*. In this study he attempts to define the extraordinary powers of the office of the presidency and the limits on these powers. Another example of policy analysis is *The Third Branch of Government* edited by C. Herman Pritchett and Alan Westin. This collection explores the role played by the Supreme Court in some of the current critical issues involving separation of church and state, freedom of association, industrial relations, etc. Aaron Wildavsky offers an explicit analysis of the policy making process in



The Politics of the Budgetary Process when he considers the strategies and counter strategies and the budget makers who decide who gets what and how. An excellent study of policy-making by Bauer, Pool, and Dexter, *American Business and Public Policy*, focuses on the interests influencing United States trade policies.

Current studies of local government reflect an increasing interest in power elite structures in community political systems. Robert Presthus in *Men at the Top*, using survey techniques, analyzes the decision leaders and their relationship to the social structures and public attitudes in two small New York communities. A different approach to politics in the

small town is offered in *Small Town in Mass Society* by Arthur Vidich and Joseph Bensman, who lived for several years in another New York community. They analyze the roles of various community leaders as well as the overwhelming problem that small communities face as they are swallowed up by the metropolitan society. In *Who Governs?* Robert Dahl refutes the idea of a single power elite "running things" in local government, and suggests that for New Haven, at least, participation in community decisions is more likely to be the result of interest in and knowledge of particular problems.

The books listed here, many available in paperback editions, provide an introduction to some of the main developments in political science.

Barnett, A. Doak. *Communist China and Asia: Challenge to American Policy*. (New York: Vintage Books, 1960).

Bauer, Raymond, I. de Sola Pool, and L. A. Dexter. *American Business and Public Policy*. (New York: Atherton Press, 1963).

Campbell, Angus *et al.* *The American Voter*. (New York: John Wiley & Sons, 1960).

Dahl, Robert. *A Preface to Democratic Theory*. (Chicago: Univ. of Chicago Press, 1956).

Dahl, Robert. *Who Governs?* (New Haven: Yale Univ. Press, 1962).

Ebenstein, William. *Today's Isms*. (Englewood Cliffs, N.J.: Prentice Hall, 1964).

Holt, Robert and John Turner. *Soviet Union: Paradox and Change*. (New York: Holt, Rinehart & Winston, 1962).

Irish, Marian. *World Pressures on American Foreign Policy*. (Englewood Cliffs, N.J.: Prentice-Hall 1964). 1964).

Kautsky, John. *Political Change in Underdeveloped Countries: Nationalism and Communism*. (New York: John Wiley & Sons, 1962).

Milikan, Max and Donald Blackmer. *The Emerging Nations: Their Growth and United States Policy*. (Boston: Little, Brown & Co., 1961).

Neustadt, Richard. *Presidential Power*. (New York: John Wiley & Sons, 1960).

Presthus, Robert. *Men at the Top*. (New York: Oxford Univ. Press, 1964).

Pritchett, C. Herman and Alan Westin. *The Third Branch of Government*. (New York: Harcourt Brace, 1963).

Thorson, Thomas. *The Logic of Democracy*. (New York: Holt, Rinehart & Winston, 1962).

Vidich, Arthur and Joseph Bensman. *Small Town in Mass Society*. (New York: Doubleday Anchor, 1960).

Wildavsky, Aron. *The Politics of the Budgetary Process*. (Boston: Little, Brown, & Co., 1964).

Zeigler, Harmon. *Interest Groups in the American Society*. (Englewood Cliffs, N.J.: Prentice-Hall, 1964).

JOURNALISM

Education for journalism is striving mightily these days to meet the problems of the world's information explosion, the vastly increased volume in both the printed and the spoken word from much-expanded media.

Any decline in the number of newspapers is more apparent than real, for while occasional mergers or suspensions of large metropolitan dailies attract widespread attention, new units are springing up in burgeoning suburban areas, and total newspaper circulation, daily and weekly, continues a steady upward trend.

Advertising, using all the media and making ever greater demands for creative talent, has soared well past the 12-billion-dollar level as an industry.

New radio stations are steadily being added as it is being demonstrated that smaller communities provide an adequate base of support for them. A current discussion of the re-shuffling of available channels, and greater use of both UHF and VHF facilities, means that a sharp increase in the number of television stations is certain.

Public attention has been focussed on troubles of some large consumer magazines, diverting notice from the fact that the magazine field as a whole, with its emphasis upon specialized audiences, has never been more vigorous. Book publishing has been breaking out of established patterns with spectacular results, and similar vigorous experimentation has marked

re-examination of objectives and of the courses and facilities best suited to achieve these goals. Faced with this great diversity and expansion in the media, and with the explosive increase in the volume of news and comment demanding to be processed by journalists, or with the information about new products or services which must be passed along through advertising, the school is ever more firmly convinced of the soundness of its basic philosophy that education for journalism must be primarily a broad liberal education.

In an age of specialization, the journalist is sometimes referred to as among the few remaining generalists. He should be educated in such a way as to be effective as a worker in any of the many communications media, but beyond that he should be conversant with social and economic questions of the day which become steadily more complicated by new applications of technology. A five-year program seems to be the answer for this additional preparation.

The Minnesota School of Journalism offers two main sequences—advertising and news-editorial. It sees the great and growing field of advertising as applying the same principles of mass communication as are involved in the more historic, yet more restricted, term of "journalism." The School sees the same need in this field for the broad liberal education, for a keener appreciation of the social responsibilities devolving upon such a tremendous engine of persuasion and economic motivation.

The journalism graduate is now being faced with the need to understand and prepare for applications of computer techniques, not only to business and advertising operations of the media, but to editorial judgments and practices.

Yet the very trends toward speedier global communications or toward automated procedures impose severer standards upon the journalist in the gathering, evaluating, and transmitting of accurate information. Education for the journalist and the advertising man is indeed a continuing process, an obligation he must fulfill if he is to remain on even the fringes of this field. For this reason more holders of the B.A. degree are coming back after several years of professional experience to take graduate degrees in journalism, and more seniors are moving directly into Graduate School, feeling that their professional preparation is incomplete without at least the master's degree.

Arnold, Edmund—*Ink on Paper* (Harper & Row, New York).

Boorstein, Daniel—*The Image* (Atheneum Press, New York).

Brucker, Herbert—*Journalist—Eyewitness to History* (Macmillan, New York).

Burnett, Leo—*Communications of an Advertising Man* (privately printed by Leo Burnett & Co., Chicago).

Casey, Ralph D. (ed.)—*The Press in Perspective* (Louisiana State University Press.)

CONTINUING EDUCATION CONTINUED

communication by means of the film. Business and industry have come to recognize the need for better communications both internally and externally, and have started thousands of specialized publications in the last decade. In the process they have given new status and a sense of professional responsibility to the field of public relations.

Now communications satellites in orbit over head have already demonstrated their great potential for improving world understanding and cooperation.

All of this ferment challenges journalism education to keep pace, and the University of Minnesota School of Journalism faculty has been engaged in a rigorous

- Cater, Douglas — *The Fourth Branch of Government* (Houghton-Mifflin Co., New York).
- Charnley, Mitchell V. — *Reporting* (Henry Holt & Co., New York).
- Cohen, Bernard C. — *The Press and Foreign Policy* (Princeton University Press, Princeton, N. J.).
- Coons, John E. — *Freedom and Responsibility in Broadcasting* (Northwestern University Press, Evanston, Ill.).
- Emery, Edwin — *The Press in America* (Prentice-Hall, New York).
- Gerald, J. Edward — *The Social Responsibility of the Press* (University of Minnesota Press, Minneapolis).
- Hohenberg, John — *The Pulitzer Prize Story* (Columbia University Press, New York).
- Nimmo, Dan D. — *Newsgathering in Washington* (Atherton Press division of Prentice-Hall, New York).
- Ogilvy, David — *Confessions of An Advertising Man* (Atheneum Press).
- Steiner, Gary A. — *The People Look at Television* (Alfred A. Knopf, New York).
- Tebbel, John — *The Complete History of the American Newspaper* (Hawthorn Books, Inc., New York).
- Weir, Walter — *Truth in Advertising, and Other Heresies* (McGraw-Hill, New York).

HUMANITIES

The Humanities faculty, in cooperation with faculty from other University departments and with the Liberal Arts Programs of the General Extension Division has organized and initiated new and experimental seminars especially designed to meet the educational needs of the inquiring and intelligent adult.

Four such seminars are patterned for adult women and are offered as part of the Continuing Education Program. The seminar titles include: New Worlds of Knowledge, Arts of Reading, Cultivation of Vision, and Culture and Society. To renew academic discipline and to sharpen critical thinking are the major aims of the seminars. They are meant to be a first step back to more intensive and objective study — whether pursued independently or under University guidance. Each of the seminars has a limited enrollment of 20-25 adult women. The students for the most

part are women who already have bachelor's degrees, and in some cases, master's degrees. Some of the women take the seminars for credit, others do not. Designed to meet the study and time schedule of adult women, the seminars meet from 9:30 a.m. to approximately 12 noon every other week from October through June.

The College of Liberal Arts curriculum committee has approved nine credits on the hundred number level for both Arts of Reading and New Worlds of Knowledge. The other seminars are now in the process of being structured for the curriculum committee.

NEW WORLDS OF KNOWLEDGE — Humanities 121-122-123

This seminar concentrates on major accomplishments in the natural sciences, social sciences, and the humanities during the last two decades, and on current problems. In addition, there is concern throughout for the methods of inquiry that are current in each of the subjects studied. Thus, the student who has not been in a college or classroom for a number of years is brought up to date in information and is trained, to some extent, to think in terms of the categories and procedures of the separate disciplines.

The faculty is chosen from a variety of departments and is, when possible, retained from year to year. Each faculty member presents his material as he wishes, but the general pattern has been lecture plus discussion. When possible and appropriate, laboratory demonstrations and audio-visual aids are employed. Each faculty member makes reading assignments in his own field, mostly from paperbacks — in order to better facilitate obtaining the books for home reading. In addition, there are suggested readings, usually in hardcover books. Each student writes three papers a year under the supervision of a faculty member. Those students who want credit for the course make their request at registration and are required to do more advanced and extensive reading and to write an additional paper.

In addition to the regular course meetings, there are two residential meetings of a day and a half at the Center for Continuation Study, plus one all-day meeting. These permit more continuous instruction and discussion among the students during mealtime and after the evening meetings. Materials from the seminar are coordinated by a faculty person for panel discussions.

This seminar was begun at Minnesota in the academic year 1959-60 and has been continued each year. (In response to requests from Duluth, this seminar was presented there in 1962-63 and in 1963-64.)

ARTS OF READING — Humanities 141-142-143

In this seminar, readings of intellectual and literary distinction or of historical importance are used for classroom discussion and written analysis. In this way literary and critical principles are taught with the aim of developing skill in thinking clearly. Application of principles of analysis also sharpen the skills of speak-



ing, writing and reading. First semester readings in the course illustrate the presentation of ideas through direct expository writings of Emerson, Aristotle, Epictetus, Jefferson, Webster, Lincoln, Ortega y Gasset, Marx, Lenin, Engels, Hitler, Santayana, and Flaubert—to name a few. During the second semester, short fiction, poetry, and drama are examined in the writings of Joyce, O. Henry, Kafka, Crane, Hemingway, Donne, Ransom, Eliot, Yeats, Shakespeare, Chekhov, plus others. The general text used is *The Arts of Reading* by Professors Ross, Tate, and Berryman, supplemented by short selections from others works. This seminar was first presented in the academic year 1960-61 and continues to be given regularly.

To meet the demand by the male segment of the population for a continuing education class—a special experimental seminar, designed to fit the schedule and the interests of the employed business and professional man, was begun in the fall of 1963. (An adaptation of New Worlds of Knowledge had been presented for this group in 1962-63.) Called Ideas In America, this seminar considers the important concepts in American society. Faculty from the physical sciences, the social sciences, and the humanities analyze ideas underlying the particular personal, social and political structures of the United States. (In the 1964-65 academic year, this seminar will be offered for women, and Arts of Reading will be offered to fit the time schedule of men.)

General:

Symbols and Civilization—Ralph Ross

Physics:

The Atom and Its Nucleus—George Gamow
(Scientific American Reprints)

Biology:

From Galaxies to Man—John Pfeiffer

Mathematics:

The New Mathematics—I. Adler

- Mathematics and Western Civilization*—M. Kline
Psychology:
Freud and the Twentieth Century—Benjamin Nelson (editor)
Child Care and Growth of Love—John Bowlby
Anthropology:
Mirror for Men—Clyde Kluckhohn
The Cheyennes—E. A. Hoebel
Political Science:
The Supreme Court—John Schmidhauser
The Law of Nations—J. L. Brierly
Contemporary International Law: A Balance Sheet—Quincy Wright
Economics:
Private Wants and Public Needs—Edmund S. Phelps
Art and Architecture:
The Dehumanization of Art and Other Essays—Jose Ortega y Gasset
Introduction of Modern Architecture—J. M. Richards
The Highway and the City—Lewis Mumford
Music:
The Beautiful in Music—Eduard Hanslick
Literature:
The Natural—Bernard Malamund
Penguin Book of Contemporary American Verse—Donald Hall (editor)

HISTORY

During the period 1962-1964, five members of the Department of History participated in the Culture and Society seminar. Professor Theofanis Stavrou, who is presently in Russia, delivered a series of lectures dealing with the Soviet Union. It would probably be unwise for Professor Stavrou to describe, from Russia, exactly what he did and what conclusions were reached.

Professor R. Stuart Hoyt was a participant in several sessions which attempted to assess the basic values, ideals, and assumptions in culture and society and how these were related to the structure of society. Special emphasis was placed on "dead" civilizations paralleled aspects of today's civilizations. Each student was required to prepare a paper in which he compared one or more current problems in American culture with the same problems in a former or non-western culture. About twenty-five highly motivated students attended the seminar. Books used were R. W. Southern, THE

The University of Minnesota

ALUMNI FUND

1963 HONOR ROLL

The following is a list of alumni and friends who gave to the Alumni Fund in 1963. This is to acknowledge the generosity of our contributors and to express thanks to each for his loyalty and support of the Alumni Fund.

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The 1963 fiscal year, January 1, 1963 – December 31, 1963 was the first full year of the operation of the Alumni Fund (succeeding the Greater University Fund). Only donors to alumni projects are acknowledged in this report.

A total of \$97,137.19 was given by 2948 alumni. This is a 2.68% effectiveness for the 110,000 alumni solicited, with an average gift of \$32.95.

For the first time alumni were given the opportunity to support a college project. Once during the year alumni were asked to support the Freshman Scholarship Program. Also started during the year were the 50th Anniversary Class Funds.

For a first year a good start was made – but our slogan from now on is *Watch the Fund Grow.*

ALUMNI FUND PROJECTS 1963

Projects	Donors	Amount
Aero Alumni Scholarship Fund.....	3	\$ 60.00
Alpha Phi Omega Fund.....	1	20.00
Hallie Bruce Memorial Prize Fund.....	3	90.00
School of Business Administration Service Fund	1	40.00
Wilbur H. Cherry Memorial Scholarship Fund	54	2,826.00
E. G. Cheney Memorial Scholarship Fund.	3	36.00
CLA & University College Distinguished Teacher Award Fund	112	1,435.00
Class of 1906 Scholarship Fund.....	1	100.00
Class of 1913-50th Anniversary Fund... 16		520.00
Class of 1914-50th Anniversary Fund... 11		105.00
Class of 1915-50th Anniversary Fund... 19		240.00
Class of 1916-Bernie Bierman Fund..... 9		757.73
Class of 1916-50th Anniversary Fund... 24		265.00
Class of 1917-50th Anniversary Fund... 12		110.00
Class of 1918-50th Anniversary Fund... 15		165.00
Class of 1919-50th Anniversary Fund... 10		110.00
Class of 1920-50th Anniversary Fund... 17		170.00
Class of 1921-50th Anniversary Fund... 23		280.00
Class of 1922-50th Anniversary Fund... 19		190.00
Class of 1923-50th Anniversary Fund... 17		165.00
Class of 1924-50th Anniversary Fund... 22		220.00
Class of 1925-50th Anniversary Fund... 21		225.00
Class of 1926-50th Anniversary Fund... 24		375.00
Class of 1927-50th Anniversary Fund... 21		305.00
Class of 1928-50th Anniversary Fund... 24		250.00
Class of 1929-50th Anniversary Fund... 26		540.00
Class of 1930-50th Anniversary Fund... 8		75.00
Dental Service Fund.....	2	48.50
Henry J. Fletcher Memorial Fund.....	9	127.00
Henry E. Hartig Service Fund.....	140	3,586.00
Home Economics Service Fund.....	3	62.50
Institute of Technology Alumni Scholarship Fund.....	10	1,180.00
School of Journalism Scholarship Fund... 39		517.00
Law Alumni Loan Fund.....	1	15.00
C. C. Ludwig Memorial Fund.....	1	20.00
Malignant Disease Research Fund.....	1	25.00
Charles A. Mann Fund.....	1	12.50
McQuarrie Pediatrics Fund.....	2	305.00
Mines & Metallurgy Alumni Equipment Fund	8	270.00
Minnesota Alumnae Club Loan Fund... 3		371.16
Minnesota Alumnae Club Scholarship Fund	6	490.00
Minnesota Alumni Capital Gift Fund.... 60		5,635.00
Minnesota Alumni Freshman Scholarship Fund	683	10,035.56
Minnesota Alumni Scholarship-Chicago Club	1	500.00
Minnesota Alumni Scholarship-Central Florida Club	1	60.00
Minnesota Alumni Scholarship-Greater St. Louis Club	2	50.00
Minnesota Alumni Scholarship-New York Club	1	50.00
Minnesota Alumni Scholarship-Northern California Club	1	300.00
Minnesota Alumni Scholarship-Southern California Club	1	100.00
Minnesota Alumni Scholarship-Pittsburgh Club	18	297.00

Projects	Donors	Amount
Minnesota Alumni Senior Class Cauldron Fund	133	221.32
Minnesota Alumni Graduate Fellowship.. 4		114.50
Minnesota Indian Youth Scholarship Fund 1		20.00
Minnesota Alumni Loan Fund.....	2	18.00
Minnesota Medical Alumni Student Center Fund.....	294	25,496.06
Mortuary Science Service Fund.....	17	193.00
Mortuary Science Silver Anniversary Fund	10	125.00
North Star Scholarship Fund.....	1	10.00
Wesley E. Peik Teacher Education Fund.. 21		249.50
President's Unrestricted Fund.....	1	9.00
Student Aid & Research Fund (Unrestricted)	564	14,078.34
U. M. D. Stadium Fund.....	4	45.00
Clara Ueland Fellowship Fund.....	1	5.00
University of Minnesota Women's Club of Detroit Scholarship Fund	1	200.00
William Reynolds Vance Scholarship Fund 2		30.00
Veterinary Medical Alumni Scholarship Fund	2	507.50
Wangensteen Surgical Research Fund.... 1		50.00
Henry L. Williams Scholarship Fund.... 378		22,020.52
Women's Physical Education Alumnae Scholarship Fund	1	12.50
TOTALS: 69 Projects	2,948	\$97,137.19

GEOGRAPHICAL DISTRIBUTION OF GIFTS

Total In-State Gifts	\$73,067.61
Total Out-State Gifts	24,069.58
	\$97,137.19

DISTRIBUTION OF GIFTS BY AMOUNT

1	120	\$ 120.00
2	113	156.72
3	17	51.00
4	42	137.00
5	513	2,566.00
10	963	9,568.75
15	126	1,826.50
20	92	1,825.00
25	300	7,491.00
50	173	8,330.00
75	9	675.00
100	157	15,394.00
150	8	1,200.00
200	27	4,950.00
250	6	1,500.00
300	2	600.00
500	5	2,500.00
750	7	3,150.00
1000	2	2,000.00
1500	1	1,500.00
2500	1	2,500.00
5000	1	5,000.00
Other	263	24,096.22
TOTAL	2,948	\$97,137.19

DISTRIBUTION OF GIFTS BY COLLEGE

SLA	528	\$ 8,884.61	Pharmacy	27	417.00
Education	335	3,528.98	Journalism	26	360.49
MD	418	16,603.15	Law	155	3,927.50
IT	325	5,340.00	Vet. Med.	13	96.99
Nursing	24	172.00	Mort. Science	42	429.50
DDS	73	748.50	Public Health	1	5.00
Ag., For. & Home Ec.	110	1,027.50	Other	675	53,097.47
UMD	9	95.50			
Graduate	48	440.50		2,948	\$97,137.19
Business	139	1,962.50			

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Clifford, Carole D.
Clyman, Howard L.
Cockburn, Mrs. C. G.
Coffman, Jerry L.
Cohen, E. B.
Cohen, Evelyn
Cohen, Leo
Cohen, M. M.
Colby, Woodard
Cole, Mrs. Olga A.
Coleman, Mr. & Mrs. Frederick W.
Colestock, Richard O.
Collett, James
Comfort, Mrs. Thomas H.
Complin, Struan
Compton, Mrs. Karl T.
Comstock, John D.
Condon, Joseph L.
Confer, Mrs. Ogden A.
Conforth, Elizabeth
Conley, Lorraine T.
Conn, Nathan A.
Connel, Colin
Connell, John E.
Connolly, D. S.
Connor, Margaret
Connolly, C. J., Jr.
Conrad, Ronald L.
Conroy, Julie
Constans, Mrs. Donald
Constantine, Nick
Cook, Mrs. Luella Bussey
Cook, Mrs. Maynard E.
Cook, Walter K.
Cook, Mr. & Mrs. Walter W.
Cooke, Gilbert W.
Cooke, Mrs. Vera E.
Cooper, John P.
Cooper, William Joseph
Coover, Clifford Darrell
Copeland, Mrs. A. E.
Copeland, Roger E.
Copouls, Stanley J.
Corbell, John M.
Corcoran, Sheila
Corens, Florimund R.
Cornelison, Mrs. R. W.
Corrigan, James F.
Corwin, Roy B.
Cosh, Richard A.
Costello, William A.
Costley, Mrs. Kenneth
Cote, Carol J.
Counnaughty, Curtis S.
Countryman, B. B.
Courteau, Guy D.
Cowan, George M.
Cram, Ira H.
Crandall, Mrs. Gilbert
Crandall, Ruth
Crane, Fred M.
Crane, George
Crawford, Denver J.
Crawford, Dorothy R.
Crawford, J. T.

Crema, Louise Josephine
Critchett, Mrs. Edward F.
Critchett, Edward Fowler
Crohn, Shirley
Croke, William J.
Cross, Bert S.
Cross, Mr. & Mrs. Richard
Crosser, Ora L.
Crowthait, Mrs. H. S.
Crowl, Verne C.
Crowley, Jay
Crowley, John J.
Crum, D. L.
Culbert, Edwin C.
Cummings, K. C.
Cummings, Richard
Cunningham, Mrs. Robert J.
Currier, Jeff
Curry, Ezra B.
Curry, Mr. & Mrs. James A.
Curtis, R. E.
Curtis, Mr. & Mrs. Thomas H.
Curtis, Tim
Cuthertson, Mr. & Mrs. Roger W.
Cutlan, Lawrence R.
Cutts, George
Cyranski, August L.

D

Dahl, Bernice V.
Dahl, Karl E.
Dahl, Myrland
Dahl, Sandra
Dahlberg, Edwin T.
Dahlberg, Virginia
Dahlen, Miles A.
Dahlstrom, Dennis
Dakin, Thomas W.
Dale, Darwin J.
Dale, Esther H.
Dale, Everett H.
Dalhe, Donna
Dallman, Jack W.
Dalrymple, C. R. Jr.
Dalton, R. W.
Damerow, Richard
Daniels, Farrington
Daniels, John Jr.
Danielson, Curtis C.
Danielson, Karen Ruth
Darrell, Norris
Dassett, Joseph W.
Daum, Wanda L.
Dauwen, Marguerite
David, Solomon D.
Davidson, Mrs. Margaret C.
Davidson, Neil A.
Davies, F. A.
Davies, Wayne A.
Davis, George G.
Davis, Harold G.
Davis, Mrs. Ida B.
Davis, Irving G., Jr.
Davis, Marjorie
Davis, Robert S.
Davis, R. D.
Davis, Susan E.
Dawson, Mrs. John J.
Dawson, James R., Jr.
Dawson, William
Day, Mrs. L. W.
Day, Robert A.
Deak, Alexander, L.
Deal, John
DeBleck, John
DeCarle, Donald W.
Dechter, Mr. & Mrs. Louis
DeGuisseppi, George B.
DeJonge, Earl H.
DeLaHunt, Lois
Delaney, Mrs. Leo C.
Denmer, Hugh L.
Denman, Mrs. Burt J.
Denler, A. L.
Deneen, Marie B.
Dennistoun, Rollin M.
Deppe, Leslie R.
Derauf, Donald E.
DesRosier, Geroge A.
Deters, Merrill E.
Devitt, James E.
Devlin, Arthur E.
DeWalse, Ursula
Dibley, Leland L.
Dick, Gerald
Dickson, Lawrence C.
Dickson, Robert H.
Diesch, Stanley L.
Diessner, A. W.
Dietz, Dorothy
Dietz, Fred W.
Dimond, James A.
Distad, Hjelmer W.
Dixon, Barbara
Dodds, William C.
Dodge, Mrs. Dorothy
Doel, Bruce R.
Doell, James F.
Doherty, Elizabeth M.

Dollarhide, Ken
Domholdt, Lowell C.
Donahue, Elizabeth
Donohue, Florence
Donaldson, C.F.
Donbrovskis, Dzintra
Dondanville, Steve
Donnelly, Richard J.
Donovan, Hedley
Donovan, Mr. & Mrs. Percy W.
Dooyema, Curtis
Dorn, Jane M.
Dorsey, George C.
Doddall, Bertha A.
Dosen, Donald
Dougall, James R.
Dougherty, Thomas A.
Dow, Barbara O.
Dowling, C. W.
Downey, Josephine
Doyle, Vincent A.
Drake, Carl B.
Draves, Wendell N.
Draxton, Marilyn A.
Dreher, Ora C.
Dreis, Thelma A.
Drew, Margaret S.
Drill, H. E.
Duban, Carol P.
Duckett, Patricia D.
Duncan, Kenneth
Dunham, Charles
Dunlap, E. H.
Dunlop, Dick
Dunning, Frances
Durkee, Mary E.
Durocher, Aurele A.
Dusen, Richard C. Van
Dwan, Ralph H.
Dypwick, Otis J.
Dyrdahl, James Milo
Dyrdal, P. J.

E

Eames, Paul V.
Earhart, Mrs. Richard H.
Eastburn, Harold Vincent
Ebcioğlu, Ibrahim K.
Ebin, John P.
Ebin, Mrs. John P.
Ebin, Jules
Eckdale, J. E.
Eckl, Nancy J.
Eckman, Philip L.
Eckman, Ralph J.
Edd, H. A.
Eddy, Bob
Eddy, C. J.
Edelman, Arnold M.
Edelstein, Monroe M.
Edgell, E. E.
Edle, Eugene I.
Edsten, Marjorie
Edstrom, Carl A.
Edwards, Arvid H.
Edwards, Frank R.
Edwards, R. G.
Edwardson, Waldo P.
Eells, Kenneth M.
Egeland, John M.
Ehlers, Elwyn L.
Ehrenberg, C. J.
Ehrhorn, Charles E.
Ehrlich, S. Paul
Eich, Louis J.
Eichinger, B. E.
Eil, Mr. & Mrs. M.
Einerson, John
Eisenberg, Betty Jane
Eisenman, Margaret
Eisenstadt, D. H.
Eisenstadt, William S.
Ekelund, C. T.
Eken, Mal
Elam, John
Elg, Robert
Ellason, Mrs. S. G.
Ellertson, Roland V.
Elling, Lynn M.
Ellingson, E. T. P.
Elliott, Mrs. Raymond George
Elmquist, David M.
Elmquist, James
Elmquist, Mrs. Melvin L.
Elmquist, Ronald
Eltgroth, Richard
Elvig, Mr. & Mrs. Burton L.
Emberland, Gayle
Emme, A. A. Jr.
Emmons, Hamilton
Enabnit, Elgin G., Jr.
Eneboe, John B.
Engdahl, Samuel
Engel, Gary J.
Engelbret, D. G.
English, Donald
Engman, Robert J., Jr.
Engstrom, Elmer W.
Engstrom, Mr. & Mrs. Harold E.

Engstrom, John Arthur
Engstrom, Mr. & Mrs. Robert E.
Eplatt, Mrs. A. D.
Erdall, A. C.
Erickson, Mr. & Mrs. Donald H.
Erickson, E. C. O.
Erickson, Jennie S.
Erickson, Nels E.
Erickson, Paul L.
Erickson, Richard
Erlandson, Charles W.
Erman, Eugene D.
Ersfeld, Murray P.
Esisi, Jackson B.
Espelien, Judith
Estebo, Donald G.
Estel, George A.
Estes, Mrs. Mary June
Eustermann, John J.
Evavols, Earle Roscoe
Evenson, B. L.
Everhard, Mabel A.
Everson, Ronald A.
Ewald, Earl
Ewe, Mr. & Mrs. Clark
Ewen, David H. L.
Ewert, Eleanor L.
Exner, Jurgen H.

F

Fabel, Myron C.
Faber, George Lewis
Faegre, J. B.
Fairchild, Mrs. Ralph
Falck, Gilbert M.
Falk, Emil A.
Falk, Yvonne C.
Falkner, Barbara
Fallness, Ronald
Fallstrom, Richard
Fancher, Beverly
Farhan, Safa Al
Farkas, Mr. & Mrs. John V.
Farley, Monica E.
Farnam, Henry E.
Farnham, Anne
Farrand, Mrs. Weston
Farrell, E. M.
Farver, Franklin D.
Fassett, Mr. & Mrs. J. R.
Fast, Richard
Faudon, James
Faus, Neil A.
Faust, George J.
Fawcett, A. M.
Featherstone, Robert P.
Feickert, John E.
Feigley, Margaret
Feinberg, Philip
Feinberg, S. B.
Feinberg, Sidney S.
Feldman, Sandra
Feldstein, Nancy
Fellicetta, Antonio
Fellerman, Arthur W., Jr.
Felrath, Mrs. LeRoy A.
Felt, Robert L.
Fenstermacher, Louise
Fenton, P. C.
Ferber, John C.
Ferguson, Mrs. J. D.
Ferrell, C. R.
Ferron, John R.
Fertig, Elray R.
Fesler, James W.
Fetsch, Todd K.
Fibiger, Mr. & Mrs. John
Fiedler, Frances F.
Fink, Daniel
Fink, James R.
Fink, Lawrence
Fink, Mrs. Leo W.
Fink, William W.
Finkenaur, E. B., Jr.
Finley, Joseph M.
Finley, Richard C.
Firestone, B. I.
Fischer, Edwin G.
Fischer, Richard A.
Fischer, Mr. & Mrs. Rudolph W.
Fischman, H. A.
Fischnich, J. R.
Fisher, John A.
Fischer, Robert
Fisker, Mrs. Anne A.
Fjerstad, Robert L.
Flannigan, John R.
Fleckenstein, Arnold H.
Fleischer, Peter
Fletcher, Donald G.
Flett, Charles D.
Flieb, Edmund
Flipp, David G.
Florence, Mr. & Mrs. G. R.
Flores, Virginia
Flugaur, Ann
Foley, Gerald
Ford, Mrs. Marilyn H.
Ford, Richard P.

Forsmark, Ulrike
Forster, Reginald B.
Forstrom, R. F.
Fortier, O. E.
Foster, William Ross
Fox, Mrs. Arthur
Francis, Byron J.
Francis, Roland A.
Frane, Donald B.
Frank, Harold J.
Frank, Harold W.
Frank, John E.
Frank, Lorenz F.
Franklin, Nathaniel
Frantz, Alfred A.
Frantz, Marthella J.
Franzen, Mr. & Mrs. John K.
Franzen, N. A.
Fraser, Mr. & Mrs. Donald M.
Fraser, George
Freedland, Morris E.
Freeman, Howard H.
Freeman, Nancy
Freer, James T.
Freidline, Bethel
Frellsen, D. H.
Fremstad, Lee J.
Frenzel, Paul W.
Freund, David A.
Friberg, J. B.
Fried, Mr. & Mrs. Charles
Friedman, Charles L.
Friedman, Thomas L.
Frigge, Gretchen
Frits, Robert W.
Fristedt, Bert E.
Fristedt, Wendell L.
Friswold, Fred R.
Fritsche, T. R.
Frost, Herbert J.
Fruen, J. Donald
Fruen, Kenneth L.
Fryhofer, Willard W.
Fryklund, Verne C.
Fuchigami, Dave
Fujita, George Y.
Fukushima, Mrs. Paul S.
Fuller, Robert G.
Fulmer, Jervis M.
Funke, Joyce L.
Furlong, James H.

G

Gaile, Charles M.
Galdner, Loris A.
Gall, Bruce J.
Gallagher, Stephen F.
Galush, Darryl M.
Gammell, J. H.
Ganfield, John F.
Gangestad, Russell
Gans, Mrs. Henry
Ganschinietz, Suzanne
Garber, Mary
Gardner, Stanley
Gardner, Mr. & Mrs. Leroy W.
Gardner, Walter P.
Garmaker, Richard
Garner, Bennett J., Jr.
Garon, Allan
Garton, Lee D.
Garthus, I. B.
Gaslin, William L.
Gates, Russell
Gauck, Charles H.
Gault, N. L., Jr.
Gaumnitz, Edwin W.
Gausman, Earl
Gearing, Maude P.
Gebhard, Richard E.
Gebo, Mrs. John
Gehring, Lester G.
Gehrman, Fred W.
Geib, Marvin J.
Geiger, Mrs. Carol D.
Geiger, James W.
Gelb, Phillip S.
Gendler, Stanley L.
Gensler, Sheldon J.
Gensler, W. J.
Georgas, Margaret
Gerald, J. Edward
Germann, Jacqueline M.
Gerths, Everett E.
Gerwing, Dennis
Geske, Marvin L.
Gessner, Donald R.
Getz, Emily J.
Ghobrial, Girgis B.
Ghostley, Bryne J.
Ghostley, James G.
Gibb, Clark R.
Gibbs, George J.
Gibson, George R.
Giese, Theodore F.
Giesen, James E.
Gilbert, Donald D.
Gilbert, Maurice G.
Gilbert, Michael
Gilbert, Mrs. Ruth M.
Gilbertsen, A. S.
Gilbertsen, V. A.
Gile, Robert B.
Gillen, Mrs. Harold W.
Giller, Morris
Gillespie, Robert B.
Gillett, Milford O.
Gillis, Mr. & Mrs. William N.
Gilloley, Laura
Gilman, Gertrude M.
Gilman, Lloyd
Giltruth, Mrs. R. R.
Gilsdorf, Donald A.
Gilster, George W.
Giltinan, David M.
Ginter, Mrs. Albert
Gisvold, Leonard P.
Given, Elmer S.
Giernes, Knut Olsen
Gladstein, Philip
Glain, Gordon
Glander, Jack O.
Glass, Edward C.
Glass, Judith A.
Glatzel, A. David
Glaze, James A.
Gleason, Russell
Gleason, Thomas J.
Glosimodt, Sharon
Glynn, Greg
Gnauck, Brian G.
Goar, Kent
Goemann-Pott, Mrs. Etta O.
Goethols, Paul L.
Goetz, Frederick C.
Goetzman, H.
Gold, Philip
Goldberg, Earl
Goldberg, I. M.
Goldberg, Melvin B.
Golden, Mrs. Emma
Goldfarb, Mr. & Mrs. Stephen M.
Goldich, Samuel S.
Goldman, Richard S.
Goldstein, Erwin M.
Gollnick, Mr. & Mrs. L. H.
Gomsrud, Lowell Robert
Gonier, Harold L.
Good, Merle E.
Good, Ralph M.
Good, Roy H.
Goodman, Steven
Gordon, Carlyle R.
Gordon, Clarence O.
Gordon, David
Gordon, Harry W.
Gordon, Rodney
Gorgen, Robert L.
Gorski, Michael G.
Goski, Roger D.
Gostick, Glenn F.
Goth, Dorothy
Goth, Gary J.
Gottlieb, Marvin
Gottstein, Mrs. Jacob B.
Gould, Edward S.
Goustin, Albert S.
Graceman, Ronald
Grammer, Don
Grams, Ralph R.
Granberg, Robert
Granrud, Mrs. Marian
Grant, Allen L.
Grant, J. C.
Grant, Mrs. U. S.
Graves, Mrs. G. E.
Graves, R. B.
Graves, Thomas M.
Graves, W. C. C.
Gray, Franklin D.
Greaves, Glenn H.
Greaza, Walter N.
Green, Arthur T.
Green, Betty L. R.
Green, Clayton R.
Green, Mrs. Dorothy M.
Green, Mrs. Howard
Green, Petronella E.
Greene, Mrs. E. E.
Greene, L. H.
Greenleaf, Mrs. W. A.
Greenspan, Mrs. Richard H.
Greig, John E.
Greiling, Robert E., Jr.
Grenke, Roger A.
Gretttum, Ivan
Grew, Mrs. Josephine M.
Grewenow, Bruce T.
Grey, David L.
Griak, Roy
Griffen, Estelle
Griffin, Walter
Griffith, Mrs. William
Griggs, Patricia
Grime, Elsie M.
Grimes, Marian
Grimes, Tim
Griswold, Frank

Groff, Mrs. R. H.
Gronli, Harry E.
Grose, F. N.
Gross, Alyce M.
Gross, Donald A.
Gross, Louis
Grossman, Dixie Brown
Grottum, B. E.
Grow, R. W.
Gruber, Robert S.
Gruenberg, Eugene I.
Gruman, Victor A.
Grun, Jean
Grunwell, Joann
Gulbrandson, Laura G.
Gunderson, Bernard F.
Gunderson, Orley
Gumine, Mrs. Margaret Blake
Gunn, Angus M.
Gunnarson, Arthur B.
Gunnarson, C. A.
Gunst, Victor S.
Gurtler, Charles W.
Gustafson, Alpha M.
Gustafson, Arline D.
Gustafson, Mr. & Mrs. Arthur
Gustafson, Charles B.
Gustafson, David
Gustafson, Greta
Gustafson, Mrs. Oscar E.
Gustafson, Robert B.
Gustafson, Mr. & Mrs. Walter C.
Gustan, Harold T.
Gutenkauff, Joseph
Guthmann, Howard M.

H

Habenicht, Mrs. Frederick
Haberkost, Mrs. Noel
Haberle, Charles A.
Haberle, Edward L.
Haberman, Clair
Hackett Susanne
Hacking, Earl
Hadd, T. C.
Hadler, John J.
Hadrath, Catherine A.
Haeg, Lawrence F.
Haes, Alvin G., Jr.
Hafey, James M.
Hafslund, Earl R.
Hage, George S.
Hagen, John D.
Hagen, Robert A.
Hagen, Sigurd
Hagen, Wayne S.
Hager, Bertha W.
Hager, Fred, Jr.
Hagerman, Oliver S.
Hagg, Herbert A.
Haggard, Milton
Haglu, Frances E.
Hahn, James J.
Haider, Judi Ann
Haigh, Marion E.
Haines, Helen B.
Haislet, Edwin L.
Haiek, James
Halenbeck, P. L.
Haley, Mina E.
Haliday, William B.
Hall, G. H.
Hall, Jesse A.
Hall, R. H.
Hall, W. W.
Hallberg, Richard
Halling, John H.
Hallowan, Timothy J.
Halperin, S. Meyer
Halprin, Mrs. R. E.
Halverson, Donald E.
Halverson, K.
Halverson, Paul L.
Halverson, W. G.
Hamel, Melvin W.
Hamernik, Frank
Hamilton, Mrs. Cliff S.
Hamlet, L. M.
Hamm, Homer A.
Hamm, William, Jr.
Hamre, Gary L. W.
Hanks, James V.
Hanley, Gary F.
Hannah, Mrs. Margaret Palton
Hanold, Terrance
Hanover, R. D.
Hansberger, Steven L.
Hansen, Agnes
Hansen, Allen E.
Hansen, Beverly
Hansen, David
Hansen, Mr. & Mrs. Gary A.
Hansen, John A.
Hansen, Karn Marie
Hanson, Adolph M.
Hanson, Barbara
Hanson, Berkely W.
Hanson, Mrs. Carl B.

Hanson, Donald
Hanson, Donald E.
Hanson, Glenn G.
Hanson, J. Frederick
Hanson, Joann B.
Hanson, Joanne
Hanson, Karyle
Hanson, Milton E.
Hanson, Perry O.
Hanson, R. H.
Hanson, Richard D.
Hanson, Richard J.
Hanson, Robert D.
Hanzel, Marie F.
Harder, Ronald
Harder, Theresa
Hardell, Waldo E.
Harding, Sally J.
Hargrave, William A.
Harir, Terry
Harker, L. A.
Harmala, Wayne L.
Harmel, John C.
Harness, Mrs. Charles
Harold, Glen M.
Harris, Judith A.
Harris, Mrs. Julia
Harris, Paul D.
Harris, Robert
Harris, Sigmund
Harris, Stanley L.
Harrison, J. Douglas
Harrison, James M.
Harrison, Janet M.
Hartfiel, William F.
Hartig, Mr. & Mrs. Henry E.
Hartigan, James J.
Hartness, Marilyn
Hartwick, William L.
Hartz, Raymond E.
Harvey, Richard R.
Haskell, Benny W.
Haskin, David W.
Hassinger, Allan E.
Hastings, Donald W.
Hatfield, Paul M.
Hartfiel, William F., Jr.
Hauenstein, H. A.
Haug, Lena
Haugen, Eugene A.
Haugen, George W.
Haugen, Mrs. Grant
Hauger, Barbara
Haupt, David
Haven, Mrs. G. A.
Haverstock, Henry W.
Havrilla, Geraldine
Hawfitch, Gary G.
Hawkinson, Della
Haycraft, Howard
Hayden, Dennis John
Hayes, Albert F.
Hayes, Philip N.
Hayes, Mrs. Vernon H.
Haynes, Inez
Hazel, James
Hazlett, Ray C.
Head, D. P.
Heaser, Eileen
Heath, Willard E.
Heatherman, Mary E.
Heck, Helen M.
Hedlund, Charles J.
Hedman, Ella
Hedman, Toivo E.
Heebink, Robert G.
Heegaard, William R.
Heffter, Myron S.
Hegman, Ralph H.
Hegstad, Laura
Hegstrom, Gerard D.
Heiam, W. C.
Heiberg, Owen D.
Heikkila, William
Heim, Paul R.
Hein, Bernard J.
Heinemann, Charles A.
Heinze, Robert V.
Heisig, Mrs. Mary C.
Heitner, Mrs. W. A.
Helfinstine, Robert F.
Helgeson, Gerald D.
Helgeson, Mrs. G. P.
Helgeson, Mrs. Harold
Hella, Roy
Hellebo, Cecelia B.
Helleloid, Alvin S.
Heller, A. M.
Hellie, James
Helm, Mrs. Frank
Helmbrecht, Wallace F.
Hemperley, Charles N.
Hendel, Julius
Henderickson, Arnold B.
Henderson, Dennis W.
Henderson, James O.
Henle, N. A.
Hennessey, John C., Jr.
Henry, J. E.

Hanson, C. Fred
Henry, Raymond R.
Hensel, Thomas C.
Henson, Mrs. Margaret R.
Herberger, H. H.
Herbold, David E.
Herhoff, John R.
Herman, Amy L.
Hero, Mrs. C. S.
Herrmann, S. F.
Herrst, Leonard R.
Herzog, Mr. & Mrs. Harvey
Hesdorffer, Meredith B.
Hess, Thomas
Heutmaker, Virginia
Hewitt, Ezra A.
Heymann, John P., Jr.
Hicks, Donald B.
Hilbert, Otis F.
Hildebrandt, Robert
Hildebrandt, W. C.
Hilgendorf, James
Hilgert, Ronald J.
Hill, Hibbert
Hill, James R.
Hill, Jessie B.
Hill, Robert
Hill, William Crawford
Hillier, Mrs. Stanley R.
Hillstrom, Daniel P.
Hilton, Earl
Hindermann, Mark
Hinitz, Gerald J.
Hinman, Charles H.
Hintze, Roger
Hinz, Helene F.
Hirsh, S. A.
Hirt, Harold C.
Hitchcock, Mrs. H. W.
Hitchcock, Mr. & Mrs. T. M.
Hjelle, Carl
Hladky, Robert
Hoag, Ralph M.
Hoagland, Neil R.
Hockstedler, Clara
Hodapp, Robert
Hodgins, Walter L.
Hodgson, C. H.
Hodroff, William
Hoeglund, Joan J.
Hoehn, Harvey N.
Hoese, Howard
Hoff, Eivind O., Jr.
Hoff, H. O.
Hoffbauer, F. W.
Hoffer, John R.
Hoffert, Henry E.
Hoffman, David
Hoffman, Elliott B.
Hoffman, Kenneth
Hoffman, R. A.
Hoganson, Donald E.
Hokanson, Kenneth E. F.
Hokenson, Reynold
Hokkanen, E. R.
Holden, Mrs. Harold L.
Holick, Frank
Holland, Reinart
Holley, Wallace W.
Holliday, Margaret H.
Hollinshead, William H.
Holm, Mrs. Blanche L.
Holmberg, Mrs. Ralph E.
Holmer Mr. & Mrs. Paul L.
Holmes, F. Lincoln D.
Holmgren, E. S.
Holmstrom, Helmer A.
Holper, Victor J.
Holst, Milton I.
Holt, A. H.
Holt, Agnes E.
Holt, Gunnard T.
Holt, Norman H.
Holton, Ruth
Holtz, Richard E.
Holzbach, Mrs. Henry E., Jr.
Homman, Faun
Honn, L. J.
Hopkins, Kenneth D.
Hoplin, Oliver
Hopper, Raymond E.
Horn, Henry
Horne, Mrs. Charles
Hoss, Ruby C.
Houghtaling, Jay
Houkom, S. S.
Houle, John A.
Houlton, Ruth
Hovde, Phillip C.
Hovde, Rolf
Hoversten, Omar Henry
Hovick, Susan Kay
Hovland, Richard D.
Howard, C. Edward
Howard, Grant W.
Howard, Marcus G.
Howard, Robert B.
Howard, S. E.
Howarth, Louise S.

Howe, Harry M.
Howell, Jacquelyn
Howell, James R.
Hoxmeier, Mrs. Michael T.
Hoyer, L. J.
Hoyt, Samuel L.
Hrycak, Peter
Hubbard, Frederick A.
Huber, Patricia M.
Hubner, George B.
Huebener, David L.
Huebner, Louise L.
Huemoeller, Neal R.
Huey, Mrs. Harold G.
Hughes, Douglas W.
Hughes, Fred J.
Hull, Mrs. Bernice M.
Hultmann, Barbara D.
Hum, Allen
Humes, Leon R.
Humiston, Mrs. Florence
Huna, Jack A.
Hunder, Donald F.
Huengs, Mr. & Mrs. James
Hungerford, Elmer C.
Hunt, Merlin
Hunter, Mrs. William W.
Huntley, L. L.
Hunttoon, Mrs. Frederick H.
Hurley, Edna E.
Hursh, Chester, L.
Hurt, Mrs. Ruth G.
Husby, Richard E.
Huseby, Marilyn T.
Husen, Paul C.
Huspeni, Joseph G.
Hustad, Arthur R.
Hustad, Mrs. B. G.
Husted, Mrs. K. Wallace
Huston, Anna Marie
Hutchins, Bruce E.
Hutchinson, Mrs. Elizabeth Hall
Hutchinson, Mrs. Ethel
Hyams, H. B.
Hymes, Charles

I

Ibrahim, A. Aziz E.
Ihle, Lee
Ilstad, Lee
Ingber, Marvin C.
Inghram, Mrs. Ruth H.
Inglis, William H.
Inman, Mrs. Thomas S.
Inouye, Oscar K.
Ireland, Donald R.
Ireland, G. W.
Irsfeld, James B.
Irvine, Park H.
Isakson, Richard L.
Ishii, Yuriko K.
Iund, Zora B.
Iurnow, Lydia
Iverson, Mrs. Alyce
Iverson, Kenneth

J

Jackson, Mrs. E. A.
Jackson, Mrs. Belle Parker
Jackson, Henry
Jackson, Wallace
Jacob, Mr. & Mrs. T. A.
Jacobs, Ray M.
Jacobs, Mrs. Rhoda G.
Jacobs, Mr. & Mrs. S. G.
Jacobs, Sigmund J.
Jacobson, Clarence
Jacobson, Erwin T.
Jacobson, Gladys G.
Jacobson, Howard C.
Jacobson, Mrs. Kenneth A.
Jacobson, Mrs. Roger
Jaffe, Alvin
Jahn, Mrs. Loren A.
Jamieson, Mrs. Charles
Jamison, Lelan R., Jr.
Jamison, Lynn D.
Janecky, A. G.
Jankowski, David
Janneck, Mrs. Edward W.
Jansen, John A.
Jaracz, Mrs. W. A.
Jarosch, Ed
Jebe, Suzanne P.
Jenks, Edna M.
Jensen, Alton
Jensen, Dorothy
Jensen, Herman H.
Jensen, Howard K.
Jensen, R. A.
Jensen, Shirley
Jentoft, Kip B.
Jepson, Mrs. Florence
Jerabek, Paul E.
Jewome, Mrs. Charles W.
Jeronimus, H. J.
Jewne, Franz
Jewett, Robert H.

Jewson, Douglas
Jirgal, George H.
Jirgensons, L. A.
Joachim, Mrs. Gertrud
Johannsen, Janet
Johns, Mr. & Mrs. Michael S.
Johnson, Algot F.
Johnson, Ann Louise
Johnson, Annabelle J.
Johnson, Archie L.
Johnson, Mrs. B. E.
Johnson, Beverly Post
Johnson, Byron R.
Johnson, Carl E.
Johnson, Carl S.
Johnson, Clara A.
Johnson, Clinton T.
Johnson, Darrell
Johnson, David H.
Johnson, Donald L.
Johnson, Mr. & Mrs. Edmund E.
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Johnson, Elaine F.
Johnson, Enan C.
Johnson, Esther A.
Johnson, Eveline J.
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Johnson, Frank
Johnson, Mrs. Fred
Johnson, Gerhard J.
Johnson, Mrs. B. E.
Johnson, Glen E.
Johnson, Glenn H.
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Johnson, Harold V.
Johnson, Hazel M.
Johnson, Herman F.
Johnson, J. Willard
Johnson, Jack A.
Johnson, James L.
Johnson, Joan L.
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Johnson, Judy G.
Johnson, Lee
Johnson, Linda Ann
Johnson, Malcolm R.
Johnson, Mark L.
Johnson, Marilyn R.
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Johnson, R. Laurence
Johnson, Ralph L.
Johnson, Reinald G.
Johnson, Robert G.
Johnson, Robert P.
Johnson, Roger
Johnson, Roger G.
Johnson, Ruth Ann
Johnson, Stanley A.
Johnson, Steve
Johnson, T. H.
Johnson, W. Daryl
Johnson, Wilma
Johnston, James H.
Jones, Barnard
Jones, Mrs. Earle B.
Jones, Elmer A.
Jones, George R.
Jones, Isabel Lobb
Jones, Margo
Jones, Mark Z.
Jordan, Charles B.
Jordan, James F.
Jorgens, Joseph
Jorissen, John R.
Jorris, Loren A.
Joseph, Mr. & Mrs. Thomas L.
Josephs, Robert
Joyner, Mrs. John
Judd, Mrs. Leonard
Judge, Mary K.
Juhnke, M. F.
Juergens, Manley F.
Juergens, H. M.
Julian, Mr. & Mrs. Marvin
Juran, J. M.
Jurgensen, D. F.
Juroit, Arthur O.
Jury, Adelaide G.
Juster, Irving

K

Karlson, Lennart E.
Kafkas, Fifi A.
Kahlert, Gerald D.
Kalisher, Earl L.
Kalinoff, Vacil D.
Kalton, Robert R.
Kane, Joseph F.
Kanfert, Frank H.
Kanfert, Mrs. Ione M.
Kaplan, A. A.
Kaplan, Mrs. Evelyn K.
Kaplan, Harry A.
Kaplan, Joyce
Kappel, Fred R.

Kappler, H. F.
Kardong, Shirley A.
Karleen, C. I.
Karlen, Mrs. Charlotte G.
Karlson Lennart E.
Karni, Michael G.
Kasprzak, Wayne T.
Kato, Hiroshi
Katz, Morton S.
Katz, Susan
Katzung, Phillip
Kauls, Ivars
Kearney, Dora E.
Keating, J. J.
Keach, Vern W.
Keefe, Marlys
Kees, Beverly
Keetley, Joan
Keith, Mrs. Campbell
Kelley, Mr. & Mrs. K. E.
Kelley, Richard G.
Kelley, Mrs. W. D.
Kelly, Dr. Daniel P.
Kelly, Frank S.
Kelly, George C.
Kelly, Robert
Kelly, Thomas
Kelly, W. D.
Kelm, E. E.
Kelson, Robert E.
Ketty, William H.
Kemmer, S. J.
Kendall, H. F.
Kendall, W. E.
Kenison, Richard W.
Kenjowski, Mrs. Nicholas
Kennedy, Marie
Kennedy, W. Hubert
Kenning, Mrs. Robert
Keplinger, J.
Kernkamp, Emily E.
Kernkamp, Leila M.
Kerr, M. Kaye
Kerridge, Guy R.
Kerwin, William S.
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Kesting, Mr. & Mrs. Herman
Kettwig, Ronald
Keyes, James
Kier, Beverly
Kieren, Edward R.
Kierland, Robert R.
Kierzek, John M.
Kihlstrum, Milton B.
Kiklas, T. A.
Kimball, Bruce
Kimmel, Mrs. Helen M.
Kimura, Stanley I.
King, Janet E.
Kingsley, B. E.
Kinney Lucien B.
Kinyon, Sandi
Kinzey, W. G.
Kirby, Harry H.
Kirchloff, M. F.
Kirkpatrick, Wallace A.
Kirscht, David A.
Kisslinger, Mr. & Mrs. Carl
Kissock, Mrs. Gordon
Kittel, Robert
Kitts, Mrs. Mary W.
Kitts, Rex H.
Klapperich, Elsie
Kleimola, Edwin J.
Klein, J. J.
Kleinman, Howard
Kleinman, R. J.
Kline, Earl
Klinge, Mrs. Sabina
Klopp, Margaret Joan
Kloss, Randi
Klug, Julie
Klym, Donald R.
Knapp, Mr. & Mrs. Lester H.
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Knight, Ralph T.
Knippenberg, G. V.
Knock, R. H.
Knox, Frank T.
Knuti, Leo L.
Knutson, A. Jervis
Knutson, Arnold R.
Knutson, Oscar R.
Koch, Norbert T.
Koch, Winfield R.
Koenig, Elizabeth
Koerts, E. P.
Koff, Sheldon
Kohlhase, Robert
Kolander, Jerry M.
Kolesar, John C.
Kolliner, Mrs. Nathalia L.
Kolling, Mrs. Evelyn M.
Kometani, John T.
Konig, Theodore J.
Kooiker, Herman J.
Koontz, Peter S.

Koplin, Allen N.
Korba, Jerry
Korblick, Shirley M.
Kord, Eleanor M.
Korda, Henry A.
Korhone, E. D.
Korista, Frances
Korlius, Marvin
Koropchak, N.
Koschig, Gertrude O.
Kosen, David
Koski, James H.
Koste, Doran
Kostomlatsky, Mrs. M. S.
Kottke, Frederic J.
Kowal, Dennis
Kowalenko, Alex I.
Kozak, M. J.
Krabbenhoft, Stella
Krahn, Robert C.
Kratka, Mrs. F. H.
Kraus, Mrs. Guynoir
Kreidberg, Irene D.
Kreidberg, Irving B.
Krenz, Lois
Kress, Warren D.
Kretschman, W. E.
Kriesel, G. E.
Krinke, Terry A.
Krippner, Duane
Krogh, Harold W.
Krom, Mrs. A. B.
Kroschel, Mr. & Mrs. William P.
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Krumwerdi, Gary C.
Krupp, Mrs. John
Kruse, Harvey R.
Krussov, Anne
Kubista, Ivan A.
Kuedt, Christine
Kuehn, Klaus A.
Kuelbs, Richard L.
Kuhfeld, Albert M.
Kuhlmann, Rudolf
Kuhn, Richard C.
Kulesh, Richard W.
Kulonkamp, Michael
Kulp, Bernard A.
Kumpula, Mr. & Mrs. Stanley R.
Kundia, J. A.
Kunian, Mrs. Paul
Kunkel, Paul W.
Kurtz, J. Hamilton

L

Labbitt, L. H.
LaBudde, Kenneth J.
Lacy, R. J.
LaFlash, Mr. & Mrs. G. T.
LaFond, E. F.
Laitala, Everett
Lakes, George A.
Lalin, Helen
Lambert, Richard
Lan, Chuan-Tau
Land, Betty
Landeene, William S.
Langren, George L.
Lang, A. E.
Lange, Richard I.
Langford, Cary
Langford, George, Jr.
Langman, Harley R.
Lanpher, Walter J.
Lanto, Reino C.
Lareau, Mrs. Richard G.
Larpenteur, Bernard J.
Larsen, Dean R.
Larsen, Harold R.
Larsen, Roy W.
Larson, Arnold
Larson, Mrs. C. E.
Larson, C. P.
Larson, Mrs. Carl H.
Larson, E. A.
Larson, Earl R.
Larson, Eva Jane
Larson, Evrel A.
Larson, Gertrude M.
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Larson, H. N.
Larson, Harold I.
Larson, Hayner N.
Larson, Iyer D.
Larson, Kenneth R.
Larson, L. A.
Larson, Laverne
Larson, M. J.
Larson, M. L.
Larson, Merlin J.
Larson, P. L.
Larson, Paul N.
Larson, Robert C.
Larson, S. V.
Larson, Scott E.
Larson, Victor P.
Larson, Wayne A.
Lasley, Jerome S.

Latterell, Kenneth E.
Latts, Elizabeth
Lauer, D. J.
Lauer, Quentin H.
Laulumen, Eugene
Laurence, Mr. & Mrs. Phil J.
Lauring, Richard
Law, Edward R.
Lawrence, L. L.
Lazarow, Arnold
Lazarus, Marta
Lea, R. B.
Leach, Danforth H.
Leach, Stowell D.
Leach, Thomas
Leach, Thomas C.
Leafe, Mr. & Mrs. Ben
Leahy, Mrs. E. M.
Leathers, Dale G.
Lechner, E. H.
LeClaire, Haydn
Ledeboer, Norman L.
Ledegar, A. A.
Ledfors, G. E.
Lee, Howard
Lee, Hubert W.
Lee, John F. L.
Lee, Kung You
Lee, Lois Mae
Lee, Lowell
Lee, Lucille R.
Lee, Mrs. Odell, Srs.
Lee, Mrs. Phyllis P.
Lee, Robert B.
Lee, Roger N.
Leemhuis, Mrs. B. C.
Leemon, Judy Kathleen
Leenay, Kevin M.
Lefebvre, Judith
LeFevre, Paul H.
Leffler, Jerome
Legato, Wilfred
LeGault, Maurice E.
Lehman, William L.
Lehmkuhl, George D.
Lehrke, Jean
Lehtin, L. L.
Leiferman, Robert J.
Leitzow, H. W.
Leivers, Mrs. Emery
Leland, Harold R.
Lemire, Donald E.
Lenes, Robert J.
Lenske, Reuben G.
Lenz, Dorothy J.
Leonard, Mrs. Betty B.
Leonard, Harold
Leonard, Sam
LeRoux, Jean P.
Levee, Alice
Leven, N. Logan
Leverentz, Esther A.
Levernier, James E.
Leversee, Richard
Levorsen, Mrs. Elma H.
Levit, George X.
Lewis, Mrs. David
Lewis, Donald
Lezniak, Thomas W.
Lezniak, Jerry
Liddicoat, Mrs. A. G.
Lieberman, Mr. & Mrs. Harold N.
Liemohn, Harold
Lien, Dorothy
Lien, John A.
Lien, Marti
Liese, Herbert
Lietzke, Erwin T.
Light, Robert F.
Lighter, Willard C.
Lillehei, James P.
Lillehei, R. C.
Limm, Nestorio N.
Limpert, Gerhard J. C.
Limpert, W. V.
Linck, Mrs. Vandora G.
Lind, Helmer
Lind, Leona D.
Lindall, A. L.
Lindberg, Pete P.
Lindblad, Eileen
Lindblom, Charles
Linden, Lois A.
Linder, Michael A.
Lindes, Althera
Lindgren, Gary
Lindgren, Lowell
Lindley, C. S., Jr.
Lindner, Donald L.
Lindquist, Joel
Lindquist, Lynn D.
Lindsay, Malcolm I.
Lindsay, Richard C.
Lindsay, Robert O.
Lindsay, Seth
Lindsay, Barbara
Lingelbach, Reiner F.
Linn, Vernon
Linner, Paul W.

Linsley, Mrs. J. A.
Lippman, H. S.
Lipschultz, Oscar
Liska, Mrs. John W.
Litin, A. A.
Litschke, Jerome C.
Litzenberg, Olga Hansen
Locke, Donald C.
Locke, Mrs. W. B.
Locke, Warren A.
Lockman, R. F.
Logan, Serge E.
Lomann, Henry G.
Lomann, John, Jr.
Long, Palmer L.
Long, Sandra M.
Lonson, Lance A.
Look, Mr. & Mrs. John O.
Loop, Donald E.
Loren, J. D.
Lorents, Alden C.
Lorine, David J.
Lott, F. H.
Love, Fred A.
Love, John B.
Loving, Harry L.
Lovelace, W. R.
Lowe, Darrell M.
Lowrey, Mrs. Eleanor C.
Lowry, Bessie C.
Lowry, Mrs. George M.
Lowry, Jeanette K.
Loye, Benjamin W.
Luce, Alexander W.
Ludvigsen, E. L.
Ludvigson, Merrill T.
Ludwig, J. T.
Luedeking, Robert
Luedtke, Charles H.
Lumbleson, Linus L.
Lund, Carl J.
Lund, Francis L.
Lund, Joan F.
Lundahl, Walter N.
Lundberg, C. A.
Lundblad, Ruth A.
Lundeberg, K. R.
Lundgren, Stanley F.
Lundholm, Robert G.
Lundquist, Eugene
Lundquist, John A.
Lundsten, Mrs. Malcolm L.
Lundsten, Ruth B.
Lundstrom, David E.
Luoma, Barbara
Luomala, Mrs. Nancy
Lupori, Peter
Lutz, Richard E.
Luwé, Mrs. Charlotte F.
Lyberg, V. C.
Lyday, Russell O.
Lye, Robert G.
Lyman, Mrs. Frederick C.
Lyman, Mrs. T. W.
Lyon, John D.
Lyons, Earl J.
Lyons, Ralph T.
Lysne, Henry

M

Ma, Fred Y. M.
Ma, Mrs. Katherine P.
Mabaffey, Gary J.
Mabbott, L. E. J.
Macaulay, Marian
Macaulay, W. L.
Macemon, H. J.
Macer, Mrs. D. J.
Macfadden, Mrs. William S.
Mackinnon, D. C.
MacIntosh, Mrs. D. H.
MacLennan, D. L.
MacMillan, David
Madden, Richard A., Jr.
Madder, R.
Madison, Bonita
Maeder, Edward C.
Magnus, Donald A.
Magnus, James C.
Magnuson, Allen E.
Magraw, Mrs. Elizabeth M.
Magraw, R. M. M.
Mahaffey, Ralph
Mahmoodi, Parviz
Mahoney, Robert J.
Maitland, E. T.
Maland, Margaret
Maland, Oswald
Malcolm, Mary
Malerich, J. A., Jr.
Mallinger, Mrs. M. U.
Malm, Arthur K.
Malmsten, Constance C.
Malmstrom, Mrs. A. L.
Malone, A. Kenneth
Mandel, Seymour L.
Manders, Jack
Mandeville, Graham D.

Manley, Richard
Mann, Victor I.
Mansigh, Mary Ann
Marble, Mrs. J. E.
Marcus, J. D.
Margellos, Voula
Margolis, Richard J.
Mariucci, John
Maronde, Mrs. Carl
Marpe, Donald E.
Marpe, Fredrick W.
Marshall, Judith C.
Martin, David L.
Martin, Dwight L.
Martin, Franklin H.
Martin, Francis W.
Marvel, Joseph R.
Marx, Marjorie C.
Masica, Peter V.
Mastbaum, L.
Matheson, Richard
Matheson, William N.
Mathews, John A.
Matson, Mrs. Leroy E.
Matsumoto, Amy T.
Matsuyama, Satoru
Mattison, Verne S.
Mattsson, Mr. & Mrs. Donald M.
Mattsson, Nora J.
Mattson, George W.
Mattson, Glen M.
Mattson, Richard W.
Mattson, Sandra
Maun, Joseph A.
Maxwell, Richard C.
May, Harold D.
May, Horace
Mayer, C. P.
Maynard, Marilyn
McAlister, Mary A. D.
McCabe, Mrs. George H.
McCallum, John S.
McCamus, Ronald
McCarthy, A. M.
McCarthy, Mrs. J. R.
McCartz, Vincent
McCauley, Mrs. E. D.
McClearn, Mrs. H. J.
McClone, John J.
McCormick, James
McCoy, Robert N.
McCoy, Vernon E.
McCreery, Mr. & Mrs. Otis C.
McDermid, Archie J.
McDermott, Robert H.
McDonald, Arthur B.
McDowell, Lawrence J.
McDunnough, John W.
McElmury, Margaret E.
McGarvey, James F.
McGinnis, Esther
McGladrey, L. L.
McGlone, Patrick John
McGovern, Wade
McGraw, Mrs. Genevieve H.
McGregor, Gordon W.
McGrew, Elizabeth A.
McGuinness, J. W.
McGuire, W. M.
McHugh, Alexander E.
McIlvaine, William D.
McInnis, J. W.
McJilton, James J.
McKay, Earle D.
McKean, Frank F.
McKee, Roland C.
McKenna, Donna L.
McKenna, Raymond J.
McKenzie, Mrs. Roy R.
McKercher, Mrs. R. M.
McLaughlin, John F.
McLeid, Mrs. William
McMartin, Robert
McMonan, Kenneth C.
McNally, Frank E.
McNally, J. D.
McNamara, Robert
McNelly, Fred W.
McPherron, Shirley
McRae, Mrs. O. Brent, Jr.
McVey, Patricia
Mead, Mrs. Robert R.
Medof, B. M.
Medof, Sidney H.
Medoff, Alan S.
Meighen, Joseph F., Jr.
Melady, Cynthia
Melbostad, Karen
Melbostad, Mrs. Norma W.
Melgaard, Russell A.
Melin, Bonnie
Melin, Bruce
Melin, H. R.
Melin, Mrs. H. R.
Melum, Verna V.
Menozi, Mr. & Mrs. William
Meppen, A. D.
Mercer, Helen
Merrill, Grant S.

Merrill, Robert W.
Merritt, Terrance W.
Mertens, Mr. & Mrs. Paul
Mertes, Jack A.
Meseth, Clarion J.
Meseth, James R.
Metcalfe, H. C.
Metcalfe, H. C.
Metternich, Mr. & Mrs. J. C.
Metzner, Kurt
Meurer, G. P.
Meyer, C. J.
Meyer, Dennis A.
Meyer, Mrs. H. W.
Meyer, Leonard C.
Meyer, Rudolph F.
Meyer, Warren G.
Michel, H. H.
Mick, K. L.
Mickelson, John
Middlebrook, W. T.
Miel, Mrs. Lucas S.
Miettinen, O. S.
Mikkali, J. E.
Miles, Harold L.
Miles, Mrs. Katherine D.
Miller, Mr. & Mrs. Alex R.
Miller, Ann Marie
Miller, Carl S.
Miller, D. P.
Miller, Della W.
Miller, George W.
Miller, Harvey A.
Miller, Kathryn M.
Miller, Mary
Miller, Natalie
Miller, Robert P.
Milham, Mr. & Mrs. Thomas E.
Mills, Lowell D.
Milsted, Mrs. Marjorie B.
Milstein, Bernie
Mindrum, Gerald G.
Miner, Mrs. Edna W.
Miner, Andrew Eugene
Miner, Earl
Minge, Raymond K.
Minnick, Charlotte
Minor, David
Miska, T. M.
Mitchell, Mr. & Mrs. William J.
Mittelstadt, Margaret
Mitzner, L. R.
Mix, Carlton E.
Mix, Kaye
Mix, L. S.
Miyasaki, Shuichi
Moberg, Mrs. Keith W.
Moberg, Roger D.
Moberg, Wendell C.
Moe, Alden J.
Moe, Maurice S.
Moe, Nellie
Moe, Ronald J.
Moeller, Mrs. Robert
Moffatt, Donald W.
Mohn, E. J.
Moissner, Marjorie
Moline, Bonnie K.
Molstad, Alfred G.
Molstad, Vern A.
Monsen, Manley B.
Monson, Diane L.
Monson, Donald M.
Montgomery, Mrs. Marie
Moad, Robert
Moore, Emmett B., Jr.
Moore, G. B.
Moore, John G.
Moore, Marjorie E.
Moore, Mark M., Jr.
Moore, Mrs. Mary Howard
Moorman, S. D.
Moore, V. C.
Moreira, S. A.
Morgan, Lori
Morgan, P. A.
Morgan, Ray E.
Morrill, Mr. & Mrs. Harold H.
Morrill, Mr. & Mrs. J. L.
Morris, V. N.
Morrison, Mrs. Glenn K.
Morrison, W. F.
Morrow, Kenneth S.
Morse, Frank E.
Morse, Minerva
Morse, Mr. & Mrs. Willard A.
Morton, Herbert C.
Mortt, Ray R.
Moscrip, Mrs. George R.
Motley, Arthur H.
Motsick, Gene
Moulton, K. B.
Mowerson, G. Robert
Moyer, John B.
Mrochinski, Donald G.
Muckart, Mrs. George
Mudge, W. E.
Mueller, Mrs. R. D.
Mulcahy, Thomas R.

Muller, Ray
Mulligan, P. B.
Mulvey, Mr. & Mrs. James
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Murphy, Elizabeth J.
Murphy, H. F.
Murphy, J. E.
Murphy, James W.
Murphy, John
Murphy, Lyle R.
Muska, Rudolph C.
Myers, James H.

N

Nandy, Santosh Kumar
Nanne, Louis V.
Nash, E. B.
Nash, George A.
Nash, Leo A.
Naslund, Ames W.
Nathanson, Eric
Nathanson, Irving R.
Nathanson, Marshall S.
Neal, Mrs. Lorraine B.
Nebal, Paul W.
Neby, A. Theodore
Neils, Henry J.
Neily, Joseph E.
Nelson, Allan L.
Nelson, Beverly
Nelson, Burt W.
Nelson, C. Roger
Nelson, Doris E.
Nelson, Earl H.
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Nelson, Edwin J.
Nelson, Ethel V.
Nelson, Forrest L.
Nelson, George W.
Nelson, Gordon G.
Nelson, Harold S., Jr.
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Nelson, L. M.
Nelson, Mark Lee
Nelson, Mark T.
Nelson, Maxine O.
Nelson, Mercedes L.
Nelson, O. E.
Nelson, Ralph A.
Nelson, Richard V.
Nelson, Robert E.
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Nelson, Roger H.
Nelson, Rudolph
Nelson, Stephen E.
Nelson, Wallace
Nelson, Ward
Nelson, Wayne J.
Nelson, William F.
Nelson, Mr. & Mrs. William H.
Nepper, Mrs. Carl J.
Nerhus, Mrs. Paul T.
Nesbitt, Mrs. Hazel R.
Nesse, Anton S.
Nesse, Mr. & Mrs. H.
Nesse, L. Kathrine Olsen
Neth, Donald G.
Neumann, R. A.
Neumann, Robert G.
Neve, Rolland A.
Newel, Cecil E.
Newman, Elizabeth A.
Newton, Robert
Nichols, Ned B.
Nichols, Ralph G.
Nichols, Mrs. W. C.
Nickolay, Michael
Nicol, R. G.
Nielsen, Norman W.
Nielsen, Richard R.
Niemann, Mrs. J. L.
Nier, Alfred O. C.
Nikolai, T. J.
Niles, Frances J.
Niles, R. B.
Nimmer, Walter B.
Nolte, Mrs. Cliff P.
Nolte, Mr. & Mrs. Julius M.
Nordale, David E.
Nordberg, John
Nordberg, R. L.
Nordbye, Mrs. G. H.
Nordeen, Ann B.
Nordquist, Mr. & Mrs. Howard
Nordstrom, Donald C.
Nordstrom, John D.
Nordjorden, Mrs. Oscar
Norlander, David
Norlander, Howard D.
Norman, David A.
Norman, Mrs. Ralph J.
North, Charles
Northey, E. H.
Norum, H. A.
Noss, Louise
Novak, Joseph D.
Novak, LaVonne

Novovich, Serge
Nutter, Mrs. James
Nyberg, Mrs. Harold
Nyquist, Roy A.

O

Oas, William
Oatman, Edward D.
Ober, Marguerite F.
Oberdeck, Louis M.
Oberg, Arlene G.
Oberg, Eric T.
Oberg, Karen M.
Oberg, Paul
O'Brien, Douglas, Jr.
O'Brien, W. J., Jr.
Odenbrett, Peter J.
O'Donnell, Katherine
Oestreich, Mrs. William
O'Gara, James C.
Ogata, Gen
Ogrins, Ieva
Ohaks, Dainia
O'Hearn, Thomas L.
Ohlson, Rudolph G.
Okisky, Phillip B.
Olds, Mrs. Charles L.
Oliphant, Robert
Oliver, E. L.
Ollila, Jean D.
Ollila, Lloyd O.
Olsen, Gordon M.
Olsen, Jack G.
Olsen, O. Gerhard
Olson, A. C.
Olson, A. J.
Olson, Barbara A.
Olson, Mrs. Byron J.
Olson, Charles E.
Olson, D. L.
Olson, D. M.
Olson, David C.
Olson, Duane C.
Olson, Gary E.
Olson, Gaylord D.
Olson, Gertrude I.
Olson, Harry A., Jr.
Olson, Herbert E.
Olson, Mr. & Mrs. Howard E.
Olson, James J.
Olson, Janet
Olson, John M.
Olson, Lowell
Olson, Olive E.
Olson, Ralph
Olson, Richard O.
Olson, Richard T.
Olson, Roland C.
Olson, Sue Ann
Olson, Mrs. T. E.
O'Malley, Valentine
Oman, Lloyd L.
O'Meara, Thomas P.
Omura, Shigeo
O'Neill, Mrs. James C.
Oppen, Melvin G.
Opsahl, Josephine M.
Opsahl, Ruth Ellen
Opsahl, Robert
Opshed, Mary Lou
Orleans, Mary
Orr, G. M.
Orr, Michael F.
Osander, F. J.
Osborne, Mrs. Edward N.
Oscarson, G. L.
Osits, Ella V.
Osmundson, Arnold
Oss, Arnold C.
Ost, Wayne A.
Osterhus, Mr. & Mrs. James L.
Osterhus, Levi
Otis, Mr. & Mrs. Charles K.
Ott, Jeanne E.
Otto, Daniel B.
Otto, Leora
Overgard, Conrad A.
Overland, Carol
Overland, G. M.
Overstreet, Lucille A.
Owen, Mr. & Mrs. Kenneth M.
Owens, Evalyn Bergstrand
Owens, Frances
Owre, Mrs. Alfred, Sr.

P

Paciotti, V. J.
Pafiolis, Peter G.
Page, Mrs. Jean
Page, R. L.
Pagenhart, Charles
Painter, Carl W.
Palm, Neil M.
Palmen, Kathleen E.
Palmer, John M.
Palmer, Pauline J.
Palmer, Mrs. Richard J.

Palmer, Robert R.
Palmer, Ruth A.
Papaik, Helen B.
Papermaster, T. D.
Papiz, Myron
Pariser, Rudolph
Park, Leslie C.
Parker, Addison M.
Parker, Mrs. Hazel D.
Parker, Mabel E.
Parker, Richard L.
Parshall, James
Parsons, Brooks A.
Parsons, Mr. & Mrs. Charles A.
Parsons, V. W.
Partridge, Jessie R.
Paschke, Orville
Pascoe, Mrs. T. A.
Pasiecznyk, Richard O.
Paske, C. H.
Paskewitz, Mr. & Mrs. D. A.
Pass, Sig
Patch, Carolyn M.
Pati, Prafulla K.
Patterson, C. A.
Patterson, Mrs. J. T.
Patterson, Mrs. M. J.
Pattinson, Jeanette H.
Pattison, Marion Henry
Patton, John M.
Paul, James E.
Paulsen, T. S.
Paulson, Henry T.
Paulson, John G.
Paulson, Lynn B.
Payne, Mrs. Cassie Spencer
Payne, Lyle D.
Payne, Richard E.
Peabody, Mr. & Mrs. C.
Pearson, John Edward
Pearson, Neville P.
Pearson, Robert P.
Pearson, Roger
Peck, James
Pedersen, R. C.
Pederson, Harold C.
Peeke, A. P.
Peik, Bertha Florence
Pelton, Theodore W.
Pence, C. J.
Pendergast, W. G.
Pengilly, Joseph Hill
Penk, Judith A.
Perkins, Alfred George
Perkins, Mrs. Wallace W.
Periman, Herschel L.
Perreault, William J.
Perry, Gale W.
Perry, Judith
Perry, M. M.
Perry, Mrs. Myron J.
Persons, Grace
Perttula, Selma E.
Peruse, Donald L.
Pesek, C. P.
Pesek, Thomas H.
Peteler, Mrs. Geneva B.
Peters, Charles M.
Peters, John E.
Petersen, Elaine
Petersen, Ewald T.
Petersen, Robert M.
Petersen, R. T.
Peterson, Albert L.
Peterson, Charles Allen
Peterson, D. W.
Peterson, Dale
Peterson, Donald C.
Peterson, Donald W.
Peterson, E. A.
Peterson, Mrs. Earl V.
Peterson, Ernest
Peterson, Mr. & Mrs. F. R.
Peterson, George W.
Peterson, Harold F.
Peterson, Howard M. Jr.
Peterson, Janet
Peterson, Janice M.
Peterson, John H.
Peterson, Mrs. Joseph W.
Peterson, Mrs. K. M.
Peterson, Karen M.
Peterson, Leland D.
Peterson, Lloyd E.
Peterson, Marcia G.
Peterson, Oliver H.
Peterson, P. Irvin
Peterson, R. E.
Peterson, R. G.
Peterson, Sheldon W.
Peterson, Mrs. W. E.
Peterson, W. G.
Peterson, W. N.
Peterson, Walfried H.
Peterson, William
Peterson, William A.
Petit, J. V.
Petraborg, H. T.
Petrich, Walter V.

Petroske, J. C.
Pettijohn, Mrs. K. E.
Pfleider, Mrs. Catherine T.
Phelps, Edith M.
Philipp, Donald A.
Philipson, Robert B.
Phillips, D. D.
Phillips, Mr. & Mrs. Felix M.
Phillips, John R.
Phillips, W. S.
Pickman, Mr. & Mrs. Phillip
Pieper, K. V.
Piepho, James C.
Pierce, George O.
Pierce, Paul, Jr.
Piercy, Clayton T.
Pike, Frederick Phillip
Pike, Mrs. Galen W.
Pikul, Robert
Pilch, Edward D.
Pink, David
Pinkerton, S. W.
Pinska, L. F.
Piper, H. C., Jr.
Piper, R. A.
Pizarro, James A.
Plankers, A. G.
Plant, E. K.
Plenni, Mrs. Eleanor B.
Plessel, Joseph R.
Plotke, H. L.
Pohland, Ralph H.
Pohlman, Mr. & Mrs. Glen
Pokela, Mrs. Carolyn F.
Pol, Priscilla J. B.
Polan, C. G.
Pollock, P. M.
Pond, Frank R.
Popkin, Kew
Porter, Mrs. Charles E.
Porter, D. E.
Porter, H. M.
Porter, Tom
Potek, Mrs. D.
Potter, Mr. & Mrs. Dawes
Potter, Merle
Potter, R. T.
Pottsmith, Mabel M. B.
Powell, Donald A.
Powell, Hannah Andersen
Powell, L. B.
Power, Mrs. T. F., Jr.
Pratt, Douglas C.
Pratt, Harry D.
Pratt, Thomas F.
Prawer, Steven
Prehar, Meroslava
Prekker, Ronald
Prest, Stephanie
Pressman, Harold Andrew
Preus, Gerda E.
Pries, Ferdinand H.
Priest, Robert E.
Princell, Pam
Pringle, John A.
Pritchard, M. J.
Proffitt, Wm. E.
Proulx, John
Pucci, Guy F.
Puetz, David
Purdy, Charles E., Jr.
Putnam, Charlotte A.

Q

Quale, Otto W.
Quello, William
Quigley, Kenneth L.
Quist, H. W., Jr.

R

Rabehl, George J.
Rader, Luke R.
Radke, Robert
Radloff, Robert N.
Radtke, Lorraine M.
Rahman, Kalimur
Rahn, Henry W.
Rainbolt, Louise Ann
Rainbow, Douglas
Raleigh, William F.
Ramanathan, T. K.
Ramberg, Richard L.
Ramsey, D. M.
Ramstad, Philip J.
Ramstad, Dean D.
Ramswick, Paul G.
Ranson, Glen B.
Ranson, H. Robert
Ranson, Ralph W.
Rao, K. S.
Russie, Bart G.
Ratelle, Alex E.
Rathbun, Russell B.
Raugust, Carl C.
Rausch, Francis R.
Raymond, Ruth
Rea, C. E.

Reasbeck, George A.
Rector, C. E.
Redeske, Gary
Redgate, Janet K.
Redlinger, Sharon
Reed, Frank E.
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Reed, Melia R.
Reed, Mr. & Mrs. Sheldon C.
Reese, Howard L.
Regal, David L.
Regan, John J.
Regelin, Donald H.
Regis, Robert J.
Rehkamp, Paul G.
Reichelt, L. G.
Reid, Harvey T.
Reid, Robert U.
Reid, Vincent H.
Reif, Charles B.
Reim, Victor P.
Reinfrank, Mrs. Burton D.
Remington, Mrs. Wallace S.
Renning, Elise L.
Resnik, Mrs. Barbara
Reynolds, Mrs. Barbara C.
Reynolds, Glenn
Rhodes, Clinton
Rhodes, Leland H.
Riba, R. Lewis
Ribarich, John J., Jr.
Richanson, Robert A.
Richards, Mrs. Louis L.
Richards, Mrs. Waldo S.
Richardson, Burt A.
Richardson, M. J.
Richardson, Robert J.
Richdort, L. F.
Richter, Jane H.
Ridenour, Alice
Ridler, David C.
Riegel, F.
Rieke, Lowell L.
Riker, Mrs. Robert
Riley, Patrick
Riley, Thomas E.
Riley, William H.
Rinehart, Lyle E.
Ringold, Stanley L.
Rinke, Mr. & Mrs. Eugene
Risch, Cynthia
Risser, Mr. & Mrs. A. F.
Ristine, John D.
Ritchel, R. F.
Ritchie, Wallace P.
Rizer, Mrs. Robert I.
Robb, George M.
Robb, Gerald V.
Robb, John D., Jr.
Robbins, John D.
Roberts, Frederick H.
Roberts, George A.
Roberts, James K.
Roberts, L. J.
Roberts, Leonard P.
Roberts, Ruth
Roberts, Thomas B.
Robertson, Albert J.
Robertson, Janice
Robertson, Richard L.
Robinson, Mr. & Mrs. G. H.
Robinson, Ruth E.
Robinson, William C.
Roche, Mrs. Joseph E.
Rockler, M.
Rodgers, Beatrice
Rodriguez, Paul
Roehl, James E.
Roepke, Don
Roettger, Jerome N.
Rogers, Edward L.
Rogers, R. S.
Rogers, Ralph W., Jr.
Rogers, R. G.
Rogers, Samuel H.
Rohde, Robert G.
Roles, Walter M.
Rollig, Lynn E.
Rollins, Pat
Rolloff, Calvin
Rolloff, Martha
Rolloff, Mary Ann H.
Roman, Barbara
Romnes, Kenneth B.
Romine, John W.
Romson, Tomie T.
Rondestedt, Mr. & Mrs. C. S.
Ronningen, Richard D.
Rorem, J. A.
Rork, Lucy B.
Rosa, Mrs. Irvin E.
Rosanen, Mrs. Karleen
Rose, Benjamin
Rose, Florence J.
Rose, Ray V.
Rosen, Martin M.
Rosenau, John Henry
Rosenfield, A. B.
Rosenfield, Lorraine L.

Rosenholtz, M. J.
 Rosenmund, H. F.
 Rosenwald, Reuben M.
 Ross, James E.
 Ross, Sharon
 Rossini, Dante J., Jr.
 Rossmann, Jack
 Roth, Thomas J.
 Rothenberg, Elliot
 Rothman, Edwin
 Rotstein, Myndel L.
 Rottschaefer, William F.
 Rounseville, Mabel
 Rousseau, Maurice C.
 Rouzer, D. L.
 Rowe, Jack F.
 Rowell, Theodore H.
 Ruben, E. R.
 Rueh, Mrs. D. M.
 Rudd, Michael
 Rude, Vernon E.
 Rudie, Peter Severin
 Rudser, Joan C.
 Rulon, Phillip J.
 Rumley, James A.
 Runcie, Kathryn A.
 Russell, Mrs. G. E.
 Russell, George
 Russell, Mrs. S. B.
 Russell, Virginia D.
 Russeth, Virginia
 Rusterholz, Alan
 Ruth, B. R.
 Rutledge, Jeannette W.
 Rutledge, Lloyd H.
 Rutman, Herbert S.
 Ruwitch, George
 Ryans, David G.
 Rydeen, Virgil C.
 Rydell, Robert Earl T.
 Rydning, Paul E.
 Ryhn, Victor
 Ryman, Fred E.
 Ryman, Marshall W.
 Rynda, Eleanor C.
 Rynearson, Edward H.
 Ryon, Mrs. E. S.
 Rypkins, Russel F.

S

Saari, Martin K.
 Sachs, Louis
 Sachs, Richard F.
 Sadow, Max
 Sal, Mohamed I.
 Salas, Mary Lou
 Salem, Joseph N.
 Sallitman, Larry
 Sallberg, William
 Salmela, Lyle R.
 Samenfield, Herbert W.
 Sampson, William F.
 Samuels, Barbara
 Sandager, Arnold K.
 Sandager, Nils S.
 Sandberg, Betty Arlynn
 Sandberg, J. D.
 Sandberg, Robert Y.
 Sandell, Donald H.
 Sanders, Parker D.
 Sandler, Bernard
 Sandmann, L. H.
 Sandoz, Mrs. Flora R.
 Sandquist, Roger
 Sands, A. W.
 Sanford, L. W.
 Sangster, Gordon W.
 Sanner, Royce N.
 Santo, Joan
 Sarstad, Paul A.
 Sather, E. R.
 Sather, Jan M.
 Sather, Russell O.
 Satrom, Donald R.
 Saupe, Ethel M.
 Savage, Pamela
 Sawyer, Burton R.
 Sawyer, E. L.
 Saxe, Thomas E., Jr.
 Scales, Eugene A.
 Schafer, Wendell L.
 Schaleben, Arville
 Schamber, Norman A.
 Schefers, Raitis
 Scheibel, Robert
 Scheid, Adolph J., Jr.
 Scheidt, James E.
 Schellenberger, Jean E.
 Schenken, Mrs. Robert
 Scherer, L. Raymond
 Scheuneman, James H.
 Schiele, Burtrum C.
 Schiffer, Allyn M.
 Schilson, Robert E.
 Sehindeldecker, Earl R.
 Schleiter, Howard W.
 Schleisman, James
 Schleiter, John

Schlingerman, R. P.
 Schlorf, Richard A.
 Schlossman, Joh L.
 Schmalzbauer, Arnold
 Schmidt, Mrs. Hilda
 Schmidt, Mr. & Mrs. Milton E.
 Schmidt, Robert H.
 Schmidt, W. Grant
 Schmidt, W. R.
 Schmitz, Anthony A.
 Schneiderma, P.
 Schoenike, Roland
 Scholucha, Maria
 Schow, Margaret
 Schreffler, Mary C.
 Schreiner, Margaret
 Schroeder, Mr. & Mrs. James P.
 Schubert, Thomas M.
 Schuck, Mr. & Mrs. E. A.
 Schultz, Kenneth C.
 Schulz, Edwin H.
 Schumacher, John W.
 Schwarten, H. W.
 Schwartz, John O.
 Schwartz, Jonas G.
 Schwartz, W. R.
 Schwegel, Marianne
 Schweickhard, Mr. & Mrs. Phillip
 Schwyzer, Hanns C.
 Scott, Jeannette H.
 Scott, L. J.
 Scott, Marlys
 Scott, Ray E.
 Scroggins, M. E., Sr.
 Scroggins, Robert H.
 Seaberg, David G.
 Seara, Mrs. Helen N.
 Searles, H. R.
 Seashore, John G.
 Sederberg, Kathryn
 Seeler, Mr. & Mrs. Gordon C.
 Seeman, Levering L.
 Seemann, Diane
 Segal, Alan E.
 Seidenstein, Howard
 Seiler, Stuart
 Seim, Harold
 Selvig, Helen Marion
 Seney, Merl V.
 Seriin, Lillian
 Sether, Robert G.
 Settevig, Karen L.
 Severance, Mark
 Severson, A. M.
 Shaffer, Mr. & Mrs. Harold
 Shah, A. M.
 Shane, James P.
 Shannon, James P.
 Shannon, W. R., Jr.
 Shannon, William R.
 Shapiro, Gretchen
 Shapiro, Kathy
 Sharp, Juva Z. M.
 Shaver, Allene
 Shaver, Marie E.
 Shaw, Henry H.
 Shea, Andrew W.
 Shea, Mrs. Andrew B.
 Shedlov, Abraham
 Shedlov, Marvin W.
 Sheekman, Harvey Z.
 Shefner, Josephine L.
 Sheeran, Mrs. Mary Jensen
 Sheild, Rexford M.
 Sheldon, Charles S.
 Shepard, Howard B.
 Shepardon, Mary K.
 Shepley, Lewis C.
 Sher, Maurice
 Sherman, Alfred G.
 Sherman, Roger H.
 Sherr, Mr. & Mrs. Alan L.
 Shibata, Harry H.
 Shifflet, Clynne W.
 Shickell, Mrs. K. D.
 Shiscer, Norman
 Shively, Viola E.
 Shogren, Jon D.
 Shoop, James A.
 Shoquist, Marc C.
 Showers, Ruth E.
 Shragg, R. L.
 Shubert, Francis L.
 Shulman, Rochelle
 Sibinski, L. J.
 Siddique, Irtaza H.
 Siebert, Richard
 Siebold, Dennis
 Siegel, Clarence
 Siegel, Hildegarde
 Siegel, LeRoy K.
 Siequist, Donald D.
 Sifferle, James L.
 Sigal, Samuel I.
 Silverstein, Fred
 Sim, John Cameron
 Simmering, L. K.
 Simmons, Mrs. Donald B.
 Simmons, Richard K.

Simon, Vaughn
 Simon, Wilford
 Simondet, Alice
 Simonsen, Frances
 Sims, Kenneth H.
 Singer, Benjamin
 Siqveld, Ivar E., Jr.
 Sirt, Francis A.
 Sisson, Norvel D.
 Sjoquist, Douglas
 Sjoström, L. E.
 Skaar, Donald
 Skaff, Donald J.
 Skagerberg, Wm. E.
 Skalbeck, Gretchen A.
 Skalicky, James R.
 Skally, Nancy Susan
 Skare, Robert M.
 Skibness, Ellen J.
 Skogerboe, R. B.
 Skogmo, B. R.
 Skovran, William
 Slater, Lee H.
 Slavik, Ralph John
 Slocumb, Lou
 Smalley, Ruth E.
 Smilow, Leo
 Smisek, Elmer A.
 Smith, Alice E.
 Smith, Bruce D.
 Smith, Bryan E.
 Smith, Donald H.
 Smith, Dora V.
 Smith, Edward H.
 Smith, Florence C.
 Smith, Gertrude E.
 Smith, James Russell
 Smith, Janette
 Smith, Jerome C.
 Smith, Kathryn L.
 Smith, Leighton P.
 Smith, Leslie C.
 Smith, Lois
 Smith, Manley F.
 Smith, Stephen A.
 Smith, Susan Margot
 Smith, Terry Sue
 Smith, Vernon D. E.
 Smith, William D.
 Snackenberg, Shirley J.
 Snesrud, Richard
 Snow, Robert
 Snyder, Clifford D.
 Snyder, E. F.
 Snyder, Eve
 Snyder, Mrs. Robert G.
 Soare, Ronald C.
 Sognesand, Gerald K.
 Solberg, Mrs. Dorothy
 Solberg, Judith E.
 Solhaug, S. B., Jr.
 Solomon, Robert B.
 Solon, Lorin
 Solum, Mrs. Wallace
 Sommer, Clifford C.
 Somsen, Henry N., Jr.
 Sorensen, Mrs. Anostasia Posel
 Sorensen, Russell L.
 Sorkness, Joseph
 Sorlie, Signe
 Sorrenson, Merlynn
 Sorum, Stella L.
 Southall, F. D.
 Sovis, F. M.
 Spackman, Rodney B.
 Spaeth, T. D.
 Spannuth, John R.
 Spar, John E.
 Spartz, Donald H.
 Spawn, Lloyd E.
 Specht, Theodore R.
 Spell, Harry W.
 Sperr, M. P.
 Sperry, Douglas B.
 Spethmann, Edward C.
 Spielberg, Stephen E.
 Spika, Daniel J.
 Spink, Kathryn L.
 Spivak, Walter A.
 Splittsoesser, W. E.
 Spong, Jean
 Spong, Paul H., Sr.
 Sprague, Susan
 Springer, Mr. & Mrs. Theodore G.
 Sprung, Mr. & Mrs. Murray M.
 Sringley, Robert D.
 Staber, Mrs. Marilyn
 Stacy, E. P.
 Stacy, Mrs. John T.
 Stageburg, Roger
 Staley, Mrs. Katherine M.
 Stanius, Godfrey
 Stanley, Elaine
 Stark, Mr. & Mrs. C. A.
 Stark, David B.
 Stassen, Harold E.
 Statler, Theodore W.
 Steen, Melvin C.
 Steer, Kathleen A.

Stegeman, Lillian B.
 Steichen, Malcolm
 Stein, Lloyd Willard
 Steinhauer, David J.
 Steinke, William
 Steinmetz, Dorothy F.
 Stelter, L. A.
 Stenbakken, Gerard
 Stennes, Mr. & Mrs. Stanley L.
 Stensrud, Karen
 Stephens, Winfield R., Jr.
 Stevenson, Robert E.
 Stewart, Marion J.
 Stiles, Mrs. Elsa Horn
 Stittes, T. J.
 Stoddart, J. E.
 Stolen, Keith H.
 Stoller, Adrienne
 Stolte, Sidney L.
 Stone, Charles W.
 Stoner, Earl A.
 Stoppel, Mr. & Mrs. David A.
 Stoppelman, Mary
 Storck, Theodore S.
 Stordahl, James
 Storlie, Theodore
 Storms, Penelope
 Stower, C. E.
 Stoxen, Matilda L.
 Stoxen, Ruth E.
 Strand, R. C.
 Strand, Leon D.
 Strang, Mrs. J. R.
 Strange, Elizabeth
 Strathern, C. S.
 Strauss, M. D.
 Straw, Harry B.
 Street, Bernard L.
 Street, Willis F.
 Streitz, F. M.
 Strelmicks, Alja S.
 Strimling, William
 Strom, C. R.
 Strommer, Frederick
 Stroud, Arthur D.
 Struss, Herbert E.
 Struthers, Harvey J.
 Strutzler, Mary E.
 Stryker, William B.
 Stucinski, Carol
 Stuhr, John W.
 Sturley, Rodney F.
 Sullivan, Goodrich M.
 Sullivan, J. Emmet
 Sullivan, Katherine E.
 Sullivan, Mrs. O. M.
 Sullivan, W. E.
 Sullwold, Sandra
 Summers, Mr. & Mrs. R. E.
 Sundberg, R. Dorothy
 Sutherland, John E.
 Svendsen, Bernard N.
 Svendsen, Mrs. Gilbert
 Sverdrup, L. J.
 Svien, Hendrick J.
 Swain, Marshall
 Swain, Robert L.
 Swanson, Donald J.
 Swanson, Jon
 Swanson, Karen L.
 Swanson, Wesley R.
 Swanson, Willard N., Jr.
 Swanstrom, Gerald M.
 Sward, A. F.
 Sward, Marvin R.
 Sward, Wayne R.
 Swartz, Sam J.
 Sweeney, George
 Sweetman, Edwin A.
 Sweitzer, Mr. & Mrs. J. M.
 Swenson, Mr. & Mrs. Curtis L.
 Swenson, Esther J.
 Swenson, James
 Swenson, Neal O.
 Swenson, Orvie J.
 Swenson, Sandra E.
 Swift, Clarence J.
 Syverson, H. R.
 Syverson, Tom A.

T

Tacuber, Conrad
 Takaichi, Iden G.
 Takaichi, Oliver H.
 Tako, Stephen
 Talso, Norman B.
 Tam, Ernest Chun-Seck
 Tanaka, Seigi
 Tani, George T.
 Tarnowski, James E.
 Tatro, Pete
 Taylor, James H.
 Taylor, William P.
 Taylor, William L.
 Tebelius, Mrs. John J.
 Teberg, L. E.
 Teeuwen, Walter L.

Teicker, Rhetta K.
Telander, Bruce N.
Temple, Patricia
Tenenbaum, Mr. & Mrs. Michael
Tennis, Richard L.
Terrian, Jim
Tersteeg, Glenn E.
Tesch, Gordon H.
Teske, Curtis
Tettie, J. P.
Tews, J. R.
Textor, H. F.
Tharalson, Gary C.
Theien, Jerome L.
Thiele, G. A.
Thiss, George
Thom, E. M.
Thomas, T. W.
Thomes, Mrs. C. B.
Thompson, Alfred W.
Thompson, F. A.
Thompson, Herbert J.
Thompson, Irene Lila
Thompson, Olivia
Thompson, R. M.
Thompson, Samuel H.
Thompson, Sharon K.
Thompson, T. S.
Thompson, Theodore S.
Thompson, Vernon L.
Thomson, W. D.
Thomson, Mr. & Mrs. G. V.
Thomson, Theodore W.
Thomson, W. M.
Thorsen, Carol M.
Thorildson, Lynn
Thornley, Mrs. P. J.
Thornton, Edmund F.
Thorpe, S. S., Jr.
Thorsen, D. S.
Thorseon, Maynard R.
Thorsen, Mr. & Mrs. Keith R.
Thronson, Dale R.
Tickle, Robert Q.
Tierney, Hubert J.
Tift, Mr. & Mrs. Cyril R.
Tilden, June L.
Tillisch, Jan H.
Tillitt, Ralph S.
Timm, Gerald
Timmons, M. J.
Tischler, Michael A.
Toda, Mr. & Mrs. James
Todd, M. E.
Tollefson, E. H.
Tollefson, Melvin
Tombers, Joseph M.
Tomczyk, C. S.
Tometz, Matt G.
Tompkins, Francis M.
Tompkins, Lorraine E.
Tong, Monte M.
Tormoen, Mrs. Clarence O.
Tormoen, Shirley Yvonne
Torres, Mr. & Mrs. Aurelio A.
Torres, J. U.
Toth, A. J.
Toth, Bernard
Toushin, Charles R.
Townley, John L., Jr.
Toyama, T.
Trapp, Harold L.
Traver, J. E.
Travis, M. J.
Trembley, A. A., Jr.
Trevor, Mrs. Margaret B.
Treise, Jerome R.
Tripp, Roland E.
Troan, John T.
Trotta, Mike
Trudeau, Albert R.
Trueblood, Robert M.
Trushenski, Clarence L.
Truzinski, Charles G.
Tryon, Mrs. Fred G.
Tryon, Joseph L.
Trytten, Mrs. Elaine
Tschida, Katherine A.
Tucker, A. H.
Tuckerman, George E., Jr.
Tunell, Florence
Turnacliiff, Mr. & Mrs. Robert D.
Turner, Mrs. George L.
Tuseth, Alice A.
Tveit, Arvid S.
Tychsen, Norman
Tyler, Edward C.
Tyler, Fletcher
Tyler, James H.
Tyler, Leona E.

U

Uckunkaya, Behram
Uelmen, Marjorie E.
Ueland, Mr. & Mrs. Arnulf
Uhley, Charles G.
Ulyot, Daniel J.

Ulvestad, Reuben A.
Underwood, Kenneth E.
Unger, Kenneth E.
Untinen, August L.
Uphoff, Elizabeth
Uphoff, Norman
Upton, Albert P.
Uy, Manuel T.

V

Vadheim, Angie H.
Vadheim, James L.
Vadheim, Mr. & Mrs. Lewis A.
Vaia, Donald E.
Vaitkus, Walter
Valgema, Romil
Van Alstine, J. Neil
Van-Bergen, F. H.
VanBuren, Ervin P.
Vance, Vere V.
Vander Myde, Paul A.
Van Dusen, Richard C.
Van Duzee, Everett N.
Van Fleet, Mrs. A. K.
Van Meier, Henry
VanPoperin, Mary Rose
Van Vleck, Mrs. John H.
Vartdal, Victor K.
Vaughn, Darrel
Vaubel, Lawrence J.
Velin, Roberta L.
Verding, Orville G.
Vick, Robert D.
Viker, Sandra
Vincent, Robert L.
Vinyard, Mrs. John H., Jr.
Virnig, Hildegard J.
Von Felett, John
Volk, Marjorie
Volkay, Nicholas C.
Voldt, Ronald F.
Von Amerongen, W. W.
Von der Weyer, Mrs. Mildred E.
Von Koenig, Emanuel
Voss, David P.

W

Wachtler, Raymond J.
Wade, Henry H.
Wade, William W.
Wagemaker, James
Wagner, Archibald
Wagner, Mrs. Barbara N.
Wagner, Mr. & Mrs. Donovan
Wagner, Karen
Wagnied, Kathryn E.
Wahlgren, Mrs. Patricia
Wahlin, Alan P.
Wahlstrom, Dorothy
Walch, Herbert
Wald, John E.
Waldvogel, Albert C.
Waligowski, Adam A.
Walke, J. Mark
Walker, Mrs. Fletcher
Wall, C. R.
Wall, Edward
Wallace, Marc J.
Wallestad, Joan
Wallin, G. R.
Wallsmith, Mr. & Mrs. R. C.
Walsh, William V.
Walton, Jean
Wangensteen, Charles T.
Wangensteen, Mr. & Mrs. Owen H.
Wangness, Gina
Wapola, Patricia Lee
Ward, P. A.
Wardwell, Mrs. Dorofese
Waring, Mr. & Mrs. Richard H.
Warmath, Murray
Warner, Dale K.
Wartman, George H.
Wassermann, Alfred H.
Watson, Carole J.
Watson, Dean C.
Watson, Percy T.
Watzl, Edward L.
Webb, Robert Leslie
Weber, L. J.
Weber, Marion
Webster, Donald
Webster, Terrance L.
Weck, Frank B.
Wedes, Deno J.
Weering, F. J.
Wegleitner, Thomas J.
Wegner, Carl O.
Weickert, Harold N.
Weideman, Mrs. R. A.
Weinberger, Joseph A.
Weinberger, Mary Ann
Weinstein, Maher
Weir, Roy M.
Weise, Gilbert P.
Weisman, Sydney J.
Weiss, David D.
Weiss, Mr. & Mrs. Freeman A.

Weiss, Kenneth D.
Weiss, Paul
Weiss, Susan E.
Weissel, Michael J.
Wellner, Theodore O.
Weltzin, Kenneth E.
Wenberg, Mr. & Mrs. Stanley J.
Wenzel, Gilbert P.
Weom, L. A.
Werlich, Eugene J.
Wermer, Eugene
Wescott, Anne
Wessel, Charlene Freimuth
West, Donald B.
West, John Robert
Westaby, Janice R.
Westburg, Stuart P.
Westermoe, Manton
Westling, Anne
Westman, Ragnar
Westover, D. E.
Westwood, David H.
Wetherby, Mr. & Mrs. Macnider
Wewerka, Eugene
Wexler, Tom
Weyer, Herbert R.
Whalen, Maurice L.
Wheaton, Warren S.
Wheeler, Emerson L.
Wheeler, Robert M.
Wheeler, Roger
Wheeler, Mr. & Mrs. Walter H.
Whitaker, Mrs. Wiley W.
White, Rolland
White, W. H.
White, Warren T.
White, Mrs. Zoe L.
Whitman, Edith M.
Whitmore, Richard H.
Whiton, A. L.
Whitson, George E.
Whittaker, Philip H.
Wick, Earl W.
Wicklund, Effie M.
Widseth, Mrs. Janet Hart
Wieland, Walter F.
Wielinski, William
Wienter, Gloria
Wilbur, Lawrason C.
Wilcox, Betty Ann
Wiley, Richard E.
Wilhelmson, Thomas B.
Wilk, Benjamin
Wilk, Ethel H.
Wilk, Harry
Wilkins, Mrs. Laura G.
Wilkins, Roy
Wilkinson, Charles L.
Wilkinson, Mrs. Joan Gran
Wilkus, James L.
Will, L. F.
Willard, Harold S.
Willette, Robert E.
Willis, Ben S.
Williams, John A.
Williamson, Edmund G.
Williamson, Murray
Willis, Mr. & Mrs. Leonard L.
Willis, Richard J.
Willner, Eunic eV.
Wilson, Edwin A.
Wilson, Stuart V.
Wilmot, Harold E.
Wilshusen, Mr. & Mrs. R. E.
Wilson, Archie L.
Wilson, Carole
Wilson, Elmo C.
Wilson, G. A.
Wilson, Henry M.
Wilson, John L.
Wilson, Luise A.
Wilson, Marie
Wilson, R. E.
Wilson, W. E.
Windus, William A.
Winkjer, Joel G.
Winn, David W.
Wimpenny, Elizabeth O.
Winterhalter, Mary H.
Wippermann, Frederic F.
Wirt, Anne
Wisner, Chester A.
Wisness, Osmund A.
Withers, Mrs. Glenn
Witta, Henry, Jr.
Wixon, Alberta
Woestehoff, Arnold
Wogstad, Gladys V.
Woiaciak, Paul F.
Wolcott, Mrs. Harold
Wolf, James A.
Wolf, Kenneth
Wolff, Benno F.
Wolfson, Burnett
Wolkerstorfer, Joan
Woltman, Henry W.
Wood, Earl H.
Wood, Mrs. William
Woodford, Merle Arlene
Woodruff, Harold S.

Woolfrey, Harold J.
Wormley, Dennis
Wright, Mrs. Louise Leonard
Wright, Thomas B.
Wu, Carson Kung-Hsien
Wubbels, Laurence
Wulfsberg, Arthur H.
Wulke, Harold W.
Wunderlich, Milton
Wuollet, Timothy W.
Wurtele, Valentine
Wyard, Mr. & Mrs. Willis L.
Wychor, Walter
Wyfker, G. A.
Wyland, Robert J.
Wyman, Ora Belle
Wyss, Burton L.

Y

Yackel, Kenneth J.
Yates, Hobart M.
Young, Mrs. Eva Lane
Young, Eva O.
Young, J. Paul
Young, Ronald C.
Young, Thomas O.
Youngdahl, Bruce
Youngie, Otto R.
Youngren, E. R.
Yovel, C. Douglas
Yule, Arthur H.

Z

Zabel, William H.
Zajac, Ted S.
Zalesky, Barbara
Zebede, Mrs. Arthur
Zekaukas, Mrs. John R.
Zelle, Edgar F.
Zemke, Lois Trott
Zemlin, Larry R.
Zenkovich, Helen
Ziegler, A. J.
Zile, B. A.
Zill, C. R.
Zimmerman, Annita
Zimmerman, Annette
Zimmerman, Carol J.
Zimmerman, Stephen T.
Zink, Robert E.
Ziskin, Dianne
Zitzmann, Ruth
Zubulake, George H.
Zumberge, James H.
Zurbay, Dennis
Zweber, Roman J.
Zwiener, William A.

Organizations, Foundations and Companies

A

The Alcoa Foundation
American Medical Association Minn.
Student Chapter
American National Bank of St. Paul
C. F. Anderson Co., Inc.
Reuben L. Anderson Foundation, Ind.
Anderson-Cadillac, Inc.
Anonymous

B

Bell Lumber & Pole Co.
Carl Bolander & Sons Co.
Brewery, Liquor, Soft Drink, Carbonated & Spring Water Drivers, Helpers, and Inside Employees Union.

C

C. H. Brown Co., Inc.
Cargill, Incorporated
The Chase Manhattan Bank Foundation
Class of 1892 University of Minnesota
Corrie's Sporting Goods

D

Dahlberg Brothers, Inc.
John A. Dalsin & Son
J. A. Danens & Son, Inc.
Despatch Oven Co.
Donovan Construction Co.
Duluth Herald and News Tribune

E

Ebasco Services Incorporated
Eberhardt Company
College of Education Faculty
Egan-McKay Electrical Contractors, Inc.
Esso Education Foundation

F

First National Bank of Baudette
Flittie Redi-Mix, Inc.
Flour City Architectural Metals Division, Hupp Corp.
Foley Brothers, Inc.

G

General Electric Foundation
General Shows Inc.
Globe Office Furniture Co.
Goodin Company
Gopher Back Court Club
Graco Foundation
Greater Minneapolis Hotel Association
Max Grossman & Sons Foundation
S. J. Groves & Sons Co.

H

Hansord Pontiac Company
Harold Chevrolet, Inc.
Haskins & Sells
Hayden-Murphy Equipment Co.
Hewlett-Packard Co.
Home Security Agency, Inc.

I

Industrial Construction Division Allied Structural Steel Co.

International Business Machines Corp.
International Telephone & Telegraph Corp.
Investors Diversified Services, Inc.

J

Jefferson Transportation Co.
Al Johnson Construction Co.
The Johnson's Wax Fund, Inc.
Juster Bros., Inc.

K

Kappa Epsilon Alumnae
Ken-Ray Chevrolet, Inc.
Harry J. Klein Family Foundation
Kline Oldsmobile, Inc.

L

Lametti & Sons, Inc.
Langford Electric Corporation
J. N. Larson Chevrolet, Inc.
Layne-Minnesota Co.
Lend Lease Transportation Co.
Lindahl Oldsmobile, Inc.
Employees Lutheran Building, The
Lutheran Church-Missouri Synod

M

Mackall, Crouse, Moore, Helmay & Holmes
Mackay Envelope Company
Manitowoc Sales & Service Co., Inc.
Maslon Foundation
May Brothers Co.
The McKnight Foundation
Frank E. McNally Foundation, Inc.
Miller Publishing Co.
Minneapolis Automobile Dealers Association
Employees Minneapolis-Honeywell Regulator Co.
Minnesota Federal Savings & Loan Association
Minnesota Mining & Manufacturing Co.
Minnesota Twins Baseball Club
Murray's, Inc.

N

Naugle Leck Inc.
Neurological Group University Hospitals
Northern States Power Co., Minneapolis
Northern States Power Co., St. Paul
Northwestern National Bank of St. Paul

O

Chas. Olson & Sons, Inc.
Onan Family Foundation
Our Own Hardware Co.

P

P. G. N. Foundation
Peavey Company
J. C. Penney Co., Inc.
Carl H. Peterson Co.
Pheps-Drake Co., Inc.
Phi Delta Epsilon Fraternity

Philip Morris, Inc.
Phillips Foundation
Piper, Jaffray & Hopwood Foundation
Pittsburgh Plate Glass Foundation
Pliam Linoleum Co.

R

Randolph Light Inc.
Reader's Digest Foundation
Ready Mixed Concrete Co.
Renown Foundation
Judd Ringer Corporation
Rowell Laboratories, Inc.

S

The S & M Co.
Safety, Inc.
St. Paul Dispatch Pioneer Press
St. Paul Foundry & Mfg. Co.
St. Peter Clinic
Schmelz Bros., Inc.
Schweigert Meat Co., Inc.
Sears, Roebuck & Co.
Setzer Pharmacy
Charles W. Sexton Co.
J. L. Shiely Company
Siems Bros., Inc.
P. W. Skogmo Foundation
Southdale Motors
Standard Oil Div. American Oil Co.
A. E. Strudwick Co.

T

Thorpe Bros., Inc.
Title Insurance Co. of Minnesota
Toro Manufacturing Corporation
Tuesday Morning Coffee Club
Twin City Federal Savings & Loan Association
Twin City Tile & Marble Co.

U

University of Minnesota Alumnae Club
University of Minnesota Alumni Club of Greater Chicago
University of Minnesota Alumni Club of Greater St. Louis
University of Minnesota Alumni Club of Southern California
University of Minnesota Alumni Club of Wadena, Minnesota
University of Minnesota Women's Club of Detroit

V

Victor Foundation

W

Walsh Grain Company
Warren-Cadillac, Inc.
Station WCCO Radio Television
West Central Wisconsin University of Minnesota Alumni Association
Woodrich Construction Co.
Worthington Foundation

Z

Zinsmaster Bread Company

MAKING OF THE MIDDLE AGES: Amy Kelly, **ELEANOR OF AQUITAINE AND THE FOUR KINGS;** F. L. Ganashof, **FEUDALISM;** Jawaharlal Nehru, **THE DISCOVERY OF INDIA;** W. F. Albright, **FROM THE STONE AGE TO CHRISTIANITY.**

Professor Harold C. Deutsch, Chairman of the Department of History, will present during the spring quarter a lecture or lectures which will deal with probable developments in the next two decades or "Twenty Years on the Crystal Ball." He will discuss the clash of ideologies, the problems of racial relationships, major developments on the various continents, and relations within the western world.

Professor Burton Stein's scheduled participation in the "Culture and Society Seminar" under the leadership of Professor E. A. Hoebel will occur late in April. Reflecting the format of the seminar, Dr. Stein's discussion will center around three interrelated "postulates" which have had persistent validity over India's long history. These are (a) ranked inequality or hierarchy, (b) ritual or ceremonial purity, and (c) cultural and social localism. The readings for this discussion are Jawaharlal Nehru's highly personalized conception of Indian history, **THE DISCOVERY OF INDIA**, and the anthropologist Alan Beals report on a village in the state of Mysore, **GOPALPUR**.

Professor Benjamin Uroff led two meetings of the Culture and Society seminar devoted to Russia. The primary stress was on the historical background and development of Russian culture. The various cultural patterns — Byzantine, Mongol, and Western — to which Russia has been exposed, and the resulting cultural discontinuity and internal schism were discussed.

Reading list — Benedict H. Sumner, **A SHORT HISTORY OF RUSSIA** (NY: Harcourt, Brace & World, Inc., 1949); Vladimir Weidlé, **RUSSIA ABSENT AND PRESENT** (NY: Vintage Books, 1961); Robert T. Holt and John F. Turner (eds.), **SOVIET UNION: PARADOX AND CHANGE** (NY: Holt, Rinehart, and Winston, 1962); Brumberg, Abraham (ed.) **RUSSIA UNDER KHRUSHCHEV** (NY: Frederick A. Praeger 1962). (All of these are available in paperback.)

SPEECH & THEATER ARTS

Theatre

As the limitations and soaring risks of Broadway have continued to mount, a reaction has taken the

JUNE, 1964

form of a proliferation of community and educational theatres of extraordinary excellence, housed in magnificent plants.

Simultaneously, there has occurred a return to repertory theatre. The Minnesota Theatre Company at the Tyrone Guthrie Theatre and the Lincoln Center Repertory Company in New York are excellent examples, both financially and aesthetically.

CONTINUING EDUCATION CONTINUED

Two other developments in theatre deserve note: the first has been the tendency away from the traditional proscenium theatre to arena staging and to the open stage. Both in terms of economics and of immediacy for the players and their audiences, this development has been significant in the renewed vigor of the theatre in the face of television and the other mass media. The second development has been in playwriting, where a radical reaction to the well-made, storytelling play has set in. Generally called "the theatre of the absurd" or the "avant garde theatre", the new plays tend to reject language as obscure and replace it with gesture, to substitute ideas and attitudes for traditional stories, and to jar rather than entertain.

In short "the fabulous invalid", the theatre, always on the apparent verge of extinction, is behaving more like a healthy, sprawling, brawling adolescent than like a centuries-old and dying art.

Public Address

Two current trends are influencing the teaching of communication in the public address division of speech departments. One is a shift from what we might term "content-orientation" to "response-orientation." While our former goal was to train students to compose and deliver messages that met the tests of "good speech" we are now giving first priority to analysis of particular audiences and adapting to them in the context of time and place. The new goal is to train our students to more accurately predict response of certain people to a message delivered under possibly unique circumstances.

A second trend is emphasis upon teaching the process of persuasion in separate courses or within public speaking courses. Persuasion as a specialization in speech is now well established.

Communication is also becoming an increasing concern of the business community. As American businesses and industries have increased in size, their problems of communication have pyramided. In increasing numbers they have turned to University speech professors for counsel, guidance, and training. In some cases the professor serves as a consultant to

the company; in others he travels to the company plant and actually does the training requested; in still others he meets with the staff of an industrial training department, and "trains the teachers" to handle their own assignments. Training in reading, writing, speaking, and listening are most frequently a matter of central concern; but "systems" of communication and a corporation philosophy of communication are also receiving close attention.

New trends in the teaching of public address are perhaps most apparent in recent books in the area. Quite often alumni of the Department of Speech and Theatre Arts who had no intention of doing so as undergraduates find themselves directing high school extra-curricular activities. Several recent books ought to be quite helpful to those who find themselves in such a position. Whether or not one is teaching, a speech major should find the book by Ehinger and Brockriede, *Decision by Debate*, quite a fresh and challenging one for its view of the place of argument in society and for its scheme for analyzing argument.

Speech Pathology and Audiology

Speech pathology and audiology have come of age. Ample evidence of this can be found in recent professional books and journals. Further evidence can be seen in the activities of the American Speech and Hearing Association. A.S.H.A. has re-evaluated its standards and established new membership and certification requirements which include a Master's degree or its equivalent. A.S.H.A. has established boards to examine and register qualified clinical and service programs. The National Commission on Accrediting has granted A.S.H.A. the authority to accredit graduate training programs in its field.

Oral Interpretation

New developments in Oral Interpretation are "activist" in nature. The action being stressed is not the reader's in isolation (the "old elocution") nor the *literature's* as a separate entity (the "new criticism") but the interplay of both of these upon the *audience's* re-creating of the literary work.

Ernst Cassirer, *An Essay on Man: An Introduction to a Philosophy of Human Culture*. New York: Anchor Books, 1953.

Allen Tate, *The Man of Letters in the Modern World: Selected Essays, 1928-1955*. New York: Meridian Books, 1955.

David W. Thompson and Virginia Fredericks, *Oral Interpretation of Fiction: A Dramatistic Approach*. Minneapolis: Burgess Publishing Company, 1964.

Theatre

Churman, Harold, ed. *Seven Plays of the Modern Theatre*. New York: Grove Press, 1962.

Esslin, Martin. *The Theatre of the Absurd*. New York: Anchor Books, 1961.

Guthrie, Tyrone. *A Life in the Theatre*. New York: McGraw-Hill, 1959.

Tynan, Kenneth. *Curtains*. London: Atheneum, 1961.

Public Address

Abelson, H. I. *Persuasion*. New York: Springer Publishing Company, 1959.

Arnold, Carroll C. and John F. Wilson. *Public Speaking As A Liberal Art*. Boston: Allyn and Bacon, 1964.

Braden, Waldo, ed. *Speech Methods and Resources*. New York: Harper, 1961.

Brembeck, Winston, and William S. Howell. *Persuasion*. Englewood Cliffs: Prentice-Hall, Inc., 1952.

Brown, J. A. C. *Techniques of Persuasion*. Baltimore: Penguin Books, 1963.

SOCIAL WORK

Those who have not had, like those who have had, graduate professional study in social work will be interested in one or more of the broad social welfare issues of the day. The "War on Poverty", the increasing concerns with the handicapped, the needy or the neglected members of our society, the rebelliousness of some of our youth, the challenge and responsibility for eliminating discrimination against minorities, as well as problems of social disfunctioning represent some of these present day social welfare issues.

Because social problems are increasingly recognized as national in scope there is a legitimate push to secure national policy and financial support for programs designed to prevent social problems, alleviate suffering, restore capacities for self-help where possible, provision the needs of those who must be dependent, and provide social justice without discrimination. This has not detracted from local or private efforts to attain these ends, but is intended to enlist the large resources of the country in the benefit of human need.

As the American community has recognized the importance of social work services to help achieve a better life for all, it has created more and more agencies and organizations with more and more positions to be filled by social workers. The demand for professional manpower far exceeds the supply. The opportunities for a professional career in social work are excellent for those who will secure the graduate professional education. But a vast field of service as volunteer or paid welfare worker is open to college graduates who have an urge to serve their fellow man.

The reading suggested below will be useful to any educated citizen who wishes to understand a very important dimension of life in our society today.

Burns, Eveline M. *The American Social Security System*, Houghton Mifflin, N.Y., 1951.

Chambers, Clarke A. *Seedtime of Reform—American Social Service and Action 1918–1933*, University of Minnesota Press, 1963.

Cohen, Nathan E., *Social Work in the American Tradition*, Dryden Press, N.Y., 1958.

Fink, Arthur E., E. E. Wilson and M. B. Conover, *The Field of Social Work*, Holt, Rhinehart, Winston, 1953.

Keve, Paul W., *Prison, Probation or Parole?* University of Minnesota Press, 1954.

Konopka, Gisela, *Social Group Work—A Helping Process*, Prentice-Hall Inc., Englewood Cliffs, N.J., 1963.

Skidmore, Rex A. and Milton G. Thackeray, *Introduction to Social Work*, Appleton-Century Crofts, N.Y., 1964.

Social Work Yearbook 1960, National Association of Social Workers, New York.

The Social Welfare Forum 1963, Columbia University Press, N.Y.

MUSIC

A PRIMER OF TRENDS AND PROGRESS IN MODERN MUSIC

A is for atonality, which continues to be a major principle in composition. No key, fixed tonality, or functional harmonic procedure is observed. Freed from conventional rule, this music may seem aimless and discordant noise to the uninitiated.

B is still for Bach, Beethoven, and Brahms, etc. Despite the many interesting studies on minor composers, the "greats" still occupy a major role in musicological research. A recent trend has been the re-evaluation of these composers and their works in view of their own letters, memoirs, and notebooks.

C is for Cage, John, avant-garde American composer whose works continue to baffle the public. His credo: every sound should be considered music, even the sound of silence. Most famous work: "4 minutes and 43 seconds" in which a pianist sits in silence at the keyboard timing himself with a stopwatch, exactly 4 minutes and 43 seconds. Latest Cage development—aleatory music!

D is for discography. Never in history has so much music been available for public consumption. Not only fine, multiple recordings of the major works but also many interesting yet unimportant works. The German *Archiv* series is an extensive collection of music of various periods.

JUNE, 1964

E is for electronic music. Tape recorders continue their attempt to replace live performers. Electronic scores are now being written for operatic accompaniment and choral music. A school of composers and electronic engineers in Cologne, Germany, lead this field. Their leader: Karl-Heinz Stockhausen.

F is for folk music—definite trend in American popular music but of interest to ethnomusicologists and music sociologists. The social elements in the songs of the Seegers and other folk musicians give these works claim to the title of genuine folk music.

G is for *Gebrauchsmusik*—a common term in modern music a reader should know. Literally means "music for use." Idiomatically means workaday music—music intended for mass consumption or extramusical use, e.g., film background music, *Muzak*, etc. Many major composers have made significant contributions to this generally-looked-down-the-nose-at field.

H is for Haydn research. The works of H. C. Robbins Landon in the past few years has resulted in a revival of interest in Franz Joseph Haydn. Always a popular composer, Haydn has always been well published. Now even more of his works are available, thanks to Mr. Landon and others.

I is for improvisation—a major element of real jazz. Several composers have tried to work such elements into modern concertos but with only moderate success. Real, down-beat jazz of the improvisatory type has yet to invade symphonic music.

J is for jazz. Its latest infiltration into "serious" music is the church. Liturgical jazz is all the rage—found in the form of masses, anthems, motets, and hymn-arrangements. In some cases, snapping clerical fingers are raising many lay eyebrows.



K is for *Kammeropern* or chamber opera. With more modern composers writing opera for small casts and small orchestras, a definite trend in performance of chamber opera is taking place. Performance of 17th and 18th century chamber works is also finding a

place in the repertoire of the new chamber opera companies.

L is for *The Last Savage* – a long-awaited new opera by Gian Carlo Menotti. After hearing it many hoped it would be Menotti's *Last Opera*.

M is for Master of Music. A trend in University music schools is the accreditation of performance. Taking over the all-important role of the conservatory, many universities are now granting Bachelors and Masters of Music and Fine Arts.

N is for Newman, William, American musicologist whose new book *Sonata in the Classical Era* is one of the latest important publications in music research. This detailed study of the mid-and late 18th century is one example of the growing interest in this period.

O is for Orff, Carl: German composer whose important theories of rhythm exhibit themselves in his music and his educational theories. His emphasis on rhythm is a typical thrust in modern music.

Q is for quarter-tones. The 12 semi- or half-tones of the octave in western music do not satisfy some composers. These they divide into 24 quarter tones after the fashion of some oriental practices. Reaction of the uninitiated the performer is off-key.

R is for Recorder Societies. A recent revival of amateur chamber music interest has taken the form of playing recorders (wooden flutes). Result: many new editions of the vast Baroque literature for this instrument.

S is for Singers-to-Europe: A general procedure followed by young American opera singers. The dearth of professional opera companies in America has pushed our singers into most European opera houses: Result: disgruntled European singers.

T is for TV. Music has fared well with good productions of operas and particularly with the educational inroads made by Leonard Bernstein and his series of lecture-concerts for children.

U is for Ussachevsky, Vladimir. Russian-American composer who leads this part of the world in electronic music. His *Concerto for Tape-Recorder and Orchestra* is now part of the standard repertoire.

V is for Vennard, William, and van den Berg, Janwillen; two important names in the field of vocal science. Their findings and theories about the relationship of the vocal cords, muscular action, and the registers of the voice are but a few examples of the extensive scientific probing taking place with the help of laryngoscopic photography.

W is for *War Requiem* by Benjamin Britten. Has been acclaimed by many as the most significant composition of the 20th century. A must!

X for xylophone continues to be the only musical word I can think of that begins with X!

Y is for Youth Orchestras—a general trend in string education is the inter-school orchestra made up of better players from individual school orchestras. Education string programs have been greatly enriched by good, easy-to-play compositions by major composers.

Z is for *Zwölftonsystem* or 12-tone technique: a composition technique which is old-hat today but continues to be the guiding principle for a great deal of modern music. Devised by Arnold Schönberg during the early part of this century, it involves using the 12 tones of the scale in any order (selected by the composers), repeating none until all have been sounded. This order may then be inverted, mirrored, played backwards, etc.

Parrish C. and Ohl, J. F. *Masterpieces of Music before 1750*; New York: Norton, 1951 (with 3 LP records, Haydn 9038-40)

Parrish, C. *A Treasury of Early Music* New York; Norton, 1958 (with 4 LP records, Haydn 9100-9103)

Baines, Anthony *Musical Instruments through the Ages*, Harmondsworth: Penguin, 1961, paper

Newman, Ernest *Great Operas*, (Vols. 1 & 2), New York: Vintage, 1958, paper

Harman, A. and Mellers, W. *Man and His Music*, London: Barrie and Rockliff, 1962

Hughes, Rosemary *Haydn*, New York: Master Musician's Series, 1950

Ferguson, D. N. *Music as Metaphor*, Minneapolis: Univ. of Minn. 1960

Ratner, L. G. *Music—The Listener's Art*, New York: McGraw-Hill, 1957

Howard, John Tasker, *Modern Music* Mentor
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ZOOLOGY

Current research and instructional activities of the Zoology Department staff encompass the following broad fields of basic biology: cell, developmental, environmental, genetic, metabolic, molecular, regulatory, structural and systematic biology. Research is also being conducted in the following special fields: entomology, ichthyology, limnology, microbiology, ornithology, parasitology and protozoology.

Dr. E. Anderson and S. Reed are studying numerous problems relating to human heredity (genetics), particularly with respect to hereditary anomalies and diseases. Dr. R. Benolken's research concerns the biophysical mechanisms of vision in both lower and higher organisms. Dr. A. Hooper works on the metabolism of bacteria, especially with regard to the use of nitrogen

by these organisms. Dr. R. Josephson continues his studies of the origin and evolution of the nervous system. One of the simplest kinds of nervous systems is that found in jellyfishes and flat worms and it is these systems which are receiving special attention. Dr. N. Kerr works on the biology of a very primitive organism called a true slime mold (little more than an amorphous mass of protoplasm). He is interested in the genetics and nutrition of this creature. Dr. D. Merrell's research lies in the field of the Genetics of Populations. He is studying "microevolution" which occurs in laboratory populations of the common fruit fly. He also is studying the genetics of the common frog. Dr. M. Olson works on the histology and regeneration of vertebrate muscle. Dr. G. Richards studies the structure development and chemistry of insect membranes and other tissues. Dr. N. Spratt continues his research in developmental physiology and chemical embryology, with special attention to the mechanisms for control of gene activity patterns during development of the chick embryo. Dr. O. Schmitt's research on the biophysics of the nervous system continues. In addition, he has been doing work in the field of space biology. Dr. G. Stephens has been studying the feeding mechanisms of marine invertebrates. It appears that the free amino acids present in the sea can be directly utilized as food by many marine creatures. Dr. J. Underhill continues his ecological and population studies of the minnow and perch families in Minnesota waters. Dr. F. Fallace, as a parasitologist, continues his studies of the taxonomy of the mosquitoes and of the life cycles of several parasites. Dr. D. Warner, by means of the technique of radio-telemetry, studies the distribution and behavior of birds.

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University of Minnesota Regents attending their May 8 meeting included (clockwise, from front, center): Daniel C. Gainey, William K. Montague, Lester A. Malkerson, Herman F. Skyberg, A. I. Johnson, Stanley J. Wenberg, Sterling B. Garrison, Laurence L. Lunden, President O. Meredith Wilson, Dr. Charles Mayo, R. W. Darland, William G. Shepherd, Luther J. Pickrel, Otto A. Silha, Gerald W. Heaney, Mrs. Marjorie J. Howard, Clinton T. Johnson and Fred J. Hughes. Missing are Bjarne E. Grottum and Robert Hess.

THE UNIVERSITY

Regents Appoint New Dean, Department Head, Let Contracts

Robert J. Keller, professor of education and director of University High School, was named by the University's board of Regents as new dean of the College of Education at their meeting May 8. Keller, 50, succeeds Marcia Edwards, acting dean since the death of Dean Walter W. Cook last September.

Named head of the Department of Electrical Engineering at the same time was Robert J. Collins. He succeeds W. G. Shepherd, who previously was named University vice president for academic administration.

Keller, a native of White Bear Lake, Minn., is a graduate of the University and has been a faculty member since 1940. He has been director of University High School, a laboratory school, since 1956. He is well known for his surveys used in planning higher education, and for his work on committees of the legislature and the governor. He was a member of the five-man committee which in 1963 picked Marshall as the site of a new state college.

Collins, a graduate of the University of Michigan, joined the University faculty just eight months ago. He previously taught at Rose Polytechnic Institute, Terre Haute,

Indiana, served on the technical staff of Bell Telephone Laboratories, and was a staff member of the Institute for Defense Analyses, Washington, D.C.

In other action, the Regents awarded contracts totalling \$3,250,000 for six construction and improvement projects, including a three-level addition to the Washington Avenue parking ramp (\$205,532); remodeling of the Variety Club Heart Hospital (\$985,843); addition of a wing to the Physics Building, Minneapolis campus (\$939,698); and the construction of an Ion Accelerator Building (\$539,865).

Senate Committee Opens 'U' Probe

The Minnesota Senate subcommittee investigating hiring and firing practices at the University of Minnesota opened its inquiry with a first meeting on May 20 at the State Capitol. Lasting only a brief 17 minutes, the meeting was primarily devoted to the reading of a prepared statement by its chairman, Sen. Robert Dunlap, Plainview Conservative.

Dunlap denied any attempt on the part of the legislature to exercise political control over the University, stating that the subcommittee "recognizes the constitutional limitations imposed upon us to intervene in the control of University affairs." He added that the probe is aimed at providing "information that the University has indicated it is willing to offer."

The subcommittee decided without dissent to invite University officials to its next meeting (June 24) to discuss "personnel policies, including standards of performance and tenure." University officials have indicated they will accept the invitation.



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Amberg, Boyce, Schwantes, Nine Others to Retire From University Faculty in June

Thirteen University of Minnesota faculty members will retire in June with a total of 409 years of service, according to President O. Meredith Wilson.

Retiring with the longest years of service—44—will be Walter M. Lauer, professor of organic chemistry, and Arthur J. Schwantes, professor and head of the department of agricultural engineering. Professor Lauer also served five years as an assistant in chemistry before being named to the regular faculty.

Ray H. Amberg, Distinguished Service director-professor of University Hospitals, and Lloyd F. Boyce, assistant professor of physical education for men, will leave the University with 42 and 40 years of service respectively. Mr. Amberg has been director of University Hospitals for 29 years.

Those retiring with more than 30 years of service are: Dr. Joseph T. King, professor of physiology, 38 years; George B. Vold, professor of sociology, and Miss Hedda Kafka, assistant professor of home economics education, 37 years; and Frank Buckley, associate professor of English, 35 years.

Others completing their University service are: Miss Else H. Bockstruck, assistant professor of physical education for women, 26 years; Miss Jeanette L. Bruce, instructor in the laboratory school, Mark M. Keith, associate professor of biology, and Frank J. Kovach, associate professor of industrial education, all of whom have served on the faculty of the University of Minnesota, Duluth, during the 17 years that campus has been a part of the University; and Mrs. Olive B. Opp, assistant professor of agricultural extension and Pope county home agent, 15 years. Miss Bruce served 10 years and Professor Kovach served 18 years on the faculty of Duluth Teachers college before it became the University of Minnesota, Duluth, in 1947.

Faculty members of the University's Mayo Foundation for Medical Education and Research, Rochester, who have retired this academic year or will have retired by June are: Dr. Edward J. Baldes, professor of biophysics, 38 years; Dr. Nelson W. Barker, professor of

medicine, 34 years; Dr. John M. Berkman, associate professor of medicine, 31 years; Dr. Joseph Berkson, professor of biometry and medical statistics, 30 years; Dr. Haddow M. Keith, professor of pediatrics, 25 years; Dr. Charles W. Mayo, professor of surgery, 31 years; and Dr. Henry L. Williams, Jr., professor of otolaryngology and rhinology, 29 years.

First Morris Graduation

The first graduation exercises at the University of Minnesota's newest four year college—the University of Minnesota, Morris—will be held on Monday, June 15, at 8:30 p.m. Rodney A. Briggs, dean of UMM, said that this commencement program holds special significance for the University of Minnesota because it marks the culmination of the first year of UMM as a four year liberal arts college. "We have reached the focal point of our hopes and plans as we approach our first graduation exercises," he said, "and we will now commence to build upon the tradition of the University of Minnesota, Morris."

The graduation exercises will be held at 8:30 p.m. on the mall of the University of Minnesota, Morris. Cap and Gown Day was held on June 3. UMM's first graduation class will number approximately 60. Thirty-eight of these students were members of the college's first freshman class in 1960.

President O. Meredith Wilson of the University of Minnesota will deliver the commencement address. The evening ceremony will be held on the campus mall with the total UMM faculty present in full academic dress.



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THE ALUMNI



Above: MAA executive director Ed Haislet and University vice president Stanley J. Wenberg talk with a University of Minnesota alumnus-turned-astronaut, Donald Slayton, during a recent visit to NASA's Manned Spacecraft Center in Houston, Texas. The visit was part of a tour to meet with Alumni Chapter officers and members in St. Louis, Houston, and Dallas.



Top: Lining up for pictures at their Fifty-Fifth Anniversary Reunion were these members of the Class of 1909 Electrical Engineers and their wives.

Bottom: Members of the Class of 1914 listen to MAA President Franklin D. Gray at their Golden Anniversary Reunion Luncheon, held May 13 on the University campus.

NASA Head Will Speak At MAA Honors Presentation, Meeting

Robert R. Gilruth '35BS '36MS, Director of NASA's Manned Spacecraft Center in Houston, Texas, and a winner of the University's Outstanding Achievement Award, will be guest speaker at the Eighth Annual Alumni Honors Presentation and Annual Meeting of the Board of Directors and Membership of the Minnesota Alumni Association.

Five alumni will receive the highest awards bestowed by the University and the MAA at the June 1 meeting: one Outstanding Achievement Award and four Alumni Service Awards. Presenting the citations will be University President O. Meredith Wilson, and Franklin D. Gray, '25BA retiring MAA President, will act as master of ceremonies.

The distinguished alumnus receiving the Outstanding Achievement Award will be John A. Moorhead '30BA, president of the Northwestern National Bank of Minneapolis.

Recipients of the Alumni Service Award will be:

Virgil J. P. Lundquist '42MB '43 MD, a Minneapolis physician. He is a former board member and past

president of the Medical Alumni Association, and former board member and past president of the MAA.

Eugene Lysen '18BA, an underwriter for New York Life Insurance Company, Chicago, Ill. He is past president and secretary of the Minnesota Alumni Club of Chicago.

Howard B. Palmer '22BS, formerly Division Research Chief for the Kimberley-Clark Company, now retired and living in Sarasota, Florida. He is past president and club historian for the Fox River Valley Alumni Club (Appleton, Neenah and Menasha, Wisconsin).

C. Herman Welch, Jr. '33BS, Assistant Program Leader, Rural Defense Program, Federal Extension Service, Washington, D.C. He is a former director, past president, and is presently secretary of the Minne-

sota Alumni Club of Washington, D.C.

The program will begin at 6:00 p.m. with an invocation by the Reverend George C. Garrelts, Director of the Newman Foundation.

Following dinner, President Wilson will make the awards presentation and Gilruth will speak. The Annual Meeting will follow with announcement of election results and introduction of newly-elected board members and officers.

The president's report will be followed by the presentation of awards to retiring board members and the meeting will close with "Hail Minnesota" directed by Roy A. Schuessler, professor of music.

Class of 1909, 1914 Reunions

The Fiftieth Anniversary Reunion of the Class of 1914, and the Fifty-fifth Anniversary Reunion of the Class of 1909 Electrical Engineers were held May 13, coinciding with Cap and Gown Day on campus. Both groups of Alumni began the day with a review of the Cap and Gown Day parade from the steps of Northrop Auditorium and attendance at the convocation following the parade. Anniversary



New Chapter President Lowell Doebert, Glenwood, left, is congratulated by past president Robert Benson after being elected president of the Pope county chapter of the Minnesota Alumni Association. Other officers elected included H. M. Halverson, Glenwood, vice president, and Charles D. Angus, Starbuck, secretary-treasurer.

luncheons were held from 1:00 to 3:00 p.m., followed by a bus tour of the campuses of the University. Members of the Class of 1914 were also guests for tea at the home of President and Mrs. O. Meredith Wilson, and finished the day with an informal dinner in the Campus Club of Coffman Memorial Union.

Special guests at the Class of 1914 Luncheon were Prof. and Mrs. Ray Amberg, Distinguished Service Director of University Hospitals and retiring faculty member.

Program chairman for the event, which was attended by over 100, was Norman S. Mitchell. Spencer B. Cleland was vice-chairman.

Peters Heads Morticians

Robert B. Peters '48AMS has been elected president and J. E. Simons '34AMS vice president of the Mortuary Science Alumni Association. Completing the 1964-65 slate of officers is Wayne E. Cease '58AMS, secretary-treasurer.

Board members, with terms expiring in 1964, are John D. Carroll '48 AMS, Donald J. Dobmeier, '51AMS; and August J. Schleicher '58AMS.

Fargo-Moorhead Chapter

Members of the Fargo-Moorhead Chapter of the MAA are considering a proposal to establish a scholarship fund as part of their college student recruitment program.

JUNE, 1964

Heading the committee which is working on the proposal is Gunder D. Gunhus of Moorhead, named chairman of the scholarship and recruitment committee.

Frank T. Knox of Fargo has been named chairman of the membership committee.

Spring Tour

Alumni chapters in three southwestern United States cities were visited recently by Edwin L. Haislet, MAA executive director, and Stanley J. Wenberg, University vice president for educational relationships and development. Alumni were brought up to date on University reorganization and physical changes on campus, growth of the Alumni Association and the work of the MAA staff with outstate groups.

Communities visited included:

St. Louis

Twenty-six members attended the meeting held at Schneithorsts' West on April 25. New Chapter president elected at the meeting was Antony Cina. Other new officers include Marie Shaver, vice president; Sarah Halgren, secretary; Norris Johnson, treasurer; and Michael Waldsmith, member of the board of directors. Outgoing president is Karl Pieper.

Houston

More than 60 people attended a dinner meeting held in the Hotel America. Presiding was outgoing president Jack Bissell. New officers elected include Clark Christlieb, '56, president; Sid Wolfenson '40, vice president; and Harriet Lewis, secretary. Earlier in the day Haislet and Wenberg visited the NASA Manned Spacecraft Center and met Robert R. Gilruth '35BS '36MS, director of the center, and a number of other Minnesota alumni involved in the manned space-flight program.

Dallas

Some 40 people attended a cocktail hour held at the home of Robert Olson, president of the Dallas Chapter and vice president for regents at Texas Institute.

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ROY A. NYQUIST, a registered engineer and 30-year veteran of Libbey-Owens-Ford Glass Company, Toledo, Ohio, was elected vice president of the technical policy committee at an organizational meeting of directors follow-

ALUMNI OF THE MONTH

ing the company's annual meeting in Toledo April 21.

Dr. Nyquist joined Libbey-Owens-Ford's engineering division in 1934, earlier having been on loan as a consultant to the company from A. Bentley & Sons Co., an engineering and contracting firm with which he was associated. He was promoted to assistant chief engineer in 1944, chief engineer in 1951, director of engineering in 1955, and in 1960 was named chairman of the technical policy committee.

A native of Minneapolis, Nyquist received a degree in architectural engineering from the University of Minnesota, and in 1960 was awarded a doctorate in engineering at the University of Toledo.

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WILLIAM WALSH HAGERTY

was recently named president of
Drexel Institute of Technology.

A native of Minnesota, Hagerty
received a bachelor of science de-
gree in mechanical engineering
from the University of Minnesota

**ALUMNI
OF THE
MONTH**

in 1939. Following his graduation,
he served as an instructor in me-
chanical engineering in two East-
ern colleges, Villanova University
and the University of Cincinnati,
from 1940-1942, after which he
joined the faculty of the University
of Michigan in the Department of
Mechanical Engineering.

He obtained his master's degree
and doctorate at Michigan while
on its engineering faculty.

In 1951 he became a full pro-
fessor, and served in that capacity
until 1955, when he left to become
dean of the School of Engineering
at the University of Delaware. He
served there until 1958, when he
was invited to become dean of the
College of Engineering at the Uni-
versity of Texas, in Austin.

He assumed the presidency of
the Drexel Institute of Technology
in September of 1963.



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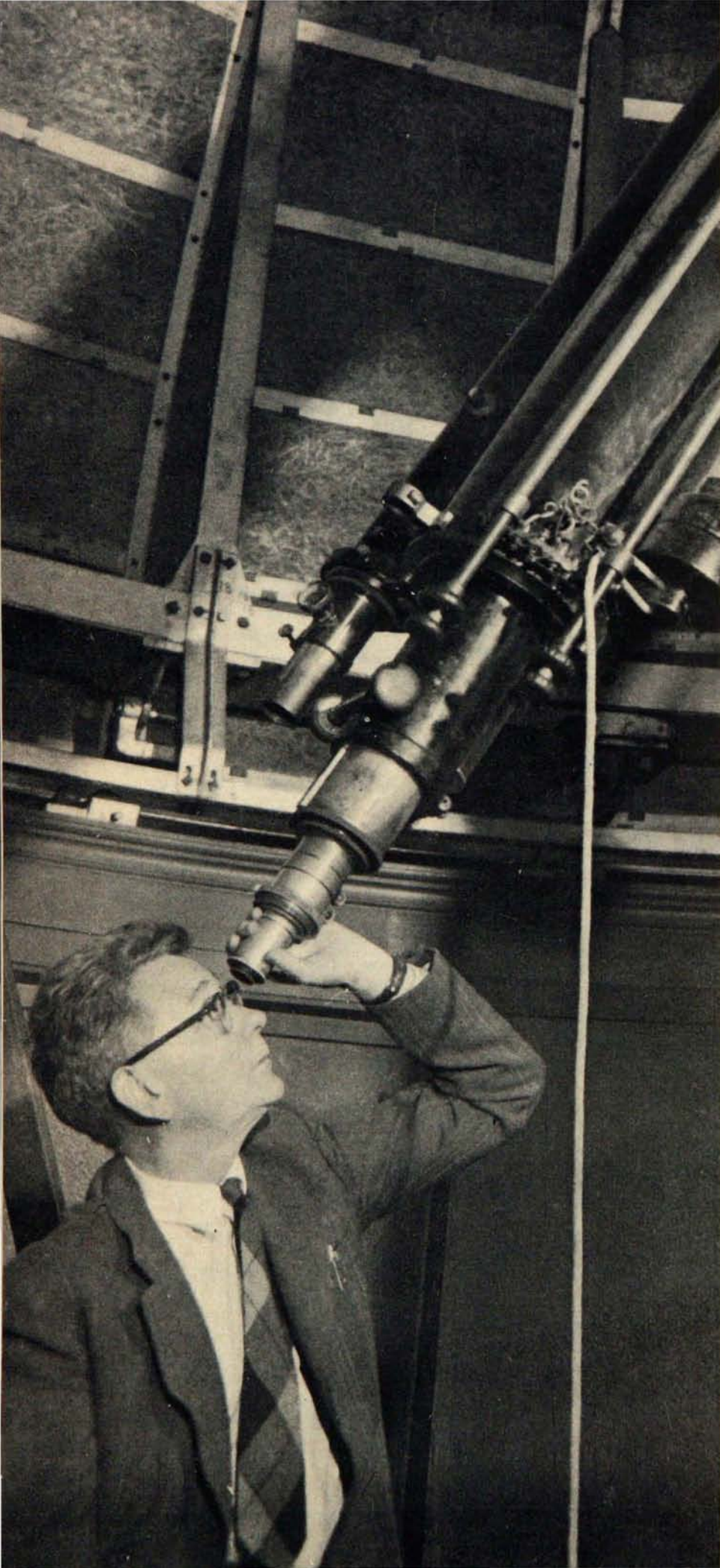
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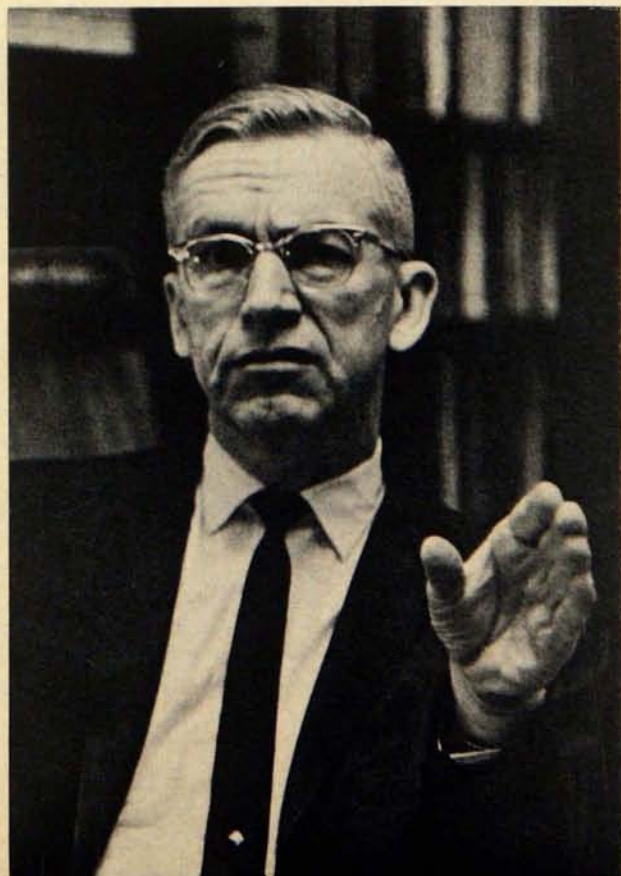


FACULTY CLOSE-UPS

WILLIAM J. LUYTEN Born in the Dutch East Indies. Luyten has been a member of the University of Minnesota faculty and chairman of the department of astronomy since 1931. He began his academic career in this country in 1921 as a fellow in astronomy at the University of California, after receiving a bachelor of arts degree from the University of Amsterdam, and the M.A. and Ph.D. degrees from the University of Leiden. From 1923-30 he served as an astronomer at Harvard Observatory and a member of the school's faculty. He was recently awarded the James Craig Watson medal of the National Academy of Sciences for his contributions to the understanding of "white-dwarf" stars, the faint, dying embers of the stellar population which have exhausted their fuel and shrunk to a fraction of their original size. Over a 30-year period, Luyten has identified more than 80 per cent of the approximately 500 known white dwarfs through systematic analysis of the motion and color of stars of low luminosity in the neighborhood of the sun. A product of his catalog of the white dwarfs, which were observed for the first time in this century, and which he first became interested in during his stay at Harvard, was the discovery in October of last year of the smallest and densest stellar object, a white dwarf with a diameter less than 1,000 miles and a density of 3000 tons per cubic inch, more than 200 million times that of water. Designated LP 768-500, Luyten found this star approximately 40 to 50 light years from the earth.

He is the 17th recipient of the Watson medal since the award was established in 1887 in honor of a pioneer American astronomer and Academy of Sciences member. He is also a member of the Royal Astronomical Society of London and a fellow of the American Academy of Arts and Sciences.

DR. C. WALTON LILLEHEI A University of Minnesota surgery professor and internationally known heart surgeon, Lillehei received his B.S. from the University of Minnesota in 1939, M.B. in 1941, M.D. in 1942, and M.S. in Physiology and Ph.D. in Surgery in 1951. After four years of military service, including the winning of a Bronze Star in 1944, he became a medical fellow at the University, working as a research assistant to Dr. Owen Wangensteen in the Experimental Laboratory of Surgery. In 1949 he became Senior Surgical Resident and a clinical instructor in the Department of Surgery, moved up to associate professor in 1951, and in 1956 became a full professor. Dr. Lillehei was a pioneer in the use of open heart surgery to correct congenital as well as acquired defects of the heart, and was the first to demonstrate that an electrical stimulus from a device called a "pacemaker" applied through an electrode sewn to the heart could maintain an adequate heart beat. He has made significant contributions to methods of stopping the heart for cardiac surgery and to the use of plasma substitutes in the surgery procedure. With co-workers at Minnesota, he developed a bubble oxygenator — a "heart-lung" machine — to keep the blood oxygenated and circulating during cardiac surgery, and was the first to use it in correcting congenital heart defects. He was also the first to apply open heart techniques to repair mitral and aortic valve leakages acquired by older children and adults, usually from rheumatic fever or other infections. Dr. Lillehei has won numerous awards for work in his field, including the Modern Medicine Distinguished Achievement Award for 1957, Minnesota Man of the Year (1957), Order of Leopold, 1960 (conferred by King Baudouin of Belgium), and the Gairdner Foundation International Award for 1963.



WILLIAM S. HOWELL Associate Chairman of the Department of Speech and Theater Arts, Howell is an authority on persuasion and conference methods, and the co-author of two widely used college textbooks, **Discussion and Persuasion**. After joining the Minnesota faculty in 1945, he served as debate coach for ten years, and as chairman of the department for five years. Besides teaching and directing graduate research, he acts as a consultant to Twin Cities companies in communication, conference methods, human relations and public speaking, and serves on several University faculty committees. In the summer and fall of 1958 he visited the Soviet Union, studying student government in Russian universities and English language broadcasting by Radio Moscow. His hobbies include tennis, hunting and "diminutive foreign automobiles."



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DR. STEWART T. GINSBERG,
Indiana Commissioner of Mental
Health, was presented with a Tri-
State Hospital Assembly Award of
Merit at the group's 34th annual
meeting in Chicago. The award is
given each year to an individual
who has contributed greatly to the

ALUMNI OF THE MONTH

progress of hospital care in Illinois,
Indiana, Michigan and Wisconsin.

Dr. Ginsberg, who lives in Indi-
anapolis, Indiana, has been Com-
missioner of Mental Health for the
state since 1957.

Upon his graduation from the
University of Minnesota in 1940,
he served in World War II, follow-
ing which he became a psychiatrist
with the Veterans Administration,
working for 21 years at a number
of hospitals in Indiana, Pennsyl-
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ALUMNI NEWS

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DR. KENNETH A. OSTERBERG, Minneapolis, recently received a two-year Medical Faculty Award totaling \$19,341 at a meeting of the Federation of American Societies for Experimental Biology in Chicago.

ALUMNI OF THE MONTH

A native of Minneapolis, Dr. Osterberg received his B.A. degree from the University of Minnesota in 1951, and graduated from the University's School of Medicine in 1955. Following internship at Minneapolis General Hospital and service in the U.S. Army, he returned to the University in 1958 to begin a clinical neurology residency program.

He has served as an United States Public Health Service special fellow in the pathology department of the College of Medical Sciences since 1960. In addition to instructing sophomore medical students and pathology graduate students, Dr. Osterberg is working on a medical research problem concerning production of scar tissue in the brain.



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AROUND AND ABOUT

'61

Gary E. Gnauck '61BA a first lieutenant in the United States Air Force, has been assigned to duty with an Air Force advisory unit assisting the armed forces of Viet Nam in their fight against Communist aggression.

Laurie R. Johnson '61BA, a first lieutenant in the United States Air Force, has entered navigator training at James Connally AFB, Texas.

Patricia Lamb '61ME has been promoted from instructor to assistant professor in the Department of Physical Education for Women at Carleton College, Northfield, Minnesota. Previous to joining the Carleton faculty she was a physical education instructor at the University of Minnesota.

Don Oshima '61BA, an Army private and member of the 8th Infantry Division, participated in Exercise Lion Vert in Central Europe in September. A NATO command post exercise, Lion Vert was designed to practice communications and staff procedures among the allied forces defending central Europe. The ten-day exercise included flight missions by allied tactical air forces.

'62

Sonja Ann Ellingson '62BA has been appointed a recreation specialist with the Army Special Services Program in Europe. Her assignment is for two years.

Larry L. Johnson '62BA, an Army 2nd Lt., has been assigned to Headquarters, U.S. Army Training Center, Armor, at Fort Knox, Kentucky.

Lyle S. Freiderich '62BSEE has been promoted to associate engineer in the Product Test Laboratory of the General Products Division of IBM, Endicott, New York. He originally joined the company in July of 1962.

'63

Charles M. Mattison '63BSME has joined the Trane Company's St. Paul office as a dealer specialist. Prior to receiving his field assignment he completed Trane's specialized graduate engineering training program.

Carl H. Moline '63MA has been appointed a public health advisor in connection with the air pollution training activities conducted at the U.S. Public Health Service's Robert A. Taft Sanitary Engineering Center, Cincinnati, the U.S. Public Health Service's national research laboratory for environment health. Moline's experience includes service as a public health sanitarian and sanitation supervisor at Sioux Falls, South Dakota, and profession work in this field with Iowa State Health Department and the Bloomington, Minnesota Health Department.

Lorna Hintsala Bruns '63BA has been selected for a position as a recreation specialist with the Army Special Services Program in Germany, Italy and France. Her assignment will last two years.

Larry S. Blocker '63BA has been commissioned a second lieutenant in the United States Air Force upon graduation from Officer Training School at Lackland AFB, Texas.

Kenneth A. Johnson '63BA has been commissioned a second lieutenant in the United States Air Force, after completing Officer Training School at Lackland AFB, Texas. He is being reassigned to Amarillo AFB for training as a supply officer.

John D. Eliassen '63PhD has joined the Research and Development Division of Du Pont's Plastics Department at the Experimental Station in Wilmington, Del.

Lt. Mark H. Kohler '63BA has completed a nine-week officer orientation course at the Armor Center, Fort Knox, Kentucky. The course consists of instruction in the duties and responsibilities of a newly commissioned armor officer.

Israel Leon Bonder '63BA was among the 21 new students who entered the Rabbinical Department of the Jewish Theological Seminary of America when it opened for its 76th academic year on October 17. The Seminary was founded in New York in 1887.

Thelma Thurston Gorham '63PhD has become director of public relations and associate professor of journalism at Florida A & M University, Tallahassee, Fla. In 1960 she left Minnesota to teach at Southern University, Baton Rouge, La., a Negro school. She left Southern in 1962 during the faculty exodus to its administration's stand on sit-in demonstrations.

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DEATHS

Mrs. Marion D. Radow, 40, died recently in St. Paul. A lifelong resident of the city, she graduated from the University of Minnesota with a degree in library science, and been employed as a librarian by the University and Mount Zion temple.

Mrs. Rachel Carleton Sparks '24MD Seaside, Oregon, died August 24 in Portland.

Gerald A. Vacha, 66, director of laboratory services at the Minnesota agriculture department, died Feb. 6 in Minneapolis. He graduated from the University of Minnesota with a bachelor's degree in 1923 and a master's degree in 1926. Upon graduation he began working for the state agriculture department as a bacteriologist and became chief bacteriologist in the 1930's. He became director of laboratory services in 1962. A native of Czechoslovakia, he was known to his friends as "Dr. Vacha."

Walter B. Vercoe, Sr. '31ArchEng, formerly of New Ulm, Minnesota, died Nov. 27, 1963, in Omaha, Nebraska, the result of a heart attack. He was a member of Phi Kappa Sigma fraternity and was employed in the Chief Engineer's Department of the Union Pacific Railroad in Omaha at the time of his death.

Dr. Myron M. Weaver, 62, dean of the Union University (Schenectady, N.Y.) graduate school, and formerly dean of the faculty of medicine at the University of British Columbia, and assistant dean of medical sciences at the University of Minnesota, died Dec. 25 in Schenectady. Born in Detroit, Dr. Weaver served as director of research relations and head of the medical department of Eli Lilly & Co., Indianapolis, from 1934-41, when he joined the faculty of the University of Minnesota. From 1946 to 1948, he was a member of the founding board of directors of the Minnesota Medical Service, commonly known as the Blue Shield Program. He also served as a consultant to the President's Commission on the Health of the American People in 1952, and in the following year was the Canadian representative to the First World Conference on Medical Education in London.

Dr. Newell Richard Ziegler, 64, died January 22 in Minneapolis. He was associate professor in the Bacteriological Department of the College of Medical Science. Dr. Ziegler received his M.D. from Minnesota in 1928 and his Ph.D. in 1930. He had been director of the blood bank at University Hospitals from 1954 to 1959, and since 1959 had directed the Special Immunology Division of the Clinical Laboratories at the Hospitals.



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Alumni Club Notes . . .

June is going to be a great month for everyone at the Alumni Club. We have some wonderful new plans and policy changes.

No. 1 — *Every Friday and Saturday* evening the dining room will serve dinners an extra hour — until 10 p.m. for the member who likes to dine a little later.

No. 2 — *Every Thursday, Friday and Saturday* there will be live music for dinner and dancing. See hours and dates below.

No. 3 — *The Club will be closed Saturdays* during July and August.

Please make your reservations early for all the special nights as we are restricted as to the number we can accept. Call the Club, 336-3031 or send in your reservation at once.

Monday, June 1 — Wine Tasting

The French Red Wines. The zesty full bodied wines from the most famous wine district of France. Starting time 6:30 p.m.

Thursday, Friday, Saturday, June 4, 5 and 6 —

Special Dinner and Dance Nights

Music from 7:30 to 10:30 Thursday evening by the Bruce Allard Combo. Friday and Saturday music from 8:30 to 12:30. Friday and Saturday evening dancing one dollar cover charge per person. Regular dinner prices. Dinner from 5:30 to 10:00 p.m., Friday and Saturday. Plan your evening at the Club — delightfully cool for dining and dancing.

Tuesday, June 9 — Ladies Bridge Luncheon

Lunch at 12 noon. Bridge from 1:15 until 4:00 p.m. Prizes for tables and a special door prize. Lunch and bridge \$1.75 per person.

Thursday, Friday, Saturday, June 11, 12 and 13 —

Special Dinner and Dance Nights

See June 4, 5 and 6.

Monday, June 15 — Meet the Coach Night

Meet Murray Warmath, head football coach at the University of Minnesota. Coach Warmath will talk about his team and the coming 1964 football schedule.

Thursday, Friday, Saturday, June 18, 19 and 20 — Special Dinner and Dance Nights

Monday, June 22

To be set.

Thursday, Friday, Saturday, June 25, 26 and 27 — Special Dinner and Dance Nights

Monday, June 29 — Wine Tasting

Sauternes — the most delightful of the French dessert wines. Starts at 6:30 p.m.



Summer Family Swimming Plan

A special arrangement has been made with the Sheraton-Ritz Hotel to purchase family memberships for the Sheraton-Ritz Swimming Pool at one-half the fee charged the public. The reduced rate is \$25.00 for the Club member and his immediate family. Daily swimming privileges are also available at a cost of \$1.50 per day for adults and \$1.00 per day for children. Members may bring non-member guests and pay the regular daily rates for guests.

Beginning June 1 a lifeguard will be on duty during regular swimming hours, tentatively set at 9 a.m. to 9 p.m. Lockers are available, and towels will be provided at no charge.

Pool and patio food and beverage service is available from 11:30 a.m. until midnight.

Those purchasing family memberships will be provided with an identity card for each member of the family, which must be presented on entering the pool area. Charges for swimming can be added to your Club account.

Special Thanks

The Club's management would like to thank several people for their help in setting up some of our Special Events nights: Jerry Teener of Renfield Importers for his sponsorship of our Italian Wine night; Bill Embach of W. A. Taylor and Company, and Harold Ridgway of Kraft Foods, for their co-sponsorship of our Port Wine and Cheese night. Thanks to these gentlemen for several enjoyable evenings.

SPECIAL NOTE

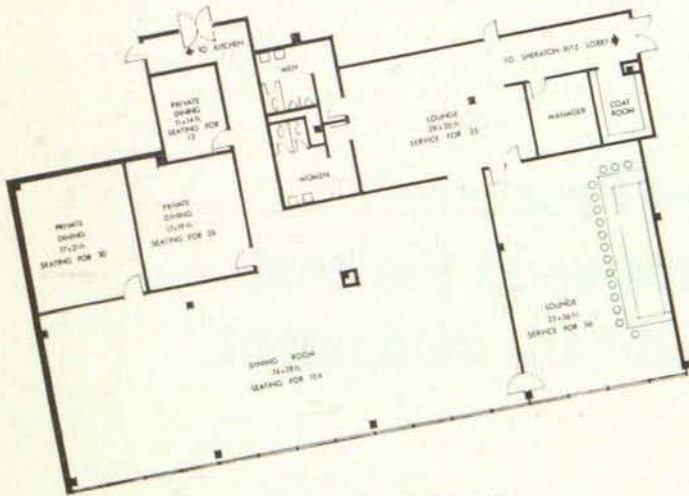
Your program committee is endeavoring to bring you the best possible program and special event nights. Often in order to take advantage of some of the special programs available, there is no time to get out a mailing. Notices of these special programs are posted on the bulletin board. Therefore we ask that you please check the bulletin board to be sure that you won't miss any of the special events that we have planned for your enjoyment.

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