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a university is people

the bulletin



## The Editor's Desk

### A New Design

We tell you that a university is people. An inference might be that people outside the university are not. By no means do we consider beyond the gates of Moorhead State University lurks a different species. We do mean a university is little more and no better than the people who teach, administer and study at it.

But, for all the people outside the university there is a need to communicate as clearly and effectively as possible just what our university is all about. This need led to some lengthy, late night thoughts about the best way to serve you in this publication. It is always tempting to present the gloss and glamor of college life. It is easy to lapse into words of excellence, outstanding, and best. Temptations and ease laid to rest, we decided you were best served by informative articles that would help you in coming to this university. More important, we will attempt in this issue and future ones to present considerations not just for knowing Moorhead State University, but also for making better decisions about any college or university. It would be untrue to say we do not want you to choose MSU; it would be unfair not to help you in making the best decision and realizing that your new design might exclude Moorhead State from your plans.

So, our new design is to present regular departments in the magazine—Departments you can look for in each issue. We arrived at six features that should help you.

*Practically Speaking* will present issues of concern, factual and objective considerations you must think about in a practical manner. This issue discusses questions you should ask about any university before you choose it as yours. *Teacher Feature* will highlight not just a faculty personality here, but also the area they teach. It would be impossible not to feature one of our own professors, but their discipline, such as this issue's English, is one you will encounter at any institution. *The Students Say* is a forum for our students to speak directly without editorializing or from the somewhat removed perspective of this desk. Their opinions and reactions are specifically related to MSU, but as members of your age group their words should speak more universally to you. The *Bulletin Board* is admittedly and unabashedly about events, people and accomplishments at MSU. They are chosen to show you the variety and scope of offerings here and what you may attend and participate in at this institution. *Pro & Con* presents issues in education from differing perspectives. Whether or not you attend MSU, the purpose of education is important. In this issue, one person argues that you educate specifically for a career, the other argues that career goals are important but there is more to education, much more. *Future Reference* is a calendar; it is also an invitation. We should be happy to have you attend these events.

This is our new design. We hope it is helpful and will enable you to learn more about us and, most important, yourself. To use Robert Frost quite out of context, "If design govern in a thing so small," we hope our new design may play a small, but perhaps essential part in making decisions about your future.

**Ron Matthies**, Editor  
**Kathy Foss Bakkum**, Design, Posterizations  
**JoAnn Franck**, Photography

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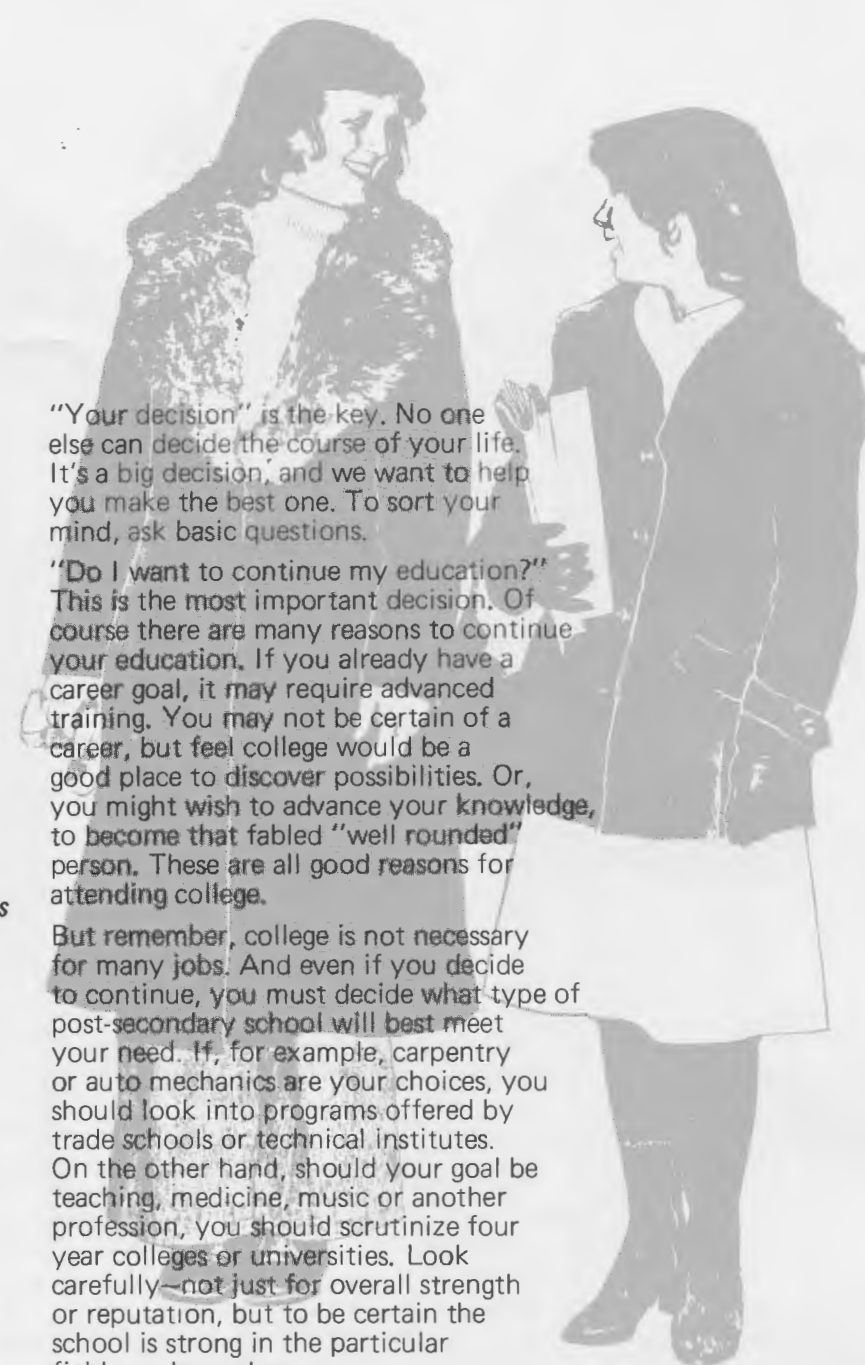
## Practically Speaking Choosing a College

by Elsie Listrom

***Editor's Note: There are many considerations in choosing a college. There is even the consideration of whether or not you should attend college. The following article attempts to present questions about any college. Moorhead State University is used as an example and, admittedly, because we would like you to consider MSU among your choices.***

By now the "Class of 78" is firmly imprinted on your mind as well as sweaters and rings. So, even as you cheer your teams to victory, wax nostalgic about good old Xanadu High, it is also time to consider whether or not you wish to be in the "Class of 82", that is, the college class. You may be ecstatic about leaving Xanadu; you may wish high school days would last forever. No matter what your feelings; the security of the known must give way to the new and the unknown.

This new and unknown is both exciting and frightening, for there are many roads open to you, many choices to make with your high school diploma a few months away. Undoubtedly, various types of salesmen from matchbook cover schools promising success through college admissions counselors are deluging you with brochures, letters and applications from colleges across the nation. Counselors are offering their advice. Parents have plans for you and your friends will also influence your decision.



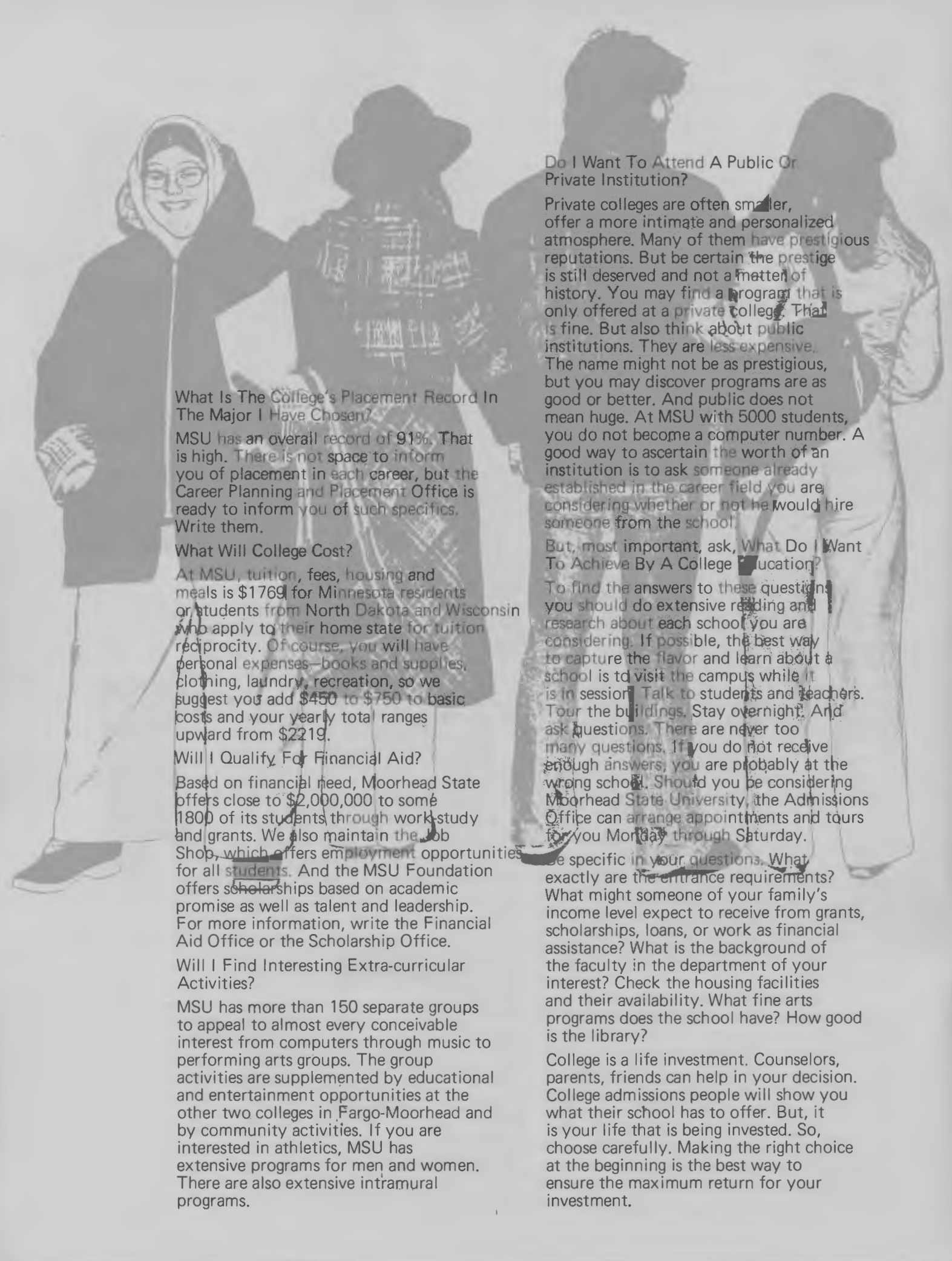
"Your decision" is the key. No one else can decide the course of your life. It's a big decision, and we want to help you make the best one. To sort your mind, ask basic questions.

"Do I want to continue my education?" This is the most important decision. Of course there are many reasons to continue your education. If you already have a career goal, it may require advanced training. You may not be certain of a career, but feel college would be a good place to discover possibilities. Or, you might wish to advance your knowledge, to become that fabled "well rounded" person. These are all good reasons for attending college.

But remember, college is not necessary for many jobs. And even if you decide to continue, you must decide what type of post-secondary school will best meet your need. If, for example, carpentry or auto mechanics are your choices, you should look into programs offered by trade schools or technical institutes. On the other hand, should your goal be teaching, medicine, music or another profession, you should scrutinize four year colleges or universities. Look carefully—not just for overall strength or reputation, but to be certain the school is strong in the particular field you have chosen.

So, once you have chosen the type of institution and if it is a four year college, there are still several questions that need answers: Does the college have the educational program I want for my career?

Moorhead State University has over 90 majors and programs. Among others, it is excellent in education, music, speech/theatre, and business. It strongly emphasizes the liberal arts to assure you are not only prepared for a career, but also for a stimulating intellectual life. With two other colleges in Fargo-Moorhead, there is a cooperative agreement that prepares you for engineering, dentistry, home economics, and others. You might wish to explore these possibilities.



### What Is The College's Placement Record In The Major I Have Chosen?

MSU has an overall record of 91%. That is high. There is not space to inform you of placement in each career, but the Career Planning and Placement Office is ready to inform you of such specifics. Write them.

### What Will College Cost?

At MSU, tuition, fees, housing and meals is \$1769 for Minnesota residents or students from North Dakota and Wisconsin who apply to their home state for tuition reciprocity. Of course, you will have personal expenses—books and supplies, clothing, laundry, recreation, so we suggest you add \$450 to \$750 to basic costs and your yearly total ranges upward from \$2219.

### Will I Qualify For Financial Aid?

Based on financial need, Moorhead State offers close to \$2,000,000 to some 1800 of its students through work-study and grants. We also maintain the Job Shop, which offers employment opportunities for all students. And the MSU Foundation offers scholarships based on academic promise as well as talent and leadership. For more information, write the Financial Aid Office or the Scholarship Office.

### Will I Find Interesting Extra-curricular Activities?

MSU has more than 150 separate groups to appeal to almost every conceivable interest from computers through music to performing arts groups. The group activities are supplemented by educational and entertainment opportunities at the other two colleges in Fargo-Moorhead and by community activities. If you are interested in athletics, MSU has extensive programs for men and women. There are also extensive intramural programs.

### Do I Want To Attend A Public Or Private Institution?

Private colleges are often smaller, offer a more intimate and personalized atmosphere. Many of them have prestigious reputations. But be certain the prestige is still deserved and not a matter of history. You may find a program that is only offered at a private college. That is fine. But also think about public institutions. They are less expensive. The name might not be as prestigious, but you may discover programs are as good or better. And public does not mean huge. At MSU with 5000 students, you do not become a computer number. A good way to ascertain the worth of an institution is to ask someone already established in the career field you are considering whether or not he would hire someone from the school.

### But, most important, ask, What Do I Want To Achieve By A College Education?

To find the answers to these questions you should do extensive reading and research about each school you are considering. If possible, the best way to capture the flavor and learn about a school is to visit the campus while it is in session. Talk to students and teachers. Tour the buildings. Stay overnight. And ask questions. There are never too many questions. If you do not receive enough answers, you are probably at the wrong school. Should you be considering Moorhead State University, the Admissions Office can arrange appointments and tours for you Monday through Saturday.

Be specific in your questions. What exactly are the entrance requirements? What might someone of your family's income level expect to receive from grants, scholarships, loans, or work as financial assistance? What is the background of the faculty in the department of your interest? Check the housing facilities and their availability. What fine arts programs does the school have? How good is the library?

College is a life investment. Counselors, parents, friends can help in your decision. College admissions people will show you what their school has to offer. But, it is your life that is being invested. So, choose carefully. Making the right choice at the beginning is the best way to ensure the maximum return for your investment.



## People

*Tom McGrath*, internationally known poet and professor of English at the university, received the Western Literature Association's 1977 Distinguished Achievement award during its national convention. The award is given to an author who has written at "a certain level of excellence over a period of years." McGrath has written several books of poetry, the most recent, "A Sound of One Hand." He has also written a novel, a few serious short stories, and a number of criticisms of poetry, theater and film. McGrath teaches creative writing and freshmen English at the university.

*G. K. Haukebo* has been named Vice President for Public Affairs at the university. In announcing the change, President Roland Dille said that the move reflects a number of changes in Haukebo's responsibilities. "The university," said Dr. Dille, "has for a number of years been increasing its involvement in community and regional affairs. It is my hope that we will become more and more useful to this area."

Haukebo will serve as MSU's official representative to many of the publics served by the university. The Public Affairs Office will work to develop joint programs with community organizations as well as continuing its other functions: Press and broadcast media, alumni activities, fund-raising and printed communications—including this magazine.

*Mary Ellen Schmider* has been named Director of Continuing Education. She came to MSU this fall from the University of Rhode Island where she was an instructor in a special writing program. She has also held a number of other teaching posts including positions at the University of Southern California, California Lutheran College and the University of Vermont. Continuing Education offers some 225 courses to over 3200 students in evening and off campus courses.



## Teacher Feature

### Marie Tarsitano, English

by John Shonyo

*Editor's Note: Professors may seem remote, almost alien beings. They are quite human and ready to help you, teach you, even be your friend. Dr. Marie Tarsitano well embodies the character of MSU's faculty. Also, freshman English, the only required course at the college, is too often approached with fear, dread or loathing. Combining Tarsitano and a discussion about teaching, we hope you will see that English is not just an overdiagrammed sentence, that professors are people.*

As an undergraduate at Penn State, Marie Tarsitano had no intention of "getting into this business of teaching English." She has been very much involved in it at Moorhead State University for three years. A native of Patterson, New Jersey, Dr. Tarsitano is not only teaching English, but also has something of a mission in wanting to bring English literature, especially Shakespeare, to those in the community who would not otherwise have the opportunity to study it.

Neither did it take her long to reach her English career. Marie received her Bachelor of Arts and Masters degrees at Penn State University and her Ph.D. at State University of New York—Binghamton, all in English and all by the time she was 25 years old. And at some time she obviously changed her intentions and now finds herself going to the classroom "excited."

Although preaching no teaching philosophy, Marie knows what must be done to get minds moving in her classes. The wide belief among incoming students is that three quarters of required freshman English are akin to vegetables eaten with eyes closed and nose plugged. Dispelling this belief is, then, Marie's first task.

"There needs to be a willingness to learn," she says.

"I want to get to them before they get the wrong idea about English. All I want initially is for them to give me the benefit of the doubt."

She tells students immediately why three quarters of English are and will be important to them. She has a good example. As a graduate assistant, Marie taught evening English classes to IBM executives. "At ages of 25 or 30 or 40, they couldn't write a decent sentence. They found they needed grammar skills to write simple office memos or reports and they ended up going back to school to get them." The moral, if life needs a moral, is apparent. English grammar and composition will be needed regardless of a person's vocation.

She also points out that first impressions are often based on how well a person speaks and writes. In today's tight job market first impressions can be the difference between getting a job or not getting one.


With these slightly grim but all too accurate statements presented to the class, Marie moves into the classroom subject. Her approach is to "go slow," to avoid "heavy" assignments at the outset.

"I attempt to show the students how much they know, not what they don't know. That means no grammar pre-tests and no Samuel Johnson until the students are psychologically prepared for such assignments."

Student's introduction to the printed word is through newspaper articles. Using them, Marie shows the difference between good and bad writing styles. She then has the student rewrite the often bland, colorless stories using descriptive adjectives and action verbs. Students should begin writing with the familiar, with events or persons they know.

Freshman English teaches literature as well as composition. Marie is not afraid of even the most dreaded third quarter assignment—poetry. "We start out with short, easy pieces," she explains. "I must keep telling them not to worry, not to look for deep, hidden meanings because they aren't there. They should just try to enjoy poetry."

To show that poets are not hallowed beings ensconced in marble tombs, Marie invites local poets with published works into her classes for reading of their works and simultaneously revealing they are ordinary mortals. They move from local poets to more traditional, equally human, poets. The goals remain the same—to enjoy and to understand.



Dr. Tarsitano embodies what freshman English is all about, what teaching is about. Meeting students at their level, treating them as humans, making learning enjoyable yet informative are worthy goals. And we doubt if her students return to school at 25 or 30 or 40 in need of basic skills.

Beyond freshman English, Marie has another consuming affection; it is Shakespeare. She will unabashedly tell anyone who asks that she loves Shakespeare. She also finds teaching the Shakespeare course a healthy reprieve from several sections of freshman English. Her Shakespeare students include both majors and non-majors. They all seem to share her enthusiasm for the man and his works.

"There is a lot of ranting and raving that goes on in that class over his works. The atmosphere is wonderful as the differing opinions come together," she says.

In the future, Marie would like to take Shakespeare into the community. She would like to present a total program lasting three quarters exclusively on Shakespeare. The program would include the study of his works and attending Shakespearean productions at one or more major theatres, such as Minneapolis' Guthrie.

During fall quarter of this year, Marie was involved with another type of community-university program, "The American Short Story on Film." Co-sponsored with the Moorhead Public Library, the films based on popular American short stories were first viewed, then discussed. As the discussion leader, Marie was excited by working with people in the community. She sees it as an encouraging sign that her Shakespeare idea may yet be realized.

"This is what I enjoy about this kind of work . . . bringing people to literature who would not normally come to it."

And perhaps this is the basis for her involvement with "this business of teaching English."





## The Student's Day Impressions of M.S.

After all the classes and lines and waiting, after countless tests and papers and cafeteria meals, how does a senior feel about her first days at the university? We thought as someone considering college that it might help you to read the impressions of someone who has been here long enough to sort her thoughts, to reflect without the clutter of only first impressions. So we talked to Beth Feda, a senior and business administration major. Beth is also president of the Delta Zeta Sorority, Student Union Programming Board Special Events Coordinator, Orientation '77 Activities Coordinator and a resident assistant in Grantham Hall.

Here is what she says about Moorhead State—

"I came to Moorhead State three years ago as a typical freshman. I expected what's called "the greatest years of my life." But my emotions were many. I was frightened of not knowing what to do. I was excited to meet people, types I'd never known before. And I was undecided about my future lurking four years away. In brief, I started like a thousand others. Like most of them, I found college full of places to find, facts to learn and people to appreciate.

"My first contact with Moorhead State people was in the dorm. My roommate and I got along as if each answer on the housing roommate questionnaire had matched perfectly. This friendship and similar situations made sharing new experiences exciting, adjusting to college life much easier.

"Becoming acquainted with upperclass students, those who had already experienced college life, also had many advantages. I was skeptical, at first, of the upperclassmen on our floor. I worried

that they had already created their own worlds and that their worlds would exclude freshmen. I was wrong. They were friendly and helpful and taught me the proverbial ropes for dealing with college situations I would confront. Unlike high school, age difference was not a big deal. The difference between 18 and 23 was not as evident as the years that separate high school freshmen and seniors. Age wasn't important anymore.

"I found this feeling was true as I encountered new people in classes, organizations and at social events. People I didn't know often said "Hi" and I soon decided MSU had a very friendly atmosphere, very friendly indeed. I began to feel I was *in* college not just *at* college. There's a big difference."

"Becoming accustomed to the new living situation was a major change in becoming a part of college. I acquired an independence I had never known before. Of course, my daily schedule revolved only around my classes. But, the other 18-20 hours a day were filled with whatever became important to me, whatever I chose. Obviously I also sacrificed some of the intimacies of home. It took time to get used to carrying towels to the bath, to remember my student ID to get a meal, to live in one room and with another person. But each change had its reward. I soon really liked dorm living.

"The academic part of college was surprising in many ways. The days of free books, math computed in my head, one book per class and mandatory attendance were gone. I bought and studied harder and read more and went to classes because I chose. Teachers were different from high school. Some were very informal in class situations. Taking notes became more essential than they had ever been in high school. But tests were still tests.

"The major academic change was a change in attitude. I soon realized I was here because I wanted to be. It was totally my responsibility to pursue my studies. This attitude was also apparent in other students. Oh, not everyone knew what they wanted, but this was the place where they were beginning to find out.

"The courses themselves covered a lot of material and required more extensive reading than I had ever encountered. But it was a challenge and instilled in me a deeper respect for the college institution. I knew I would leave here with much more knowledge and understanding than I brought.

"Almost every part of college had more than I expected. I am sure other freshmen felt the same. My advice to new freshmen—take full advantage of the opportunities to know what college has to offer, as well as to meet and know the people in it. Four years are a long time and people are essential to liking the life in those four years. I took awhile to conquer my inhibitions, but it was easier when I realized every other freshman was in the same situation. There is much more to college life than study. It becomes evident very quickly and people are essential to that part of college life."

"Yet there is an underlying purpose for continuing an education that is not forgotten. It has many names—Knowledge. Understanding. Knowing myself. Finding a career. As a senior I see how important that purpose is to education. But the build up to this awareness began, most importantly, as a freshman. MSU offered what I needed to feel at home in a college. Once that fell into place, everything established itself. I still feel scared, excited and undecided. That is probably the nature of life and one of the purposes of college to teach the wonder and excitement, the complexities and ambiguities of life.

"I hope MSU becomes the place it was for me to many more freshmen."

Beth is a single voice. We hope she speaks for many. From our conversations with students, we believe she gives an accurate impression of MSU life. We hope it helps you.





## Bulletin Board

The events in this column are not a calendar of things to attend, but are presented to reveal the variety and scope of activities at Moorhead State University.

**International Enrollment.** One hundred and four students representing 28 countries are enrolled at Moorhead State University. This enrollment is the largest ever at the university. Over the past several years, the international enrollment averaged between 40 and 45. Last year, it jumped to 80 and now to its new height. The largest number are from Iran, followed by 14 students from Hong Kong, 10 from Ethiopia and nine from Nigeria. With these students and most of 50 states represented, you will certainly not be part of a local, closed group when you come to MSU.

**Series for the Performing Arts.** On October 19, the Paul Winter Consort began this season's seven scheduled performances. The Consort, a five-member ensemble, played non-western and contemporary art music. Other performances in the Series include: the Contemporary Dancers from Winnipeg, the Stradivari String Quartet, the Michael Hennessy Mime, the Guthrie Theatre production of "A Moon for the Misbegotten," the Western Wind, and pianist Robert Rowell. The performing arts are a large part of college life. The Series represents one of MSU's efforts to bring professional performers to the university.

**Family History II.** Last spring the university offered the first Family History Workshop. Its success led to Family History II. This workshop was held on Saturday, October 29. Structured around 40 sessions focusing on particular aspects of genealogy, the workshop was for both beginners and veterans of family history. An increasing awareness of family origins has led the entire nation to diggings into their genealogy. This project represents one of many community service projects of the university.

**Theatre.** Shakespeare's "Taming of the Shrew" was presented in October by the MSU theatre. Jaclyn Ross played the shrew; Daniel LaRocque was Petruchio, the husband who tames her. Both are students. Michael Kolba, professional

artist-in-residence, plays one of Kate's suitors. Beyond bringing the bard's drama to life, two important aspects of college life are revealed. First, students have the opportunity to participate in three major dramas throughout the academic year. Also, the unusual artist-in-residence program brings an established professional to teach students each quarter.

**Clinic Accredited.** The Speech and Hearing Clinic at Moorhead State University, a student training center guided by faculty professionals, was recently reaccredited by the American Speech & Hearing Association. Providing both evaluation and clinical treatment to the community, the university clinic serves an average of 150 to 175 people a year who have speech, language or hearing disabilities. This clinic is also valuable for speech pathology and audiology majors.

**Scandinavian Grant.** Moorhead State University's Scandinavian studies program in conjunction with the Northwest Minnesota Historical Center, located on the university campus, has received a \$17,000 federal grant to develop a curriculum for emerging high school, university and adult education courses in Scandinavian Studies. The grant was awarded by the Department of Health, Education & Welfare and is designed to tap the resources of MSU's Scandinavian Studies program as well as the extensive written and oral records in the NMHC archives. Under the grant, Moorhead State faculty and curriculum specialists will develop booklets, study materials, teacher guides and visual aids that can be used in classroom Scandinavian studies. The Scandinavian studies program is now in its sixth year. It offers eight majors and almost 30 minors involving the language, literature, history and culture of Scandinavia and its American immigrants.

**What is 504?** Much national attention in higher education has been given to the problem of the handicapped and how they may be assured of higher education. Section 504 of the Federal Rehabilitation Act protects the handicapped from discrimination in admission, access, treatment, employment, or use of facilities. Of course, this act must and should be implemented. At Moorhead State, President Dille has appointed Mr. Mel Schmitz, Placement Director, as 504 coordinator and also named an advisory committee. Thus, recommendations and evaluations will be made and implementation assured.



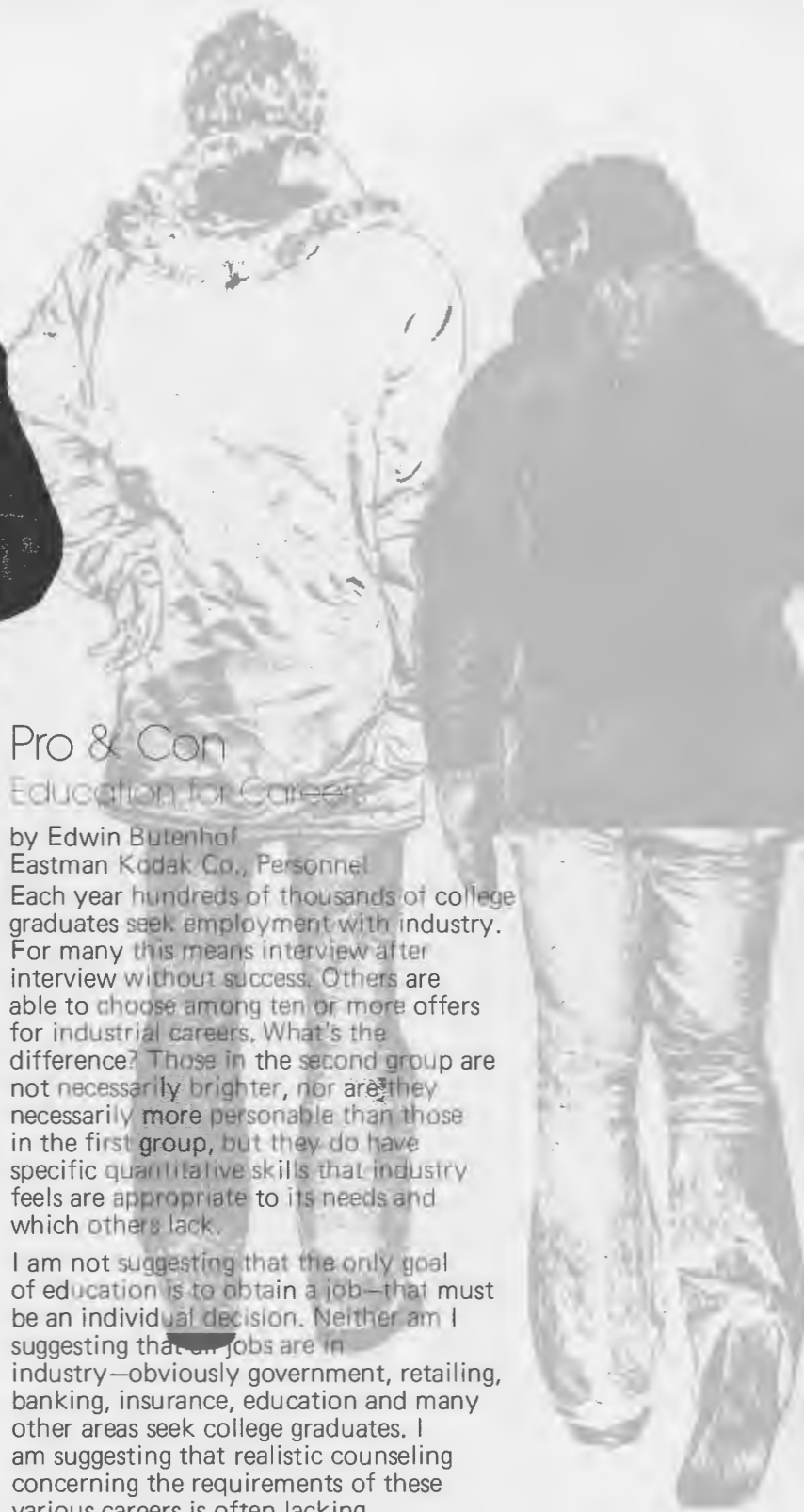
## Pro & Con Education for Careers

by Edwin Butenhol  
Eastman Kodak Co., Personnel

Each year hundreds of thousands of college graduates seek employment with industry. For many this means interview after interview without success. Others are able to choose among ten or more offers for industrial careers. What's the difference? Those in the second group are not necessarily brighter, nor are they necessarily more personable than those in the first group, but they do have specific quantitative skills that industry feels are appropriate to its needs and which others lack.

I am not suggesting that the only goal of education is to obtain a job—that must be an individual decision. Neither am I suggesting that all jobs are in industry—obviously government, retailing, banking, insurance, education and many other areas seek college graduates. I am suggesting that realistic counseling concerning the requirements of these various careers is often lacking.

College years can yield disappointing returns if career counseling comes too late or comes from a base too narrow for the formation of realistic employment goals. We in industry see the confusion daily as college graduates come to us with academic backgrounds suited neither to our needs, nor to their stated goals. Many students, of course, haven't listened even when counseling is offered; but eventually, they are faced with the realities of the job market.





The following focuses on industrial needs not because that's all there is, but because that's the segment I'm familiar with. I feel there is a crying need for career counseling which focuses on the real world of industrial employment requirements. If some decide they have no interest in industry and, therefore, choose not to meet those requirements—fine, that's their choice, but at least they should have the facts. This counseling should precede any student decision on course majors and input should be provided by teachers, guidance counselors, parents and industry itself, throughout high school and college.

Counseling must start as soon as the student begins to have choices. In many high schools today, a student can get by with perhaps one course in mathematics and earn a diploma. Counselors, however, should encourage students to take as much mathematics and science as they can handle so that they have as wide a choice as possible when college majors and career directions are chosen. Should they not go on to college, a strong math background would enable them to pursue valuable apprenticeship and technical school courses. Without math, many career options are already closed to the high school graduate.

Graduates of liberal arts programs often feel that industry should hire them because they are having a tough time finding a job and because they are bright. They might better have found out early what training is really needed for industrial jobs, since they are competing with others, equally bright, but better prepared. Liberal arts majors are often said to excel in communications skill,

leadership, persistence, tact, ability to learn, etc. What is not well understood even by many counselors is that for industry these things are not sufficient by themselves. We also need technical skills relevant to industrial problem solving.

To say that, in other words, industry needs broadly trained people who can tackle a variety of jobs, I may differ from some educators; however, in my definition of "broadly." In my opinion, no individual can be classed as "broadly trained" who has no knowledge of engineering, problem solving; no knowledge of computers, of science, or of finance. Breadth also includes knowledge of philosophy, history, writing and speaking; but our experience shows that a bright, well-motivated individual with the right technical knowledge can pick up the latter knowledge by experience and self-study on the job. The reverse, unfortunately, is rarely true.

Because many students do not have clearly defined goals when they begin college, it seems wise to me to keep the options open as long as possible. This can be done by earning the most quantitative degree the individual can handle regardless of the ultimate objective. One can easily become less quantitative in the course of a career and many do, but moving the other way is difficult.

Incidentally, I wouldn't expect a job-seeking student to be able to tell me where his or her background would fit at Kodak. But I would expect students seeking jobs with our company to have examined themselves and their goals as objectively as possible.

As an illustration, a graduate recently asked me for a job in sales. Unfortunately, he did not have the personal capabilities necessary to work with people. He didn't even want to travel! This demonstrated to me a complete lack of self-analysis. It is equally unrealistic for those who can't communicate with others to want to be managers or for those with poor scientific achievement to aim for a position in research. Counselors who are knowledgeable about job requirements can help students be realistic in their goals.

Teachers and guidance officers are the ones who can reach the students early when important choices are being made. If they wish to ask industry for information and assistance, I feel sure industry will respond. It's sad to see a student realize that four years have been spent in obtaining a degree not relevant to his or her career goals. It happens too often.



## For More Than Careers

by President Roland Dille

Edwin Butenhof's central thesis is that there are certain requirements that an applicant for a job in industry must meet, and that anyone who expects to apply for such a job had better use the college years to get ready to meet those requirements.

That thesis is scarcely debatable. To do a particular job requires particular skills and knowledge, as well as particular personal qualities, and it is the responsibility of those who hire to match skills and knowledge with jobs.

What is true for jobs in industry is also true of most other jobs.

Because students and universities recognize this fact about employment, there are available to most college students wide choices among programs and courses that provide the specific quantitative skills that are necessary for particular jobs.

But if you add all of these programs and courses together, with all their purposes and requirements, their books and lectures, their instructors and students, you would still not have a university.

The question to be asked, and students often ask it, is this: what is the function of the rest of the university, that part of it that does not deal with Mr. Butenhof's undebatably necessary quantitative skills? What is its *use*? Is it a waste of taxpayer money and student time?

One traditional answer is that it is the purpose of a university to make people free. That's the kind of high-sounding abstract statement that turns out not to be very persuasive because it doesn't seem to explain anything.

And that is too bad, because the answer is not only traditional, it is true.

Even all those quantitative skill courses are related to that purpose, for very few people are free who don't have an income, and most of us don't have incomes unless we earn them in jobs for which

we have prepared ourselves. Our wages give us the power to make choices.

Our wages, however, don't give us the power to make wise choices, or, for that matter, even to know the range of choices that are available to us. To know that there are, indeed, choices, and to make wise choices, requires the kind of learning, the kind of understanding, that sometimes helps us increase our incomes but sometimes does not. In fact, such learning may lead us to choose not to increase our incomes. Which isn't such a very odd choice, unless we happen to believe that money is not only the most important thing in the world but the only thing of importance.

"I would," writes Mr. Butenhof, "expect students seeking careers in our company to have examined themselves and their goals as objectively as possible." That is good advice. "To have examined themselves," and not just objectively but fully.

That is what we're about, because if we do not urge you to that self-examination we may find ourselves guilty of conspiring with all those employers out there to prepare you to simply fill a slot, to prepare you so thoroughly that you won't ask any uncomfortable questions about happiness and self-fulfillment and what might have been.

It hardly needs saying that self-examination is more than an empty-headed and slow-witted identification of natural impulses. The end of self-examination is self-knowledge, and you will not know who you are, and what you can become without an exploration of the experiences, the ideas, the works of humankind, of the philosophers and poets and scientists who have pushed out towards the limits of our capacities to feel, to imagine, to see, to know, to understand, and believe, and to act.

It is there that we learn our own capacities. It is there that we discover who we are. It is there that we are free.



## Future Reference

### Fine Arts Calendar

January 9-20

**Senior Art Exhibit: Mark Kramer, Prints and Photographs** CA Gallery

January 13, 8:15 p.m.

**Series for the Performing Arts: Stradivari String Quartet** Weld Hall

January 23-February 3

**MSU Faculty Art Exhibit** CA Gallery

January 31 8:15 p.m.

**Series for the Performing Arts: Michael Hennessy Mime** Weld Hall

February 4 3:00-8:15 p.m.

**Nels Vogel Band Clinic** Nemzek Fieldhouse

February 6-17

**Senior Art Exhibit: Mark Warwick & Shauna Hanning, Prints and Drawings** CA Gallery

February 8-11 8:15 p.m.

**Winter Musical** CA Auditorium

February 12, 3:00 p.m.

**Winter Choral Concert: Festival Choir & Chamber Singers** Weld Hall

February 14-15, 8:15 p.m.

**Opera** Weld Hall

February 18, 8 p.m.

**Fargo-Moorhead Symphony** CA Auditorium

February 19, 3:00 p.m.

**MSU Orchestra and Band Concert** CA Aud.

February 21-March 3

**Senior Art Exhibit: Mary Johnson, Paintings; Robert Hattlestad, Graphic Design**

March 12, 3:00 p.m.

**Wind Ensemble Concert** CA Auditorium

March 13-24

**MSU Alumni Art Exhibit** CA Gallery

March 17-18, 8:15 p.m.

**Series for the Performing Arts: Guthrie Theatre - O'Neill's "A Moon for the Misbegotten"** CA Auditorium

March 27-April 7

**Senior Art Exhibit: Paul Kulhanek, Graphic Design**



## Academic Calendar

### Winter 1977-78

*Quarter Midterm* Jan. 24  
*Withdrawal Deadline* Feb. 15  
*Spring Pre-Registration* Feb. 21-24  
*Final Class Schedule* Feb. 27-Mar. 1  
*Residence Halls Close* Mar. 1 (7 p.m.)  
*Faculty Grades Due* Mar. 3 (3 p.m.)

### Spring 1978

*Residence Halls Open* Mar. 8 (Noon)  
*Final Registration* Mar. 9  
*All Classes Begin* Mar. 9  
*Tuition/Fee Payments* Mar. 13-15  
*Drop/Add Deadline* Mar. 22 (4 p.m.)  
*Pass/No Credit Deadline* Mar. 22 (4 p.m.)  
*Good Friday (No Classes)* Mar. 24  
*Faculty Convention* Mar. 31

## Sports Calendar

### Men's Basketball Schedule

Jan. 9 *UW River Falls* Home  
 Jan. 11 \**UM Morris* Away  
 Jan. 14 \**Southwest State* Home  
 Jan. 18 \**St. Cloud State* Home  
 Jan. 21 \**Winona State* Away  
 Jan. 24 \**Bemidji State* Home  
 Jan. 27 \**UM Duluth* Home  
 Jan. 28 \**Michigan Tech* Home  
 Jan. 30 *Concordia College (MN)* Away  
 Feb. 1 \**UM Morris* Home  
 Feb. 4 \**Southwest State* Away  
 Feb. 7 *North Dakota State* Home  
 Feb. 9 \**St. Cloud State* Away

Feb. 11 \**Winona State* Home  
 Feb. 16 \**UM Duluth* Away  
 Feb. 18 \**Michigan Tech* Away  
 Feb. 21 \**Bemidji State* Away

### Men's Wrestling Schedule

Jan. 12 *UM Duluth* Home  
 Jan. 13 *UW Superior* Home  
 Jan. 19 *Mankato State* Away  
 Jan. 27 *Northern Iowa* Away  
 Jan. 28 *Winona State* Away  
 Feb. 8 *St. Cloud State* Away  
 Feb. 10 *UM Morris* Home  
 Feb. 18 *NIC Championships* Home  
 Mar. 3-4 *NCAA II*  
 Mar. 16-18 *NCAA / College Park, MD*

### Women's Basketball Schedule

Jan. 6 *Winona State University* Home  
 Jan. 7 *Concordia College—St. Paul* Home  
 Jan. 10 *North Dakota State University* Away  
 Jan. 12 *Concordia College* Home  
 Jan. 14 *College of St. Catherine* Home\*  
 Jan. 17 *University of North Dakota* Away  
 Jan. 20-21 *Tri-College Tournament* Home\*  
 Jan. 24 *Mayville SC* Away  
 Jan. 26 *Bemidji State University* Away  
 Jan. 31 *University of Minnesota-Morris* Home  
 Feb. 3-4 *Mankato State Invitational*\*  
 Feb. 7 *Valley City State* Home  
 Feb. 10-11 *Minn-Kota Tournament—Morris*  
 Feb. 15 *North Dakota State University* Home  
 Feb. 16-18 *District Playoff—CC-St. Paul*\*  
 Feb. 23-25 *MAIAW Tournament—Augsburg College*\*  
 \*varsity game only

### Women's Gymnastics Schedule

Jan. 14 *State University Meet—St. Cloud State*  
 Jan. 20 *Concordia College Invitational*  
 Jan. 28 *Moorhead State Invitational*  
 Feb. 3 *Augsburg College*  
 Feb. 10 *Mankato State & UND* Home  
 Feb. 17 *Minn-Kota Meet—Bemidji State*  
 Feb. 23-24 *MAIAW Meet—Winona State*





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