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the bulletin
a university is people



The Editors Desk Impressions

We daily walk the halls and walks of Moorhead State University. We pass classrooms or sit in them and hear a professorial symphony of literature and sociology, astronomy and art. Students are seen rushing to classes, shifting feet as they wait in lines to pay or be paid. They scuttle down sidewalks and enter their homes—the residence halls. We see plays and applaud. We watch sports and cheer. And from all these and so much more, we form a composite image. Because we are here each day, we do not have to name this image. It is that hasty series of sounds, sights, smells, noises which form our total view of Moorhead State, our impression of a place and of a university of people.

But you are not here and it is frustrating that you cannot take the walks, hear lecture litanies, watch the plays, run the miles and have your personal impression of MSU. Despite frustration, and it might be added, the reason for this magazine, we can isolate images, fragment our composite and weave our tales of the university. And from these tales we hope you begin to form your impression of Moorhead State University. Beyond that wish, we hope you want to come here and form your impression.

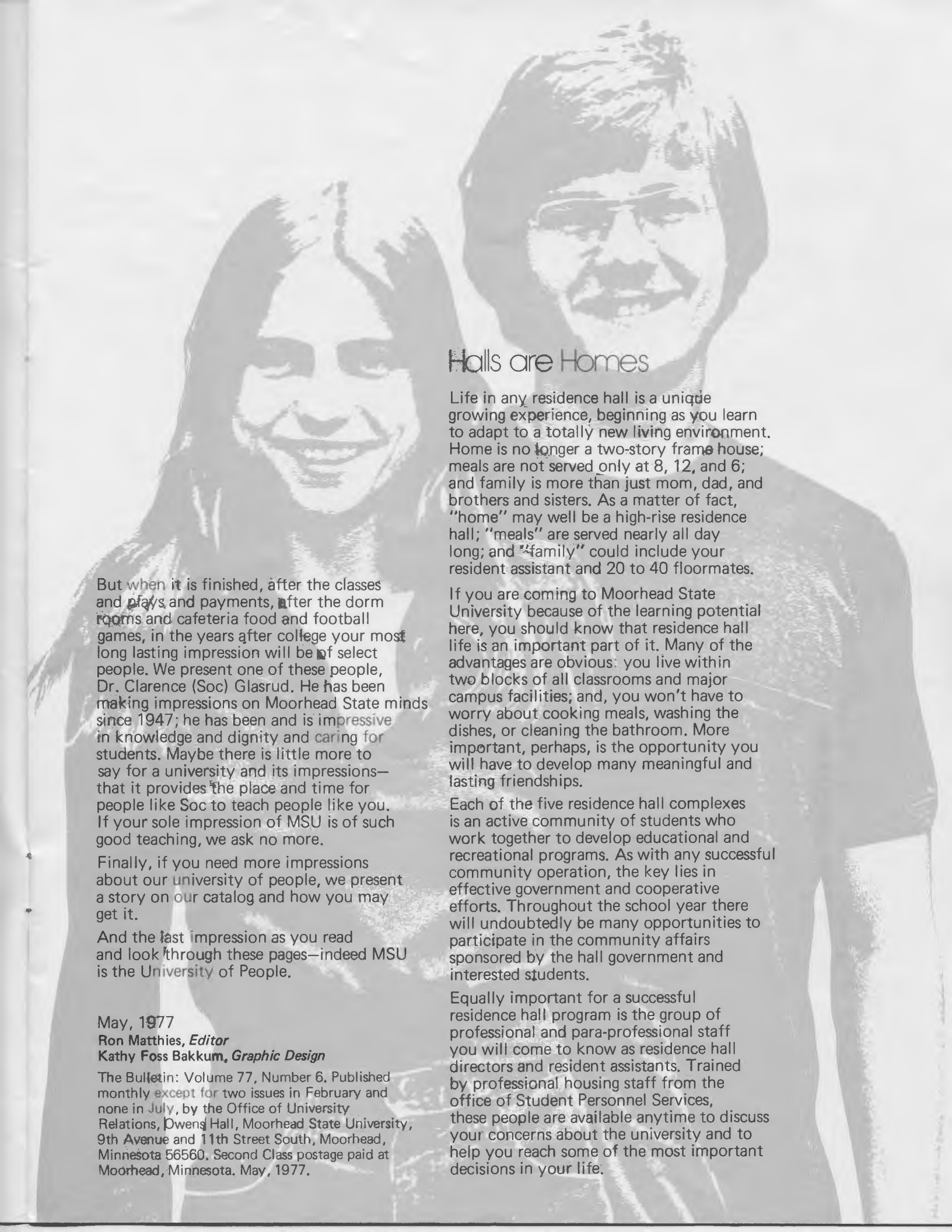
If you will, imagine yourself arriving at Moorhead State. The buildings sprawl and jostle across more than 100 acres. You clutch a slip that tells you the name and number of your new room. So, you enter a residence hall cascaded by sounds and sights and door after door. This is certainly not the home to which you're accustomed. At first glance, it may seem a trifle frightening, a bit impersonal. But, as the article on residence halls reveals, they indeed can be home and more—casual classroom, social hall, a place to grow.

You've unpacked your bags, met your roommate and pored over the campus map. Some months ago you filled out a form. College costs money and you needed financial assistance. Now, your form has resulted in a response and your map tells you where to find the Financial Aid Office. You follow mental arrows, passing go and find the office. The people there explain your financial aid package to you. They do away with the mysterious economic terminology, explain just what they will do and what you must do. You move forward, collect your 200 or whatever dollars and form another impression—MSU people are helpful. We hope the article on financial aids will also be helpful.

After registering, standing in more lines, buying a pen and college ruled notebooks, you are ready. Your mental map of the campus is better formed and you quickly find your classroom. This is why you came. The teacher enters, writes his or her name on the chalkboard and you begin four years of notetaking, discussion, learning. And you form your first academic impression—MSU is people teaching people. The article on the planetarium is a good example of such an academic program.

Of course there are more impressions to be formed. A university is a place for culture. You have bought tickets for a play, dressed for opening night and in the darkening auditorium wait for the curtain. It goes up. You are surprised, then amazed. It is not the high school productions you remember with mumbled lines lost in the rafters of the stage in the gymnasium. It is very polished, very professional. You will better understand the professionalism when you read about the Guest Artist in Residence program at MSU. Also you have formed another impression; MSU is a cultural window on the world.

Then there is the more exuberant, noisier thrill of friendly competition. You are at your first college athletic event. Cheers echo. Feet pound. Pulses rise and fall with triumph and defeat. You will find on these pages whether the sports be track or football, the participants male or female, that the excitement of sports is high at this university. Your impression—people's minds and bodies are shaped at MSU.



Halls are Homes

Life in any residence hall is a unique growing experience, beginning as you learn to adapt to a totally new living environment. Home is no longer a two-story frame house; meals are not served only at 8, 12, and 6; and family is more than just mom, dad, and brothers and sisters. As a matter of fact, "home" may well be a high-rise residence hall; "meals" are served nearly all day long; and "family" could include your resident assistant and 20 to 40 floormates.

If you are coming to Moorhead State University because of the learning potential here, you should know that residence hall life is an important part of it. Many of the advantages are obvious: you live within two blocks of all classrooms and major campus facilities; and, you won't have to worry about cooking meals, washing the dishes, or cleaning the bathroom. More important, perhaps, is the opportunity you will have to develop many meaningful and lasting friendships.

Each of the five residence hall complexes is an active community of students who work together to develop educational and recreational programs. As with any successful community operation, the key lies in effective government and cooperative efforts. Throughout the school year there will undoubtedly be many opportunities to participate in the community affairs sponsored by the hall government and interested students.

Equally important for a successful residence hall program is the group of professional and para-professional staff you will come to know as residence hall directors and resident assistants. Trained by professional housing staff from the office of Student Personnel Services, these people are available anytime to discuss your concerns about the university and to help you reach some of the most important decisions in your life.

But when it is finished, after the classes and plays and payments, after the dorm rooms and cafeteria food and football games, in the years after college your most long lasting impression will be of select people. We present one of these people, Dr. Clarence (Soc) Glasrud. He has been making impressions on Moorhead State minds since 1947; he has been and is impressive in knowledge and dignity and caring for students. Maybe there is little more to say for a university and its impressions—that it provides the place and time for people like Soc to teach people like you. If your sole impression of MSU is of such good teaching, we ask no more.

Finally, if you need more impressions about our university of people, we present a story on our catalog and how you may get it.

And the last impression as you read and look through these pages—indeed MSU is the University of People.

May, 1977

Ron Matthies, *Editor*

Kathy Foss Bakkum, *Graphic Design*

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Comforts and Necessities

As a residence hall student, you will find that MSU offers more resident facilities and services than many other schools in Minnesota. A private phone is provided in each room; many rooms are carpeted; and kitchenettes and coin-operated laundry facilities are found on many floors. Also included in every complex are TV lounges, snack vending machines, and central recreational facilities (including ping pong and billiards).

Dining service for most on-campus students is provided through ARA Slater Services, one of the largest such companies in the country. This facility is located in Kise Commons, part of the student union complex. While this is certainly not a replacement for "home cooking," the people at Kise place a great deal of emphasis on meeting your nutritional needs and making dining a pleasurable experience.

Undoubtedly you will enjoy the wide variety of menu items to choose from throughout the week. At each meal you will have the choice of at least three entree items, numerous salads, vegetables, beverages and desserts. And, as a result of student's participation in the dining service operation during recent years, there is a policy of unlimited second helpings on all foods. The opportunity to eat three meals a day, seven days a week, for less than three dollars a day is a nutritional and economic value that even your closest franchise restaurant cannot beat.

Values and Opportunities

In addition to the very sound economic value of residence hall living and the many services available, there is the equally important educational aspect. National research and studies we have done at Moorhead State University indicate several things. First, students who live in a residence hall usually get better grades than their classmates who live off campus. This is something that has been watched carefully for several years and there has been little deviation from this pattern. Secondly, a study done at Moorhead State recently indicated that freshmen who live in residence halls differed significantly from their commuter classmates in their attitudes toward participation in extra-curricular activities, use of university resources and facilities, and peer relationships. In all cases the study found that students who lived in residence halls were more positive about their experience and were more actively involved with the University than students living at home. This study concluded that if one assumes that learning takes place outside of the classroom as well as within, it therefore follows that the residence halls provide students with a greater opportunity to take full advantage of the educational opportunities that a college or university has to offer. This study done at Moorhead State University seems to correspond to a national study which indicated that students who live in residence halls are more likely to complete their college education than students who do not live in residence halls.

Perhaps the best indicator of the value of residence halls is the number of students who live in them. Moorhead State University has never experienced a fall quarter decrease in the number of students requesting residence hall space. However, for the past two years the demand has exceeded the space available. Current indications are that this will take place again this fall. Therefore, if you are among the 2,800 or more students who will request to live in Moorhead State University residence halls, it is extremely important that you complete and return your application as soon as possible. This will assure that a space is reserved for you and will permit you to begin your college education without unnecessary disruption and inconvenience.

Star Tracking

Editor's Note: The following article is an excerpt from a paper Dr. Walter Wesley, Professor of Physics and Astronomy, has written for publication describing MSU's unique astronomy program.

For those of us actively involved in the teaching of astronomy, it is now almost a cliché that such courses have become extremely popular among non-science students. The reasons for the upsurge in interest is somewhat unclear, but some of them are most certainly its wide scope, strange phenomena and apparent (to many students) lack of applicability in the technological sense. Two other reasons seem to apply to students in our particular area; many of them come from rural areas where the night sky is easily seen and most of them have had little or no exposure to astronomy in their secondary education programs. As opposed to some of the other sciences, astronomy seems to be something that they can participate in and get a great deal of enjoyment from.

Many (probably most) colleges and universities offer general astronomy courses which are taken by all sorts of students, but what else can be done for the liberal arts major with a genuine interest in astronomy who does not have the time or inclination to pursue the science and mathematics courses required for the usual advanced astronomy or astrophysics course? What follows is a description of MSU's program that is responding to this question with a certain amount of success.

Beginnings

Before 1970 the Mathematics Department at Moorhead State University taught a general astronomy course once each year, usually with small enrollments. In that year the Physics department assumed responsibility for the course and began to try to build up interest in astronomy. At the present time astronomy courses account for 50-65% of the department's enrollment in any given quarter. The University has invested a substantial amount of funds into the program in terms of facilities. A Spitz 512 automated planetarium under a 30 foot dome was installed in 1971, a number of telescopes with accessories have been purchased, and a roof observing deck built.

With the new emphasis on general astronomy and the installation of the planetarium, students began to ask for other astronomy courses. Over a period of several years ten such courses have been developed and taught. Most were successful and are still being offered, but a few were failures. Those currently being offered are discussed below. With so many courses available it seemed worthwhile to have a name for the program and the Minor in Astronomy for Liberal Arts Students was established. The minor was formally approved in 1972 and since that time six students have graduated with the minor. Our best estimates, based on surveys in various classes, indicate that 15-25 students are now more or less committed to finishing the minor.

Program for Stars

Astronomy is an observational science, and we feel that actual observations should be included where possible. With the large number of students who enroll in general astronomy courses, it is impossible to have formal laboratory sessions; however, outdoor viewing sessions are provided once or twice a week, and planetarium sessions are required. In the planetarium the students are required to become familiar with the sky, learning about its apparent motions and being able to identify a number of objects—constellations, double stars, clusters and galaxies.

No other science has as long and rich a history as astronomy, and no where else can the relationships between science and society be traced more easily. For these reasons we felt that a strong historical component was important for the program. In several courses, for example, planetary science and cosmology, the material is treated from a historical point of view. A complete course on the history of astronomy is also included.



Since the major goal of the minor is the broadening of the science background of non-science students, it is important that the program be as flexible as possible. Required courses are kept to what we feel is the absolute minimum and electives are strongly encouraged. Even in the required courses students are given some choice of the material to be covered.

Sky Offerings

We offer other courses that can be taken independently of the minor. These courses are described briefly here:

Observational astronomy is pretty much just that. Despite some obvious problems with weather we base the student's course work on observation of the night sky.

Our planetary science course gives detailed treatment to each of the planets and to the solar system as a whole. The history of planetary studies is treated, and results of recent American and Soviet space probes are integrated with earth based studies to give a continually improving idea of where the study of the solar system has reached today.

Over the last three years approximately 500 students have enrolled in these and other astronomy classes each year and about 16% of these have returned for at least one other course:

Star Space

A number of small telescopes are available for student use, the largest being a 10 inch reflector. Others include a 3.5 inch Questar, an 8 inch Celestron and a 5 inch Schmidt Camera. Various accessories such as cameras and spectroscopes are also available. An observing deck on the University library has been built and is open for frequent laboratory and observing sessions. Several rural sites are also available in order to provide a much darker sky than is available in town. In addition to hardware an extensive audio-visual library of films, slides and tape recordings has been built up.

The largest single expenditure for the Moorhead State University astronomy program was the installation of a Spitz 512 automated planetarium. Both university and public usage of the facility is encouraged. It is used extensively in the general astronomy classes and also in the observational astronomy projects. Various studies have been carried out over the country to ascertain the educational value of a planetarium, but their results are rather ambiguous. It certainly has turn-on value for students and is useful in describing naked-eye astronomy. Most uses of a planetarium are passive, but we have found that active participation is quite valuable. In our observational astronomy course students are able to learn to use the machine for themselves and in doing so learn a great deal about astronomy. We also use the facility as an educational laboratory with many of our students being involved in preparing and giving programs for schools and the general public, as well as participating in the sessions required for the general astronomy classes.

The Future

The astronomy program was designed to be as flexible as possible. New courses will be developed as time permits; for example, a seminar on archaeo-astronomy may be team-taught with an anthropologist sometime in the next year or so. During the summer of 1976 work began on a radio astronomy project and some study is being given to building an observatory in a nearby rural area. Also we are actively considering the possibility of developing a sky interpretation program, mainly using students, in cooperation with Minnesota State Parks. Also some effort is being made to help area educators include astronomy in their science curriculum and to integrate the planetarium into their existing astronomy units. Student input will no doubt lead to other new courses and projects as time goes on.

An astronomy program such as we have developed at Moorhead State University does not depend upon large expenditures of money or a large faculty. A similar program can be developed almost anywhere that one or two interested faculty members are willing to devote a great deal of time to course development. We have found that



Bringing Broadway Home

Since theatre students can't intern on Broadway, why not bring Broadway to Moorhead? If they can't go to Broadway maybe the experience, talent and professionalism of the Broadway stage can come to them. This seemed like a pretty sound theory to Dr. Delmar Hansen, theatre director at Moorhead State University and for the past decade has been a common practice in MSU's Theatre Department.

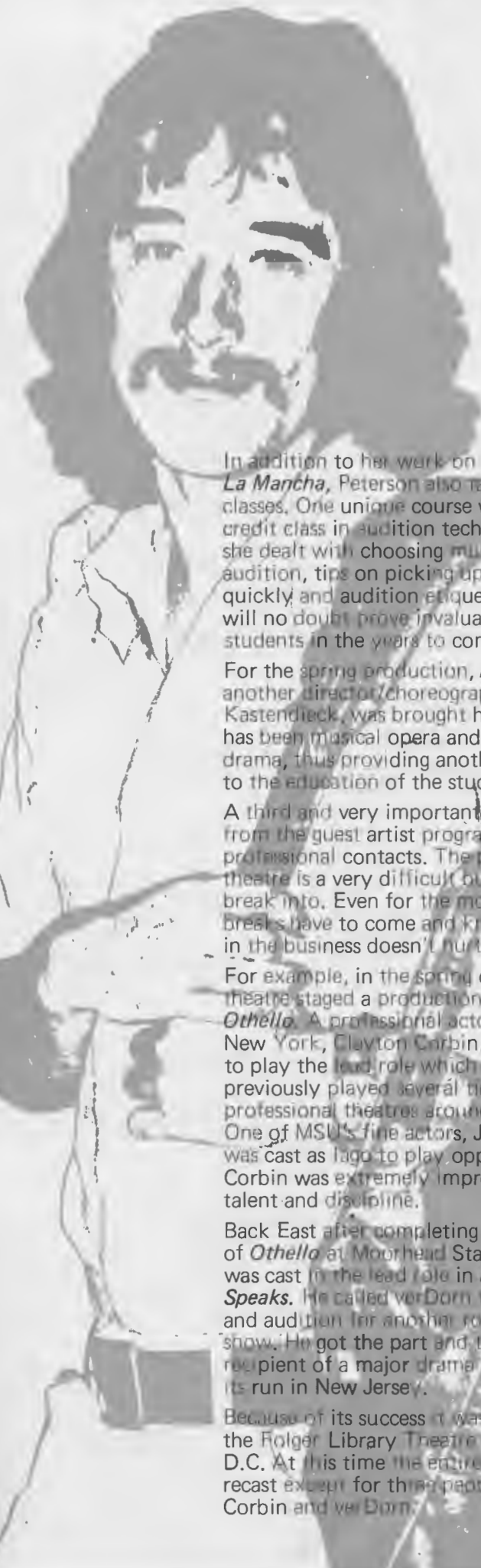
Over the years, the university has always managed to bring in at least one guest artist every school year as director, choreographer and/or actor to work with the theatre students on the department's major productions.

According to Hansen, who has directed over 175 shows at MSU, the guest artist program has more than a few advantages. It is very important for a theatre student's training to be very realistic. The guest artists bring a lifetime of professional experience to Moorhead State which in turn helps the student develop a higher degree of professionalism and discipline. Working side by side with a professional, their own capabilities are challenged and they are forced to become better actors because of it.

The guest artist program provides a wide variety of experience in another area as well. Each artist because of his or her background and experience brings a new dimension to the training of the students. For the winter musical production, *Man of La Mancha*, a guest choreographer, Nora Peterson, was brought in from New York to choreograph the production. Her training in dance was very different from that of the previous choreographer, Roger Allan Raby, who spent an entire year in residence at Moorhead. In this way the students were able to experience two completely different dance techniques, both of which will be of great value to them not only during their remaining years at MSU but more importantly as they try and work their way in the professional theatre.

students are very responsive to astronomical topics and are usually willing to help with their own education by sharing their ideas and opinions about courses, laboratory projects and educational approaches in general. Large amounts of printed material on observing exercises, class demonstrations and special topics have become available in the past few years and these are often helpful for ideas on things to do.

The program has been rewarding to our department because of the new students that are enrolling in our classes and it appears to have struck a responsive chord in the students. They seem to be getting something that they want from the astronomy courses. In addition, participation in the program has been very rewarding to me because of the personal involvement with a number of very intelligent and enthusiastic non-science students.



In addition to her work on *Man of La Mancha*, Peterson also taught several classes. One unique course was a non-credit class in audition techniques. In it she dealt with choosing music for an audition, tips on picking up dance steps quickly and audition etiquette. This class will no doubt prove invaluable to those students in the years to come.

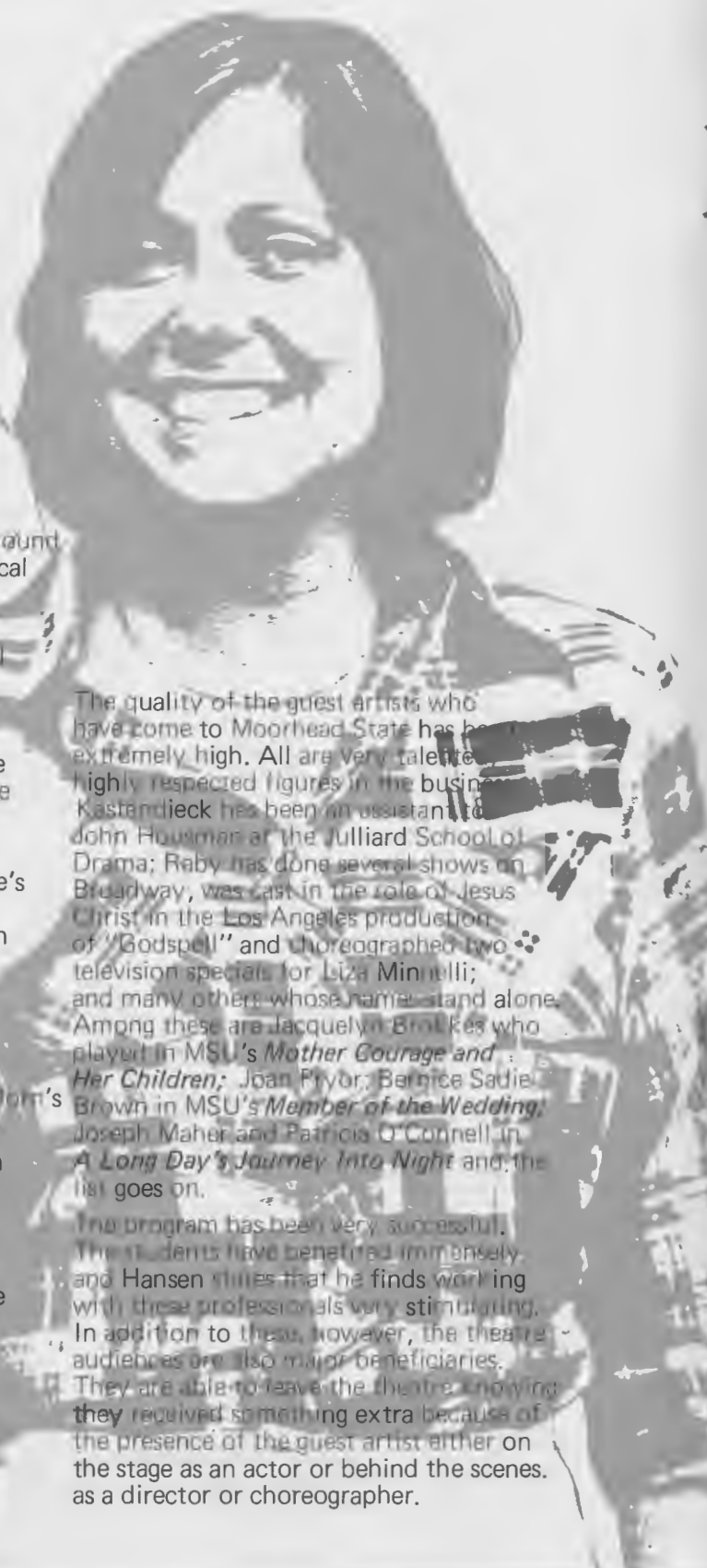
For the spring production, *Philemon*, another director/choreographer, Carol Kastendieck, was brought here. Her background has been musical opera and period, historical drama, thus providing another dimension to the education of the students.

A third and very important benefit derived from the guest artist program is that of professional contacts. The professional theatre is a very difficult business to break into. Even for the most talented, the breaks have to come and knowing someone in the business doesn't hurt.

For example, in the spring of '76 MSU's theatre staged a production of Shakespeare's *Othello*. A professional actor from New York, Clayton Corbin, was brought in to play the lead role which he had previously played several times in professional theatres around the country. One of MSU's fine actors, Jerry verDorn, was cast as Iago to play opposite Corbin. Corbin was extremely impressed with verDorn's talent and discipline.

Back East after completing the production of *Othello* at Moorhead State, Corbin was cast in the lead role in *Black Elk Speaks*. He called verDorn to come and audition for another role in the same show. He got the part and the play was the recipient of a major drama award, during its run in New Jersey.

Because of its success it was moved to the Folger Library Theatre in Washington, D.C. At this time the entire show was recast except for three people including Corbin and verDorn.



The quality of the guest artists who have come to Moorhead State has been extremely high. All are very talented, highly respected figures in the business. Kastendieck has been an assistant to John Houseman at the Julliard School of Drama; Raby has done several shows on Broadway, was cast in the role of Jesus Christ in the Los Angeles production of "Godspell" and choreographed two television specials for Liza Minnelli; and many others whose names stand alone. Among these are Jacquelyn Brookes who played in MSU's *Mother Courage and Her Children*; Joan Floyer; Bernice Sadie Brown in MSU's *Member of the Wedding*; Joseph Maher and Patricia O'Connell in *A Long Day's Journey Into Night* and the list goes on.

The program has been very successful. The students have benefited immensely and Hansen states that he finds working with these professionals very stimulating. In addition to these, however, the theatre audiences are also major beneficiaries. They are able to leave the theatre knowing they received something extra because of the presence of the guest artist either on the stage as an actor or behind the scenes, as a director or choreographer.

The 'Ol Track Magic

by Larry Scott

Once a closed society, the heralded track program at Moorhead State University has developed into an enjoyable family affair, and only Dragon opponents seem to mind. Responding admirably to the challenge of their track brothers, the Moorhead State women's team has evolved into a first-class power of its own, and the Dragon men don't mind sharing the headlines at all.

MSU women recently completed a banner unbeaten indoor season by roaring to the Minn-Kota Conference title, and coach Lin Woodbury and his squad certainly envision a sparkling outdoor campaign as well. Dragon women are expected to make a very serious bid for the MAIAW state crown in May, and have already qualified delegates for the AIAW national championships at UCLA in late May.

The success of the MSU women has not detracted from the legendary men's program indeed not. The men of coach Ron Masanz continue to dominate regional competition, and waltzed to their eighth straight Northern Intercollegiate Conference Indoor title in mid-March with a record harvest of 132 points. The Dragons also stretched their remarkable home winning streak to 38 consecutive indoor victories in Alex Nemzek Hall.

Since Masanz arrived in 1968, the Dragons have produced a staggering 139 relay and individual conference championships, and should add to the bumper crop in early May when MSU seeks its sixth consecutive NIC Outdoor title at Bemidji. Moorhead State has made a splash on the national level as well, with MSU delegates placing 13 times in the last nine years at NAIA national championship meets. Sophomore Dave Bergstrom (Albert Lea) was the latest Dragon to pencil his name on the national honor roll, winning All-American honors with a second place flight of 6'9" in the high jump at the 1977 NAIA National Indoor at Kansas City in February.

The collective track philosophy at Moorhead State is not unique, but rarely has one school profited so much from a single sport. The approach is simple—attract quality student-athletes, supply meaningful instruction and genuine motivation, and provide opportunities for rewarding

competition against other skilled athletes on a regional and national level. The accessibility to an indoor tartan surface, and the pending completion of a first class, all-weather outdoor complex enhances the sparkling composite Dragon image.

And Football Forecast

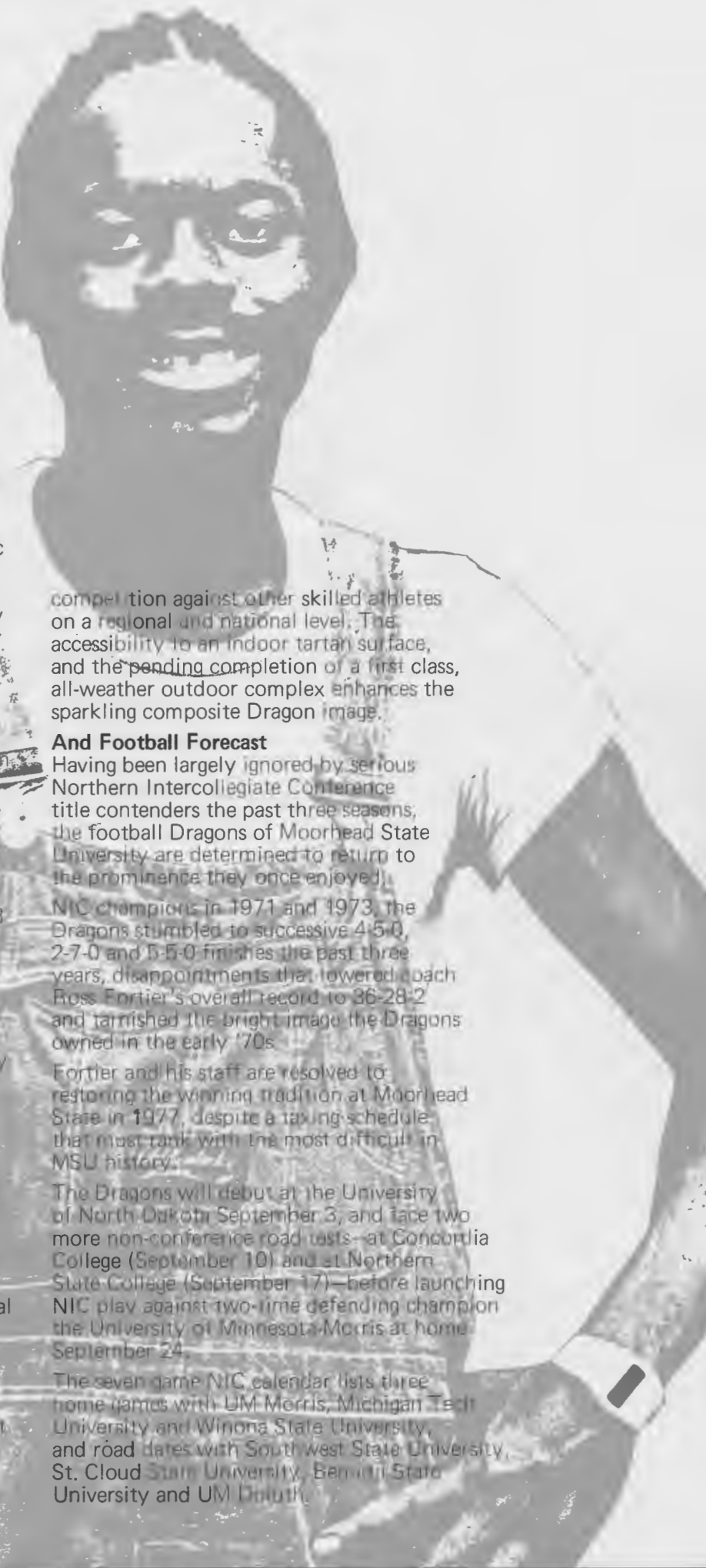
Having been largely ignored by serious Northern Intercollegiate Conference title contenders the past three seasons, the football Dragons of Moorhead State University are determined to return to the prominence they once enjoyed.

NIC champions in 1971 and 1973, the Dragons stumbled to successive 4-5-0, 2-7-0 and 5-5-0 finishes the past three years, disappointments that lowered coach Ross Fortier's overall record to 36-28-2 and tarnished the bright image the Dragons owned in the early '70s.

Fortier and his staff are resolved to restoring the winning tradition at Moorhead State in 1977, despite a taxing schedule that must rank with the most difficult in MSU history.

The Dragons will debut at the University of North Dakota September 3, and face two more non-conference road tests—at Concordia College (September 10) and at Northern State College (September 17)—before launching NIC play against two-time defending champion the University of Minnesota-Morris at home September 24.

The seven game NIC calendar lists three home games with UM Morris, Michigan Tech University and Winona State University, and road dates with South West State University, St. Cloud State University, Bemidji State University and UM Duluth.





Not To Fade Away

Born on a farm 20 miles southwest of Fargo and speaking almost no English until entering the first grade of a rural school near Horace, ND, Dr. Clarence (Soc) Glasrud. Professor of English, has come to be somewhat of a legend in his own time around the halls of Moorhead State University.

Horace to Harvard

His association with the school spans four generations. Although he wasn't actually here when Senator Solomon G. Comstock pushed through legislation to establish a State Normal School at Moorhead and then donated six acres of land for the original campus . . . or when Livingston C. Lord arrived as the school's first president in 1888, he points out that he did, in fact, meet both men back in the early 30's while he was a student here.

It was during his first quarter at Moorhead State that Glasrud picked up his nickname, "Soc". It happened in an ancient history class taught by the late Sam Bridges. Since he loved history he found himself answering most of the questions. Several history majors reacted, "Who does he think he is, Socrates?" The tag stuck and has followed him for more than 40 years.

Glasrud graduated from MSTC in 1933 with a double major in English and history.

Since it was the heart of the Depression there was no teaching job awaiting the budding young scholar, so with assistance from the National Recovery Act he took a job in a filling station. It wasn't until 1935 that the Pelican Rapids, MN superintendent offered him a job at \$90 a month teaching history, geography and general business (but only because the kids had gotten completely out of hand and driven the former schoolmarm to a nervous breakdown).

It was 1936 when he had his first opportunity to teach English. A position opened up in Lake City, MN where he taught for three years.

In 1942 he was drafted into the Air Force where he spent three years including an 18-month tour of duty in Europe. After spending three short weeks in England he crossed the Channel to Normandy in June of 1944 as his unit followed the Allied armored thrust across France, Belgium and Germany into Hitler's heartland. His assignment was making maps and briefing pilots on targets for bombing raids.

He was discharged in 1945 and the following January enrolled in Harvard. Here he compressed two years of study to complete his masters and finish most of his course work for his doctorate into four semesters.

It was then that Moorhead State called him home.

Home Again

He joined the 6-man Division of Language and Literature and inherited a host of other jobs. "I found Moorhead State Teacher's College to be a dreadful place in 1947, and my position—or positions—utterly impossible," he relates.

Teaching 16 credit hours per quarter left little time for anything else. Still, he served as advisor to both student publications, the yearbook and newspaper, he had edited in his student days, was active in recruiting new students, took over the nearly defunct Alumni Association and in his second year was promoted to department chairperson, a position he would hold for 23 years. He also coached the tennis team for 10 years, rowing with his squad across the Red River to practice at the Island Park courts in Fargo before courts were installed on campus.

In 1950-52 he took a leave of absence from Moorhead State to complete his Doctorate at Harvard.

During his years at Moorhead State Glasrud has done much to unite academic scholarship with all other aspects of community life. He considers his involvement with MSU's Foundation, which he helped organize some 10 years ago, to be of particular significance.

"We were concerned about our library, which was a disgrace," he recalls, "and when we were able to raise a considerable amount of money in the community, it demonstrated just how generous Fargo-Moorhead residents are when approached with a legitimate need.

"Then, in 1972, when we faced substantially declining enrollment, we launched the 'Dollars for Scholars' drive and raised over \$25,000 from our own faculty to attract deserving students," he continues. "When I returned to Moorhead in 1947, there was no substantial body of local people who took a very special interest in Moorhead State. The Foundation is a significant effort to build that kind of support while involving community leaders on the campus."

In addition to the Foundation, Glasrud was also instrumental in organizing MSU's Scandinavian Studies Program and took a full year's leave in 1972-73 to teach in the Tri-College Humanities Forum.

Of Twain and Honors

An expert on Mark Twain, Glasrud thought it was too good to be true when it was first suggested that he teach a complete course on this great American author—sort of a dishonest way to make a living. "But it has turned out to be most interesting," he reports. "Twain is certainly the most American of writers—maybe our greatest—and is certainly the funniest man in the history of this country."

To emphasize the impact Soc Glasrud has had on Moorhead State his fellow faculty members elected him Chairperson of the Faculty Senate three times—the only person in MSU's history to hold the position more than once—with each of his terms coming at particularly crucial times in the institution's history. He has been honored in several other ways, too—Alumni King at Homecoming, Owl Fraternity "Man of the Year" and the Distinguished Alumni designate.

But one of the most meaningful came last summer when a student-civil service staff committee at MSU recommended a scholarship fund in Glasrud's honor. The seven-member Bookstore committee included four students, a representative of the state civil service employees and two ex-officio members, the bookstore director and the MSU vice-president for administrative affairs.

President Dille enthusiastically approved the recommendation. "It must be a matter of great pleasure to you to know that, in the opinion of students, what you have meant to them this year, last year and maybe the year before deserves the highest honor this particular group of students can bestow," Dille said in a letter to Glasrud.

The action resulted in a \$3,300 fund to be allocated to the MSU Foundation to establish a \$200 sustaining scholarship to be known as the Dr. Clarence Glasrud Scholarship.

Dille noted it is rare for such a step to be taken more than a year in advance of scheduled retirement, especially with no faculty members on the committee.

The Waste of Retirement

And that brings us to the fact that Soc Glasrud is now 65 years old. According to Minnesota State Law Glasrud's career with the State University System must come to an end at the completion of the current school year. Glasrud does not want to retire. "I am just learning to teach. I don't feel any older than I did 20 or 30 years ago. Mandatory retirement at 65 appears a little ridiculous if I still have the knowledge and know-how to continue teaching," says Glasrud. "It seems a great waste just for the sake of some regulation."

Apparently he isn't the only one who feels it is a waste. An independent group of Moorhead State students are working to establish a special teaching position for Glasrud after he retires. And, if the State of Minnesota happens to get the definite impression they feel mandatory retirement is a "stupid, wasteful" idea, well, that's just fine with them.

Time for Reflection

As for his retirement, he insists he intends to make his emeritus status meaningful. "The role of a college professor is the most honorable and desirable I could dream of and an important obligation of any professor is research. I'll still do that, and one of the great advantages is that there will be time for reflection. I'll appreciate that."

A major Glasrud retirement project will be to write Moorhead State's history. "The institution will be 100 years old in a few years," he explains, "and this should be done. Quite frankly, there's nobody around more qualified to do it than me."

[Portions of the above were taken from the October 1976 issue of Howard Binford's Guide featuring Dr. Glasrud.]

Voluminations

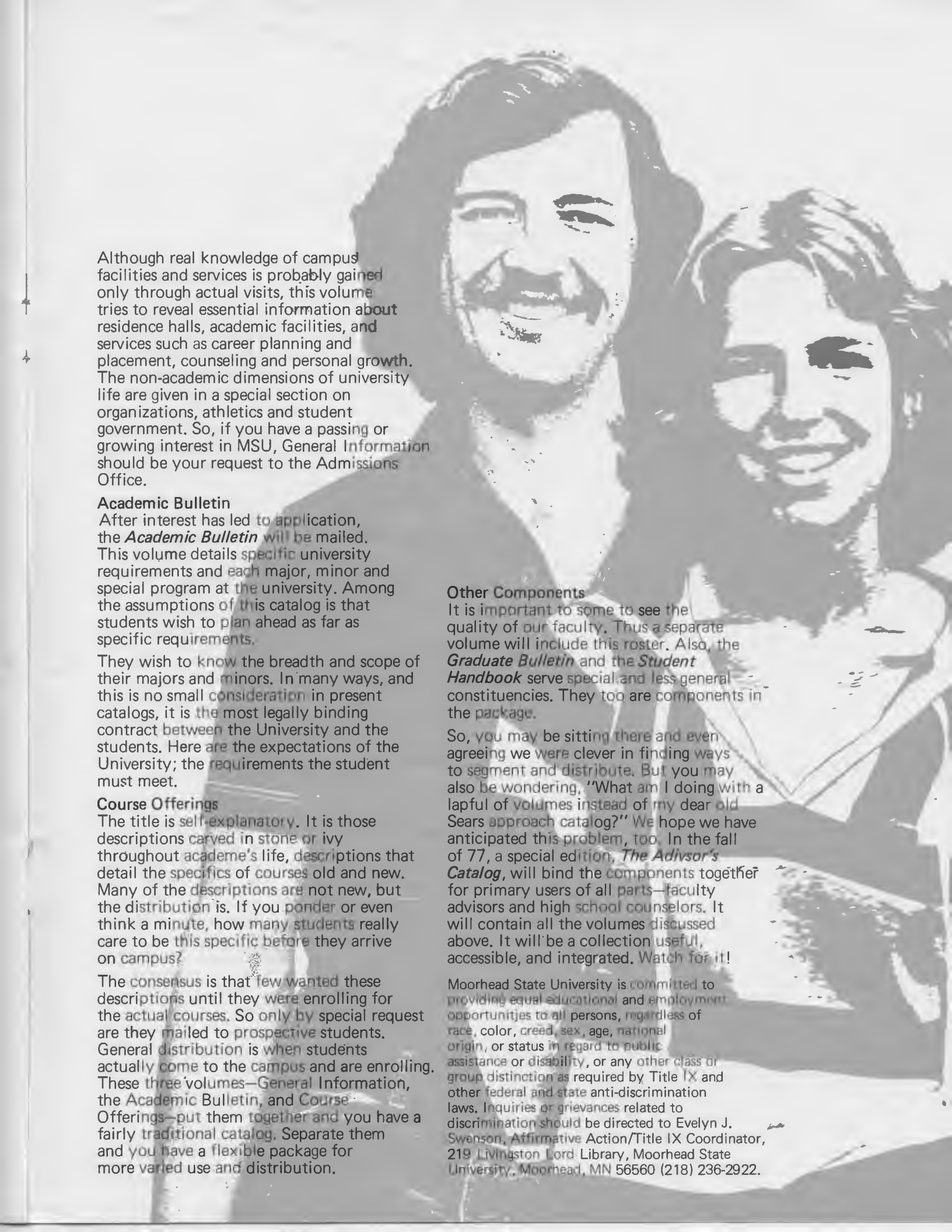
How do I get your catalog? This question is asked of every college. At Moorhead State we asked another question, What is a catalog?

In the past most catalogs have been vast compilations of every known and unknown fact about the college. After research and much questioning our catalog changed. We asked, Should any prospective student in passing inquiry receive an entire voluminous catalog when they might never apply or enroll? Could parts of the catalog be isolated for interested prospective students and serve their purposes? The above were judged and found possible.

People set to work about two years ago. Segments were identified that could and should be isolated into a single volume. You may wonder how the volumes fit together and how they are to be used. Perhaps, if they are discussed individually their purpose will be illuminated.

General Information

This slim volume is the major mailing of the university. It is the initial mailing to any person who inquires about Moorhead State. Any curiosity about the overall aspects of the college should be answered by this work, for it contains information about admission procedures, a listing of academic programs, degrees and specific programs. It also answers more specific questions, such as graduation requirements and types of credit. Financial information is given with attention to university expenses, financial aids and scholarship.



Although real knowledge of campus facilities and services is probably gained only through actual visits, this volume tries to reveal essential information about residence halls, academic facilities, and services such as career planning and placement, counseling and personal growth. The non-academic dimensions of university life are given in a special section on organizations, athletics and student government. So, if you have a passing or growing interest in MSU, General Information should be your request to the Admissions Office.

Academic Bulletin

After interest has led to application, the *Academic Bulletin* will be mailed. This volume details specific university requirements and each major, minor and special program at the university. Among the assumptions of this catalog is that students wish to plan ahead as far as specific requirements.

They wish to know the breadth and scope of their majors and minors. In many ways, and this is no small consideration in present catalogs, it is the most legally binding contract between the University and the students. Here are the expectations of the University; the requirements the student must meet.

Course Offerings

The title is self-explanatory. It is those descriptions carved in stone or ivy throughout academe's life, descriptions that detail the specifics of courses old and new. Many of the descriptions are not new, but the distribution is. If you ponder or even think a minute, how many students really care to be this specific before they arrive on campus?

The consensus is that few wanted these descriptions until they were enrolling for the actual courses. So only by special request are they mailed to prospective students. General distribution is when students actually come to the campus and are enrolling. These three volumes—General Information, the Academic Bulletin, and Course Offerings—put them together and you have a fairly traditional catalog. Separate them and you have a flexible package for more varied use and distribution.

Other Components

It is important to some to see the quality of our faculty. Thus a separate volume will include this roster. Also, the *Graduate Bulletin* and the *Student Handbook* serve special and less general constituencies. They too are components in the package.

So, you may be sitting there and even agreeing we were clever in finding ways to segment and distribute. But you may also be wondering, "What am I doing with a lapful of volumes instead of my dear old Sears approach catalog?" We hope we have anticipated this problem, too. In the fall of 77, a special edition, *The Advisor's Catalog*, will bind the components together for primary users of all parts—faculty advisors and high school counselors. It will contain all the volumes discussed above. It will be a collection useful, accessible, and integrated. Watch for it!

Moorhead State University is committed to providing equal educational and employment opportunities to all persons, regardless of race, color, creed, sex, age, national origin, or status in regard to public assistance or disability, or any other class or group distinction as required by Title IX and other federal and state anti-discrimination laws. Inquiries or grievances related to discrimination should be directed to Evelyn J. Swenson, Affirmative Action/Title IX Coordinator, 219 Livingston Lord Library, Moorhead State University, Moorhead, MN 56560 (218) 236-2922.

Doles Drum in Scholars

As noted in previous *Bulletin* stories, Moorhead State University was selected by *Changing Times* magazine as a "good school at a bargain price." That's well and good, but even that "bargain price" can amount to more than \$2,500 per student per year. That means for a four year degree the student will spend about \$10,000 and that's a lot of money in almost anyone's terms.

Unlike some years ago, however, when the typical student was left to his or her own devices to come up with the money for college expenses, today's student has access to a myriad of financial aid sources. At MSU the bulk of the responsibility for allocating these resources falls on the Financial Aid Office.

According to the Office, aid falls into two categories: aid based on demonstrated financial need of the student and that which requires no evidence of need. The former category covers aid such as grants, work-study and loans and comprises the largest share of available aid. With the exception of a few state programs, most aid that is given without evidence of need is that of some university scholarships which are generally based on demonstrated academic or leadership ability.

This year these aid programs amounted to a \$3,800,000 boost for MSU alone. This money was distributed to 2,650 students which is more than half of the student body.

Working Scholars

Before seeking aid through the Financial Aid Office there are other means of securing at least a portion of one's college expenses. With a relatively large metropolitan area such as Fargo-Moorhead (combined population-110,000) it is possible to find off-campus employment.

Another source of assistance at MSU is scholarships. MSU students can vie for 350 scholarships that are offered each year. Scholarships are awarded on the basis of a number of criteria; generally, however, a student will need to have a strong academic and/or leadership ability. The MSU Foundation awards the majority of the scholarships, which can range from \$50 to \$300 per year. Scholarship information can be obtained by writing the Foundation in care of MSU.

It is, however, the Financial Aid Office that is the single most important financial resource for MSU students. The office acts as an intermediary between student and available aid—matching the two with respect to need and a number of other criteria.

There are of course procedural matters to be taken care of to determine eligibility for aid. To determine "need" the University generally requires the student and his or her family to submit an ACT Family Financial Statement (FFS). Information garnered from this statement will usually determine to what extent the student will receive aid.

Caring Packages

Assuming the student is eligible, he or she will then have a financial aid officer work out an aid "package." (The package, regardless of its sources, is only meant to be supplementary. It is expected that the student will secure as much as is reasonably possible, of his or her money from other sources such as summer jobs, parents or part-time jobs.)

Aid packages are generally comprised of combination sources. The following are brief descriptions of aid that is available directly from the University:

Supplemental Education Opportunity Grant

1. Funds provided by the Federal Government enable the University to award grants ranging from \$200-\$1500 per year to academically or creatively promising students who demonstrate extreme financial need and are enrolled at least on a half-time basis.
2. Grants *must be matched* within the financial aid package by an equal or greater amount of other University administered aid.
3. Grants do not have to be repaid, and can be renewed upon demonstration of good academic standing, educational progress, and continued financial need.

College Work-Study Employment

1. Available to students who demonstrate high financial need and are enrolled at least on a half-time basis.
2. Students may earn from \$2.30-\$3.00 per hour for part-time on campus work while attending classes.

National Direct Student Loan

1. Available to students enrolled at least half-time who demonstrate "financial need."
2. Students may borrow up to a total of \$2,500 for their first two years, or \$5,000 total for their entire bachelor's degree program period of enrollment.
3. Repayment begins nine months after leaving school, 3% interest on unpaid balance.

Minnesota State Work-Study Program

1. Offers employment opportunities to Minnesota resident students who are eligible to borrow under the Federal Insurance Loan Program but who prefer employment to borrowing.

2. Priority given to students who have little or no assistance from "gift aid" programs (scholarships or grants).

There are other forms of aid available from state and federal programs which are not directly handled by the University. The first two of these—listed below—should, in fact, be sought first as they may be a prerequisite to other forms of aid.

On the other hand the Federally Insured/Guaranteed Student Loans available from banks should probably be a last-chance aid possibility due to higher interest rates among other things. In more detail these three programs are:

Basic Grant

1. A Federal "need-based" program that provides assistance to undergraduate students enrolled at least half-time who demonstrate financial need in meeting their school costs.
2. Maximum awards may be up to \$1,400 per academic year.
3. Separate application forms are required and may be obtained from your present school or the University. All undergraduate aid applicants for 1977-78 are REQUIRED to apply to the Basic Grant program.

Minnesota State Scholarship and Grant-In-Aid Program

Stipends ranging from \$100-\$1100 annually are provided to qualified Minnesota residents. All 1977 Minnesota high school graduates and students transferring from a Minnesota community college are required to apply if they need financial assistance while attending Moorhead State. Applicants must complete and mail a State Scholarship and Grant-In-Aid application form and an ACT Family Financial Statement (available from your counselor or the University).

Federally Insured/Guaranteed Student Loan Program

1. Available to students who are enrolled on at least a half-time basis. Maximum simple interest at 7 per cent and insurance premium may be charged by the lender.
2. Usually an undergraduate may borrow up to \$2500 per year but not more than a total of \$7500 as an undergraduate. However, some lenders' annual limitation is one-half of education costs, about \$1250 per year.
3. Loans to students with adjusted family incomes of less than \$25,000 per year automatically qualify for interest benefits. (This means that the Federal Government pays the interest for a student while in school and for 9-12 months after the student leaves school, until repayment of principal begins.)
4. Loans may be obtained from local banks, savings and loan institutions or other lending agencies. If local lenders do not participate in this program, loans may be obtained from agencies such as the Bank of North Dakota, the Minnesota State Student Loan Program, or lending agencies established by certain other states.

Sources and Resources

There are other sources for financial help outside of the Financial Aid Office; though, once again, these may determine in part what your package in total will be. Space does not permit the listing of all of the other aid sources. Listed here are some of the more prominent ones:

—Veterans' benefits: vocational-rehabilitation; social security; Bureau of Indian Affairs grants; Law Enforcement Education Program funds; and the state's Foreign Student Assistance. The MSU Financial Aid Office or high school counselors can usually refer the interested student to the people or organization that handles these programs.

As was stated at the beginning of this article, there are a myriad of financial aid programs and resources. For an incoming student or a present student seeking aid for the first time the experience might be confusing. To help alleviate the confusion it is advised that students interested in financial aid contact your high school counselor or write the Financial Aid Office at Moorhead State.

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