June 6 was D-Day for the grand opening of the new Washington University bookstore in the just-completed student center building. Moving the stock from the old bookstore in the basement of Brookings Hall to the new three-level facility in the center proved a formidable task, but somehow it worked.

Starting on May 21, four semi-trailer trucks with crews totaling sixteen men, plus the store personnel, moved more than 25,000 trade books and 15,000 textbooks, plus hundreds of boxes of supplies, records, and other merchandise. More than 2000 beer cartons crammed with books made the trip from Brookings to the center. Above, Karen McCord, bookstore clerk, burrows between towering stacks of cartons. Below, store employees begin the task of unloading cartons and getting them on the shelves of the new bookstore.

It was a big job but it was well worth it. Today, the new store is open for business, boasting more than three times the square footage of the old store.
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Cover: Central courtyard of the newly completed University Center and Edison Theatre. The new bookstore and many student facilities will open this summer, with formal dedication of the entire center and the theatre scheduled for early fall.


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WHO ARE OUR STUDENTS?

By ROGER SIGNOR

IT IS VIRTUALLY universal law that students must be labeled. Among the leading labelers are writers, journalists, and purveyors of pop culture. In its simplest Sunday supplement form, labeling is an either-or game, played like this (check one, of course): University students are either □ docile or □ militant; □ idealists or □ materialists; □ grim or □ euphoric; □ hypercritical or □ apathetic. In more refined and in so-called in-depth form, the labeling game has been played with such frequency that it is now a cliché in journalism: the Campus Mood Story.

The trouble with stories about campus moods or opinions about and by students (including this story) is that labels often are accepted as final. We let some of the labels freeze in our minds. When we do this, we cheat ourselves in many ways. One of the ways is that we limit our understanding of humanity. This self-limiting occurs because labeling, or stereotyping, impedes communication and, therefore, understanding. Labels obscure subtle but extremely important changes. In that context, if we rely on the usual journalistic approach for our information, then we’re in trouble. It is old stuff, of course, that the press in general isn’t concerned with subtle change. One recent exception, however, was contained in some observations by a Washington University graduating senior in arts and sciences, Clayton Frohman, in the June 3 St. Louis Post-Dispatch’s “Sunday Pictures” magazine. In part, he wrote about Washington University students:

In trying to sum up the student mood, the most agreeable way to start is to note that there are as many student moods as there are students. In the spring of 1970, thoughts about the revolution were a common topic. Today common topics are summer plans, jobs next fall, classes, exams, moving to a new city, new music . . . the variety is endless. [Frohman then pointed out that students are worried over jobs, are doing well academically, and are “going outside the University in research projects, internships, field studies and part-time jobs.”] As for extracurricular activities, the old college spirit is very much alive . . . . The Red Rose Cotillion, an old-fashioned dress-up ball complete with string orchestra, is two years old and is on its way to becoming a well-attended tradition . . . . The sort of problems that trouble students today are not new. In the four years of university life, a student witnesses so many radical changes that one learns to decide which problems are important. But nothing is so desperate that one cannot sacrifice a Saturday afternoon to folk, jazz, blues, and a sunny day.

This is a fair summary of a concept as vague and general as The Campus Mood. Frohman, unfortunately, had only a few lines in which to express his thoughts. What he didn’t have the space to detail were some of the more subtle changes to which he alluded.

In the past several years, we have seen change in the sense that there has been a maturing of certain qualities among those students who have assumed special responsibilities. This is evident in both a commitment to their work and in helping others. It is a deep and personal commitment and is the dominant idea we have when we think of the twenty-one students whose comments are printed later on. Basically, these students want to give of themselves; By their own deeds, they have shown that they aren’t afraid to think and work, or to be involved in campus or community projects. Coming from a wide range of backgrounds, these students became committed to their ideals for a variety of personal reasons. But most of them share a kind of pragmatism in their approach: What good you accomplish for others, and how you do it, counts infinitely more than rhetoric.

At the same time, the students showed a willingness to listen to all sides of an issue. They had a give-and-take attitude, quite different from a kind of arrogance which sometimes accompanies the development of critical powers in the sheltered environment of academe.

Although they have many kinds of criticisms about their education, most of the students feel that Washington University is a strong school, academically. That leads to another generalization about these students: While they ex-
press an eagerness to use their knowledge and skills in making contributions to society, they fear that once they get out of school, there may be too few channels in which to make significant contributions.

Discussing such things as contributions to society and personal commitment can sound rather pious outside the context of an individual student's personality. So it should be pointed out that these students certainly were not holier-than-thou. Most of them had a sense of humor, a feeling for the ironies in life. They could poke fun at themselves, and, as was noted earlier, they are capable of having fun. This doesn't mean fun just in the superficial sense that more dances are being held on campus and that pranks are no longer taboo. (Last April, a huge photograph of Chancellor Danforth's face was pasted on the Brookings tower clock, which was given Mickey Mouse hands.) From most of their conversations, it appeared that the students made mature, rewarding, and lasting friendships with other students.

**ONE LAST BIT OF LABELING:** The students whose comments follow refused to be labeled as leaders, although we felt that they had demonstrated leadership. Some were even skeptical about what leadership actually means. The students didn't have axes to grind about who should lead, nor, for the most part, did they wish to set priorities for issues that should be taken up by others. They simply wanted to see more involvement and better relationships in all aspects of campus life. At the same time, some were dubious of large groups suddenly rallying around a self-proclaimed leader who happened to have charisma.

For example, Harry Ivrey, a junior in arts and sciences who will be co-editor next fall of the students' campus newspaper, *Student Life*, said, "There's a limit to how much a few persons can really accomplish. Others may follow them and there may be a lot of activity. Then often the project disappears as fast as it appeared."

For student activities to be effective and lasting at Washington University, Ivrey said "Many more students will have to take initiative. They might do this if they feel that they have a stake in an issue, or if they are dedicated to a goal." He said that the widespread dedication he would like to see is now lacking on campus. "This past semester at *Student Life*, only six persons could really be called regular staff." The six included Ivrey and Paul Gerber, who will share the editorship with him next year. What do they intend to do about the lack of staff? This summer, Ivrey, Gerber, and Jane McNamee, assistant editor, will write letters to incoming freshmen who, in their applications to the University, have shown interests that might lead to their becoming campus journalists. They also will write others who have worked for *Student Life* in the past, encouraging them to continue working.

William Davis, a graduating senior in arts and sciences and editor of the 1973 Washington University Yearbook, gave something of a case history of how to get a basic core of students active in an area that seemed to have as much future on campus as goldfish-swallowing or packing phone booths. There was no yearbook in 1972, and before that, said Davis, "there was a 'Year Bag' and a 'Year Box,' which managed to lose money." As former leader of the dormitory (South Forty) student government, Davis contacted all the students he had met "who were good leaders, good workers." They made a proposal to Campus Publications Incorporated—the group responsible for campus publications—and got money for a standard 8½-by-11-inch yearbook with all black and white pictures. With this plain format, the yearbook workers still sold over 700 copies and ended up financially solvent.

Davis said that when he began the yearbook project, few students believed it would succeed on a campus where yearbooks had become a non-tradition. Also, trying
to revive the yearbook required a great many more hours of work than he had expected. But he pinched pennies and beat the drums to bring a "square" tradition back to life. And Davis is not what many would call a square student. He is an activist. One of his recent projects as an earth sciences major—working in conjunction with the Missouri Botanical Garden—is helping to draft a report about the environmental consequences of a project proposed by the Army Corps of Engineers. With priorities of this order on the docket, why did he spend time on something as old-fashioned as a yearbook? "I won't tell you all of the involved reasoning that I gave the publications board. Hell, I've spent four years of my life here. As corny as it sounds, years from now I can get the book out and recall the people I met and what the campus looked like."

**Martin Blum**, arts and sciences junior in the University's urban studies program, keeps any number of outside projects going, despite the demanding nature of an urban studies major (see article on page 20). He also works as a research assistant in the University's National Alcoholism Training Program which brings persons to the campus to learn techniques of combating alcoholism in their own communities. He feels, however, that he has a handful of friends "who are so totally involved, they make me feel inadequate." At the same time, he said, "there are a lot of students who don't realize that while they're here they are living in the community of Washington University and in the community of St. Louis. Some of them say to me, 'You're into some good stuff, but what can I do?' There's no reason they can't be involved. Many projects are open to them—but you have to take the initiative if you want to be involved."

Mary Williams Burger, who hopes to finish her Ph.D. dissertation this summer on the subject "Black Autobiography—A Literature of Celebration," took some initiative which led to her receiving a singular honor at Washington University. She was the first student to receive a $5,000 Ford Foundation fellowship for a dissertation in the area of ethnic studies. While teaching at the University of Missouri at St. Louis, she heard a television newscast by Max Roby, who mentioned Washington University's efforts to recruit and assist minority students. She wrote to Jarvis Thurston, then head of the English department, and requested an interview. She was accepted in a Ph.D. program and received scholarships for her first three years of study. She said she applied both as a black representative and as an individual. "It sounds kind of romantic and corny now, but that's how I came here," she added. Her work is a critical study of black autobiography from the autobiographical material of slaves to contemporary black poetry. She hopes that her work will help provide a critical structure through which the black writer can stand or fall by the same standards used to evaluate other writers. "American scholars and critics should be more involved in black literature—not much has been done in this field." She is researching the theme that, on the surface, blacks use autobiography to protest against social conditions, but central to their writings is a "celebration of self and their race. Autobiography is a testimony of self: if you didn't feel positively about yourself you wouldn't write about yourself. In writing, blacks affirm themselves," she said.

Commenting on her experience in the English Department, she said, "All my professors were involved in writing. They were very professional." She continued, "I found the atmosphere very conducive to critical thinking and scholarship, much more so than the other schools I attended. . . . I really have no complaint about my personal experience at the University. I've had scholarships and encouragement all along the way." Although she feels that the University has fulfilled its commitments to her, she would like to see more blacks on the faculty, both as regular and visiting professors, and more black students.

**Ralph Hargrow**, graduating senior in arts and sciences who will begin work next fall on his master's degree in business administration at the University of Wisconsin. With a master's degree in business administration, he hopes that his first job will be in the area of a campus enterprise, such as a food cooperative at a large university. Before gradu-
Chezia Thompson, student representative on the University's Board of Trustees, also recognized a potential for changes which would resolve problems facing black students on a predominantly white campus. As for her role with the Board of Trustees, she asserted that little power can rest with student representatives who are non-voting members. "But I do think that most members on the Board of Trustees will listen to students," she added.

A graduating senior in arts and sciences who was the winner of the Paul Robeson Award from the Black Awards Committee for artistic achievement, said the "quality of education at Washington University is fantastic—the professors make the institution what it is." (This contrasted somewhat with Hargrow's opinion that research-orientation has detracted significantly from the quality of education at the undergraduate level.) Edwards was a member of the University's Black Theatre Workshop and Black Composers Repertory Choir from the inception of both groups on campus. A student teacher at University City's Brittany Junior High School during the past semester, he hopes to teach drama this summer at University City High School. One of his goals is "to help provide security for black youths as a counselor." He stressed the importance of black students having an adult encourage them to develop their talents, "to help you understand that you can make it." Had it not been for a summer college preparation program for high school students, Edwards is convinced that he would not even have applied for admission to college. He sees himself as being able to "effect change through growth—reaching new levels that you've always wanted to reach. I don't ever want to stop growing; change and transition are really all that we have to look forward to," he said.

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Jay Newman, former president of the Student Council of Arts and Sciences, agrees that a student who "wants a liberal education, has to look for it." Although his major is in political science, he has ranged outside the typical course load and has taken extra classes in such subjects as calculus, biology, and art history. "I boarded in a fraternity house and joined the fraternity after living there a month. Until then, I was prejudiced against fraternity people. After living in the house, I discovered that they were individuals who helped each other out." To find a different outlet academically, Newman was able to develop a project through the arts and sciences Field Studies Program. Such projects can be done as supplements to classwork if a student can convince the Field Studies Committee through a comprehensive proposal that his project would be relevant to his studies. Newman spent the second semester of his sophomore year as an intern with Senator Jacob Javits of New York and did research on labor and public welfare, manpower legislation, and

completed her first book for a series of beginning readers for black children. The books will be based on research which she did during a series of summer visits to Nigeria and Jamaica.

The problems of students from foreign nations at Washington University have been a main concern of Suan Tan of Singapore, a Ph.D. candidate in sociology who has served as president of the Cosmopolitan International Students Association on campus. A Fulbright scholarship brought Ms Tan to the University. Formerly an English teacher in Singapore, she hopes to get a job in the Singapore Ministry of Education, where she feels she would have the chance to bring about educational reforms. In this country, she said, "The foreign student must study many times as hard as someone who has a firm grasp of the English language, so the foreign student tends to cut out all or most social life in order to study. Yet very few foreign students fail. This is remarkable when you consider their language difficulties." A volunteer tutor in English for foreign students, she maintains that the University should do more to assist foreign students with language and social barriers.

"Until recently," she continued, "most people weren't even aware that there are 600 foreign students on campus." Now, with the opening of the Stix International House on campus, the outlook is much brighter for foreign students, she added. Next fall, Ms Tan will be head resident of the new International Student Graduate Complex, in which graduate students from many nations and students from this country will be housed. It is a pilot program with the goals of improving the quality of campus life and of promoting international understanding, Suan Tan explained.

Close associations with foreign students led to a more liberal education at Washington University, according to an arts and sciences graduate from Springfield, Illinois, who is now a second-year social work student. "I was in a sorority during my freshman and sophomore years," said Christina Fenner. "I couldn't get my sorority sisters interested in the problems of the University or the community, so I resigned. Later, I got to know many foreign students and I found that they had more objective information about my country. They helped me to grow and change.

I also made friends with many black students and I took courses in black studies. During my last two years as an undergraduate, I got some of my best education from my new student friends in Holmes Lounge (the main campus coffee lounge). There I was—a sociology major—getting an anthropology lesson from foreign students. What I've tried to do is seek out teachers individually, and I've found that some are very willing to give you more time in covering topics you want to know more about." Since enrolling in the School of Social Work, Ms Fenner has shifted from specializing in casework counseling to community organization. Active in the presidential campaigns for Eugene McCarthy and George McGovern, she is interested in eventually doing political organizational work. "Right now, I'm more interested in helping poor people form coalitions in order to work effectively for one another." With this goal, she and two other Washington University social work students will spend this summer assisting low-income families in rural Missouri. She will receive some academic credit for her work through a field studies program in the School of Social Work.
Office of Economic Opportunity programs. He feels that the Student Council of Arts and Sciences has a great potential to work with the faculty in bringing about curriculum changes which students say they want. "If I wanted to change anything, it would be to lessen the pressure of grades on students," he added.

Graduating senior and premedical student, David Desper, also has had good luck in ranging outside his specialty to gain a more liberal education. In his case, however, he was able to do this through unusually close relationships with his teachers. In his junior year, for example, biology professor Thomas Hall invited Desper and two other students to spend the summer at the Halls' home in Maine. "Mr. and Mrs. Hall are two of the finest people I've ever met. At their place in Maine, I learned a great deal about nature and life in general," Desper said. Last year, he assisted Dr. Richard Coles in a project at the University's Tyson Valley Research Center. For a time, Desper considered becoming a biologist, but he thinks that medicine will be more challenging.

Pamela Benitez, who graduated this spring in arts and sciences, shares Desper's goal of wanting to practice medicine. Her desire is to be a general practitioner in a small community, where, she believes, "you can return human contact to medicine. In general practice, you can be present at a person's birth and take care of an individual through his or her old age. You have a different kind of relationship with a patient—one that I would treasure." Of her academic experience at Washington University, Ms Benitez said, "The faculty is excellent, and responsive. I've also had chances to work with the administration and faculty in projects outside the classroom. There's an opportunity for most any kind of activity you want to become involved in. But you have to find it yourself." Her community projects have included working with children at the Edgewood Children's Home in Webster Groves, Mo., and helping patients at Children's Hospital. President last year of the Women's Pan-Hellenic Association (inter-sorority organization), she said that being in a sorority "has been extremely important to me. You are aware that you can get help from your sorority sisters if you need it. We have a sense of respect and caring," which, she said she didn't find as a dormitory student. She expects to be active in politics, in her goals being "to see precisely what control the American Medical Association has over medical schools and over the practice of medicine itself." As for campus politics, she lost much of her faith in student government after serving for two years in the Student Union. The student government on campus was "ineffective and didn't respond to students; it became lost in bureaucracy and private interests. I'm glad to see now that the Student Union is trying to revise itself. The students have no other organized way to deal with campus problems," she said.

In contrast to Ms Benitez, Robert S. Davidson has had a very quiet extracurricular life at Washington University. In a sense, he didn't have much choice in the matter. He was one of a select few students in the nation to be offered a Langsdorf Fellowship by the School of Engineering and Applied Science. He chose this campus over Massachusetts Institute of Technology, and upon graduating had no regrets over that decision. "My original assessment that this engineering school was a personal one, interested in its students, has been borne out. You can actually go see the Dean when you want to—which I hadn't thought was possible. I've found that it really does help when you have a faculty and administration that cares what happens to students." The engineering school was just a part of his experience on campus, he continued, despite the fact that the demanding nature of his chemical engineering major ruled out campus politics. "I joined a fraternity, worked in Thturterm Carnival, have been in a singing group, and enjoyed meeting people who aren't engineers. I also play the piano to relax. You get tired of differential equations, even though most of the time I like my studies. . . . My roommate was a political science major and we talked a lot about the way politics work or don't work. It's hard to avoid politics, really. Funding is political. For example, I worked for Professor [Robert] Hochmuth in the University's Biological Transport Lab. I saw that sickle cell anemia is a politically hot issue; so
that kind of research is funded, while other projects were being cut back.” This year he was one of 450 students in the nation to receive National Science Foundation Graduate Fellowships.

Carolyn Jane Smith, who graduated with a bachelor’s degree in fine arts, is also very career oriented. She feels that she got what she came to the campus for: competence in her chosen profession of fashion design. But she did find time for a few off-campus activities, including working for the election of Missouri Governor Christopher Bond and serving in the Midwest Model United Nations. “I’ve learned a lot about people in my four years here,” she said. “My tolerance level has expanded: I don’t necessarily agree with everything I hear, but I do listen to different points of view before I make up my mind.” On the quality of her training, she commented that her teachers “assigned me problems and forced me to think in ways I’d never considered before. It is quite revealing to see yourself come out in a certain way. Technically, I think Washington University is a very good school.” Carolyn has accepted a job with an outstanding fashion designer in New York City. Her feelings about the University’s social and campus life in general, however, aren’t as sanguine. “People keep very much to themselves here, for the most part,” said Ms Smith, who lived off-campus this year. “I can’t determine what it is, or whose fault it is, that there isn’t better communication between the students and the administration. Student government is very weak, organizations are very weak.”

PETER CRETICOS, graduating senior in arts and sciences, probably wouldn’t accept the finality of Ms Smith’s indictment of campus organizations and social life. Former Speaker (the chief elected officer) of the South Forty dormitory student government and head resident adviser of the freshman dormitory this year, Creticos said that “the quality of life in the dorms was pretty bad when I was a freshman, but what I’ve seen over the last four years on campus has been a shift towards a new style of social-academic programming.” There have been two basic types of programs, he continued: large-scale activities such as the annual Red Rose Cotillion dance, and activities for small groups of students, such as picnics, concerts, camping, or judo-karate sessions. “Now, there’s something going on every week for practically everyone on campus,” he said. “When I first came here the students in general wanted nothing to do with the administration or student government. In the last two years, there’s been an increasing desire to be creative and constructive. This year, the life and vitality has been phenomenal.” Creticos has been awarded a public affairs internship in the city government of St. Louis, where he will work on a series of assignments.

JOAN KURIANSKY, graduating senior in arts and sciences, is a student who has been willing to “risk” herself in the direction of her ideals. She has done so as an undergraduate, and now, with a bachelor of arts degree, she is accepting a government internship in Los Angeles, where she hopes to begin a public affairs career. As a junior she was accepted for a Field Studies project in which she helped to develop a program in the community to care for aged persons who were out-patients at Malcolm Bliss Mental Health Center. Her accomplishments are considerably beyond those normally expected in a primarily academic program. When she entered Washington University, she said, “I brought visions of university life that had been created in the bobbysock era. Then I found that those artificial visions didn’t exist. I got caught up in a different kind of university life which I found very appealing. Washington University is more representative of the 1970’s. It has input from people all over the country. It is a sophisticated place, but not necessarily pretentious.” She thinks, however, that students and faculty should be much more heavily involved in the problems of the campus’s immediate urban environment. More involvement by students in the Campus YMCA and Project Roundhouse (a campus clearinghouse for volunteers) “could bring closer ties with the community.”

Tony Nocchiero, co-chairman of the Student Academic Committee (the principal campus speakers program), emphasized what he felt was the critical nature of the central West End section of St. Louis—which forms the Uni-
versity’s eastern border. “The West End is in a transitional period; it could go up or down. The University has a big stake in this,” he said. Although the University has been involved in a number of ways, he added, “I’m not satisfied that it’s doing enough.” Tony recognizes the University’s central academic role and its financial plight; but he still feels that its human resources could be better utilized in the community. “There are a lot of professional skills on any campus which can be used to help people in the community,” he said. Despite carrying a tough course load in chemical engineering, Nocchiero put in many hours planning and implementing an ambitious freshman orientation program in 1971, serving as business manager and treasurer. As co-chairman of the Academic Committee this year, he handled details in bringing to the campus speakers who represented a wide range of viewpoints. Although he received his undergraduate degree in engineering this spring, Nocchiero has decided to work on a master’s degree in business administration at Northwestern University. “I will be in a program which prepares you for a management career in education, and I’m interested in the possibility of working at a university.”

P A T R I C K A C K E R M A N, graduating senior in architecture and president of the Student Architecture Council, said that he was elected treasurer of the Council two years ago because no one else wanted the job. Notwithstanding this backdoor entry into campus politics, he found that he could implement new ideas and have a role in bringing about improvements in student programs. Of his undergraduate experience on another campus, Ackerman said, “I simply wanted to play football and have fun; but I found that the fun wasn’t very rewarding. I enrolled at Washington University because I thought it was a good school, academically. The rewards were greater than I expected.” Before he enrolled, he worked for a St. Louis firm for one year, designing furniture. “I wanted to show myself that I could take on responsibility.” This summer, he will study in a design studio in Mexico as part of a special graduate program of the School of Architecture.

A second-year law student, Thea Sherry, who is associate articles editor of the Urban Law Annual and secretary of the Student Bar Association, agreed with Ackerman that the University’s professional talents should be better utilized in the St. Louis community. “As long as it doesn’t detract from my education, I should go into the community and help,” she said. Ms Sherry, who was born in England, said, “Most of the professors here put a lot of effort into their teaching and are accessible to the students. . . . I really like the campus; the people are exceptional. But I don’t think that anyone ever went through law school and loved to study, because it’s a hell of a lot of work.” She once worked for a public defender’s office, and is leaning towards a career in urban law, where she could specialize in housing and zoning problems.

R O B E R T L E V I N E, a senior in arts and sciences and Student Union president, was not quite as concerned over student involvement in the outside community. “If students want to get involved, they can—through the Campus Y and Roundhouse.” He seemed more concerned about the “pressure on students and the socially dead atmosphere” that he sensed when he first enrolled. It was so tense, he said, “that if the students weren’t worried about studies or issues, they worried because they weren’t worried.”

Marc Schnall, a third-year law student who received his bachelor of arts degree from the University in 1971, said he has heard three basic gripes throughout his seven years on campus (Schnall’s extracurricular activities as an undergraduate included serving as a one-man news staff for the campus radio station and helping to petition for a student center). “First,” he said, “the big complaint is that there is no social life. Second, that there is too much pressure, and, third, that there is no student center. The main cause of campus apathy, according to students I know, has been the lack of a bona fide student center. Now, Washington University has a Student Union and Performing Arts Center. So, a main reason that’s been given for apathy has been taken away. Of course, it may well be that brighter students always will be more interested in their studies than in campus problems. Personally, I can’t believe that they don’t care. . . .”
LAST YEAR some five hundred persons enrolled in fifteen short, non-credit courses offered by the Alumni Board of Governors and the School of Continuing Education. The series, entitled "The Arts, the Humanities, the Sciences," covers a broad range of topics and draws students so varied in age, background, and interest that their reactions to the material presented represent great diversity.

That fact is one which director Jean Pennington capitalizes on in recruiting regular University faculty to teach the short courses. A woman as eclectic as da Vinci was Renaissance, Ms Pennington roams academia to entice teachers with the promise of such students. "Haven't you some idea rattling
around in the back of your mind that you'd like to try out on a cross-section of people?" she asks.

After seven years of asking, and of letting faculty members ponder the question, her volunteers have multiplied rather than diminished. The second well-spring of topics is the ideas of class members. "I frequently get suggestions for a course dealing with some general area of interest. If, over a couple of years, some of those requests jell into a core of interest, I'll go to one or to several faculty members to ask if the ideas can be brought into some cohesive course of eight or ten sessions," she adds.

Courses are carefully distributed among mornings, afternoons, and evenings, and are as carefully balanced between large lecture-slide presentations and small seminar groups. A class on art or archaeology taught in the afternoon at Steinberg Auditorium may have ninety-five students, while an evening seminar on philosophy may convene twelve persons in the living room of Alumni House.

Who comes? Only time and topic determine. Morning and afternoon times fit best into women's schedules, evenings draw more men; yet busy professional persons have been known to arrange to attend the ninety-minute classes covering a subject of particular interest to them. Most students have only two things in common: their interest in the subject at hand and the enthusiasm of their responses.

The class was called "Ritual and Ceremony" and the topic of the day was Hemingway and Faulkner, taught by Wayne Fields, assistant professor of English. Mrs. Gordon Philpott, wife of a member of the medical school faculty, regularly takes at least one short course a semester and loves it.

Mrs. Frank Harris worked with her husband in his business for many years. This year, she says, she began to study. That activity included attending two courses in fall and in spring, after which she persuaded her husband to join her for a late spring evening course entitled "Creativity, What Is It?"
Mary Jo Sawicki, a 1972 arts and sciences graduate, was not regularly enrolled in the course. She came to a special session with Mrs. Grace Strubinger, who frequently takes the short courses and is an enthusiastic student.

Sheldon Thomas, a retired foreign service officer and a former teacher of history, takes many of the courses. His interests range broadly over the offerings and, although he frequently finds himself the sole male in a daytime class, he seems never ruffled.
WHO STUDIES HERE?

Mrs. Ernest W. Stix, AB 52, herself a poet, centers her interests in literature and art courses, dipping occasionally into a broader course such as this one, which examined the question of what happens to rituals and ceremonies as societal values shift.

Mrs. Julius Berg, BSOT 48, began taking short courses in the Arts, Humanities, Sciences series several years ago. She now lists her occupation as "professional short course student," a piece of whimsy based more on fact than fiction. Last year she took six courses.
A few years ago, Stewart L. Udall observed, "The urban malady is severe and pervasive." He added, "The urban affliction will respond only to the sound surgery and humane therapy of a dedicated generation." Many students at Washington University have such a sense of commitment, but they need specific skills to help heal our scarred cities. To equip them for this task, Washington University has instituted a variety of programs intended to develop urbanists—people who are trained to cope with and, hopefully, erase the squalor, the ugliness, and the inhumanity of our large metropolitan centers.
By DOROTHY BROCKHOFF

THE URBANISTS—Students of the City

WILLIAM MARCY TWEED, the infamous boss of New York City a century ago, was toppled from his throne by an obscure bookkeeper who turned over evidence of the incredible machinations of his “Ring” to The New York Times. Had Boss Tweed committed his chicanery today, his fate might conceivably have been sealed by a new breed of functionary who is beginning to invade City Hall and its environs in increasing numbers. These people are sometimes fired by the same zeal which moved the legendary muckrakers, but their sense of commitment is matched by a savvy honed and refined in the classroom.

Called urbanists or urbanologists (depending on whom you talk to), some of these new specialists are being trained at Washington University in programs which are all less than a decade old. A few are fortunate enough to get jobs in their fields after earning an undergraduate degree with a major in functionary who is beginning to invade City Hall and its environs in increasing numbers. These people are sometimes fired by the same zeal which moved the legendary muckrakers, but their sense of commitment is matched by a savvy honed and refined in the classroom.

Called urbanists or urbanologists (depending on whom you talk to), some of these new specialists are being trained at Washington University in programs which are all less than a decade old. A few are fortunate enough to get jobs in their fields after earning an undergraduate degree with a major in urban studies, but the majority find it necessary to acquire a master’s degree in urban affairs in order to obtain meaningful employment. Both of these daytime programs fall within the province of Arts and Sciences. There is also a burgeoning collection of courses labeled urban affairs in University College, Washington University’s evening division, leading to either a certificate or the bachelor of science degree.

Just as there is no consensus on what to call urban scholars, so there is no agreement on what constitutes the difference between the terms urban studies and urban affairs. The words are used interchangeably, a circumstance which would undoubtedly have made a lexicographer like old Samuel Johnson even more irascible, but bothers students of the urban scene not at all. The explanation for the difference in terminology at Washington University is really quite simple. These programs were spawned more or less independently of each other, and the catalogues accurately reflect this laissez-faire situation.

It is not surprising, however, that there should be confusion about nomenclature because no one in the field has been able to define urban studies and/or affairs precisely. Louis K. Lowenstein, Acting Director, Urban Studies Program, at San Francisco State College, is generally regarded as having come up with the best working definition. He states in his Urban Studies Introductory Reader:

For a number of reasons . . . urban studies can be distinguished from other disciplines as a unique area of inquiry. . . . The focus of urban studies should be on problem solving, generally through the creation of viable policies, and not on the development of theoretical constructs. Second, the frame of reference of urban studies is the city, and not the region, state, or nation. By city is meant a range of areal concern from the neighborhood or community to the metropolitan area. Another consideration is that urban studies relate to the “here and now.” It generally does not look to other countries for analogues since its substance is peculiarly American. Furthermore, there is little or no historical precedent to fall back on since the urban system is peculiar to our time. Finally, urban studies is characterized by being at the interface binding together such courses as urban geography with urban sociology and urban economics. Moreover, it joins this subject matter to such contemporary issues as inner city race relations, violence in the ghetto, and efficacy of the anti-poverty programs.

Upon hearing Lowenstein’s dictum for the first time, one irreverent observer was reminded of the cartoon in the May 26 issue of The New Yorker which depicted a slightly tipsy patron reciting John Donne’s entire soliloquy “No man is an island,” to a bartender who replied tartly, “Friend, you sure said a mouthful!”

Nor is what Lowenstein says completely accurate. Glen E. Holt, assistant professor of history at Washington University and a prime mover of the urban programs, points out, for example, that in his view urban studies is international in scope rather than something identified exclusively with this country. He believes, moreover, that “it has a historical perspective.”

Few would quarrel with the learned Lowenstein, however, when he says, “Urban studies have evolved from aspects of city planning, sociology, and economics on the one hand, and from black and ethnic studies, social welfare, and even interdisciplinary social sciences on the other.”

Charles L. Leven, professor of economics and director of the Institute for Urban and Regional Studies.

At Washington University the range and breadth of the urban programs support Lowenstein's contention. Students are free to pick and choose from anthropology, architecture, black studies, economics, education, history, law, political science, social work, sociology, and even several technology offerings, all of which are crosslisted in the catalogue.

The variety of courses available in the Schools of Architecture and Law reflects the fact that Washington University offers strong programs in urban design and urban law. Two well-known authorities, Donald C. Royse, associate professor of architecture, and Daniel R. Mandelker, professor of law, head these disciplines. With Professor Mandelker's encouragement, the University's urban law students publish the *Urban Law Annual*, the only national, standard reference source issued on the campus.

The scope and origins of these particular programs is a story in itself and one that a University historian should tackle while memories are still fresh and files intact. Similarly, a chronicle needs to be compiled tracing the development of the University College evening urban affairs curriculum, coordinated by William J. Harrison, who also serves as director of the Office of Urban Projects. As part of the latter job, Bill Harrison maintains close contact with scores of community groups, all of which are concerned with the greater metropolitan area.

Daytime students, both at the undergraduate and graduate levels, sometimes elect to sample director Harrison's course, "Workshop in Strategies of Urban Change," originally taught by the late Raymond R. Tucker, former mayor of St. Louis and professor of urban affairs at Washington University. Before he ran for political office, Tucker was a faculty member in the School of Engineering for twenty-five years.

It was the reappointment of Tucker to the faculty in the spring of 1965 that spurred the development of a viable program of urban studies and affairs in the College of Arts and Sciences. Robert H. Salisbury, professor of political science, and Robert Blackburn, formerly executive secretary to Mayor Tucker and now director of community and government relations at the University, recall that soon after Professor Tucker returned to the campus he organized two seminars for mayors of middle-sized cities in the Midwest.

These meetings, together with a series of sessions which Professor Salisbury and Blackburn put together in Washington, D.C., had an important spinoff. Professor Salisbury recalled that he and Blackburn, with ex-mayor Tucker as a consultant, summarized their experiences in a report which crystallized their thinking. "It became quite clear to me," Professor Salisbury explained as he reconstructed these events in his office not long ago, "that not only did nobody know much about how to organize a
poverty program, but there was no curriculum that prepared students for what I would call, I suppose, generalist administrative roles in cities. At least that's the way it seemed to us. We decided it would be a good idea to develop a curriculum from the many bits and pieces scattered around the University."

Accordingly, in 1968 Professor Salisbury, chairman of the political science department at the time, and Professor Tucker, with the help of Blackburn, set out to get foundation support to tie the pieces together, coordinate the program, and hire an administrator to oversee it. When no financial assistance was forthcoming, Professor Salisbury continued, "I decided to administer the thing out of my hip pocket." The M.A. degree in urban affairs was approved on March 7, 1969, and the program became operative in the 1969-70 academic year with Professor Salisbury appointed chairman of a committee to manage it.

An internship built into the program from the beginning was administered for the first few years by Carl McCandless, now professor emeritus of political science. It is his impression that the internship idea grew out of grants made to the American Political Science Association by the Ford Foundation for the education of students who were interested in urban matters. Professor McCandless remembers that six students ultimately were financed with this support at Washington University, but they were all candidates for the doctoral degree in political science. The program established by Professor Salisbury, on the other hand, was intended to terminate in a master's degree which would produce students with professional competence who could fill the desperate need that cities had then for effective, well trained people.

At precisely the same time that Professor Salisbury was involved in creating the graduate program, Charles Leven, professor of economics and director of the Institute for Urban and Regional Studies, set about to organize a program of urban studies at the undergraduate level. Professor Leven also operated on the proverbial shoestring, but, somehow, with the aid of a committee composed, with only a few exceptions, of the same people who advised Professor Salisbury, the undergraduate program went into orbit.

Professor Leven never envisioned his program as turning out students with special skills. "I had a relatively modest ambition," he confided. "I said, 'look—why do arts and sciences students major in anything? They don’t do it to become professionals, but to give themselves some focus for their work. The overwhelming majority of students who major in urban studies go on to graduate or professional school of some kind.'"

Nowadays, both the undergraduate program in urban studies and the graduate program in urban affairs are ad-
ministered by a young, wiry political scientist, Dennis R. Judd. He heads a committee of twelve faculty members who collectively constitute a distinguished coterie of urban experts. As one graduate student put it, "They may not have names as big as those at Yale, but I think we have the best faculty for urban affairs in the country. We have some really top urban scholars on this campus."

This fall Professor Judd will share his administrative duties with urban historian Holt. Both men have the title of assistant director of the Institute for Urban and Regional Studies. It is the Institute which funds the program, and pays part of their salaries for administering the program. The rest of their remuneration is received from their respective departments, political science and history. Both have lightened teaching loads, which enable them to spend half of their time on the urban programs. All other expenses of the programs are paid by the Institute up to and including such minuscule budgetary items as coffee and cake for faculty-student parties.

HAS THE INSTITUTE'S investment in the urban programs paid dividends? Concrete results indicate that the answer is in the affirmative. Currently, some fifty-five students are majoring in urban studies. Twenty are enrolled at the graduate level, with nine more scheduled to matriculate this September. Indeed, Professor Judd has had to impose a moratorium on graduate applications until the fall of 1974. Forty-two students have graduated with a bachelor of arts degree in urban studies; eleven have earned the master's degree in urban affairs. Inevitably, because they have mushroomed so rapidly the two programs have experienced growing pains. Organization was an early problem, with both programs too loosely structured. Such an arrangement permitted a maximum of flexibility of which not all students approved. At the same time, because the programs were a composite of courses scattered all over the campus, many students complained of a lack of cohesiveness both in the curriculum and in their personal relationships.

One of the most perceptive critics of the programs was Maureen Hughson, a tall, willowy, graduate student from Milwaukee, who earned her master's degree in urban affairs in May. Ms Hughson did not arrive on the scene excepting to be spoon-fed. She recognized from the beginning that it was the responsibility of each individual in the urban affairs program to define his or her own educational objectives. "That I think is the essence of education," she explained not long ago. But she also saw that there was a need for more direction and communication.

The Hughson solution was not to sit back and merely complain, but to change the system. Joining forces with a close associate, Jan Greenberg, and several other fellow urban affairs students, Ms Hughson and her colleagues recommended ways in which the curriculum could be "tightened up and improved." This feedback did not fall on deaf ears. Professor Judd and his committee listened attentively. "That's one of the great things about the urban affairs program at Washington University," Ms Hughson explained. "The formal lines of bureaucracy do not exist here. The faculty is extremely accessible."

The students' conviction that stronger guidelines were needed coincided with the views of the urban affairs faculty committee. Indeed, ever since he joined the program in 1970, Chairman Judd had been wrestling with the problem of how to "create a more structured program while at the same time preserving enough freedom to continue to give the students a fair amount of choice." It was not easy to strike this balance, but last April basic revisions were announced.

Essential changes included the grouping of courses under four special headings: social policy, spatial and regional analysis, urban planning and administration, and ethnic and minority problems and politics. Each student is expected to take fifteen hours of course work in one of these areas. In addition, graduate students are now required to take a statistics course (something that was optional when the program was started), plus a comprehensive urban studies survey class which is also a must for all senior urban studies majors.

Since textbooks on urban affairs have yet to be written, the latter course is viewed as essential. What it does is synthesize the subject matter in an attempt to provide students with a total, wide-angle lens view of urban affairs and its myriad ramifications. Finally, internship requirements were clarified with the stipulation that under ordinary circumstances students would be expected to serve as full-time interns for a complete semester after completing thirty hours of classroom work.

REFORMS HAVE ALSO been instituted at the undergraduates level, with all urban studies majors required to take a basic introductory course. "It's designed to give them an orientation in the techniques of the field and a broad view of the literature. I think it will have amazing results," Professor Judd observed.

Harold M. Rose, chairman of Urban Affairs at the University of Wisconsin, Milwaukee campus, who is coming to Washington University this fall as a visiting professor of geography and urban studies, will teach this new undergraduate course. Gary Tobiu, a Danforth Fellow from the University of California at Berkeley who studied under Professor Leven, will introduce two courses on social planning. In addition, the senior-graduate level survey course will be taught each semester, making a total of six basic core courses in urban studies-urban affairs as compared with only one such offering last year.

There are those, however, who see room for still more innovation. Joan Kuriansky, an honors student who completed her undergraduate studies in May, would like the University to use the city as a laboratory and institute a
Two members of R. W. Booker & Associates, Inc., Clarkson Carpenter, III, (left) and John H. Enegren, manager, planning department, discuss plans for a new mall in St. Charles, Mo., in front of the first Missouri state capital building erected in 1814.

Urban studies leaders of Project Roundhouse, a student-organized group which serves as a community resource center, check over their files. Carol Lang (rear); Sarah Fast (in chair); Joan Kuriansky (glasses); Patricia Madfis (foreground).
Maureen Hughson, an urban affairs graduate who served last year as an enforcement official for the fair housing law in Olivette, Mo., confers with alumnus Stuart H. Zimbalist, of the law firm of Husch, Eppenberger, Donohue, Elson & Cornfeld, legal counsel for Olivette.

Betty Mitchell, (foreground) is the widow of Frank Mitchell, publisher of the St. Louis Argus. Now age 32 and the mother of three children, she began studying urban affairs in 1970 in the University's evening program and earned a certificate in May.

Martin O. Israel, a graduate student in urban affairs, is working towards his fourth degree at the University.
program specifically devoted to issues in St. Louis. Ms Kuriansky did precisely that while carrying a full course schedule at the University. She tutored at Kinloch and Hawthorne Schools, worked with the Legal Aid Society, and served three years as a volunteer in the social service department of Malcolm Bliss Health Center, where her assignment was "to develop foster homes for patients able to return to the community." In addition, Ms Kuriansky was co-director of Roundhouse, a community resource center on campus organized by students, most of them urban studies majors. Last summer, instead of catching her breath, she worked eighteen hours a day for Ralph Nader in Washington, D.C., compiling profiles on four members of Congress.

Ms Kuriansky thinks that St. Louis is a perfect place for an urban studies program, because she says "the city stagnated for decades and only now are a lot of interested people seeking to effect change. I think a Washington University student can really take advantage of that. Everything isn't already defined in St. Louis. Students majoring in urban studies here aren't just engaging in an academic exercise. They can be really creative."

Economist James T. Little, a member of the administrative committee guiding the programs, understands Ms Kuriansky and those who share her view, but he does not agree completely with them. "There is a problem," he believes, "because our perception of the undergraduate urban studies program is different from that of the students. They feel you don't learn anything except by doing. We, on the other hand, look upon it as basically an academic program. What we are really trying to do is provide a good, reasonable structure for those who want to get a sound, liberal education with a specialty in the social sciences. Those who want to become urban specialists or urban administrators go on from there."

With the latter objective Ms Kuriansky has no quarrel. She herself has never regarded the urban studies curriculum as an end in itself, "I would not consider going into urban affairs professionally unless I had expertise in architecture or economics," she said. Her goal is to become a lawyer, because she concluded, "I think it will be personally very stimulating."

Although most undergraduates find it impossible to become as totally involved with the community as Ms. Kuriansky, they nevertheless try to achieve a balance between the pursuit of knowledge in the classroom and the world outside the ivory tower. Senior Martin Blum, for example, organized a course on urban problems for youngsters in a University City grade school last year which is being adopted at the second-, third-, and seventh-grade levels by the Dunbar and Carver elementary schools, part of the Vashon sub-district in St. Louis. He also proposed the development of a Comprehensive Community Development Commission modeled after one in his home town of Baltimore. He was scheduled to discuss this idea with St. Louis Alderman Joseph W. B. Clark and newly elected Mayor John H. Poelker as this article went to press. Jean Greenblatt, a senior, worked in an Atlanta methadone treatment program last summer and prepared a report on her experience which she read at the Southern Sociological Conference last fall.

A random sampling of urban affairs students, some of them recent graduates and others soon to receive a degree, shows that they are achieving the goal of the master's degree program, which is to "turn out middle management policy planners," according to Professor Leven. James Lewin, one of the first to complete the program, is employed as a social planner by the New Orleans City Planning Commission. James Wenner, who completed the M.A. in urban affairs in 1972, is an administrative assistant for the City-County Planning Commission of Rockford-Winnebago County in Illinois. Jacque Brenner, an urban studies major at Washington University who went on to earn her master's degree in urban affairs here, works as a market analyst for Kaufman and Broad Asset Management, a firm about to move from the nation's capital to Los Angeles. Clarkson Carpenter, III, another alumnus of the program, is an urban and regional planner with the St. Louis-based R. W. Booker and Associates, Inc.

Elizabeth Davison, one of several students who have fulfilled all the requirements for a graduate degree except completing a formal paper, is an economist with Team Four, a St. Louis planning firm. Martin Israel, another student who needs only to write a paper to complete his academic work, developed a telephone counselling service for the elderly called IDA, an acronym for Information Desk for the Aged. Israel, a silver-haired student who already has three degrees from Washington University, supervises this service, manned by volunteer recruits, while working full time as a partner in a real estate management business. Scheduled to receive his degree this fall is the Rev. Richard Creason, a Catholic priest, who served his internship in three North St. Louis parishes and wrote a paper called "The Catholic Church and the Urban Crisis."

The diversity of their interests becomes more understandable when one remembers the comment of William K. Zinsser, who remarked in his pithy, little book The City Dwellers that "a city is all things to all men and a different thing to each." All the other students who have completed the urban affairs master's degree program have been equally successful. Each has managed to find a relevant job. That they have done so well is a tribute to them and to the urban affairs program. "Combining experience with what one learns in the academy can be," as Professor Holt summed it up, "one heck of a good education."
MARY PARKER, M.D.

Dr. Mary Parker's soft-spoken, calm manner belies the frenetic pace she sets for herself as director of the Samuel Becker Grant University Health Service at Washington University. The petite, sandy-haired doctor never runs, but walks quickly as she administers the busy clinic which began as a first aid station nearly fifty years ago.

A typical day at the Health Service, located in the east wing of Karl Umrath Hall, begins at 8:30 a.m. for Dr. Parker, who became director in September, 1971. From 8:30-10:30 a.m., she sees patients. By 10:30, two other staff physicians have arrived and Dr. Parker moves to such administrative tasks as drawing up schedules, writing letters, reviewing insurance claims, and providing medical summaries for students who request them.

Lunch consists of a hurried cup of coffee. The Health Service, unlike many other University offices, is open during the noon hour. The nurses and other staff eat in half-hour shifts, and Dr. Parker is available for emergencies. From 1-3 p.m., she is on call again. "When Dr. Parker looks at you with those determined blue eyes, you know she means business!" said Janet.

Another quality of Dr. Parker's which helps the clinic function smoothly is her flexibility. "She's able to take surprises without losing her cool," said Dr. McClure. Dr. Parker can also fill in just about anywhere she's needed. If the nurses and aides are busy, she will often come out of her office to take temperatures and put patients in the examining rooms to keep things from getting bogged down. "She's always seeing patients when she's not supposed to," observed Janet.

Her versatility isn't limited to the confines of the Health Service. Rose Arnold, Dr. Parker's secretary, confided that her boss can change a flat tire and make jewelry. She even built a cabin in the country with her family's help, including digging the foundation and mixing cement. Mrs. Arnold proudly displayed an elegant silver ring with a green stone that Dr. Parker made for her recently. A true rock hound, Dr. Parker collects semi-precious stones on her annual vacations to Colorado. One of her daughters cuts and polishes the stones in their basement, and Dr. Parker fashions them into cuff links, tie tacks, and other jewelry. "She told me not to have the ring appraised," Mrs. Arnold said.

Never one to pull rank on her staff, Dr. Parker shares weekend call duty with the other physicians. There is a doctor on call every day of the year. Last year the after-hour calls to the clinic on nights and weekends rose by 61
Since its inception nearly fifty years ago, Washington University's Samuel Becker Grant University Health Service has grown from a first-aid station to a professional health clinic. Administered by Dr. Mary Parker, the Health Service handles an average of 138 calls a day from full-time students as well as faculty and staff with on-the-job illness or injury. A 1953 graduate of Washington University's School of Medicine, Dr. Parker holds the titles of assistant professor of medicine and of preventive medicine and public health.

Dr. Parker talks to a student in one of two Health Service examining rooms.
per cent, indicating an increased awareness and acceptance of the Health Service by the students. Dr. Parker emphasized that although the clinic is designed primarily for full-time students on campus, the facility is also available to faculty and staff who have on-the-job illness or injury. Last year there were approximately 35,000 visits to the Health Service by students, faculty, and staff. That's an average of 138 visits a day.

Probably Dr. Parker's most important characteristic as director is a genuine affection for and understanding of young people. Perhaps having five children of her own, ranging from college to junior high school age, has been partly responsible. "I really like the students," Dr. Parker says, and you know she means it. Eager to hear their views, she often talks to them in the waiting room. There is a suggestion box there, but it is usually empty. Most people with suggestions go directly to Dr. Parker because they feel she will listen to them.

"We like to know the things that bother people most," she explained, "and we always welcome constructive criticism. Of course, if the complaint hinges on number of personnel or lack of space, there's not much we can do," she admitted. But when the request is reasonable, Dr. Parker tries to do something about it. For example, she agreed to have the physicians on call this summer during the afternoon rather than in the morning. This change was decided upon after she learned that most students have morning classes during the summer session and can't come to the clinic in the morning.

In a further attempt to learn students' views, Dr. Parker has initiated a policy of sending questionnaires to students treated in the Barnes Hospital emergency room at the Washington University Medical Center. "Generally we find that people who complain the most have nothing wrong with them," she commented. "Those with broken bones or significant illness are ordinarily quite satisfied with the treatment." Dr. Parker also occasionally visits student patients who have been admitted to the hospital. These visits supplement regular rounds made by Dr. Benjamin Borowsky, an assistant professor of clinical medicine at the medical school who is an internist at the Health Service.

Dr. Parker characterizes the general student population at the University as intelligent, cooperative, and interested in maintaining their health. "Working with this age group is a real eye-opener to me and some of the staff with young children. We learn to cope with some of the problems our own children may face in a few years and to keep up with the younger generation."

At 48, Dr. Parker has more energy than many people half her age. The athletic doctor just learned to cross country ski during Christmas vacation in Colorado with her family this year. A firm believer in keeping physically fit, she also goes on float trips, sails, and plays tennis and golf. A member of a champion badminton team at Florida State College for Women, Dr. Parker later played "fierce badminton games" at departmental picnics, according to colleagues at the medical school. Her airy office in Unrath reflects her interest in the outdoors. An ice chest, bamboo fishing pole, and nylon parka occupy one corner, and pictures of birds and trees hang on the walls. A large bay window overlooks the campus, so she can watch the students as they walk by and get a glimpse of the outdoors she likes so well.

Although limited by budget and space, Dr. Parker continually tries to improve the existing facilities in Unrath and cut costs for students. For example, last year she hired a full-time lab technician to perform routine tests previously sent out to the Medical Center. Now 80 per cent of the tests are done right in the Health Service lab by Helen Flatau, thus saving patients' and physicians' time. Dr. Parker said she hopes that eventually lab costs can be eliminated for patients.

Residence hall students who stay overnight in the second floor infirmary are charged only for lab tests and
The infirmary, described as a “marvelous halfway house” by Dr. Parker, is designed for students who need nursing care but not hospitalization. The spotless 12-bed infirmary was consolidated on one Hoar by Dr. Parker. Formerly patients were split between the first and second floors. She also separated the patients’ sleeping quarters from the lounge and business offices. Lunches and dinners are supplied by the University food service, but breakfasts are cooked in the infirmary kitchen by Pinkie Sams, a kindly grey-haired aide. Mrs. Sams fills requests for everything from French toast to sausage and eggs. Many students, appreciative of this special attention, remember her at Christmas with cards and gifts. Monette Springer, the night infirmary nurse, added that she keeps a supply of ice cream, cookies, and fruit on hand for the patients to snack on in the evenings because they have an early dinner and get hungry.

Since taking over as director, Dr. Parker has made some other changes in the Health Service layout. She separated and consolidated the psychiatric division in the southeast part of the building. Psychiatrists previously had to interview patients anywhere they could grab space, including the kitchen, Xerox room, and spare infirmary rooms on two floors. Dr. Parker also made a separate entrance and waiting room for the psychiatric patients, complete with FM music. The patients formerly had to wait in the general waiting room and Dr. Parker felt that this might make some students hesitate to use the service.

Dr. Parker drew up her own plans for these changes, and has another set in her desk which would rearrange the record, screening, and waiting areas to provide another examining room and improve the flow of traffic. Asked where she acquired her architectural skills, Dr. Parker laughed and said she once helped her father build a garage when she was young, and picked up the rest of her building and design knowledge from reading “how to” books.

In an effort to generate ideas for better health care, Dr. Parker holds monthly luncheon meetings with the Health Service advisory committee, comprised of University administrators, faculty, staff, and students, and her staff. She also holds weekly in-service training sessions for the nurses to keep them updated. Dr. Parker, her head nurses, and student advisory committee representatives regularly attend regional and national health service conventions to get ideas on new trends in professional health care.

Because she knows they are well trained and have good judgment, Dr. Parker has delegated more responsibility to her nurses. Jane Rodefeld, nursing supervisor, and Mary Rudolph, a staff nurse, do most of the initial patient screening, and all of the nurses have sub-specialties so that they can assist the specialists. Dr. Parker, who takes full responsibility for the nurses’ decisions, says she has complete confidence in them.

Commenting on the quality of health care at the clinic, Dr. Rosenthal said he considered “the actual physical health care as good or better than that offered in private practice because the staff are all high-powered people.” Dr. Robert Shank, professor and chairman of the department of preventive medicine at the medical school who serves on the advisory committee, said, “Dr. Parker and her staff have done an excellent job with the level of funds they have. She actively seeks the advice of our committee, her staff, and the students. Dr. Parker recruits good people and staff morale is high.”

Dr. Parker goes out of her way to see that the students are treated cordially by everyone on her staff. She is also concerned that everyone who works for her enjoys it. All of the staff interviewed said that morale is exceptionally good. Mrs. Flatau said, “The longevity speaks for the morale here. We’re a close-knit group with little turnover.” Mrs. Arnold agreed. “I’ve been here eight years and wouldn’t work anywhere else.” Many of the nurses and other staff members find the Health Service an attractive place to work because they enjoy young people and the work schedules can accommo-
date women with families. There are both full- and part-time nurses on the staff. The variety of medical problems contained in a general student population also interests many of them. "The work here isn't just routine," explained Dr. Parker. "There is all the pathology that you would expect of a young adult population. We're certainly not limited to treating colds and sprains!"

Besides eleven part-time internists, specialists on the staff include gynecologists, surgeons, a psychiatrist, an orthopedist, and a dermatologist. "The physicians who work at the clinic are there because they like it," emphasized Dr. Rosenthal. Dr. McClure supervises third-year psychiatry residents from the medical school who all spend mandatory time working with patients in the Health Service psychiatric division. He says they really enjoy the work, and many even volunteer to spend extra hours there. Dr. Rosenthal characterized the students as "a very interesting patient population, young and fairly healthy. They have above average intelligence and are pleasant to deal with."

Dr. Parker remains optimistic about improving the Health Service. This same philosophy pervades her entire outlook on medicine. "If you look on dealings with patients as tragic, you shouldn't be in medicine. You have to be optimistic and try to help them wherever they are."

This viewpoint was characteristic of Dr. Parker throughout medical school at Washington University and in her later work there, recalled Dr. William Daughaday, professor of medicine and director of the metabolism division at the medical school. He knew Dr. Parker when she was a student and she later worked with him in a pilot research program on treatment of pituitary dwarfs.

"Dr. Parker was instrumental in setting up some of the pioneer work in growth hormone research," Dr. Daughaday said. "She was an excellent laboratory worker—conscientious, capable, with lots of suggestions. The work was very taxing for her, but she was always extremely interested and dedicated." As an example, Dr. Daughaday recalled the time Dr. Parker was completing her training in metabolism. "She was pregnant with her last child. Shortly after having the baby, she insisted on being wheeled from the obstetrics ward to a lecture she didn't want to miss!"

Dr. John Herweg, associate dean of the medical school who taught Dr. Parker when she was a pediatric intern at Children's Hospital, remembers her as a bubbly student. "She always had a sparkle in her eye. Her approach to medical problems was always mature and reasonable. She related well to parents and had the ability to interpret medical problems to lay people in a way they appreciated and understood. She focuses on a problem, decides what needs to be done, and does it quietly and effectively."

On graduation from medical school in 1953, Dr. Parker married Charles W. Parker, M.D., a fellow medical school classmate. He is now a professor of medicine and head of the division of immunology in the department of medicine. Following her internship in pediatrics, Dr. Parker spent several years on Saipan, where her husband was an internist for the Navy. After returning to St. Louis, she worked at the Health Service for four years as a staff physician under Dr. Llewellyn Sale, Jr. Dr. Parker then worked in the department of internal medicine at the medical school for nine years, and she presently holds the titles of assistant professor of medicine and of preventive medicine and public health.

In 1969, she returned to the Health Service and again worked for Dr. Sale. By the time she was named his successor, Dr. Parker had the advantage of a working knowledge of the Health Service and the University in general. She says the transition was a smooth one. "In his seventeen years as director, Dr. Sale expanded the Health Service from a one-physician clinic on the west side of Umrath to the present facility. He was a dedicated and innovative physician who set the tone for professional health care at the clinic."

Sounding a bit like Will Rogers, Dr. Parker says she never had a job she didn't like. Perhaps Dr. Daughaday described her best when he said, "Somehow Mary invariably takes full responsibility for everything she's involved in. Everyone always ends up convinced that she's indispensable—and she is."
THE UNIVERSITY AND THE RITES OF PASSAGE

By JACK H. Hexter

LAST YEAR, the speaker at the Eliot Honors Convocation was the Reverend Jesse Jackson. He gave a stirring speech urging his listeners along the way he thought they should take in life and condemning in advance any in his audience who might choose another, different way. In tone and substance, it was the sort of address a young man should deliver to those not very much younger than he, people with whom for a long time he expects to be living in this world. It would be the wrong sort of address for me to give.

I am an old man. When you to whom this speech is directed look forward, you see a broad highway branching and branching again in the distance. It thus invites you to the joys and threatens you with the dangers of life's unavoidable choices. On the other hand, when I look forward, I see only a short and straight path, with no branches and with a quite visible and not much regretted imminent ending. It would ill become one who will spend so little more time in your company to claim a right or a wisdom to direct you in the way you should go. The old, I suspect, overrate their wisdom. Having been foolish all their lives, they deem themselves particularly qualified to advise those who in any case are quite sure to repeat most of their mistakes or to invent others equally stupid and disastrous. Since I know nothing about the future in this world, and will see little of it, I prefer to talk about the past, your past, your recent past, the time you spent as students in this lovely university. At least I want to reflect on that education and to wonder whether you got much of an education at all.

"Of course," you may say, "we got an education, and tomorrow each of us will receive a diploma certifying the fact." And that is what you will receive—certification, proof that you have fulfilled the course requirements that entitle you to a diploma. The diploma or certificate testifies to the substantive side of your education; it may help you get a job that you have been aiming at. Or it may not. In any case, if you will pardon me for saying so, it does not amount to a hell of a lot.

By now, you surely have forgotten half of the substance of what you learned in completing the course requirements for your diploma, and fortunately before very long you will have forgotten three- or four-tenths more. Fortunately, because no sane person would want to stuff his limited memory cupboard with such a miscellaneous clut-
THE RITES OF PASSAGE

Professor Hexter

TER of information—the future perfect of French irregular verbs, the periodic table of chemical elements, the date of the Triple Alliance. Fortunately, too, because at the current velocity of change in the information industry, a lot of what you learned will soon be obsolete, some already is, and just possibly a little may have been so before you learned it.

FEW PEOPLE who, like me, have spent most of their lives in universities are happy with the idea that the sole educational function and importance of the university is symbolized by the annual distribution of certificates. We have a nasty name for the places where this is indeed the sole function: we call them diploma mills. And we are anxious that our particular university avoid being just a diploma mill. Quite regularly, some of the less imaginative permanent inhabitants of academia dream up new courses that are supposed to immunize their institution against the dread ravages of epidemic certification. People who seek to give viability to universities by curricular tinkering are trying to do the right thing in the wrong place. By altering the substance, they are trying to improve the substantive side of education. But there is not much wrong at any given moment with the substance of American higher education. A certain amount of curricular fiddling is always necessary and only rarely important. The response of American universities to serious external demands for substantive changes always has been remarkably rapid.

On that side, then, I have small misgivings about the education you got here at Washington University. Where you may have lost out is on the more durable side of education, the part that remains with you even though you do not know where you got it, or even, for that matter, that you have got it. This may be called the ritual side of your education. What do I mean by that? Something like this. Most societies have surrounded with a complex set of special activities the transit of its members from the status of minors under tutelage to the full status of adult membership. Anthropologists call these activities rites of passage. In Christian Churches, confirmation, and in Jewish synagogues, bar mitzvah are religious versions of the rites of passage from pre-adult to adult status. More than
any secular society in history, American society has put responsibility for seeing the young through the rites of initiation into adulthood into the hands of its colleges and universities.

What did you want when you first came to the university at age eighteen still wet behind the ears? What did you expect of the university? Many things, no doubt, and I want to consider only a few of them. I would suggest that, first, you sought for complete freedom; second, you sought to find yourselves; third, you sought the unqualified, approving love and attention that your parents, being responsible people, withheld from you. Those, of course, were adolescent hopes and expectations—the aspiration to continue adolescence in an amplified and exalted form by any necessary means. There have been such adolescent hopes as long as there have been adolescents. And for that long, it has been the job of the university to perform the rites of passage that turn their young charges away from adolescence.

The university and the faculty that is the heart of the university are institutionally organized to frustrate or alter adolescent expectations. At any proper university, the young very quickly learn that they do not have complete freedom. Their freedom is firmly restricted. They are free to do what they want to do only if and after they first have done what a number of instructors have required them to do. Gradually it dawns on the young that the freedom of adulthood—that freedom of the grownups which they had so long fantasied about and so little understood—is ordinarily conditioned and bound in with duties, obligations, responsibilities. Our language takes care of this point by distinguishing between liberty and license.

In the matter of finding themselves, if things go well with the young, a transformation may take place as they seek to fulfill the requirements of the faculty of a university. They do not, as they had expected, find themselves by looking inward, playing the enthralling and futile adolescent game of “Who am I really?” Instead, under the pressure of the demands of their instructors, they forget themselves and lose themselves in a piece of assigned academic work—a term paper, a short story, a laboratory experiment, a demanding and commanding set of books that they have to read. Some at least then discover, perhaps without formulating their discovery, that paradoxically they were more themselves when they forgot themselves in their work than when they were forever prodding inward in search of that elusive entity, their identity.

Those who are forced into that discovery (and at the beginning, it is almost always a matter of being forced) have again been pressed by the university into making a stride toward adulthood. Not necessarily in an explicit way, but by experience and habit, real grownups know that men and women are what they do, and that they become somebody not by finding themselves, but by giving themselves—to their calling, to their families, to their friends. Our identity, what we really are, is not something fixed that we can discover by a passive contemplation of our navels or an endless discussion of each others. It is our daily refashioning of ourselves by our ways of dealing with the recurrent and changing challenges of our lives.

As for love, the young men and women who come to the university seeking it may find love—or at least opportunities for cohabitation—among their peers, if they are enterprising and lucky. They find little love from those of their teachers who have a proper sense of their own place in the university’s scheme of things. In that scheme, teachers are not substitute suppliers of parental love and indulgence and receivers of filial love and affections. They owe their positions to a capacity not for loving the young but for understanding and presenting to the young some fairly complex and difficult body of knowledge. Their relations to their students, as to their colleagues, is primarily determined not by love but by respect. They show their respect for their students by presenting to them what they know about their subject as best they can by whatever means they find most suitable.

They also show their respect for their students and seek the respect of their colleagues through a continuing effort to improve by study and research their command of the subjects they teach. They live in the faith that their respect for their students will elicit for them a respect from...
"...teachers are not substitute suppliers of parental love and indulgence and receivers of filial love and affections. They owe their positions to a capacity not for loving the young but for understanding and presenting to the young some fairly complex and difficult body of knowledge."

their students, that respect shows itself not in words of praise, but in the student's effort to meet reasonable demands and expectations and in the self-respect that the student gains by meeting them. The teacher's best reward comes when he learns that his students consider him "hard but fair." And once again, when instead of seeking an unearned approval, and seeking out the teachers who offer it, they learn to prefer the teacher whose judgments are hard but fair, the students have been moved forward toward adulthood.

It may appear that I believe that the rites of passage which the university undertakes to manage is a hardening process. It sometimes is, and always should be. Only by being so can it ready the young for the long hard pull ahead from graduation to interment. If a university performs the ritual function properly, it increases the chance that those it has in its charge will be ready to face the trying, rough course of life with the resources of energy and sense and endurance and patience and self-respect that they will need day in, day out over the long pull.

I called this address to you "A Look Back," and I did look back before I prepared it, but I have not said much yet about what I found. Where I looked was the St. Louis Post Dispatch and the New York Times for 1969-1970, especially for the spring of 1970. Memories came flooding in. Those were stirring times. They were made vivid in New Haven, where I teach, by a two-day rally on that May Day weekend dedicated to demanding that a number of people under indictment for murder be freed, presumably without proper trial. More turbulent events elsewhere soon followed. In a generally spontaneous response to the order sending American troops on an incursion into Cambodia, students in hundreds of colleges and universities across the land downed books and, in what was called a strike, ceased to attend classes. Here and there, a considerable amount of rioting broke out. In a few places, troops summoned to contain the riots, in fear or fury, fired lethal weapons into the masses of students. At Kent and Jackson State, several young people died at the hands of other young people in military uniform.

Here at Washington University, luckily, things did not go that far. But a building was burned down, an ancient eyesore, since replaced by other and more durable eye sores. Whatever aesthetic gratitude the speedy removal of the R.O.T.C. building earned, the method of removal may have caused some misgivings. Conscientious arson as a symbolic act directed against that outpost of the military-industrial complex, the R.O.T.C., to a more finely attuned conscience might suggest the advantages of burning a larger symbol of the military-industrial complex, the university itself. In fact, as you know, it did not. Or, at any rate, nothing else burned.

Indeed, almost all of you know a lot more about the events just described and the year that preceded it at Washington University than I do. For you were here and many of you were eyewitnesses. For most of you, it was your first year at this or any university, your first experience of what a university is like.

I am an historian, and historians are notoriously and properly reluctant to make quick broad judgments on large events. After the pop sociologists and shoot-from-the-hip psychologists have been proved wrong in most of what they have said about what went on with the young in the 60's, a generation of historians will earn their living, or at least their doctorates, by straightening out the muddle, writing dissertations on such subjects as "The Youth Revolution at Western Idaho State Teachers College, 1968-1969, Myth or Reality."

Certainly I have no desire either to view the late Youth Revolution with general alarm or to point to it with general pride. In the specific context of what I said earlier, however, about the function of the universities as supervisors of the rites of passage from adolescence to adulthood, the academic years from 1967 to 1970 were disastrous. Not because the faculty or the better part of it (in both senses) ceased attending to those rites. I am sure they went on attending to them. Rather because you ceased to be receptive to them. You persuaded yourself, or were persuaded by those who had done a couple of years more living than you, that in a term which has fi-
nally drowned in its own silliness, those rites were "irrelevant."

Worse, they were oppressive. The instructor demanded that assignments which he unilaterally imposed on you be completed by a deadline that he imposed on you and subjected them to a judgment that he imposed on you in the form of grades. Clearly he was not allowing you complete freedom. He did not love you and evidently did not give much of a damn whether you loved him. As to whether you found your identity, he could not have cared less. He did not care about you or what you really were or your emotional needs, all he cared about was his subject.

During the turmoil of the late 60's, he continued to do what he had done before. There are all sorts of ways of describing his conduct at that time. It can be called rigid and unresponsive. Or it can be called firm and principled. But let us not deceive ourselves. His conduct was mainly instinctive and intuitive. He may not have articulated the idea of what a university is for, that I expressed above; but in hard times he represented, supported, and embodied that idea. The idea built into his habits and patterns of conduct helped him, and helped the university through some very hard times.

Most of the faculty made this response. It was indispensable. It was also passive. It consisted only in trying to keep on doing as far as one could in the midst of the hurly-burly what one had always done. I am afraid you did not even notice this large mass of the faculty back in 1969-70, but they were no less important for that. You owe most of the education you have gotten since 1970 to them. They were not, and I hope did not claim to be, heroes.

A small cluster of the faculty were heroes. They were the ones who took on the thankless task of trying to mediate between the student revolution and the university establishment. In the long run they could not succeed, since the university could not compromise on the control over the rites of passage and the delivery of certification that the revolution demanded. In the end, for their pains they had to bear the blind rage and condemnation of that part of the press (I name no names) that had always detested and misunderstood the university. In the short run, however, they may have spared the university and some of you the disaster that both would have suffered had you acted out the foolish rhetoric of your self-appointed leaders.

There remained one insignificant cluster of the faculty, as trivial as they were visible—those who forgot or had never learned what a university was about. They came creeping out of the woodwork, moved by God knows what desperate inner needs. Instead of trying to dispel the fog of nonsense in which you were wandering, they generated more of it and joined you in it. Instead of teaching what they were supposed to know and insisting that you learn it, they rapped with you about what God only knows. They encouraged you in your illusions, and tried to join you in your adolescence instead of helping you out of it.

But here I must pause, because after their small rewards, you gave them the punishment they earned. As they grovelled before youth, you kicked them. At Yale in 1969-70, while enrollments in tough courses were slipping badly, 600 young men and women turned up twice a week for a guaranteed "A" to hear about "the greening of America." In the current academic year, one does not hear much about greening anymore, and enrollment in tough courses is up. You—the class of '73—did somehow discover a major basic fact of life: you can't look up to men who are licking your boots.

And if you learned that, perhaps my gloom is unwarranted. Perhaps, despite all, the obstacles put in your way by yourselves who knew no better and by others who should have known better, you learned more than that. Perhaps, after all, you learned the important things a university can teach. Perhaps the old white magic of the university did its job again and turned you in the direction of adulthood. I certainly hope so. Looking down at you from here, you do look like a charming, sensible cluster of young men and women. God's blessings and good luck. Like all who have gone before you, you will need both.
One August afternoon in 1930 on the Washington University campus, a small group of students were discussing their research, the depression, jobs, peace and war—all very serious subjects. "In other words," said Mrs. Marguerite Slack, who was one of the five students in the group, "we were having what the students today would call a heavy rap session." Mrs. Slack recalled that her group met in a one-story frame building that served as an informal coffee lounge. "The temperature was about 100 degrees, and we kept up our energy by eating peanut butter sandwiches and carrot sticks," she added. "Snacks like that were a luxury to many people during the 1930's."

It was an intellectual luxury, Mrs. Slack said, that the students' discussion was led by a gentle and unorthodox professor, Dr. Theodore F. Lentz for whom Mrs. Slack was doing a research project to devise a test to assess character traits. "We must have talked some sense that afternoon," she continued, "because at the end, Dr. Lentz congratulated us for what he said was our 'good thinking.'"

The good thinking for Mrs. Slack included something more important to her future than her research project. "I promised myself that my life would be devoted to the cause of peace; and that whatever happened to me in life, I would be a teacher." She kept the promises, but it was not until forty years later that she was able to fulfill her commitment to peace in relation to her career.

After holding numerous jobs and living in several different cities, she became a faculty member at University City High School, where she developed and taught a course in peace studies. Her class became one of the most popular courses ever taught at the high school, despite the fact that she had the chance to offer the course for only two semesters before her retirement from the school in June. As significant as the course was—it may well have been the only comprehensive peace studies course at University City High School which may have been the only high school-level course of its kind in the nation. She retired last spring, but she leaves a rich legacy. Her dedication to peace was a factor in the students' voting to declare their world citizenship. A high school administrator said of her, "We shall all lose when she retires. Though I feel this loss a great deal, it is the students who will not get to learn from her who will miss the most."

Last year, Marguerite Slack, AB 30, MA 31, originated a comprehensive peace studies course at University City High School which may have been the only high school-level course of its kind in the nation. She retired last spring, but she leaves a rich legacy. Her dedication to peace was a factor in the students' voting to declare their world citizenship. A high school administrator said of her, "We shall all lose when she retires. Though I feel this loss a great deal, it is the students who will not get to learn from her who will miss the most."
course at the high school level in the nation—Mrs. Slack's personal impact alone will have a long-range effect on her former students. Her intellectual honesty, together with her open and compassionate nature, have made a lasting impression on hundreds of students. "I never thought I'd get the chance to teach a course in peace studies," Mrs. Slack said one afternoon last May. The last of her five classes had adjourned, and students occasionally strolled in and out of her pleasant and spacious classroom. She paused and continued, "University City is a remarkable place. I doubt that I would have been allowed to teach this course in most other communities." The way she spoke revealed that she still found it difficult to believe that she had realized her ambition. For anyone who has had to struggle through the depression, there is often a feeling of disbelief to find one's self realizing an ideal. After Mrs. Slack (she was then Marguerite Bickel) received her A.B. degree in 1930 and her M.A. degree in education in 1931 from Washington University, she worked for a few months for a doctorate in history. The History Department had awarded her a fellowship, which covered her tuition. "I really didn't have much choice, except to continue studying. There simply were no jobs," she said.

THEN—"with the same shock effect of hearing that I had won the Irish Sweepstakes"—she received a job offer. "And it was an offer to teach! There was a Teachers' Specialists Bureau on Grand and Olive which called me and said I could get a job teaching high school in Orlando, Florida. But there were so many teachers on the waiting list, they told me I had to give them an answer by the next morning." She wanted to take the job, but she knew that she might not get another chance to study for a doctorate. She sought advice from Dr. Roland Usher, then chairman of the University's History department. He told her to stay, that she was too good a scholar to pass up a Ph.D. Two other professors whom she also respected advised her to take the job. One was Professor Lentz, and the other was Dr. Frank Wright, head of the Education Department, who said simply, "Yes. I think it's time for you to do something that you want." Their comments were mostly reassurance. She had her heart set on the job; it was the only offer she'd had to teach. When might another offer come? So she told the placement bureau that she would be happy to teach social studies in Orlando High School. "I had wanted to be a teacher ever since I was a child, and I was very excited." But the harsh realities of the depression soon dampened her enthusiasm.

FLORIDA turned out to be worse off economically than the rest of the country," she said. "In Orlando, we were not paid money, but were given promissory notes called script to bargain with for our expenses. Most of the banks had been closed and the school board just didn't have cash to pay us. Some of the people in Orlando would honor the script, and fortunately the boarding house where I stayed accepted it. The school board never did pay us for our work, though," Mrs. Slack said.

There was one bright point in her three years in Orlando. She fell in love with a mathematics teacher, Herbert F. Slack, and they were married. They decided to move to St. Louis, where Mr. Slack had been offered a job with Brown Shoe Company. But there were no teaching positions open and Mrs. Slack went to work for the County Welfare Department. "I had the Wellston District and tried to serve 200 persons who were on relief," she recalled. "The policy of the department was that the welfare worker had to investigate every possibility that could lead to a person being taken off relief—such as finding some relative who might agree to support a destitute family."
couldn’t tell you how many relatives of families I visited in four years. Few of them, of course, had any money either. It was miserable.”

Then, for three years, she worked for the Works Progress Administration, determining the eligibility of individuals who had applied for jobs in W.P.A. projects. Mrs. Slack quit the W.P.A. to raise a family. The Slacks had two children, Carol, now Mrs. Gene McClanahan of Creve Coeur, Missouri, and Tom, now a resident of Kirkwood, Missouri. When the children were of school age, the Slack family moved to East Lansing, Michigan, where Mr. Slack managed a retail store and Mrs. Slack, to her great delight, finally landed a teaching job.

“She taught a large required freshman social studies class at Michigan State and I liked it very much. I was allowed to put my own touches into the course, and I got along fine with the students.” Reluctantly, she left Michigan State when her husband was offered an important position with a St. Louis firm. After one more job change, Mr. Slack joined International Shoe Company in St. Louis and the Slacks settled in University City.

Mrs. Slack, a native St. Louisan who had attended University City High School, visited her former principal, James E. Baker, who told her of an opening on the high school faculty. She got the job and has been a member of the high school’s social studies department for the past eighteen years. During most of those years, she taught American Studies.

Three years ago, the social studies department decided that elective courses could be offered, and Mrs. Slack immediately began drawing up a curriculum for a peace studies course. “I had done a lot of reading on the subject, and I had read about peace studies courses at the college level. But I had never heard of courses that had been given at the high school level. I wrote to the World Law Fund and other organizations which keep track of such studies and they told me that they had no information on high school models to follow. So I had to do my own,” Mrs. Slack said.

For assistance in drawing up a balanced curriculum, Mrs. Slack consulted with Dr. Ronald Glossup, who teaches war and peace studies courses at Southern Illinois University at Edwardsville. She also talked with faculty members at St. Louis University’s Institute for the Study of Peace and with Dr. Lentz, who had retired from the Washington University faculty in 1948 and founded the Peace Research Laboratory of St. Louis.

The curriculum Mrs. Slack developed has six units: causes of war, the potential of modern warfare, issues and areas of conflict, possibilities for peace, nonviolent resistance and social changes, and the culture of peace. The first unit explores the roles of nation states, man’s aggressive nature and scarcity of natural resources in creating the potential for war. The balance of power, the nuclear arsenals, and all aspects of modern armaments are among subjects covered in the second unit.

“I try to be as fair as I can in presenting all the material,” Mrs. Slack said. “In the armaments unit, I give both sides of the issue. For example, when I showed a University of Wisconsin film which stresses disarmament, I also showed a pro-armament film called *Only the Strong*, which argues that arms are a strong deterrent to war.”

Her third unit covers subjects of current conflict: the Cold War, the Middle East, Southeast Asia, and political refugees. In the fourth unit, the weaknesses and strengths of the United Nations are studied in detail as well as the roles of other international organizations, and various plans for world law and order. The teachings of Mahatma Gandhi, Martin Luther King, and the relevance of nonviolent movements in effecting social change are covered in the fifth unit. The artist’s role—works by poets, musicians, painters—is explored in the final unit on the culture of peace.

Frequently, she assigned students to serve on small committees for special discussions and research. One committee periodically brought the class up-to-date on the status of the Indochina war. On occasion, Mrs. Slack said that a student would become so engrossed in a single topic that she would offer him the option of doing an extensive paper. The report could be done in addition to regular course work for extra credit; or the student could drop out of the course completely and attempt to do research on a level that would justify his earning the same number of credits that he could get from completing the entire course. The latter were rare exceptions, but the results were uniformly excellent. “For instance, one student did a paper on the Middle East situation that, in my opinion, was equal to a college-level master’s thesis,” she said.

When students first enrolled in the Peace Studies course, they brought very little background on the issues of peace or war to the class. “Families and community institutions just don’t seem to be attuned to these issues,” Mrs. Slack continued. She suspected that this would be the case, and was worried when she offered the course whether enough students would enroll to justify the usual five classes per day (with a maximum of thirty students each). The first time she gave the course in the spring semester of 1972, 125 students enrolled. In the spring semester this year, there were 157 students. More than 100 new students came to her before the end of the school year to ask if they could take the course next year.

“I don’t think we can ever replace Mrs. Slack,” said Earl Beeks, principal of University City High School. “Hopefully, we will find someone qualified to continue her course by the spring semester of next year.” He said that frequently the subject matter is not as important as the teacher who offers it. “Mrs. Slack has special qualities which bring students out,” he continued. In an informal way, Mr. Beeks has observed classes being conducted by tenured teachers to identify these qualities. “I simply stop
by a classroom when I see kids responding. And I found myself frequently stopping by Mrs. Slack’s classes. The kids really listened to her. They interacted with her and with other students. I noticed that kids who had been indifferent in other studies had come to life in her class. It’s hard to say what makes this difference. But an important factor is that Mrs. Slack is a considerate and compassionate person who loves young people.”

He added that her dedication was evidenced also in her efforts outside the classroom. “Almost every day, I would see her after hours in my outer office, using the duplicating machine to run off some special article that she thought the kids should have. Whenever I asked her to help me with an extracurricular program, she always responded willingly.”

One of Mrs. Slack’s extracurricular projects was serving as adviser to the students’ chapter of a peace organization called the United World Federalists. Last year, the chapter became interested in the concept of proclaiming world citizenship. This is a symbolic act called “mundialization” (from the Latin, mundus, which means world). The students read that mundialization had occurred at a small handful of high schools throughout the nation, although none from the St. Louis area. They also were surprised to learn that the state of Wisconsin and Kansas City, Missouri, also had formally declared their world citizenships. This does not mean that one is putting national citizenship second. It simply is recognition of the necessity of world cooperation in the spirit of Pope John’s historic encyclical in which he eloquently pleaded for higher levels of world law.

University City High School students got permission to distribute literature stating the purpose of mundialization. Then they held an election, in which students voted yes or no to world citizenship. If the vote was affirmative, the students agreed that the United Nations flag would be flown at the high school along with the United States flag. One-third of student body voted, and a decisive 80 per cent favored mundialization. School officials felt, however, that the one-third total vote was too small for an authentic mundialization. So the students held a second election. Before the vote, they sent speakers into all of the social studies classes. When the ballots were cast, two-thirds of the student body voted, with 88 per cent favoring mundialization.

In University City High School, Mr. Beeks said, the students’ positive reactions to peace studies and to mundialization, has not brought one word of protest from parents,
As designers and builders unveiled craft, it became apparent that beauty and grace of line would not characterize the day.

Debilitating design problems became obvious as the boats were launched. Buoyancy, or the lack thereof, was not the only culprit. One particularly handsome craft was too wide to be paddled.
THE GREAT CARDBOARD BOAT RACE

The Great Cardboard Boat Race took place on Saturday, May 5, on the famed Jefferson Lake in fabled Forest Park. The bold men of the crews took to the water in their precarious craft in five heats of five boats each. The winner of each heat was entered in a final runoff. Tension mounted. Each of the boats in final competition had covered the course once previously. Basic skills of design and building were on the line. Could the cardboard boats make two more crossings?

This spring Michael McIntyre, assistant professor of architecture, assigned students in his freshman design class the project of designing and building one-man boats of corrugated cardboard. May 5 was final exam day. The boats were raced. One member of each design team took a boat across the lake and gave his lifejacket to his teammate, who donned it and brought the boat back across the finish line. That was the way it was supposed to work, and actually did, sometimes. Of the twenty-five boats entered, about 40 per cent finished one heat, and all of the five heat-winners managed to stay in competition for the final runoff.

Although the boats could be sealed with tape, paint, or varnish, some leaked and sank. Some were poorly designed and collapsed under the weight of the crewman or because of other flaws. Some floated but couldn't be controlled. Several were actually too buoyant and could make no headway. Although the lake is about four feet deep, two safety precautions were taken: boaters without life jackets were disqualified and a real non-cardboard canoe was used as a rescue boat.

Winner was Deliverance, designed by Mark Johnson (pictured) and Steve Yablon. Boater lay on the modified surfboard and paddled with blocks strapped to his hands.
Students manning the rescue canoe were busy throughout the early heats, even though many waterlogged crewmen simply sank to the bottom and walked ashore, towing their failures behind. Among spectators at the race was famed architect Buckminster Fuller.
Although classic in appearance, this design experienced a materials failure. Cardboard would not support the crewmen's weight. So successful was the boat race from standpoints of design problem and of festive event, Professor McIntyre hopes to make it an annual assignment.
THE UNIVERSITY CENTER and Edison Theatre complex is finally a reality. Construction is completed, the three-tiered bookstore and the cafeteria are both open for business, and the curtain is almost ready to rise at the theatre.

The new Center fulfills a need that has existed on the campus since the first classes were held on this site in 1905. The present buildings represent a six-year effort, involving eight academic departments and the enthusiastic support of two chancellors. Already, the impact of the new Center is obvious. It is rapidly becoming the focal point of the campus, and when the Edison Theatre opens, it will no doubt become also the archstone of the bridge between the campus and the community.

Plans are underway to celebrate the opening of the Center and the Theatre with a month-long Festival of the Arts, beginning on October 12. On that date, the complex will be formally dedicated and the Theatre will be officially opened with a special performance—a potpourri of drama, opera, music, and dance by student groups.

On Sunday, October 14, a gala celebration will be held in the building and in the newly formed Center quadrangle. Plans so far include a Bread and Puppet Theatre presentation, student art displays, poetry readings, and musical performances ranging from Renaissance to rock.

Over the following weeks, The Edison Theatre will be the scene of nearly continuous performances by both campus and outside groups. On October 18, the play The Caucasian Chalk Circle will be presented, the Murray Lewis Dancers have been scheduled and negotiations are underway for appearances of the Minnesota Opera Company and the Opera Theatre of New York.

During the festival, the University and the St. Louis Symphony Orchestra will present the first concerts in a series of fifteen evenings of chamber music in the new Edison Theatre. That exciting series will feature the St. Louis String Quartet, the St. Louis String Trio, and members of the St. Louis Symphony Orchestra with a galaxy of internationally known soloists.

Also planned are special cinema events, exhibits of student and faculty art in the Center's gallery, and readings of the works of Howard Nemerov, William Gass, Don Finkel, Stanley Elkin, and other outstanding faculty writers. Arrangements are also being made for the appearance of the Black Drama Workshop and National Black Theatre.

For a month this fall, the Center will be the scene of an exciting, event-packed Festival of the Arts. But, the excitement will not end when the Festival is over. For the years ahead, the University Center and the Edison Theatre will bring new life, new excitement, new purpose, to the campus.

JACK H. HEXTER, whose comments at Eliot Honors Day about the university's role in the "rites of passage" are included in this issue, was a member of Washington University's Department of History from 1957 until 1964, when he left us to join the faculty of Yale University. It was refreshing and comforting to learn that Professor Hexter has lost none of his insight, his eloquence, or his caustic wit during the seven years he has been gone from this campus.

We all knew that Jack Hexter was one of the best liked members of the faculty at Washington University, but nobody was sure, given Professor Hexter's utterly unpretentious approach to things, whether he liked Washington University at all. We weren't sure, that is, until his latest book came off the press this spring. Authors dedicate books to their wives, to their husbands, to old friends, to colleagues. Professor Hexter, so far as we know, is unique in dedicating a book to an institution. The dedication of his new work, The Vision of Politics on the Eve of the Reformation, reads: "To Washington University in Saint Louis—an institution I have long admired and loved."

The dedication bears reproduction in full. It reads:

It is not, I believe, customary to dedicate a book to an institution. The place of Washington University in my heart and life has been such, however, that nice customs can curtsy to it. I had been a professional academic for nearly two decades, when, in 1957, I joined the faculty of Washington University in St. Louis. It was there for the first time that I saw at work the relentless concern for and pursuit of quality in higher education which alone and fully redeems an enterprise that is often and in many places ill conducted. It was Washington's firm policy of encouraging scholarship and of finding means to give scholars on the faculty an opportunity to pursue their vocation that enabled me to write while I was there, among other studies, two included in this book, "Utopia and Its Historical Milieux" and "The Loom of Language and the Fabric of Imperatives."

Washington University was neither a very rich school nor a very big one. It was just a great one. Its excellence shone out in that fine and magnificent man, Ethan Shepley, who was chancellor when I came to St. Louis, and in a multitude of my colleagues whom I remember still with the warmest affection. The people of St. Louis have a noble treasure in their midst. From time to time they seem less acutely aware of this fact than they might be.

If Jack Hexter were not the tough-minded, unsentimental iconoclast his many scholarly works show him to be, we would be tempted to say that we had a "treasure in our midst" during the years he was on our faculty. But we better not say it.

—F. O'B
Dr. Lauren V. Ackerman, professor of surgical pathology and pathology, director of the Division of Surgical Pathology, co-director of the Cancer Immunology Laboratories, author of leading medical textbooks on cancer and surgical pathology, art collector, music lover, raconteur, world traveler, and connoisseur of fine wines, retired from the Washington University School of Medicine at the end of this academic year.

In the considered opinion of his peers and colleagues, Lauren Ackerman is the leading surgical pathologist in this country—if not in the world. One of the many physicians he trained put it all very aptly when he said, "Dr. Ackerman took surgical pathology out of the basement and put it into the realm of the living." The question he asked himself constantly was not just "What am I seeing under the microscope," but "What difference will it make to the patient?"

This spring, former students of Dr. Ackerman came back to the School of Medicine from twenty-eight states and four foreign countries to help celebrate Lauren Ackerman Day. As a farewell tribute, his colleagues and former students established the Ackerman Scholarship Fund to insure that students from all over the world will continue to come to Washington University for training in surgical pathology.