

Missouri Western State College

A HISTORY 1915-1983



Missouri Western State College
A H I S T O R Y 1 9 1 5 - 8 3

BY FRANCES FLANAGAN

© 1983 by the Board of Regents of Missouri Western State College

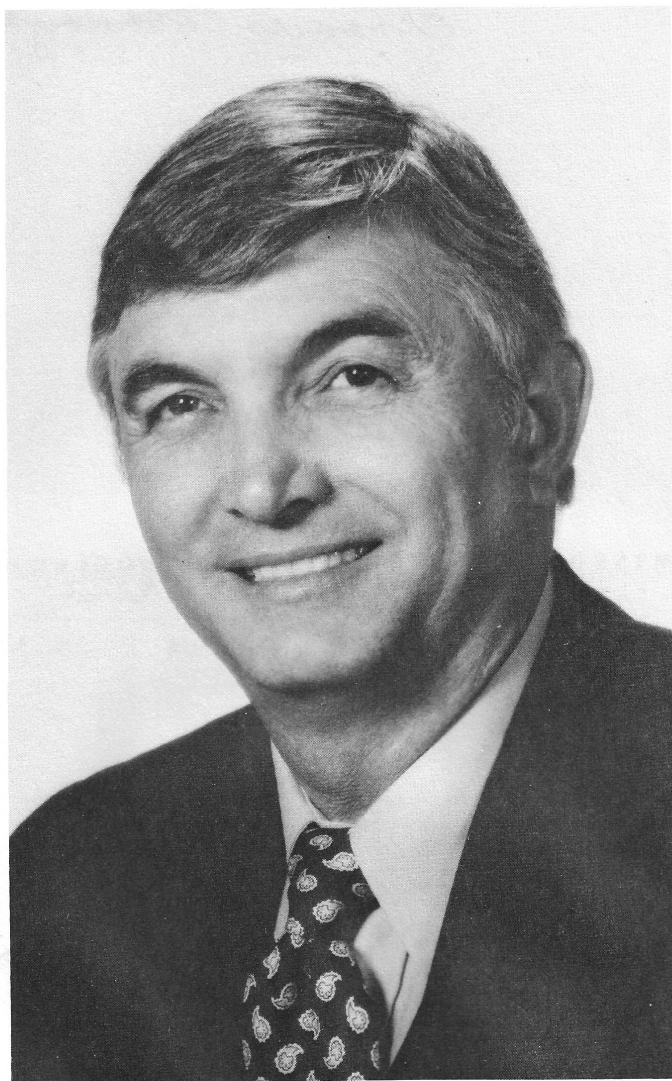
Cover photograph by Kendy Jones

Missouri Western State College actively follows a policy of nondiscrimination on the basis of race, color, religion, sex, or national origin in regard to all employment practices and to student financial aid, recruitment, admission, housing, and retention of students as required by Title IX of the Education Amendments Act of 1972.

Missouri Western State College actively follows a policy of nondiscrimination on the basis of physical or mental handicap as set forth in Section 504 of the Rehabilitation Act of 1973.

To M. O. Looney, president of Missouri Western State College 1967-83, this book is dedicated. Without his vision, his drive, his tenacity, and his leadership, Missouri Western would not have achieved its present stature as a vibrant institution serving students, the community, and the state.

It is with great appreciation that this history of the college is presented.



Dr. M. O. Looney, president of Missouri Western State College 1967-83

C O N T E N T S

Foreword		iv
PART I	St. Joseph Junior College	2
ONE	A Junior College Course	3
TWO	High above the Broad Missouri	13
THREE	The Long Spring	22
PART II	The Metamorphosis	33
FOUR	Change upon Change	35
FIVE	Change amid Difficulty	52
SIX	A New Direction	65
SEVEN	Struggles for Power	70
PART III	Missouri Western State College	75
EIGHT	A Campus Emerges	76
NINE	Formation Continues	84
TEN	Developing a Curriculum	94
ELEVEN	Building a Faculty	105
TWELVE	Student Life	110
THIRTEEN	Field and Fieldhouse	116
FOURTEEN	Town and Gown	122
FIFTEEN	Reaching Beyond	130
SIXTEEN	After-Word	135
Appendices		137
APPENDIX A	Members of the Board of Regents	138
APPENDIX B	Members of the Board of Trustees	138
APPENDIX C	Presidents of Missouri Western [State] College	138
APPENDIX D	Deans of Missouri Western Junior College	139
APPENDIX E	Presiding Officers of the Faculty Association	139
APPENDIX F	Presidents of the Professional and Administrative Association	139
APPENDIX G	Presidents of the Supportive Staff Association	140
APPENDIX H	Presidents of the Student Body	140
APPENDIX I	Presidents of the Missouri Western State College Alumni Association	141
APPENDIX J	Presidents of the Missouri Western State College Foundation	141
APPENDIX K	Faculty Members 1915-83	141
APPENDIX L	Professors Emeriti	148

APPENDIX M	Enrollment Figures	148
Index		149
About the Author		159
Photographs		
	Dr. M. O. Looney	i
	Nelle Blum	21
	Missouri Western Junior College	34
	Dr. Frances Flanagan	159

F O R E W O R D

In mid-August 1982, Dr. M. O. Looney asked me to write a history of Missouri Western State College. I am not sure that he said he hoped it would be completed by June 30, 1983 — the day set for his retirement as Missouri Western's president — but when I agreed to take on the task, I knew the book should be off the press by that time. Within a few days, however, I discovered that my working time would come to an end much earlier than that.

This brief history of my writing assignment highlights one fact: I needed assistance. Had this help not been supplied — by many persons and many organizations — I am not at all sure that this book would have been completed in the allotted time, and I am sure that it would have lacked much vital information. I wish I could thank, publicly and individually; each one who answered a question, granted an interview, volunteered information, read chapters, helped with editing, provided office space, or aided in any other way. Since this is impossible, I hope that all who helped but whose names do not appear in this acknowledgement will accept my thanks and my assurances that they are remembered.

Of those groups and organizations that gave vital help, no doubt the Missouri Western State College Alumni Association should be mentioned first, since this group provided the essential financial support for the project. Missouri Western State College, through its administrators, faculty members, staff, and students, provided help with research and editing and gave needed moral support. The School District of St. Joseph and the St. Joseph Chamber of Commerce graciously allowed me to consult their records. The St. Joseph Public Library furnished material on the early days of the college.

Many of the persons who helped have, at one time or another, been associated with the college as students, teachers, or administrators. Nelle Blum, Louise Lacy, Frank Popplewell, and G. Max Coleman are among those who have shared their memories; Miss Lacy and Mr. Coleman also read and criticized portions of the manuscript. Michael S. McIntosh, a former member of the Department of English and Modern Languages and presently publications editor for the Missouri Department of Conservation, provided indispensable editing services. Community members helped, also. Kelsev Beshears provided information that might otherwise have

been beyond reach. Molly McCord Bell generously read proofs. Rush Printing Company cheerfully accepted a tight production schedule.

In my search for material, I generally turned to primary sources. My references to the St. Joseph Gazette and the St. Joseph News-Press were so numerous that in most cases I omitted the name of the city in my citations. I consulted the Central Outlook of the 1915-25 era, the Central yearbook from 1916 to 1920, the Spectator from 1924 to 1930, the Griffon News beginning with 1930, and the Griffon yearbook from 1921 until the present. I consulted the official minutes of Missouri Western's governing boards, as well as many Missouri Western documents and publications. In using these primary materials, I maintained original wording, spelling, and punctuation wherever it seemed feasible. Sometimes, I relied on oral history, and, since I attended the junior college and much later taught in both the junior college and Missouri Western, I occasionally used memories of my own.

I have also relied on a number of books. Some of these are related to colleges in general, some specifically to Missouri Western State College, Northwest Missouri State University, St. Joseph, or northwest Missouri. In addition to the books identified in the text, I have consulted the anonymous Western Story... From Then...To Now, which was issued by the college in the mid-seventies.

A history as brief as this one and as hastily prepared can make no pretense of being absolutely correct, either in the interpretations of its author or of the many other people whose memories and interpretations are included. Neither can such a book pretend to be complete. Thousands of persons have helped to mold the college, but only a few representatives of that group could be included. Long periods of calm had to be covered with less detail than eras of crisis. In the final section — "Missouri Western State College" — the emphasis on the present is at least equal to that on the past.

Every book must have an audience, this book was written for all those who have been or will become a part of the college community, either directly, through their participation, or indirectly, through their interest. Dr. Looney, of course, stands at the head of the line.

Frances Flanagan

St. Joseph, Missouri April 15, 1983

Amid the shining new buildings and spanking new trees of Missouri Western State College, it is easy to forget that the college is not new, as well. But as thousands of alumni know, Missouri Western, under an assortment of names, has had a long and varied existence — first as a municipal junior college, then as a district community college, later as a hybrid four-year college, and now, in its present state, as a full-fledged four-year state college. Having developed through an evolutionary process, the college has retained desirable characteristics of its past at each stage along the way, so that even now Missouri Western is what it is, in part, because of what it has been. Yes, the buildings are new, the trees are new, and the mission encompasses new goals, but Missouri Western State College is steeped in the traditions of sixty-eight years of growth and change and wears the memories of thousands of students and hundreds of civic leaders and academicians who have been a part of its history. These memories the college wears with grace and acknowledges with thanks.

P A R T I

St. Joseph Junior College

CHAPTER ONE

a junior college course

There seems to be in this country at the present time a growing sentiment that the High School course be lengthened two years, by offering a course of study covered by the first two years in college.

SAMUEL I. MOTTER, CHAIRMAN OF THE HIGH SCHOOL COMMITTEE,
BOARD OF EDUCATION, ST. JOSEPH, MISSOURI, 1915

St. Joseph, Missouri, founded in 1843 by fur trader Joseph Robidoux, bustled and grew and dreamed of prosperity. By 1861, this new community could boast of its 11,000 inhabitants, of its paved streets and the bridges it had erected over its streams, of its hemp and grain and pork-packing industries. The Civil War hit hard in this city of many strong Southern sympathizers, and efforts toward revival were dampened by the general panic of 1873; nevertheless, the city not only survived but prospered. Chris L. Rutt, author-compiler of *The Daily News' History of Buchanan County and St. Joseph, Missouri* (1899), speaks of a "real estate flurry in 1886" that had greatly extended the limits of the city, stretching beyond Twenty-second Street on land "that had been in grass and of no value except to the dairymen, who pastured their cows thereon." Many of the new homes sat along streets that were "paved with asphaltum, brick, and macadam." Downtown, St. Joseph was thriving and booming as new railroads encouraged the growth of industries and gave an impetus to merchandizing. The Board of Trade busied itself with turning the river town into a metropolis.

By 1915, when E. L. McDonald and W.J. King compiled an updated version of Rutt's history, the boom years were past. Little could be added to Rutt's survey — a new packing firm, a few new buildings. The Board of Trade had been replaced by the Commerce Club.

But St. Joseph attempted to be a fine city as well as a prosperous one. With certain reservations, it could pride itself on the care of its "paupers," its prisoners, and the mentally ill. Rutt and the two later editors gave top

billing to the mental hospital. "The most important public charity in Buchanan County and one of the most important in the entire West, is State Lunatic Asylum No. 2," Rutt stated enthusiastically, and his successors seemed to agree. When it came to the care of physical illness, there was less to be proud of in Rutt's day. There was a city hospital for the indigent that had little going for it other than, as Rutt reported, "the air, of which there is an abundance, such as it is." By 1915, the indigent sick might be cared for by the Daughters of Charity in St. Joseph's Hospital on Tenth Street or at Noyes Hospital, out on Frederick Avenue.

In 1899, there had been a home for ex-slaves and an orphanage for boys, but these had disappeared by 1915. The Home for Little Wanderers, located "in the extreme eastern portion of the city," had survived and is the Noyes Home of today. Interestingly enough, Rutt wrote of a free kindergarten for the children of working mothers. In his day, Associated Charities handled assorted charitable ventures, but by 1915 this organization had been replaced by the Social Welfare Board.

There was one city facility, however, about which Rutt would not even attempt to make a favorable comment, and that was the county jail. "Grand juries have condemned it regularly for thirty-five years," he noted, without pointing out that it had been just that long since the end of the Civil War. In almost vituperative terms, Rutt went on to say that the jail was "an antiquated, unsafe, unsanitary pile, that would be considered about the 'proper thing' in Spain, where they are retrogressive and cruel." This, of course, was written at the time of the Spanish-American War, which perhaps affected the citizens' view of things. At any rate, a new jail was finally built in 1909; it was a proper facility that cost the taxpayers nearly \$100,000.

In 1915, however, as in 1899, city prisoners were sent to a workhouse where, according to McDonald and King, they spent their days breaking up rock for street repairs.

Nor was the city deficient in recreational and cultural opportunities. The four city parks of 1899 had been increased to seven. Krug Park, the ten-acre gift of William and Henry Krug (who had stipulated that no alcoholic beverages should ever be sold on its premises) was still the finest and best loved. For active (as well as spiritual) recreation, there were the YMCA and YWCA. A free public library, replacing a circulating library, had been open since 1891. There were fine theaters — the Lyceum, the Orpheum, the Tootle, and the Crystal — that, among them, offered every-

thing from an appearance by Pavlova, through a "screaming" comedy, as the News-Press described one offering, to the newest "photoplay." Some great stage plays were presented in one or another of the theaters, but perhaps more often than not, they, like such musical treats as a performance by the Minneapolis Symphony, were made available at the new city auditorium. Special events, in those days, might be held at one of the private clubs or, if they were for more general patronage, at the Hotel Robidoux. The Robidoux, according to the News-Press, was the scene of the Social Welfare Board's "second thé dansant of the season," given on February 13, 1915.

Then, as now, ladies had their study clubs and civic organizations. The Fortnightly Club encouraged an interest in the performance of music. The Runcie Club, founded by Constance Fauntleroy Runcie, the wife of a local minister and the granddaughter of Robert Owen (noted as the founder of New Harmony, Indiana), devoted itself, as it still does, to the serious study of literature; a spring 1915 program included Miss Elizabeth Cook's "Comparison of 'Paola and Francesca' with D'Annunzio's 'Francesca da Rimini'."

By 1915, members of the Art Club had decided that it was high time to purchase a really important work for the enjoyment and enrichment of the citizens. During the year, they held teas and other benefits to secure funds for acquiring the chosen work, A Venetian Balcony by William Merritt Chase. Today, this major painting hangs in the Albrecht Art Museum.

Early twentieth-century St. Joseph took pride in its schools. Elementary school building programs could almost keep pace with the demand, although at times double sessions were required at one or another of the buildings. The High School, established in 1866, became Central High School, to distinguish it from Benton High School (1907) in the South Side and from the planned North End High School (1917). There was a Colored High School, established in 1888, and, of course, colored grade schools. During the years, beginning as early as 1855, the Deutscher Schul-Verein had been active in perpetuating the German language through German-American schools for the children of immigrants; a German-English school survived until 1917. Now and again, fashionable private schools and academies added luster to the city's educational scene, but these, too, had largely disappeared by the twentieth century. There were also Catholic schools; these were headed by the Convent of the Sa-

cred Heart, a school that had begun turning frontier girls into knowledgeable and proper young ladies in 1857 and had returned to that task after the Civil War-, during the war, the school had been used by the Union Army, Christian Brothers College, a Catholic business school for boys and young men which specialized in strong doses of theology and stern moral discipline as well as in worldly tuition, had opened its doors in 1858, closed during the war (as had the city public schools), and reopened in 1867.

Beyond the high school level, formal education was limited to professional study. Separate schools at various times offered work in medicine, law, and veterinary science. In 1904, the school district had established a one-year Teacher Training Program for high school graduates. According to school board minutes, pedagogy, a generous exposure to elementary classrooms, and a "review of common branches" made up the curriculum. Those who completed the program successfully could, "upon recommendation," be appointed as supply teachers in the city elementary schools. (After two years, these appointees would be eligible to apply for regular teaching positions.) These professional schools and programs, however, neither required work in a college or university nor offered courses considered essential by the colleges and universities of the day.

There is a tale, probably apocryphal, that explains early St. Joseph's lack of a college as the result of deliberate choice. According to this seemingly undocumented story, which is old enough to have been heard in childhood by present-day octogenarians, the city once was offered a choice between a teachers' college and a state mental institution. City dignitaries, it seems, deemed a state hospital to be the more lucrative of the two institutions, so the college was turned down, State Hospital No. 2, which seemed to be such an adornment to the city in the eyes of early historians, was authorized in 1872 — approximately the same time that normal schools were being established in central and southeastern Missouri. While this fact does not confirm the story, it does add to its credibility.

Whether or not this story has any basis in fact, it is certainly true that St. Joseph showed little, if any, interest in acquiring the state normal school that was eventually awarded to Maryville. Legislation to provide a state normal school in northwest Missouri had been introduced as early as 1874. This move, as well as several later attempts, ended in failure. By 1905, however, the time seemed at hand, and through a concerted effort, northwest Missouri counties produced a bill that made its way through both houses and was signed by the governor on March 25, 1905. On the

following day, the Gazette noted the accomplishment in a brief news item.

Immediately after the governor's approval, a number of northwestern Missouri towns that had worked for the normal school proposal heightened their campaigns to secure the new institution, but St. Joseph did not join them. In fact, in her 1956 history of Northwest Missouri State College, *Behind the Birches*, Mattie M. Dykes states categorically that "St. Joseph made no effort to obtain the school for itself." However, even though it was officially neutral in the race — which existed chiefly between Maryville and Savannah — St. Joseph seems to have manifested some interest in the Savannah location, probably because of its proximity. On August 4, 1905, the governor declared Maryville the victor of the hard-fought campaign.

Three-quarters of a century down the road, one can only wonder at the city's disdain of the institution for which Maryville fought so tenaciously — even, according to the *St. Joseph News-Press*, to the point of telling "every local woman in Maryville... to put on her best dress and appear on the streets" on the day when the powerful governor-appointed commission was to look the town over. Perhaps St. Joseph's citizenry was well satisfied with its own recently established teacher-training program. Perhaps local residents did not attach significance to an institution for teachers only and to one that offered only the equivalent of two years of college at that. It may have been that the city wasn't much interested in higher education; the citizens of Maryville strongly suggested this possibility when they presented thirty-one state university students to the governor's commission and claimed that all of Buchanan County and Savannah could have produced only thirty-four. (They did not mention that others from those areas might have been enrolled in colleges or universities elsewhere, but the August 5 *News-Press* printed this charge without comment.) It is probable, too, that many in the city agreed with the *News-Press* writer who, after Maryville's selection, called it "a rich progressive and beautiful town," and also with the member of the commission who, according to Dykes, wrote in the *Kansas City Times* that Savannah was in danger of "becoming a manufacturing suburb of St. Joseph" and that it would then "surround the school with environments not those of a typical college town." Perhaps all of these explanations are right; if so, they should be joined by one more: either the city fathers failed to envision the probable growth of such an institution and the cultural and financial advantages it could bring to the city or they failed to realize that St. Joseph could ever

need such support.

By 1915, however, a new kind of college had developed, and this one did appeal to both city fathers and to school officials. This was the junior college — a truncated two-year institution usually offering courses in general education that were deemed to be of sufficient quality to replace first- and second-year courses offered by the universities. The practice of offering a partial college program was not new; in *The Junior College*, Walter Crosby Eells says that a Catholic institution established in Newton, Maryland, in 1677 "might be called the earliest junior college." What was new was the junior college concept, and this had been developed in the mid-nineteenth century. At that time, William Rainey Harper and others began to view the university as an institution composed of two rather distinct and divisible segments, with the first two years being concerned with the liberal and general and the final two years with the professional. If, indeed, this division existed, it followed that a separation of the upper and lower divisions might be made, not out of expediency as in the past, but deliberately, with the purpose of improving the quality of education. The junior college movement, which had been given great impetus by a 1902 Harper address, spread quickly into a number of states; one of these was Missouri.

Missouri's position in the junior college movement seems to have begun in 1910 as the result of the university's effort to help upgrade the quality of work done in struggling private colleges within the state. Interested unrecognized and nonaccredited colleges were given the option of confining their work to the first two collegiate years and conforming in their curriculum and teaching practices to standards established by the university. If upon examination by the university they were deemed satisfactory, they were given accreditation as junior colleges.

By 1915, the university had enlarged its role to include the accreditation, through the same procedure, of school district-maintained junior colleges that had grown up from high schools. Through this method, Kansas City had already established a junior college. Now the School District of St. Joseph thought it would like to be added to the list as the second public junior college in the state and eighth in the country.

It is difficult to say exactly when the movement toward the establishment of a junior college began in St. Joseph or by whom the first steps were taken, but it seems certain that the compelling impetus came from without rather than from within. In fact, when the school board began its dialogue on the possible addition of a junior college to the public school

system, it clearly did so in response to a communication from the Commerce Club — the one-time Board of Trade and future Chamber of Commerce. School board minutes for July 28, 1915, state:

A communication was received from the Commerce Club requesting consideration of a Junior College Course in the High School, and the Secretary was instructed to reply that it would be considered when conditions permitted.

Although what seems to be the earliest relevant entry in the minutes of the Commerce Club — made on July 16, 1915 — speaks of a "movement" already underway, formal action in the matter was definitely precipitated by their request. The July 16 entry, which had led to the school board acknowledgement given above, followed the heading "High School Extension Course" and said,

The President [William E. Spratt] stated that Dr. [Daniel] Morton had urged that the Commerce Club take some action in encouraging the movement for the adding of a junior college course in the St. Joseph High School. This matter was referred to the Education Committee with the request that they take the matter up as early as possible and confer with Dr. Morton and others on the subject.

The school board may have thought, as its terse July 28 acknowledgement implies, that the matter of the junior college had been laid to rest for the time; if so, it had not accurately gauged the fervor and tenacity of the Commerce Club, whose immediate reaction seems to have been to make arrangements for a joint meeting of representatives of the two boards. The meeting was held sometime before the Commerce Club met on August 6, with President Spratt of the Commerce Club in attendance and Superintendent Whiteford representing the Board of Education. A report of that meeting appears in the Commerce Club minutes for August 6, again under the heading of "High School Extension Course":

By invitation and in accord with action taken at the last meeting, Prof. J. A. Whiteford met with the directory and the question of a Junior College Course in connection with the High School here was talked over at length. The very great benefits which the Board of Directors and the Education Committee believed would result from the adoption of the proposed plan were outlined to Mr. Whiteford, who fully agreed that the idea was a splendid one, and would be economical in the long run, but explained convincingly the impossibility of putting it into operation with the funds now at the disposal of the School Board.

But while Superintendent Whiteford may have "explained convincingly" that it would be impossible to support a junior college with the funds on hand, he obviously did not convince club members that a consideration of means of supplementing the "funds on hand" would be futile. According to the minutes for the same day, three methods of securing funds were discussed: increasing the school tax, securing endowments, and charging an admission fee. While support from the state could not be relied upon, it was mentioned in the deliberations. Exactly what this discussion led to is unclear, as the writer of the minutes avoided making any judgments. "The conclusion seemed to be," he began warily, "that while the plan was very desirable, it could not be adopted at once, but that agitation and education on the subject should be continued."

Just three days after this joint meeting, Samuel I. Motter, then a member of the Board of Education and chairman of its High School Committee, presented his thoughts on the subject before the board. His lengthy and obviously carefully prepared communication covered many aspects of the junior college issue. After a brief mention of the junior college movement, which he saw as the extension of the high school program to include the first two years of college, he expressed his approval and explained why he favored such a program for St. Joseph:

It will materially broaden our education system and bring an advanced education into homes where boys and girls have been deprived of it on account of the expense now attached to a college course. There is a danger too in sending a boy or a girl out from parental care and control at the age of the average high school graduate. Motter then launched into a discussion of an aborted attempt by the legislature to provide state support for normal courses attached to high school programs:

There was passed by the last legislature a law concerning a two-year normal course to be added to the high school course. Under the law our appropriation from the State amounted to about eight thousand dollars, however, on account of the burning of the school at Warrensburgh [sic] the law appropriating the money was vetoed by the Governor, and this district has not now funds sufficient out of its income to provide for the expense of the two-year university course.

He went on to explain why the school district could not afford the junior college at the moment but how if, as he anticipated, the state legislature's plan reached fruition with the next meeting of the legislature, some judicious juggling of funds allotted for normal school support could pro-

vide partial funding for a junior college. He ended his communication with these recommendations:

I would recommend, however, that at present a committee of this Board be appointed to take up this matter (of the junior college], and to co-operate with a committee of the Commerce Club, and see if some methods cannot be devised for financing this university or junior college course. I recommend that the present Normal Course be discontinued; in many ways it is insufficient and inefficient and await the action of the next Legislature in relation to appropriating funds for the two-year normal course before mentioned.

The board's response to Motter's letter suggests a degree of ambivalence. The normal school was discontinued for the next year — no doubt to the consternation of young ladies who had been planning to enroll in it that fall. On the other hand, action on all other matters brought up by Motter was postponed. A resolution endorsing the "Junior College Plan," which was included with offers of support for the North End High School, had been received from the First Ward Improvement Club and was inserted into the minutes without comment.

What happened between the August 9 and August 23 school board meetings is not clear. By the latter date, however, the attitude of the board members had changed significantly. Where there had been talk of postponement, now there was talk of action; what had been considered impossible had somehow become urgent. The minutes of August 23 simply state:

By unanimous vote a committee was ordered appointed to confer with the Commerce Club and others to see if some method can be found [to] finance the junior college plan for the coming year and report back to the board.

The next information on the subject comes from the September 3 meeting of the Commerce Club, at which Mr. Horace Wood, chairman of the Education Committee, gave a report. By this time, the committee had met with the committee appointed by the school board. Mr. Wood was able to report that the groups had agreed on a plan "which had since met with success" for inaugurating a college course. The plan called for a tuition fee of forty dollars a year for residents and sixty dollars for others. The school board "had not yet taken forward action," Mr. Wood stated; however, "the junior college course was practically assured."

The following day, September 4, 1915, the school board made its de-

cision. The minutes read:

By unanimous vote it was ordered that the Junior College Course outlined by the special committee be established in Central High School, and the arrangement of details be left to the committee, subject to approval of proper authorities of the State University and that requirements for entrance to the course be the same as those for the State University, and that tuition for residents be \$40.00 and for non-residents \$60.00 per year payable in advance.

By September 9, the committee had been appointed and had come up with plans for the curriculum. Included in that first year of study were such courses and topics as English literature, composition and rhetoric, Cicero's Essays on Friendship and Old Age, European history, French, inorganic chemistry, trigonometry, and college algebra. There were also some electives and courses in education. All courses corresponded to courses offered by the university. The committee decreed that "students of the College are to be subject to the same regulations as students of the High School except that the hours spent in school are to be according to schedule of classes as arranged by the Principal." This meant, among other things, that college classes would commence the third week in September.

Thus, quietly and casually, higher education came to St. Joseph — quietly, casually, and with neither interference from nor the blessings of the state of Missouri. No one seemed to think of this oversight as the university went about its apparently self-imposed task of accrediting one more new public junior college just as it had already accredited a number of private colleges. In fact, it was 1927 before legitimatizing legislation came along. It was then, according to Eells, that a law was passed "permitting the organization of junior college courses in any public school district in the state [Missouri] with a fully accredited high school, 'on the approval of and subject to the supervision of the state superintendent of schools'." And Eells points out that by that time, "at least five public junior colleges" already existed.

On September 18, just before classes were to begin and two weeks after the approval of the "Junior College Course," the Gazette carried an article on the new program. The writer praised the site of the new college, with site referring to the tract of land between Thirteenth and Fourteenth streets, just north of Olive, on which Central High School and an elementary school were located. This position was described as "one of the finest in the state," providing as it did "a view of the winding river, the alfalfa

fields of Kansas and the fruitlands beyond, and of the factories, shops and business and office buildings of St. Joseph." But with this, the author abandoned the realities of the city and its surroundings and entered instead into a world of the city's dreams:

Although two years of college work have been added to the curriculum of Central high, this is not the end of the ambition of some of the friends of the school system here. They hope to see the day soon when the full university course has been installed as it is in St. Louis, Cincinnati and a number of other cities in the country, and which will give children of the city the opportunity to get a finished education at small cost.

CHAPTER TWO

high above the broad Missouri

*High above the broad Missouri,
Stately on the hill-top's crest,
Stands our dear old Junior College,
Looking toward the glowing west.
Shadowy dreams and aspirations,
Memories sweeter with each year,
Cling in misty golden streamers
'Round her Tower, to us so dear.
Junior College, Alma Mater,
Though the days are long gone by
When we learned your noble lessons,
Beauty, law, and service high,
Still we love you, Junior College,
Loyal sons and daughters true
Fill to you life's brimming goblet,
Junior College, here's to you!*

"TO ALMA MATER," LOUISE LACY, CLASS OF 1919

Central High School, to which the new college welcomed its first class, occupied a stately Victorian building high on the river bluff. There was no provision of a special section, no name over the main entrance — or any other entrance — to help the students perceive or to let the world know that the college existed. As the school board had decreed, the college students abided by high school regulations; since no other arrangements were provided, they also conformed to high school practice. As in the high school, classes were held in rooms assigned to respective teachers. College students attended convocations planned primarily for high school audiences; members of both groups consorted freely in several organizations. In the first years, there were no separate publications. From

1917 through 1920, the high school shared its yearbook with the college; the first edition of the *Spectator*, a solely college paper, was issued December 15, 1924. But from the first, there was one outward mark of distinction: college students were free to come and go in accordance with class schedules.

Nevertheless, students who attended the college soon learned that it was not a high school. Edna Feeney, a member of the class of 1921, recalls her experience in French. On the second day of class, French teacher Mary E.B. Neely called Mademoiselle Feeney to the blackboard to demonstrate her mastery of the day's assignment. Within a very few minutes, Mademoiselle Feeney realized that the cursory examination of a text that had sufficed for high school preparation would not do in college. But the learning had come too late to save the learner from being called up to the board every day for the rest of the semester.

According to most accounts, thirty-five students made up the initial junior college class; in some reports, however, the number slips to fifteen. In 1917, when the first graduation ceremonies were held, eight young women and two young men received diplomas. Already, World War I had made its inroads, and one student who had enlisted — Lieutenant William Pinger — was never to return. However, in those early days, not only during the war but also for several years afterward, the student body was predominantly female. Possibly the adults of the era, who saw the junior college as a way to keep "boys and girls" under the parental eye, were chiefly concerned with overseeing the "girls." Probably, a number of the early students were young women who would have attended the normal school had it not been discontinued. For the young men of St. Joseph, perhaps the utility and suitability of the new institution required some proof.

The first faculty numbered seven or eight, and it, too, was largely female. It was composed of Central High School teachers whose subject areas, preparation, and abilities qualified them for college teaching — in this case, for substituting a college course for a part of their usual high school load. According to the standards of the time, these first teachers were adequately prepared. Miss Mary E. B. Neely, for instance, had completed two years at Vassar and had taken additional work at the Sorbonne; her bachelor's and master's degrees, however, were to come later. Even though all of the new faculty members/undoubtedly felt that their selection was an honor and all happily responded to the challenge of getting the new institution successfully launched, they must have been dismayed at the pros-

pect of getting their first semester underway on no more notice than a week or so. In 1919, in the joint high school-junior college Annual, some perceptive student — or possibly one with inside information — wrote that the beginning faculty "conquered difficulties in getting the classes started, planning new courses, and adjusting the work to meet the requirements of the state university." Considering the circumstances, this seems far too mild.

But whatever challenge the faculty must have felt seems to have been at least equaled by the experience of early students. In 1917, sophomore David Raffelock philosophized in the Annual. He and the others in the original class, he said, had entered the junior college "sailing uncharted [sic] seas, for a known port, but over an unknown course." These students, he concluded, "were worthy workers, as all pioneers should be." This sense of mission and of responsibility for the future was stated even more explicitly the following year, when an unnamed student wrote, "The ideal which has guided the Class of Eighteen has been the thought that they are building the foundation upon which St. Joseph Junior College depends."

The college had barely made a start before the realities of war intruded upon its calm. The combined high school-junior college newspaper reflects the worry, the growing concern with shortages of food and clothing, the necessity of skimping on heat and light. According to an account in the October 23, 1917, paper, seventeen junior college girls made a dramatic appeal for economy in clothing. They sat in the front row at a joint assembly wearing "white middies with blue collars and dark skirts." Although the uniform dress idea never caught on, there were other attempts to encourage economy that may have been more successful, if less dramatic. Louise Lacy, then a student, later a teacher, talked to the college and high school girls on simplicity of dress as a way to help in the war effort.

Novel ideas were not all centered on wearing apparel; there were challenging ideas for feeding the armed forces as well as for clothing them. A most interesting food-related suggestion came from Miss Anna Jensen, a teacher, who presented the female students with a way to provide both food and happiness to the boys in service. The Central Outlook for November 6, 1917, stated that Miss Jensen "asked that each girl receiving candy from young men callers send it in the Christmas boxes to the soldiers in France or in training."

Even the curriculum felt the effects of war in these troubled years. In

May 1918, in an effort to "make the world safe for democracy," the study of German was abolished in all St. Joseph public schools. The board took this move "as a step in the right direction of eventually obliterating Prussian influence and power forever from the face of the earth."

Despite all this, however, the college seems to have provided a haven within that acted to mitigate the somber pressures from without. Miss Lacy no longer remembers her plea for avoiding woolen clothing so that there would be more wool for the armed forces; what she does remember is the warmth, the happiness, even the security that the college provided. Student and teacher expectations were high — for themselves and for each other. Everyone studied; classes were small and teachers helpful; if a student became a dropout, it was the result of a real emergency. Even a once-in-a-lifetime class cut was unusual. As Miss Lacy sees it now, this was an age of innocence, and the college was one of its bastions.

There were early indications, even proofs, that the college was a success, that the foundation so carefully laid by those initial students was a firm one. In the 1922 Griffon, the graduates of the five preceding years were listed along with their occupations. (This practice of including alumni members lasted for a number of years.) Of the fifty-nine living alumni on the list, nineteen were currently enrolled in a college or university, one other was listed as a university graduate, one was teaching at the University of Kansas, one was a lawyer. Of the others, twenty-two were teaching; many of these, of course, had already received degrees, but perhaps most were following the then-common practice of combining winter teaching with summer study, so that their degrees were yet to come. And not only was St. Joseph Junior College sending many students on to the university; the quality of student being sent on was as impressive as the quantity. In 1922, Calla E. Varner, then vice-principal of both the high school and the college, made a study of the junior college graduates. She discovered that no student from St. Joseph Junior College "had ever failed in a single hour at the University of Missouri." She also learned that a proportionately large number of the junior college graduates had been elected to Phi Beta Kappa while at the University of Missouri. By 1922, one graduate had received a degree from the Kansas Agricultural College at Manhattan; he, too, had made Phi Beta Kappa, as had the one graduate who had received a degree from the University of California. Miss Varner reported also that these students had participated in the activities and the social life of their respective institutions, thus seeming to quiet anyone

who might think of suggesting that Junior College was developing drones.

Under the circumstances, with the small college always overshadowed by the large high school, the development of any coherence was difficult. Nevertheless, bit by bit the college began to develop its own identity and to develop in its students a feeling for the nature of the academic world that they had entered so casually and that at best was barely discernible.

An early move made by the college was the adoption of the griffon as a symbol. The original symbol was designed by Norman Knight, a member of the class of 1918. The reason behind the choice of a mythical guardian of riches as a symbol for a struggling young college is interestingly explained in a feature in the 1922-23 Griffon. According to the Kipling-like bit of fiction, Junior College needed a griffon to guard the "dreams" that their "treasurers of high ideals and hopes ... meant someday to realize." According to the January 26, 1970, Missouri Western College Alumni Newsletter, Knight chose the "mythical guardian of buried treasure" because "education is a buried treasure obtainable only through hard 'digging'." At about the time the symbol was selected, the college colors of black and gold were chosen also.

Slowly, college publications emerged. The Griffon Yearbook came first, in 1921; the Spectator, ancestor of the Griffon News, began in late 1924. Penny Whistles, the literary magazine, appeared first in 1929.

Bit by bit, also, the college developed its own organizations apart from —and sometimes different from — those open to the high school students. These organizations served a variety of purposes, and by 1925 there were twelve of them. Some were ambitious, such as the orchestra with its twelve members, or Cheshire Cheese, which encouraged writing, or the Athletic Association, which had begun several years earlier when athletics had needed every body in the college just to survive. There was the YWCA affiliate that provided young ladies with opportunities for prayer, service, and fun; and just for fun, there was Mes Amis, an organization that was open to all students and is remembered fondly by those who were members. The Dramatic Club, Natural Science Club, Boys' and Girls' Glee Clubs, La Lucita, and Le Cercle Français all served to entice students with varying talents and interests to belong to something. The Student Senate met a need of the college as well as of the student body. Whatever its reason for existence, however, each organization was a reflection of faculty awareness of the need for an academic environment and

of their commitment to the task of creating it.

For the young women of the college, there was one mark, one privilege, that set them apart from their less-privileged high school sisters. Early in the life of the college, someone seems to have decided that young women should have a place for retreat between classes (young men, presumably, were considered able to fend for themselves). The women on the teaching staff, through their own generosity or that of someone in authority, thereupon became sharers of their own private retreat: the ladies' rest-room. A partition of sorts was duly erected between the two portions, and the students' section was furnished with a rickety couch, some old chairs, and tables of dubious vintage. This retreat may not have been planned as a recreational center, but in an era when few young men were in college at all, it soon became the hub of college social life — where all was innocent, but not all was decorous. Girls played cards there, which was "a most devilish thing to do," an avid bridge-player of today recalls. When noises and motions beyond the screen indicated the approach of a teacher, the cards were hastily withdrawn from view. Then there was the day when Miss Varner was overheard to say that "the air was alive with peanuts." Those who remember the incident believe there were quite a few on the floor, as well.

Despite the difficulties that had to be surmounted, the junior college athletic program seems to have taken off to a heady start. By 1920, sports activities were available for both male and female students. A picture of the girls' sports club appears in the 1920-21 Griffon. Muriel Lomax, who later became supervisor of health and physical education for the School District of St. Joseph, is listed as "Leader of Gang" and Madeleine McDonald, long-time Central High School physical education instructor and originator of the Girls' Athletic Association concept, as "Vice-Leader." "Gang" activities included basketball, baseball, swimming, tennis, and roller-skating hikes.

Perhaps "brave" is the most appropriate description of the boys' athletic program during the infancy of the college. In 1920-21, "every available man ... tried out for the [basketball] squad," and no doubt the "loyal supporters behind them" did their best with:

Black and gold, black and gold,
Knock 'em cold, knock 'em cold.

Nevertheless, the season that started out as "a promise" ended in only one victory, and that one, the Griffon observed, was snagged "through

sheer grit and nerve."

In 1922, what seems to have been a total of thirteen players even more bravely took on football. The results that first year were dismal. The Griffon sportswriter admitted it: "That the football season in Junior College was a failure cannot be gainsaid," he wrote. "The loss of every game makes that statement true." The players not only lost every game but also managed to finish the season without making a score.

The next year, however, was much better, partly because the team members had some experience. The first year's team, the 1923-24 Griffon sportswriter commented, had had so little experience that "the team as it finally stood had members who had never played even 'kickapoo'." With the improved team, however, the results were more satisfactory: two wins, two losses, and one tie. "This year," the writer asserted, "you must admit that we did exceedingly well in building up a total of seventy-eight points."

In the following year, a vastly improved team with eighteen men out for the sport lost only one of its six scheduled games. For whatever reason, however — limited facilities, the loss of coach or players — that was football's final year at the junior college. Basketball survived and continued throughout the junior college era. Athletic activities for girls existed spasmodically.

During the years when, outside the classroom, St. Joseph Junior College and Central High School were barely distinguishable from each other, and even for some years after the two schools occupied separate buildings, the same administrative head served both institutions. Under the existing circumstances of the large high school and the small college, it was perhaps inevitable that the high school should receive the larger share of the chief administrator's time and attention. Even so, one of these early heads stands out as clearly in the memories of those who knew her in college as in those who knew her in high school. This was Miss Varner, who taught social studies in both the high school and the college, who served both as vice-principal and then principal, and who for a brief time was designated president of the college.

A large woman with a strong, resonant voice, Miss Varner dominated the scene wherever she appeared. She exerted her ability to lead in the development of the high school and in getting the neophyte college firmly established. As a good educator must, she valued students as well as institutions. She prided herself on her ability to help young people succeed and

over the years attracted a number of protégés. She enjoyed working with both young men and young women, but perhaps not quite equally, with the young men having the edge.

Miss Varner was one of those who become legends in their own time, and anecdotes concerning her still abound. College students from World War I days remember her frequent references to the "vicious circles" of society, which were dramatically represented in lopsided drawings on the blackboard. Those who worked with her remember the surprising turns of her conversations. "You should always go to church," she once admonished a fellow administrator. "Some of my best ideas come to me when I am in church." But her best-known trait during her lifetime, and the one most frequently recalled today, was her ability to call all of her students by name. She memorized the names laboriously and retained them tenaciously. Students were both amazed and delighted.

Miss Varner once was the subject of a *This Is Your Life* television program. After her death in 1965, a foundation was established in her name for the purpose of providing scholarships to deserving and academically competent college students.

Despite the euphoria that generally prevailed, the students had one great wish — to have a building of their own. As early as 1919, an article in the shared yearbook expressed the junior college students' desire for a change. "The most immediate material need of the college," the writer stated, "is a building of its own. Even four classrooms entirely separate would immediately increase the self-respect of the college and make possible the development of a college atmosphere." In 1922, after complaining that classes were distributed "from basement to the balconies of the auditorium," an obviously fed-up student stated, "We are ready for a new building... but there is no building ready for us." He included a hope that the Associated Press was listening. By 1923, the Griffon writer in charge of baiting the authorities came up with an eye-catching heading. "When Is a College Not a College?" provided a means for expressing dissatisfaction with the inconveniences (and perhaps injuries to the ego) resulting from the continued mix of high school and college students.

So in 1925, St. Joseph Junior College moved into its own building. The building was not a new one but rather the former elementary building which, with Central High School, shared the site that was said to be "one of the finest in the state."



Nelle Blum

(Bray)

CHAPTER THREE

the long spring

As young people we must be the world we want.

GRIFFON NEWS, OCTOBER 22, 1945

After the move into its own building, the college experienced a long period of structural and academic calm. From 1925, the year of the first move, through 1933, when the college settled into the old Robidoux Polytechnic School, and on into the 1964-65 academic year, the internal life of the college underwent no drastic change. At the end of that time, after a full fifty years of existence, change was imminent, but until it came in the summer of 1965, the college continued to do exactly what it had been established to do in the beginning. In the 1925 Griffon, W. W. Henderson, president of Brigham Young College, had listed the "great" functions of a junior college as the opportunity for education at home, preparation for the university through meeting the student at his own level, and the benefits of a finishing (vocational, technical, preprofessional) school; this same listing, with somewhat varying interpretations of the final point, might have been made at any time during the existence of the junior college.

Stability of structure and continuity of objectives, however, did not guarantee freedom from pressure. The Great Depression, World War II, and the Korean conflict saw to that. Neither did stability lead to stagnation; the leadership exerted by administrators and faculty, the interchange of ideas, the constant interplay between potential and reality, all helped to avert that condition.

One of the factors responsible for this long period of calm was the nature of the woman who served as dean of the junior college for twenty-six of its fifty years. Upon the separation of the junior college from the high school, the Board of Education saw the need for an administrator whose one responsibility would be the college. As a result, the position of dean was created, and while Miss Varner officially served as president for

nearly a decade, the dean soon, if not immediately, became the real administrative head of the junior college. David W. Hopkins, the first person to fill the post, served from 1925 until 1928. Leonard M. Haynes, who followed Mr. Hopkins, stayed on until 1931. Nelle Blum, who had been a Junior College teacher of education, logic, and psychology since 1921, assumed the deanship as an acting dean in 1931 and continued to serve as dean until 1957. Intelligent, strong-minded, fair, and calm, Miss Blum set the tone for the entire institution. Her dignified manner, her seeming imperturbability, spoke then as now of a person in control, never of persons, always of situations. In 1940, a student who recognized her strengths and explained them in the warlike context of the time wrote that she was "an ideal example of what a perfect leader should be."

"Although obliged to discuss financial matters as well as the curricular ones," the writer continued, "she does it with the ease and finesse of a general."

In 1972, Miss Blum was given a Distinguished Service Award by Missouri Western College. At the same time, she was honored by having the College Center named for her.

By the time Miss Blum assumed her role as dean, the Great Depression had already begun. Inevitably, this period of economic chaos, exacerbated by tragic extremes of weather, left a mark upon the college. Nevertheless, retired faculty members who experienced those years assert that not all the effects of the Depression were harmful. Frank Popplewell, author of *Teacher in Missouri: 1925-1972*, recalls one year when local real-estate taxes could not be collected and blank contracts were offered and accepted, and another when money for salaries ran out altogether; he also recalls that during the thirties the quality of both student body and faculty was high.

Mr. Popplewell relates that before the Depression many families sent their sons and daughters away to Ivy League institutions, small private colleges, or state universities. After 1929, the number of families that could easily afford such luxury dwindled, and more often than not their college-bound sons and daughters began their post-high school work at home. At the same time, the scholarships that had attracted bright young men and women to distant institutions were not so generally available, and even when they were, the extra expenses, including transportation costs, were often prohibitive. For the junior college, this meant the addition of a sizeable number of students with rich backgrounds and high motivation.

Mr. Popplewell points out that athletic scholarships also were minimized during this period. This meant that the best athletes from city and area high schools, who under normal circumstances would have been gobbled up by larger institutions, were glad to be asked to play, without scholarships, for the local two-year institution.

But the same financial bind that kept the upper-middle-class students at home for their education often kept the working-class students away entirely. About midway through the Depression, this problem was alleviated through the establishment of the National Youth Administration (NYA), a program designed to provide funds for needy college students through work-study arrangements. Mr. Popplewell recalls that the initiation of this project brought "exceptionally good students" to the college.

And if students could not afford to attend the large or prestigious institutions, it naturally follows that those same institutions did not need and could not afford to hire the bright young teachers who formerly might have expected to join their faculties. As a result, St. Joseph Junior College was able to attract fine young men who not only provided excellent teaching in their disciplines but who also gave balance to a faculty that tended to be predominantly female, middle aged, and native. Popplewell lists four such additions: Samuel T. Sanders, mathematics; George H. Duerksen, chemistry; Grant L. Pistorius, physics; and Raymond S. Elliott, music. Mr. Popplewell's own name might well be added to the list. A historian with a strong respect for scholarship and a keen, inquisitive mind, Mr. Popplewell demanded that his students think and that their thoughts be based on facts.

It would be pleasant to write that the Depression finally wore itself out or eased away, but of course its demise actually occurred only when that much greater tragedy, World War II, encouraged widespread productivity. As its predecessor World War I had done, the new war brought a full measure of suffering to all Americans. But while the First World War, despite the sacrifices and loss of life, did not seem to trouble the college deeply or mar it permanently, the second war had immediate and lasting effects. Two days before the attack on Pearl Harbor, a Griffon News writer stated that Junior College students did not want to go to war but would do so if it became necessary; the next issue of the paper, which came out two weeks later, carried a picture of Joseph Richey, the first Junior College war casualty. "We have grown up," a student wrote.

Part of the growing up included a half-whimsical acceptance of vari-

ous sacrifices imposed by the war. Even before the United States entered the war, shortages were occurring, and student writers had engaged in a little thought modification with such headings as "You'll Save Gas" and "You'll Save Tires." The saving of cloth, especially silk for parachutes, became imperative. The Associated Collegiate Press account of a University of Minnesota club, which bore the contemporary name of "Silk for Uncle Sam" and whose members agreed to go barelegged to support the war effort, probably seemed humorous at the time. But the students were able to find humor in the situation long after its seriousness had become intense and immediate. "Hats will no longer hurt the masculine eye for simplicity is the fad," someone exulted in 1942. Suits — feminine suits — were "almost skimpy." When students urged their contemporaries to purchase war bonds, they often relied on the catchy phrasing of the times. "How can we 'give the ax to the Axis' if we don't invest in our government?" a student asked.

By the summer of 1943, the scarcity of food had become an important issue. Faculty members were helping the cause, or at least attempting to help it, by raising Victory Gardens. Some of the amateur gardeners produced vegetables; others produced nothing but laughter. Marian Harvey was one of the real gardeners. Her garden, she claimed, produced "big 'juicy' ears of sweet corn." R. E. Stone, who did very well at teaching social sciences, did less well at gardening, and bragged of a success quite unlike Miss Harvey's. As the Griffon News told it, it could "boast of a bumper crop of bugs — bugs on the squash, bugs on the potatoes, green lice on the turnips, and worms on the cabbage and tomatoes." There was little cause for laughter, however, on November 17, 1944, when visiting speaker Lieutenant C. William Tesch pointed out that liberated people would have to be fed and that America would have to feed them.

The real sacrifice of World War II, in the college as well as without, was in the loss of life. Issue after issue of the student paper reported on the dead. In December 1943, alumnus Joseph Morton, a war correspondent, addressed the student body; the headline in the paper read that Morton "Pulls No Punches in Describing Horrors of War." In September 1945, it was Morton's death that was reported; the writer had perished eight months earlier in a "Nazi Horror Camp." By the war's end, hundreds of students and former students had been participants, and between sixty and seventy had lost their lives. One woman, nurse Ruth Ann Thayer, was among the victims.

But aside from its inconveniences, genuine sacrifices, and great tragedies, this war had effects and repercussions that changed the pattern of education in America. One of these changes grew out of the increased demand for technical skill that the war effort produced. In March 1942, a Griffon News writer noted that there was a trend toward terminal courses in junior colleges, and a month later a student, stating that the "cry for technical schools" had grown "loud and intense," recommended the ideal solution — a technical education with a liberal arts background. "Perhaps," the student continued, "the war itself will disgust humankind with mere things and turn it again to the contemplation of how to use things for the greatest social benefit."

From about this time on, the college showed an increased awareness of the need for vocational training and of its responsibility in providing it. For several years the annual catalog, The St. Joseph Junior College, carried a notice that "greater emphasis is to be placed upon vocational and semiprofessional education for those who will terminate their formal schooling upon completion of two years of Junior College work." There was a need for facilities, the catalog noted, but something would be done about it soon.

And in 1944-45, something was done about it. The catalog for that year offers such manual-skills courses as radio, machine shop, automotive mechanics, aircraft sheet metal, and welding; it points out that student nurses at both Missouri Methodist and Sisters' Hospital receive their psychology, physiology, and chemistry through the college, and highlights the institution's "fully accredited teachers' training course."

Another significant effect of the war was a new thrust toward the education of adults. Prior to the war, the college had been viewed as a safe harbor for "boys and girls." A 1925 directive had even required students to carry at least nine hours of classwork, thus seemingly eliminating the possibility of the enrollment of part-time students. For many years, students beyond the age of twenty had to pay tuition; this, too, served to diminish the accessibility of the college to the adult population. When an occasional adult woman did choose to attend college, she was given a special listing in the Griffon (and perhaps in other places as well). While "girls" were listed by their first and last names with no title, married women were listed as Mrs. Smith or Mrs. Brown, with no given names included, thus raising a barrier against the mature student. In the summer of 1942, however, changing attitudes toward adult education were reflected in the establish-

ment of the first summer session by St. Joseph Junior College. In 1943, an evening program was initiated. Its purpose, the Griffon News stated, was "to aid the people in St. Joseph, who still might wish to get a college education even though they are working during the day."

The biggest boost to these extra programs came when the veterans started returning from the war. One of the first to return to the college was George Sherman, who was back from the navy with a medical discharge. By 1945, many veterans were returning. Miss Blum recalls that Merrill Steeb was one of the first of that large group that returned near the war's end or soon after its close. The establishment of GI benefits in 1945 brought hundreds of World War II veterans to the college over the next few years. Soon these returnees were joined by veterans from Korea and eventually from Vietnam. This ongoing program still benefits the men and women who have served in the Armed Forces — and benefits the college as well.

Educators of the mid- and late 1940s were startled to learn that one could be married and still be a good student, and that persons over twenty-one years of age could learn quite as well in the classroom as their younger counterparts did. By 1947, these "older" returning students had done so well that a Griffon News writer was moved to comment on their surprising performance:

The veterans have proved that it is not only possible for a person between the ages of 20 and 35 to absorb knowledge, but that they are more willing to work for it and better able to retain it than the 18 year old high school graduate. A later issue of the student paper carried an article that commented on the veterans' good grades.

Perhaps in an indirect way, the war had some effect on the ending of segregation. At any rate, on May 17, 1954, the Supreme Court handed down its landmark decision in the case of Brown vs. Board of Education o/Topeka, which states that the concept of separate but equal schools is contrary to the law as established in the Fourteenth Amendment. Missouri, as a segregated state, had not allowed black and white students to attend classes together or even to go to the same schools and had in fact provided not "separate but equal" but rather separate and unequal educational opportunities. In 1952, two young black men attempted to enroll in the junior college but were refused since their admittance was clearly and strictly forbidden by Missouri statute. After the Supreme Court's decision, five St. Joseph teachers became the first black students to attend Junior College.

Virginia Glass, one of the five, recalls that Bartlett High School, where she had been teaching, was closed at the end of the 1953-54 school year. As a result, Mrs. Glass had to take additional course work to qualify for elementary certification. The Junior College summer session began on June 5, just nineteen days after the Supreme Court's ruling. This makes it quite likely that Mrs. Glass and the other Bartlett teachers at the junior college that summer became the first black students in the country to enroll in a previously white institution in a formerly segregated state.

In the fall of 1954, approximately a dozen black students enrolled in the college. Evidently, Clifford Hughes had previously spent one year at another institution. He is listed in the 1955 Griffon as one of the graduates and thus, presumably, became the first black graduate of St. Joseph Junior College. Don Meredith, John Guyton, and Wade Thuston, who played basketball in 1955-56, are believed to be the first black Junior College athletes. Willie Washington, who became the librarian after Jean Trowbridge's retirement, was the first black professional employee, and Herman Fitter, a Jamaican hired in 1965, became the first black faculty member and possibly the first to hold a non-American passport. Mr. Pitter came to the college just after the formation of the junior college district.

As a citizen of another country, Mr. Pitter would not have been quite as unusual in the student body as on the faculty, but nearly so. Arso Gligorievitch, who came from Salonika, Greece, in 1948, was hailed as the first student from a Mediterranean country; Henry Chiang from Seoul, Korea, enrolled in 1949. Mok Tokko came from Korea in 1952. There were others now and then, but throughout the St. Joseph Junior College days, a foreign student remained a distinct but desirable rarity.

During these years, as in all its years, the college was the beneficiary of excellent teaching. Miss Blum found time to teach during most if not all of her administrative career. Others included the men mentioned by Mr. Popplewell and Mr. Popplewell himself; Miss Harvey in social studies; Clara Albrecht in German and French; Miss Lacy, Emily Wyatt, Mary Lee Doherty, and Richard Taylor in English; Helen Brown in Spanish; and Edgar Little in chemistry. Orrel Andrews, who taught botany, dreamed of a children's museum and, with the assistance of the Natural Science Club, started what has become the St. Joseph Museum. The list of those who worked to make St. Joseph Junior College an excellent small institution could go on and on to include nearly all who taught there. As at any institution, however, there are a few who stand out as pioneers, as pacesetters,

as standard bearers; a list of these would certainly include Edith Moss Rhoades and Mary F. Robinson.

Miss Rhoades came to the college as an English teacher in 1920. After her retirement in the spring of 1941, a Griffon News writer using the initials M. A. M. spoke of her as "... the essence of the true college spirit." "Under her," the writer continued, the English department "became one of the finest in this part of the country and the envy of other colleges." "Students entered her class with awe," says the dedication to Miss Rhoades in the 1941-42 Griffon: "Students left her classes with definite philosophies and standards geared high because of their association with a mind of such great scope that it made them give their best."

Miss Rhoades also figures in a tale recounted by Nelle Blum. The circumstance was the annual visitation by representatives of the University of Missouri. After looking through the catalog, the evaluator expressed some reservations about Miss Rhoades's probable ability to teach a course he found listed beside her name. At Miss Blum's suggestion he visited Miss Rhoades's class to check out his suspicions. Upon his return to the dean's office, he had only one terse comment to make: "Let that old lady teach any class she wants to."

Dr. Mary F. Robinson came to the college as a teacher of psychology in 1926. In 1932-33, she spent a year at the University of Chicago while she worked toward the doctor's degree. After she obtained her degree in 1938, she and Dr. Walter Freeman collaborated on *Psychosurgery and the Self*, a study of prefrontal lobotomy that one present-day psychologist has described as "balanced." As a result of her interest in the treatment of mental illness, Dr. Robinson eventually had a part-time affiliation with St. Joseph State Hospital. Dr. Robinson retired from teaching in 1957. In her long teaching career, she proved to be as fine a teacher as a scholar. Not only intelligent and scholarly, she was also patient and understanding. As a result, she was able to stretch the minds and heighten the aspirations of the mentally superior while at the same time enhancing the thought processes and increasing the self-confidence of the average.

Sports other than basketball came and went — possibly with the availability of coaches, players, facilities, and funds. There was no football, which, given the school's earlier performance in the sport, was a blessing. Sometimes there were tennis teams, and sometimes golf. In the late fifties and early sixties, Harry Force coached track and Herbert Hullinger was involved with intramurals. During these years, intercollegiate

sports for women were practically taboo, and women's competitive sports in general were more likely to be countenanced than approved. Much of the time, however, there was some kind of athletic program for women, although this, too, required the use of borrowed or rented facilities. The YWCA came to the rescue of the college female athletes for many years.

It has been pointed out by a former college athlete that the paucity of the program can in no way be attributed to Miss Blum. Miss Blum demonstrated her interest in athletics by sponsoring the college athletic association in her early teaching days and maintains that interest still. "Miss Blum was always highly supportive of athletics," Mr. Sherman says in remembering his college years. The problem was never one of indifference on the part of the dean or of the board; the problem was that funds for an extensive program and appropriate facilities simply were not available,

The sports scene hadn't improved much since the early years of the college. With the move away from the Central environs, easy access to a gymnasium evaporated, and the fact that the college had to scrounge for facilities didn't do much for the morale of players. Besides that, there were no athletic scholarships and no recruitment of athletes; occasionally, semi-reluctant and semi-qualified coaches were drafted from the faculty.

Despite the handicaps, basketball endured — one way or another. For one year during the forties, Mr. Popplewell — who was much better known as a teacher — served as the basketball coach. According to one member of his team, Mr. Popplewell learned his techniques from a book so old that some of the rules had been changed. "We all liked him so much, though," this one-time player said, "that we kept still and tried to win for him." And win they did. Mr. Popplewell recalls that it was a successful season, and that they beat all of their opponents at least once.

Charles Burri, now Missouri Western's director of athletics, was a star player during the 1949-50 season. His memories are of difficulties encountered in those days when a teacher who took a dim view of athletic programs could be obstructive with impunity. Mr. Burri recalls that it was a little difficult to get along in a class in which absences for games were considered inexcusable and therefore became unexcused absences.

Student activities in 1965, as Junior College prepared to celebrate its fiftieth year, were surprisingly similar to those in which the students of the twenties, and even the teens, were involved. If anything, the range of activities had narrowed, and, certainly in proportion to the number of students enrolled, opportunities had decreased. That this situation occurred is

understandable. In 1965, the college was still very much a commuter college, but by then, many of the commuters were jobholders who found very little time for the traditional extracurricular activities. Nevertheless, in 1965 as in the preceding forty-nine years, college activities reflected the concern of the faculty for providing a full range of educational opportunities and the determination of many students to live their academic life to the full.

The Student Senate, originated rather bravely in 1924, continued its role of providing leadership for the students and service to the college. A perusal of its membership rolls proves that it was indeed a school for leaders. Former members include at least one who became a college president and others who became lawmakers, lawyers, physicians, business executives, and civic leaders.

Probably as a reflection of the goals of excellence established by the faculty members, many of the organizations were based on, and intended to enhance, college performance. Phi Theta Kappa, the honorary society for junior colleges modeled after the prestigious Phi Beta Kappa of four-year institutions, continued to stand at the apex of local college organizations. The St. Joseph chapter, which had been organized in 1926 with Miss Rhoades as sponsor, was later directed by Miss Harvey; in 1965, Marion Buczek was a cosponsor. Miss Harvey recalls that Junior College hosted two national Phi Theta Kappa conventions during the time she served as the local sponsor. Phi Theta was discontinued locally only when the college became a four-year institution.

Over the years, there were losses and some gains. One prestigious organization, Cheshire Cheese, had died out by the time the college was celebrating its fiftieth year. Penny Whistles, the magazine published by this literary society, had been first issued in 1929 and survived until the mid-fifties. By 1965, the Foreign Language Club replaced the separate language-organizations; Delta Psi Omega, a dramatic society, had emerged; a choir attracted the musical; an Engineer's Club met the needs of students whose interests and ambitions led to the practical application of the skills they were acquiring; the Mental Health Club reflected the growing interest in the practical application of psychology to the concerns of living. The Natural Science Club was gone.

In 1965, student leaders were still vying for membership in the Mace — an organization of long standing whose membership was usually limited to the top six leaders of each class. Dorothy Brown Graham, who be-

came a Missouri Western counselor and for many years was director of counseling, was a 1935 member of the Mace.

The Student Union Board was a relatively new organization. Members were "responsible for keeping the Grotto," a recent addition to college facilities, "an enjoyable gathering place," and were expected to coordinate the student activities that took place there.

The existence of the Grotto as a college facility is some proof that the college enrollment had outgrown the one building that had served nearly all needs for more than a quarter of a century. A one-time church, the building was located conveniently enough just across the street. Since it had been constructed for the purpose of edifying rather than educating, it required quite a bit of imagination for one to think of it as a college facility. It was roomy, however, and with the addition of a few temporary walls here and there, it managed to serve a considerable number of unrelated purposes quite well. It provided a lunchroom; it housed the Counseling Center and sometimes other offices; sometimes it provided space for classes. Perhaps almost as important, it helped students gain a sense of freedom that was almost impossible to experience when the entire college existed under one roof. The Grotto provided space for a few more activities than had been manageable in the past, activities, which added enrichment for the students who participated and even more for those who helped with their planning.

One kind of activity that the faculty and members of the board could always find the means to encourage was the cultural. Convocations, often with distinguished visitors, had a long-standing history in college life. Miss Doherty, whose love for Shakespeare enchanted her students, also had the ability to choose programs that both educated and entertained. Various music instructors, including Mr. Elliott and, in later years, Roberta Riemer, planned hundreds of musical performances. Miss Lacy directed dozens of plays. The facilities were limited, actually more so after the move away from Central had curtailed access to a sizeable auditorium, but the faculty and students seemed adept at improvising and had long been veterans at coping.

After Miss Blum's long tenure, only two other deans served St. Joseph Junior College. The first of these was Marion Gibbins, who had been principal at Central High School. During his first few years as dean, he also was director of secondary education. Dean Gibbins, a calm, likeable person who worked efficiently, was an ideal choice for carrying on the ad-

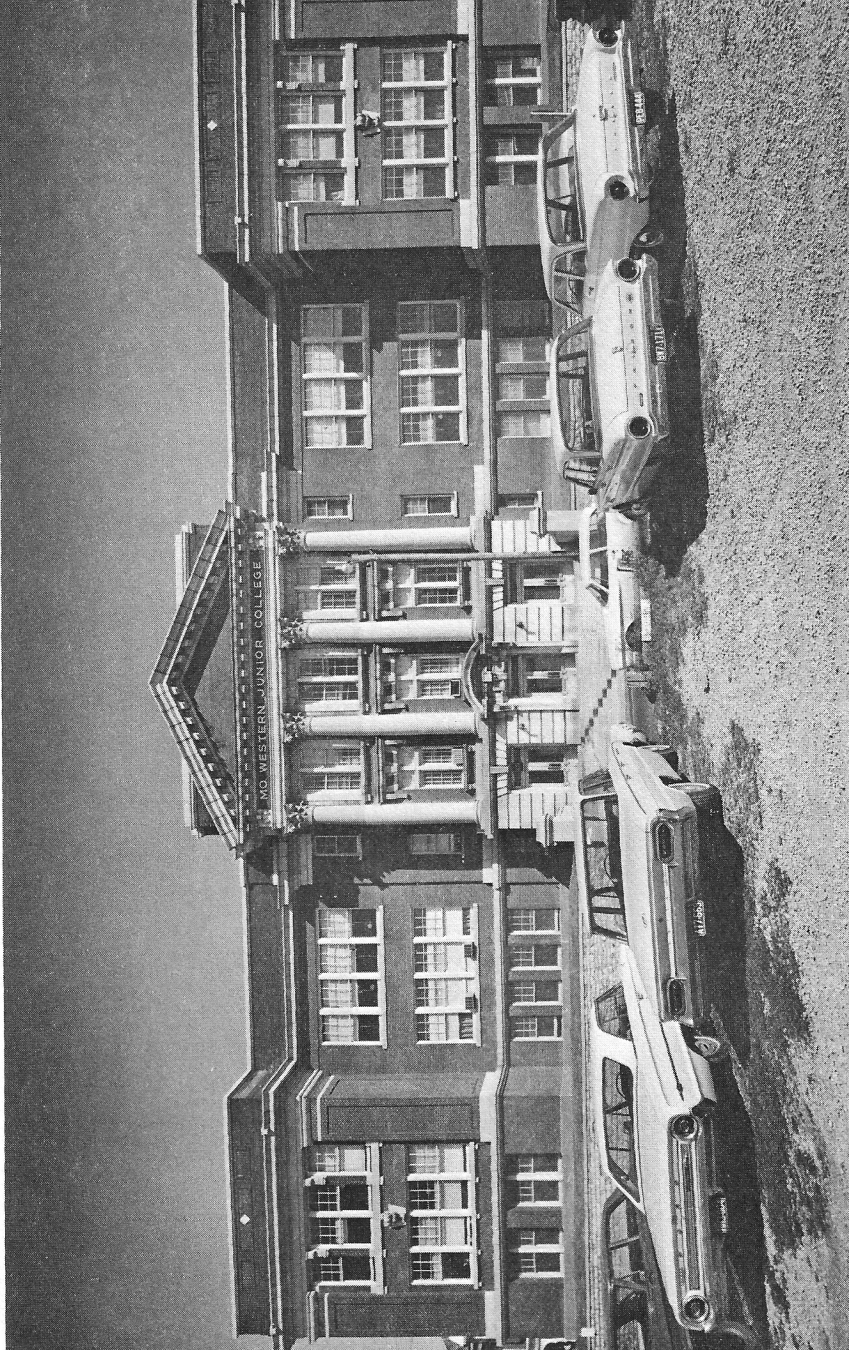
ministrative style of his predecessor. As an administrator, he kept his own pressures beneath the surface and seemingly felt no need to impose undue pressures on others; he managed, therefore, to create a climate in which the college could continue quite happily in its accustomed way.

In 1963, Mr. Gibbins was granted a two-year leave to direct a federal project in Africa, and Edgar Little, who planned to retire in two years, took his place. A sincere and zealous educator who was concerned both for the welfare of the institution and the individual student, Mr. Little proved to be an excellent administrator who was well equipped to handle the details of transition that fell to his lot.

In a superficial sense, St. Joseph Junior College came to an end on June 7, 1965, as Missouri Western Junior College came into existence. In a real sense, however, it continued and continues still. Its heritage and traditions-, its commitment to quality; its position in the community — all these continued into the district junior college, the combined college, and later into the four-year college. Like the phoenix that rises and rises again from the ashes of its past, the griffon emerges from each change vigorous and unmoved, a dauntless symbol of adaptation and endurance.

PART II

The Metamorphosis



Missouri Western Junior College

(Bray)

CHAPTER FOUR

change upon change

... If we wish to insure the happiness and prosperity of our state, of our nation as a whole, and of its inhabitants, we must, we must, pass this proposal on January 19. Your future, and the future of present grade school and high school students, is at stake.

TIM WARREN, GRIFFON NEWS, JANUARY 12, 1965

By the early sixties, three factors had combined to make it almost inevitable that the serene calm enjoyed by St. Joseph Junior College would be broken. One of these was the financial bind experienced by the School District of St. Joseph. Another was a concerted effort by citizens to secure a four-year college for the city. The third factor was the outgrowth of a widespread movement toward a new phenomenon: the community college. Given these factors, it would have been easy to conclude that some action would be taken; to have concluded that both the community college and the four-year college would be realized might have seemed preposterous.

Although in 1927 the state of Missouri had belatedly passed a law enabling school districts to establish municipal junior colleges, it did not then, nor later, provide material help for their development or maintenance. The sum total of state assistance, in fact, consisted of a grudging one-hundred-dollar-a-year allotment for each junior college teacher, which was the same allotment given for high school teachers. As a result, school districts supporting junior colleges were doing so at the expense of the partially state-funded elementary and secondary programs.

For the School District of St. Joseph, this meant not only that the elementary and secondary programs were denied a portion of what might have been considered their fair share, but also that the junior college itself was being neglected. As the student body expanded and new approaches

to education were developed, the "Edmond Street College" and its "concrete campus" became more and more inadequate. At least as early as the fifties, students writing in the Griffon News had complained about the few yards of concrete surrounding the building and the general dinginess of its interior. In the sixties, the campus remained unchanged, the dinginess had magnified, and the increased enrollment had pushed classrooms into areas snatched from the auditorium and faculty offices into halls and restrooms. Clearly, the breaking point was fast approaching.

It is something of a paradox that just as the junior college was becoming an insupportable burden, the citizens of St. Joseph were becoming almost adamant in their demands for a four-year college. Some had reservations, of course, concerning the wisdom of launching a four-year institution when the two-year version was more than the city could handle, but for many the old dream seemed ready to come to life. Some St. Joseph citizens had envisioned a four-year college even as the junior college came into existence. In 1928, a bond election encouraged some residents to believe such a dream could be realized; according to the Gazette, the election might prove to be the first step toward securing a four-year teachers' college, with which, "in conjunction... there might very well be run a four-year liberal arts institution." In a student writing for the Griffon News asked, "Don't you think that a four-year college would bring St. Joseph up in the world???" And in March, Rebecca Cason described the four-year campus of her dreams:

Oh, what a wonderful day! I open the front door of the main building of our school and gaze with pride across the many square blocks of campus, rolling away before me. As my eyes take in the beauty of the scene, my thoughts turn back to the school I have heard my mother describe so often. The school she knew in this spot was only a junior college, small, dingy, and overcrowded. In what contrast is our four-year college, with its new, large buildings and lovely campus. I wish — but enough of that! I turn quickly and walk down the elm shaded path, past the small artificial lake gleaming in the sunshine,

The first building I see is the girls' dormitory. Their friendly, smiling housemother is standing in the door greeting the girls as they come in. The house is a three story, brick building covered with cool, leafy ivy. After exchanging smiles with the housemother, I continue down the path.

The next building I see is the library, which is made up of many reference rooms, two large reading rooms, and a room for records and music.

Across the campus lies the boys' dormitory, a spacious building with colonial pillars.

I pass now the stadium, with its modern facilities for sports and its huge auditorium, and come at last to the Student Union, the campus hang-out, where everyone meets after class to eat, listen to the jukebox, and dance. As I open the door, I am greeted by the smell of hamburgers and coffee, and the lazy rhythm of the latest Columbia releases, mingled with the welcoming shouts of friends. One last second of realizing the greatness of our school, then, with a smile, I slip into the place awaiting me.

In 1957, a News-Press headline read, "Blackwell Hopeful City May Secure a Four-Year College." George Blackwell, then superintendent of the local public schools, wanted to buy a twenty-acre tract adjacent to eleven acres already owned by the district. He envisioned this combined acreage as an excellent site for the four-year college he thought the city would have eventually. "I think there is a very definite possibility we will have a four-year college there in the future'," the paper quotes Mr. Blackwell. "There are several ways of getting such a college'."

The first step, however, was to secure land for college development. The next step would be to construct the buildings "'for a Junior College'." This new facility could lead into the development of either a locally or state-supported four-year college.

One way to get the college, Mr. Blackwell said, was "for an established college to move from its present location." The district would have to support the buildings, Mr. Blackwell thought, but the transplanted college would bring its own faculty with it. The other possibility the superintendent could foresee depended upon the state's hoped-for provision of support for two-year institutions. If indeed the state would provide support for a local junior college, the two-year college just might be expanded to a four-year institution later. "I wouldn't want to guess when we might have such a [four-year] college, but I believe we'll see it," Mr. Blackwell prophesied. (The tract of land, incidentally, became the site of the Parkway Elementary School.)

Probably by the time Mr. Blackwell gave this information to the press, he and others had already begun to assess relocation possibilities. G. Max Coleman, assistant superintendent of schools, recalls that he and Mr. Blackwell visited a number of colleges to invite them to consider such proposals. No real action resulted.

Then in 1958, according to Virgil and Dolores Albertini in Towers in

the Northwest (1980), President J. W. Jones of Northwest Missouri State College initiated the idea of making the St. Joseph Junior College a two-year branch of the Maryville institution. As the Albertinis tell it, the president and the superintendent "studied long and hard" to come up with a workable plan. The work went for naught, however, when the legislature refused to allot the \$200,000 annual budget that seemed to be required to operate the plan.

This abortive attempt to relieve the school district of its burden by providing the two-year college with an absentee landlord may have served as a prod to unite those many citizens of St. Joseph who were beginning to feel that the city needed a four-year college. A 1960 Gazette opinion poll showed strong support for a senior college. In the following year, a petition for a senior college was circulated throughout the city. During that year, also, there was action in the Missouri Senate: John E. Downs, then a member of the Senate, introduced a bill that would have provided upper-level work in both cities through establishing branches of the University of Missouri. The bill eventually passed both houses of the legislature but failed to impress Governor John M. Dalton, who vetoed it in the summer of 1963. Although a major blow, this, too, was seen as a setback rather than a defeat, and the citizens immediately began to plan their next move.

During this time, some St. Joseph residents turned their attention toward Tarkio College. These persons hoped that this good, small, struggling Presbyterian institution located in a small community approximately seventy miles to the north might operate a branch in St. Joseph to supplement the work offered by the junior college — to the advantage of both. One person interested in this solution was True Davis, Jr., a local son who had long been active in the Washington political scene; another was Dr. Thompson E. Potter, a well-known St. Joseph physician. At one time Dr. Potter presented this idea to the Education Committee of the Community Welfare Council; a citywide survey, however, quickly convinced both friends and enemies that this solution to the college problem was untenable.

Northwest Missouri State College and the school district were once again engaged in dialogue but this time with a considerably reorganized format. Instead of working on a plan that would have eliminated all possibility of St. Joseph's having a four-year college, the Maryville institution hoped this time to establish a center that would offer third- and fourth-year work in St. Joseph. The plan had some appeal. Most of St. Joseph now

seemed eager for a four-year college, and Maryville could not have possibly wanted a competitor only forty-five miles away, one that, with 75,000 inhabitants to Maryville's fewer than 10,000, not only might be able to attract outsiders away from Northwest Missouri but would also deprive the state college of a large percentage of its steady flow of students from the larger city. Nevertheless, the center did not materialize. Possibly the problem lay in the fact that it was virtually impossible to work out a plan that would be mutually beneficial. The idea of a St. Joseph center was not very appealing to Maryville merchants; the idea of a branch of Northwest Missouri did not impress the sizeable number of St. Joseph citizens who believed that institution's normal-school roots were too often exposed or those others who, perhaps unjustifiably, feared a later pullout of the senior-level center.

Somewhat later, still another possibility died through lack of support. Northwest Missouri suggested a plan for providing bus service between St. Joseph and the Maryville campus. This idea was resisted by St. Joseph residents who felt that the connecting highway was unsafe. Their position was emphasized by a fatal accident that occurred while discussions were going on.

Around this time, Mr. Blackwell, Mr. Coleman, and Senator Downs were part of a group that visited a two-year college in Flint, Michigan, which was attracting national attention as a result of its innovative programs and structure. The St. Joseph men were interested both in its work and its organization, since a branch of the state university superimposed upper-level work on the junior college base. Mr. Coleman recalls that the combined college was very impressive but that heavy endowments put it in a class apart from most public institutions.

In the meantime, the state of Missouri had become part of the new community-college movement. This movement no doubt owed its being in part to World War II and its aftermath. The war had underscored the need for technical education, especially for young men and women who ordinarily would not be interested in a largely liberal arts-oriented college program. When thousands of veterans returned to civilian life, their need for training and the country's need for increased production led educators to consider the requirements of adults as well as youths. These factors, bolstered by the notion that a college education was of great practical importance, led to development of the community college — ordinarily a two-year institution organized within a special district, offering college

transfer and terminal programs as well as providing opportunities for adult education and community enrichment.

Missouri entered this movement in October 1961 with the passage of legislation that not only allowed the organization of junior college districts, based on existing school districts, but also provided, for the first time in Missouri, state aid for junior college students. At the time of enactment, this aid amounted to \$200 per student based on full-time enrollment of thirty credit hours, to be paid on the previous year's enrollment. The state Department of Education was given authority for the establishment of rules and regulations, accreditation, and approval of proposed districts. Local control was granted to an elected board of trustees, and the junior college district was to have the power to tax and bond for meeting college needs.

Somewhat slowly, perhaps, an active interest in a junior college district spread to St. Joseph. In March 1963, a meeting among interested St. Joseph individuals and representatives of five Buchanan County school districts — Agency, Faucett, Lake Contrary, Pickett, and Platte Valley — was called. Nothing seems to have come of this discussion. By the summer of 1964, however, the move for a community college engendered more enthusiasm. The July 3, 1964, News-Press provides the background for a meeting scheduled for July 6 in the Gun Room of the Hotel Robidoux. Those attending would include G. L. Blackwell, superintendent of the School District of St. Joseph, G. M. Coleman, assistant superintendent, representatives of other Buchanan County districts and those of Savannah, King City, and Dearborn. Also included were Circuit Judge Frank D. Connett, Jr., David Morton, and Dr. Thompson Potter, representing the education committee of the Community Welfare Council, and Jack Brinton, "a farmer south of St. Joseph interested in the proposal." "Proponents" of the movement, it was said, "wish a school which not only will offer the first two years of college academic work but also technical training courses fitting those who complete them for various technical fields." It was pointed out that citizen groups would be formed; they had proved successful in other areas, and "a majority vote of residents casting ballots in the districts involved in a Junior College district proposal is sufficient to set up such a district."

The July 7 account of the same meeting reports that Mr. Coleman "explained that under the plan students living outside the St. Joseph school district could attend the junior college without having to pay non-resident

tuition" and that the "new district would be eligible for state funds" which were denied to municipal colleges. In general, listeners heard how the state law might be applied in the St. Joseph area. Although there was no claim made that the subject of a four-year college came up during the discussion, the writer stated: "A number of citizens have expressed the hope establishment of a separate junior college district for the St. Joseph area could be the first step in obtaining a state-supported four-year college for St. Joseph."

By July 16, a citizens' steering committee, with Judge Connett as chairman, had been formed by the Community Welfare Council, which had agreed to sponsor the drive toward the establishment of a junior college district. According to the News-Press, the appointment was made by David Morton, president of the Community Welfare Council; Mr. Morton also became a member of the steering committee. City councilman Richard E. Martin, the report continued, had been hired by the school district "on a part-time basis... to co-ordinate the activities of the citizens' committee, supply materials from school district files and work with school authorities in any way" that might help the committee.

One of Judge Connett's first tasks, according to the report, would be to discover what districts were interested in the proposal so that boundaries could be established; an exact determination was required by law. Then, petitions bearing the signatures of at least five percent of the voters in the last school election in each district would have to be secured and forwarded the state.

Again, the reporter felt it expedient to comment on the relationship between the proposed junior college and the hoped-for four-year college. "State university officials have stated an area junior college district is a 'must' for such establishment," the report explained. Jasper County, which included Joplin, had already voted for a junior college district "with this in mind," the readers were informed.

The steering committee, with help from the School District of St. Joseph and supporters from the outlying areas, were coordinating a smooth, well-run campaign. Nevertheless, as they must have expected, rural commitment was somewhat slow in developing. After a mid-July meeting, the News-Press reported that rural representatives "cautioned that their voters might reject such a proposal because of a fear of increased taxes." They pointed out that, according to state law, the district, if approved, could levy up to thirty cents additional taxes per \$100 valuation. Judge Connett

suggested that it might be necessary to send representatives to confer with rural districts.

Reports, which appeared in the Gazette following the meeting, indicated that the proposal for organizing a junior college district met with some skepticism in rural areas that might be included within its bounds.

At the same time that action toward the establishment of the junior college district was getting under way, a new development was bringing renewed hope to the proponents of a four-year college. In a heated governor's race against Republican Ethan Shepley, Democrat Warren E. Hearn came out firmly for the establishment of the third and fourth college years in both St. Joseph and Joplin. The July 24 News-Press reported that, according to Dr. Thomas White, a member of the local school board, "persons interested in higher education for the youths of this community' have a duty to support Warren E. Hearn for the Democratic nomination for governor." Hearn, White declared, had "pledged an active effort to secure a four-year college for St. Joseph'," and had "guaranteed that an appropriations bill for the St. Joseph Junior College will not be vetoed." Reporting on the contents of the Democratic platform several weeks later, the Gazette noted that Hearn — then secretary of state — had "committed himself to a full college plan" for the city. Dexter Davis, St. Joseph representative on the platform committee, was credited with getting the backing needed to place the St. Joseph and Joplin colleges in the platform.

Another uncertain element in the summer's dizzying higher education spectrum was a report being prepared by Dr. George E. Hall, professor of higher education at the University of Michigan, for the Missouri Commission of Higher Education. The report, to be based on the higher education needs for the state and to be accompanied by suggestions for meeting these needs, was to be presented to Governor Dalton. St. Joseph residents were hopeful — perhaps even optimistic—that Dr. Hall's assessment would match their own.

On the evening of September 30, in Judge Connett's courtroom in the Buchanan County Courthouse, the steering committee assembled for its regular meeting. The committee that had been set up to work for the formation of a junior college district included representatives from each of the area districts that had shown an interest in becoming a part of the new district — St. Joseph, Easton, Platte Valley, Lake Contrary, Dekalb-Rushville, Faucett-Agency, Spring Garden, Moore, Savannah, Avenue City, and Gower. It was clear, no doubt, to those who had been working

behind the scenes, that point of consensus had been reached. At this meeting, a vote to recommend the formation of the junior college district was called for, and the motion carried. A new era had begun.

The next item of business was selection of a name for the proposed district. A number of names were suggested and discussed. Finally, one member of the committee, C. D. Hamilton, suggested "Missouri Western." It would be appropriate, he said, since we certainly were in western Missouri, yet it would clearly distinguish our institution from Northwest Missouri State College, our near neighbor to the north. The buzz of approval that followed was soon ratified by a vote.

At this meeting, also, as the October 20 Gazette notes, plans were made to secure the petitions that the state required. It was pointed out that the new district would have a tax base of nearly \$147 million. Judge Connett was quoted as saying that, if the drive was successful, negotiations for use of the present junior college facilities would be made.

By October 21, petitions were ready for presentation to the state Department of Education, and by October 22, the Gazette was able to report that "Approval of Junior College Plan Seems Assured."

Even in the midst of the flurry to secure the new district college, it could not be overlooked that St. Joseph Junior College was celebrating an important milestone: its fiftieth year. Festivities began with an open house on October 30. The Gazette reported that students would be on hand to conduct tours "to permit visitors to see improvements made recently in the building." School officials and faculty members no doubt secretly hoped their guests would note the inadequacies as well.

But even as the state was approving the request for the election, distractions of one sort or another continued to fragment concentration on the immediate issue. The long-awaited presentation of the Hall report was postponed; the Republicans at the local level, at least, asserted that they, too, favored a four-year college for St. Joseph; Northwest Missouri State College continued to manifest its interest in the proceedings.

On November 2, to the great joy of four-year college partisans, Hearnes was elected governor; a month later, it became apparent that his help would be sorely needed. On December 7, Dr. Hall reported to the Commission on Higher Education that "the needs of the college-bound youths and adults" in the northwest Missouri area could be met by Northwest Missouri State College and the branch of the University of Missouri in Kansas City. To make matters even worse, he did propose senior college

programs for Joplin and the Bootheel. According to the Gazette of the following morning, Hearnese immediately reasserted his commitment to a four-year college for St. Joseph. He was quoted as saying that Hall's argument was "idiotic."

"They've still got the students, haven't they?" Hearnese asked. "I told the people at Maryville not to worry. They're going to have enough students to take care of anyway."

Despite their chagrin at Dr. Hall's report, St. Joseph citizens could still be optimistic. The Gazette pointed out that both Senator Downs and Representative James Williams, who was chairman of the House committee on higher education, were strongly for the "expansion."

In the midst of all this, the campaign for the junior college district moved ahead. Once the state had made its approval official and January 19, 1965, had been set as the date for the election, local school officials, interested persons in the area to be affected, and the junior college community all joined in the effort to make the election a success. The support of the News-Press and Gazette led to careful and full coverage of campaign activities and to frequent and informative articles on the views expressed by the twenty-seven candidates for the trustee posts. A speakers bureau, established by the steering committee, provided first-hand information for interested groups and additional opportunity for the papers to reinforce the desirability of the new district. The Griffon News for January 12 was an enlarged, special edition printed in such a quantity that it could be given widespread circulation.

This special edition came out just a week before the election. Its contents, in addition to the usual fare of honor-roll announcements, club news, and sports activities, included special features concerning the district proposal. Dean Edgar C. Little, an advocate of the district college, gave a strong endorsement, basing it in part on the trend toward junior college development and the growing awareness of needs for technical education. Tim Warren, student body president, devoted his regular column, "Tim Talks," to a plea for an affirmative vote, pointing out that overcrowding, as it was being experienced, inevitably led to poorer instruction and less learning. Billie Pumphrey, editor of the Griffon News, based her plea on her own college experience, which, she said, was a happy one even though the college was "not a bed of roses." Various citizens and friends were asked for a brief comment. Frank Smith, news director for KFEQ, said that the radio and television industries thought the new college would be

"a great asset to St. Joseph and the area'," and Dr. Robert P. Foster, president of Northwest Missouri State College, commented that "'Before St. Joseph is ready for a third- and fourth-year college program, it first must establish a solid, sound, quality program on the junior college level'." For this special edition, the usual staff of Scott Roebuck, Jewell Gould, Bob Herbold, Benton Calkins, and Miss Pumphrey was augmented by the addition of Sharon Jeffries, John Hoffman, Nancy Barbour, Linda Hurst, John Murawski, and Terry Jennings. Dean Little helped with the project, and Richard Martin served as a technical adviser.

The campaign was given an added dimension through the race for the six trustee positions. It had been decided that four of the candidates would be elected from St. Joseph and two "at large" from the remainder of the proposed district. As the campaign progressed, it became evident that the twenty-seven candidates were often far apart in their vision of the mission of the proposed college and in their assessment of the higher education needs of the community. John Newhart of Savannah was one of the number who saw the role of the proposed college as emphasizing terminal programs while deemphasizing the concern for a four-year college. "'There is no legal connection whatsoever,'" the January 12, 1965, Gazette quoted him as saying, "'between the junior college act and the political speculations and conjecture concerning a four-year college at St. Joseph'." He saw the upcoming election as the acceptance or rejection of a "'two-year technical and vocational school and no more'." Despite his position as a candidate, Mr. Newhart stated that the kind of education usually offered by community colleges could best be offered at the secondary level, and that "'the present scholastic excellence of the pre-professional and liberal arts St. Joseph Junior College, as we now know it, in my opinion, would be down-graded by the proposition, unless we would be the exception of such schools in the U.S."

Stanley I. Dale, taking a more moderate position, seemed especially conscious of the importance of the financial backing of the district. He was quoted as expressing "'the belief that the junior college district should be on a separate district basis, on a sound financial foundation'." He seemed, also, not to envision any sudden metamorphosis of the community college into a four-year college. He believed it was "'necessary to move cautiously at first and prove the soundness of the program. Expansion, he thought, would come in the future, when the junior college and a state senior college would be allied."

At the other end of the spectrum were candidates like Thomas V. Teare, who could envision a district college capable of meeting the needs and interests of a wide assortment of district constituents. The January 13 Gazette quotes Mr. Teare:

Certainly, technical and vocational training will be available but the objective of our junior college is now and always will be academic. And, if elected, my consistent effort will be directed toward upgrading both our physical and academic facilities.

Mr. Teare also said that he was "convinced" that the "expansion of junior college facilities and program is essential to the ultimate goal of a full four-year college in St. Joseph." Expansion was essential, he said, "if we are to be equal to the educational challenge of the hour'."

On the night of January 19, as the election results came in, it was soon apparent that the Missouri Western Junior College District would become a reality. St. Joseph voters had favored the proposition five to one while outlying district voters had opposed it three to one. The total vote resulted in an overwhelming majority for the proposal. The sue trustees elected included the three men quoted above, with Mr. Dale and Mr. Teare representing St. Joseph and Mr. Newhart the outlying districts. Mr. Newhart was joined by Loren Schneider of Gower; also elected from St. Joseph were William F. Enright Jr., and Dr. Thompson E. Potter. Dr. Potter, as the highest vote getter, was elected president of the board at its first meeting.

Perhaps many of those who voted affirmatively were convinced that the higher educational needs of the area could best be met by a community college, and for them, anything that might lead to the establishment of a four-year college was of only negative interest. For those others, however, who had voted affirmatively in the belief that their district college provided the surest and shortest route, to the realization of their hopes for a four-year college, an action taken in the Missouri Senate on the preceding day must have been exhilarating. On that day, January 18, Senator Downs and Senator Richard M. Webster of Carthage introduced a bill that would establish a senior college program, operated as a branch of the university, in both St. Joseph and Joplin.

Thus on the evening of January 19, 1965, the newly elected trustees of the newly established Missouri Western Junior College District faced a future that bristled with uncertainty. Internal problems were complex enough; when the potentiality of the Downs-Webster bill was added, it

became clear that planning a steady course for the new college would be very difficult. Nevertheless, the die had been cast, and the board members prepared to tackle the task before them.

The board's first formal step was its own organization. This move could not be made before election results were validated some time in February. Even before this time, however, the board was keenly aware the St. Joseph Junior College was soon to be in its hands — that Missouri Western Junior College, indeed, already existed, waiting only for a change of name, of administration, of tax base, of constituency. As the Gazette reported on January 21, "Initially, the trustees are expected to operate Missouri Western in about the same manner and with the same basic programs as St. Joseph Junior College had." Superintendent Blackwell stood by to supply any advice or help needed.

Since the junior college was, for the time being, to carry on very much in its accustomed way and would, as a matter of fact, still be under the jurisdiction of the school district for several months, the trustees were able to concentrate on such issues as establishing a budget, securing new administrators, and selecting and acquiring a site for expansion. By February 15, according to the Gazette, a fifteen-cent levy on the \$100 valuation had been set. This was exactly half the amount allowable under the law, but since earlier reports had indicated that a ten-cent levy might be sufficient, it probably was higher than many taxpayers expected. By February 26, the trustees had agreed on a budget of \$345,350. By that time, also, they had asked Mr. Gibbins, the former dean, to return to the college to fill the position of dean of instruction — the number-two spot in the administration. Mr. Little, who was currently serving as dean, was planning to retire at the end of the summer. The search for the top administrator, the president, was getting underway with board members, faculty members, and Mr. Little all involved. When the search ended, Milburn W. Blanton had been selected as Missouri Western's first president.

Dr. Blanton was a native of Arkansas who had received most of his education there; his Ed.D. had been granted by the University of Arkansas. As a young man, Dr. Blanton had been a classroom teacher, and for nine years he had served as a county superintendent of schools in Arkansas. He had served in the Armed Forces and had been elected to a term in the Arkansas legislature.

In 1959, he had gone to Nebraska State College as a teacher and head of the education department; in 1961, he had held the same positions at the

Mississippi State College for Women. At the time of his employment at Missouri Western, he was a professor of education and dean at South Dakota Southern State College. Dr. Blanton was forty-six years old. He and his wife, Dorothy, had two children.

Finding a site for Missouri Western was a third important consideration for the board. Since "fantastic future growth" was expected, as the May 28 Gazette said, the board and the experts they consulted agreed that a site of at least 100 acres was "mandatory," Dean Little reported that because the students would be "day students," 10 acres would be needed immediately just for parking space and that more would be required later. Eventually, the trustees discovered what they felt met their needs for expansion: 130 acres just north of the St. Joseph State Hospital buildings and owned by the hospital. Whittling the price tag of \$500,000, which had been set by the Missouri Senate, down to a manageable \$200,000 required the help of Senator Downs.

The trustees could not forget that in June the college would become their responsibility. Soon after they took office, they increased faculty salaries by \$600 a year and hired their first new teacher, former Junior College student Conrad Bensyl; Mr. Bensyl was to teach chemistry. In the next few months, five other new instructors were hired. Additional space had to be found for the growing college. Soon, to supplement the main building and the nearby Grotto, which they were leasing from the school district for \$1 a year, the board had rented space in a nearby downtown building belonging to Artcrafts Engraving Company and had arranged to use the city auditorium for its athletic program.

In April 1965, St. Joseph Junior College prepared its concluding celebrations of its fiftieth and final year. The April issue of the Griffon News announced that Fine Arts Night, to be presented April 22, would include drama under the direction of Miss Lacy, music conducted by Mrs. Riemer, and a student art exhibit with Lewis Schnellman in charge. A Golden Anniversary Banquet, to be held April 23 in the Hotel Robidoux, was to include remarks by Miss Harvey as well as an address by University of Missouri-Columbia Chancellor John W. Schwada. Faculty, students, and former students were to celebrate the past and welcome the future, with President-elect and Mrs. Blanton as honored guests.

Whether this future was to include a four-year college was unknown, but the possibility was still very much alive. However, the bill presented by Senators Downs and Webster was followed by such a flurry of recom-

mendations that it became impossible to conjecture what form a four-year college for the city might eventually take. A capsulized survey of recommendations and events in this busy spring of 1965 (largely based on Gazette news reports) shows the chaotic background from which Missouri Western State College eventually emerged.

January 18, 1965 — Senators Downs and Webster introduced a bill to establish senior college programs to be operated as branches of the state university in both St. Joseph and Joplin.

January 22 — Representative James W. Williams introduced a similar bill in the House of Representatives.

February 8 — St. Joseph School Superintendent Blackwell denied that he favored a branch of Northwest Missouri State College over a branch of the state university but also said he would support any senior college offered by the state.

February 15 — Don Randall, Buchanan County Democratic county chairman, stressed the need for a large delegation at the Senate hearings to be held on the following day. "It is a known fact," he said, "that interests of Northwest Missouri State College will be well represented to oppose efforts for a college here."

February 17 — The House of Representatives higher education committee gave the St. Joseph-Joplin bill "do-pass." The bill, introduced by Senators Downs and Webster, had originally provided that the university would be responsible for the provision of both facilities and staff for the upper division, but it had been modified to place responsibility for facilities on the district while the university would be charged with handling instruction. Ronald S. Reed, Jr., spoke for the group that included "teachers, parents, students, executives, labor representatives, city and county officials, civic club members, Protestant and Catholic church leaders, Negroes and whites, Democrats and Republicans, and school executives." Others speaking for the proposal included Warren Welsh, president of the St. Joseph Federation of Labor, Douglas A. Merrifield, president of the St. Joseph Light and Power Company, and Mr. Coleman. Mr. Coleman saw an advantage for the proposed institution in that "there would be no need for dormitories for students." The lone dissenter who chose to speak was Kent Barber, superintendent of schools in Plattsburg, Missouri, a town just beyond the limits of the Missouri Western Junior College District. Mr. Barber said he felt the proposal was "too costly for the taxpayers, a college staff would be difficult to obtain, and it would be a needless duplication of

facilities at Kansas City and Maryville." His complaints, he said, were based on newspaper accounts alone.

March 8 — The amended Downs-Webster bill passed the House, 90 to 34. The amendment, which had been introduced by Senator Webster, provided that the junior college would be responsible for the site.

March 10 — Senator Webster proposed that Joplin be attached to Southwest Missouri State College and St. Joseph to Northwest Missouri State College for the third and fourth years until 1968, when each would become a separate state college.

April 27 — It was announced that a branch of Central Missouri State College at Warrensburg might be established in St. Joseph rather than a branch of the University of Missouri. Although St. Joseph supporters of the original proposal found this substitution to be better than nothing, they felt that it diminished chances for status and prestige.

April 28 — President Foster of Northwest Missouri State College endorsed the establishment of an interim branch of Northwest Missouri State College in St. Joseph. Previously, both in Jefferson City and in St. Joseph, it had been felt that Northwest Missouri "was not inclined toward having a branch attached." The Senate "hinted" that there was little chance that a university branch would be established since branches had recently been formed in Kansas City and St. Louis.

April 29 — Governor Hearnes said that "prospects for four-year colleges at Joplin and St. Joseph are bright — but not as branches of the University of Missouri."

May 5 — The Senate education committee approved a plan for a four-year college in St. Joseph, with Northwest Missouri providing a temporary branch. June 16—A compromise bill passed by the Senate called for senior colleges in Joplin and St. Joseph with 1967 as the earliest possible opening date and then only if and when "the facilities are approved by the state committee on higher education." The facilities would be provided by the communities, the faculties by the state.

June 24—A compromise bill passed by the House, 125 to 11, called for independent colleges instead of university branches, to be set up with the approval of the board of curators of the university, and with the state meeting the payroll and paying staff and operating expenses for the junior and senior years.

June 28 — The compromise bill from the House passed the Senate on a 24 to 6 vote. In addition to specifications listed earlier, the bill called for

regents to be appointed for the third and fourth years by January 1, 1966. Senator Downs stated he favored this over all other compromise solutions that had been offered. He also commented:

This bill does exactly what the governor promised in his campaign — it helps the community, which helps itself. Now the people of this district must justify the governor's support. They must bond themselves into debt to provide the buildings, not only for the junior college, but also for the third and fourth years. This will be costly.

July 22 — Governor Hearnes signed the bill that made the establishment of Missouri Western and Missouri Southern State Colleges a possibility. Now Section 174.250 of the Revised Statutes of Missouri, it reads:

1. If the facilities of the present Missouri Western Junior College are made available, there shall be established in St. Joseph, Missouri, a state college, which shall make available those third and fourth year college courses that lead to a baccalaureate degree.

2. This state college shall in the year 1967, or at such time as the present Missouri Western Junior College has acquired a campus for a third and fourth year college which meets the requirements established by the board of curators of Missouri University and its enrollment trends constitute sufficient justification for the operation of a four-year college in the opinion of the board, whichever occurs later, become an independent two-year state senior college, to be known as "Missouri Western State College." Its district shall be coterminous with that of the Missouri Western Junior College district.

174.260. Board of regents—powers — terms — state funds — local tax levy. — 1. The governor shall appoint, prior to January 1, 1966, by and with the advice and consent of the senate, a five member board of regents which shall be responsible for the administration of the Missouri western state college and the Missouri western junior college, including those powers and duties of the board of trustees of the junior college district under the provisions of section 178.860, RSMo. The board of regents shall consist of five members appointed by the governor for terms of five years, except that of the members first appointed, one shall be appointed for a term of one year, one for a term of two years, one for a term of three years, one for a term of four years and one for a term of five years. Not more than three members shall be associated with any one political party and all of the members shall be residents of the college district.

2. The state shall provide the funds necessary to provide the staff for

and operation of the state senior college. The board of trustees of the junior college district shall levy a tax within the district as provided in section 178.770 to 178.890, RSMo, which together with state aid provided for junior colleges and funds available from any other sources, will be sufficient to pay the costs of the operation of the junior college and the costs of any capital improvements for both the junior and senior college. (Laws 1965, H.B. No. 210, §2-3,4)

CHAPTER FIVE

change amid difficulty

Today we are experiencing the excitement of the period of change from old to new; we are preparing our baby to grow and to undertake its future responsibilities as it develops into maturity tomorrow.

PAT O'NEALE, GRIFFON NEWS, OCTOBER 31, 1966

When Milburn Blanton assumed his position as the first president of Missouri Western Junior College on the first day of its official existence, board members, faculty members, and citizens were eager for him to succeed, and those who had any doubts about the suitability of his past experiences as preparation for his new post hoped they would be proven wrong. Dean Gibbins, while still on leave in Africa, had congratulated the board upon their choice, and he reiterated his congratulations at a board meeting he attended shortly after his return. Early public approval of the new president continued; the News-Press, in a July 29, 1966, editorial, praised him as an "outstanding educator," and the generally staid and cautious North Central Association, in a report laced with criticisms, listed "a college president with excellent background of experience and a clear understanding of the relationship between executive and policy-making functions" as an institutional strength. Nevertheless, Dr. Blanton's tenure was over within twenty months after it began. In retrospect, reservations concerning his suitability for the position seem justified, but it is also clear that he was beleaguered by forces and circumstances that would have taxed the wisdom of a Solomon and the strategies of a general.

In 1965, most new junior colleges began from scratch. It was not at all unusual, perhaps even customary, for new districts to hire administrators before buildings were planned and even before funding was assured. Circumstances denied Dr. Blanton the luxury of this kind of beginning; instead, he not only had to plan for rapid growth but also had to meet the

challenge of administering the already existing college. In a couple of ways, however, Dr. Blanton was lucky. For one, the problem of acquiring extra space for the influx of students expected in the fall had already received considerable attention from the board; for another, in inheriting the college, Dr. Blanton had also inherited a mature, experienced, dedicated faculty that, despite the preoccupations of the president, could and did carry on its teaching assignments literally as if nothing had happened or was happening. Having Mr. Gibbins back in his position as dean undoubtedly provided a boost to the already ample security that faculty members generally enjoyed. His presence could ease the transition from their long-cherished island of tranquility into the contemporary academic world with its restlessness and change.

But despite these advantages, there were some institutional problems that demanded immediate administrative attention. One was the necessity of preparing for and later undergoing the accreditation process demanded by the North Central Association of Colleges and Secondary Schools. The St. Joseph Junior College had been accredited since 1923, but the change in status required a reappraisal. Receiving North Central's approval was crucial. Without it, students could expect to meet with difficulty if they attempted to transfer their junior college credits to a senior college or university. Again, the already-existing institution added to Dr. Blanton's burden; he not only had to convince the accrediting body that the district junior college was prepared to function properly but also had to show that the problems pointed out during the 1961 review had been eliminated. After that review, according to an account in the September 4, 1966, *News-Press*, NCA had cited a need for "terminal study programs, more scholarly writing and related activities on the part of faculty members, an annual report with faculty contributions, better buildings, office for faculty and a fire-proof vault for records." Since little attention had been given to these problems, they were now hanging over the district's head.

But problems or no, Dr. Blanton was expected to forge ahead and to produce that for which the taxpayers ostensibly had voted — a district junior college maintaining the strong liberal arts program always associated with St. Joseph Junior College while adding one- and two-year vocational and technical programs as well as increasing the opportunities for adult education. Unlike the existing programs, that managed to thrive despite some administrative neglect, new programs demanded effective administrative leadership for their very inception. There is no evidence, however,

that Dr. Blanton had a clear concept of what was needed to reorganize the college in order to meet its new requirements, nor any reason to believe that he had devised any long-range plan for orderly and effective community college development. Under these circumstances, Dr. Blanton's only chance for success lay in the assistance of capable and experienced people who might have been able to put a workable plan together. Such people, however, were almost impossible — in some cases, quite impossible — to secure. In this era of the expansion of higher education, the demand for qualified staff far exceeded the supply.

The result was that Missouri Western Junior College, with no clear picture of future development, with only rudimentary and uninviting facilities and offering only minimal remuneration, could not adequately compete in the academic marketplace. For a few people, both administrators and instructors, ties to the area or other considerations outweighed the disadvantages. But not for enough of them. This situation was so critical that after Mr. Gibbins left in 1966 to accept a position as dean at Crowder Junior College in Neosho, Missouri, his Missouri Western position as dean of instruction could be filled only by having Clayton Chance, who had already accepted a position as director of the Division of Technical and Vocational Education, serve in both capacities. Despite these difficulties, however, and despite the rapid turnover of administrators hired during Missouri Western's early days, a few administrators remained to grow with and to accelerate the growth of the college; Kenneth Hawk, vice-president for administrative affairs, Helen Wigersma, dean of the Learning Resources Center, and Charles Burri, director of athletics, all were hired during the Blanton era. Three full-time faculty members hired during those days remain — Bill Huston, Richard Miller, and Ethel Shrout. Willis McCann, hired as a part-time teacher of psychology — and a rarity then because he held a Ph.D. degree — later became a professor and department chairman and now, as a professor emeritus, teaches a few classes each year.

But even if Dr. Blanton had worked out a carefully constructed plan for Missouri Western's development and even if he had been able to employ the kind of help the institution deserved, college evolution still would have been painful. When the legislature passed the bill to permit the establishment of a senior college in St. Joseph less than two weeks after the new community college role had been assumed by the old college, and when that bill became law with the governor's signature on July 22 —

even before the First Missouri Western summer session had ended — Dr. Blanton and the board had good reason to feel overwhelmed.

To begin with, some of the trustees had openly said that they did not want a four-year college in St. Joseph. These men could now see their own hopes for a viable, successful community college being erased by the laws of the state. The needs of the district as they saw them, as well as the needs of the many young adults in the district who did not really want a traditional college education, were now being overshadowed in their eyes by the hopes of those who had voted for a community college only because they could visualize its being transformed into a mini-university. Naturally, this magnified the honest differences of opinion that existed among board members and led to a widening of the already considerable breach rather than to the formation of a harmonious union.

Occasionally, the men who strongly favored maintaining the junior college raised an official voice, and when others tried to forget the community college emphasis, or at least to minimize it, they inserted a reprimanding note into the proceedings. The January 13, 1966, board minutes read:

A suggestion was made that the College stress our "Junior" and "Technical" college as some people of the district have expressed definite interest in two-year terminal, technical and vocational training.

In response, Dr. Blanton referred to earlier discussions (seemingly not reflected in the minutes) in which it had been agreed not to duplicate high school programs. He pointed out that there had been an agreement to "concentrate on the technical curriculum that is being done," referring, perhaps, to some program that was in the planning stage.

At a March meeting, the matter came up again. Someone said a decision would have to be made. (For a time, most remarks made at board meetings were reported anonymously.) The response: "Rooms could be built for technical programs, but programs such as auto mechanics, machine shop and electronics, call for machinery and special buildings which will cost millions of dollars."

Such responses, which seem to be evasions rather than answers, could not have been reassuring to those who asked the questions. It is not surprising that two months later the same question was being asked again. This time, the questioner is identified as Mr. Schneider: "Had it been determined as to what kind of junior college was going to be operated?" The question was answered by Mr. Teare who rather surprisingly responded

that the buildings under discussion would be needed "whether we ever develop into a community college or not."

Of course, nothing in the law decreed that the establishment of a four-year college required or even permitted the abolition of the community college. In fact, as the law read, the community college was to be maintained and its enrollment increased to some indeterminate point that would satisfy the Board of Curators of the University of Missouri that it had the capability of serving as a base of support for the two upper years. But some of the trustees, like many of the citizens who voted for them, perhaps saw the mission of the two-year community college as being diametrically opposed to the mission of a four-year college. Whatever the thinking — or lack of it — missions, goals, and orderly development of programs for the two-year college were put aside.

Although the president, the trustees, and the citizens as well seemed confused about the direction in which they should go, there were some points upon which most agreed and nearly all were ready to act. One of these was in response to the first words of Missouri statute 174.250: "If the facilities of the present Missouri Western Junior College are made available "

From the first, the building project received considerable attention, both from Dr. Blanton and from the trustees. One of the early major steps taken after Dr. Blanton's arrival was initiation of a search for specialists to help in planning college facilities. At the July 16, 1965, board meeting, the trustees had unanimously agreed on Hare & Hare of Kansas City, Missouri, as consulting engineers for campus development. On December 23, Donald W. Bush, representing Hare & Hare, presented a building plan to the board. The plan called for development in two stages with the first to include five buildings: technical/classroom, science, physical education, library, and student union. On January 10, Dr. Blanton reported that Mr. Bush had estimated a cost of \$5,832,880 for the four buildings, for which a bond issue was to be presented to the voters; the fifth building, the student union, had been deleted from the initial building program. After discussion of the likelihood of receiving federal funding and the probable necessity of raising the levy above its current fifteen-cent level, the board unanimously agreed to present a bond issue of \$6,055,000 to the voters on May 10. To pay for the bonds, the levy was to be raised by twenty-eight cents on each \$100 valuation for a period of twenty years.

By February 10, Dr. Blanton was able to report to the board that he

had received Hare & Hare's "final draft of the ultimate campus complex." This draft included general specifications not only of the four buildings on which the bond issue was based, but also on those for which a need was anticipated up to 1985. (At one point in their deliberations on the buildings, Dr. Blanton — ahead of his time in this instance — urged that the needs of the handicapped be considered in the planning.)

Since, for the most part, the citizens of the city and the district were eager to have a four-year college, and since at that time Dr. Blanton had strong community support, the president had no difficulty in getting a group organized for promoting the campaign. On March 31, less than six weeks before the election, Thomas C. Reck was named chairman of the citizens' group, with James O. Montgomery cochairman. Soon the campaign was booming. Other important committee posts were filled; John P. Biehl, Mary Diller Carper, George L. Blackwell, and Reverend Duane Ryan were among those given assignments. Approvals poured in, from the PTA, the NAACP, Young Democrats, Mayor Douglas Merrifield, labor leader Warren Welsh and labor groups, and from civic and service organizations. Newspapers cajoled as well as reported. An effective speakers bureau covered the district and included such area supporters as C. D. Kelley and such churchmen as Dr. Samuel E. Maddox. Dr. Blanton did his share of speaking, and most of the trustees did theirs, with two of them — Mr. Dale and Mr. Enright — receiving lengthy newspaper coverage. Two other trustees remained apart or withdrew. Mr. Newhart expressed his dissatisfaction early in the campaign; Mr. Schneider became disenchanted when he could foresee that a vote for the bonds meant a vote for a four-year college.

Within the college walls, support for the bond campaign mobilized quickly. On March 26, before the members of the Citizens Committee had been selected, Dr. Blanton explained to the board that a faculty Publicity Advisory Committee had already been organized. It was the function of this committee, he said, to do the preliminary work for the Citizens Committee. He explained, also, that the faculty committee already was providing him with information. The students, too, had expressed their interest in helping. In February, according to the minutes, the secretary of the student senate, Susan Krull, had "advised the board of the senate's willingness to help with the campaign."

Once again, students responded to institutional needs and this time with even more fervor and excitement than they had the year before. Stu-

dent-body president Ronald Shady and other officers worked tirelessly and perhaps uniquely in support of the bonds. Youth groups including both college and high school students were organized; posters were made and distributed and a rock-and-roll rally was held. For the second time in two years, a special edition of the Griffon News-was published. Under the student-body president's enthusiastic leadership and with help from faculty sponsor Elizabeth Phelan, copies were delivered door-to-door throughout the city and in outlying areas, Faculty members joined students in stuffing thousands of envelopes with brochures encouraging a "yes" vote.

When May 10 arrived, the bond issue passed 14,042 to 6,026. Dr. Blanton had been effective and successful, and the citizens and the college community were pleased. All those who had worked in the campaign could share in the glory, but Dr. Blanton and the trustees who had favored the bond proposal were perhaps happiest of all. Their time for jubilation, however, was brief; almost immediately they were caught up in the first of a number of major crises that nearly engulfed the college.

Everyone knew that the buildings were to be erected on the Frederick Avenue site which had been purchased by the board and which had been highlighted repeatedly in the bond campaign. Even before the election, however, questions had been raised about the suitability of the location. When local architects William Brunner, Raymond Herschman, Lawrence Douglas, Everett Johns, and E. Thorpe Mehling had been brought together for an exploratory meeting on March 10, Mr. Mehling showed some slight concern about room for expansion. Sometime after that meeting and before June 23, however, Mr. Mehling visited Senator Downs, expressing strong concern about the suitability of the Frederick Avenue site and begging him to try to stop the plans before it was too late. No inkling of this uneasiness seems to have reached the general public.

On June 23, Dr. Potter called a special meeting of the Board of Trustees. It was well attended, not only by all the board members, but also by a number of local architects, a land surveyor, and a larger-than-usual representation of local news personnel. As the minutes read, "Dr. Potter stated that the special meeting had been called to discuss the site location of the college." After an executive session in which the architects participated, most of the members were convinced that they must review the property's adequacy and, if necessary, secure a different site. This decision led to immediate action on the part of the lone dissenter; Mr. Dale handed a letter of resignation to Dr. Potter and left the meeting room. The letter, which

is included in the minutes for June 23, reads:

I regret that I feel compelled to submit my resignation as a member of the Board of Trustees of Missouri Western Junior College District.

Over a year ago the Board selected a site on Frederick Avenue as the location for the college. This decision was reaffirmed on several later occasions. The Board selected Hare and Hare, planning engineers, to plan the development of the site. Hare and Hare approved of the site and advised only that it would be desirable to acquire the 10-acre tract north of Bishop LeBlond High School. Steps were taken to acquire this ground. The college was planned on the site selected so that the buildings would be located and made adequate to accommodate over 15,000 students. In the recent bond issue all publicity was to the effect that the college would be built at 36 and Frederick. I spoke extensively on the matter and always made this statement. If any change were to be made now I would feel that I was guilty of betraying a public trust. I feel that I could not be true to either the people that I represent or to myself. Since the Board has made the decision now to consider other sites, I feel that I have no alternative but to submit my resignation.

Mr. Dale's resignation was accepted "with regret." Robert E. Douglas, like Mr. Dale both a Republican and an attorney, was later chosen as his replacement.

Citizen reaction to the possible relocation was generally negative. Having been given no hint of difficulties before or during the bond election, the voters now felt aggrieved. On June 30, a group of those who had spearheaded the election, including chairman Reck, Mrs. Carper, and Mary Cargill, met with the board and left without being completely mollified. Their chief concerns seemed to be the maintenance or restoration of public trust and the probable postponement of the building program. The board had made some mistakes, Mr. Schneider told the group, and most of the district apparently concurred. Newspaper and KFEQ editorials, as well as letters to the "People's Forum," expressed their writers' bitterness at having been misled or amazement that anyone could think a tract of 130 acres small.

Nevertheless, the board went on with its study of available sites, and on October 4, 1966, the citizens learned that a location of approximately 390 acres, east of I-29 and north of Mitchell Avenue, had been selected — at a cost per acre less than that of the original choice. A few days later, some news writer felt called upon to report that cattle were grazing on the

selected site.

Citizens were still unhappy. "The trustees have elected to follow a dangerous course," one "College Supporter" wrote. "What on earth are they going to use all that land for?" asked "A Disturbed Taxpayer" who could not have imagined that the 390 acres would soon be almost doubled.

While they were concentrating on meeting the first requirement for a four-year college and neglecting the second, Dr. Blanton and the Board of Trustees were putting off the third. The final provision of the Downs-Webster bill called for the governor to appoint a five-member board of regents by January 1, 1966. This must have been something of a bombshell to the Board of Trustees. It did not even limit the authority of the appointed board to the yet-to-be-created third and fourth years, nor did the regents even have to wait for the establishment of the senior college before they could assume responsibility. Furthermore, jurisdiction of the regents was not restricted to the upper division of the college but seemed to include everything concerning the college except the power to levy taxes, an authority clearly left to the Board of Trustees. Obviously, this created a dilemma: which board was responsible for which operations — if, indeed, the to-be-appointed Board of Regents had any responsibilities at all.

The governor did his part. By January 1 he had appointed the Board of Regents. To make things smoother, he selected four of the elected trustees: Mr. Enright, Dr. Potter, Mr. Schneider, and Mr. Teare. In addition, he appointed Douglas Merrifield, who was soon to become mayor of St. Joseph. But the Board of Trustees dragged its feet, finding one reason after another for not activating the new board. Finally, the trustees sought the opinion of the attorney general.

For Charles Wilcox, the college attorney, the problem was solved when he read the attorney general's opinion. At the regular board, meeting on March 10 he is reported to have said "that he thought the board had no choice but to get the Board of Regents sworn in and start having joint meetings." He also recommended that the regents approve the minutes of the meetings held since January 1.

This opinion did nothing to soothe the ruffled feelings of those who felt that the duly elected trustees were being deprived of their rights and summarily relieved of their responsibilities. "After much discussion," Dr. Blanton supported Mr. Wilcox's recommendation, but he also expressed some reservations concerning the legality of the procedure and the possibility of lawsuits to come. He ended his remarks on an ethical note:

Therefore, even though it isn't morally right for one Board to raise money and the other to spend it, would it be possible for the two Boards, (since a majority of one makes a majority on the other) to sit together and take joint action for self-protection?

Nearly three months later and approximately seven months after the governor had appointed its members, the Board of Regents was organized, with Mr. Enright becoming its first president. By unanimous consent, all 1966 minutes of the Board of Trustees were approved. The two boards began meeting in joint session, a practice that was continued until the role of the trustees was officially restricted to a once-a-year tax levy.

But still another trauma was awaiting the boards and the president. Dr. Blanton had spoken with assurance whenever the North Central Association's review and upcoming appraisal had been discussed. On April 1, 1966, he had submitted an institutional self-study, and a review team subsequently had visited the campus; to his own satisfaction, apparently, Dr. Blanton had covered the ground.

In the self-study report, the college admitted many weaknesses, but in most cases these were defended or, the writers hoped, explained away. The buildings were inadequate, but they were temporary; scholarly attainment had been slight, but this didn't seem especially significant in a two-year institution; there had been no tenure policy in St. Joseph Junior College, but now it was anticipated that one would "be adopted at an early date."

Most of these acknowledged weaknesses were holdovers from Junior College or the result of transition, but the unacknowledged and most serious — the one receiving greatest condemnation from North Central — was one that pointed sternly to current insufficiencies. In its report made in July, the association noted the lack of "a comprehensive statement of...goals arrived at by faculty, administration, and the board, based on the needs of the area served by the institution and widely understood by its constituency." This it described as "a major lack." The board had acknowledged, the report stated, that such a study of needs had not preceded the building program. There were other problems, too; one, according to the writers of the report, was excessive concern for the prospective third and fourth years of the college. The upper division, they wrote emphatically, should not be initiated until the junior college was well established. They expressed concern, also, that in its internal organization, the college was more like "a high school" than like a college.

To the credit of Dr. Blanton and the boards, they began immediately to act upon the challenge. Norman Harris, an expert in vocational education from the University of Michigan, was hired to make a survey of institutional and community educational needs; a North Central Association consultant was secured; faculty members were initiated into the decision-making process.

For whatever reason or accumulation of reasons, however, the regents and trustees began to realize that Missouri Western Junior College was floundering. Those who wanted a four-year institution could see that Missouri Western State College, too, was receding rather than advancing. By December, members of both boards agreed that Dr. Blanton must go, and soon.

On January 24, the requested resignation came. According to the plan, the resignation would become effective in March. Dr. Blanton, however, was to leave immediately. The news media were informed that the president's resignation was accepted "with regrets." This myth was dispelled by later announcements.

The Blantons departed quietly. The day before he left the college, Dr. Blanton called a few faculty members into his office to tell them what was happening; these were persons who had made their support evident and from whom the president knew he would receive sympathy. Many of them had admired his wife, as well.

That day, too, for perhaps the first time during his stay at Missouri Western, Dr. Blanton went downstairs to drink a cup of coffee with faculty members who shared an office suite — who now recall his looking about the room as if he hoped to store its details in his memory. Not a word was said about Dr. Blanton's imminent and not-quite-secret departure. The visitor was friendly, the faculty members understanding,

In looking back at this brief but important period in the history of the college, it is easy to see flaws and mistakes. First of all, there was the failure to establish a sense of direction, to arrive at a mission, to establish goals; even signs of short-term planning and organization were in short supply. But it also is easy to see the problems — the difficulties of staffing, the confusing signals coming from citizens and lawmakers. Luckily, there were some successes: the employment of competent planners; the well-organized bond campaign; the wise, if belated, site selection. In the long run, Dr. Blanton and the boards who worked with him during this era have cause for much satisfaction. A new approach to developing the col-

lege internally could be — and was— developed; failures in selecting a site or in initiating the building program would have plagued the college forever.

With Dr. Blanton gone, the immediate task of the boards was to find someone to act as head of the college until a new president could be secured. Happily, they thought of Edgar Little, the former dean of St. Joseph Junior College who had served Missouri Western during its first summer. Mr. Little, always concerned for the welfare of the college, agreed to leave semi-retirement and a part-time teaching post at Crowder College to return to Missouri Western in the role of chief administrator. Before the end of the month, he had assumed his duties.

Since the college, exercising its well-developed talent for proceeding with day-to-day business regardless of pressures, seemed in no danger of drifting academically, Mr. Little could devote much of his time to assisting the boards in their search for an excellent president. A search committee including leaders around the state had been organized almost immediately; soon, a job description was worked up and the vacancy announced. A thorough and tireless search got underway.

This time, the response was satisfactory. Instead of the handful of suitable applicants the board had worked with before, there were a number with excellent qualifications, a situation no doubt encouraged by Mr. Little's insistence on a point the boards could now see for themselves: good presidents demand good salaries. By April 17, the boards had agreed that Dr. Marvin O. Looney was the person who could meet their needs. On the following day, the News-Press announced that Dr. Looney had been selected and that he was being employed for a three-year period. His initial annual salary was set at \$25,000, with automatic raises of \$1,000 for each of the following years.

In that and subsequent issues of the local papers, various facts about Dr. Looney appeared. He was coming to St. Joseph from Youngstown, Ohio, where he had been president of Mahoning Community College for a year and a half. Despite Dr. Looney's recognized success in planning for college development, the defeat of a bond proposal had prevented the actual organization of the college. Dr. Looney was described as a native of southern Missouri. He had received degrees from Southwest Missouri State College and the University of Arkansas and had also done graduate work at the University of Missouri, Michigan State University, and the University of Michigan. His doctorate in education came from the Univer-

sity of Arkansas.

Dr. Looney had been a coach and a mathematics instructor in southwest Missouri high schools, an assistant professor of administration at Central Missouri State College, and dean of instruction at Kellogg Community College in Battle Creek, Michigan. During World War II, he had served in the navy. At the time of his employment, he was thirty-nine years old. He and his wife, Dorsey, had three sons.

Dr. Looney's past record, along with his enthusiastic and assured approach to his task, sparked a return to optimism both within and beyond the college walls. This time, the optimism was of a more cautious variety than the kind that had been exhibited before, and it was accompanied by both a greater awareness of the need for cooperation and a greater sense of personal responsibility among all those who wanted the college to succeed. This time, too, everyone seemed to understand that success was crucial.

During the spring, two deaths saddened the college community. In late March, the college received word of the death of Dr. Harry Bangsburg, an NCA consultant who had inspired confidence and hope when he had visited the college. Dr. Bangsburg and seven others had been on a government-sponsored educational mission to Vietnam when their plane had crashed, killing all seven. Less than a month later, during the night of April 16, John Yancey, a popular biology instructor, died unexpectedly.

And in the spring there was friction, as well. When Dean Chance learned that his contract was not to be renewed, he sent a release to the News-Press listing a number of items that he claimed had been given as reasons. The first of these was "that he had demonstrated 'too much initiative' in performing his duties." Mr. Little's response, which also appeared in the paper, cited a number of difficulties that had led to Dean Chance's release. Some of these corresponded with reasons listed by the dean; the number-one charge, however, was that Dr. Chance had demonstrated "lack of initiative in organization and implementation of assigned duties."

CHAPTER SIX

a new direction

Students, instructors, and administrators are the people who make a college a college and Missouri Western is and will remain one of the best colleges in the nation.

JEANIE KELLEY, GRIFFON NEWS, FEBRUARY 14, 1969

On June 1, 1967, Dr. Looney officially assumed his role as the second president and the third administrative head of Missouri Western Junior College. Seven days later, as one of his first official acts, he announced that the college name would be shortened to "Missouri Western College." This change, which is reflected in the minutes of July 1, 1967, in no way affected the nature or function of the college as it was then; rather, it served both as a symbol of the developmental stage the college was in and as a signal that its forward march was a top priority with the new president.

That Dr. Looney well understood the nature and complexity of his task was obvious in statements he made to News-Press writer Jack Sue-sens on the eve of his assuming office. He spoke of the "strong liberal arts program" already existing and the need for development from that base. He listed four institutional needs:

1. To build an administrative team to do the kind of job the people want done and the people deserve. Some of that team is already on the job.
2. Expand our faculty as our college grows.
3. Continue with our proposed building program and plans for moving to our new campus.
4. Make our junior college program more comprehensive and get a senior college program under way here.

And his understanding is equally obvious in the steady and rapid pace of activities after his arrival. A brief review underscores the point:

June 21 — Dr. Looney outlines the timetable for the new campus.

June 30 — Site development is divided into nine projects.

June 30 — Bond funds have been invested.

July 4 — A new president's home has been purchased.

July 20 — Dr. Looney discusses the impact of the college on the city.

August 14 — NCA accepts the college progress report; the college is committed to comprehensive education.

August 18—A. D. Little, Inc., long-range institutional planners, are employed to help plot development and to plan for institutional growth.

August 22 — Groundbreaking ceremony is held on new campus.

August 24 — Provision of work-study help to students is announced.

September 1 — Trouel Construction Company of Savannah, Missouri, is awarded grading contract for the campus.

During the fall of 1967, Norman Harris presented his report on local higher educational needs. As might have been expected from an expert in vocational education, the report recommended that Missouri Western College should become heavily involved in semiprofessional and skills programs. On the other hand, the report did not neglect the college need for a comprehensive program or its need to meet the requirements for establishing a senior college program.

This flurry of activity had to continue if Missouri Western was to make the progress that nearly everyone desired. Missouri Southern, the college in Joplin that had started its expansion program along with Missouri Western, was dedicated as a four-year college in late October 1967; to the residents of St. Joseph this was a prod as well as an incentive. Within the college, it gave an extra push to the task of achieving NCA approval. The boards, administration, faculty, and students combined their efforts in overcoming the deficiencies pointed out by NCA in 1966 as well as in conducting their internal self-study and in preparing the documents NCA required. Faculty and administrators juggled their time in order to plan a tentative senior college curriculum while at the same time maintaining the excellence of the already existing programs. Representatives of the university helped with and reviewed their progress. Almost for the first time, faculty members experienced the satisfactions and frustrations of organized involvement in faculty concerns; minutes of the boards for early 1968 include faculty recommendations on both tenure and fringe benefits.

Partial proof of the success of these undertakings came in July 1968, when the accrediting association lifted probation for the junior college a year ahead of schedule; final proof was realized in the spring of 1969 when tentative approval for the third and fourth years was granted. Dr. Looney's leadership, reflecting his confidence in himself and in the college, was largely responsible for the accelerated pace.

In April 1968, sandwiched between concerns for the present and the future, a minor campus furor arose. It was discovered, or finally acknowledged, that among the dozens of students who occasionally or frequently sought refuge from the rigors of intellectual pursuit by indulging in bridge or other card games in the Grotto, there were a number who were inveterate gamblers. It was also discovered that some of these card-players, and perhaps the best gamblers, were not registered students. Student senate leaders did not act, so the college administration did: all gambling was forbidden. All gambling did not cease; all card playing was forbidden. The appearance of a security officer in the Grotto prompted some of the students and some of the outsiders to stage a mild protest on the Grotto steps. As a result, according to the Griffon News, the administration decreed that the nonstudents would "not be allowed to hang out in the Grotto," and "Student Affairs Dean Lowell Clark said he would welcome constructive suggestions which would allow card-playing to be resumed." Whether such suggestions came is not a matter of record.

While the old campus hummed with activity, the new one was coming to life. The groundbreaking was followed by grading, grading by construction. Bids for the purchase of the construction bonds had been sold to the Northern Trust Company of Chicago in May. After Dr. Looney's arrival, the A. D. Little Company helped in working out long-term needs while Herschman and Douglas, local architects, worked on building designs and plans. Donald Bush, the college consultant for Hare & Hare, added details to the master plan. By the end of May 1968, three buildings were under construction: the library, the classroom/administration building, and the science building. Even the doubters could now believe. (Further details of the building program appear in later chapters, particularly in the chapter entitled "A Campus Emerges.")

By the summer of 1968, a solid, if still skeletal, structure had been organized. Dr. Nolen Morrison, like Dr. Looney a graduate of the University of Arkansas, had come to the college in July 1967 as dean of academic affairs. Mr. Hawk became dean of business affairs, and Lowell Clark, who

had served as registrar, was appointed dean of student affairs. A triad of divisions was organized under Dr. Morrison. Charles E. Coyne, director of the Division of Education and Psychology, and Wilfred M. Bates, director of the Division of Applied Sciences and Technology, were employed in early spring; Bob R. Scott, director of the Division of Liberal Arts and Sciences, arrived in mid-May. Mr. Bensyl became assistant to the dean in charge of evening programs. Approximately a dozen administrators were charged with specific areas-, disciplines, either singly or in groups, were organized under department chairmen.

On June 28, just as the fiscal year was ending, the college received the very good news that the North Central team's report to the accrediting group was a favorable one.

During 1968-69, the last year on the old campus, the student body had enlarged so much that additional classroom space was sought in the downtown area. Some such space was provided in offices of the Missouri Theater building, close to the main building and even closer to classrooms rented from Artcrafts Engraving. The search for faculty members became a serious and ongoing concern. Dr. Bates resigned and was succeeded by Harvey Oates.

In general, this was a season of bright spots. Enrollment zoomed to 1,629, an all-time high that delighted nearly everyone. Missouri Western's probationary status was lifted and provisional four-year accreditation granted. The University of Missouri curators gave their approval to the third and fourth years of college work, an approval crucial to the establishment of the senior college program. It was a season, too, when funds for development, planning, construction, and the pursuit of higher degrees by faculty members flowed freely. The new construction on the campus, coupled with news of the university's approval, led to the preparation of a resolution that was sent to the legislature:

Be It Resolved that under the provisions of House Bill 210, enacted by the 73rd General Assembly (Now S. 174.250 V.A.M.S.) the facilities of the present Missouri Western Junior College are hereby made available for a third and fourth year college, to be known as "Missouri Western State College," which, together with Missouri Western Junior College, will constitute a four-year college; the commencement of which is to be as of the date of approval of this resolution.

Be It Further Resolved that a certified copy of this resolution be forwarded immediately to the Governor, the President of the Senate and the

Speaker of the House of Representatives.

But along with the bright spots there was sorrow. Dr. Thompson E. Potter, a member of both boards and a past president of each, died unexpectedly on a Spanish vacation. Donald L. Chew was chosen to replace Dr. Potter on the Board of Trustees; Mr. Douglas was appointed to the Board of Regents. By the end of the year, George S. Murray, Jr., had replaced Mr. Chew.

The 1968-69 academic year saw the beginning of some collegiate pursuits and the firming up of others. The curriculum began to reflect the college's change in mission; a first step in the new teacher-education program was made. Continuing education, under Mr. Bensyl, was taking form. Two new support groups were organized: the Missouri Western College Foundation, which was "to encourage, receive, and administer gifts and bequests for the benefit of Missouri Western College and its students"; and Faculty Wives, which has since been expanded to include all faculty women.

In preparation for addition of the upper-division program, Dr. Looney initiated a further refinement of the administrative structure. Dr. Morrison, Mr. Hawk, and Mr. Clark became vice-presidents of the college; Dr. Coyne, Dr. Scott, and Dr. Oates became deans. Coach Burri, replaced by Garvin Filbert, became director of athletics.

There was one notable omission in the spring of 1969; for the first time since 1917, no graduation ceremony was scheduled. Missouri Western College had become a four-year institution.

CHAPTER SEVEN

struggles for power

Many things happened, not only the normal school activities, but some that weren't planned.

DON HUDSON, GRIFFON NEWS, MAY 20, 1970

In August 1969, Missouri Western College moved to its new location. At that time, the third and fourth years — state supported and superimposed on the district junior college — became a visible entity. The campus, however, with its three not-quite-complete buildings surrounded by grassless and treeless grounds broken now and again by parallel two-by-fours slipping into the mud, was still more promise than reality. But once the move was made, students began to come. On August 15, Liz Dotson of Dekalb became the first student to register on the new campus. By the time the final count was taken 2,536 had enrolled. When dedication ceremonies were held on a rainy October 12, approximately 1,500 visitors came to gaze with pride at the outward signs of the college they so long had waited and worked for.

There must have been satisfaction and challenge and even excitement in participating in the college metamorphosis, but during that fall and early winter the world was restless, and the turmoil finally touched Missouri Western. In October, student body president Sonny Ganter urged support of a war moratorium that, to the credit of participants, focused on throwing paper rather than rocks. Neil Sandstad, an art instructor, and Ted Hughes, a student, were pictured in a November issue of the News-Press as they engaged in a peaceful demonstration with other members of the Fellowship of Reconciliation. Although these and other college efforts for peace were not disruptive, events on other campuses led to some uneasiness at Missouri Western.

There were other rumblings during that fall and winter, however that

did upset the college as no previous difficulty had done. This occurred when the dissatisfaction of a small segment of the faculty seemed to trigger overt clashes between the already ignited trustees and regents. In November 1967, Dr. Daryl Pendergraft, the NCA consultant who had followed Dr. Bangsburg, spoke of the excellent relationship existing between the two boards; by the fall of 1969, all signs of amicability had disappeared.

Several factors influenced this breakdown. Among the trustees were some who still felt that the technical and vocational programs approved by the voters of the junior college district were falling victims to the statutes permitting the establishment of the senior college. This increased their reluctance to give up the duties they felt obliged to fulfill but which most interpretations of the law now placed on the regents. On the other hand, the regents were eager to get on with what they considered their business and not that of the trustees. In addition, both groups seemed uncertain at times as to what college concerns fell to them, as policy-makers, and what to the president, as an administrator. All this led to uncertainty, which in turn led to unclear signals sent to Dr. Looney, so that, at times, action became impossible. Then, when several faculty members who failed to participate in a business-industry visit (B.I.E. Day) were denied a day's salary on Dr. Looney's order, all calm objectivity disappeared in the quicksand of emotional and personal involvement.

All of these elements figured to some extent in a special meeting of the trustees, called by four of the board members, for December 23- Fear of a rumored regent takeover caused trustees to stop the transfer of any college funds; this order was soon rescinded. After a long discussion, the trustees decided to try for a peaceful solution to their problems, and the minutes note that Mr. Teare, then trustees president, "closed the meeting with a prayer."

Peace, however, was as transient as the holiday season in which it was born. At the regular meeting held on January 15, 1970, friction and tension climaxed when one of the board members asked Dr. Looney whether he had restored the salaries that had been withheld. Dr. Looney, according to the minutes, replied that he would do so if the boards directed him to, but that he had received no such directive. At that, Mr. Schneider moved that the contracts of both Dr. Looney and Dr. Morrison not be renewed and that a search be initiated for a new president. Realizing that Mr. Douglas and Mr. Merrifield were not present, and that his own absence would de-

prive the Board of Regents of a quorum, Mr. Enright rose to leave. Mr. Schneider, then president of the Board of Regents, warned Mr. Enright that he left at his own peril; Mr. Enright ignored the warning. Of the four remaining trustees, three voted in favor of the motion.

This action died of its own insufficiency. There was no reason to believe that such unilateral action on the part of the Board of Trustees had any validity. When Mr. Teare announced on the following January 23 that he would not seek reelection to the board, the News-Press report (written by Jack Suesens) stated that Mr. Teare had said that "no one was 'fired'" and that "the vote of the three trustees simply was an expression of opinion." On January 25, the boards announced their decision to retain both Dr. Looney and Dr. Morrison. They also agreed to establish the position of administrative vice-president as had been recommended by the A. D. Little Company in 1968. A giant step forward taken at the same time was an agreement to establish ground rules under which the administration and boards could operate; along with this agreement came an acknowledgment that the boards and the administration needed to know what rights, responsibilities, and limitations fell to each.

The boards soon learned, however, that their giant step toward maturity did not guarantee that board meetings would immediately become models of propriety and finesse. Emotional and personal involvement led to an ongoing concern for faculty members who had been involved in the B.I.E. Day avoidance or for those who had shown sympathy or expressed indignation in their behalf. Board members occasionally discussed and sometimes argued over the extent of their responsibilities and whether they were attempting to exceed them. But Dr. Looney agreed that there would be no punitive action taken against those whose actions had led to the controversy or against those who had supported what turned out to be losing causes. It was agreed, also, that faculty members were free to join any organization they pleased, so long as it was not listed as subversive by the government. This perhaps had a special reference to the American Association of University Professors, which often gave the appearance, at least, of being in the forefront of faculty-administration contention; possibly it also referred to antiwar groups, whose quiet demonstrations, when participated in by students and faculty members, may have been viewed as threatening in their own way.

When this initial two-gun bombardment of the role of the president might have quieted down, it was followed by a second attack that was

more than sufficient to reignite it. This occurred later in the year, when a faculty member was rather suddenly relieved of his duties as department chairman. For some of the board members, this action, for which Dr. Looney was ultimately but not initially responsible, was a sufficient justification for resurrecting half-buried fears and animosities. Through much of the spring, Dr. Looney and the boards struggled with questions of justice/injustice, policy responsibilities/ administrative responsibilities, faculty prerogatives/administrative prerogatives, and with a review of the decision by the faculty tenure committee that had been decided upon by the boards. At the end of all this, Dr. Looney's action held.

One way to solve the dilemma of the boards and the frustrations of the administration was suggested by James W. French, a trustee candidate who said that "the single most important issue facing the board in the next six years [the period of time for which a trustee is elected] is to bring all of Missouri Western College into the state college system." It is probably a coincidence that on the same day — April 1 — Dr. Looney made a similar statement. An effort would be made in a few years, he said, to get Missouri Western "included under the state's total financial umbrella." Ground was thus broken not only for a solution to the unresolved controversy between the boards but also for the emergence of a strengthened college.

Luckily, the distractions of the year did not completely paralyze boards, administrators, faculty, or students. Class work proceeded as usual in most instances, and the college continued to manifest signs of growth. Bids were let for a student union and, since it was already becoming evident that the college was attracting many students beyond commuting distance, for a dormitory. More acreage was acquired — this time, 20.8 acres from the state hospital. As a follow-up to one of the winter's problems, the Academic Council (Faculty Senate) was developing a grievance committee for dealing with any faculty claim of unwarranted treatment. Under Sam Sharp's leadership, a college alumni group was organized with John Biehl as president. On May 26, 1970, this group sponsored the first alumni breakfast with the forty-five graduating seniors as guests. At the first Missouri Western senior college graduation on May 29, Senator Stuart Symington delivered the address. One of the graduates was John McCaskey, who had received a degree from the Massachusetts Institute of Technology in 1929.

All problems did not automatically disappear, nor did new difficulties cease to arise with the coming of the 1970-71 academic year, but by that

time it was clear that both college and president would survive. Trying, troubled times had tested their mettle, and both Dr. Looney and Missouri Western emerged with increased strength to withstand attack and with renewed vigor for pursuing their normal roles.

The college had survived, but it was still very young and sometimes uncertain. Its biggest task ahead was to attain maturity — the maturity not only to withstand difficulty but to withstand it gracefully; the maturity not only to go ahead but to go ahead wisely. The records show that much of the next decade was devoted to this end. The records also show that the undertaking was a success.

P A R T I I I

Missouri Western State College

CHAPTER EIGHT

a campus emerges

The trees should be a welcome and beautiful change for our windswept, grass in some places, campus. The planting of trees will also give the campus a finished and permanent look.

GRIFFON NEWS, NOVEMBER 21, 1969

The campus that in the fall of 1969 had been largely a promise quickly took root. The three buildings that at the beginning of the academic year were barely ready for occupancy soon reflected their inner activities. From the barren earth came grass, trees, and flowers; from mere designations on the architects' drawings, additional facilities evolved to nurture the life of the college.

As a symbol of institutional commitment to the dissemination and pursuit of knowledge, the first shovelful of earth had been turned at the site of the Warren E. Hearn Learning Resources Center on August 22, 1967, with Governor Hearn on hand to do the honors of the occasion. Both honors to the governor were fitting; not only had Governor Hearn played a major role (possibly the major role) in securing the four-year college for the city and area, but he had also continued his support with off-the-record proddings when university officials had slowed down the approval process through acting upon their own whims rather than on the letter of the law. The Learning Resources Center was actually the second building to be commenced and the second to be completed (it was occupied in September 1969), lagging a few weeks behind the classroom-administration building, which had been ready for occupancy in August. Dr. Looney appropriately became the first tenant of the first completed building.

The classroom-administration building, now properly called the Frank S. Popplewell Classroom-Administration Building, may be considered the

hub of the campus. The president, the provost, and all vice-presidents have their offices here. Among other occupants are a number of academic departments, service areas, and various administrators. In dedicating this building to a long-time educator who once worked in it, the boards, in a sense, honored all those who had taught in the old junior college, in the district junior college, and in the four-year college, since Mr. Popplewell had taught in them all. For the exterior of this and the other new buildings in the central campus area, the boards chose face brick of "brownstone ve-lour" as the chief material. The type of brick was selected for its practicality; the decision to adhere to one basic color throughout was based on aesthetics. No two buildings (with the exception of the dormitories) are exactly alike, but all are examples of the union of practicality with simplicity of design.

The Warren E. Hearn Learning Resources Center, perhaps as much as any building, demonstrates the boards' demands for as much aesthetic appeal as could be attained in a totally practical structure. The interior of the library, which occupies the second and third levels, is softened by bright blue carpeting, a curving central staircase, and shining new furnishings; the result is a dignified yet warm atmosphere that invites reflection and study. At the end of 1982, the pursuit of knowledge there had been enhanced by the acquisition of 330,000 volumes — a far cry, indeed, from the 12,232 on hand in 1965 and a testimony not only to the college commitment to learning but also to the dedication and effectiveness of Dean Helen Wigerson.

Although the lower level of the Learning Resources Center houses a number of service areas and includes a much-used wood-paneled auditorium seating approximately 120 persons, it is largely the province of computer and media. The Instructional Media Center — officially aligned with the library and also under the direction of its dean — has just undergone an extensive renovation in which both general college funds and a grant from the Missouri Western Foundation have been utilized. Six years ago, the center was virtually bare and could provide only minimal services to faculty and students. Today, reflecting the direction of Max Schlesinger, the center is a carefully planned suite that includes a library for 2,200 non-print holdings, media room, studio-classroom, service area, and laboratories for meeting all instructional needs.

The last of the trio of original buildings is the Evan R. Agenstein Science and Mathematics Building. Like the Frank S. Popplewell Classroom-

Administration Building, it bears the name of a long-time educator; Professor Emeritus Agenstein taught in the junior college as well as the four-year college, served as a department chairman, after his retirement became an elected trustee (in 1971), and is currently the president of the board. The building named in his honor is perhaps the most carefully designed on the campus, in part as a result of thoughtful suggestions made by former faculty member John Redmond, who at that time was chairman of the Department of Chemistry. In addition to the usual panoply of offices, lecture halls, and laboratories, this bright, attractive building contains a planetarium, a rooftop greenhouse and potting shed, a live-animal room, and a herbarium. A fine biology laboratory has recently been equipped through the Missouri Western Foundation with funds secured from the bequest of Mrs. A. B. McGlothlan.

Construction on two additional buildings, also covered by the original bond issue, commenced in the spring of 1969. One of these, the Engineering Technology Building, houses much of the college vocational and technology program and includes laboratories as well as conventional classrooms. The office of the dean of the Division of Career Programs is in this building, as are the offices for military science personnel. Engineering Technology was completed in 1970.

Construction on the second of this pair, the Dr. Thompson E. Potter Fine Arts Center, was not completed until February 1973. Named for the former president of both boards who died in 1968, the Fine Arts Center was planned to meet the needs of the disciplines of art, music, and theater. In addition, its 460-seat auditorium is often used by other campus groups for workshops, addresses, or other special events. As this building was constructed to meet special needs, appropriate classrooms, choral rooms, a two-story orchestra room, office-studios, laboratories, listening rooms, storage areas, and a gallery for art shows were all included. Despite the careful planning, and despite the conversion of a small building into a ceramics studio, the fine arts building bulges at the seams. This is largely the result of phenomenal growth in the Department of Music but also can be attributed in part to the fact that a slim budget at the time of construction allowed only a limited margin for normal growth. A bond issue that would have provided relief was defeated in 1976; now hopes focus on a share of the \$600,000,000 state capital-improvement bond approved in 1982.

The Health, Physical Education, and Recreation Building, on which construction began in 1969, has had better luck with funding than the Fine

Arts Center. The last of the facilities to draw from the original bond issue and the conclusion of Phase I of the building program, it, too, was squeezed to fit the budget; before an addition was completed in 1980, classes were held in hallways and storage areas, and the gymnasium, with two or more classes being conducted at one time, took on the appearance of an open classroom.

The addition to the gymnasium, as it happened, prompted a considerable stir. In 1974, Caudill Rowlett Scott, architects, planners, and engineers, drew up plans for a new two-phase building program. Phase I, which is discussed later, was completed without difficulty and resulted in the construction of the Fred Eder Student Services/Classroom Building. Phase II, which was to have provided a pavilion and a small addition to the physical education building, seems to have been destined for trouble. In the first place, plans had to be completely revamped when the city decided to seek funding for a new civic arena. At this point, the pavilion was dropped from the plans and the addition to the physical education building enlarged to meet needs that the pavilion had been expected to handle. To compound the problems, a 1976 bond election for \$4,500,000 failed, and the planned addition had to be given up for the moment, along with an addition to the Fine Arts Center. Finally, a \$3,000,000 appropriation that Missouri Western officials believed they had been promised, and which they felt would provide the kind of building that was needed, was reduced to \$1,500,000 — possibly because the Missouri Coordinating Board for Higher Education failed to provide encouragement.

Dr. Looney and other college officials saw no reason either to let the appropriation revert to the state or to construct an addition that, because of its meager size, would accomplish little or nothing. They decided, therefore, to use the appropriation to construct one portion of the building, the gymnasium, as planned and to lay the brickwork for the portion of the addition that had been expected to provide classroom and office space. Once again, they were living on promises; they had been given reason to believe that a second appropriation of \$1,500,000 would soon be granted by the legislature and approved by Governor Teasdale. As the March 22, 1979, Gazette reported,

Dr. Looney was "optimistic," because the appropriation had "the support of Senator Truman Wilson (D-St. Joseph), chairman of the Senate Appropriations Committee, the three state representatives from St. Joseph, and Governor Joseph Teasdale."

Unfortunately, however, the optimism was unwarranted. Possibly as the result of a political deal, the second grant did not materialize at all. (Senator Wilson resigned his committee chairmanship over the issue.) Unfortunately, also, when the legislature became aware that the building had been started without funds on hand for completion, it decided to investigate. (It is contrary to Missouri statutes to commence state construction that cannot be completed.) After State Representative P. Wayne Goode (D-Normandy) learned that Missouri Western was not "building the addition without a roof that he seems to have been visualizing, the probe was scaled down. It was continued briefly, however, with the legislators citing a not-always-enforced state statute, which prohibits spending more for a capital-improvement project than the legislature has appropriated.

Eventually, the brouhaha died down. The investigation was shelved, and on May 7, 1980, with the blessing of the Missouri Coordinating Board for Higher Education, the legislature granted the college \$752,183 for completion of the physical education building project. This addition produced such desirable refinements to the so-called "shell" as an outdoor-activity classroom, game standards and nets, shower stalls and toilet partitions, chalkboards, lockers, benches, and fixed seating.

In 1970, with funds secured through the sale of housing-system revenue bonds, construction began on the first of the three units currently included in the campus residence complex. The three coed dormitories (the second and third were built in 1972-73) provide suites of four bedrooms, two baths, a living room, and patio or deck, with each suite having its own outside entrance. At the ground level, there is easy access for handicapped occupants. When the residences were planned, it was thought that only eight students would be housed in one suite, but demand has been so great that now two bedrooms in each suite have been converted for use by three students. Nevertheless, each fall semester opens with a waiting list, even though in recent years additional housing has been provided through an arrangement with the Broadmoor Apartments.

When the Nelle Blum College Center was dedicated in the fall of 1972, a Gazette reporter wrote of the long-time junior college dean that "no name could be offered so pleasing to so many as hers." It seems especially appropriate that a building largely devoted to student activities and student concerns should be dedicated to an educator who had such exceptional rapport with students. The building bearing Miss Blum's name provides dining and food-service areas, student lounges, offices for student

organizations, the health center, and college bookstore. Some administrative offices, a handsome lounge dedicated to faculty use, and a new conference center are also located in the building.

A successful bond campaign carried out in 1974 provided funds for the construction of the Fred Eder Student Services/Classroom Building. The long, low structure placed between the Warren E. Hearnese Learning Resources Center and the Frank S. Popplewell Classroom-Administration Building not only houses several departments, the Griffon yearbook and Griffon News facilities, the Learning Skills Center, and student services offices but also, on a cold winter day, provides an interior walkway between its neighbors. The somewhat austere exterior is softened by the long wall of windows at ground level and, in spring, summer, and fall, by the soothing influence of the large reflecting pool that lies before the building. The facility was dedicated to Mr. Eder, former trustee and regent, shortly before he left office on October 31, 1982.

New as the buildings are, all of them, with the exception of one dormitory, have shared the structural difficulty of leaking roofs. This annoyance first went public in October 1972, but according to one local newspaper, the problem had "reportedly... existed for years ...When Mr. Eder, then a trustee, heard of the problem, he is reported to have offered a suggestion: "Maybe we could buy buckets and catch the leakage." Dr. Looney is quoted as responding, "We've already done that."

Even when more radical action was taken, neither the leaks nor the buckets went away. Although the Warren E. Hearnese Learning Resources Center, and specifically the library, has had the most trouble (its roof has also attracted a couple of damaging winds), even newer structures, including the Fred Eder Student Services/Classroom Building, have had to resort to the use of a bucket or two during particularly heavy rains. Over the years, many attempts to solve the problems resulting from the use of flat roofs in a location subject to rain and snow have been made, but only recently have the more recalcitrant rooftops begun to stand up to the elements. Now, a new roof-sealing technique with a ten-year warranty is providing the needed protection.

In the early-morning hours of December 31, 1981, the college suffered a major loss that could have been disastrous: the president's home burned to the ground. Dr. and Mrs. Looney were alerted by a son who happened to come home after the fire had started. The large, handsome structure, built in the ranch-house tradition, had been acquired in 1967 and

had served admirably both as a home and as a setting for college functions. The inflationary prices of 1982 led to the board's decision not to rebuild for the present. Currently, housing for the president is provided off campus.

The seven original facilities (including the dormitories) and the Fred Eder Student Services/Classroom Building all lie within the central core of the campus. At approximately the midpoint of this core, a small fountain, the gift of firms and individuals who had worked on Phase I of the building program, has been placed. Winding around this central portion of the campus is Downs Drive, a street fittingly named for Senator Downs who as a state legislator worked so aggressively and effectively to secure the four-year college. Beyond Downs Drive, largely to the east, north, and west, lie the more than 700 remaining acres of the 740 that have ultimately become part of Missouri Western's holding. This outer area, along with the inner core, has become an integral part of the college.

Outstanding features of the central campus and its immediate periphery are well-kept grounds that include a fine stand of more than 600 young trees, many well-placed shrubs, and occasional flower beds. Glenn Marion, a professor emeritus of engineering technology who retired in 1976, planned the location of each tree, shrub, and flowerbed in 1970. With some physical help from the maintenance department and with financial help from garden clubs, individuals, the Missouri Western State College Alumni Association, and the college, Mr. Marion has now converted his master plan into reality; his own portion of the gift, in addition to the plan, adds up to thousands of hours of labor. Although Mr. Marion estimates that it will take ten more years for his landscaping project to reach maturity, it is already providing grace and beauty to a campus that otherwise would seem sparse and spare.

To the north of the central core, Spratt Memorial Stadium stands as one of the newest facilities on the campus. First used in May 1979 as the setting for Commencement ceremonies, it includes a football field, seating for 5,000 spectators, and a three-level building used for relevant activities. The stadium was named for Elliott C. Spratt, whose generous bequest made it possible.

The recent rise of the campus from farmland already fitted out with a number of buildings planned for agricultural use and its generous size — making it possible to set aside 440 acres for agricultural purposes — are two of the three factors that make the program in agriculture a reality. The

third is the suitability of such a program to the needs of MWSC students. The farm buildings, some new, some old, include a farmhouse, sheep barn, repair shed, hay barn, cattle shed, implement building, and project shed. The farmlands include cultivated land, improved pastures, native pasture, and woodland. Of the total, 202 acres are devoted to student research projects and demonstrations, and 40 acres of improved pasture land are set aside for the maintenance of registered Angus cattle and registered Suffolk and Dorset sheep.

On the West Campus, beyond Interstate Highway 29 and connected with the main campus by an underpass, are a variety of maintenance and service facilities. Strictly for educational purposes is the rappelling tower used in the ROTC training program; shared with the Missouri Department of Conservation is the new shooting range. Facilities of the University of Missouri Extension Center are also located on the West Campus.

From the beginning, boards and administrators wisely decided that some sections of the Missouri Western campus should be left undeveloped, both as a practical matter and from aesthetic considerations. As a practical matter, the ponds (all man-made) meet needs of various programs, including some in physical education; aesthetically, they provide serene focal points. As a practical matter, one twenty-four-acre segment has been designated as a biological study area. According to John Rushin, a member of the Department of Biology, this area is a "cross-section in time." As students or visitors walk through the tract, they take a succession of backward looks into biological development. At the end, their eyes rest on a stand of virgin timber.

On some jogging trails, joggers must be content with improving the well being of their bodies; on Missouri Western's trail, joggers (or walkers) may also improve their minds and enjoy the beauty around them. At one stage, the jogging trail winds beside a stream whose banks support a secondary growth of locust and flowering crab as well as a wide variety of smaller plants; at another, it passes through a swale at the edge of a walnut grove. At its highest point, the trail enters a modified parkland crowned with oaks, many of which, Dr. Rushin says, are more than 100 years old and among which are representatives of all the major oaks, which occur in this part of Missouri. This particular spot figured in the local news during mid-1982. When Dr. Looney suggested that the new president's home might be placed there, students circulated a petition to preserve the area as it was; even before the decision was made to abandon rebuilding plans,

that spot was removed from the list of possible sites.

CHAPTER NINE

formation continues

Start the new semester right. Leave the old mistakes behind. Cultivate habits of prompt, decisive action. Learn to attend to what is worth your while. Then you will have no need to worry about the upshot of your education.

SPECTATOR, JANUARY 1928

Every time has its own importance. In retrospect, however, the period beginning late in 1973 and extending through July 1975 can be seen as having been pivotal in Missouri Western's evolution as a full-fledged state college. Some of the significant events of this era took place within the institution; others exerted their influence from without. Some had roots extending far into the past. All had effects reaching into the future.

The first of these events was the establishment of the College Governance Advisory Council (CGAC) as an innovative effort to meet needs for effective communication. Originated by Frank Smith, director of internal communications, and Vice-President Martyn Howgill, it was initiated in 1973 as the Interim Governance Council. CGAC acts as a clearinghouse for proposals originating within the college. Its primary purposes are to insure that proposed changes in either policy or procedure are discussed by all college groups, to compare new proposals with existing policies and procedures, and to submit proposals, accompanied by CGAC discussion, to the president for action. CGAC membership consists of the provost, the vice-presidents, the academic deans, and the heads of the Faculty Senate, the Student Government Association, the Professional and Administrative Association, and the Supportive Staff Association. One of the strengths of the organization is that through college-wide dissemination of its minutes, all members of the college community are informed of change.

In April 1974, Robert J. Nelson arrived to serve as vice-president for

academic affairs. This new position was essentially a replacement for the former one of executive vice-president, which had been established by the boards in 1970 and which was being abandoned. The first and only incumbent of that position had been Lyle Boyles who arrived in the fall of 1970. Unfortunately, perhaps, the position of director of the Division of Applied Sciences was vacant at that time, so Dr. Boyles was asked to fill, or chose to fill, that position as well as his own.

Shortly after his arrival, the new vice-president became involved in directing the institutional self-study required by the North Central Association of Colleges and Secondary Schools. This institution-wide effort and its report would

figure heavily in the accrediting association's decision regarding Missouri Western's bid for acceptance as a recognized four-year college. In this effort, Dr. Boyles and Missouri Western were only partially successful; North Central was willing to grant the neophyte institution, still struggling for maturity, initial accreditation for a three-year period but not the final accreditation that the college was — perhaps over-optimistically — seeking. Weaknesses in the applied sciences division had a part in producing the less-than-happy results.

In the spring of 1973, Dr. Boyles experienced a much more significant failure. An attempt to streamline the administrative organization by eliminating the positions of deans of the academic divisions and reassigning the holders of those positions, along with restructuring some academic departments, met with instantaneous and vociferous disapproval over much of the campus. When Dr. Boyles's resignation came a short time later, it was believed that this unpopular recommendation and its aftermath had figured in his departure.

In replacing Dr. Boyles, a search committee comprising administrators and faculty members narrowed the field to five applicants. This group included two Missouri Western deans: Charles E. Coyne of the Division of Education and Psychology, and Bob R. Scott of the Division of Arts and Sciences; it also included Dr. Nelson. After appearances by all top contenders in which the applicants were interviewed by administrators and faculty members as well as by various campus groups, Dr. Nelson was chosen as the outstanding applicant. His nomination was unanimously approved by the boards. Dr. Nelson, who holds both Bachelor of Science and Master of Science degrees from Montana State University and a Ph.D. from Purdue University — all in mathematics — had been serving as as-

sistant dean of the College of Liberal Arts and Sciences at St. Cloud State University in St. Cloud, Minnesota.

Dr. Nelson, both an academician and a firm believer in efficiency, was the man for the hour. Immediately, he zeroed in on those areas that had not quite kept up with overall college growth. His meticulous mathematical mind recognized the need for precise budgetary procedures within the academic domain. Constantly working to provide the best education with the money available and always alert to possibilities for the improvement of practice, he soon redesigned the pattern of instructional budgeting. Dr. Nelson quickly saw the great need for codifying procedure in such matters as curriculum development, leave for professional advancement, tenure, and promotions. In instruction, he sought to assure the enhancement of quality through such means as improving the method of faculty evaluation and making the process for promotion in rank more stringent. Very soon after his arrival, Dr. Nelson recognized a need for improved communications within the college, especially between faculty and administration, and almost immediately he arranged to attend meetings of the Academic Council (now the Faculty Senate) on a regular basis. In July 1982, Dr. Nelson was appointed to the newly created post of provost.

Three months after Dr. Nelson's arrival and coincidental with the opening of the new fiscal year, a legislature-created body, the Missouri Coordinating Board for Higher Education (CBHE), came into being. This group was to have a significant effect on all state-supported institutions of higher education. One of its major responsibilities was the creation and maintenance of master plans for the coordination of higher education in the state. As coordinator, the board approves or disapproves new degree programs proposed by state colleges and universities. In its efforts, the board acts in conjunction with the commissioner of higher education, who is appointed by CBHE.

With such a charge, CBHE has necessarily played an important role in the still-maturing Missouri Western. Understandably wary of any proliferation of courses and programs which in the end drain the money supply, the coordinating board has voted to disallow the establishment of some degree programs — a major in journalism, for example — that have been proposed by the college. On the other hand, most programs submitted by Missouri Western, including a Bachelor of Arts degree in music and a major in English with a communications emphasis, have met a better

fate.

A real source of disagreement between Missouri Western and CBHE developed in the fall of 1978, following the dissemination of a preliminary draft of Master Plan III. The college felt that the negative attitude expressed toward the future construction of dormitories, the recommended linking of MWSC's and Northwest Missouri State's missions, and CBHE's emphasis on the development of one- and two-year programs without a similar nod to upper-division work, was not only inhibitive of college growth but also destructive to the comprehensive program the college had developed. In line with CBHE practice, Bruce Robertson, then state commissioner of higher education and author of the preliminary draft (recommendations from master-planning committees were utilized at his discretion), called for an open meeting to be held the evening of December 5, 1978, at the Minnie Cline Elementary School in Savannah, Missouri. The meeting would allow interested persons to discuss the contents of the proposed master plan and to express their views, especially as Northwest Missouri State and Missouri Western seemed to be affected. When December 5 came, the school auditorium was packed; while Northwest Missouri State was well represented, most of the audience represented Missouri Western. Dignitaries on the platform included Commissioner Robertson, Robert Duesenberg, chairman of CBHE and moderator for the meeting, and other members of the coordinating board.

Missouri Western, admittedly irked by the draft, had a carefully prepared rebuttal planned and orchestrated by Martyn Howgill, then vice-president for college relations. For the most part, the mini-speeches delivered by twelve people representing administrators, faculty members, students, and community leaders presented the college position both objectively and affirmatively, but it must be admitted that St. Joseph Mayor Gordon Wiser's zeal so far outstripped his objectivity that his substitution of "Goosenberg" for "Duesenberg" did not seem accidental. Since Northwest Missouri State (by this time a university) did not feel that it had been put on the defensive, its officials and well-wishers saw no reason to object to the plan. Only two representatives spoke, and one of those, a student, seemed merely to wish to affirm his loyalty for his college. The official speaker for Northwest Missouri State was its president, B. D. Owens, whose remarks were brief and complacent, President Owens welcomed, he said, the idea of increased cooperation between the neighboring institutions, thereby agreeing with one of the recommendations of the draft.

Overall, he found the plan praiseworthy.

In his closing remarks, Dr. Robertson also called for cooperation between the neighboring institutions — a cooperation which, as Dr. Owens had pointed out, already existed in ROTC and graduate programs. Since Missouri Western was arguing against some segments of the proposed plan, Dr. Robertson quite understandably expressed dissatisfaction with the Missouri Western stance. Nevertheless, when the final version of Master Plan III appeared some time later, it was sufficiently modified to relieve Missouri Western of its fears. The ban on new dormitories had been lifted — although CBHE made it plain that extensive building of dormitories was still unacceptable— and a clear statement of Missouri Western's mission as a four-year college was added. The final draft reiterated the demand for cooperation between Missouri Western and Northwest Missouri State, a demand that has been met twice on the football field and frequently in other sports arenas. For some reason, the quiet rapport existing between MWSC and NWMSU faculty members working in the same disciplines (English and computer science provide excellent examples) goes virtually unnoticed.

Since master plans are written to cover only a five-year period, a new plan should be published during the 1983-84 academic year.

In his President's Report: 1974-75, Dr. Looney wrote that "while it is difficult to point to a particular year as being more productive than others, the 1974-75 academic year has to be the high point of the past nine years. At the beginning

of the year," he continued, "four major goals were set " These goals were to:

- Gain full accreditation from the North Central Association of Colleges and Secondary Schools;

- Gain accreditation for our teacher-education programs from the National Council for Accreditation of Teacher Education;

- Gain full state-college recognition from the state government; and
- Gain voter approval for a new Student Services/Classroom Building.

"Through the work of many, many people," Dr. Looney added, "all these goals were achieved."

Work toward one of these goals — securing voter approval for a new building — began on July 1, 1974, when it was proposed that an election be held to secure funds for a student services/classroom building. The campaign was launched in August with Robert Slater serving as chairman.

The bond issue, voted on in October, passed by a wide margin. The following June, construction was begun by W. M. Grace, and the building was completed in the late fall of 1976. (Additional details of this building are included in Chapter Eight.)

The second of these major goals was achieved in October 1974, when NCATE, the National Council for the Accreditation of Teacher Education, notified the college that its teacher-education program had been approved. This honor, to be awarded for the third time in 1983, guarantees that the credentials of Missouri Western teacher-education graduates will be accepted in more than twenty states; in several other states, NCATE approval guarantees that the applicants will receive prime consideration. The rather large proportion of Missouri Western students electing to take the teacher-education program underscores the significance of this achievement.

Important as it was for the college to receive NCATE approval, it was even more important that NCA grant final accreditation to the four-year program. The institutional self-study required by NCA had been made and the required report prepared following Dr. Boyles's departure and before Dr. Nelson's arrival, Warren Chelline, then an assistant professor of English and at that time president of the Academic Council, served as chairman of the study; John Turano of Adams State College (Colorado) acted as NCA consultant. The self-study report was completed May 1, and the NCA team visited the campus in early November. College representatives appeared before the NCA committee in Chicago in late March and final accreditation was granted in early April, with another routine visit scheduled for 1980. Administrators and faculty members saw this recognition as confirmation of their own judgment that Missouri Western had developed a considerable degree of maturity and also as a formal acceptance of the college into the ranks of baccalaureate institutions. The 1979 self-study made under Dr. Nelson's leadership led to a ten-year interim between visitations and produced more rejoicing on Missouri Western's campus.

One more major hurdle had to be overcome, however, before the college could celebrate its coming of age. As early as 1970, Dr. Looney and others concerned for the welfare of the college had seen full state funding as a most desirable goal. The two-way plan of support — district and state — although reasonably functional, produced its own difficulties, multiplied the problems of handling college finance, and, in the years ahead, could quite possibly hamper college development. Even though the inter-

nal organization was manageable, an appropriate self-image clearly demanded a unified organization. Moreover, the dual boards, while no longer the cause of shattering conflict, produced a cumbersome structure, at best.

At various times between 1970 and 1975, one or another college or state official or governing body had come out in support of or in opposition to the notion that the state should support Missouri Western and Missouri Southern in the same manner that the other state institutions were supported. Once again, politics influenced considerations. Christopher Bond, front-runner (and eventual winner) in the 1972 race for the governorship, was elusive, but the October 10, 1972, News-Press reported that he had said he "wouldn't veto" a full-funding bill.

By 1975, the long-simmering issue came to life. In February, Dr. Looney once again called for full funding. This time, somebody listened. From the President's Report: 1974-75, a succinct account of relevant activities taking place during the first half of 1975 may be gleaned:

February

- Dr. Looney calls for full funding
- Education committee hears Dr. Looney's funding plea
- State committee gives "do-pass" vote to college measure.

March

- House committee okays college funding
- Roadblocks still loom for full funding
- Missouri Coordinating Board for Higher Education recommends full funding for MWSC
- College's full funding hopes boosted by state board's okay
- Governor Bond for full college funding

May

- College funding bill perfected by Senate
- Committee okays full funding
- College funding bill sidelined
- Confident Senate will pass funding bill
- Full funding up for final approval
- State Senate okays full funding
- House speaker backs bill
- Hopeful House will pass funding
- House okays funding bill

June

Revenue and economics committee approves bill
Full-funding outlook not encouraging
Funding bill stays alive — to be given special consideration
House approves full funding
Full funding surmounts most obstacles
Speaker Richard Rabbitt gives college bill the needed break
Legislative delegation for full funding commended
Representative Martin lauds area legislators for aid on college funding
Governor Bond to sign full funding bill
Governor Bond signs funding bill with twenty pens

Full funding went into effect on July 1, 1977. In his report for that year, Dr. Looney stated that "the single most important event of 1977-78 was undoubtedly that of the acceptance of Missouri Western State College into the four-year college community of Missouri as a full partner. We were granted full funding "

One of the provisions of the full-funding statute was the establishment of a new Board of Regents. In November 1977, Governor Joseph Teasdale placed the name of six persons (three Democrats and three Republicans) before the Senate confirmation committee. Those named were Shirley Bradley, Ken Christgen, Jr., Fred Eder, Eugene Feldhausen, W. Dale Maudlin, and Thomas V. Teare. The Senate approved the list, and the new board was sworn in on February 1, 1978. Mr. Eder was elected president and Mrs. Bradley vice-president by the group. Both Dr. Looney and Dr. Nelson praise this board for its strong college support and its competency in dealing with college concerns, Dr. Nelson has pointed out that the board recognized "that internal management belonged to the administration." Members are also said to have demonstrated recognition of their own area of operation — that of setting college policy. In Dr. Nelson's words, they established a "proper domain," not only for their own actions but also for those of the board for all time.

An almost immediate aftermath of the passage of the full-funding bill was the establishment of the Northwest Missouri State University Graduate Center on the Missouri Western State College campus. Northwest Missouri State had begun its local graduate program, offering advanced degrees in both education and business, in 1969. At that time, Lafayette High School had housed the program. With the advent of full funding, however, NWMSU could become eligible for additional state monies by moving its center to the now-state-funded campus. Wasting no time, Dr. Looney and

Dr. Owens worked out a plan for establishing the graduate center at Missouri Western, which was announced to the public at a news conference held at Missouri Western on August 19, 1977. The center, according to the report, would be put into operation at the beginning of the next semester.

Although the center provided effective graduate work for the next five years, Northwest Missouri State and Missouri Western recognized that a more explicit agreement than the one then in existence would be beneficial to both. Missouri Western often felt, and probably with some cause, that decisions were reached unilaterally, and Missouri Western faculty members knew that few of them were ever asked to participate in the program. During the spring of 1982, the two institutions agreed to work out a plan that would help reduce misunderstandings and increase the effectiveness of graduate studies at Missouri Western.

The new approach to the graduate center was developed by Leon F. Miller, dean of NWMSU's graduate school, and George S. Richmond, Missouri Western's vice-president for development and planning, and has been approved by the board of regents of both institutions. This plan calls for participation in the administration of the center by both MWMSU and MWSC. In accordance with its provisions, a Missouri Western representative serves as associate dean of the NWMSU graduate center and as a member of Northwest Missouri State's Graduate Council. As resident coordinator, this representative is involved not only in communication and recruitment but also in program development and the selection of faculty. Dr. Richmond was selected as the first incumbent of the role. Although the approach is less than a year old, it seems to be providing a way for harmonious growth in an important segment of higher education.

CHAPTER TEN

developing a curriculum

We must see that every individual has a chance to earn his living, to educate his children, and to spend some of his time for his own enjoyment. This is our job....

GRIFFON NEWS, MAY 15, 1942

When Missouri initiated its program as a four-year college, it did so as one of the few colleges anywhere with its particular structure. Financially, the junior college functioned in the manner of other two-year district colleges in Missouri, with state appropriations, student fees, and federal grants augmenting the support from the district. The upper two years were supported by the state, with the exception of facilities; these, by law, were provided by and supported by the district. The regents and trustees still functioned jointly.

In actuality, the inner life of the college did not reflect this financial dichotomy. In most areas, administrators and faculty members worked without conscious awareness of the pseudoseparation; even for those working entirely with one- and two-year programs, there was little reason to remember the division. For the student, even during the early years of the four-year college, when some lines of demarcation might have emerged, they did not. Missouri Western College was a college, a bivalvular structure on paper but a unity in reality. Long before the disjunction came to an official end in 1977, the dual nature of the institutional structure was all but forgotten internally except by those who faced a doubled task in budgetary matters.

Today, Missouri Western State College is a comprehensive college, offering programs leading not only to one-year certificates, associate degrees, and bachelor's degrees but also to such diverse majors as construction engineering technology, leisure management, and English literature.

While some colleges have chosen their curricula more or less arbitrarily and with a great deal of selectivity, Missouri Western's has evolved as a blend of the dictates of the past and the needs of the present.

The old junior college had a strong liberal arts and sciences orientation. True, there had been some small attempt in the beginning to meet the needs of students who were "finishing" their educations instead of preparing for university degrees, and from the mid-forties on, this effort had been renewed. From 1915 until the late forties, when state certification requirements were changed to demand four-year rather than two-year preparation, the junior college had offered courses in education and had continued to offer a few related courses, such as children's literature, even beyond that. The heart of the program, however, had been neither education nor vocational training but rather such basic liberal arts courses as major colleges and universities, and specifically the University of Missouri, offered their students during the freshman and sophomore years.

When St. Joseph Junior College was superseded by Missouri Western Junior College, there were those who saw this action as a movement away from the old junior college arts and sciences curriculum. The comments made by trustees, trustee candidates, educators, and citizens, however, show that much of the community viewed the change in the college structure as an addition to a permanent liberal core and not as a mandate for its removal. Thus Missouri Western Junior College developed as a community college in which the traditional arts and sciences remained as the hub of an educational program in which learning to live and learning how to make a living developed as allies in the educational process.

When, soon after his arrival at MWSC, Dr. Looney began plans for structuring the proposed four-year college, he included these two areas — the liberal arts and sciences, the vocational and technological — as basic divisions of the academic program; teacher education (alone with psychology and physical education) became a third. Despite a number of changes along the way, today's organization closely resembles the original. There has been one major addition: continuing education has attained division status.

In the early years of Missouri Western College and even later, when the proper appellation of Missouri Western State College became commonly used, the central core of liberal arts and sciences experienced wide fluctuations in enrollment that made it difficult for the division, then headed by Bob R. Scott, to set goals and organize programs. Many of the

early upper-level students were men and women who had had a year or two of college work previously — possibly in St. Joseph Junior College — and who now returned to work toward a degree in one of the liberal arts or sciences, with or without certification in education attached. For a few years, therefore, some of the well-established disciplines such as English and social studies had a large number of majors. During the late sixties and early seventies, influences such as civil rights activities and the Vietnam war led many students to develop a concern for food for the soul (or heart or mind) rather than for the body, and some of these students, too, gravitated toward the liberalizing disciplines. By the mid-seventies, however, students had found a different orientation, and money, to be secured immediately upon graduation, became such a strong goal that liberalizing majors were often viewed as mere time-consuming stumbling blocks. For these students, the language of the computer spoke more compellingly than French or German or Spanish; the timeliness of business administration overshadowed the timelessness of literature. This development, of course, meant a shift away from liberal arts and to some extent a shift away from the traditional science programs, as well.

As it happened, this trend away from the liberal arts and sciences came at a time when a sagging economy and burgeoning demands for money led to an increased respect for money-management in the college, the community and the state. This produced a climate in which the retention, deletion, or addition of courses and degree programs in all areas and disciplines depended upon cost effectiveness rather than upon the traditional concept of the nature of higher education. CBHE and the legislature demanded justification for retaining the old or adding the new; the North Central Association stressed accountability. These new yardsticks of financial viability naturally affected all facets of the college instructional program. There were cutbacks in education and restructurings in vocational and technical offerings. The arts and sciences, however, bore the brunt of change. The major in physics was an early victim of accountability, and by the mid-seventies majors in French, German, and Spanish had been reduced to minors. In all disciplines, efficiency became a prime consideration and expediencies the rule.

Despite these problems, however, liberal arts and sciences retain their place as the hub of the Missouri Western curriculum. Like other colleges, Missouri Western requires a general-studies program. At Missouri Western, a bachelor's degree candidate will have received at least thirty-two of

the thirty-nine- to forty-two-hour general studies requirement in liberal arts and sciences; for other graduates, the numbers are less. As a result of Missouri Western's respect for liberal courses, therefore, the Division of Liberal Arts and Sciences remains the largest on the campus in the number of faculty members and credit hours produced, even though circumstances have shifted the interests from the traditional majors.

But the division has not been content either to stand still or to regress, and in learning to cope with the times and to reshape goals in light of financial reality, departments and individual faculty members have devised courses and programs which combine the immediate satisfactions demanded by their students with the age-old rewards of knowledge of self, of humanity, and of the world. Some of these approaches follow:

Robert Shell has devised a plan for incorporating study in Mexico into his Spanish program. Students stay with Mexican families, participate in weekend excursions to places of interest and engage in extensive study of Spanish. Rosemary Hoffmann is developing a similar program in French.

A program initiated in English and journalism under Jane Frick's direction allows selected junior and senior majors to experience the practical application of their communication skills in the world of work.

The Department of Music has experienced phenomenal growth in the recent past, partially as a result of upgrading its marching band both in quality and in number of members. Bill Mack is the band's director.

The Department of Chemistry allows a student who is working toward a bachelor of science degree to combine three years at MWSC with a fourth year spent in clinical laboratory work in an affiliated hospital.

In July 1982, Dr. Scott became dean of the Division of Continuing Education. He continued to serve as acting dean of the Division of Liberal Arts and Sciences until January 1, 1983, when Elizabeth Latosi-Sawin, associate professor of English, assumed that temporary role. William J. Nunez III, who holds a Ph.D. in biology and biochemistry from North Texas State University and who is currently serving as chairperson of the Department of Biology at the University of Detroit, will become the permanent dean on July 1, 1983.

Although liberal arts and sciences have retained a significant place in Missouri Western's academic program, the college still fulfills its obligation to technical and vocational students, an obligation accepted when the

junior college district was formed. During the years since that time there have been changes in philosophy, an assortment of administrative structures reflecting these changes, a number of changes of name for the division chiefly concerned with these programs, and a rather frequent change of administrators. At present, vocational and technical programs are housed in the Division of Career Programs headed by Stephen Capelli. Dr. Capelli has been with MWSC since 1973.

Missouri Western's real entrance into technological and vocational programs began after Dr. Looney became president. In the fall of 1967, the Harris Report detailed the findings of the Citizens Survey Committee and made suggestions for acting upon the information. As a result, one-year certificate programs were established in the area of secretarial training, two-year associate degree programs in applied science with majors in computer science, drafting technology, electronics technology, and flight training, and two-year associate degree programs in applied business with majors in secretarial science, mid-management, data processing, and accounting.

There have, of course, been many alterations in the programs themselves as changing demands and changing times have led to the elimination of some and the addition of others. One-year certificates are now being offered in clerical, lawyers' assistant, and secretarial programs. Thirteen two-year or associate degree programs are currently available with majors including such diverse fields as agri-business technology, construction engineering technology, criminal justice, executive secretary, nursing, and pilot training; automotive technology is a recent addition to this list.

Of all these one- and two-year programs, perhaps none has enjoyed more popularity than nursing, and, in a way, few have had a longer history. While the old junior college never had its own nursing program, cooperation with local hospitals goes far into the past. For a time, the junior college worked with both the Methodist Hospital (now Methodist Medical Center) and the so-called Sisters' Hospital, which now is the St. Joseph Hospital. In those days, the junior college teacher travelled to the hospitals for classes. In later years, this arrangement was dropped, but Methodist Medical Center students then came to the junior college for specific required courses, such as basic chemistry. In 1971, after the move to the new campus, a college-based nursing program was initiated. Graduates of this two-year program are eligible to apply to the Missouri State Board of Nursing for permission to write the State Board Test Pool Examination.

After successfully completing this examination, they are licensed as registered nurses in the state of Missouri. There are always many more applicants for this program than there are available spaces.

But if, as stated in the 1967 Harris report, a large percentage of area students show an interest in and capabilities for technical and skills programs, the development of the careers segment of college offerings to include sound, viable four-year programs was inevitable. Today there are five majors offered by the Department of Business and Economics, a major in agriculture with four emphasis areas, two majors in engineering technology, and a new major in criminal justice. The major in criminal justice serves as an excellent example of the way student and community needs are met through changes in college offerings. Dr. Capelli points out that this former two-year program was expanded to its present status when student demand materialized in response to federal and state requirements for trained law-enforcement personnel with bachelor's degrees.

According to Dr. Capelli, one career program owes much of its success directly to Dr. Looney. Several years ago, Dr. Looney observed a California program in agriculture that involved students in individual projects. Dr. Looney realized instantly that Missouri Western, with its large acreage and its college farm, was ideally suited for implementing such a program. Today, Missouri Western is one of the few colleges offering undergraduates an opportunity to do the kind of research this system provides.

After the establishment of the four-year college, administrators and faculty members soon recognized that students who started out in one- or two-year programs might later decide to work toward a baccalaureate degree. A two-plus-two plan was initiated to meet the needs of such students. Through this plan, the normal progression through college — the first two years largely given to general studies and the final two to advanced work in one (or perhaps two) disciplines — was approximately reversed. This program in no way diminished the one- and two-year programs, but instead offered their graduates another option.

At the present time, the Division of Career Programs is the largest in the college in the number of student majors, and within the division, the Department of Business and Economics is the leader.

Unlike the area of Career Programs, with its numerous modifications

in administrative structure, personnel, and short-term objectives, the Department of Education has remained exceptionally constant. There was a period, it is true, when its administration was allied with some of the vocational and technical areas. But throughout most of the history of the four-year college, education, psychology, and the department currently designated as Health, Physical Education, and Recreation have comprised one division. Also, until 1977, separate departments housed elementary and secondary education. But teacher education is still under the direction of Charles E. Coyne, who came to the campus in the spring of 1968 — a year before the teacher-education program could be fully implemented and a half-year before it could be launched — and it still offers the program Dr. Coyne brought to the college when he came.

Dr. Coyne recalls that Dr. Looney interviewed him in Chicago in the winter of 1968. During the interview, Dr. Looney asked Dr. Coyne what he could bring to the teacher-education program that was different from the traditional approach. Dr. Coyne responded with a description of a model for a three-phase, in-school-experience teacher-education program based on the work of Dr. George Denemark. This system calls for an initial, limited experience with schools and pupils in the teacher-education major's sophomore year, a more significant exposure to classroom activities and techniques in the junior year, and a thoroughgoing teaching experience during one semester of the senior year. Dr. Looney accepted both Dr. Coyne and his program, and as a result, Missouri Western became the first institution in the country to sponsor a method of training teachers that now, approximately fifteen years later, has been widely accepted by American colleges and universities.

Needless to say, an innovative three-phase in-school program demanded strong support from both the college and the community. Dr. Coyne's oral presentation of his program before the faculty in the spring of 1968 may have produced a few doubters, but on the whole attitudes were positive. In bringing his case to the community and especially to the elementary schools, both public and parochial, that would necessarily be involved in its implementation, Dr. Coyne had Dr. Looney's active support. In the initial stages of implementing the program, Dr. Coyne relied heavily on Helen C. Gettys, a long-time teacher in the junior college, and Solon E. Haynes, who had recently received his doctorate in education from the University of Kansas. Although the program has required the continuing dedication of all those involved in it, George S. Richmond, chairman of

the Department of Elementary Education from 1970 until July 1977, stands out as being particularly successful in securing the cooperation of schools and community.

During the years since its initiation, Missouri Western's teacher-education program has been tested and proven sound. The acceptance of the program by the National Council for the Accreditation of Teacher Education (NCATE) in 1974 was a measure of success and a significant achievement; it stands as a boost to the chances for employment for those who complete its program, especially for those who leave the state to search for a position. The employment record for graduates is a measure of success in itself. In 1981, the last year for which figures are currently available, of those registering with the placement bureau, 97 percent of all elementary majors and 93 percent of all secondary majors found employment.

The Department of Health, Physical Education, and Recreation — also included in the Division of Education and Psychology — has pioneered in the nurture of lifelong physical activity and in the preparation of leaders in leisure management. The basic program for general studies stresses the concepts of physical activity for total health and high-level wellness; it also provides the student with opportunities for sampling some of the sports that may become the basis for lifetime physical activity. A natural outcome of the philosophy behind this program is the continuing education course in adult physical fitness, which has proven highly successful among men and women of all ages. The department's belief that an interest in physical activity should be nurtured in children as well as adults had led to the establishment of summer programs for both boys and girls. Charles Erickson, department chairperson, and James Terry, a member of the HPER department, have worked together to provide the department with its unique characteristics. (The term chairperson has superseded chairman on the MWSC campus.)

In 1977, continuing education was organized as a major academic division. Before that, there had been a time when workshops and conferences, jointly sponsored with one or another of the departments, had been a major concern of continuing education, and there had been other times when noncredit courses had been the only concern. The place of continuing education in the organizational structure of the institution had varied,

also; sometimes it was barely visible, and at other times a well-developed center existed.

The 1977 reorganization, with George S. Richmond as director, however, placed continuing education firmly and conspicuously in the mainstream of the college academic program. It was not only elevated to the rank of a division but also charged with the increased responsibility of including credit as well as noncredit courses in its offerings. Geared to meet the needs of a wide segment of the community, its programs include workshops for beauticians, classes for bankers, and seminars for nursing-home administrators. For the summer of 1983, an Elderhostel is planned. The Division of Continuing Education carries on the community college ideal of meeting the needs of adults who wish to increase their knowledge, acquire or improve skills, or enrich their lives but who do not wish to work toward degrees.

In 1982, Bob R. Scott was named dean of the Division of Continuing Education.

Some programs that have developed at Missouri Western cross-divisional lines or by their nature seem apart from the regular academic fare. One of these is the Army Reserve Officers' Training Corps (ROTC) program in military science, which became a part of the Missouri Western curriculum in the fall of 1971. This program is a recognized part of college offerings; a minor in military science is available and some military science courses qualify for the general studies program. ROTC cadets combine field training and formal studies. The emphasis in the program is on leadership training for either military or civilian roles rather than on the specialties of military training. Cadets elect either a two-year or a four-year sequence. Upon receipt of a baccalaureate degree, those who have completed either program are commissioned as army second lieutenants.

For a few years during the seventies, MWSC had a part in the higher-education program of the United States Federal Penitentiary at Fort Leavenworth, Kansas. Missouri Western's portion of the penitentiary's higher-education program included courses leading toward a bachelor's degree, with majors available in psychology, sociology, and education. At commencement exercises, one administrator recalls, graduates wore the traditional caps and gowns, and addresses were given by both the person designated the outstanding graduate and by a visiting speaker. At the con-

clusion of the ceremony, graduates and family members celebrated with punch, coffee, and cookies. Like other graduates, these men hoped for better jobs at some time in the future, and many of them hoped their degrees might lead to paroles, which would make that future point less distant. Eventually, prison authorities decided to consolidate their program by working with one institution rather than with three. At that time, Missouri Western as well as a Kansas college lost out to the University of Kansas.

A rather recent addition to the college program, partially allied with continuing education and partially with the traditional mainstream, is women's studies. Initiated in 1979 with the support of the Women's Caucus and in accordance with plans formulated largely by Jane Frick, who became its first director, the program attempts to help women understand themselves and to act in their own best interest, to promote knowledge of what women have done in the past, to encourage women to take an active interest in molding the present and the future, and to work toward a change in present attitudes, practices, and laws that tend to inhibit women or stand in the way of their self-fulfillment. The present director, Judy Utz, has continued the policy of attempting to adapt the overall program to the specific needs of Missouri Western State College, its students, and the local community. Workshops, seminars, and credit and noncredit courses are available to both women and men and in the past have covered such topics as assertiveness training, images of women in literature, and reentry into the academic world.

A unique program that includes a close tie-in with an academic area has been developed by the Computer Center. After the departure of the center's director in 1979, Kenneth Hawk, vice-president for business affairs, decided that the time had come for a serious study of college needs and Computer Center capabilities. Dr. Looney and the boards agreed. As a result, Bruce Briggs of the University of Missouri-Columbia central administration was chosen as a consultant. The long-range study began in February 1980 and continued for a year. During that time, administrators and faculty members assessed their own needs in relationship to computer activity, and these needs were given priority ranking by Dr. Looney and his staff. During this time, also, Marc Solomon was employed as the new director. At the end of the study, a new Hewlett-Packard 3000/Series III computer was purchased and was installed in July 1981.

The strength of the Computer Center at Missouri Western is greatly enhanced, Mr. Solomon believes, by a couple of circumstances. One is the

continued involvement of administrators and faculty members in defining the needs that the center should attempt to meet; this is most unusual, Mr. Solomon says, and he finds that this approach helps to fit what might be thought of as a peripheral activity into the mainstream of college life. A second strength results from a cooperative program planned by Mr. Solomon and John Richman, Mr. Solomon's counterpart at NWMSU. In October 1981, the two directors worked out a system that allows Missouri Western computer science students to hook into Northwest Missouri's computers. Since Missouri Western students may also hook into computers at the University of Missouri-Columbia, much service is available at a very low cost, and the opportunity for student learning is greatly increased. Mr. Solomon has pointed out that this hookup is the first example of this particular type of resource sharing in Missouri. At Missouri Western the computer coursework is a segment of the Department of Mathematical Sciences.

Although the chief responsibility for curricular development rests on departments and divisions, the overall responsibility is Dr. Nelson's. Coordination of the curriculum is one of the chief duties of the Faculty Senate.

building a facility

They have given us the rules of the quest. They have arranged the course. They have designed the goal. They have started us on the way. They, too, have sought wisdom, and having filled their storehouse, generously have given of its treasure to us. So if only to pay our debt, may we keep the faith, finish the course, reach the goal.

1932 GRIFFON

Missouri Western State College has been most fortunate in that its strongest and oldest tradition is its dedication to teaching. This dedication is no doubt a logical outcome of the policy of faculty selection that was in effect throughout the fifty-year history of St. Joseph Junior College, when most of its choices were made from those local teachers who were considered best qualified and most effective. From the beginning, these teachers set high standards for the relatively few outsiders who were added to their ranks. That many of these teachers remained throughout the period of college metamorphosis — and a number even into the eighties — has led to inestimable benefits, not only through providing the stability of continuity, but also through establishing a climate in which academic excellence is expected.

The strengths of the junior college teachers, however, were individual strengths exercised primarily in the classroom. When the faculty was considered as a body, it was apparent that various problems would have to be overcome before the transition from junior college to senior college could be considered complete. Molding the faculty as a self-governing body and encouraging it to participate in matters of policy, developing a faculty that met the standards demanded of four-year colleges, and helping the faculty cope with and adapt to the academic ladder of rank became matters of vi-

tal concern to administrators and faculty alike.

The creation of the Faculty Council in 1966 was perhaps as necessary a step for the district junior college as for the senior college that was still a few years away. Since most members of the faculty had had no previous experience in such an organization, the early days of the new faculty group were naturally challenging ones. In addition, the turmoil within the college and the inevitable stress produced by change and rapid growth tended to hamper normal development. Nevertheless, committees were organized, the long process of working out tentative policies and procedures for presentation to the board was initiated, and a plan for improving communications between faculty and administration was perfected.

In 1969, the Faculty Council became the Academic Council. A new constitution was written and adopted, and a new set of bylaws was put into effect.

In 1967, there had been only four standing academic committees; now there were eight. The process of development, however, is normally slow, and, not surprisingly, committees often groped in their search for direction and even more often in their attempts to outline procedures.

In 1973, the faculty governance organization underwent another name change; this time, the Academic Council became the Faculty Senate. There was no immediate change of constitution. Some new standing committees had been added since the bylaws had been adopted in 1969; one of these was the Grievance Committee that had resulted from the board/administration/faculty problems of 1969-70. At present, the Faculty Senate follows a constitution and set of bylaws adopted in 1978. Perhaps nowhere in the college is the growth toward maturity more pronounced than in the faculty's generally steady climb from the nearly complete lack of participation existing before 1966 to the efficient and seasoned participation of today. Carl P. Mullins, associate professor of humanities, is the 1982-83 president.

Another area of concern for the college as it prepared for four-year status was the lack of faculty members holding doctor's degrees. In the long history of St. Joseph Junior College, seemingly only two faculty members had held doctorates.- Samuel Sanders had taught for a short period in the thirties, and Mary F. Robinson taught for many years in a career that spanned many decades. By 1965, however, both were gone. Most faculty members continued to hold a master's degree, which was considered ample for junior college teaching and which was quite acceptable in

four-year colleges. No four-year college, however, could hope to win North Central Association approval unless along with faculty members holding master's degrees there were also faculty members holding doctorates.

Missouri Western, therefore, set out to obtain the necessary doctorates for its faculty. Two methods were available, and both were used. One was to make sure that a number of the new faculty members then being hired to meet the needs of the expanding curriculum and burgeoning student body had the desired credentials. (Dr. Willis McCann was the first such faculty member hired.) The other method open to the college was to encourage the then-current faculty to work toward the doctor's degree.

At the time when Missouri Western was struggling to upgrade its faculty, a boon came in the form of a government grant. In the sixties, many new colleges were attempting to meet the needs of underprivileged and deprived students who had become the new wave of college entrants. To increase the availability of education to these students, the federal government established the Title III Higher Education Act for the direct purpose of strengthening developing institutions. Since Missouri Western College was obviously a developing institution, it applied for and received funds for providing a number of benefits, including partial salaries for faculty members who were willing to take professional leaves in pursuit of doctorates. Faculty members who received funds from this source were required to return at the end of their leave or repay the amount of their stipend.

When this source was no longer available, the professional leave program was taken over by the institution. Through this plan, which still functions, faculty members request funds from the college for a semester or a full year; two-thirds of the annual salary may be granted for a semester's leave and half the full salary for a full academic year. The Faculty Senate screens applicants and, after ranking them in order, sends the results through appropriate channels for final consideration by the boards. Thus far, some funds have been available for granting a limited number of leaves each year since 1971. An occasional faculty member already holding a doctorate has been granted professional leave funds for postdoctoral study and research.

Missouri Western makes no attempt to develop a faculty of terminal-degree-holders only, feeling that this is unnecessary in an institution in which teaching is a first concern and research a very minor one, and in

which, in some areas, such as career programs, the availability of persons with advanced degrees is often nil and the desirability of the degree debatable. Nevertheless, the institution is well aware that a high proportion of advanced degrees is as essential to the provision of quality education in a four-year college as it is requisite for NCA approval. That it has taken action is apparent. In 1967, of the fifty-three members making up the faculty, none had a doctorate. By 1973, the faculty had increased to 145, and the number holding doctor's degrees had jumped from zero to thirty-nine. In 1983, the faculty has increased to a little more than 150 regular members, with 69 holding the doctorate. Although there is still room for growth, this latest total is one with which all those connected with the college can be highly pleased.

Another new experience for the junior college faculty came with the adoption of academic rank and its ladder ascending from instructor to assistant professor to associate professor and finally to professor. In the old junior college, no such ladder existed. Every faculty member was known as a teacher, occasionally as an instructor, regardless of his or her accomplishments, education, or tenure with the college. The first sign of change came in 1966 when rank was officially established. In 1967-68, a faculty committee working with Dr. Looney developed a set of temporary guidelines that were used in making promotions in the spring of 1968. These guidelines called for rather automatic promotions based on only two factors — length of time as a teacher and hours and degrees accumulated as a student. This simple approach was appropriate for the particular situation, but it was not, nor did it pretend to be, a suitable pattern for use in making future advancements.

Today, advancement in rank is in no way automatic. A minimum number of years between steps is still prescribed. Preparation is still important, and without the doctorate, few advance beyond the rank of assistant professor. Now, however, and especially for the two top ranks, a faculty member must show evidence of excellence in teaching, of institutional, departmental, and community support, and of professional growth — a category that is generally interpreted as including significant publication.

For many faculty members, publication is the most difficult hurdle they must encounter on the way to the full professorship. Many, perhaps most, do some writing, but many also find that combining excellent teaching and significant writing is next to impossible when the economics of

the times and the nature of the college dictate that the teaching load must be heavy. Nevertheless, some important works have been published by Missouri Western faculty members (see Chapter Fifteen), and others are in progress. No doubt publications will increase as institutional maturity decreases the demand for participation in planning and thus allows greater time for the faculty's professional growth.

CHAPTER TWELVE

student life

It's easy to knock school spirit. It's not so easy to direct it.

EDITORIAL, GRIFFON NEWS, MAY 26, 1961

In 1915, the city of St. Joseph was really two cities. One was the enclave of middle- and upper-class prosperity — or gentility, at least — which formed the cultural heart of the city. The other was a much larger but seemingly remote working-class world in which dreams of prosperity, the good life, and higher education were just beginning to seem rational.

Most early junior college students, of course, came from the smaller of these two worlds. This means that these students were generally middle or upper class in their origins. They were white; the law would not have permitted black students to enroll, and few if any Orientals or American Indians presented themselves. More often than not, these students were Anglo-Saxon although a healthy sprinkling of Jewish, German, and Irish young people attended from the first. Upon graduation, most hoped to teach or continue work toward teaching or some other profession, a circumstance that produced a highly motivated student body. Most of these early students were female, and all were young; few lived away from home, and few were encumbered with jobs.

The passage of sixty-eight years has made many changes in St. Joseph and at least as many in the nature of the student body. Today, although students from the old established families and from newer representatives of businesses and the professions attend Missouri Western in reasonably large numbers, the typical student is the son or daughter of men and women who are or were skilled or unskilled workers. Even before the recent surge of unemployment and financial setbacks, many students came from homes in which the income was considerably below average; a 1978

study attests to this fact. In many cases, the Missouri Western student has been — and is — the first member of his or her family to attend college. In a study made in 1968, it was found that 71.2 percent of the students were sons or daughters of men who had had no education beyond high school.

Continuing the trend that began in the forties, mature students come in large numbers. In 1978, although freshmen and sophomores far outnumbered juniors and seniors, 51 percent of the enrollees were twenty-one years of age or older. Many mature students are part-time students who, each semester, fit a class or two into a full- or nearly full-time workload, and many other older students work for life enrichment or job enhancement rather than for degrees. Many Missouri Western students, regardless of age, work at least a few hours each week at some paying occupation.

While the present student population is not totally white, it is still largely so. In this preponderantly white community, only 243 of the 4,284 currently enrolled students list their race as other than white.

Missouri Western has never been able to provide the extra services that are required of any institution that encourages a large number of foreign students to enroll. During its brief history as a four-year college, however, it has had students from many parts of the world. In 1983, there are only ten such students, including the first entrant from the People's Republic of China.

Missouri Western is still basically a commuter college, but the distances covered by commuting students have increased dramatically since 1915. Present-day students may travel 140 miles each day to come to Missouri Western, and many travel between 80 and 100 miles on their daily round-trip.

A changed student body demands changes within the college. The liberal arts program of the old junior college, with its added offerings for teacher-education students, met the needs of the students of the day. Today's students are from all walks of life and are preparing for all walks of life; for them, the comprehensive program that the college now offers is the answer. (This program is described in Chapter Ten.)

This new breed of student has a decided effect upon college activities as well as on college curriculum. This student does not often find much time for, nor perhaps take much interest in, the activities that earlier and generally younger students accepted as a part of the enrichment of college life and often considered vital to their happiness. This trend began with

changes in the student body during the forties and has continued. The working student, the married student, the partially self-supporting student, the student who commutes from a distance and who also may be dependent upon the Missouri Western bus or public transportation, the student carrying eighteen or more hours: all these add to the difficulty of those who would like to see organizations once more become an important part of the life of each student. Nevertheless, organizations do exist and continue to supply an important ingredient in college life, both for their members and for those who, while eschewing membership, are reached through group activities and services. Current student organizations include:

Departmental

Agriculture Club
Music Educators National Conference
American Marketing Association
MWSC Student Reading Council
Biology Club
Phi Beta Lambda (Business Club)
Delta Phi Upsilon (law enforcement)
Phi Mu Alpha Sinfonia Fraternity
Engineering Technology Club
Pre-Law Club
Forensics Society (Phi Kappa Delta)
Psychology Club
Griffon Rifles
Sigma Alpha Iota Music Fraternity
Journalism Club
Sigma Tau Delta
Kappa Delta Pi (Education)
Student Art League
Lawyers' Assistant Society
Student Nurse Association
Le Circle Français
Student's Accounting Society
Mathematical Sciences Society
Religious organizations
Baptist Student Union
Christian Campus House
Liahona Fellowship

Newman Club
Wesley Foundation

Special-interest groups

Circle K Club
Griffon Guard
International Student Club
MWSC Dance Company
Western Athletic Association

Greek letter organizations

Fraternities

Lambda Chi*
Phi Sigma Epsilon*
Sigma Phi Epsilon*
Sigma Tau Gamma*
Tau Kappa Epsilon*

Sororities

Phi Mu*
Sigma Kappa*
Theta Nu Epsilon

Coordinating groups

Inter-Fraternity Council
Pan-Hellenic

Auxiliary groups

Phi Sigma Epsilon Little Sisters
*National organizations

An important part of student life is the Student Association, which includes in its membership all registered students. The representative body of the Student Association is the Student Government Association. Organized in 1971, it is the direct descendant of the Student Senate, which was organized in 1924. The SGA provides a forum for the expression of opinion, both that of the individual and of the group. It is responsible for organizing and supervising student activities and for coordinating student organizations through a system of self-government. The president, currently Jackie Kennedy, is a member of the College Governance Advisory Council.

Directly connected with the SGA is the College Center Board. It is responsible for planning such student events as dances, tournaments, films, and cultural activities.

Intramurals continue to fill a need in student life. Today, a wide variety of sports, including such nontraditional activities as flag football, pillow polo, miniature golf, and trap shooting, attract the interests of a wide variety of students.

Some Missouri Western student publications have a very long history while others do not. The Griffon yearbook was first issued in the spring of 1921. Only once or twice during the Depression and once or twice during World War II has it failed to appear. The first student newspaper, the Spectator, which commenced publication in 1924, was superseded by the Griffon News in 1930. Even more steadfast than the Griffon yearbook, it has come out in some form or another — occasionally on a ditto machine — since its origin. Today, with Kevin Echterling as editor, it gives budding journalists the same opportunity to write that it formerly gave to David Rafflelock, Edwin McDonald, George Sherman, Joseph Morton, Terry Jordan, Gary Chilcote, Frederick Slater, Kenneth Rosenauer, Alice McVicker, John Mier, and many, many others. Photographers, including Ival Lawhon, Jr., practiced their art as members of the Griffon News staff. The voice of Penny Whistles, the junior college literary magazine, had faded away even before the district was established. Nowadays, Icarus stands in its place.

The student services available in 1983 are a noticeable change, not only from sixty-eight years ago but also from eighteen years ago. For years, such services were basically limited to the enrollment, financial aid, and academic advisement that the dean and registrar could provide. In the sixties, a counseling center was added, first under Richard Quinn and later under Dorothy Graham. Under Mr. Quinn, a system of faculty advisement was inaugurated. Now, however, student services run the gamut. Students are given advice on choosing courses and majors (they may heed the advice or not, as they choose); such advice usually comes through the Counseling Center, now headed by Marvin McDonald. They are given advice on providing for themselves financially and, if they are eligible for loans or scholarships, assistance in making applications; Bob Berger heads Financial Aids. George Ashworth directs Admissions and Records and the staff of workers who give help with such details as registering, dropping and adding courses, and checking on graduation requirements. Students in

need of housing visit the Housing Office, and students seeking advice on health consult the Student Health Center where Margaret Sullivan is in charge. Graduates are given ample help in finding suitable employment by the Career Placement Center, which is directed by William Kuechler; the centers 1982 record of finding work for 92 percent of all those who registered is encouraging and reassuring to the entire college.

CHAPTER THIRTEEN

field and fieldhouse

When a Griffon comes to town — Watch out — Watch out!

NEWSPAPER HEADLINE, CHICAGO

The chasm that separates junior college and four-year athletic programs is a wide one. In academic areas, growth from a second to a third year and from a third to a fourth follows the normal course of man's intellectual odyssey; in the athletic program, however, the distance between the two collegiate institutions requires the giant leap of the adolescent into maturity.

This fact in itself, however, was only the beginning of the difficulties that Charles Burri, the athletic director just moved up from head coach, had to contend with during the early seventies. Another of his problems was the complete blank that recruiters drew when they mentioned Missouri Western, still so new as a four-year college that few had ever heard of it. In those days, too, there was little that Mr. Burri or Harold Cagle, the football coach, basketball coach Garvin Filbert, or Douglas Minnis in baseball could offer as lures. There was neither stadium nor fieldhouse and no promise of either one for the near future. A revamped pasture served as a playing field. Dormitories were in the planning stage, and a small temporary building stood in as a dining hall. No one knew what kind of future Missouri Western had either in athletics or academics. Under the circumstances, few of the "best and the brightest" cared to accept the challenge.

At first, building a schedule was almost as difficult as building a team. Missouri Western was an independent then and not yet affiliated with any conference. Naturally, if Missouri Western fitted into anyone's schedule, it was at the tail end and at the other team's discretion. Even though many of its problems could only be erased by time, Missouri

Western could and did take action on this one. By the beginning of the 1970-71 academic year, the college had become an affiliate of the National Association of Intercollegiate Athletics, or NAIA, as it is usually called. According to Mr. Burri, this association was selected because its goals and regulations meshed with Missouri Western's determination to keep athletic performance in perspective; in the NAIA, the athletic role of the participants in college sports is secondary to their role as students.

Physical improvements came more slowly. The gymnasium, really constructed for the use of the Department of Health, Physical Education, and Recreation, was completed in 1971 and provided some relief for the homeless athletic program. Soon after, dormitories and a proper dining facility added bodily support and emotional comfort.

After a few years, the college's name drew nods of recognition. In 1974, North Central granted full accreditation to the four-year program, thus adding greatly to college stature. The student body grew, also; in the fall of 1969, there had been 2,536 students when the official count was made, but by 1975 that number had increased to 3,453- All in all, it was becoming easier to recruit athletes who could compete in the classroom as well as on the playing field.

But almost from the beginning, or at least by the program's third year, Missouri Western was surprisingly successful. Baseball set the pace with NAIA District 16 wins in 1972, 1973, and 1974 and an NAIA Area win in 1974. The golf team won district honors in 1973 and 1974. By 1975, three Missouri Western players had received the All-American designation. (A complete listing of team championships and All-American honors completes this chapter.) These early victories were a great boost to the athletes' morale and, indeed, to the whole college and a great source of pride to the thousands of college well wishers.

In the mid-seventies, a new movement and a new interpretation of the law shook the male-dominated world of competitive sports. From then on, women were to receive equal treatment and equal opportunities to participate. In the fall of 1975, Missouri Western entered into women's competitive sports with volleyball; basketball was added to the women's program the following year. At first, Rhessa Sumrell coached both sports and served, as she still does, as coordinator of women's athletics.

At about this time, too, Missouri Western was feeling the need for membership in an additional conference. Mr. Burri and others in the college conceived the idea of forming a new conference and began laying

plans for what has become the Central States Intercollegiate Conference (CSIC). The eight members of the new association were selected not only according to compatibility of size and their location within the three-state region of Kansas, Nebraska, and Missouri but also for their adherence to the principle that the athlete's role as a student supersedes the needs and demands of competitive sports. Members of the CSIC agree to have four major sports programs each for men and women. For men, Missouri Western provides football, basketball, baseball, and golf, and for women, volleyball, basketball, softball, and tennis.

By 1980, two additions to the physical facilities of the college had given status and visibility on the home campus to the college athletic program. In the summer of 1979, the new Spratt Memorial Stadium was ready for use. By the fall of 1980, the fieldhouse, an extension of the gymnasium, had been completed.

During the little more than a decade that Missouri Western State College has competed in intercollegiate athletics, it has continued its early history of surprising successes. One reason, Mr. Burri feels, is the stability of the staff he has been able to develop and maintain. Since 1969, when the program began, there have been only two head football coaches; in 1974, Coach Cagle was followed by Rob Hicklin. Likewise, Missouri Western has had only two head basketball coaches, and when Coach Filbert resigned to take a position at the University of Missouri-Columbia in 1982, he was succeeded by Lawrence "Skip" Shear, a former Missouri Western assistant coach. Coach Minnis has stayed on in baseball, and Mr. Burri himself has been the sole golf coach. Gary Hazelrigg has been the only head trainer. The women, too, have demonstrated this same stability. Coach Sumrell has stayed with the college and currently coaches both volleyball and basketball; Debbie Bumpus is in her fourth year in basketball and tennis. Mr. Burri's tenure as sole athletic director is also worthy of mention.

Missouri Western's successes indicate that it has had many fine players, but of all these superior athletes, Larry "Gator" Rivers probably is the best known.

Gator Rivers came to Missouri Western in 1972 and remained until 1975. During that time, the basketball team advanced to the second round of a national tournament. His real success, however, came a short time later when he became a member of the world-renowned Harlem Globetrotters. As a Globetrotter, he has been an invited guest at the White House

and has visited with royalty in Europe. As a Globetrotter, also, he plays basketball in many parts of the world; wherever he plays, he introduces himself as Gator Rivers from Missouri Western State College. This busiest of Missouri Western ambassadors, despite his work and wealth, still finds time to help his alma mater. Every summer, he comes back to assist with the basketball camps that are part of the Department of Athletics' outreach program.

Of all the many games and events in which Missouri Western had participated, Mr. Burri and much of the public, also, think of the 1973 basketball win over Loyola of Chicago on Loyola's home court as the most exciting. Mr. Burri recalls that on the cold winter night when the team arrived in Chicago the press was as cold as the weather; no one wanted to interview anyone from Missouri Western. On the next night, however, after Missouri Western had defeated mighty Loyola by a score of 84-83, there were so many media representatives trying to interview coaches and players that Mr. Burri himself was forced to stand at the door and admit only a few at a time so that none would be crushed. Mr. Burri recalls with great pleasure a Chicago headline in the next day's paper: "When a Griffon comes to town — watch out — watch out!" Gator Rivers was on this great team, but Mark Browne was the leading scorer that night.

There was a great feeling of accomplishment, of having matured as an athletic department and as a college, when the women's volleyball team played in the national tournament in Orlando, Florida, in 1979. It was an even more exhilarating experience when the women's Softball team became the national champions at Kearney, Nebraska, in 1982. More than 1,200 teams had been involved in action by the time the final contender, St. Francis (Illinois), was eliminated by a score of 5-0. This was a real breakthrough — the first national championship for Missouri Western and a thrill, as Mr. Burri points out, which many institutions never receive.

Two international contests stand out in Mr. Burri's mind for their excitement, pageantry, and fine attendance. The first of these, a baseball game in which the Republic of China (Taiwan) was represented by the Republic of China All-Star team, "reached out across the campus more than any other athletic event," according to Mr. Burri. The game, which the visitors won by a score of 6 to 0, was followed by a large reception.

In 1982, the Korean national collegiate volleyball team defeated the Missouri Western women in three games by scores of 15-1, 15-2, and 15-

3. Among those watching the game were officers attending the Officers' Training School at Fort Leavenworth and several hundred Koreans living in Kansas City and other parts of the general area. In the festivities that followed the game, the food service played a most unusual and hospitable role by allowing some of the area Koreans to cook and serve native foods to the visitors from their native land.

No doubt, the most exciting football games have been the three bowl games in which Missouri Western has participated and won. At the earliest of these, the Mineral Water Bowl held in Excelsior Springs, Missouri, in 1975, Missouri Western defeated Graceland of Lamoni, Iowa, 44-0. Two years later, in 1977, Missouri Western defeated its neighbor from Atchison, Kansas — Benedictine — at the Boot Heel Bowl in Dodge City, Kansas, by a score of 35-30. And in 1979, at the Moila Shrine Classic held in Spratt Memorial Stadium, Missouri Western was again the winner, defeating William Jewell from Liberty, Missouri, 72-44.

In the early seventies, when Dr. Looney insisted that a good college needed a good athletic program, there were doubters in both the college and the community. By now, however, most area residents would think that such a statement goes without saying. That is to the credit of all those who have been involved with the Missouri Western program.

MWSC team championships

NAIA

Softball, 1982 CSIC

Volleyball, 1979 (tie), 1982

Men's basketball, 1982

Golf, 1982

Men's tennis, 1977 (tie)

NAIA District 16

Volleyball, 1981, 1982

Men's basketball, 1974, 1982

Women's basketball, 1981

Baseball, 1971, 1972, 1973, 1974, 1975, 1982

Softball, 1982

Golf, 1973, 1974

NAIA Area 4

Baseball, 1974

Women's basketball, 1981****

NAIA Bi-District 8

Volleyball, 1981, 1982

AIAW State

Volleyball, 1976, 1977, 1978

Women's basketball, 1978

Women's tennis, 1979

AIAW Region 6

Volleyball, 1978

First team All-Americans

Football

Kinney Redding, 1975

George Blakley, 1976

Bill Stevens, 1980

Men's basketball

Jeff Browne, 1975

Baseball

Tom O'Brien, 1974

David Limbaugh, 1977

CHAPTER FOURTEEN

town and gown

In its twenty-six year of existence the college has performed two services: first, the enrichment of the lives of its students; second, the enrichment of the community.

FOREWORD, 1941-42 GRIFFON

The long history of interaction between Missouri Western State College and its community is much more than an accidental detail that can be noted as "interesting" and immediately forgotten. This interaction has, in fact, become a part of the warp and woof of the college and is, in Dr. Looney's opinion, a keystone to college success.

This phenomenon had its origin in a community concern for the college that has been observable through the years. The push for the creation of the junior college; the support given to that college when the state was turning a deaf ear to requests for funding; the establishment of the junior college district; the drive for a four-year college; the support of bond issues to provide facilities — all these are concrete evidence of community interest, concern, and acceptance of responsibility. But beyond these material demonstrations, there has been something else, a commitment, a pride, a sense of ancestral privilege — if not outright possession — that has fostered the development of an intimate personal relationship between those traditional antagonists, town and gown. The absolute material dependence of the college on the community is near an end. All material ties with the school district are long gone, and financial ties with the district will be severed upon the final removal of bonded indebtedness on March 1, 1987. Nevertheless, there is every reason to believe that the concern and regard of the past sixty-eight years will continue unabated.

The strength of these ties is evident in the supportive groups through which members of the community and members of the -academic world

combine their efforts to work for college improvement. The largest of these organizations is the Missouri Western State College Alumni Association, which has as its official body the MWSC Alumni Board. Active members of the association were graduated as recently as 1982 and as remotely as 1919. Of its activities, perhaps best known is the annual breakfast for graduates followed by an address, which frequently is given by an alumna or alumnus. The first of these breakfasts was held for the first four-year graduates. John Biehl presided, and Dr. Looney introduced the speaker, Elliott C. Spratt. This year—1983 — Harold Slater is scheduled to speak. Officially a welcome to the organization's newest members — the graduates — the breakfast has become a happy reunion of present and past faculty members as well as alumni. Another alumni activity is the annual Homecoming postgame gathering; recently a luncheon preceding the game has been added to the festivities. Occasional projects include the sponsorship of tours (Alaska, Mexico, Germany, the British Isles, and the Caribbean have been among the destinations) and the provision of support for the college landscaping program. An alumni paper is issued three times each year. This book is an alumni project. All alumni activities are coordinated through the board with the coordinator of alumni affairs, a role filled by Sharon McKinney since 1982. Dr. Richmond, as vice-president for development and planning, is also involved with alumni affairs. Sidney Naidorf, a member of the class of 1936, was elected president of the alumni board in 1982.

The MWSC Foundation is another active support group. Founded in December 1968, this organization serves as an avenue through which gifts and bequests to the college may be channeled and provides an opportunity for community participation in the disbursement of funds. Gifts large and small, monetary and otherwise, have come from the well known and the virtually unknown; all, however, have contributed to college success and have provided benefits ranging from scholarships through artistic enhancement (a bust of Beethoven sits in the library, and a modern collage will be placed in the Dr. Thompson E. Potter Fine Arts Center) to major support for the construction of a campus facility. Recent gifts have included a van for college use and the endowment of a chair in the Department of Music. Members of the Foundation are drawn from the academic community as well as from the nonacademic.

Other support groups, more or less loosely organized yet providing needed services or funds, are the MWSC Ambassadors and the Gold Coat

Club. The former, a group of women, provides occasional help with social functions, and the latter provides financial assistance to the athletic program.

A group known as Missouri Western Women, which is an outgrowth of Faculty Wives, is perhaps in a category of its own, as it is half in and half out of the academic world. One of the biggest annual contributions of this group comes in the form of services given in the preparation of properties appropriate to the Madrigal Feast, which has recently become a tradition at Missouri Western. At present coordinated by the Department of Music, this festival with its Renaissance dinner has had Dr. and Mrs. Looney in the roles of host and hostess. Some performances have been open to the public, but at others, administrators, faculty members, and staff have been honored guests.

Many civic leaders, local educators, and other talented citizens have helped the college by sharing their time and their skills. In addition to serving on boards, these men and women have served as judges, worked for bond elections, acted as consultants, participated in panels and workshops, given hours of patient cooperation to the teacher-education program, and sponsored interns or trainees in various programs. Many have served as part-time teachers for very little pay. The contributions made by these hundreds of dedicated friends is inestimable.

In 1980, with the assistance of Vice-President Martyn Howgill, Dr. Looney launched a fund-raising drive to build the Margin for Excellence Fund. This fund was specifically earmarked for pursuit of excellence through providing faculty enrichment, encouraging student achievement, and fostering program distinction. By the conclusion of the drive in the spring of 1981, more than 100 contributions had led to the creation of a fund of over \$600,000. This generous display of community and college support has provided such diverse benefits as a biology study area, Renaissance recorder, video editing system (for the Instructional Media Center), computer terminal (for the Counseling Center), supplemental support for the state meeting of the Missouri Philological Association, and financial aid to students.

Community support often comes without fanfare. When a lovely campus tree was destroyed by vandalism, a donor who wished to remain anonymous provided funds for a replacement. When Dean Wigersma put out a call for books in the days when many library shelves were empty, dozens of excellent volumes were donated from home libraries (and some,

no doubt from attics); when calls have been made for theater properties, these, too, have appeared. When help is needed, help is forthcoming. Perhaps best of all from the point of view of the college is knowing that the community as a body and the community as individuals care.

On October 28, 1982, Stanley I. Dale, president of the Board of Regents, announced a new award to be granted by the board. The Regents' Award, as it had been named, was to be given "in recognition of a family that had contributed not only to Missouri Western State College, but to this community." First to be so honored, it was announced, was the Spratt family, with the award to be given to Leah Spratt, the family's living representative. The Spratts, the board minutes for that day explain, have "a long history of civic endeavor, involvement in government affairs, and contributions to education..." The award will be presented to Miss Spratt in 1983, at a date still unannounced.

This strong community attachment for the college has always been approached, if not equaled, by Missouri Western's consciousness of its responsibility to the community that nourished it. In 1924, a student wrote proudly that "the Junior College is one of the elements that make St. Joseph 'the city worth while'," and a couple of years later, civic love coupled with love of college prompted a writer in the Spectator (the predecessor of the Griffon News) to state: "All progressive cities have Junior Colleges. We want our city to rank among the highest." A long line of expressions of civic concern have received strong reinforcement from Dr. Looney; in the 1977-78 Annual Report of Missouri Western State College, he says it is college policy to serve "the citizens of this area by offering them facilities and educational opportunities they would not readily have available if the college was not located in St. Joseph."

It is true that as an heir of the community-college tradition and as a comprehensive college Missouri Western has a distinct obligation to its community. This responsibility is met first of all by responding to the educational needs of the area. In addition, the college offers such opportunities as continuing-education courses and programs, reentry programs for mature students, and fee waivers for senior citizens when space is available. One who makes use of this opportunity is John Beaumont, who attended the University of Missouri in 1906-08.

It also is true that most if not all colleges and universities offer cultural events, informative programs, and entertainment to their public as well as to their students. In a very real sense, these are opportunities to

share: the members of the audience are accepting an invitation to learn or enjoy; the college is cheered and encouraged by the presence of the audience.

In this dual role of giving and receiving, MWSC theatre has a long tradition. In the early years of Junior College, Emily Wyatt directed such classics as *The Admirable Crichton*. Aficionados from the days of Missouri Western Junior College and the early years on the new campus remember Lu Durham's fine productions, such as her outstanding interpretation of Tennessee Williams's *The Glass Menagerie*, with Alejandra Santa Cruz in the role of the mother. Larry Dobbins, a professor in the Department of Speech, Theatre, and Humanities, has a number of masterly productions to his credit, including a 1982 production of his own work, *Take the Name of Treason*.

Art shows held in the college gallery are always open to the public. Occasionally the works of well-known contemporaries are exhibited, and occasionally, too, a local artist will be honored. Each year, faculty members and students exhibit their own work. Faculty art shows have included sculpture by Jane Nelson, ceramics and three-dimensional constructions by James Estes, prints and drawings by Jack Hughes, and drawings by William Eickhorst. Students as well as professionals develop followings; Dennis Olson's ceramics, Robin Brown's prints, and Teresa Buhman's graphics and photography have all drawn visitors to the gallery.

Lecturers bring many visitors to the campus. Pierre Salinger, Ted Koppel, and Tom Jarriel have given timely lectures. Rosalyn Yalow, who was awarded a Nobel Prize in medicine in 1977, and Glenn T. Seaborg, a recipient of the 1951 award for chemistry, have been campus speakers. John Ciardi's appearances at a workshop in the early seventies pleased students, area teachers, and townspeople. Some visiting literary figures, including poets Gwendolyn Brooks and Robert Bly, have captivated audiences with their own poetry; John Knowles, best known for *A Separate Peace*, read other examples of his prose.

Community members have almost endless opportunities to enjoy the efforts of college musicians. The marching band, in a sense, and the instrumental and choral groups that appear at various gatherings seem to take the college to the community. Aside from that, there are student and faculty recitals and occasional performances by visiting musicians that make music available to all who wish to listen. Assistant Professor Frank Thomas is frequently responsible for bringing music and the public to-

gether.

The Department of Music furnishes a particular example in which sharing becomes cooperation. The St. Joseph Symphony Orchestra resulted from the combined efforts of community and area amateur and professional musicians and of members of the music faculties of the local and area colleges. One of those involved was Roberta Riemer. At the time the plan for the orchestra was being conceived, Mrs. Riemer saw an orchestra as a way to provide wider musical experiences for her junior college students. In some fashion, members of the various interested groups realized that through working together they could have the orchestra they dreamed of but that no one group could provide on its own. In working out their plan, Mrs. Reimer and representatives of the music departments of other colleges insisted that a properly credentialed director be chosen and that practice sessions and performances be so scheduled that college students accepted as members could receive credit from their various institutions. This plan became a reality in 1958.

In 1982, a different format was adopted for the orchestra, but the spirit of sharing and cooperation remained. At that time, Semyon Vekshstein, a well-established conductor, was selected to fill a newly created chair of music at MWSC and to serve as conductor and musical director of the revamped orchestra. Primarily, professional musicians were employed to replace most former members, but students who qualified could still become members of the group. Matthew Gilmour, MWSC professor of music and chairperson of the Department of Music, is executive director of the St. Joseph Symphony.

But just as the community is personally involved with the college, the college is personally involved with the community; and just as members of the community have "adopted" the college, individual faculty members and administrators have demonstrated a keen interest in community affairs and a remarkable willingness to share their talents and knowledge with area groups for both great and simple causes. Community involvement is so widespread that it would be hard to find a faculty member or administrator who has not demonstrated community support in some manner; examples given here will merely suggest the range of activities through which wearers of the Gown serve the dwellers of the Town.

Probably no faculty member has shown more versatility in involvement than Warren Chelline, an associate professor of English. Dr. Chelline's activities range from sponsoring a student Kiwanis group,

through ministerial activity in his church and service on a local library board, to entertaining hundreds of children and adults in the role of Dominello the Clown or seasonally as Santa Claus. Dr. George S. Richmond, a dedicated civic worker, served as chairman of the local Bicentennial Commission, is a past president of the Allied Arts Council, the current president of the St. Joseph Historical Society, and a member of the local board of the Girl Scouts of America.

Most members of the Missouri Western community display less versatility than Dr. Chelline and Dr. Richmond, preferring to concentrate their talents and abilities in one or two avenues of civic or area involvement. LeRoy Maxwell of the criminal justice department has been a member of the St. Joseph City Council since 1978. Jane Nelson, assistant professor and chairperson of the Department of Art, has shared her artistic abilities through participation on many community projects, and James V. Mehl, associate professor and chairperson of the Department of Speech, Theatre, and Humanities, is an avid promoter of historic preservation and of the arts in general; Dean Helen Wigersma of the Learning Resources Center has been a member of the board of the St. Joseph Public Library. Of the many members of the Missouri Western community who occasionally write for local newspapers or give interviews on current topics, Patrick H. McMurry, assistant professor of economics, is undoubtedly the most prolific, and of the many who present lectures accompanied with slides Joseph Castellani, professor of English, with his more than forty presentations on Afghanistan where he formerly taught and his half-dozen on India where he has extensively traveled, is surely the dean.

Dr. Looney's personal involvement with the community has been largely realized through his active participation in the Rotary Club and the Chamber of Commerce. His major contribution, however, has come through his concern that the college carry out its mission to the community and through his support of those individuals who have chosen to become personally involved, either as a natural outgrowth of their Missouri Western role or in a completely unrelated activity.

There can be no doubt that the most significant gifts a college can give its community come through fulfillment of its mission and the creation of a place in which learning is revered, encouraged, and stimulated and from which learning emanates to the world around. Likewise, the most basic gift to the college must be financial support. Both college and community fulfill these obligations. In addition, however, there is some-

thing else: a mutual concern that has created a binding force through which college and community have substituted abstract terms with collections of human beings. It is this that makes interaction not only desirable but also necessary.

CHAPTER FIFTEEN

reaching beyond

Our airfield searchlight hums eternally, serving ever as a beacon to chart the course of man's progress and transforming the blinding darkness of prejudice into the brilliant halo of understanding.

1941 GRIFFON

The proof of maturity often seems to lie in the perception of others that one has become what one is striving to be. For Missouri Western, with its changes of status and occasional setbacks, learning to move with ease in the larger academic world and developing a voice that other institutions care to hear has taken patience and persistence. Now, however, as Missouri Western receives the recognition not only of its constituents but also of its peers, it is beginning to savor some of the joys that accompany accomplishment.

Perhaps it is not surprising that the first steps in gaining acknowledgement had to be taken at home. Despite its desperate desire for a four-year college and despite its supportiveness, the community could not immediately realize that the institution that had been a junior college for fifty-four years had suddenly gained a new identity; even students and faculty members found it difficult to accept and to adjust to the great leap forward that Missouri Western State College had made. Dr. Looney recalls that during those early years of the four-year college he was busy: busy explaining to the citizens that St. Joseph did, indeed, have a full-fledged baccalaureate institution; busy helping faculty and students develop an awareness of their status and the self-assurance that should accompany it. When these tasks had been accomplished and when the college had developed the scholarship, athletic prowess, aggressiveness, and self-esteem that made its identity unmistakable, it was time for it to concentrate on the

next step: that of joining its peers in the state and beyond.

Now, as an era comes to an end, Dr. Looney looks back on the years of transition and development, noting some of those stages along the way that have been clear indications of Missouri Western's progress on its journey toward full and acknowledged membership in the academic world.

A very early but significant recognition came when Missouri Western's three-level teacher-training program, introduced in 1969, received the honor of being copied as well as admired. Appalachian State University at Boone, North Carolina, and Southern Illinois University at Carbondale (elementary program only) are two institutions that have followed the path, which Missouri Western pioneered. Now, State of Missouri teacher-certification requirements include the pre-student-teaching experiences introduced by Missouri Western,

Recognition has come in a rather unusual way through college hospitality to a group of music lovers. In 1975, Harmony College, a music school sponsored by the Society for the Preservation and Encouragement of Barbershop Quartet Singing in America, Inc., held its fall workshop at Missouri Western during the interim between the summer session and the fall semester. This arrangement proved to be so satisfactory that the group, usually numbering around 560 with more than 40 teachers, has returned each year since that time. In 1982, participants came from England, Sweden, and Germany as well as from all of the states and from Canadian provinces.

Less dramatic but more closely allied with college mission and goals are the assemblies of scholars and scholarly students who convene for state or national meetings. The state convention of the Missouri Music Teachers Association was held on Missouri Western's campus in 1976. In 1980, a number of departments participated in the meeting of the Missouri Academy of Science. The Department of Biology was responsible for bringing the meeting to Missouri Western, with associate professor Harry Force providing the initiative. In 1983, the Department of Mathematical Sciences will serve as host to the Missouri Section of the Mathematical Association of America for the second time; the earlier meeting at Missouri Western took place in April 1975. In March 1983, NWMSU joined Missouri Western's Department of English and Modern Languages in hosting the annual meeting of the Missouri Philological Association. Each year, this meeting draws representatives from the faculties of most Missouri colleges and universities as well as a number from other states. In

1980, the college experienced its first national convention when the Department of English and Modern Languages hosted the biennial meeting of Sigma Tau Delta, an honorary society for students of English literature. Isabel Sparks, associate professor of English, is regent for the middle states and a member of the national board.

The Department of Health, Physical Education, and Recreation gained widespread attention for the college in 1975 when it was featured in an Atlantic Monthly article, In "Why Johnny Can't Run and Other Gym Scandals," author George Leonard described the physical education program as one "with a sound and far-sighted philosophical approach."

Missouri Western administrators and faculty members have read countless papers, written dozens of articles, attended and participated in hundreds of professional and scholarly meetings; they have served as officers of state associations. Each one of these efforts and each occasion has brought Missouri Western a bit closer to that goal of recognition as a mature institution. Faculty members have also won awards, Michael McIntosh, a former assistant professor of English, was awarded a National Endowment for the Humanities grant for summer study in 1974; in 1980-81, George Matthews, a current associate professor of English, received an award for a year's study at Emory University from the same foundation. Richard Schwarz, associate professor and chairperson of the Department of Chemistry, has received three grants for department development through the National Science Foundation.

In recent years, various academic departments have achieved the excellence demanded for membership in their respective societies. The Missouri Western program in chemistry has been approved by the American Chemical Society, and the Department of Music has been accredited by the National Association of Schools of Music.

Although Missouri Western is primarily a teaching institution with little time allotted to research and no facilities provided explicitly for purposes of graduate or postgraduate students, faculty members often publish brief articles related to their fields and occasionally longer articles and even books. Jonathan Leech, an associate professor of mathematics, has one monograph to his credit. Frank Kessler, professor of social sciences, is the author of *The Dilemmas of Presidential Leadership: Of Caretakers and Kings* (Prentice-Hall, 1982). John Gilgun, professor of English and a teacher of creative writing has published a book of fables — *Everything That Has Been Shall Be Again: The Reincarnation Fables of John Gilgun*

(St. Paul: Bieler Press, 1981).

At least two departments have published materials that have been used by other colleges and universities as well as by Missouri Western. A lab manual, first published by the Department of Biology in 1971, is currently undergoing its third revision. In 1979, Dr. Charles Erickson and Dr. James Terry of the Department of Health, Physical Education, and Recreation joined with Candace Pendergast of Fargo, South Dakota, and Dewayne Johnson of Florida State University in producing *Physical Activity for All Ages: The Concept Approach* (Kendall/Hunt).

During the 1979-80 academic year, Ron Spatz, now a faculty member at the University of Alaska at Anchorage, prepared an educational film entitled *A Visit with the Animal Doctors*. Paula Vehlow, long associated with the college in various teaching roles in the Department of English and Modern Languages, and her daughter Gretchen appear in this elementary social studies film released by Journal Films, Inc. Nancy Edwards, associate professor of education, and Frances Flanagan, now professor emerita of English, served as consultants. Max Schlesinger, coordinator of the Instructional Media Center, was the technical adviser.

Sometimes the circumstance that tests an institution's mettle is unexpected and undesired. This was the situation in 1980 when a financial crunch provided the regents with the unhappy alternatives of increasing student fees or denying faculty members the salary increase that had already been announced. Given these choices, the board chose to raise student fees. This was a wise and brave move, Dr. Looney believes, but at the time many were critical. These doubters feared that enrollment would drop; as it turned out, the percent of increase in the student population was greater than it had been the year before. Regardless of the possible effect on the number of students, however, the board felt that every effort must be made to protect the quality of education and that with that priority in mind, upgrading faculty salaries was their only choice. In making this decision, Missouri Western was acting alone; at that time, no other state institution had moved to protect faculty salaries in this manner. It was not long, however, before many institutions across the state chose to follow Missouri Western's lead.

In 1982, Dr. Looney was elected president of Missouri's Council on Public Higher Education (COPHE). One of the priorities set by Dr. Looney and the organization was the development of a method for giving Missouri's higher education an enhanced image. In the fall, he conceived a

plan for presenting information about Missouri's colleges and universities through a display in the Capitol Museum in Jefferson City. The COPHE project, now completed, includes a display of educational objects, a large map of Missouri with the campuses of all public colleges and universities indicated by lights, and a push-button-activated tape recording of an informative and affirmative essay on higher education in Missouri, which is read by St. Joseph native Walter Cronkite.

CHAPTER SIXTEEN

afterword

Whether it is spelled Griffon, Griffin, or Gryphon, the animal is the same mighty watchdog who has survived centuries, guarding and protecting precious materials. The creature that once stood on Zeus' doorstep, guarding his hoard of gold, now stands on the steps of MWSC guarding its precious hoard of learning benefits. Every student should be proud to have such a mascot and should also be proud to be called a Griffon.

EDITORIAL, GRIFFON NEWS, FEBRUARY 3, 1978

On June 30, 1982, Dr. M. O. Looney announced to the Board of Regents that he planned to retire on June 30, 1983, the day his contract was scheduled to expire. The news surprised both academic and nonacademic circles, but Dr. Looney, who had held his presidency longer than any other incumbent Midwestern college president, assured board members, media, and friends that this seemed to be the appropriate time to make a change — a change of leadership for the college, a change in the way of life for the person who for so many years had been its leader.

Despite the sixteen years that at the end of June will have measured his time at Missouri Western, Dr. Looney's accomplishments can be only partially assessed; a record is never complete until it has met with the future. But Dr. Looney's tenure has been strong, and the circumstances under which he has served have sufficiently tried his mettle so that we can say with certainty that he has been a good leader. Much of this history is a testament to his success. To reiterate is to be redundant, but if we recall the struggling — no, staggering — junior college in which Dr. Looney began his presidency and contrast that institution with the energetic and assured college in which he will end his presidential odyssey, we will see what he has accomplished.

Some important details are elusive, however, and often avoid becoming a part of written history. In this case, one such detail is the good will that Dr. Looney has built between himself and those with whom he works — board members, other administrators, faculty members, and staff—and those for whom he works — the students and the public. This good will, more real than the mortar between the bricks in the campus buildings, is as rich a legacy to the new president, the college, and the public as is the campus itself.

There is yet another legacy that Dr. Looney hopes to leave to the college. That is the combination of vision, desire, and perseverance required of those who must lead the college onward in its quest for quality. This is the most important legacy of all.

The mythical Griffons of antiquity guarded treasures of gold; the Griffon of Missouri Western guards treasures of knowledge. Let us who love Missouri Western give its departing president the gift he would most appreciate: the pledge that through our pursuit of knowledge and our zeal for intellectual integrity, that store of knowledge will every year increase,

M.W.S.C. ALMA MATER

Words by: Darryl McDermott

Music by: Michael Mathews

Gent - ly flows the wide Mis - sou - ri, Search - ing for the sea.

Take me to my al - ma mat - er, Where it waits for me

Though I leave and ev - er wan - der, This I know is true,

When I dream of old Mis - sou - ri, I'll re - mem - ber you.

Loy - al hearts to her re - turn - ing, Faith - ful, proud, and true, Mis -

sou - ri West - ern live for - ev - er. We sing in praise of you.

A P E N D I C E S

A P P E N D I X A

members of the Board of Regents

William F. Enright, Jr.	1966-76	Eugene J. Feldhausen	1977-79
*Douglas A. Merrifield	1966-73	Dale Maudlin	1977-82
* Dr. Thompson E. Potter	1966-68	Fred Eder	1976-82
Loren Schneider	1966-72	Peter J. O'Donnell	1979-
Thomas V. Teare	1966-79	Stanley I. Dale	1981-
Robert E. Douglas	1969-75	Kristen Findley	1981-
Dwight R. Crane Jr.	1972-77	Timothy Kelley	1982-83
Shirley Bradley	1973-81	Lawrence J. Schultz	1982-
Dr. Cecil Albright	1975-77	James F. Summers, Jr.	1982-
Kenneth Christgen, Jr.	1977-81	Joan Hegeman	1983-

*died in office

A P P E N D I X B

members of the Board of Trustees

Stanley I. Dale	1965-66	Dwight R. Crane Jr.	1973-82
	1982-	Thomas V. Teare	1965-70
*Whitney W. Potter	1970-72	Dr. Cecil Albright	1974-80
Robert S. Meyers	1970-74	Robert E. Douglas	1966-70
William F. Enright Jr.	1965-74	Shirley Bradley	1974-
R. Agenstein	1972-	Donald L. Chew	1968-69
John W. Newhart	1965-72	Richard Hopkins	1974-80
Fred Eder	1972-	George S. Murray	1969-70
*Dr. Thompson E. Potter	1965-68 *	Ken Christgen Jr.	1980-
Douglas Merrifield	1972-73	John Downs	1970-74
Loren Schneider	1965-72	Dale Maudlin	1980-

*died in office

A P P E N D I X C

presidents of Missouri Western [State] College

Milburn W. Blanton	1965-67	M. O. Looney	1967-83
--------------------	---------	--------------	---------

A P P E N D I X D

deans of St. Joseph Junior College

David W. Hopkins	1925-28	Marion Gibbins	1957-63
Leonard M. Haynes	1928-31	Edgar C. Little	1963-65
Nelle Blum	1931-57		

A P P E N D I X E

presiding officers of the faculty association

The present Faculty Senate was preceded by the Academic Council and, more remotely, by the Faculty Council. When the Faculty Council was organized in 1966, the chief officer was given the title of chairman.

Conrad Bensyl	1966-67	Bill Huston	1979-80
Ethel Shrout	1975-76	Dan Hoyt	1971-72
Don Grainger	1967-68	Christa McCay	1980-81
Richard Crumley	1976-77	Clyde Spicer	1972-73
Eduardo Vargas	1968-69	Donald Mahaffy	1981-82
William Andresen	1977-78	Warren Chelline	1973-74
Harry Force	1969-70	Carl P. Mullins	1982-83
Larry Lambing	1978-79	Joseph Ripple	1974-75
Bill Huston	1970-71		

A P P E N D I X F

presidents of the Professional and Administrative Association

The present PAA was organized in 1968 as the Administrative Association.

Bob R. Scott	1968-69	Charles E. Coyne	1972-73
Kenneth Hawk	1976-77	Max Schlesinger	1980-81
Thomas Robinson	1969-70	Robert Berger	1973-74
Stephen Capelli	1977-78	Marc Solomon	1981-82
Marvin McDonald	1970-71	Marvin McDonald	1974-75
Julia Schneider	1978-79	Charles Burri	1982-83
Lowell Clark	1971-72	Helen Wigersma	1975-76
Bob R. Scott	1979-80		

A P P E N D I X G

presidents of the Supportive Staff Association

This group was instituted in 1976.

Lois L. Smith	1976-77	Sandra Jacobs	1980-81
Marjorie Haage	1977-78	Terry C. DeBaca	1981-82
Marjorie Haage	1978-79	Lois L. Smith	1982-83
Sandra Jacobs	1979-80		

A P P E N D I X H

presidents of the student body

Luther Rockhold	1924-25	Don Mason	1947-48
Margaret Chesmore	1928-29	John Bishop	1948-49
Harry Rudolph	1929-30	James Drais	1949-50
Wilbur McDonald	1930-31	Hugh Wilson	1950-51
Charles Roderick	1933-34	Art Calloway	1954-55
George Hammett	1936-37	Lawrence Russell	1925-26
Norma Jean Klein	1940-41	Robert Littlejohn	1955-56
Mary Margaret Walter	1943-44	John Biehl	1956-57
Marilyn Maxwell	1944-45	Bob Ball	1957-58
George Hopkins	1945-46	Harry Crowell	1958-59
Charles Wilson	1951-52	Byron Lucas	1959-60
Frank Shineman	1952-53	Jack Seippel	1960-61
Richard DeShon	1953-54	Don Berry	1961-62
Terry Schneider	1968-69	Tom Warren	1962-63
Dwight Scroggins	1970-71	Larry Clark	1963-64
Kendall Misemer	1980-81	Tim Warren	1964-65
Kendall Misemer	1981-82	Ron Shady	1965-66
Jackie Kennedy	1982-83	Greg Martin	1966-67
Victor Modeer	1926-27	Dave Fry	1967-68
George Wiehl	1927-28	Sonny Ganter, fall semester	1969-70
Joseph Morton	1931-32	David Grahl, spring semester	
Jimmie Smith	1932-33	Rusty Hurst	1971-72
Charles Fore	1934-35	Mike Cazel	1972-73
Ted Bloom	1935-36	Ray Pasley	1973-74
Philip Hewitt	1937-38	Rick Outersky	1974-75
Lynn Bedford	1938-39	Larry Wilson	1975-76
Don Guinn	1939-40	Brad Wolf	1976-77
Gene Hawk	1941-42	Gary Willis	1977-78
Bob Koerner	1942-43	Chuck Brandt	1978-79
Bill Cassity	1946-47	Steve Maberry	1979-80

A P P E N D I X I

presidents of the Missouri Western State College Alumni Association

John P. Biehl	1969-71	Dale Maudlin	1973-74
Ross Woodbury	1976-77	George H. Fenner	1979-80
George H. Fenner	1971-72	Teresa Klein	1974-75
Herbert C. Iffert	1977-78	Fred Bell	1980-82
Richard DeShon	1972-73	Donald L. Keck	1975-76
*James E. Cooper	1978-79	Sidney Naidorf	1982-

*deceased

A P P E N D I X J

presidents of the Missouri Western State College Foundation

Presidents serve for the calendar year.

Thomas C. Reck	1970	Margot Reck	1977
Thomas C. Reck	1971	Lloyd Miller	1978
David Morton	1972	Richard DeShon	1979
Robert Rosenthal	1973	Herb Gross	1980
Robert Rosenthal	1974	Evan Agenstein	1981
Dale Maudlin	1975	RoyTewell	1982
Dale Maudlin	1976	Richard Meade	1983

A P P E N D I X K

faculty members 1915-83

This list is based on information secured from St. Joseph Junior College and Missouri Western catalogs. Asterisks indicate members of the 1982-83 Missouri Western State College faculty.

Aasen, Julius
Adair, MSG Paul
Adams, Charles E.
Adams, Peggy

Adcox Jay D.
Agenstein, Evan R.
Alberts, Florence
Albrecht, Clara

Alcorn, Robert
 *Al-Khafaji, Mahmoud
 Allen, Louise
 *Allen, Margaret J.
 *Allen, Reva
 Anderson, Claudia
 *Anderson, Jerry L.
 Anderson, Paul
 *Andresen, William F.
 *Andrews, Kathleen
 *Andrews, Larry
 Andrews, Orrel
 *Archer, Leonard J.
 *Aschermann, Jerry R.
 Ashworth, George M.
 *Askins, Roy L.
 Atkins, Dana
 Bade, Linda
 *Bagley, Marsha
 *Bagnall, Norma
 Bails, Dale
 Baker, Byron
 Ballew, Elizabeth
 Bandelier, Robert L.
 *Bargar, James
 Bargar, Marcy
 Barkley, Frances
 Barksdale, MSG Charles
 Bartle, H. Roe
 Barton, William
 Bean, Dennis
 Bennett, Beulah
 *Bennett, David
 *Bennett, James
 *Bensyl, Conrad
 Bentley, Elizabeth
 Berger, Bob
 Beuchat, Gary
 *Bishop, George
 Blackburn, Brenda
 *Blankenship, Bill H.
 Blevins, Carol A.
 Blum, Nelle
 *Booth, Charles
 *Boutwell, Richard A.
 Boyer, Josephine

Bracken, W. D.
 Brinton, Gary
 Brown, Helen Bullard
 Bruce, Jim R., III
 Bruner, Ronald
 Buckles, Hilda
 Buczek, Marion
 Bulman, Vickie
 *Burehard, Robert
 Burkes, Lionel
 Burney, Margaret Sue
 Burri, Charles
 Burton, William E.
 *Butcher, Carl R.
 *Cagle, Gary
 Cagle, Harold
 Campbell, Janis
 Carmichaeli, James F.
 Carney, George
 Carroll, Stephen
 *Castellani, Joseph
 *Cathey, Shirley
 Cheatham, C. L.
 *Chelline, Warren
 Clardy, LTC Lawrence
 Clark, Jane
 Clinton, Helen
 *Collins, Capt. Edward, Jr.
 Coffman, Cloyce
 Corm, Susan
 Conway, Margaret
 Cook, Donald
 Cook, Mabel
 Coombs, LTC John G.
 Copelin, Merlene
 *Cordonier, Arley M.
 Cotteral, Bonnie
 *Coudry, William.
 *Cowsert, Robert L.
 Coyne, Charles E.
 Crittenden, Cynthia
 Cronkite, Dorothy
 Cross, Tom
 *Crumley, Richard
 Crump, Shirley
 Culver, Ina

Cundiff, Lynn
 Cunningham, Robert E.
 Curtis, Carrie
 Dale, Roxane
 Decker Dallam, Jerald
 Danker, David
 Darnell, Dennis
 Dauve, Jan
 *Davis, Capt. Glen W.
 Davis, Larry
 Davis, Marjorie
 Deaton, Donald
 *Defenbaugh, Sharon
 DeGregory, Jerry L.
 DeLamater, Hasbrouek, M.D.
 Dietrich, Bryce
 Dilley, Gary
 *Dirks, Arthur
 *Dobbins, Larry
 Doerr, Tempel
 Doherty, Mary Lee
 Donahue, Elbert
 *Donnelly, Vernon
 *Downey, Sharon
 Downs, D. T.
 *Drummond, Mary Raczynski
 Duerksen, George
 Duncan, John
 *Dunnam, Maj. Gerald G, Jr.
 Durham, Lu M.
 Duvall, Oren R.
 *Dye, David
 Easter, Glenn
 Edwards, George
 *Edwards, Nancy T.
 *Eickhorst, William
 Elliott, J. B.
 *Elliott, Kevin M.
 Elliott, Raymond
 Elliott, S. E.
 *Godfrey, Christopher
 *Good, Richard
 Grainger, Don
 *Gratz, Ruth
 Gray, Miriam
 *Grechus, James W., Jr.

Ellis, Terry Lee
 Ellman, Frances
 Enokson, Russell
 Enyeart, James
 *Erickson, Charles R.
 Ertman, Irene
 *Esry, Cordelia
 *Estes, James R.
 Evans, John R.
 *Evinger, Lee E.
 Ewan, Amy Dorothy
 *Fagan, Mary
 Faris, James E.
 Faust, Christine
 Ferguson, Zoe
 *Fields, Mary Jane
 Filbert, Garvin
 Finders, Robert C.
 Flanagan, Frances
 Flesher, LTC Franklin A.
 *Force, Harry
 Fornary, Charlotte
 Foster, Dorothy
 Frick, Agnes
 *Frick, M. Jane
 Fulton, Karen
 Galloway, Leo
 *Galloway, Ruth
 Garren, Bruce
 Gartin, Lethel
 Gary, Rex
 Garza, Robert
 Gates, Cleo
 Gettys, Helen C.
 Gibbs, Ramona
 Gibson, John
 Gibson, Ruth
 Giles, Monte
 *Gilgun, John
 *Gilmour, F. Matthew
 *Greene, Bonnie
 *Greenwald, Barry
 *Greiart, Steven
 Grimsley, Charles
 *Groh, Sharon
 Gruen, Timothy

Haines, Leonard
 Hall, Allen
 Hall, GaryJon
 Hailer, Edgar E.
 Halvorsen, Betty M.
 Hammond, Steven
 Hanely, C. E.
 *Hanks, Rita B.
 Hansen, Gerald E.
 *Hansen, Thomas C.
 Harden, Vern
 Hardy, Ruth E.
 *Harmon-Miller, Jean E.
 Harris, Charles
 Harris, Leonard
 Harrold, John
 Hartsock, Rachel
 Harvey, Marian
 Haupt, William
 Hawk, Kenneth
 *Hawley, Lucretia
 Hayes, James R.
 *Haynes, Solon Earl
 *Hazelrigg, Gary
 *Heckel, Achsah
 Hedrick, George
 *Heim, Michael R.
 Helm, Theodore
 *Hemmann, Joseph
 Henry, J. Wray
 Herman, James
 Hicklin, Robin
 Hicks, Beulah
 *Hinrichs, Susan
 *Hoagland, Jeanne
 Hobart, C. M.
 Hocevar, Bonnie
 Hodges, Gregory
 Hoffman, Herman
 *Hoffmann, Rosemary
 Kirby, Major John
 *Klose, Karl P.
 Knowles, Etta
 Kost, Robert
 Koven, Mark
 Kramer, Charles

*Hohly, Richard
 Holman, Richard
 *Hoover, Michael
 Hopkins, David W.
 Hopkins, Price
 Hopkins, Walter
 Hoppe, Albert
 Hotchkiss, Maye
 *Howgill, Doris
 Howgill, Martyn
 Hoyt, Daniel R.
 Hudler, Viedel
 *Hughes, John T.
 Hull, Capt. Marcel
 Hullinger, Hubert G.
 *Huntermark, James M.
 *Huston, Bill L.
 Hyatt, Rupert
 Ison, Jerry
 Jenkins, Vernon
 Jensen, Anna C.
 Jensen, Harold
 *John, David
 *Johnson, Glenn D.
 Johnson, Harold Dean
 Johnson, Kenneth A.
 *Johnson, Kenneth G.
 *Johnson, Martin A.
 *Johnston, Ernest A.
 Jordan, James
 Kackley, Roy L., Jr.
 Kassimali, Aslam
 *Keegstra, Vickie
 Keller, Sandra
 *Kelley, Bruce K.
 *Kessler, Francis P.
 *Keyser, Robin
 *Khan, Adam
 Kimberlin, Louise
 *Kinsey, Gall
 Kramer, Rod
 Krieg, Kenneth L.
 *Kump, Ferrell Z.
 Kuzmicki, Janiee
 La Croix, Virginia
 Lacy, Louise C.

*Lambing, Larry L.
 Lang, Phillip G.
 Lanser, Roland
 *Latosi-Sawin, Elizabeth
 *Laudie, Drew T.
 Laughlin, Phyllis
 Lavatelli, Mark
 Lee, Harry
 *Lee, Kenneth W.
 *Leech, Jonathan E.
 Lepo, Joe
 Lesh, Edna
 Little, Edgar C.
 Little, Eldon
 Lohrke, Gene
 Lomax, Muriel
 Loney, Stephen C.
 *Long, James L.
 Lovelace, Capt. Robert
 Lowen, Letha
 *Mack, William G.
 Madden, Charles S.
 *Magoon, Michael L.
 *Mahaffy, Donald L.
 *Malson, Donald G.
 Mann, Susan
 Marable, Darwin
 Marion, Glenn
 *Marion, L. Marvin
 Marker, A. W.
 Martin, Capt. John
 Mason, Pamela
 Massa, Lorene
 Massaro, Kathleen
 *Mathews, Michael K.
 *Matthews, George C.
 *Maxwell, LeRoy H.
 *McBride, Dana
 McCann, Willis
 *McCarthy, James E.
 *Nelson, Bernice
 *Nelson, Jane M.
 New, Larry S.
 Nix, Jim
 Noland, Kathy
 Oates, Harvey

*McCay, Christa T.
 McCay, Harold
 McDaniel, Mary Jane
 McDonald, Madeline
 McFarland, Eugene
 *McGinley, Sarah
 McHendry, Mabel D.
 McHugh, Charlene
 McIntosh, Michael S.
 *McLear, Patrick
 *McMurry, Patrick H.
 McSpadden, Alice
 *Mehl, James
 Meyer, Myron M.
 Meyer, Sylvia
 Miles, Anna
 Miller, C. E.
 Miller, Edith
 *Miller, Jill Ann
 Miller, Mary Marshall
 Miller, Oren W.
 *Miller, Richard T.
 Miller, Robert E.
 *Miller, Stephen L.
 *Minnis, Douglas
 *Mitchell, John B.
 Mitchell, Marian
 Mogg, Jerry
 Monk, Gordon
 Moore, Dorothy
 Moore, MSG George W.
 Morgan, Kathy
 Morton, Arthur
 Moulton, Ella L.
 Mueser, Joseph
 *Mullican, Julia
 *Mullins, Carl P.
 Munden, S. Roger
 *Murphy, Modene
 Neely, Mary E. B.
 Ollar, Albert
 Orban, Donald K.
 Osborne, Dorothy
 Oswald, Dean
 Ownby, Sandra Jane
 Palfreyman, George, Jr.

Parmelee, Louis
 *Parmenter, C. Irvin
 Patelia, Kahanji
 Pawling, Robert
 Peake, Tom
 Pennington, Esther
 Pettijohn, Charles
 Pettijohn, Harriet
 Pettijohn, James B.
 Phelan, Elizabeth
 *Pickett, H. Kent
 *Pilgram, Henry
 Pistorius, Grant
 Pitter, Herman
 Poppino, Mary A.
 Popplewell, Frank
 Porter, Mattie
 Price, Thomas
 Prock, Donald
 Pyle, Glenn
 Quick, Hazel
 Quinn, Richard
 Quammen, Fran
 *Rachow, Thomas E.
 *Ragland, Tommie
 Rajput, Mohammad
 *Rapinchuk, Gloria
 Razel, Capt. John
 Reardon, Rosalie
 Redmond, Ann Ealy
 Redmond, John
 *Reborn, Glen
 Reule, Bonnie R.
 Rhoades, Edith Moss
 Richardson, F. M.
 Richey, Donald G.
 Richmond, David L.
 Richmond, George S.
 Riddle, M. A.
 Riemer, Roberta
 Sherrill, Hubert G.
 *Shirley, Christina
 *Shrout, Ethel
 Shutts, Ellis Lynn
 Silks, Donald K.
 Sireno, Peter
 Rife, Jerry E.
 *Ripple, Joseph E.
 *Robbins, Donald J.
 Roberts, Phyllis
 Roberts, Raymond
 Robinson, Hester
 Robinson, Mary F.
 *Rogers, Alfred H.
 *Rogers, Dennis G.
 *Rogers, Marcia D.
 Roper, Lois Jane
 *Rose, Robert
 *Rosenauer, Kenneth L.
 Rueb, Phyllis
 *Ruffino, Arthur
 *Rushin, John
 Ryan, M. M.
 Sanders, Samuel
 Sandstad, Neil A.
 *Saucier, Bonnie
 Sauve, Capt. Robert
 Schaeffer, Clara
 Schaller, Ralph
 Scheff, Judith
 Schilling, James
 *Schmitz, Leo H.
 Schnellman, Lewis
 *Schwarz, Richard
 *Schwenk, Fran H.
 Scott, Bob R.
 *Scott, Terry A.
 *Segebarth, Geoffrey
 *Septon, Michael
 Shain, Virginia
 Sharp, Maj. Marvin
 Sharp, Sam
 *Shear, Lawrence
 Sheets, Roberta
 *Shell, Robert
 Sherman, Patricia
 Sirianni, Janet M.
 Smallenberger, Ronald
 Smith, Cora Lee
 Smith, Frank
 Smith, Michael
 *Smith, Russell

Snider, Carl
 Snyder, Maj. L. B.
 Sonner, Jan
 *Sorensen, Kai A.
 Southern, John
 *Sparks, Isabel R.
 Spatz, Ronald
 Spaulding, Robert
 Spicer, Clyde
 Sprague, Mildred
 Stanley, Florence
 Stanley, Thomas O.
 *Steele, Dennis R.
 Steenberg, John
 *Steiniche, David
 Stone, R. E.
 Storer, Sheri
 Strader, Max
 Streeter, James
 *Supalla, Gary
 Sutherland, Blanche
 Sutherland, Celia
 *Tapia, John
 Taylor, Albert
 Taylor, Richard
 Taylor, Maj. Robert
 *Terry James w.
 Thatcher, L. E.
 Theisen, Lee S.
 *Thomas, Frank
 Thomas, Nancie
 Thompson, Taylor
 Thomson, Mildred
 Tibbals, Gladys
 Tolo, Norma
 Tomich, Jean
 Tomlinson, Veva B.
 Utz, Judith
 Vargas, Eduardo
 *Vargha, Nader

*Varma, Virendra
 Varner, Calla E.
 Vaughn, Georgia
 Vehlow, Charles
 *Vehlow, Paula
 *Vekahtein, Semyon
 Virden, Randy
 Wagner, Ronald
 Walker, James R.
 Waller, Patricia
 Waiters, Francis M.
 *Walton, Andrea
 *Wann, Phillip D.
 Watkins, Lillian
 Wear, James
 Weisenborn, Merle
 Wells, Anne Lowell
 Werner, Ernest H.
 West, Kenneth
 White, Sarah
 Wiese, W. Roland
 Wilhite, B. O.
 *Wilkerson, Jerry M.
 Wilkie, David
 Williams, Ivan
 Williams, Capt. Michael
 Wilson, Gary
 Wilson, Mike
 *Winston, Diana M.
 Wise, Birgit
 Wise, Michael
 Wise, Sarah J.
 Wood, Doris
 Wood, William
 *Wright, Maj. Burton, III
 Yancey, John
 *Yeager, Richard F.
 York, Ruth Ann
 Zabawa, Mark T.
 *Zweerink, Gerald L.

A P P E N D I X L

professors emeriti

Agenstein, Evan R.
Doherty, Mary Lee
Flanagan, Frances
Galloway, Leo
Gettys, Helen
Harvey, Marian V.
Jordan, James R.
Lacy, Louise
Marion, Glenn E.

McCann, Willis
Mitchell, Marian
Phelan, Elizabeth J.
Poppewell, Frank S.
Price, Thomas
Riemer, Roberta
Roberts, Raymond
Taylor, Richard
Tomlinson, Veva

A P P E N D I X M

enrollment figures

The following fall semester enrollment figures are unofficial.

191515-35
192045
1925247
1930280
1935358
1940444
1945235
1950330

1955396
1960486
19651,085
19702,884
19753,675
19804,061
19824,284

I N D E X

- Academic Council, see Faculty Senate
A. D. Little, Inc., 59, 61, 64
Administrative vice-president, see executive vice-president
Admirable Crichton, The, 110
Admissions and Records, 102
Agency-Faucett school district, 39
Agency school district, 37
Agenstein, Evan R., 70
Agriculture Club, 100
Agriculture, Department of, 74, 89 MAW athletics, 106
Albertini, Dolores, 35
Albertini, Virgil, 35
Albrecht Art Museum, 7
Albrecht, Clara, 26
All-Americans, 104, 106
Allied Arts Council, 111
American Association of University Professors, 65
American Chemical Society, 114-115
American Marketing Association, 100
Andrews, Orrel, 26
Annual, 14, 18
Art Club, 6
Arterrafts Engraving Company, 43, 61
Art, Department of, 110, 111
Ashworth, George, 102
Associated Charities see Social Welfare Board
Athletics, 17, 18, 22, 25, 27, 28, 43, 62, 101, 103-106
Atlantic Monthly, 114
Avenue City school district, 38-39

Bangsburg, Harry, 56, 63
Baptist Student Union, 101
Barber, Kent, 44
Barbour, Nancy, 40
Bartlett High School, 7, 25
Bates, Wilfred M., 61
Beaumont, John, 110
Behind the Birches, 8

Benton High School, 7
Bensyl, Conrad, 43, 62
Berger, Bob, 102
Bicentennial Commission, 111
B.I.E. Day, 64-65
Biehl, John P., 51, 65, 107
Biology Club, 100
Biology, Department of, 114, 115
Biology study area, 74, 109
Blackwell, George, 34, 35, 36, 37, 42, 44, 51
Blakley, George, 106
Blanton, Dorothy, 43, 55
Blanton, Milburn W., 42, 43, 47, 48, 49, 50, 51, 53, 54, 55
Blum, Nelle, 21, 22, 25, 26, 27, 29, 72
Bly, Robert, 110
Board of Education, see School District of St. Joseph
minutes, see School District of St. Joseph minutes
Board of Regents, 45-46, 53-54, 62, 63-65, 73, 82, 83, 109, 115
minutes, 109
Board of Trade, see Chamber of Commerce
Board of Trustees, 40, 41, 42, 43, 45-46, 49, 50, 51, 52, 53, 54, 56, 62, 63-65, 73
minutes, 49, 50, 51, 52, 53, 54
Boards (Regents and Trustees), 54, 55, 56, 60, 62, 63-65, 69, 70, 73, 74, 78, 81
minutes, 59, 60, 64-65
Bond campaigns, 51, 71, 72-73
Bond, Christopher, 81, 82
Boot Heel Bowl, 106
Boyles, Lyle, 77, 78, 81
Boys' Glee Club, 16
Bradley, Shirley, 82
Briggs, Bruce, 92
Brigham Young College, 21
Brinton, Jack, 37
Broadmoor Apartments, 72
Brooks, Gwendolyn, 110
Brown, Helen, 26

Brown, Robin, 110
Brown vs. Board of Education of Topeka, 25
 Browne, Jeff, 106
 Browne, Mark, 105
 Brunner, William, 52
 Buchanan County Jail, 6
 Buczek, Marion, 28
 Buhman, Teresa, 110
 Building program (initial), 50-51
 Bumpus, Debbie, 105
 Burri, Charles, 27, 48-49, 62, 103, 104, 105-106
 Bush, Donald W., 50, 61
 Business and Economics, Department of, 88, 89

 Cagle, Harold, 103, 104
 Calkins, Benton, 40
 Campus development, 59, 60, 61, 63, 65, 69-75
 Campus residence complex, 72, 73
 Capelli, Stephen, 88, 89
 Capitol Museum, 116
 Career Placement Center, 90, 102
 Cargill, Mary, 52
 Carper, Mary Diller, 51, 52-53
 Cason, Rebecca, 34
 Castellani, Joseph, 112
 Caudill Rowlett Scott, 71
 CBHE, see Missouri Coordinating Board for Higher Education Central campus, 73-74
 Central High School, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 27
Central Outlook, 15
 Central Missouri State College (now University), 44
 Central States Intercollegiate Conference, 104, 106
 Chamber of Commerce, 5, 9, 10, 11, 112 minutes, 9, 10, 11
 Chance, Clayton, 48, 56-57
 Chase, William Merritt, 6-7
 Chelline, Warren, 81, 111
 Chemistry, Department of, 70, 87, 114
 Cheshire Cheese, 16, 28
 Chew, Donald L., 62
 Chiang, Henry, 26
 Chilcote, Gary, 101
 Christgen, Ken, Jr., 82
 Christian Brothers College, 7
 Christian Campus House, 101
 Ciardi, John, 110
 Circle K Club, 101
 Citizens Committee (1966 bond campaign), 51, 52-53
 Citizens Survey Committee, 88
 Clark, Lowell, 61, 62
 Coleman, G. Max, 35, 36, 37, 44
 College Center Board, 101
 College farm, 74
 College Governance Advisory Council, 77, 101
 Colored High School, see Bartlett High School
 Commencement, 14, 62, 65-66, 74
 Commerce Club, see Chamber of Commerce minutes, see Chamber of Commerce minutes
 Commissioner of higher education, 79-80
 Community college movement, 33, 36, 37, 41-42
 Community Welfare Council, 35, 37
 Computer Center, 70, 92, 93
 Connett, Prank D., Jr., 37, 38, 39
 Continuing education, 62, 86, 90, 91, 92
 Convent of the Sacred Heart, 7
 Cook, Elizabeth, 6
 Coordinator of women's athletics, 104
 Council on Public Higher Education (CO-PHE), 115-116
 Counseling Center, 28, 102, 109
 Coyne, Charles E., 61, 62, 78, 89-90
 Criminal Justice, Department of, 89, 111
 Cronkite, Walter, 116
 Crowder Junior College, 48, 55
 CSIC, see Central States Intercollegiate Conference
 Curriculum (MWSC), 60, 85-93

*Daily News' History of Buchanan County
and St. Joseph, Missouri, The, 5*

Dale, Stanley I., 41, 51, 52, 109

Dalton, John. M., 35, 38

Davis, Dexter, 38

Davis, True, Jr., 35

Dearborn school district, 37

Dekalb-Rushville school district, 38-39

Delta Phi Upsilon, 100

Delta Psi Omega, 28

Denemark, George, 89-90

Department of Athletics outreach program,
105

Deutscher Schul-Verein, 7

Dilemmas of Presidential Leadership, The,
115

Distinguished Service Award, 22

Division of Applied Sciences, 77, 78

Division of Applied Sciences and Technol-
ogy, 61

Division of Career Programs, 70, 88-89

Division of Education and Psychology, 61,
89-91

Division of Liberal Arts and Sciences, 61,
86-87

Division of Technical and Vocational Edu-
cation, 48

Dobbins, Larry, 110

Dr. Thompson E. Potter Fine Arts Center,
70, 71, 108

Doherty, Mary Lee, 26, 29

Dormitory, see Campus residence complex

Dotson, Liz, 63

Douglas, Lawrence, 52

Douglas, Robert E., 52, 62, 64

Downs Drive, 73

Downs, John E., 35, 36, 40, 42, 43-45, 73

Downs/Webster bill, 42, 43-46, 53

Dramatic Club, 16

Duerksen, George H., 22

Duesenberg, Robert, 79

Durham, Lu, 110

Dykes, Mattie M., 8

Easton school district, 38-39

Echterling, Kevin, 101

Eder, Fred, 73, 82

Education Committee of the Community
Welfare Council, 35

Education, Department of, 89, 90, 115

Education for adults, 24, 25, 48; see also
Continuing education

Edwards, Nancy, 115

Eells, Walter Crosby, 9, 12

Eickhorst, William, 110

Elementary Education, Department of, see
Education, Department of

Elliott, Raymond S., 22, 29

Engineering Technology Building, 70

Engineering Technology Club, 100

Engineer's Club, 28

English and Modern Languages, Depart-
ment of, 87, 114, 115

Enright, William F. Jr., 41, 51, 53, 54, 64

Erickson, Charles, 90-91, 115

Estes, James, 110

Evan R. Agenstein Science and Mathemat-
ics Building, 70

Everything That Has Been Shall Be Again,
115

Executive vice-president, 64, 77-78

Faculty Council, see Faculty Senate Fac-
ulty, development of, 95-98

Faculty rank, 95, 97-98

Faculty Senate, 65, 77, 78, 81, 93, 95-97

Faculty Wives, see Missouri Western
Women

Faucett-Agency school district, 38-39

Faucett school district, 37

Feeney, Edna, 13-14

Feldhausen, Eugene, 82

Fellowship of Reconciliation, see Peace
efforts

Fieldhouse, 71-72

Filbert, Garvin, 62, 103, 104-105

Financial Aids, 102

Fine arts building, see Dr. Thompson E.
Potter Fine Arts Center

Fine Arts Night, 43

First Ward Improvement Club, 11

Flanagan, Frances, 115

- Flint, Michigan, junior college, 36
 Force, Harry, 27, 114
 Foreign Language Club, 28
 Foreign languages, 12, 13-14, 86, 87
 Foreign students, 26, 100
 Forensics Society, 100
 Fortnightly Club, 6
 Foster, Robert P., 40, 45
 Four-year college, efforts toward, 12, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 49, 50, 51, 54, 59, 60, 61, 62
 Frank S. Popplewell Classroom-Administration Building, 69, 73
 Fred Eder Student Services/Classroom Building, 71, 72-73
 Freeman, Walter, 26-27
 French, James w., 65
 Frick, Jane, 87, 92
 Full funding, 65, 80, 81-83

 Ganter, Sonny, 63
Gazette, see *St. Joseph Gazette*
 General education, see General studies
 General studies, 87, 89
 Gettys, Helen, 90
 Gibbins, Marion, 29, 42, 47, 48
 GI benefits, 25
 Gilgun, John, 115
 Gilmour, Matthew, 111
 Girl Scouts of America, 111
 Girls' Glee Club, 16
 Girls' restroom, 16-17
Glass Menagerie, The, 110
 Glass, Virginia, 25
 Gligorievitch, Arso, 26
 Gold Coat Club, 108
 Golden Anniversary Celebration, 39, 43
 Goode, Wayne, 72
 Gould, Jewell, 40
 Gower school district, 38-39 Grace, W. M., 80
 Graham, Dorothy Brown, 28, 102
 Great Depression, 21, 22, 23, 101
 Greek organizations, 101
 Griffon Guard, 101
 Griffon (as symbol), 16, 30, 103, 104, 117

Griffon News, 16, 21, 23, 24, 25, 26, 33, 34, 40, 43, 47, 51, 59, 60, 63, 69, 85, 99, 101, 109, 117 facilities, 73
Griffon (yearbook), 15, 16, 17, 18, 19, 21, 25, 26, 95, 101, 107, 113 facilities, 73
 Griffon Rifles, 100
 Grotto, 28-29, 43, 60
 Groundbreaking, 59, 69
 Guyton, John, 25

 Hall, George E., 38, 39
 Hall report, 39
 Hamilton, C. D., 39
 Hare & Hare, 50, 61
 Harlem Globetrotters, 105
 Harmony College, 113-114
 Harper, William Rainey, 9
 Harris, Norman, 54, 60
 Harris Report, 60, 88
 Harvey, Marian, 23, 26, 28, 43
 Hawk, Kenneth, 48-49, 61, 62, 92
 Haynes, Leonard M., 21
 Haynes, Solon E., 90
 Hazelrigg, Gary, 105
 Health, Physical Education, and Recreation Building, 71-72, 103
 Health, Physical Education, and Recreation, Department of, 90-91, 103, 114, 115
 Hearnese, Warren E., 38, 39, 45, 69
 Henderson, W. W., 21
 Herbold, Bob, 40
 Herschman and Douglas, 61
 Herschman, Raymond, 52
 Hicklin, Rob, 104
 High School, the, see Central High School
 High School Committee, see School District of St. Joseph
 Hoffman, John, 40
 Hoffmann, Rosemary, 87
 Hopkins, David W., 21
 Hotel Robidoux, 6, 37, 43
 House, see Legislature of Missouri (state)
 Housing Office, 102
 Howgill, Martyn, 77, 79, 108-109
 Hudson, Don, 63

- Hughes, Clifford, 25
 Hughes, Jack, 110
 Hughes, Ted, 63
 Hullinger, Herbert, 27
 Hurst, Linda, 40
 Huston, Bill, 49

Icarus, 101
 Instructional Media Center, 70, 109
 Integration, 25-26
 Inter-Fraternity Council, 101
 International Student Club, 101
 Intramurals, 27, 101

 Jarriel, Tom, 110
 Jeffries, Sharon, 40
 Jennings, Terry, 40
 Jensen, Anna, 15
 Jogging trail, 75
 Johns, Everett, 52
 Johnson, Dewayne, 115
 Jones, w. J., 35
 Jordan, Terry, 101
 Journal Films, Inc., 115
 Journalism Club, 100
Junior College, The, 9
 Junior college course, 9, 10, 11, 12
 Junior college movement, 8, 9, 10, 11, 12, 34, 45
 "Junior College Plan, see Junior college course

 Kansas Agricultural College at Manhattan, 16
Kansas City Times, 8
 Kappa Delta Pi, 100
 Kelley, C. D., 51
 Kelley, Jeanie, 59
 Kellogg Community College, 56
 Kennedy, Jackie, 101
 Kessler, Frank, 115
 KFEQ, 40, 53
 King City school district, 37
 King, W. J., 5, 6
 Kiwanis, 111
 Knight, Norman, 16

 Knowles, John, 110
 Koppel, Ted, 110
 Korean Conflict, 21, 25
 Korean national collegiate volleyball team, 106
 Krug, Henry, 6
 Krug, William, 6
 Krull, Susan, 51
 Kuechler, William, 102

 Lacy, Louise, 13, 15, 26, 43
 Lafayette High School, 7, 11, 83
 Lake Contrary school district, 37, 38-39
 La Lucita, 16
 Lambda Chi, 101
 Latosi-Sawin, Elizabeth, 87
 Lawhon, Ival, Jr., 101
 A HISTORYI91%8g 135
 Lawyers' Assistant Society, 100
 Learning Resources Center, see Warren E. Hearnese Learning Resources Center
 Learning Skills Center, 73
 Le Cercle Français, 16, 100
 Leech, Jonathan, 115
 Legislature of Missouri (state), 11, 12, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43-46, 49, 53, 61-62, 71-72, 79, 80, 81-82
 Leonard, George, 114
 Liahona Fellowship, 101
 Liberal arts, 24, 34, 36, 41, 48, 59, 61, 85-87
 Library, see Warren E. Hearnese Learning Resources Center
 Limbaugh, David, 106
 Little, Edgar C., 29, 40, 42, 43, 55, 56-57
 Lomax, Muriel, 17
 Looney, Dorsey, 56, 73, 108
 Looney, Marvin O., 56, 59, 60, 61, 62, 64, 65, 66, 69, 71, 72, 73, 75, 80, 81, 82, 83, 86, 89, 90, 92, 106, 107, 108, 109, 112, 113, 115, 116, 117-118
 Loyola of Chicago, 105

 Mace, 28
 Mack, Bill, 87
 Maddox, Dr. Samuel E., 51

- Madrigal Feast, 108
 Mahoning Community College, 56
 Margin for Excellence Fund, 108-109
 Marion, Glenn, 74
 Martin, Richard E., 37, 40, 82
 Master Plan III, 79-80
 Mathematical Association of America,
 Missouri Section, 114
 Mathematical Sciences, Department of, 83,
 114
 Mathematical Sciences Society, 100
 Matthews, George, 114
 Maudlin, W. Dale, 82
 Maxwell, LeRoy H., 111
 McCann, Willis, 49, 96
 McCaskey, John, 66
 McDonald, E. L., 5, 6
 McDonald, Edwin, 101
 McDonald, Madeleine, 17
 McDonald, Marvin, 102
 Mc.Glothlan, Mrs. A. B., 70
 McIntosh, Michael, 114
 McFdnney, Sharon, 108
 McMurray, Patrick H., 112
 McVicker, Alice, 101
 Mehl, James, 111
 Mehling, E. Thorpe, 52
 Mental Health Club, 28
 Meredith, Don, 25
 Merrifield, Douglas A., 44, 51, 60
 Mes Amis, 16
 Methodist Medical Center, 24, 88
 Mier, John, 101
 Military science, see Reserve Officers'
 Training Corps
 Miller, Leon F., 83
 Miller, Richard, 49
 Mineral Water Bowl, 106
 Minnie Cline Elementary School, 79
 Minnis, Douglas, 103
 Missouri Academy of Science, 114
 Missouri Commission of Higher Education,
 38
 Missouri Coordinating Board for Higher
 Education, 71-72, 79-80, 82, 87
 Missouri Department of Conservation, 74
 Missouri Music Teachers Association, 114
 Missouri Philological Association, 109,
 114
 Missouri Southern State College, 45, 60
 Missouri Theater building, 61
 Missouri Western College Alumni News-
 letter, 16
 Missouri Western Foundation, see Missouri
 Western State College Foundation
 Missouri Western Junior College District
 (formation), 36, 37, 38, 39, 40, 41
 Missouri Western State College Alumni
 Association, 65-66, 74, 107-108
 Missouri Western State College Founda-
 tion, 62, 70, 108
 Missouri Western Women, 62, 108
 Moila Shrine Classic, 106
 Montgomery, James O., 51
 Moore school district, 38-39
 Morrison, Nolen, 61, 62, 64
 Morton, Daniel, 10
 Morton, David, 37
 Morton, Joseph, 23, 24, 101
 Motter, Samuel I., 5, 10, 11
 Mullins, Carl P., 96
 Murawski, John, 40
 Murray, George S., Jr., 62
 Music, Department of, 71, 87, 108,
 110111, 114
 Music Educators National Conference, 100
 MWSC Alumni Association, see Missouri
 Western State College Alumni Associa-
 tion
 MWSC Ambassadors, 108
 MWSC Dance Company, 101
 MWSC Student Reading Council, 100
 NAACP, 51
 NAIA, see National Association of Inter-
 collegiate Athletics
 Naidorf, Sidney, 108
 National Association of Intercollegiate
 Athletics, 103, 104, 106
 National Association of Schools of Music,
 114-115
 National Council for the Accreditation of

- Teacher Education, 80, 81, 90
 National Endowment for the Humanities, 114
 National Science Foundation, 114
 National Youth Administration, 22
 Natural Science Club, 16, 26, 28
 NCA, see North Central Association of Colleges and Secondary Schools
 NCATE, see National Council for the Accreditation of Teacher Education
 Neely, Mary E. B., 13, 14
 Nelle Blum College Center, 22, 72
 Nelson, Jane, 110, 111
 Nelson, Robert J., 77, 78, 79, 81, 82, 93
 Newhart, John, 41, 51
 Newman Club, 101
News-Press see *St. Joseph News-Press*
1977- 78 Annual Report of Missouri Western State College, 109
 North Central Association of Colleges and Secondary Schools, 47, 48, 54, 56, 59, 60, 61, 63, 77-78, 80, 81, 87, 97, 104
 Normal course, see Teacher training program
 North End High School, see Lafayette High School
 Northern Trust Company, 61
 Northwest Missouri normal school, see Northwest Missouri State University
 Northwest Missouri State College, see Northwest Missouri State University
 Northwest Missouri State University, 7, 8, 35-36, 39, 40, 41, 44, 45, 79, 80, 83, 9293, 114
 Northwest Missouri State University Graduate Center, 83
 Nunez, William J., III, 87
 Nursing program, 88
 NWMSU, see Northwest Missouri State University
 Oates, Harvey, 61, 62
 O'Brien, Tom, 106
 Olson, Dennis, 110
 O'Neale, Pat, 47
 Owen, Robert, 6
 Owens, B. D., 80, 83
 Panhellenic, 101
 Parkway Elementary School, 35
 Peace efforts, 63, 65
 Pendergast, Candace, 115
 Pendergraft, Daryl, 63
Penny Whistles, 16, 28, 101
 "People's Forum," see *St. Joseph News-Press*
 People's Republic of China, 100
 Phelan, Elizabeth, 51
 Phi Beta Kappa, 16, 28
 Phi Beta Lambda, 100
 Phi Mu, 101
 Phi Mu Alpha Sinfonia fraternity, 100
 Phi Sigma Epsilon, 101
 Phi Sigma Epsilon Little Sisters, 101
 Phi Theta Kappa, 28
Physical Activities for All Ages, 115
 Pickett school district, 37
 Pinger, William, 14
 Pistorius, Grant L, 22
 Pitter, Herman, 26
 Platte Valley school district, 37, 38-39
 Popplewell, Frank, 22, 26, 27, 69
 Potter, Thompson E., 35, 37, 41, 52, 53, 62, 70
 Pre-Law Club, 100
 President's home, 59, 73, 75
President's Report: 1974-75, 80, 81-82
 Professional and Administrative Association, 79
 Provost (position), 69, 78
 Psychology Club, 100
 Psychology, Department of, 49
Psychosurgery and the Self, 26-27
 PTA (Parent-Teachers Association), 51
 Publicity Advisory Committee, 51
 Pumphrey, Billie, 40
 Quinn, Richard, 102
 Rabbitt, Richard, 82
 Raffelock, David, 14, 101
 Randall, Don, 44

- Reck, Thomas C., 51, 52-53
 Redding, Kinney, 106
 Redmond, John, 70
 Reed, Ronald S., Jr., 44
 Regents' Award, 109
 Republic of China All-Star team, 105-106
 Reserve Officers' Training Corps (ROTC), 70, 74, 91
Revised Statutes of Missouri, 45-46, 50
 Richman, John, 92
 Riemer, Roberta, 29, 43, 110-111
 Rivers, Larry "Gator," 105
 Rhoades, Edith Moss, 26
 Richey, Joseph, 23
 Richmond, George S., 83, 90, 91, 108, 111
 Robertson, Bruce, 79, 80
 Rohidoux, Joseph, 5
 Robidoux Polytechnic School, 21
 Robinson, Mary F., 26-27, 96
 Roebuck, Scott, 40
 Roofs, 73
 Rosenauer, Kenneth, 101
 Rotary Club, 112
 ROTC, see Reserve Officers' Training Corps
 Runcie Club, 6
 Runcie, Constance Fauntleroy, 6
 Rushin, John, 74, 75
 Rutt, Chris L., 5
 Ryan, Rev. Duane, 51
- St. Francis (Illinois), 105
St. Joseph Gazette, 8, 12, 34, 35, 38, 39, 40, 41, 42, 43-45, 71-72
 St. Joseph-Joplin bill, see Downs/Webster bill
 St. Joseph Historical Society, 111
 St. Joseph Hospital, 5, 24, 88
St. Joseph Junior College, The (catalog), 24
St. Joseph News-Press, 6, 8, 34-35, 37, 38, 40, 47, 48, 53, 56, 57, 59, 64, 81
 St. Joseph, Missouri, 5-8, 99
 St. Joseph Museum, 26
 St. Joseph Public Library, 6, 111-112
 St. Joseph State Hospital, 5, 7, 27, 43, 65
- St. Joseph Symphony Orchestra, 110-111
 Salinger, Pierre, 110
 Sanders, Samuel T., 22, 96
 Sandstad, Neff, 63
 Santa Cruz, Alejandra, 110
 Savannah school district, 37, 38-39
 Schlesinger, Max, 70, 115
 Schneider, Loren, 41, 49, 50, 51, 53, 64
 Schnellman, Lewis, 43
 School District of St. Joseph, 5, 7, 9, 10, 11, 12, 13, 15, 21, 33, 34, 35, 36, 37, 38, 39, 42, 43
 minutes of the board, 5, 7, 9, 10, 11, 12
 Schwada, John W., 43
 Schwarz, Richard, 114
 Scott, Bob R., 61, 62, 78, 86, 87, 91
 Seaborg, Glenn T., 110
 Search committee (1967), 55-56
 Senate, see Legislature of Missouri (state)
Separate Peace, A, 110
 SGA, see Student Government Association
 Shady, Ronald, 51
 Sharp, Sam, 65
 Shear, "Lawrence "Skip," 104-105
 Shell, Robert, 87
 Shepley, Ethan, 38
 Sherman, George, 25, 27, 101
 ShROUT, Ethel, 49
 Sigma Alpha Iota music fraternity, 100
 Sigma Kappa, 101
 Sigma Phi Epsilon, 101
 Sigma Tau Delta, 100, 114
 Sigma Tau Gamma, 101
 Site selection, 43, 52-53
 Slater, Frederick, 101
 Slater, Harold, 107
 Slater, Robert, 80
 Smith, Frank, 40, 77
 Social Welfare Board, 6
 Society for the Preservation and Encouragement of Barbershop Quartet Singing in America, Inc., 113-114
 Solomon, Marc, 92-93
 Southwest Missouri State College (now University), 44
 Sparks, Isabel, 114

- Spatz, Ron, 115
Spectator, 13, 16, 77, 101, 109
 Speech, Theatre, and Humanities, Department of, 110, 111
 Spratt, Elliott C., 74, 107
 Spratt, Leah, 109
 Spratt Memorial Stadium, 74, 106
 Spratt, William E., 10
 Spring Garden school district, 38-39
 State Department of Education, 36, 39
 State hospital, see St. Joseph State Hospital
 State lunatic asylum, see St. Joseph State Hospital
 State university, see University of Missouri-Columbia
 Steeb, Merrill, 25
 Steering committee for junior college district, 37, 38, 39, 40
 Stevens, Bill, 106
 Stone, R. E., 23
 Student Association, 101
 Student Government Association, 63, 77, 101; see also Student Senate
 Student Health Center, 102
 Student life, 99-102
 Student Nurse Association, 100
 Student organizations, 100-101
 Student Senate, 16, 28; see also Student Government Association
 Student services, 102
 Student Union Board, 28-29
 Student's Accounting Society, 100
 Suesens, Jack, 59, 64
 Sullivan, Margaret, 102
 Sumrell, Rhesa, 104
 Supportive Staff Association, 77
 Symington, Stuart, 65-66

Take the Name of Treason, 110
 Tarkio College, 35
 Tau Kappa Epsilon, 101
 Taylor, Richard, 26
 Teacher education, 24, 61, 62, 80-81, 8990, 108, 113
 Teacher in Missouri, 22
 Teacher training program, 7, 11

 Teare, Thomas V., 41, 50, 53, 64
 Teasdale, Joseph, 71-72, 82
 Technical and vocational education, 24, 36, 41, 48, 49, 50, 54, 60, 61, 63, 70, 77-78, 79-80, 85-86, 88-89, 97
 Terry, James, 90-91, 115
 Tesch, C. William, 23
 Thayer, Ruth Ann, 24
 Theta Nu Epsilon, 101
This Is Your Life, 18
 Thomas, Frank, 110
 Thuston, Wade, 25
 "Tim Talks," 40
 Title III Higher Education Act, 96
 Tokko, Mok, 26
Towers in the Northwest, 35
 Town/gown, 107-112
 Trouel Construction Company, 60
 Trowbridge, Jean, 25-26
 Trustees (candidates), 40-41, 65
 Turano, John, 81

 United States Federal Penitentiary at Fort Leavenworth, 91
 University of California, 16
 University of Chicago, 26
 University of Kansas, 15
 University of Missouri Board of Curators, 45-46, 50, 61
 University of Missouri, see University of Missouri-Columbia
 University of Missouri-Columbia, 9, 1112, 15, 16, 43, 45, 46, 60, 92-93
 University of Missouri Extension Center, 74
 University of Missouri-Kansas City, 39
 Utz, Judy, 92

 Varner, Calla E., 15, 17, 18, 21
 Vehlow, Gretchen, 115
 Vehlow, Paula, 115
 Vekshtein, Semyon, 111
Venetian Balcony, A, 6-7
 Veterans, 24, 25
 Victory gardens, 23
 Vietnam, 25, 86

- Visit with the Animal Doctors, A*, 115
- War moratorium, see Peace efforts
- Warren E. Hearnes Learning Resources Center, 69, 70, 73, 92-93
- Warren, Tim, 33, 40
- Washington, Willie, 25-26
- Webster, Richard M., 42, 43-46
- Welsh, Warren, 44, 51
- Wesley Foundation, 101
- West Campus, 74
- Western Athletic Association, 101
- Whiteford, J. A., 10
- White, Thomas, 38
- "Why Johnny Can't Run and Other Gym Scandals," 114
- Wigersma, Helen, 49, 70, 109, 111-112
- Wilcox, Charles, 53
- Williams, James, 40, 44
- Williams, Tennessee, 110
- Wilson, Truman, 71-72
- Wiser, Gordon, 79
- Women's Caucus, 92
- Women's Studies, 92
- Wood, Horace, 11
- World War I, 14, 15, 18, 23
- World War II, 21, 23, 24, 25, 36, 101
- Wyatt, Emily, 26, 110
- Yalow, Rosalyn, 110
- Yancey, John, 56
- Young Democrats, 51
- Young Men's Christian Association, 6
- Young Women's Christian Association, 6, 16, 27

ABOUT THE AUTHOR



Dr. Frances Flanagan, a native of Easton, Missouri, graduated from the St. Joseph Junior College in 1935 and was an elementary teacher in the St. Joseph School District. She earned her bachelor's degree from Mount St. Scholastica College in Atchison, Kansas, and her master's and doctorate from the University of Iowa in Iowa City, Iowa. Dr. Flanagan joined the faculty of the St. Joseph Junior College in 1963. She taught English at the Junior College and Missouri Western, serving for six years as department chair. She retired in 1980.

In 1982, Dr. M.O. Looney, Missouri Western's president, asked the professor emerita of English to research and write Missouri Western's history, covering 1915 to 1983. She was given just nine months to complete the task.