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MSUM memories 1888-2013 : reflections of the college and the university

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MSUM MEMORIES

1888 – 2013

Reflections of the College and University

Edited by Roland Dille
and Terry Shoptaugh

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Table of Contents

Introduction	1
Chapter I: Moorhead Normal School	3
Chapter II: Moorhead State Teachers College	29
Chapter III: Moorhead State College	75
Chapter IV: Moorhead State University	113
Chapter V: Minnesota State University Moorhead	159
Appendices	197
Acknowledgements	214

Dedication: In memory of Soc Glasrud and Byron Murray, for their zeal in preserving the history of the University; and to all the students who have graced the campus with their presence.

Introduction



As the 10th president of our university, I remain both awed and humbled by the responsibility and privilege of leading Minnesota State University Moorhead. The university was passed forward to me by my nine predecessors, by our founder Solomon Comstock, and by the many faculty, staff, students, and community members who together have made this a very, very special place.

It is now my responsibility to pass it forward to generations to come. To that end, I have asked our 8th President, Roland Dille, and our archivist, Professor Terry Shoptaugh, to build on the fine work of Professor Clarence Glassrud and create a single volume, brief, history of our university for the 125th anniversary from the first year of operation.

As you read this volume, I hope you will join me in remembering fondly those who came before us and passing the torch to those who will follow us. The words of our alma mater seem to sum up this introduction better than any prose I could pen.

*Where flows the river through prairies to the valley North
Seekers of truth built a place of light and liberty
That from its portals their sons and daughters might go forth
Throughout the nation till the truth be spread that sets us free
Hail MSU Moorhead to thee, with love and loyalty
We pass the torch from the past to the future bright
Hail, hail, Alma Mater, answering ever to our country's call
Ever changing, ever constant, ever true, our Alma Mater*

Edna Mora Szymanski

Chapter I – Moorhead Normal School



Chapter I – Moorhead Normal School



Bayard Taylor, America's gadabout globetrotter and premier author, liked what he saw on the Minnesota grasslands. "Prairie grass and western winds, blue sky and bluer waters," he wrote for the *New York Tribune*, "they all filled us, if not with a new delight, yet with one which never grows stale from experience." This would be good farmland, he assured his readers, a setting in which a family could, with hard work and persistence, live well and happily.

It was August 1871. Taylor was traveling in western Minnesota as a special correspondent for the *Tribune*, one of several journalists on a junket sponsored by the Northern Pacific Railroad. Following a journey that had begun on a Great Lakes packet to Duluth, then on a long, draining train ride from Minneapolis to Morris and then to the company's terminus across the Red River from Fort Abercrombie, Taylor and the other newspapermen boarded the *Selkirk*, the only steamer small enough to navigate the twisting curves and shallow bottom of the Red. Now the men had arrived at the most important destination. It was somewhere along this part of the river that the railroad engineers would soon begin to build its bridge.

Having traveled through Europe, the Near East, Africa and much of Asia, Taylor prided himself for having a keen eye for the "progress of settlement." He hastened to predict that the houses springing up along Detroit Lake would become the "central point" of Becker County, and that the fledging town of Morris was "speeding toward a sedate existence." But when the *Selkirk* fetched up along a bend of the Red River for replenishment and put its passengers ashore at a hardscrabble shantytown called Oak Port, Taylor looked over the grimy folks living in tarpaper shacks and tents and found them distinctly unsavory. There were a few of these 100 or so folks who he found earnestly hoping to lay claim to a farm, but he found most to be speculators, hoping to clean up if the oncoming railroad would build its bridge across the Red River at this spot. The remainder he thought to gamblers, "ladies of ill repute," some who looked to be thieves and one fellow who had had "half his left ear chewed off in a fight."

Meeting them, seeing the hovels in which they were living, half-fascinated, half-aghast, Taylor asked his fellow writers if it were possible that this motley



Track layers prepare roadbed and lay cross ties as the Northern Pacific approaches the Red River.

gang could possibly build a new gateway to the west. The journalists were dubious. Perhaps already suspicious that the Northern Pacific engineers had selected a different site for their bridge, the correspondents looked around, dubbed the disheveled shacks of Oak Port a "bogus-ville" and moved on to the north.

Their guess proved right. A few weeks after Taylor and his comrades left, the Northern Pacific started work on its bridge, about 5 miles

south of "bogus-ville." Their major stockholders, drawing upon their advanced knowledge, had already grabbed up many of the choicest lands on each side of the river. Eager speculators, merchants, and others flocked to the two towns that sprang up – Moorhead on the east banks, Fargo on the west. Both communities were named for prominent investors in the Northern Pacific. Levi Thortvedt, a nine-year-old living with his family on a tiny farm just north of the bridge, recalled years later that Moorhead "was a tent city" at first, but the railroad quickly threw "a depot and a warehouse up" and "frame buildings" for homes and businesses, which were added to create a town center.

Hundreds of land-hungry families began arriving on the trains, claiming land and plowing under the prairie grass to sow corn, wheat and potatoes. The average size of the farms was small, usually a quarter or half section. Since much of the ground in this flat prairieland was wet marsh, the actual acreage for growing crops was limited. But by 1872 several investors joined together to build a grain elevator. The Northern Pacific shipped in threshing equipment, and the rural economy was putting down roots.



1871-72 – The Selkirk squeezes past the site where the railroad bridge is being constructed across the Red River. Behind the boat, frame buildings are going up in the newly born Fargo.

Contrary to Bayard Taylor’s fears, the accoutrements of civilized life arose as quickly. A private school, brought to life by the Moorhead Presbyterian Church, opened in the latter months of 1872, and the commissioners of Clay County established public school districts seven months later, authorizing a bond issue to build the schoolhouses. All well and good, but finding teachers for the schools proved a challenge that only became more difficult as the population in the Valley grew ever more rapidly.

The answer to the teacher dilemma was to secure a college for training teachers. As emeritus professor Clarence, “Soc” Glasrud explained in his comprehensive study of the Moorhead Normal School: “By the 1880s the northwestern part of Minnesota had enough people to begin agitation in the state legislature for a fourth teacher training school that would serve the northern part of the state. Hundreds of new school districts had been organized in the 1870s and many of them were hard put to find teachers willing to come to the area. The Valleys of the Red River and its tributaries were far removed from the nearest teachers college. At the 1885 session of the Minnesota legislature, Moorhead and Crookston made determined bids for a new normal school.”

Moorhead’s champion in this contest was Solomon Comstock, first attorney for Clay County, and a man who had intimate ties to the railroad. In his later recollection, Comstock “promised a site of six acres” from his own considerable land holdings east of town,” an act that helped Crookston’s bid “fall by the wayside.” Hard lobbying – and perhaps a bit of arm-twisting – over the next several months secured the college for Moorhead and a \$65,000 appropriation to build the campus.

Construction of the main building began in 1887. While it progressed, a group of trustees recommended by Comstock and the city government began to search for a president for the new school. After meeting with several candidates they announced their choice in April 1888 – Livingston Lord, superintendent of schools at St. Peter. Lord, a native of New England, like Comstock and several other early community leaders, began his duties in July. Classes, he announced, would begin in the coming month. The school had an immediate impact on the community and region.

Foreword drawn from comments by Dr. Soc Glasrud



The first graduating class, 1890.



Old Main's interior benefitted from natural lighting through numerous, well-placed windows, but the revolution in learning rested on the power of the solitary light bulb shown in the classroom above.



The stage-auditorium of Old Main.

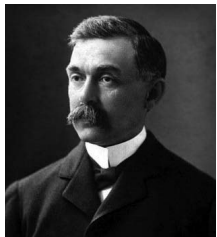


From the *Moorhead Daily News*, August 10, 1888:

“We visited the Normal School building this morning. Work is progressing rapidly in finishing it. The building is a magnificent one of large dimensions, and has to be seen to be appreciated. It is expected by the faculty that about 50 to 60 pupils will commence classes at the opening on August 29, which number will be augmented to perhaps 100 by December 1.”

◇ ◇ ◇

Livingston Lord (first president of Moorhead Normal School), describing the “The Ideal Teacher,” extract from *The Chicago Schools Journal*:



Much thought has been given to the preparing of teachers. School work must now be done in properly lighted, heated and ventilated rooms; apparatus and books must be provided; the right subjects of instruction must be selected; and a good organization, not too loose, not too rigid, is necessary with a proper person at its head. Then things are ready for the teacher and the boys and girls – for the ideal teacher.

What are his (her) qualities? Because one may know but cannot teach, it is assumed that one can teach who does not know. The ideal teacher must know the subjects, must see clearly and face to face, and not through a glass darkly.

In character, the teacher must be truthful with a passion for getting things right – one of integrity of mind, of wholeness and wholesomeness of mind. The good teacher knows when work suffers by lack of content. He (she) knows too when the pupils should get knowledge from their own experiences and the recorded experiences of the past is needed, when the authority of the books are essential.

Such teachers can be found, but more are wanted. This is what is needed. The statesmen that we wait to see are the ones who will persuade the nation that such teaching is worth paying for, that through this and no other manner can we keep the nation strong.

◇ ◇ ◇

Planting Roots (from Roland Dille, “Death of a Tree,” *Alumnews*, Winter 2007):

When Solomon Comstock gave six acres to the state to meet its requirements for the building of a Normal School here, Moorhead had a population of about 2,000. On the point (where the Hjemkomst Center now is) there were some substantial residences, but most of the village consisted of muddy streets and yards with cracker-box houses.

The exceptions were the best of the dozens of bars and a couple of hotels, one a pretty splendid edifice. Off to the east was the red light district. Another exception was Mr. Comstock’s great house on 8th Street, and perhaps two or three others.

There were trees along the river, but in the village itself there were only a few straggly young ones. Off to the west, beyond Fargo, and to the east, was the flat, often marshy valley with few if any trees.

The Legislature accepted the land gift from Comstock and in February of 1887, passed a bill providing \$50,000 for the Normal School building. It was finished in September and was probably the most imposing building between St. Cloud and Spokane.

It was on an unsodded and treeless campus, and in the spring of 1888, President Livingston Lord decided that something should be done to make it more attractive. He and Mr. Goode, the teacher of all the sciences, planted a number of trees on campus, including a row of trees behind Old Main. Some few still stand.

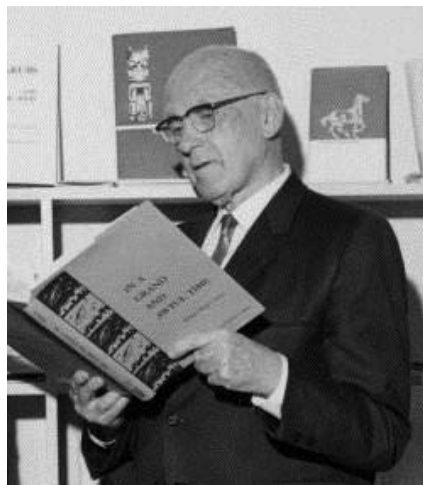
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The Limited Elementary School Certificate (from the *Normal School Bulletin*, 1891):

This certificate will be granted to students who complete the one year rural curriculum. A candidate must be able to show that three-fourths of his high school credits average 80 percent or better and that his four years of English also meet this standard. The one year rural curriculum requires 48 quarter hours of classes. The student then lives in the rural district for six weeks of student teaching.

◇ ◇ ◇

Delmar Goode recalls his education at Moorhead Normal School (from 1972 interview):



I was brought up to attend college. I had an aunt especially who always talked of college to me and she was very close to me, my father's sister. But one summer day in 1906 I had done everything I could in Ashby's schools. I had put – I had repeated eighth grade part of one year, not because I needed to, I finished it over a year before, but to learn more. Because I had taken everything that the Ashby schools had, even including what was virtually a year of high school.

But one summer day my father wanted me to make a decision. He wanted me to continue at home as a farmer which was the farthest thing from my thoughts or wishes. And so I made clear to him that I wanted to go to more school. Well, my aunt and my mother sided with

me so, it was three to one and, although my father was disappointed, he gave in and decided that I could go to school.

In Ashby there was a family whose name was Barnes. And there were three older Barnes children – Carrie Barnes, Mary Barnes, and George Barnes – all of whom were Moorhead graduates and teachers. George Barnes eventually became a vice president of Rand-McNally. He was a great success in publishing books on education. The youngest of the family was Ethel Barnes, my age, and I remember her telling me about some of her older brothers' experiences in Moorhead. And she told me about the Owls. He had stuffed her with crazy ideas about the Owls, about how they used to meet in bars and it sounded all very adventurous.

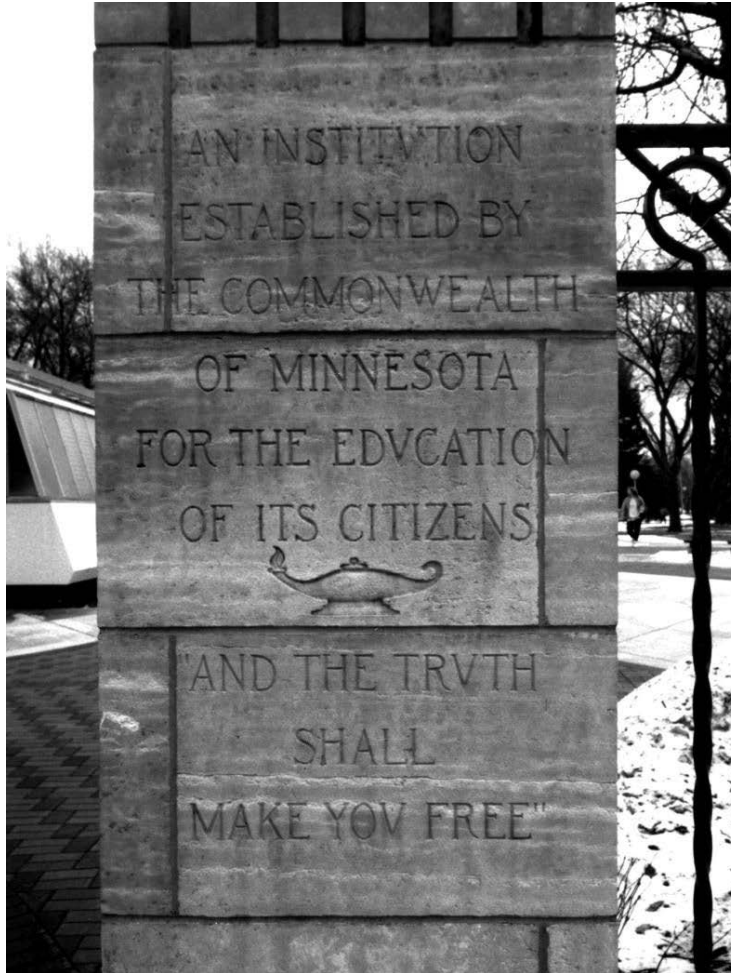
We were living half way between Moorhead and St. Cloud and some people who went to normal school from Ashby went to St. Cloud. But I, naturally, went to Moorhead. And Carrie Barnes, the oldest of the Barnes, helped me a great deal. She helped me write a letter to President Weld and I sent him a list of my actual state examination scores. And I got from President Weld a letter which said that, with the credits I already had, that I could finish the five year Latin course in three years.

The result was, I went there with a kind of a guarantee of two years. My senior year, the beginning, the spring term of the senior year, President Weld, under suggestions of faculty, felt I ought not to try to graduate in June, that I should take some summer work. But I stoutly resisted and I showed him his letter. And I said, "I want to graduate in June; I can't go to summer school. I'm willing to take any number of courses that you want me to take spring term, if it's possible, I'd like to try it."

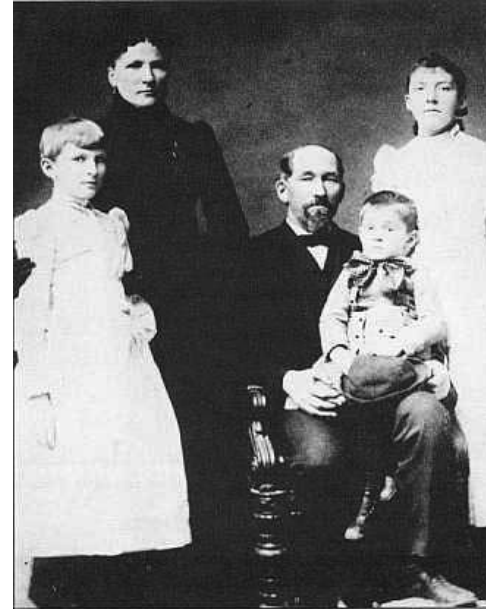
I was registered for seven courses that last year of my senior year and I got A's in every one of them. Seven A's. So I graduated.

[Goode spent over 40 years in education, as editor of the Oregon State University Press.]

◇ ◇ ◇



Inscription on the college gateway.



Solomon Comstock was Clay County's first district attorney. In this late 1880s photograph, he sits with his family. L to R – daughter Jessie, wife Sarah, Comstock with son George, and daughter Ada.



Comstock donated the land on which the Normal School was built. When the original Normal School building burned in 1930, he led the successful effort to obtain rebuilding funds from the state legislature.



The Normal School's original building in 1888.



The earliest surviving image of the Normal School faculty in 1890 – standing (l to r): Anna Barnum, W.F. Rocheleau, Louis McClintock, John Paul Goode, Lena Gold Goldthwaite. Seated (l to r): Margaret McElligott, Ellen Ford, Livingston Lord.



Campus School classroom.



The Moorhead city trolley ran a regular route out to the campus from the late 1890s until it was replaced by more modern street cars in the 1920s. During the depression of the 1930s, the street rail closed down, after the local electric company cut its traditional discount to the Moorhead and Fargo city governments. When World War II came in 1941, the rails from the street railway were finally removed from the streets and sold for scrap. Above – Old Main and Wheeler Hall, the sole dormitory in the early 1900s.



The Normal School faculty and staff about 1905.



Led by Sarah Comstock, the wife of Solomon Comstock, the Moorhead Women's Club dedicated itself to improving the literary and cultural climate of the community. In 1904, the club persuaded the City Council to establish a library fund, and then obtained a \$12,000 donation from Andrew Carnegie for the purpose of building a public library.

Sarah Comstock served as president of the Public Library Board. Also on the board was English professor Edwin Reed, who wrote many poems about the region during his years at Moorhead Normal:

When the Wild Geese Go Over

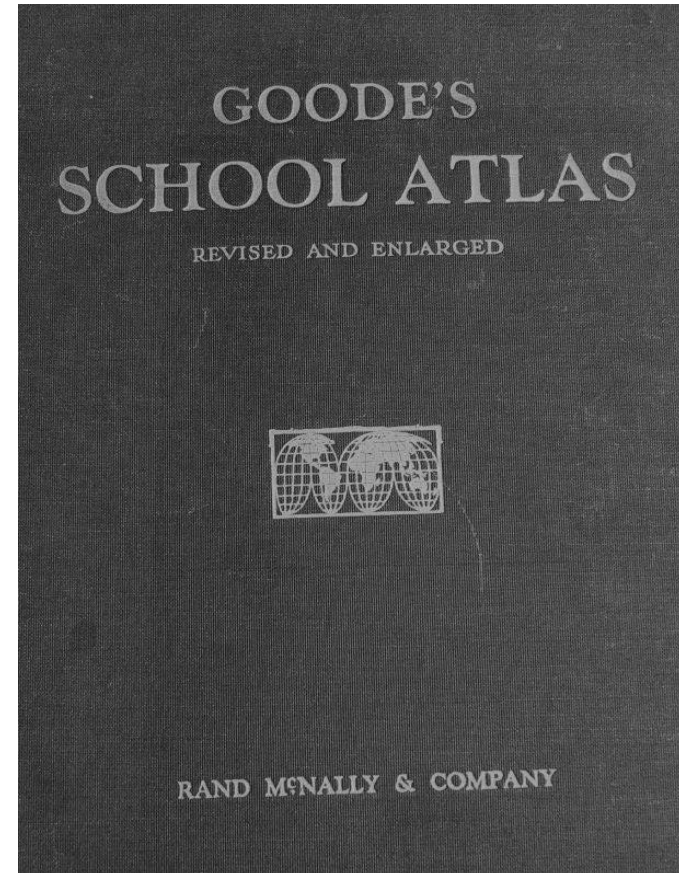
When the wild geese go over across the April sky,
Moving in formation and talking as they fly,
I leave my work and listen and look up and cry:

Gypsies, take me with you,
Far and far away
From everlasting scrubbing
And three meals a day.
My feet cannot go with you,
My hands will have to stay,
But all my soul will follow,
Adventurous and gay.

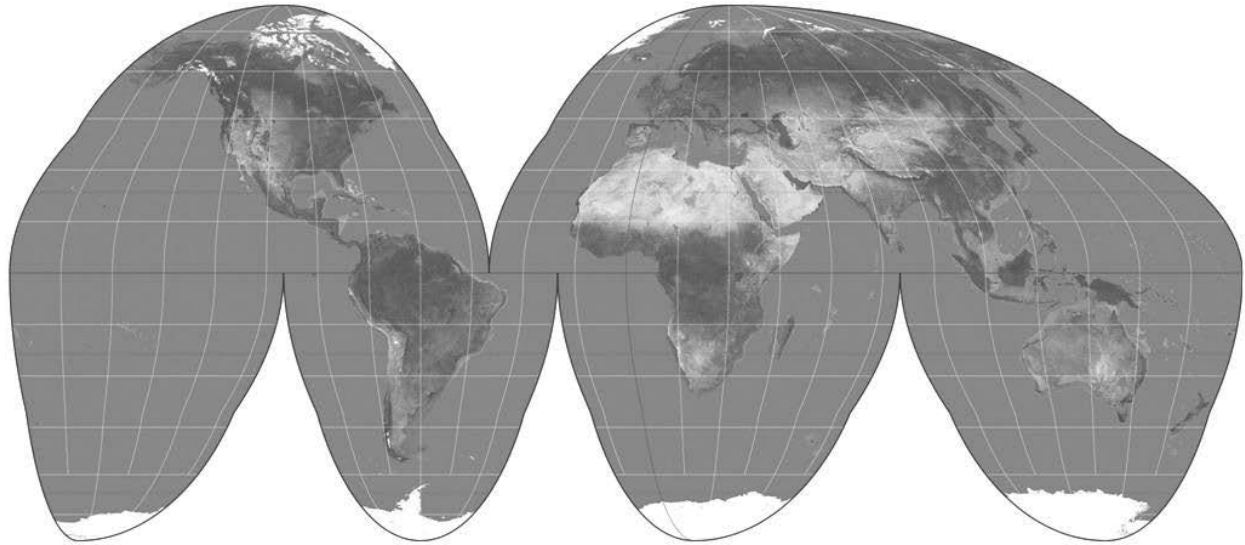
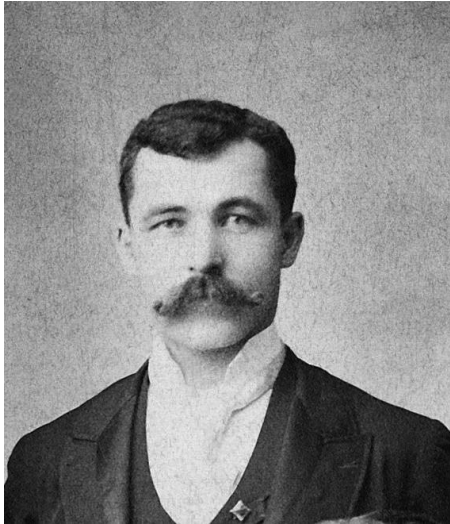
Spring or fall I hear them winging high or low,
And always long to join them; but every year I know
I'm twelve months the wiser, and so I'll never go.

Never leave the old place
Springtime or fall,
Although my own daughters
Are not here at all;
But June brings my grandsons
Year after year,
And when they reach the old home
They'll want their granny here.

"It is a greater work to educate a child than to rule a state." – Historian William E. Channing. Moorhead Normal School's average graduate was to be found in the one-room schools of Minnesota and North Dakota.



John Paul Goode became the most notable of the Normal School's early faculty. Developing a reputation in geography at the University of Chicago, his world atlases have been in continuous use since 1923.



After leaving Moorhead Normal, John Paul Goode taught at the University of Chicago and made several major contributions to the study of geography. The most important contribution was his 1923 achievement, the “homolographic global projection,” an alternative to the traditional Mercator projection. Arguing that the Mercator maps did not accurately portray the spatial relationships of the land and ocean areas, or the proper shapes of the continents, his homolographic map of the earth (often called the “orange peel view” for obvious reasons) slowly became the standard map for atlases and geographic studies.

Attendance at Church (from *Minnesota State Normal School at Moorhead, Catalogue and Circular, 1890*):

Each student is expected to attend regularly the church of his choice, or which meets the approval of his parents. The teachers of the Normal School will in every way encourage the pupils to form and sustain intimate relations with the churches.

Attendance at the Normal School's weekly chapel services is expected. Students who miss chapel will be warned that failure to attend can be considered grounds for dismissal from the school."



Charles Franklin Thwing, president of Case Western College, on the advantage of dormitory life (reprinted from *College Life: Its Conditions and Problems*, MacMillan Co., 1914):

The advantages of dormitory life are not hard to distinguish. One of the most apparent advantages lies in the tendency of this life to intensify academic atmosphere. The student is apart from his home. The building he occupies is made for the college; he lives with other students. With them he spends happy days and happier nights. The community is academic and of it he is an individual part. He "wears the gown" even if he does not, as the priest says in Kim, "follow the road." His talk, his fun, his tricks, his friendships, are all academic: he takes the academic bath.

Dormitory life, moreover, has the advantage of teaching students to get on with each other. It frees from cantankerousness. This ability of association, or of consociation, is of the highest worth. College men, when they fail, though, in fact, they seldom do fail, fail for one of two reasons. Either lack of moral fiber or inability to get on with their fellows. The second cause is far more common. No life represents so efficient a means for the removal in tendency to cantankerousness as the dormitory. Men must live under the same conditions. They must live together in time, as well as in space. These forces and methods cut out eccentricities, turn angularities into curves, make men reasonable. There is developed social taste, a social conscience, a social mind, a social heart and a social will. There is nourished a fine and noble democracy in the individual and a no less noble and fine individuality in the academic democracy.



College costs at Moorhead Normal School, 1900 (from *The Annual Catalogue of Moorhead State Normal School, 1899-1900*):

"The privileges of the school are *free* to all entering the normal department and declaring their intention to teach two years in the public schools of the state. Persons not wishing to teach will pay tuition at the rate of \$30 per year."

"Diplomas at the Normal School are valid as certificates of qualification to teach in any of the common schools of the state."

"All necessary textbooks can be rented from the school. The fee is \$1 per term or \$3 per year."

"Room and board at Wheeler Hall (which can accommodate up to sixty women) is \$3.50 per week."



During most of its first two decades, the Normal School offered no real classes in "physical education," nor did it have formal sports activities. Each spring term, before graduation, the college hosted a "field day," during which races and a softball game were combined with a picnic. Students formed ad hoc sports teams for leisurely games. The male students created a football team in the early 1890s and played intermittent games against such varied rivals as Moorhead High, Fergus Fall High, and Concordia College.

Below, the *Moorhead Daily News*, November 24, 1898, summarizes the Thanksgiving football match between Moorhead Normal and North Dakota Agricultural College:

The game of football yesterday noon between the Agricultural College and Normal team resulted in a victory for the Normal boys with the score of 10 to 5. The farmers, though considerably heavier than their opponents, were simply outplayed. Early in the first half, the A.C.'s scored a touchdown on a fluke, Williston picking up the ball on a fumble of a kick by Tuffs and carrying it over the goal line. At no time after that was the Normal goal in danger.

In the second half the A.C.'s were played off their feet. The boys across the river seemed powerless to break up the splendid interference of the Normals, while the forwards tore holes in their beefy opponents' line almost at will through which the back went for good gains. The ball in this half was continually in the

possession of the local team, and some brilliant plays were made, notably the long end runs of French, who scored both touchdowns.

Manns was the one particular star of the A.C.'s, his tackling being a feature, while French, McCullough, and Scully carried off the honors for the home team.



One formal class in “physical culture” was given each term in the 1890s, using the “Emerson Physical Culture” system to educate future teachers in health, manners and poise. Below, Charles Wesley Emerson, developer of the system, describes the purposes of the exercises (from *Physical Culture*, 1892):

The true test of the merit of a method is its results. Now, ten years of experience, ten years of watching effects has shown that the results of practicing this method of physical culture are simply wonderful, more marvelous than I



Identified as an image of two Normal School students in 1891, this photograph may illustrate one of Emerson’s physical culture exercises.

should like even to state. I can only allude in passing to the great cures that have been wrought in those who have followed it faithfully, to the many who have been restored from dyspepsia, from lung troubles, from nervous prostration, from general debility.

The Emerson College system of physical culture comprises about three hundred movements. Some of these movements are repetitions. These are not a great number of movements, when we consider that some systems advertise several thousands. One of the merits of having as few movements as possible is, that one may

be allowed to repeat, for it is in repetition that good comes in any method of education. The one great fault of modern systems of education is that they do not provide sufficiently for repetition. I say “modern” – I might say American, but it would not be true of America only. It is a fault which is as common in European methods of education as it is in American methods. There are leading scholars in Germany, who, as individuals, follow out the old classic idea of repetition as a method of culture, to a greater extent, perhaps, than do eminent American scholars. But the prevailing tendency is to dissipation; for desultory study. Each exercise is so arranged as to attain the sum of the results of several exercises.

According to observations, it will take a student about four years of daily study and practice to attain perfection in execution of the movements required by the system. One need not divide it up and say, “I will stay so long on one part, and I will stay so long on another;” but if he practices faithfully, in a reasonable length of time, valuable results will appear in his person; for increasing health and beauty will continue to reward his perseverance. His endurance of hardship and fatigue will be correspondingly augmented. This system of physical culture provides always for an ideal; therefore, there is no such thing as reaching the end, because the exercises are in their nature without limitation. Something better can be done each day as long as they are practiced; that is, they are ever leading out and leading onward rather than coming to any point of limitation. There is always the possibility of education toward something beyond what we have attained.



Normal notes and news of the campus (from the *Moorhead Weekly News*, September 4, 1913):

Although President Weld has been in Europe a part of the summer, Professor Caswell Ballard has been attentive to the cares of the school, and preparations for the coming term are as well along as usual. The summer session which closed a few weeks ago was the largest in the matter of attendance and the highest in the grades of the scholars.

Indications at the president’s office are that the fall attendance will be unusually large and plans are being made to accommodate more students.”

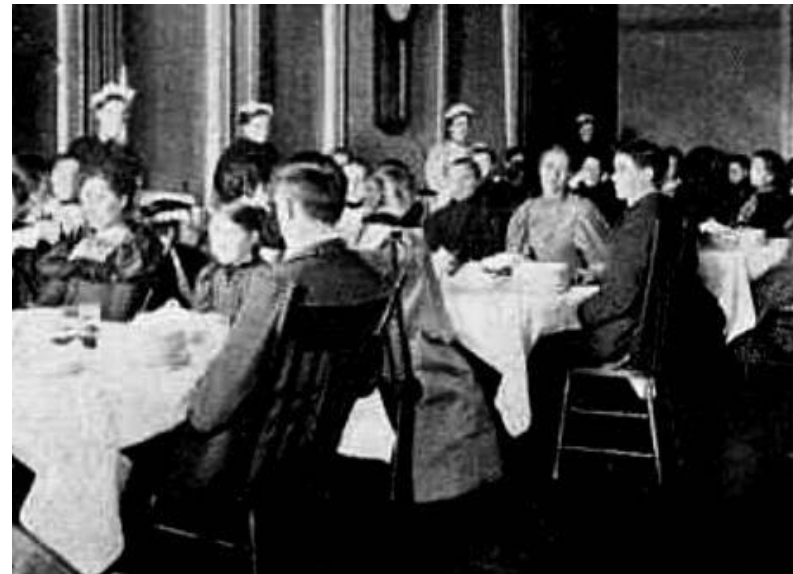


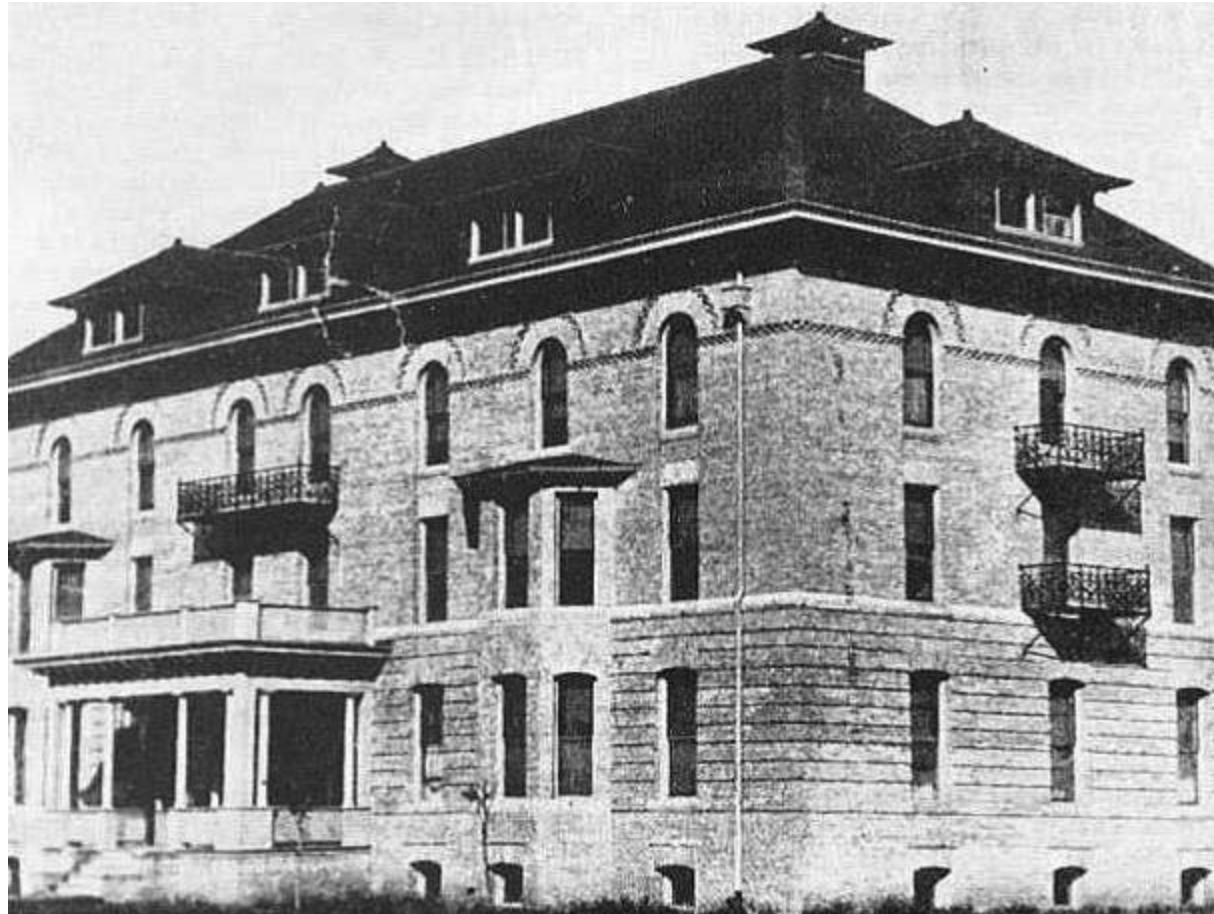


Moorhead Normal mailings in the early 20th century carried photographs like these, of the “type of room” that a woman student could expect to rent while taking classes at the school. This room was in the first college dormitory on campus, completed in 1894 at a cost of \$25,000. Similar rooms were available to rent from homeowners in Moorhead and neighboring Dilworth.

Modern students will possibly envy the young pupils in the Normal School dorm dining room 100 years ago, receiving their dinners from uniformed serving staff!

But for all such amenities, alumni of the school later recalled the crowding, the sharing of too few bathrooms, and the “stuffy warmth” of a building heated by a coal burning furnace.





The women's dormitory was named Wheeler Hall, in honor of Frances Wheeler, the school's first "matron of women's housing." Wheeler proved so tough in her negotiations with local merchants for top-quality food and other amenities that at one point some locals wanted her dismissed. But President Lord determined that "so honorable a person must stay" and persuaded the college directors to continue her employment.



While the ball may possibly be a medicine ball for exercise, the five students in this unidentified image suggest that this was the campus basketball team in 1913.



Model School gymnasium, early 1900s.



Dr. Gertrude Sturges, top left, coached the Normal women, who swept both NDAC and Fargo College teams in every 1916 match.

War in Europe looms over the nation (from the *Moorhead Weekly News*, May 20, 1915):

“**Destruction** of the British Liner Lusitania with the loss of many lives shocked officials of the United States government and spread profound grief in the national capital. It is not known how many of those lost were Americans, but the view is general that this is the most serious situation since the outbreak of war in Europe.

The United States has warned Germany it will be held to ‘strict accountability’ for the loss of American lives.”



The U.S. enters the Great War (comments from the *Normal School Praeceptor*, 1917 edition):

“**When this year book** was begun this country was at peace. Before it was issued our country was at war. The dread fact did not come unheralded, for one morning at the Chapel Hour President Weld announced the severance of diplomatic relations with Germany. That was an impressive moment. The war clouds gathered until the announcement of actual war came. Then came the call for volunteers: a member of the faculty responded first; then several of the young men of the school, six in one day; another member of the faculty and more young men responded; still the numbers grew.

“It was with regret that the remaining members of the school saw these men depart, but pride was felt in the self-sacrificing spirit of the men. They will serve well; and as they honor themselves they will honor the school and nation.”



The college goes to war (information taken from *Glyndon Red River Valley News*, January 11, 1918; *In The World War: Clay County, Minn.* (St. Paul: Buckbee-Mears, [1919]; *Annual Report of the County Agricultural Agent in Clay County Minnesota, 1919*, Extension Office, Clay County Courthouse, Moorhead; and interviews at the University Archives):

Just one newspaper in the County commented on President Woodrow Wilson’s Fourteen Points, which would oblige the U.S. to play a greater role in world

affairs: “If you have read the President’s latest address to Congress, you surely know what you are fighting for. And without question it is a thing worth going the limit for.”

Young men, including those at the Normal School, volunteered for the army and when the first contingent of enlistees left the Moorhead depot, three aged veterans of the Civil War were on hand to tell the youthful soldiers marching away that “war was not all danger and hardship; it was adventure and romance and memory.” There were no recorded incidents of draft resistance.

Children in local schools were taught a little poem: “Kaiser Bill went up the hill to take a look at France, Kaiser Bill went down the hill with bullets in his pants.” For more sophisticated war rhetoric, county leaders organized a crew of Four-Minute Men to speak on the spread of American values across the world. Such exhortations helped the county raise nearly three million dollars in Liberty Loans.

At the college, students formed groups to knit sweaters and scarves for the “doughboys in the trenches.” Young women rolled bandages for the Red Cross, Dr. MacLean included prayers for the soldiers’ safety in his weekly chapel services, and all the students were granted time from classes to help harvest crops in the field – for America was feeding the Allied powers with regular shipments of bread and foodstuffs across the Atlantic.

The lot of the local farmer had improved, with so many European farms all but destroyed in the fighting. American wheat, corn and wool prices jumped. People noticed more automobiles on the roads in Clay County as farmers enjoyed their improved fortunes. Many farmers between 1917 and 1919 mortgaged their property to the hilt in order to buy land and grow more wheat. Those who cashed in early did well, sometimes selling their farms and retiring. The county extension agent warned farmers against excessive speculation and urged people to repay their “obligations as fast as possible.” But farmers continued to take out loans with four banks and insurance companies to put more land into cultivation. Incomes rose accordingly in 1918 and 1919.

Indeed, if it were not for the occasional obituary announcing the death of a local boy over in France, the war could almost have been seen as a good thing.



The School asks who may be counted on to organize the alumni (from the “Alumni Notes” section of the 1908 *Normal School Bulletin*):

A **regrettable fact** about the commencement events of this year was the absence of an alumni gathering. The banquets of former years, and even the informal spreads at the conclusion of the graduating exercises of recent years, have been accompanied by a fine spirit of good-fellowship and have had an undoubted effect for good upon the social life and solidarity of that ‘greater normal’ of the which the school itself is only a part.

Gatherings of this kind should be planned by the alumni. The school should have only a secondary part in promoting such alumni assemblies, and no part at all in leading. But no leading spirit has arisen among alumni in recent years.

Who is willing to go about the task of rallying the alumni at commencement time, or any other time? The persons who perform such a function have been scattered to remote parts of the state.

Who now will be the captain to rally the classes at commencement time this and next year?

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The “Victory *Praeceptor*” edition of 1919 pays tribute to the eighty men and women from the Normal School who served in the armed services during the Great War:

On our service flag of 80 stars there are two of gold. Melvin Hearl and Adolph Anderson, both of Moorhead, made the supreme sacrifice. Melvin, or “Babe” as he was affectionately called by friends, enlisted in the infantry last spring, was soon transported to France, and wounded in action Nov. 1st 1918. He died in a hospital on Nov. 4th. After the war ended on Nov. 11th the sad news of Adolph Anderson’s death came. He was killed in a motor truck accident in France, Feb. 10th, 1919. Both boys will be missed fondly by their friends in the school and community.

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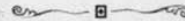
Concert

STATE NORMAL SCHOOL

MOORHEAD

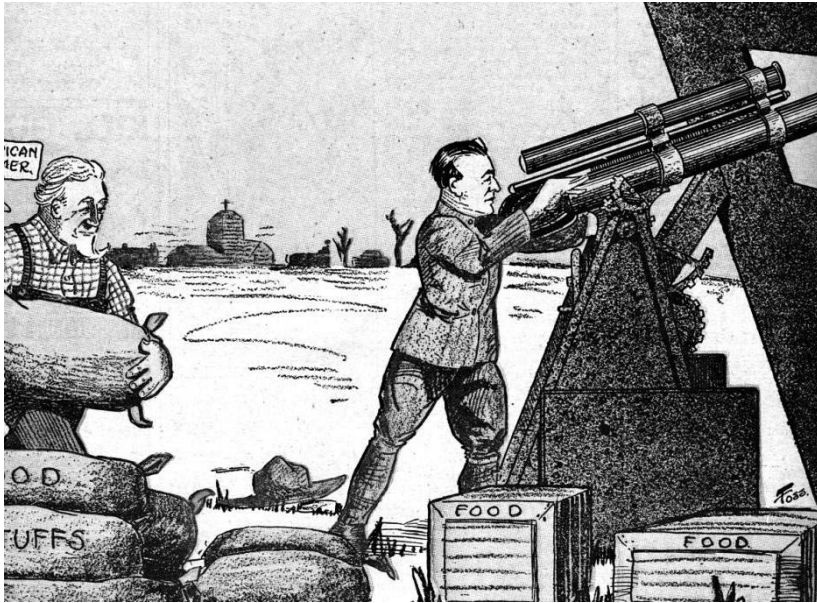
Friday Evening, July 17, 1914

8:30 O'CLOCK



Master Everard Lehmann	.	.	.	.	Boy Soprano
Miss Agnes Thornton	.	.	.	.	Violinist
Mrs. Earnest R. Wright	.	.	.	.	Soprano
Mr. J. Harold Powers	.	.	.	.	Baritone
Miss H. Margaret Boe	.	.	.	.	Reader
Mrs. Lehmann	Miss Natalie Thornton	Mrs. Powers			
	Accompanists				

War clouds were already gathering in Europe as Moorhead residents enjoyed a concert at the Normal School. Nine days later, Austria-Hungary invaded Serbia, and Germany declared war on Russia. The conflagration would run for four years.



Cartoon from the Fargo Non-Partisan Leader, 1918, depicting the soldier at war and the local farmer supplying food to Europe during the Great War.



Millie Dahl, Director of Dormitories since 1912, helped collect Red Cross aid in Clay County during the Great War. During the 1919 flu epidemic she supervised local nurses who cared for flu victims in isolation at Wheeler Hall.



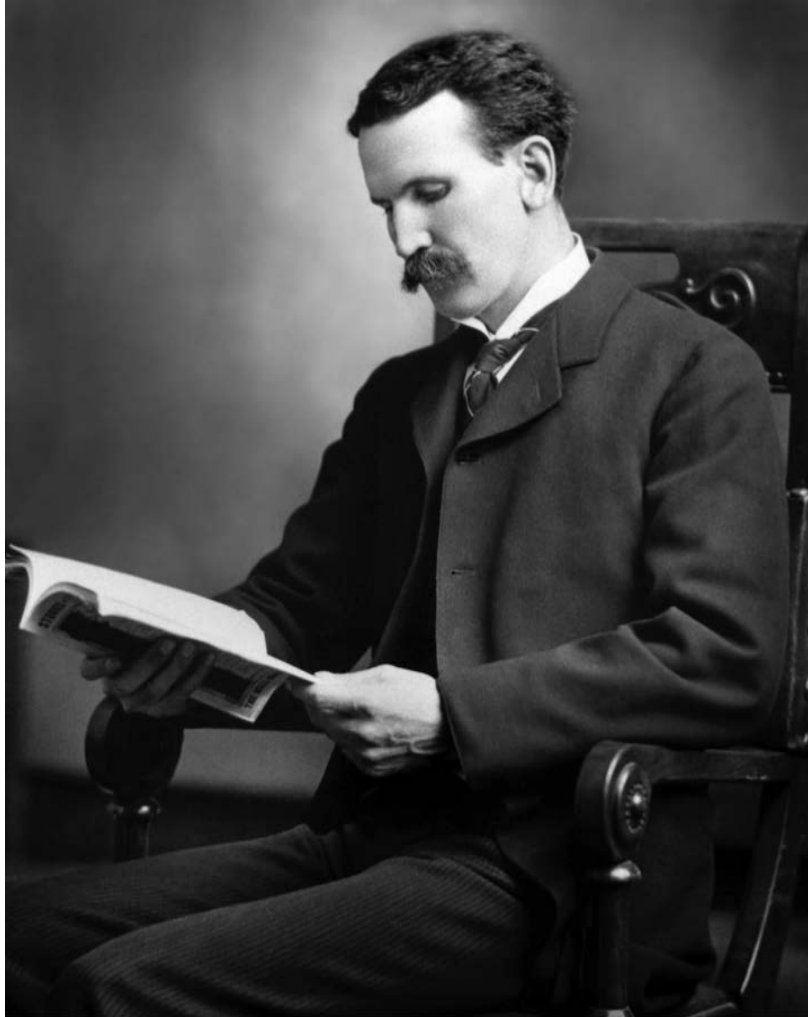
Arthur Johnson, class of 1908, had been an instructor at the Normal School, and enlisted in 1917 just after war was declared. He rose to the rank of Captain, learned to fly and instructed fliers in Texas throughout the war.



Using funds raised by the students, art instructor Mary Brumby designed these stained glass windows created to commemorate the Great War. Funds not used were donated to a charity for French orphans. The windows were in the Weld Hall auditorium for about 50 years.



Moorhead's YWCA, with women from the school, made bandages and sweaters for the troops. Over thirty Moorhead Normal women served in the war, mostly with the Red Cross or in the U.S. Navy.



Frank Weld, president of the Moorhead Normal School, stepped down in 1920, just before the Minnesota Legislatures authorized the school to begin granting Bachelor's degrees. In 1921, the school was rechristened Moorhead State Teachers College.

Chapter II – Moorhead State Teachers College



Chapter II – The Teachers College



“Teach these boys and girls nothing but facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the



minds of reasoning animals upon Facts; nothing else will ever be of any service to them. Stick to Facts, sir!” So Mr. Gradgrind exhorted the schoolmaster in the opening lines of Dickens’ novel *Hard Times*. Anyone who has read the book knows full well that, in spite of Gradgrind’s faith in pure knowledge, the novel’s main characters needed great hearts as much as they needed facts. It also proved so for the students who went to Moorhead State Teachers College from 1921 to 1955. The era began with a new college name and some

confusion as to direction. Frank Weld’s vision and strong leadership had stabilized the college as it grew to maturity. After he resigned in late 1919, his replacement, Oliver Dickerson, proved to be a poor fit for the school’s expanded purpose. As an American Colonial historian by training, Dickerson felt more at home on the eastern seaboard; as an administrator, he kept his distance from the faculty and students, preferring to direct affairs by memorandum and brief meetings. He lost interest in the job quickly and after just two years returned to teaching and writing. While the state board of education searched for Dickerson’s replacement, science professor Caswell Ballard (above, with campus school instructor Maude Hayes) took on the duties of interim president, a service he had performed when Weld travelled.

Within a few months the state board found its new choice to take the helm at Moorhead State Teachers College – Raymond B. MacLean, an educator and school superintendant with extensive experience in Wisconsin and Minnesota, and, significantly, a man well known to both Ballard and Weld. Weld consid-



ered MacLean a teacher of “high attainment” with excellent leadership skills. The new president took up his duties in late 1923. While his appearance seemed to confirm the opinions of those who saw him as a dour Scot autocrat, MacLean in fact demonstrated a sly sense of humor in private company. He disliked being seen purely as the “fuddy-duddy” who read from the Bible at the weekly convocations. He once snipped at Clarence Glasrud and his fellow students that an out-of-date man would not read *Time* magazine weekly, as he did.

The 1920s was a dramatic decade for America. America’s industrial economy and balance of trade having benefitted from the Great War, those years were filled with wealth and excitement, jazz and explosive growth in automobiles, radio, mass advertising, and a prohibition on alcohol that virtually everyone violated. “We drank wood alcohol and every day in every way grew better and better,” wrote F. Scott Fitzgerald, “the girls all looked alike in sweater dresses, and people you didn’t want to know said ‘yes, we have no bananas,’ and it all seemed rosy and romantic to us who were young then, because we would never feel quite so intensely about our surroundings anymore.” Fitzgerald’s exuberance reached to the nation’s most remote corners, thanks largely to the emerging power of motion pictures and an explosion in print that, as writer Malcolm Cowley told readers, was growing “like General Motors.” The Guggenheim Foundation established a new fund in 1925 to subsidize writers and scholars (but only *male* writers and scholars) who, their prospectus claimed, showed promise of being “willful, uncompromising, quarrelsome, arrogant and creative.” Edmund Wilson, Langston Hughes, Hart Crane, and e. e. cummings were among those who received grants. In the literary blossoming that followed, the number of magazines in America more than doubled. Such titles as *Vanity Fair*, *The American Mercury*, *The New Republic*, *New Yorker*, *Time*, *Survey Graphic*, and *Cosmopolitan* came into their own as champions of a new national culture, one in which everything from electric washing machines to the path-breaking flight of Charles Lindbergh was hailed as another “triumph of modernity.”

But the 1920s was also an uneasy decade. Warren Harding's administration collapsed in scandal with half his closest advisors indicted for taking bribes. Harding's death from a heart attack came just before the print media broke stories of his habitual womanizing and under-the-table support for an illegitimate daughter. The U.S. government placed severe restrictions on immigration, fearing the possible "bolshevism" of America by eastern Europeans, the Catholicism of Hispanic Americans, and the "sinister intentions of the Far East." Asian immigration was banned almost entirely. The Ku Klux Klan emerged from obscurity, growing into a national force, and not just in the South. KKK Chapters in the Red River Valley decried the threat of "Rome's influence over our schools," and of "Jews manipulating our grain prices." Local Klansmen staged marches in both Fargo and Moorhead, and elected two of its members to the Grand Forks school board. Traditionalists decried the collapse of morality, pointing to bootleg liquor and the slough of corruption that it sustained, the scandals in sports and Hollywood, and the "evils of Negroid Jazz music." The nation watched in fascination as national figures fought a heavily publicized – and carefully staged – clash over the issue of evolution in Dayton, Tennessee.

And then came "The Crash" in 1929, when overproduction, underemployment and the manipulations of "stock pools" yanked the rug out from under Wall Street. In less than a week, over \$30 billion in assets evaporated and the "easy money" aura of the 'twenties was over. Unemployment steadily grew and confidence plunged. "There is no sweeter sound than the crumbling of your fellow man," quipped comedian Groucho Marx, who lost a quarter million dollars of his own in the crash.

In the Valley, the 'thirties were dominated by hard times for students, teachers, everyone. The Great War that ended in 1918 had wounded the region with a postwar economic decline. A collapse in grain prices in late 1922 hurt the farmers' ability to get credit and keep their farms afloat. When the 1929 stock market crash hit, wiping out hundreds of banks and the savings of thousands of families, virtually the entire population of the region sank into poverty. "It was a pretty sad state of affairs those years, not knowing how you were going to meet the payments," recalled one resident. The nation's farm income fell from 12 billion dollars in 1930 to just five billion in 1933. A young woman working with the Minnesota state welfare division was shocked by the poverty she saw on some of the farms in Clay County. "I was very, very surprised when I got to some of these places. They had no tables, no chairs, they were sitting on apple boxes and it was dark and the little bit of money they had they got

from [selling] a little bit of milk and a little bit of butter or eggs." Rural residents could grow vegetables and raise chickens, of course, but many could not afford to buy staples like sugar or coffee, let alone decent clothes or shoes for their children. The local newspapers from 1930 on were filled with foreclosure announcements.

MSTC was in those years truly a "college of hard knocks." In recalling his student years, Clarence Glasrud noted that "those who had jobs clung to them, so an increasing number of students remained at Moorhead State Teachers College," getting more education than they may have originally planned – if they could afford it. Costs of college remained low, but, as will be seen in the testaments that follow, the students had to scramble to scrape up enough to pay the bills.

They had no way of knowing that the depression itself was just a prelude to a second great war that would come close to destroying all their hopes and dreams . . .

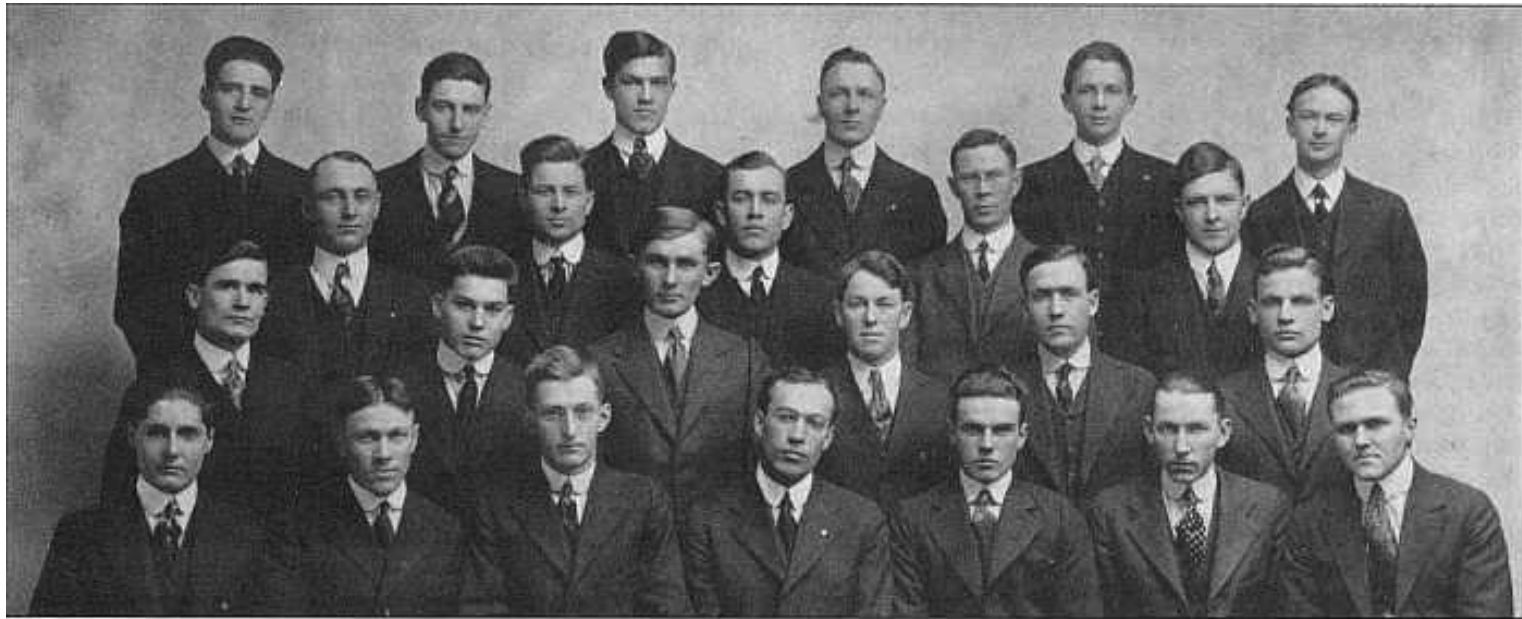
Foreword drawn from comments by Dr. Soc Glasrud



Oliver Dickerson, the 3rd president of Moorhead State, hired many new teachers but failed to “establish rapport” with the faculty. He left MSTC in 1923, to teach history and write several important books on the early American colonies.



Moorhead’s fortunes rise and fall with the Red River – too little moisture and farmers suffer from drought; too much and a “raging Red” flood calls for the exertions of everyone – including the students – to help save the city. Flood events have marked nearly every decade since 1920.



Above – The Owls, MSTC’s homegrown fraternity since 1901, as shown in the 1915 edition of the Praeceptor. “Father Owl” at that time was Fred W. Sanders (centered in the front row).



Left: The “Witches,” in 1922, soon to rechristen themselves as Pi Mu Phi. Flora Frick (second from left in the middle row) was “Mother Witch” that year.

Dan Preston, long-time director of choirs and chorale groups at Moorhead State, reflects on his voice training experiences:

I was born in Bangor, Wisconsin. After general schooling I had to go to college at Lawrence University at Appleton, Wisconsin. On my graduation in 1918, I contacted President Weld at Moorhead Normal about a job in music. When I was young, my mother had required that I learned to play the violin, which I began studying at that age of nine, and continued until I graduated from high school. I was a fair violinist to begin with. I went down to the music school at Lawrence to inquire if musicians were employable. I decided to go into music because they said they couldn't train enough of them to fill the need at that time. That is how I came to be in a position to contact Moorhead State Normal School for a position.



At MSTC, I began working with young boys nine years and older. Here at campus we had two or three boys' choirs that developed singers with excellent voices. And one important thing physically I discovered with training boys' voices until they were old enough to grow into adulthood, was their voices are not likely to change as much when they develop a singing voice, resonated by the head, rather than the pharynx, and so just for practical reason it's good for boys to learn how to sing and start early so they have the advantage of their vocal muscles growing with the rest of the body. Those boys if they're trained to sing are not likely to have a major voice change. They will become adult men in graduated stages. Until they drop from high soprano to a tenor or a baritone or a bass. You know, many of our voice students have performed all over this state, and across the nation.

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Alice Corneliussan recalls her decision to enter MSTC in the early 1920s (from her 1982 interview):

You see, we had no high schools in the countryside at that time, but Moorhead Teachers offered a three year course that was part of high school learning. So I attended MS for two years, I guess it was, and took high school work. Then because I wanted to be a graduate of a high school, I took my senior year at Moorhead High in 1924-25. I graduated from Moorhead High and I was so

thrilled to really be a high school graduate. Then in the fall of 1925, I went to what was then Moorhead State Teacher's College, and took what was called the two year course in preparing to teach elementary school.

I majored in upper grades - 4th through 6th. Then in the fall of 1927 I had an opportunity to teach at Oak Mound School north of Moorhead which was then a three teacher consolidated school. You can still see it out there. At that time, that was one of four schools affiliated with Moorhead State Teacher's College for students preparing to teach in rural schools. So we had student teachers. We had four student teachers at a time. There were three regular teachers, a matron and a janitor. Well, then I taught there for four years and during summers and during the year, too, I took work at MS toward my four year degree. That was my degree on the installment plan.

I just had a little bit left to do, to get my Bachelor's Degree, when the man who had been supervisor of rural student teaching for the college was invited to join the State Department of Education. So there was a vacancy at MSTC, and I was asked to join the faculty and take that job. And I remember, I think for part of that first year, I was taking classes at the same time that I was doing that job. And then I finished my four year degree that spring. Then I was asked to take this job with the understanding that I would get my Master's as fast as I could. So, my thought, of course, was to go to the University of Minnesota because I just couldn't see that I could afford to go anyplace else, so the head of our Education Department called me in one day and he said, "Alice, where are you going to get your Master's?" "Why," I said, "University of Minnesota, of course." Well, now he said, "You know, you've gotten all your education right in your back yard practically. You live south of town. You attended a country school. You took the rest of your work at Moorhead High and at MS. Don't you think you should get further away?" "Well," I said, "I haven't the money." "Oh," he said, "I think you can borrow money." And I have always been so glad that he gave me the advice. So I thought, well, if I'm going away I'll go as far as I can without falling in the ocean. And I went to Columbia University, New York City and got my Masters'.

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Matilda Kjørven Moen, rural Minnesota School teacher, on attending the State Teachers College, 1924:

I must have taught about five years in a country school before moving with my husband to teach for a year in St. Cloud. Then we moved to Moorhead and I came to the State Teachers College to get some more classes so I could teach high school.

I did my practice teaching then in the Model School. I worked with Kay Edland. We taught practice classes together in English and history. That was about 1924. We taught some American history and some literature and English grammar. And Jesse McKellar helped us with a physical education period. I wasn't very good at that!

I remember we had a history pageant for history, down by the River, and I used a blanket to portray an Indian. The children came in costumes that their mothers made at home. There were a lot of people there to see that.

Then we decided to get the children to put on a Shakespeare play. I don't really recall which one, but it was a hard one. I don't think the boys and girls were very enthusiastic about doing it! It wasn't just the 8th grade students, we used others who were younger, it must have been 15-20 kids. Georgina Lommen, our supervisor, came in to help us but also watch how well Kay and I did. That made me nervous, because she wanted us to do well, you know. She had strict standards.

Anyway, I remember that people from town came to see the play. Parents of the kids, and friends, you know. I know they enjoyed seeing it more than the children enjoyed doing it!

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The automobile invades the MSTC campus (from the *MSTC Bulletin*, 1925):

Although the little pink slips will not be due until the end of the week, a few members of the faculty appear to have hidden resources, for "new motorcars is" now the talk among faculty. Miss Maude Hayes is flaunting a Chevy sedan in the new 1925 colors, disc wheels, parking lights, and de-mountable windows. Miss Blanche Loudon, it is reported, is dickering for a Ford. Miss Alice Jones has placed an order for a Ford Tudor sedan with a reputable local firm, and it is rumored that the lady from Chicago has been seen dashing about the country in a stock car, taking lessons.

Mr. C. P. Archer was observed washing his Oakland (the classiest car on the campus) one day last week. Miss Flora Frick and Professor Joseph Kise have had their brake bands relined. Even President Maclean had not escaped; a local firm had called him up on the strength of a rumor that he is in the market for a new one. But the Hupmobile is still running well, says the President. And Miss Ella Hawkinson, as everyone knows, has been in the market for demonstrations for the past six months. – Unofficial Observer.

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The "Gathering Song," written by Edwin Reed for the MSTC Owls fraternity:

Behold how many Birds there are – We're the Owls, the Jolly Owls!
We've gathered in from near and far – We're the Owls, the Jolly Owls!
Now bolt the door and drop the bar, No solemn saint shall near to mar
The feast that's always up to par – We're the Owls, the Jolly Owls!
We have no love for lots of light – We're the Owls, the Jolly Owls!
A half a moon will do all right – We're the Owls, the Jolly Owls!
By distant stars we guide our flight, See everything that's out of sight, and
whoop it up for half the night – We're the Owls, the Jolly Owls!

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Donald Anderson, physical education instructor at MSTC, reflects on the close town-and-gown ties that existed in the inter-war years (from 1983 interview):

I had the opportunity to serve under a series of presidents, beginning with the Scotsman R.B. MacLean, continuing through Dr. O. W. Snarr, Dr. Knoblauch, Dr. Neumaier, and Dr. Dille. Each of these gentlemen in his tour as president, I think, had a great deal to offer. Each had his own strengths. I also had the opportunity to meet a number of the resident directors, who represented our area on the State College Board, such gentlemen as Dr. Gosslee, Mr. Nelson for whom Nelson Hall is named, and so on.

I also will long remember the parent-teaching cooperation at the Campus School. The whole PTA was really a functioning group at that time, and we had some very loyal families. Some families, of course, had several youngsters in school, and I feel that sometimes there ought to be some recognition for some of these people.

I'd like to just mention some more names. For example, the Nokken family; that goes back in the farm history of the Red River Valley, I'm sure, to the 1800's. The Cap Andersons, the Briggs family, Reske, Ogren, Gervold, Baugh, Jones, Vildine – we could go on and on, and I'm sure I've missed a good many of them, but I always marveled at the cooperation that these parents gave to the teachers at the Campus School. We had a number of social activities – pot-luck suppers, where faculty and parents alike provided the food, and in some cases there were money-raising projects for the Campus School. Some money was used, for example, to assist in the scholarship program. And then I think, too, of the staff. Any institution, I think, depends a great deal on its staff for efficient, day-to-day operations. I go way back to the time as a student, and think of the janitorial staff, people such as Mr. Blye, Mr. Staska, and Brownie, who was another one of our custodians. And I think at that time we really looked up to and in some sense, we were almost in awe of the staff members. They really carried a lot of weight. I think in the offices on campus, Miss Jennie Owens, as Registrar, and her assistant, Miss Lewis. The President's secretaries, Phoebe Vowles, and Gladys Johnson. Really, they were somebody and really contributed a great to the university. In the Campus School, secretaries like Mrs. Fevig. I don't think there was a student who was at the Campus School during her tenure as secretary that will forget her. People in the Business Office, Chuck



Don Anderson with MSTC football team, 1955.

Thurber, Morry Zeuhlsdorff, these people, I think, all assisted and aided in the growth and development of the University and I don't think should be forgotten. Many of whose children not only graduated from the Campus School, but later went on to Moorhead State University, and have become very well-known graduates.

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Harold Eastlund explains how he was admitted to classes at MSTC (from letters to Soc Glasrud):

I enrolled at North Dakota AC in the early '20s but I came down with the measles in the spring quarter so I dropped out of school. I worked as a grocery clerk in 1921 but lost that job when the store closed. I was at the Comstock pool hall one day and some of the Normal School football team came in and asked me what I was doing. I said nothing, so they bodily took me to the presi-



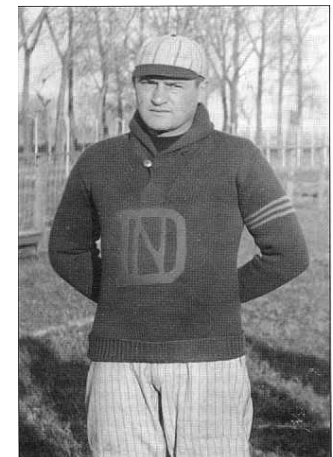
dent's office and told him "here's a guy who wants to play football!" Dickerson said, "Well, you're starting late but I'll let you play if you can keep your grades up." So I enrolled. We had a decent season and beat Concordia 21 to 7. I also played basketball. I decided to go into teaching and the next year taught 8th and 9th grades in Richville. I later taught in Lowry. Eventually I became superintendant of schools for Pope County.

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Alexander "Sliv" Nemzek, as the students saw him in the 1920s (from letters sent to Soc Glasrud):

Around this 90 percent feminine institution, Sliv's deep rasping tones came sailing out into the halls from the history classes. But it's in the gym where he really holds forth. Here the coach is at his best. Turned out in baseball pants and the big green sweater he carried away from his college days at the AC, he is the picture of the stuff he drills into his men – hard, clean fight. He's made a football team here for three successful seasons; he's kept the other sports in good shape. Give him a gym, 50 men and fighting roaring student body and watch the successes in the next four, five years.

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Nemzek, about 1925. "He coached everything in those days" – Byron Murray.



Ready for a cold-weather game.



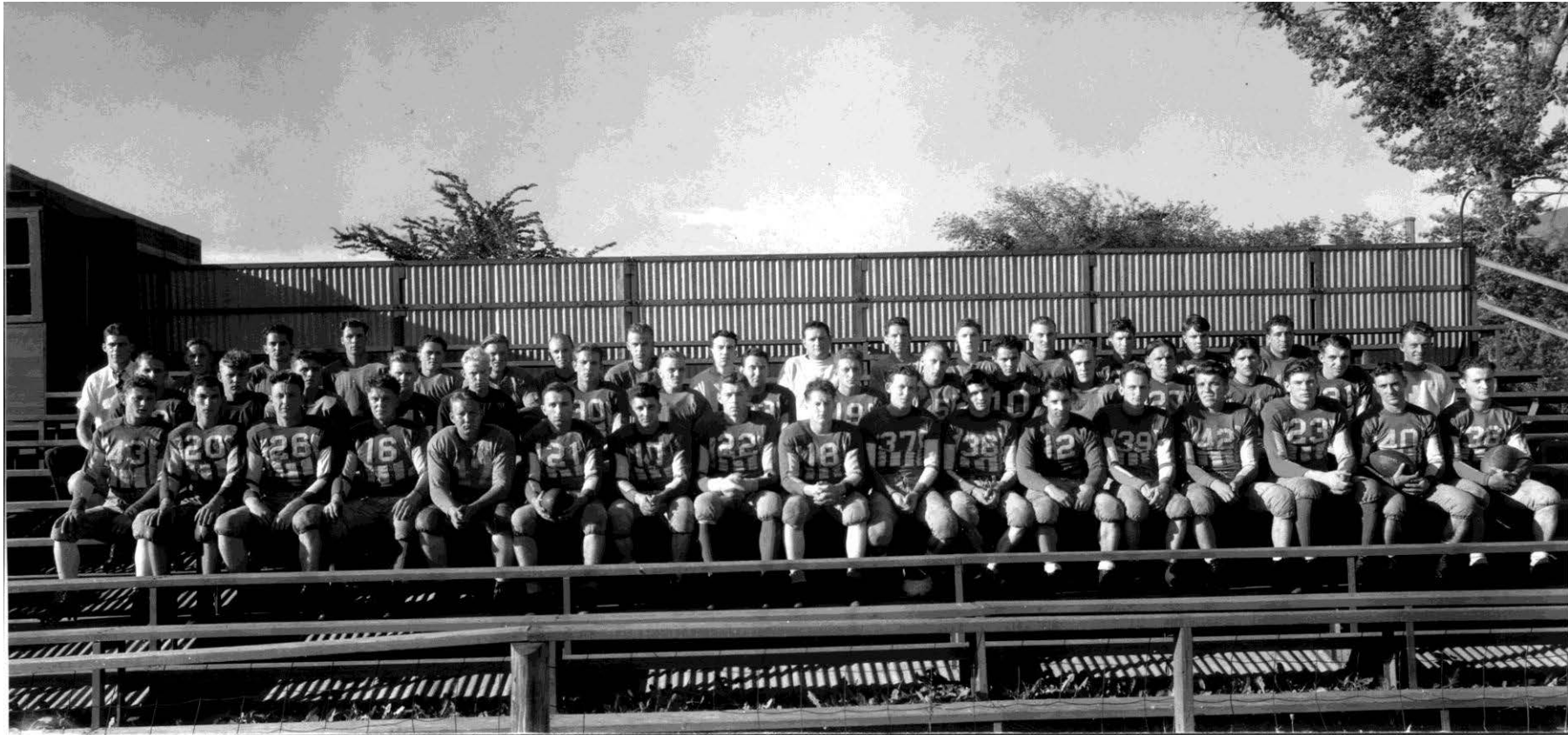
Teammates, about 1938.



Women's basketball.



Game day, late 1920s-early 1930s. Still named the Peds (for Pedagogues), the MSTC teams would not become the Dragons until after 1930.



Dragon football team, 1936.



Women's intramural field hockey in 1935.



Hank Booher, a powerhouse for the football Dragons in the early 1930s, was also a skilled guard in basketball. He later taught and coached in Breckenridge.

Fire: At 9:00 p.m., February 9, 1930, College Engineer N. E. Eckberg saw flames emerging rising from the boiler room in Old Main's basement. He attempted to douse the fire but it was later determined that the fire – having begun when a shorted fuse ignited insulation – in the ventilation pipes – was soaring up the main shaft and igniting the dried wood of the vents and ceilings. The entire building was consumed in a few hours. An eyewitness account of the fire (from the MSUM Archives):

After having returned upstairs to my room from parlor duties on Sunday evening, Feb. 9, 1930, Mabel Gillie, Jeanette Opheim, Edna Bradey, and Alma Herman were quietly engaged in conversation. We thought it rather strange that the lights went out so all of a sudden. I looked out the window and told the others that they were also out in Wheeler Hall. Only about a minute passed before Kathrine Henry shouted that there was a fire out on the campus. We all laughed because we thought she was joking. Nevertheless, we all ran into her room, and there we saw black smoke coming up from across Wheeler. Even then some were not convinced that it was serious and said they wouldn't bother to go down and see. Most of us ran down in the dark, however, and when we reached the Wheeler porch, many had already assembled there. Great clouds of black smoke poured out from the Old Main building, and the fire engines came at full speed. We still thought the fire would be easily controlled. We had not watched more than about two minutes before we saw the flames coming out the top and the whole campus was lit up. Everybody was excited; firemen, boys, and teachers ran around the grounds. Every girl in the dorm came rushing down. Miss Wake and Miss Lumley were almost frantic, especially since the lights were out and many people carried candles. They feared the latter would set fire to the dorms in the excitement.

It was not long before we were told to run up and get our clothes because the fire threatened the dorms, especially Wheeler. A greater excitement followed. Everyone tore down everything loose in their rooms and jammed it into suitcases or trunks. I was so excited and frightened I took only my dresses that I could snatch and my pocket book. Those who had trunks found seemingly super-human strength and managed to pull them down the steps and out in the parlors, porch or many out to the street.

A terrible sight met our eyes when we again came down. Flames issued from out the windows; the whole campus was light as day; and cinders and sparks flew in all directions. It surely looked as if Wheeler was lost, and everyone was ready to flee. Some were terror stricken, and a few cried but there was no real

panic. The firemen worked steadily, and so much water was used that there were pools of water almost knee deep. The heat also melted the snow. People assembled together all the evening until there were thousands of them all around the campus.

The firemen could do nothing to stop the ruination of the building. At intervals we heard and saw walls crashing and falling with men narrowly escaping death by a few inches. Window panels broke and flew in all directions. Great explorations followed when the boilers burst.

Although much effort was taken to save the Training School, it was impossible to do so. Most of the furniture out of it was saved, however, because it took some time for the fire to reach it.

Some of the more optimistic students rejoiced because of the prospect of getting out of school, while the pessimists said in a discouraging tone that there would be no more MSTC and that we could go home for good in the morning.

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The aftermath of the fire (from Byron Murray's recollections in 1963):

Just one week after the fire, classes resumed, and convocation started exactly on time as always. Listening to President MacLean talk, an onlooker was tempted to mutter that this was more like a pep rally than a funeral service. In was sheer bravado, really, for MacLean to talk about this catastrophe as merely the beginning of a new MSTC. The college would have to wait for months to see if the legislature would rebuild the school at all, or possibly, as some said, convert the place into a state hospital.

Remember this was the Great Depression, when people were hanging on to their pocketbooks for dear life. But MacLean was determined, and he said classes would begin tomorrow on time. They were still getting the old heating plant up and running. The fire had spared it, but some of the connections were not finished yet. It was only a little above zero as well.

But MacLean had a set to his jaw and a twinkle in his eye, and asked the heating foreman if things would be ready to turn on the steam. "Yes, I think we may ready by then," the foreman told him. By morning he was done and the heat was on schedule. And we were, too.

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Sarah Hougham, the college librarian, had to create a new library in Weld Hall following the fire. At first, it held nothing more than one set of encyclopedias and current magazines. Book donations from the residents of Moorhead helped to rebuild the collection.



Salvage work begins on the power plant, while classes are held in Weld, the dormitories, and nearby homes.



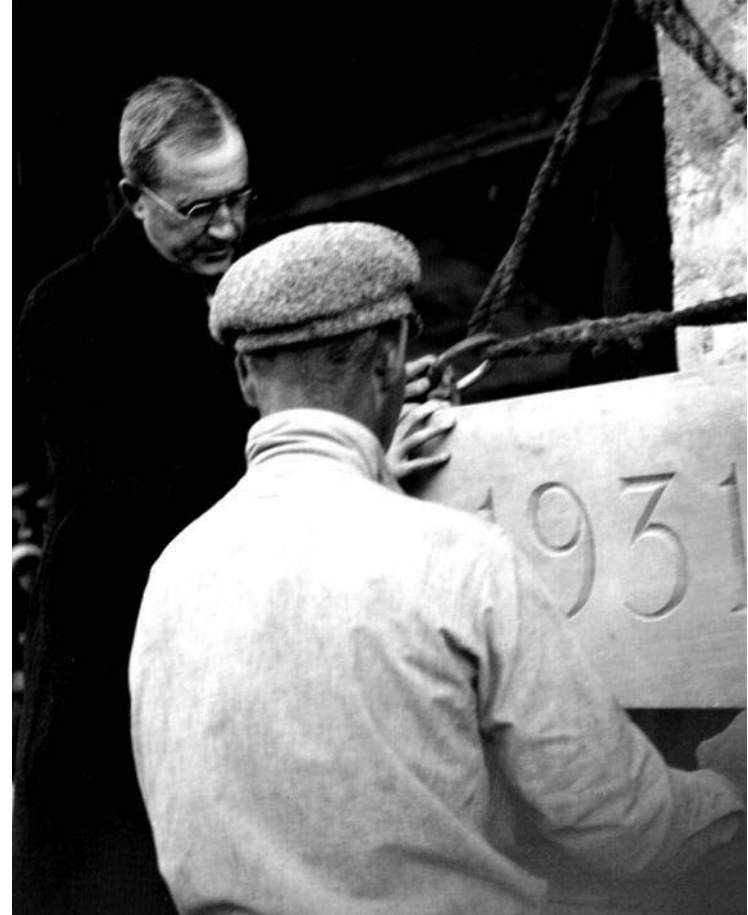
MSTC staff stand in ruins of Old Main with frozen water still clinging to the doorway and fixtures, February 1930.

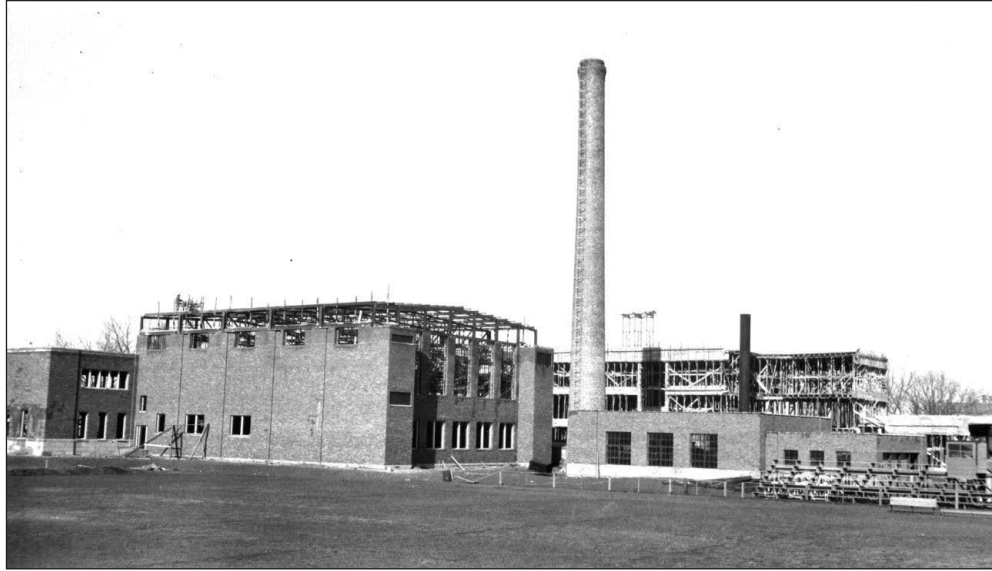


Only the shell of Old Main is left after the blaze.



Construction begins on the new buildings.





MacLean takes shape.





*Lommen wing nears completion.
Wheeler and Comstock were showing their age by the 1930s.*





President MacLean, right, in front of glass case, at the Clay County Historical Society, 1930s. Hard times having depleted the Society's budget, MSTC students helped out as volunteers.



Mistic and Praeceptor staff photos, 1936.

“Lucille George was the editor of the yearbook the first time I advised them. She was more of a cosmopolitan type of person. I recall Harriet Morgan as editor of the Mistic, and she was quite a capable person. Of course, as the 1930’s went along, it began to be more men editors, both of the newspaper and of the yearbook. I look back now at a copy of the 1934 yearbook, and you can see that it invokes the nostalgia, with its red design and clean outlines.” - Byron Murray (interview, 1982)

Intensive lobbying by western Minnesota legislators (and quiet help from Solomon Comstock) led to a \$765,000 appropriation for rebuilding (from the *Mistic*, January 23, 1931):

“Governor signs bill for 3-story main building, gym with pool, separate training school, recital hall. Bids for construction are coming in.”

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Beth Hopeman (later Beth Dille) recalls her own personal experience after the fire:

I was pretty young then, and I don't recall all that much, but I was over at Old Main that day. They were having a thing in the library, reading stories to us kids. And I had brought one of my dolls with me, and when I got home, I realized I had left it there. “Well don't fret,” my mom said, “we can go back for it tomorrow.” Well, of course, the next day Old Main was a smoking ruin, and my doll was gone. That's what bothered me.

My dad had supervised the building of Weld Hall back in 1915. Now Weld and the dorm were just about the only buildings left. There were some homes across from the campus entrance on 7th Street that the school could rent, and they set up some of the campus school classes in those. That's where we continued our kindergarten. I remember we had little green capes and caps that we wore for kindergarten. The teachers had to scramble to find things for us to use, everything they had used before had gone up in the fire.

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Hard Times – The Great Depression hits MSTC (from newspaper accounts and letters of Robert B. MacLean, 1931-32):

The Great Depression devastated Moorhead and the Teachers College. By 1931, virtually all the banks in Clay County had failed. Max Goldberg, a successful grain broker in Fargo, helped save one bank by joining a group of Moorhead businessmen and going to Minneapolis to secure a loan for it. Then he and the others, as a “depositors' committee,” spent months reassuring others to keep their trust, and accounts, in the bank.

But the outlook was still bleak. The Great Depression brought great damage: the nation's farm income fell from 12 billion dollars in 1930 to just five billion in 1933. A young woman working with the state welfare division was shocked by the poverty she saw on some of the farms in Clay County. “I was very, very surprised when I got to some of these places . . . they had no tables, no chairs

. . . they were sitting on apple boxes and it was dark and the little bit of money that they had they got from [selling] a little bit of milk and a little bit of butter or eggs.” Rural residents could grow vegetables and raise chickens, so they had food. But many could not afford to buy staples like sugar or coffee, let alone decent clothes, shoes for their children, or basic furniture. Those who owed money for their land or fell behind in tax payments lived in fear of the sheriff: the local newspapers from 1930 on were filled with foreclosure auction announcements. Visiting the region in 1933 as an agent of one of the New Deal's agencies, journalist Lorena Hickok told of a state highway official who had “seen along the roads in Western Minnesota in a couple of days seven covered wagons. [They were] farmers, he said, who had lost their farms, and were just roaming about the country, like gypsies.”

President R. B. MacLean found it necessary to give his faculty bad news – “it pains me to inform you that in order to operate with the budget from the state, and prevent letting go of many teachers, we must reduce the faculty salaries by twenty percent. We must find our way through this hard time.”

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With help from the Federal Emergency Relief Administration, an agency created to channel Federal funds into state economic relief programs, MSTC established two aid programs – the Student Loan Fund, and the Work Relief Program. Three letters from students applying for loans are reproduced below (from the R. B. MacLean papers, University Archives):

Moorhead, MN May 26, 1930

The Student Loan Committee Moorhead Teachers College, Dear Chairman,

I find that I cannot secure the twenty five dollars that I have expected to use for the payment of my board and room at the dormitory for the month of May. I herewith apply to the Student Loan Committee for the loan of twenty five dollars for one year with interest.

I am desirous of the obtaining a degree at some future time and paying for my own education. Just recently I was elected to membership in Lamda Phi Sigma. If the committee finds me worthy of this trust, I assure you that I shall meet the debt promptly when it becomes due.

Awaiting your decision, I am, very sincerely,
Gladyce Skalstad

Moorhead, MN June 16, 1930
Pres. R. B. MacLean
Moorhead, Minn.

Dear Sir,

Kindly consider my request for a loan of \$35, from the Student's Loan Fund to pay my summer school expense.

Thanking you in advance I am,
Rose M. Maras

Redfield, S.D. April 1, 1931
R.B. MacLean, Moorhead, Minn.

Dean Mr. MacLean,

I am sending you \$13.50 for what I owe on my rate to the Student Loan Fund. I think it accounts to about \$13 and the other \$.50 to Miss Owens for a transcript of my credits, will you please see that she gets it?

I resigned my position as coach at Redfield. I told the superintendent that I could not stand a 5% pay cut if I had to send money home every month, as I am always broke.

I am pretty sure I have something better lined up but will not know until next week. I will not recommend anyone for this job.

Yours very truly,
Mrs. Edwards

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R.B. MacLean summarizes the Student Work Relief Plan, about 1934 (from MacLean Papers):

The original quota for this plan was to fund twenty students at a maximum of twenty-five dollars per month. This was later increased to forty students. Funding came with the Federal government contributing seven hundred and eighty dollars per month and the state three hundred twenty dollars per month.

Students were not selected for this program on the basis of grades but students with very good grades were given preference. All student workers were required to maintain C averages in each subject. Any student who received a grade less than a C at the end of any quarter was dropped from the program immediately.

Women generally did clerical work, work as library helpers or dormitory helpers. Men did mostly janitorial work, repairs, or work such as cleaning up the grounds, landscaping and the like. Our grounds being in the process of improvement after construction, the men have been used to advantage in such work.

Student relief-work of this type is of distinct advantage to the needy students on this campus. They have evidenced willingness to work and an appreciation for the opportunity for earning an education. There has been no evidence of laxity.

We have felt that the hour-wage of fifty-five cents an hour has been too high, and suggest this be decreased to thirty-five cents an hour if the plan is continued next year.

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Reinhold Utke relates what it was like to be a student in the "dirty 'thirties" (from his 1983 interview):

I was here at MSTC three years and three-quarters. I started in mid-year, and picked up the balance of my credits during summer schools. But I graduated in 1939. Some people refer to them as the "dirty '30s" because it was so dry up here we had a dust bowl situation on the farms. I know it was a time when money was very scarce. That was one of the problems. But having come from a rural background, probably that was the biggest hurdle that I had to leap over. My parents had almost no money and weren't able to help me financially, so I had to kind of strike out on my own and scratch away, and do what I could to get enough money to at least take care of the tuition. I had quite a reserve, of course, I was very frugal, and I came to school with \$55 in my total assets at that time. That was the setting for my beginning college at Moorhead State, which incidentally was not at the regular time—this was the start of the Winter Quarter, which made another problem for me, but it was one that I met and handled.

I knew that if I came here, I'd have to do most of my own cooking from whatever I could afford to sustain myself. Only recently have I again started to eat oatmeal, because that was my mainstay for the years when I was in school here. And there were a lot of other kids who had a similar diet. But oatmeal had a lot of energy, it was cheap, and we could prepare it on a little gas burner. A lot of us did our own cooking. So, number one, oatmeal: number two, tomato soup. The variation was not very great. I'm sure our diet was not very balanced, but we took what we needed and what we could afford, and what would provide us with energy to take care of the job that we had.

I lived in a rented place near campus, down in the basement of a house across the street, and I paid a little rent for that, probably two, three dollars a month for that. I wore what I could find that would keep me warm that was inexpensive and serviceable. Most of us had sweatshirts. And this wasn't only for the men, the gals had that, too. There wasn't much variety—it was pretty basic gray and denims, very, very utilitarian types of clothing. We were all pretty much living close to the belt, but we did try to have about four or five social functions a year, that would allow us to get out of our mundane routines.

I made it through school because of three sets of initials – the NYA, the CCC, and MSTC. I got a little bit of money through the NYA, the National Youth Administration funds, to do some lawn work on campus. Then my brother was in the CCC, the Civilian Conservation Corps, and he sent me a few dollars. Then MSTC, those teachers on the campus, bless them, hired me to do some chores for them. That's how I got through. I had a major in social studies, a minor in music, and a minor in French and in English. With all that I was able to get a job.

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Harriet Hagen, daughter of MSTC resident director Olaf Hagen, suffers a loss greater than money (from her 1993 and 1997 interviews):

The lively granddaughter of Frank Weld, MSTC's former president, Harriet Hagen lived in a fine house and never wanted for much of anything. She had received most of her early schooling at the MSTC Campus School. "I can look back and think of what great people they were at that school, who we were exposed to as children through the Campus School. Georgina Lommen was a very dignified, very proper lady, who just exuded warmth and strength. She and Ella Hawkinson taught us, 'you do what's right,' and that kind of thing. They

just really got that into you. I don't know what else to say about them except they were highly respected throughout the whole state and MSTC was known throughout the whole state for their work in educational training of teachers."

Harriet also fondly remembered Dan Preston, the cornerstone of music education at MSTC. "Daniel Preston goes way back to my early grade school days. He started a children's orchestra, so we had our grade school orchestra. His wife was a violinist and so I took violin lessons. I don't remember if I took them from Dan or I took them from her, but we had this little school orchestra."

Harriet herself had no desire to teach, so when she was old enough for high school, she prevailed on her mother to let her go to the public school. Virtually all of her close friends, who she had made in Campfire Girls and around Moorhead, were students at the public schools, "and I wanted to go to school with them." So she went to work on her mother, to convince her that she could go to Moorhead High School. "When I said I wanted to go to Moorhead High, to the public schools, she let me go." This began a new phase in Harriet's life, a chance to join after school clubs, see basketball and football games with her friends. These years were exciting, filled with new things.

But the adventure was all too brief. Harriet had made plans to go on to college at Carleton. "We had money, papa was a surgeon much in demand and I'm sorry to say I really didn't notice how hard others struggled in the 1930s. Of course, we had our own kind of troubles. Mother was very sick." By the late 1920s Moselle's stomach was chronically bothering her, she was tired all the time, had difficulty concentrating, and could not understand what was wrong. Dr. Hagen was uncertain what the trouble was at first, but with some help from colleagues, he decided the likeliest cause was an ulcer. He quickly made arrangements for Moselle to go to the Mayo Clinic where she could be examined by exploratory surgery. She went down to Rochester just after Thanksgiving of 1929. To reassure her children, she wrote to them that she had "the best surgeon in the world for stomach complications . . . the operation will be a simple one – a duodenal ulcer [removal]. Recovery is usually quite rapid, so let's hope for Xmas together."

She was operated on December 6, but the results were worse than expected. Moselle did not have an ulcer – she had cancer, and it was already spreading beyond her stomach. Even the best experts in Rochester were unable to do more than remove some of the tumor, give Moselle some prescriptions for painkillers and send her home.

Dr. Hagen began to search the medical world for something that could help save his wife. He made some notes on cancer – “No permanent distinction can be made between benign and malignant growths, the only measure to be taken in the way of prevention consists in the avoidance of any chronic irritation and the prompt attention to any condition which does not readily heal or disappear.” So wrote the dispassionate scientist, but the husband and father peaked through the words – he knew that his wife was unlikely to live much longer.

Moselle received some further treatments, including some radiation therapy. But it did no more than slow the spread of the cancer. She spent the next year in a slow and painful decline, doing what she could – when her flagging energy permitted – to encourage and cheer up her children. In her last months, she was in a sanatorium where the staff could do little more than alleviate some of her suffering.

Moselle’s illness marked the end of Harriet’s plans for a college education at Carleton. Graduating from High School in 1931, she found that her life was now going to be much different. “For one thing, there were no funds for me to go to Carleton because all the money was being used up through mother’s long illness. Besides that, I was now going to run the household. I had hired help, but I was it, so I had to stay at home.” Harriet therefore applied to Moorhead State Teachers College. In May of 1931, Harriet wrote a short, poignant letter to her mother, wishing her all the best for Mother’s Day – “one takes Mother as a matter of fact until she’s away from us and ill and then it all sweeps over us what she is, and oh, Mother, you’ve been so marvelous to us, always planning to make us the best, doing that which helps us to grow. I only help that I shall be able to live up to at least part of the expectation of everyone as a child of you and Daddy.”

Moselle died just a few weeks later. Dr. Hagen, devastated, threw himself into his work with even greater fervor. Weld, the oldest son, seriously injured since birth and too difficult to leave at home, was now living in a special hospital for adults with brain injuries. Harriet now became a surrogate mother to her other brothers, John and Jim. She also began college – at MSTC. “Moorhead State was just the natural place for me to go. I had gone there as a child, I was comfortable there and at home. But that year was really a wipeout. I don’t think I really learned much of anything that year. I had fabulous teachers and was just embarrassed to death because I didn’t do well. I had Maude Hayes who was such a close family friend and an outstanding teacher of literature. She

was horrified at the writings that I did and the reports that I didn’t make and so forth. And Miss Holmquist was my English teacher and all these people whom I had known all my life and then I come to the school and I don’t do anything well. In fact, I don’t even know if I made a C average. That year was just bad.” She suspected that the teachers who did give her average grades did so more out of sympathy over her mother’s death than because of what little she actually did achieve. “I will never forget their kindness to me at the college.”

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Thomas McGrath, Red River Valley resident (and future poet), looks back on the economic crisis in the region, mid-1930s (from McGrath interview, 1973):

The farms were under drought then and the land was like a dried out old woman. I was young but had joined up with fellows who were in the Farm Holiday Association, a group that wanted the state to give farmers a break from their property taxes. If you couldn’t pay those taxes, your land came under the auctioneer’s gavel. We would go to these auctions.

We’d stand around looking angry, sort of daring those with money to bid on the farm. That would scare a lot of them off. Then one of the FHA members would buy the farm for a few bucks, and we would deed it back to the farmer who was losing the land. That would give him a few more months on the land.

It was from those FHA men and my reading that I began to resent the “money men.”

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Jules Herman reflects on how he started his big band career in 1936 (from letters sent to Soc Glasrud):

I grew up in North Dakota and graduated from Milnor High School, then I followed my brother to Moorhead State and studied music with Dan Preston. I loved the trumpet, and played it in local bands to pay for college. After graduation I taught band at the Gardner schools north of Fargo, but played at the Crystal Ballroom with Orrin Rife and my pal, Joe Best. I shared an apartment with them and Walt Severson.

About 9:30 one night our phone rang. Lawrence Welk’s manager called and said the band had an opening for a trumpeter. He asked me to come and try

out. Welk's band was playing in Sioux Falls, South Dakota just then. My first impulse was to turn the offer down. But Walt, bless his heart, insisted that I should at least give it a try.

So I took a Jackrabbit bus to Sioux Falls. That was in March 1936. Welk had me play two nights and then hired me, to my surprise. Of course, I was young and Welk perhaps thought I had potential. Later, Welk asked me if I knew a good singer. Well, Joe Best had said as I went to the tryout, 'if you get the job, get me on!' So I told Welk about Joe.



Welk's band did a lot of one-night stands then. We traveled in a sleeper bus. Then after about a year Walt Severson got us together with Byron Calhoun to play at the St. Paul Hotel Casino. I think that deal was the most important day of Welk's career.

Note: Jules Herman stayed with Welk's orchestra from 1936 to 1939, then did a variety of musical work. Turned down for military service in 1942, he worked in a defense job, "and a bunch of us played at night as long as we could stand it." Five years with Wayne "Waltz" King's orchestra after the war gave him

the resources to create his own band with his wife Lois, a singer. "We decided to stay in the Twin Cities and got a house in Mendota Heights, and did all kinds of bookings. Herman eventually retired in 1996. He died in 2005 at the age of 93.

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Pearl Jahnke explains how teacher training began to change in the latter 1930s (from her 1982 interview):

I did a couple of summer sessions first, and then came to school for 1938-39, the whole year. So this was completely new—I had never actually stayed away from home before, so a dormitory was new. I was not alone at that. Most of my fellow students came from small towns, a great many like me, for a one-year program, for additional high school training. And they came back, many of

them, not to get their two-year certificate, necessarily, but because they had to come to a college to renew their current certificates.

Our routine was rather interesting. I had never studied economics for example. Now I did that in the morning. Then there were classes in psychology, teaching methods, this sort of thing, plus a thorough review of all of the material that we would be teaching in a rural school. We went through math, we went through literature; we went through all of these things that we were going to be teaching.

That changed my teaching. In the rural schools, you had your eight grades, you know. If you were lucky, you could combine grades into a lesson. Sometimes, for instance, if you had very bright second-graders who could read very well, you might combine that with third-graders who did not read as well—that sort of thing. And you tried to consolidate it as much as you could, so that you had more time to spend with the youngsters in each one. It was an entirely different type of thing, because you taught all day, and you went home in the evening.

I was fortunate, my mother had been a teacher, so I had help correcting papers, and for two of the years, why, I stayed in my parents' home, and they drove me to the school. We did not use published workbooks, we made our own lesson, and you know, types of tests, and everything. I had one of those little gelatin pads, where I ran off lessons and tests, and what have you. I started at 6:30 a.m. or so, when I went in to start the fires in this little one-room school, and often stayed busy until 10:30 or 11:00 at night, when I had all the papers corrected, and I could go to bed. But it was very interesting work.

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War clouds gather in Europe, and MSTC students react:

"We fought in the last war in Europe, and it proved to be a waste of lives. Let us follow [Senator William] Borah and his policy of isolation." (Student Leslie Heidelberg, "World Troubled and Uneasy in War Crisis," *Mistic* October 27, 1939. Heidelberg joined the U.S. Army Air Force in 1942, and died in a combat mission in 194.)

"The draft can call any of us to service. Who is to sit on the high throne of justice to determine the right and wrong of the whole thing? 'Dust thou art, to dust returneth' – but we like to know what is to happen in between." (Student

Vernon Wedul, "Will the Draft Hit Joe College?" *Mistic*, December 13, 1940. Wedul died in 1944 when his airplane was lost over the English channel.)

"As a student, I had read *The Good Soldier Schweik*, and I identified with the German student soldiers in *All Quiet on the Western Front* and I lumped all the 'brass' together in the international officer's clique of '*Grand Illusion*.' I had a brief debate with Coach Nemzek, who commanded the town's National Guard Company, over the merits of fighting. We agreed to disagree. If war came, I decided I would be a conscientious objector." (Don Tescher, MSTC student, in his essay "CPS Revisited," March 13, 1993, MSUM Archives. Tescher did become a conscientious objector and worked at a veterans hospital in New Jersey.)



The Last Summer of Peace (Roland Dille recalls the summer of 1939, from his Hjemkomst Center talk, October 6, 1991):

Memory is tricky. There were all the summers of my youth. I get them a little mixed up. Even those last summers when I was reaching out to that manhood that, I suppose, I suddenly achieved when I was drafted on Memorial Day, 1943.

Even when I can distinguish the summers fairly clearly, remembering, for instance, who threshed for us in what summer, or in what summer I day-dreamed about what girl, memory is a deluding guide. The summer of 1941 was the last year of the old order, the last summer of boyhood, the last summer of innocence, the last summer of peace.

But we didn't know that. And yet, when I remember the summer of 1941, I seem to remember that we worked in an atmosphere already touched with regret, touched with a nostalgia for what was passing, with expectations too vague to be named. In Moorhead and Fargo as well as in Dassel.

On June 1, 1941, the temperature in Fargo-Moorhead reached a high of 64 and a low of 56. A rain of nearly two inches on June 6 raised the rainfall for the year above the normal. The great drought of the '30s was far behind, but it had left its scars, and rain was still greeted with joy.

June 6. No one would have imagined that the sixth of June would be a date that would live in history; that only three years into the future, June 6, 1944, American soldiers would land on the beaches of Normandy. No one could have

imagined the changes that would take place in the Red River Valley, in all of America, in the three years before D-Day.

It was to be, that last summer of peace, a summer like so many that had been lived through before. A lot of people were glad that it hadn't rained on June 2, because on that day a hundred students graduated from Concordia College and at Moorhead State Teachers College 56 graduates received bachelor's degrees and 147 students graduated with two-year degrees. The governor of North Dakota, John Moses, spoke at the Concordia graduation, and R.B. MacLean, the president of MSTC, who was to retire on July 1, spoke at the MSTC commencement.

In the last week of May, 134 students graduated from Moorhead High School and 31 graduated from the campus school at Moorhead State.

The census that year before had Moorhead's population at 9491 and Fargo's at 32, 508.

It was a summer, like every summer, with people from Fargo-Moorhead talking about sports a lot. That spring Dan Murphy, of MSTC, was the second highest point-getter in the Northern Teachers College Championship Meet, and Alan Hopeman, who at Moorhead High School had held the state high school high jump record, now representing Concordia, ended in a three-way tie for first in the high jump in the Minnesota College Conference championship meet.

People huddled around their radios to listen to heavy weight boxing matches – we called them prizefights. On June 18, Joe Louis, who had been trailing on points, knocked out Billy Conn in the 13th round to retain his world championship. In May he had defeated Buddy Bear when Bear was disqualified in the 6th round. In September he knocked out Lou Nova in the 6th round.

Louis's remarkable success and his exemplary behavior was having some effect on the way in which white Americans looked on Black Americans, but there was a reminder that not much had changed when, in Fargo, at the end of June, two Negro teams, the Miami Ethiopian Clowns and the Kansas City Monarchs, played an exhibition game, with Satchell Page pitching for the Monarchs. He had pitched for Bismarck in 1935 when Bismarck had won the National Semi-Pro Championship, but in his prime arguably the best pitcher in America, he would not play in the major leagues until 1950.

Baseball was king. Gordy Monson and Wally Solien combined to pitch a no-hitter for the Moorhead Junior Legion team until the Casselton team managed a hit in the 7th. Lou Gehrig, one of the authentic American sports heroes, died that June.

On May 24, Roy Cullenbine of the St. Louis Browns led the American League with a .397 average. Ted Williams was in third place with a .379. But my May 31, Williams was batting .421 and on June 7 he was at .434. He never looked back, and one of the most exciting things about that summer was following Williams to see if he would finish above .400. In the last series of the season, he refused to be benched to protect his average, which was .401, got 6 hits in 8 times at bat, in the last Sunday doubleheader, and finished with .406. The last major league batter to finish above .400.

And how about the war itself. On June 3, 1940 Wilhelm II of Germany, Kaiser Bill, died in exile in Holland, and one could say that the book of World War I was closed.

In the summer of 1941, the English lost Crete to the Germans, and on June 21, the Germans invaded Russia. The advance of Hitler's troops through Russia was front-page news for the rest of the summer. We followed such events but not just as spectators, for there was the shadow cast by the war on American, the fear that the United States would get involved, and there were all the activities that fell under the name of "preparedness." The production of material for England as well as for ourselves brought a vitality to industry that was almost immediately felt in the reduction of unemployment. The Depression was, in a very real way, ended, and a new prosperity, still un-dramatic, affected many families, made that summer a time for recapturing forgotten or deferred pleasures.

But there was another effect of defense activities, one filled with pain for many, worry for almost everyone. In the fall of 1940, Congress had passed the first peace – time draft, and immediately young men began to be called up for a year's service.

In August, the House, by a vote of 203 to 202 passed the draft-extension act. That led to the appearance on the walls of buildings in service camps of the word, Ohio, standing Over thy Hill In October, an invitation to desert in protest to the extension of the draft.

The Valley felt the threat of war in another way. In February, the 164th Infantry, National Guard, of North Dakota was called into active duty and left for Louisiana. In the same month, Moorhead's Company F was activated with the rest of Minnesota's National Guard and left for Camp Haan in California. That call-up had a particular impact on Moorhead State Teachers College. Sliv Nemzek, the college football coach, was commander of the Company F, and in the thirties, with no scholarships available, and few work opportunities, Sliv signed up almost all of his football players in the National Guard, thus providing them with sleeping quarters in the Armory as well as a small stipend. When the Guard left for California, 28 MSTC football lettermen and their coaching staff left Moorhead.

But Americans still hoped that we would stay out of the war. Terry Shoptaugh has studied the Moorhead State student newspaper. In May, in an informal poll taken in Chapel, most MSTC students agreed that aid to Great Britain was necessary, but believed that American entry into the war would be a mistake.

And the draft went on. In June there were 36 Clay County draftees.

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December 1939, Moorhead was warm enough for outdoor pictures next to the community tree. But war was already raging in Europe and Asia.

Members of Company F of the Minnesota National Guard, stationed in Moorhead were mostly students who had joined the Guard to earn a little extra money. Two men in this photo were killed in the ensuing war: Clarence Johnson (back row, 3rd from left) and Cyril Karsnia (front row, 4th from left).



The war was hard on the local colleges. Moorhead State Teachers College lost most of its male students to military service, but compensated by becoming a training center for the Army Air Force's "Cadet Training" program. Many of the cadets in the various flights, like the one below, enjoyed their three-month stay in Moorhead because they were treated well by the local residents. A few, who had met local girls, returned to Moorhead after the war.



As the editorial writer for the Moorhead Daily News, MSTC professor Byron Murray helped shape local opinion about the war and America's role in postwar leadership.



MSTC student Lois Cornell worked as a clerk in wartime Washington, earning money to complete her college studies.



Dr. Olaf Hagen (Hagen Hall) gave two sons to the war. John Hagen came home after fighting in the Pacific and in Europe, but Jim Hagen died in a bomber mission over Austria.

Marilyn Murray White (daughter of Byron Murray) on the war home front (from her 1990 interview):

I was born in Columbia, Missouri. My Dad and Mother were both doing graduate work there at the time, shortly before he was offered the job at Moorhead State in the fall of 1926. I really spent almost my entire growing up years here in Moorhead. My dad (Byron Murray) would teach English there the rest of his career.

I went to school entirely at the campus school in Lommen Hall. Some of my brothers who were born after me went to the Moorhead schools, but I started in kindergarten and went all the way through high school, here at Moorhead State.

Dad taught English, but he also wrote for the Moorhead Daily News. It had to be around 1934, I remember him saying that the salaries of the faculty members had been cut drastically during the depression, and writing for the News supplemented his pay. He had met Wayne Peterson, the News editor. I think he had some college students who might have worked on the staff or doing odd jobs down at the Moorhead Daily News. Wayne wanted him to write editorials and probably covered the territory of the guidelines of what he should say. I think Dad kind of enjoyed veering a little away from that sometimes, because he was in the Republican stronghold here and Dad was more of the Democratic leanings!

I started college at MSTC during the Second World War. During the war years I was fourteen to nineteen years old. One of the interesting things was, at the Campus School, we had an Ella Hawkinson teaching us history. She had a P.H.D. in history, and she was vitally concerned with all that was going on in Europe. She taught us a lot about what was going on I thought that during those early years of the war we followed every minute detail of what was going on. We were pretty aware, even in my teen years.

I remember that after Pearl Harbor, Dad tried to join the Army or Navy. He had been born in 1900 and was too young for World War I. In 1942, he and a number of other faculty men went downtown to see if they could qualify for naval officer training. I guess it's partly the result of the fact of shrinking enrollments, and salaries were not too great either in those times. But there were also patriotic feelings too. Yes, he did that not only once but twice because there was another time that he was approached about some other possible

program and went down for a physical. Several of the people failed and one of the persons from here did get in. But Dad was rejected, in fact he had upper dentures, or something like that, kept him out. The second time they said he had a heart murmur. Both times he was turned down.

I myself did some war-related work. In the six months from June to December of that year of 1944, I went to live with my grandparents out in Washington State and worked for the Kaiser Shipyards, on the Liberty ships.

I went there with the purpose of getting a job there to earn some money for school. My one girl friend, June Larson, and I went from here out there on a Greyhound bus. I remember when we went through the mountains. I thought we were so close to the edge of the road we might go off the edge! I'd never traveled so far before.

And when we got there, we both, by a fluke, got engineering and drafting assistant jobs. Because when they looked at our report cards that we'd brought from MSTC, it said we had good grades in "ENG.," and we didn't let them know that wasn't engineering [or] pre-engineering. It was for English classes! So we got jobs copying and cleaning up blueprints. I never heard that any of the ships sank on launch, so I guess we did okay. My grandpa, Robert Pence, did welding on the ships.



That was in Vancouver Washington, across from Portland quite a large town in terms of war industry. There were thousands of people out in that area working in the naval yards, in the war industries. That must have been quite a difference. I guess what I was really impressed at was seeing sailors come in and merchant people from all over the world, of all different kinds of nationalities. I really hadn't seen that in Moorhead or Fargo, so that was kind of impressive. At that time, they had quite an element from Mexico up there working, and lots of black men and women. I remember sometimes

when we rode the bus to work, we'd be the only white people on the bus sometimes. It was quite different than Moorhead.

I think I made 75 cents an hour, and that helped me pay to finish college at Moorhead State. I graduated in 1947.

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Werner Brand, MSTC faculty, describes his wartime duties (from his 1990 interview):

I grew up near Hawley, went to college at Concordia and eventually became a mathematics teacher. I was over thirty when The U.S. got into the war in 1941, but I was called to Minneapolis-St. Paul, for a draft physical, so I went down there for my physical. Because of my eyes, I didn't pass the physical. So I worked for a time teaching at Hawley, and taking night classes in Fargo for a master's degree.



Late one night, I was waiting over at the Fargo depot to go back to Hawley by train in 1944, and I was talking to a young fellow. He said, "You know, I think they need a math teacher for the Army air crew at Moorhead State." So that night I wrote a letter to a Dr. Snarr, explaining my background, that I almost had a master's in math, and was interested in the job. The next day, at noon, I got a call from Snarr, asking me to come up for an interview on Monday afternoon. I came up on Monday afternoon for the interview and was offered the job.

So I was teaching, but I don't know, I think I always felt that I didn't do my part for the war. I tried to work on the home front; I was an air warden for a while, but that was kind of silly. So I joined the Home Guard. I didn't like the idea of Army life and so on, but I did join it because I thought it was my duty to do something on the home front, see. The Home Guard replaced the national guard units that had gone overseas.

I think we may have mustered for training once a week, I think. We got rifles at the armory building and even did some target practice down there, things of that type. We had to wear uniforms and we had drill down there. I can tell you, the uniforms weren't too handsome.

I wouldn't think we were a large group, twenty, twenty-five maybe. About the

only marches we had, as I recall, would be practice parades out on the football field.

It was not a very big deal, but that was my war contribution, that and teaching the air cadets enough math so they could find their way in the air.

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Glenn Ringstad, MSTC student and future faculty member, recalls the day that Sinclair Lewis came to campus (from his 1982 interview):

I think there was that tendency in the town, to think of Moorhead State as not all that conservative. I mean after all we had Ethel Tainter teaching us Shakespeare and Delsie Holmquist teaching us Chaucer, so who knew what other suspect things we might be learning.

At one point, about 1944, Sinclair Lewis visited the campus. that I remember. And this was after a great dearth when nothing much had happened on campus, I think for a couple of years.



And I remember it was rather sensational because Lewis was I think partly drunk when he arrived, as he had a habit of getting, and the elegant Miss Holmquist had to escort him around.

There was some kind of tea. It was supposed to be a conversation between the students and Sinclair Lewis. There was quite a bit of silence, I think most of us were really tongue-tied in the presence of the great man. Finally I worked up my nerve, and I'd been reading W. Somersset Maugham at that point – I'd picked a copy of Maugham's *Of Human Bondage*, and so, out of sheer desperation, I asked him what he thought of that book. I remember

his saying, "W. Somersset Maugham is a very evil man." And letting it go at that. The conversation stopped dead! To this day, I'm still trying to figure that one out – he could have meant a lot of things, I realize that. I'm not quite sure what he meant.

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Joe Kise, MSTC professor of Political Science, looks at American responsibilities after the Second World War (from his *Causes, Costs and Consequences of War*, Moorhead, 1944):

"The curse of isolationism must be set aside. We must learn to adapt as we have done before. The problem of the pioneer was to adjust himself to his immediate environment. He was primarily concerned with establishing a self-sufficing home, and his interest centered in the local community, [but] the youth of today finds himself in a new world. France, Russia, and Japan are closer to us today than the nearest city was to the pioneer in some sections of our country fifty years ago. We must now act with some sense of moral decency, but also for selfish reasons, if no other, in maintaining world peace. Only by rational selfishness can we prevent another disaster such as what we have just experienced."

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Ginny Burley Kolba remembers living in the postwar married student housing, mid 1940s (from her 1991 interview):

"I met my future husband, Joe Kolba, when he came here as part of the Air Cadet program. We met at a social gathering. When the war ended and Joe came back he entered Moorhead State Teachers College in the summer of 1946. He wanted to become a teacher, and maybe prevent our children and their children from being used as we had been in the 1930s.

"At first we stayed with my parents for a couple of months. My dad had built a couple of rooms in his basement and he partitioned it off and we lived down there until the barracks were built in the Spring of '47."

The "barracks" were actually military huts, originally intended for a base in the Pacific, then sold off by the Army when the war ended. Moorhead State bought several of these huts to provide housing for married students, almost all of them newlyweds and ex-GIs. The huts were sited across from an onion field on what was then the northeast edge of town.

"Our hut had two bedrooms, a very small bath and shower, and a large room that was living room and kitchen. No one could find an electric refrigerator to buy so the couples relied on old-fashioned iceboxes."

“Some of the couples built small storm-porches onto the huts, a practical necessity in northern Minnesota. Our first son was born while we lived there”

Soc Glasrud and his wife Barb were our neighbors. I'd watch Joe and Soc and others prepare their lessons at the kitchen tables and I could see they wanted to get it done fast. Being older than the rest they wanted to get out of school.” As Glasrud put it, “I was too old at this time to fiddle around.”

MSTC professor Alice Corneliussen felt silly teaching the ex-GIs a required course on “social skills and deportment.” Showing them “social amenities, going through a receiving line,” and other manners of college men and women, she wondered “how they put up with this stuff.” Finally she asked one of them about it. The man replied that he and his friends were in a hurry and were going to be “good scouts.”

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Victory parade for all Clay County World War II veterans.



About 1949 – the baby boom begins in the married student huts at MSTC. “We called the huts fertile acres after a few years.” – Soc Glasrud

T. Edison Smith, former student and veteran of the war, returns to campus as an instructor (from his 1990 interview):

I went to the University of Minnesota and got my Masters, and I started on the doctorate and then I got work with the Minnesota Department of Health, so I transferred all my work up to the University of North Dakota and finished the doctorate up there. Then a chance opened to come back here, I was just supposed to take Don Anderson's place at the Campus School for a year, doing some of his classes, and they had opened Ballard Hall. They needed a director for it, so my wife and I lived in Ballard Hall. Things worked out for staying at MSTC, and we stayed at Ballard for the next three years it was.

Ballard was filled with a lot of these ex-GIs and they were not about to be like traditional students. I knew that, having served in the Pacific myself. You couldn't expect a GI to follow some of those rules. Guys who had been out there with a tank shot out from under him or he'd been parachuted down to safety and had been a prisoner of war, he was not about to not have a glass of beer if he wanted it. Of course, this was off limits; so we had to work out something.

John Jenkins was just a great gentleman and a great Dean of Men and I got acquainted with John the first year. So Snarr talked it over with him and they asked me to be the director and finally it turned out that way, so John and I did a lot of things and Snarr stayed out of it. There really were not any major problems, but John Jenkins and I were the only ones that knew some of the things that were going on that didn't quite fit all the little regulations they had set up.

What we did, was we selected the floor counselors very carefully. I said to them, 'I expect you to let me know what's going on, whether it's good or bad. If I don't, if I get it from another source, then I don't think you're being accountable. You want to be responsible and accountable; and if you are, I think we'll get along fine.' They would come and tell me the little incidental things and we'd sometimes have a good laugh about it. They handled it well; I had a lot of admiration for them.

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Nels Johnson, art professor at the college, remembers the postwar changes that began (from his 1982 interview):

My wife and I, and our daughter moved up here. There was a row of olive trees on the campus, then in 1939. We had to find our own housing. There wasn't any problem, I think we moved into an apartment unit across the campus of Moorhead State. It wasn't Moorhead State then, it was Moorhead Teacher's College. At that time, we had the two-year program still going. And all elementary teachers had to take two courses in Art. One was Art Elements, and one was an Applied Design course These were required of all elementary teachers, and so we got in our classes – Miss Matilda Williams and I – got in our classes every student that came here for education in the elementary program. And that was the main program on the campus at that time.

We had a teacher over in the Campus School who had charge of the High School and the Junior High classes, in Art. I'm not sure about whether this came about by 1950 or not. I taught over there five or six or seven years as part of my load.

And after I finished my teaching over there, and this is getting close to 1950, then we hired someone else who would teach over there. I think one of the first ones was Sue Murray, a young girl who married the son of Byron Murray.

And then later on, I did some teaching in the Junior High, and sort of worked with the grade school teachers. I talked to them a number of times, and each grade, I would over there and observe classes.

I don't know what a person should remark about Dr. Snarr, but he was a dominating person, and he expected certain results, in his committees, and if people worked with him, they were favored, somehow. I was of the favored ones, because I believed in the Humanities as a way of training – working with students. It's kind of surprising – I went through some of my old class books, and I had a course in the department called Humanities. I'd forgotten about that. It was a general purpose course that taught something about different phases of the Art programs – history, and design, and drawing, and painting, and some background information. Sort of like an art appreciation course.

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Bea Lewis, business office manager, pays tribute to registrar Jenny Owens (from Lewis's 1983 interview):

I lived with Jenny Owens for about 25 years in her home. I'm still living in the home that she bought across the street. She was a very hard-working person. A lot of people thought she was very stern, but basically, she was very kind-hearted. Helped many a student through school, in a very, very quiet way.

She was a very careful, perfect worker. She recorded all the grades by hand. And her records were always beautifully kept. She had to do the planning of all the programs. She made up all the class schedules, and had to attend all the faculty meetings, and attend all the various committees that were necessary in providing programs for the students. We did all the registering of the students and the collecting of the fees in that office.

I recall that after the war one GI came back with some money to finance his education. He was an older student. I think they knew what they wanted to do. They had gotten over that little period of time of indecision as to what they should do.

During the time when the men were at war, somehow or other, I got very interested in assisting the *Mistic* in providing information regarding our students for several publications, where we just gave news about where the various men were. And I received some very interesting letters, and I wrote to lots of them, and telling about various men. And this fellow who came back, and some others too, said to me "Well, Bea, you're the only one I heard from during the war." That's why they came back here to school.

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Don Anderson reflects on the difficulty of rebuilding the campus school sports programs in the later 1940s (from his 1983 interview):

When I first returned to the Campus School, the 11-man football program had been dropped, and they were playing 6-man football at the time, and later we later went to 9-man, with an occasional 11-man game. But we participated in basketball, we had a baseball team. In fact, I think, as I look back, MS High, or the Baby Dragons, were good promoters of baseball, and participated in the sub-district and district baseball tournaments on different occasions. We also had a track team. The principle conferences at that time were the Little Valley Conference, which consisted of schools like Glyndon, Felton, and Audobon,

Lake Park, Ulen, Hitterdahl, Felton, and then we had a Minn-Dak Conference, which was principally a basketball and track conference. Here we had at one time eight schools. On the North Dakota side, we had Oak Grove, West Fargo, Casselton, and Kindred. Then on the Minnesota side, we had the Campus School, MS High, Glyndon, Hawley, and I think one other.

We had no gymnasium of our own, we had two small rooms in the basement of the Campus School. These were later used for a variety of things, such as lunch rooms, and for housing for the cadets while they were training on campus. But we did have the cooperation of the college department in that we were able to bring the elementary children and secondary students to the college gymnasium for some classes. This of course meant traipsing back and forth across campus. We were able to use the swimming pool, that was one of the big thrills for the children in the Campus School, was to be able to use that college swimming pool. And we had a program set up where we started them as early as the first grade, and we tried them to give them some swimming exposure all the way through their years in the Campus School.

Practice time was another problem. In our small Gym, due to lack of storage space, we had stored just about every item that we needed for physical education – our gymnastics equipment, the horse, the high bar, the parallel bar. We were initiating a wrestling program at the time, student-oriented, all the mats were in that Small Gym. So if one were to use it for a basketball practice, you literally had to move everything out of it before you could use it. Then, of course, after the practice, it meant putting all the things back for the next day's activities, whatever that might happen to be. This got to be a little old for some of the participants, as you can well imagine, they were eager to bet at the practice, but afterwards, you kind of had to push them a little bit to get everything back in place.

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John Jenkins pays tribute to Neil Wohlwend as coach of most postwar sports (from his 1982 interview):

Neil Wohlwind of course, came back and was the football coach, during that particular period. He had been here during the Air Cadet program; I recall some of those cadets saying he'd have them running and he'd run backwards in front of them, yelling to them to speed it up! Wohlwend then had gone into the Navy during the last year or two of the war, and then returned.

As I recall, he returned as coach in the fall of 1946, and then served as coach for about the next four years. He was a very effective working with the students, some veterans, many not, and we had some very good football teams. He was a graduate of the institution and knew a good deal about the community and a good deal about the background of the boys that were playing for him. And I thought did a very good job. And then of course, later, he became involved in many things in the community as well as the legislature.

During those same years, I was an associate for the Danforth program. William Danforth had made very much money with the [Purina] checkerboard square corporation from St. Louis, and he wanted to use some money for education

Basically Danforth's Foundation gave us funding to send teachers to meetings that showed them ways to communicate better with the students. There were annual conferences in which Danforth Associates from colleges from all over the Midwest, for example, would attend. We would usually meet in the Twin Cities during the time that we were Associates. We met some truly great speakers that came to those conferences and spoke to us – and then there'd be various discussion groups on dealing with the students.

We made very many friends from all over the campuses around in Iowa and Minnesota and Wisconsin, and North Dakota, and South Dakota. It was really a very good experience. But the whole direction was to try to break down the barrier between faculty and students, so students would find a friendly ear on campus.

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Monte Reitz (class of 1951) remembers postwar years at MSTC (from an interview with Glenn Tornell, published in *Alumnews*, Winter 2007):

Monte grew up with three German Shepherds on a farm south of Hancock, Minnesota. "Even after we lost the farm in 1934 during the Depression," he said, "I never forgot those dogs. I think that's why I'm so involved with them today. I dropped out of high school at the age of 18 to serve two years in the Army infantry during WW II. I got out at war's end and headed back to Minnesota. I decided to go to college on the GI bill, so I was hitch-hiking to what then was called Moorhead State Teachers College when Marco Gotta picked me up," he said. Marco happened to be the Dragon's assistant football coach at the time and I, coincidentally, was heading to Moorhead State to play football."

Monte not only played football, basketball, baseball and ran track for the Dragons. "I loved those sport events." He chaired homecoming in 1949, became head of the Owls in 1950 and the students selected him as Outstanding Senior, also nominating him for Who's Who among college students.

"So I had G.I. Bill benefits, worked as a janitor in the women's dorms, did campus security and bartended at the Corner Bar to put myself through college. When I finished up I took my first job as a teacher and coach at Red Lake High School for \$175 a month right after graduating. I actually had to take a pay cut, compared to what I had made at the other jobs." One year later he enrolled at UCLA, joining his two brothers and parents who'd moved to California. After earning his master's degree in Education, he returned to teaching and administration. "I had a job offer from Boyd, Minnesota, for about \$2,000 a year back then," he said. "But a California school offered me \$8,000 a year with free housing. I couldn't refuse."

"I spent my last 20 years as a vice principal and principal in Livermore, California, then retired to Monterey County. It's probably best known for Pebble Beach, but it's also where John Steinbeck set his "Cannery Row" stories. My wife Ramona and I moved to Pacific Grove after I retired. We live in an adobe house two blocks from the ocean. We couldn't afford to buy it today. The value of this place now is probably 100 times what we paid for it originally. In any case, this is our paradise.

"And this is where I started training German Shepherds to be tracking dogs. This this area being so rugged with hills and things, someone gets lost every so often. So these dogs help find them and we make a little extra money. I like doing it and it reminds me of my dogs back in the thirties in Minnesota."

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Reitz in 2007

Professor Laura Scherfenberg recalls efforts to reduce alcohol use among students (from her 1986 interview):

In 1948 a group of us met in the home of Mrs. P. B. Fritch to organize a Moorhead chapter of the Women's Christian Temperance Union. We elected their officers – Mrs. Fritch was elected president; Mrs. Nordie, vice president; Mrs. Zank, secretary; and Mrs. Fitch was acting treasurer. At this meeting, Mrs. Rachel Reynolds was a member and she is still a member. That means that she has been a WCTU member for nearly 40 years.

I remember in 1951 we had a very discouraging year. They hadn't been able to have any meetings all year – in the winter the weather was so terrible, they couldn't have meetings. In the spring months there was a lot of sickness. But we kept going. We tried to help people, especially young people, learn the dangers of Alcoholic Beverages and drugs and tobacco. Along with this, we try to help people live happier lives.

When the teachers in the public school have a workshop in the fall before school starts, we'd take our temperance material, that explains the bad effects of tobacco, drugs and alcohol – to the teachers. One year we gave out 1300 pieces of this material to the teachers. We would organize a Youth Temperance Education Week, the chapters would get the Governor of Minnesota to proclaim a week for this, and we would pass out leaflets that we pass out to the children in our grade schools.

That's one way our work has changed. We used to give these leaflets to the high school students. Now the teachers and the police officers working with young people, the counselors, have all told us that they are pretty much settled in their habits by the time they are in high school, that we need to give our leaflets to grade school children. It keeps going down lower and lower.



MSTC, degrees offered by the college as of 1955 (from *The MSTC Bulletin, 1954-55*):

The College grants four degrees: the Associate of Arts, AA; the Bachelor of Arts, BA; the Bachelor of Science, BS; and the Master of Science, MA.

The Associate of Arts degree may be granted upon the successful completion of terminal curriculums in general education or in specialized fields, to include a minimum of 96 quarter hours of credit.

The Bachelor of Science degree may be granted upon the successful completion of a minimum of 192 quarter hours of credit in a curriculum designed for the preparation of teachers.

The Bachelor of Arts degree may be granted upon the successful completion of a minimum of 192 quarter hours of credit in a curriculum of courses in general education and in major and minor fields of education.

The Master of Science degree provides advanced preparation in elementary teaching, elementary principal-ships, and secondary teaching, the program of study approved by the Graduate Committee. A minimum of 45 hours of courses on the graduate level is required.

Tuition for undergraduate students who are residents of Minnesota is \$20 a quarter; non-residents, \$5 additional. Tuition for special part-time students who enroll for 8 credit hours or less is \$2 a credit hour, minimum \$10.

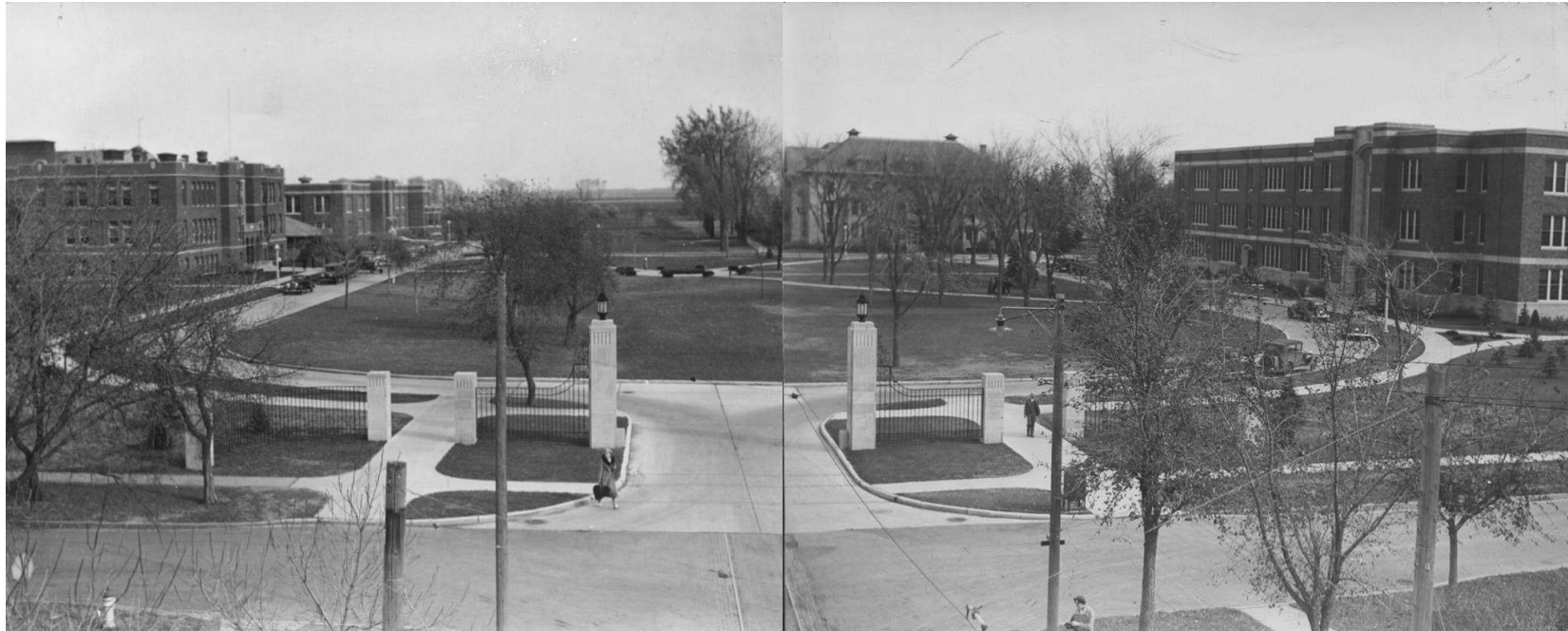
Tuition for graduate program students is \$38 a quarter; non-resident, \$100. Tuition for graduate students enrolled for 6 credit hours or less is \$19 a quarter; non-resident, \$50.

The activity fee is \$10 a quarter.

Note: For comparison, one dollar in 1955 was equivalent to \$8.25 in 2012. Minimum wage in 1955 was 75 cents per hour, milk: 92 cents a gallon, gasoline was 29 cents a gallon and an average car cost about \$1900.



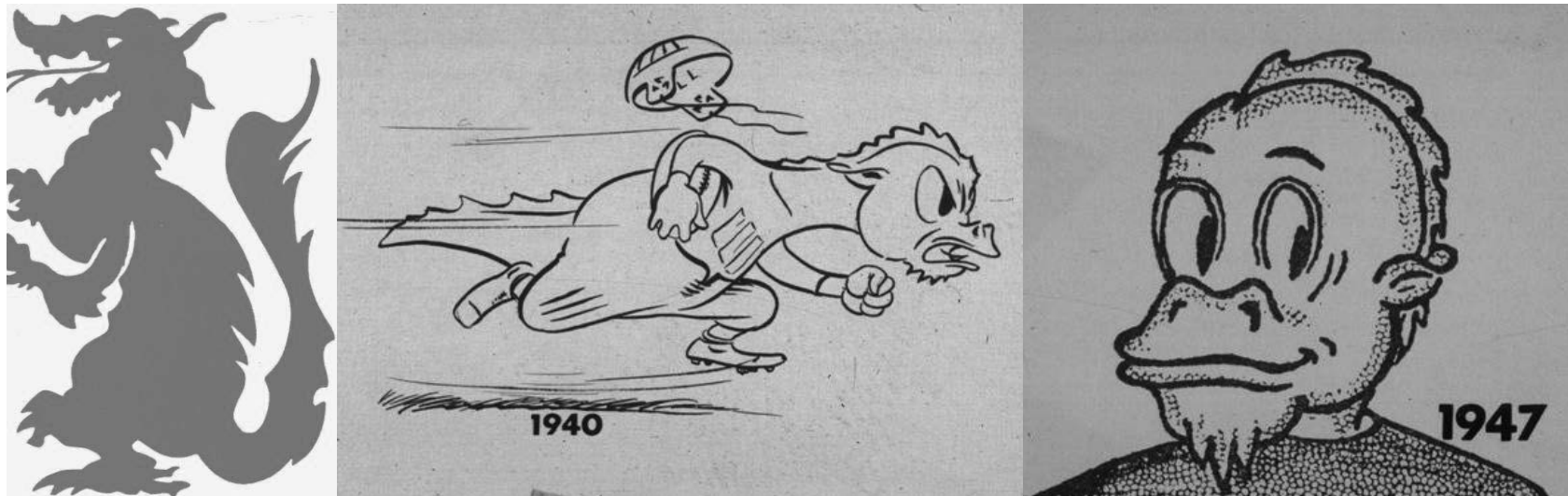
Shelda Jacobson, MSTC BS, 1948, completed all requirements for an MS degree in Education (mathematics) in 1955, the first graduate degree awarded at the College.



Panorama of the Great Circle and campus, from two photographs taken in the early 1930s.



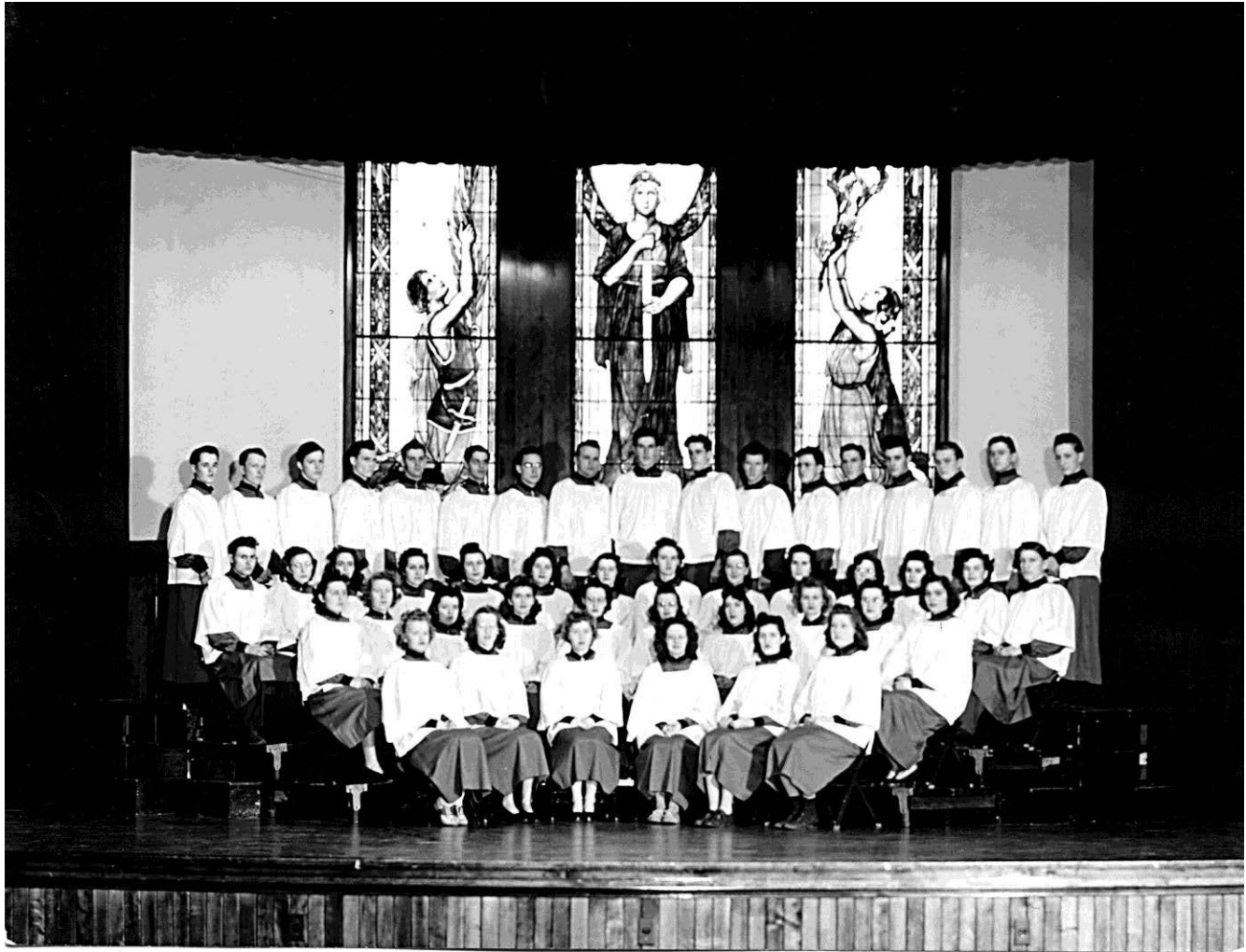
Clockwise from upper left – Nels Johnson, Bea Lewis, T. Edison Smith, Neil Wohlwend (on right).



Having survived the fire that destroyed Old Main in 1930, MSTC marked its “rebirth” by giving its sports a new name and look – The Dragons, born out of the ashes. Early dragon images had an aggressive, and occasionally sinister, look, but the postwar dragon of the late 1940s was more benign.



MSTC marching band, 1946.



MSTC choir in Weld, 1945.



Alpha Epsilon fraternity and Psi Delta Kappa sorority, early 1950s, the heyday of the student organizations, when costs permitted time for social lives on campus.

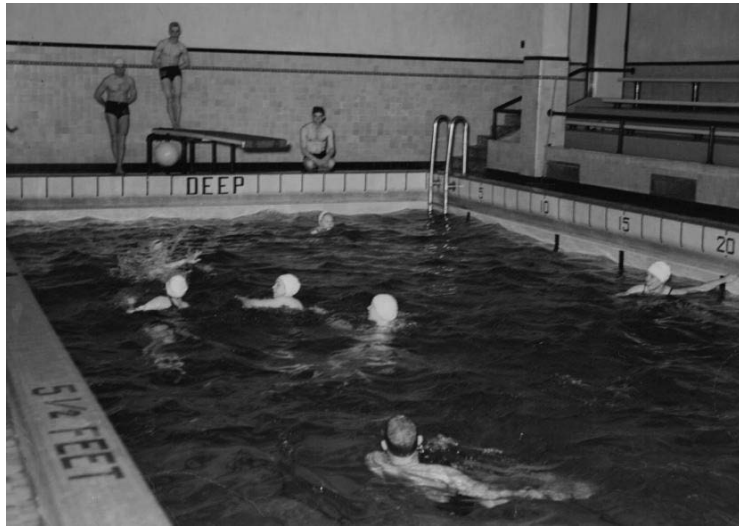
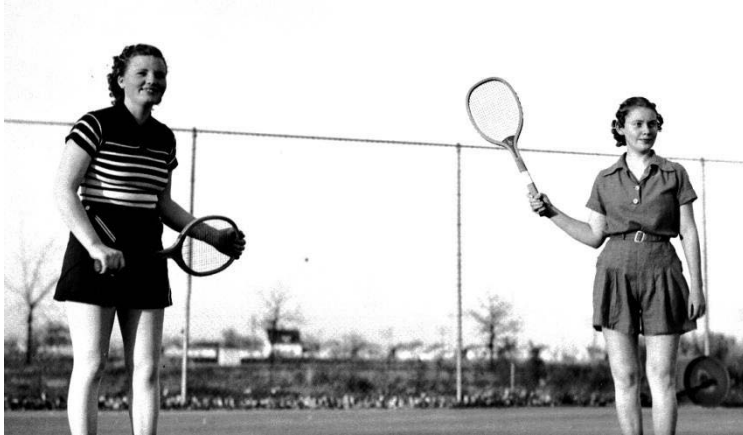




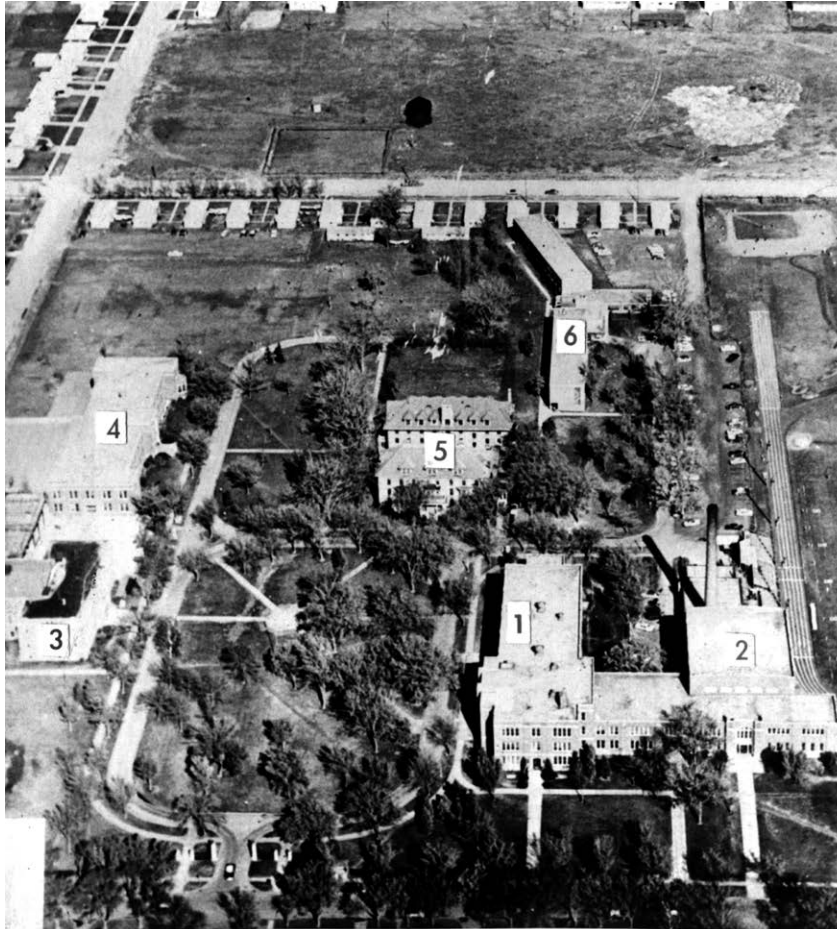
Alice Corneliussen



Jennie Owens



Greater support for education in the fifties permitted more sports facilities.



The Campus about 1955:

- 1. MacLean Hall*
- 2. Power Plant*
- 3. Weld hall*
- 4. Lommen Hall*
- 5. Wheeler-Comstock Dormitories*
- 6. Ballard Hall*



President of MSTC from 1940 to 1955, Otto Snarr feared the war's challenges might irreparably damage the school. He faced a much more restive faculty after 1945.

Chapter III – Moorhead State College



Chapter III – Moorhead State College



In order to understand the big changes in higher education in the late 1950s, a person has to know some background. The GI bill in the 1940s is a good place to start. That bill, providing college education funds for veterans of World War II, was announced in 1945, in the first weeks of Harry Truman's presidency. Truman had grown up in a poor family in rural Missouri, was largely self-educated, and he was a life-long advocate of support for public education. He believed that every person should receive a chance to learn, and it was with this determination that he commissioned a study of higher education in 1947. That commission's report – rendered in five thick volumes of testimony and findings – estimated that by 1960 the growing population would need to double the number of college educated men and women than it had on hand in the late 1940s. The Commission further recommended that, in order to achieve such a goal, the national government would have to provide assistance in enlarging the classroom capacity of America's colleges. It stressed as well that the Federal government must provide loan guarantees to help high school graduates afford the costs of college.

The Congress took no action for several years to implement the goals of the Truman Commission. But that began to change in 1957, the year that Moorhead State Teachers College became Moorhead State College. 1957 was a year when many changes were occurring; just to name some of the major ones, Jackie Robinson retired from baseball, Elvis Presley made his final appearance on Ed Sullivan, the Russians put their Sputnik satellite into orbit and Senator Joe McCarthy of Wisconsin died from acute alcoholism.



I should note that I was not in Moorhead when the college changed its name. I was teaching in California then. But I can well recall all of those major national events. Although I confess Elvis Presley interested me more as a cultural phenomenon than a musician of note, but there can be little doubt that Presley had an enormous impact on the students who were entering college in 1957. Jackie Robinson on the other hand was someone I just had to admire, a tremendous athlete whose grace before the insults of racist baseball fans did more to advance the Black civil rights cause than any other single person before Martin Luther King.

Of course Sputnik was the event that put teeth into Truman's dream of Federal aid to education, because it was then President Eisenhower – embarrassed as he was by the fact that the Russians had put an satellite into space before we Americans – put his weight into the call for aiding science learning. The National Education Defense Act quickly passed through Congress, and loans for college, backed by Federal guarantees, were there for the prospective students.

And it should be noted that the Act contained a shadow of the anti-communist influence of the now-dead McCarthy, because it contained a rider that required a loyalty oath from the borrower. Thousands of professors, as well as supporters of the AAUP, having suffered from McCarthy's red-baiting over the years, protested this provision, to no avail. But the door to Federal money for education had been wedged open and as we can see in the years that followed, for Moorhead State College it had a great impact.

And of course since my wife Beth was a native of Moorhead, we kept in touch what was going on at Moorhead State College at that time. I knew that many of the MSC faculty were unhappy with their then-president Arthur Knoblauch, who had a penchant for autocratic decisions. But Knoblauch made his contributions, like arranging for the college to get funding for a new, enlarged library. In 1957 Knoblauch spoke out against a bill in the Minnesota Legislature to forbid the state colleges from further expanding their programs beyond teacher education. This proposal had the support of most private colleges and the University of Minnesota, and if it had been adopted then the educational growth that the Truman Commission had outlined would have been impossible in Minnesota. Fortunately, the opposition of Knoblauch and the other state college presidents helped derail the idea.



The door was now open to a wide range of new academic programs, as became clear in the next year when, with Knoblauch's departure in 1958, John Neumaier became the seventh president of the nascent Moorhead State College. Neumaier was by any standard a remarkable man. A Jewish refugee who escaped the Nazis in the 1930s, John is a man who instinctively champions the right of every person to think and speak freely. Even better, John was prepared to listen, not just to the faculty, but the students, the staff, the community. He learned and he acted.

Neumaier was also the first state college president – not just at Moorhead but in the entire system – who was not a man trained in educational theory and practice. Rather he is a philosopher and a humanist, and it was under his guidance that the new curriculum began to take shape. The teacher training program did not decline, as some people believed it would. Our education program continued to operate and education majors continued as one of the largest and most successful programs; even today you can't drive through a town in the region without knowing that Moorhead State graduates are teaching in that school you drive past.

The new liberal arts programs in the meantime drew many more students who would not have come here otherwise. For after 1962 the full flood of the Baby Boomers were taking advantage of those Federal loan programs and coming to the college. Those children, born in their tens of millions in the aftermath of World War II, ushered in an unprecedented era for higher education. Their numbers, combined with the fortunate economic dominance that the United States enjoyed from 1946 to the late 1960s, forged an altogether new breed of collegian, curious and eager to learn, but never shy to let us know what they



expected, and always ready to organize a way to get it.

As we at MSC came to know them, we found the boomers to be a challenge, yes, but also a goad to improve our own pedagogy. The social sciences and humanities now emerged, from the education program's social studies chrysalis as it were, into fully developed majors. I have spoken and written of the growth of our English department's poetry and literatures programs enough to say much more here, and history, political science, the arts, and sciences grew in proportion. Social Work emerged as a program as

the 'sixties drew to a close, and the beginnings of a business program were taking shape. Through Project E-Quality, we expanded our student body and held forth a model for other colleges to emulate in welcoming minority students. By the early 1970s our enrollment was steadily growing, the faculty were growing in numbers and quality, and we were sending BA recipients off to graduate schools across the nation.

As the documents and testimony in this chapter of the school's history show, it was a time of change, not without its rough spots, particularly during the Vietnam War. But all in all it was the best of times to be my line of work.

Roland Dille
July 2013

A faculty member recalls the teacher-student relations in the 1950s (from Don Anderson's 1983 interview):

It seemed to me that the faculty had a real genuine interest in the students, and this I think was reflected in several things. The big social event at the beginning of each fall was the faculty reception for students. It included a dance, everybody put on their best bib and tucker, and it was quite a formal affair, with a receiving line, and the faculty did the work, as far as footing the costs. I can remember later joining the faculty and being on the other side, of mopping down the gymnasium floor after the dance, as a faculty member. So, it was an indication, I think, of their interest. We had other things which I'm sure were an attempt to teach us some of the social graces. Faculty teas, for example, held in Ingleside, which was the formal room on campus, and one normally didn't enter there unless they were invited, or a special occasion. But that was the center of a lot of the social activities on campus, sorority teas, things of this nature.



Elements of the new "General Education" plan at Moorhead State (from the annual MSTC Bulletin, beginning in August 1945 through 1954):

Work in the student's freshman and sophomore years will be concentrated in five areas – Communications, Humanities, Social Studies, Biological Sciences, Physical Sciences. In the Humanities, for example, general courses have been adopted as the most effective means for organizing the materials and as the most satisfactory procedure in securing the aims of the program. The program cuts across the divisional organization based on various areas of subject matter. The instructional staff for General Education is drawn from all college divisions and is administered under the supervision of the college's Council on General Education.

The State College Board mandates minimum requirements to be completed in the first two years – 8 quarter hours in fine or applied arts, 4 hours of psychology, 12 hours of language and literature, 8 of physical and health education, 8 of science, and 12 of social studies. The following are required courses for all students:

- | | |
|------------------------------|----------------------------------|
| One year of freshman English | One course in music appreciation |
| One year of biology | One course in world literature |

- | | |
|--------------------------------|-----------------------------------|
| One course in U.S. history | One course in geography |
| One course in mathematics | One course in economics |
| One course in art appreciation | One course in sociology |
| One course in hygiene | One course in American government |



Marion Gee, a Moorhead State alumna, recalls her years supervising future MSC teachers at Oak Mound School (Marion Gee interview with Steve Grineski, in Grineski's "We Were Pretty Darn Good": A Social History of the Preparation of Rural Teachers, 1900s-1950s):

I grew up in Angus, Minnesota and did grades one through four in a rural school. At Moorhead State, I learned to teach and then was sent to Oak Mound School [north of Moorhead, near Kragnes] to student teach in 1947. On my way from my home town of Angus, Minnesota, I rode the Greyhound bus. Sitting on the bus in the evening, it was kind of pretty to look across the landscape towards the trees and river. And I'd think to myself, 'I wonder what these poor people do around here,' not knowing that in the group of trees to the west was this beautiful school in this wonderful community. And so I was assigned there [to student teach] and I found what it was like. And it was so fun. The community was so great. And the school, of course, held the community together. It was just the best experience, so when I found I could start teaching there in 1949, I took the job.

I remember that in those early years, Oak Mound School installed a powerful generator [at the school] to use when the electricity failed, which often happened during winter storms and spring ice storms. One winter, the electricity was off for many days. This affected the entire community. But with the [school's] community kitchen that had been installed on the second floor, many of the [Oak Mound] residents came to the school to have meals together and even card parties. Also the school had a very heavy and sturdy stage. Occasionally this was used for Christmas programs. During the times of the power outage, the community residents came to the school and we gave one-act plays, then had lunch in the community kitchen. We had electricity from the generator and water for the bathroom.

After I started teaching there, I was the supervising teacher for younger Moorhead State teaching students who came out to Oak Mound for their practice teaching. Besides being a supervising teacher and constantly helping

the student teachers with their plans and having conferences with them and the college supervisors, I decided we should still make time for fun, right at the school. After our evening meal and before we started working with lesson plans, we would have our fun time. Sometimes we would play basketball; there was one hoop in the game room. We would organize our teams at the beginning of each six-week period, then play through this time and end with a tournament before we would begin the process over again with a new batch of student teachers. One year we had some tall gals on one team and on the other team were the short ones. We called ourselves the ‘Tall Johns’ and the ‘Short Joes.’ One time we called our scores into Fargo television station WDAY Sports Director Bill Weaver. He took the information willingly, then pondered a moment and said, ‘The Tall Johns and Short Joes from Oak Mound School would be an intramural team, and so sorry it won’t make the news tonight.’ We had a good laugh.

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John Jenkins, Dean of Men for many years, recalls the controversy over the future course of education in Otto Snarr’s last years at Moorhead State (from Jenkins’ 1982 interview):

The General Studies program was certainly one of the programs that O. W. Snarr very much espoused throughout the time that he was here. He was a University of Chicago man. That’s where he completed his college work, and he brought back very strong University of Chicago influences. While he was president, 1941 to 1955, a number of people from the University of Chicago came here, and a number from here went and completed their work at the University of Chicago. So, the University of Chicago, during that particular period had a very strong influence on the campus.

O. W. Snarr was a strong person. Some would call him stubborn. He was a not verbal person, particularly. He was not a person who spoke easily and well. He would be a great contrast to our later presidents, who have been quite the opposite, with fabulous ability to communicate verbally with people. O. W. Snarr did not. He was a relatively quiet person. I would suspect that in the period of time he felt he was in charge and did not need to explain himself. He was confident he had control of the problems that the college had at that time, and he gave reasonable leadership to the college.



It seemed by the 1950s as though the faculty chose sides over Snarr much more than they have with earlier presidents. Shortly after I arrived and became involved in the faculty activities, there was a split. I was a little bit on the outside when I was first here, not quite involved in faculty affairs that much. But about that time, there came quite a split in the faculty, and I don’t know all of the details, but I do know that a number of, I would say, outstanding faculty members had left. They couldn’t work with Snarr, and they felt stifled and that their talents were being wasted, that their ideas didn’t fit into Snarr’s concept of how the college should be run. And they left.

I guess the college probably was the poorer for it, but others profited from it. There was Arnold Christianson, who was the chairman of the Education Department, and there was Glenn Dildine, the biologist and McGarrity from Music, and others – those are some that come to mind, as leaders of the Council on General education. Some of the teaching educators felt kind of demoted. I know there was serious disagreement with some of those.

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Soc Glasrud, English professor in 1955, recalls the efforts of the faculty to influence the selection of a new president as O. W. Snarr prepares to retire (from Glasrud’s *Moorhead State Teachers College*):

Harold Addicott, head of the Faculty Association, and I called on Resident Director Oscar Rusness to express our fear that Snarr would be in a position to select his successor. We knew that many MS faculty had been chafing at Snarr’s failings and his inability to influence legislative funding. The school had not grown after World War II when all the other state colleges had. We were a poor third in Fargo-Moorhead, barely within sight of the eyes of many people. I made an impassioned speech at a Faculty Association meeting, saying we had nothing to lose but our chains; my dramatic quote was not very fitting, but I liked the sound of it. My argument was that the College must have a more effective president before it could grow.

An MS faculty committee was formed and found two men they considered worthy candidates for the presidency, Byron Murray and Glaydon Robbins.

Rusness agreed to help us promote these choices. But it did not work out. A. L. Knoblauch of the University of Connecticut made an overwhelming impression on the State Teachers College Board and was elected president almost by acclamation on May 15, 1955. We came to know him well, happily and unhappily, in the next three years. He was a self-confident manager who seldom asked advice and seemed to have few doubts about the rightness of his actions.

There were many examples in those years of Knoblauch's "treat 'em rough" tactics toward faculty. He wrote insulting letters to many, perhaps he thought his letters would drive people away and he could hire replacements more to his liking.

To Knoblauch, our wishes didn't matter, nor the best interests of those who enrolled in the classes.

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Student government in the early years (from John Jenkins' interview, 1982):

There was a student government in the 1950s that went by the name of the Student Commission. It was different than the Student Senate that was later organized. It had representatives from different areas on the campus, and it was a kind of representative assembly. I became Dean of Students in that period, and I was involved very much with the activities of the Student Commission, and I felt that the leadership on the part of this student group was just excellent. They had some wonderful student leaders, and the responsibilities that they took impressed me a great deal.

Of course, tuition costs were going up, but it was still pretty low. It's hard to even think about it in terms of today's cost of going to college. And for many years, it was kept low. This institution as well as the other institutions in the state were able to keep tuition costs down, and board and room costs down, certainly very low in comparison to today.

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Bernard Gill, director of the College Library, credits Knoblauch for his skills in obtaining funding from the state government (from his 2009 interview):

The president was a real hands-on guy, I saw him once out in the hall of MacLean as he told the contractors how they should lay the new linoleum tiles!

That was Knoblauch. But he was shrewd in getting money. Our Library was at the end of the long central hallway in MacLean Hall, no more than 60 or so feet long and smaller than the bookstore that's there now. It was crammed with tables and bookshelves. We had a very small budget and I had to go begging to get about \$3000 a year for books and periodicals. I remember that sometime around 1952 we added book number 30,000 to the shelves. That was a big moment. But we were going to run out of room before too long.

In 1957 year the legislature parceled out the money to the colleges and found that they had \$905,000 left for allocations at the end. 'Who could do something for that much,' they asked. Well, one college said, 'with \$1.5 million we can do such and such,' and another said, 'give us the \$905,000 and another few hundred thousand and we can do this.' But Knoblauch was clever; he said 'that \$905,000 is *exactly* the amount we need for our library!' So we got the money.

So now I had to design this library, to match that budget. I had taken a class in 1956 at Illinois on library design – and I got a lower grade for the assignment because my design didn't have 'enough theory.' Of course it didn't, I was designing a *real* building! Anyway, when we got the money, we looked at several new libraries, one in Colorado, one in Iowa, and elsewhere. And we got advice from three separate architectural offices while planning. The State Architect made most of the final choices and that office also chose a project architect, Magney, Tusler and Setter from Minneapolis. They came up with the design we have, a rectangle that was 144 feet by 180 feet with a third-floor 'penthouse' that was 27 feet by 162 feet. Where the outside arches in the walls came from I don't recall, but, with the pillars inside, they bear a lot of the weight of the upper floors. Any design has its 'approvers' and its 'critics' but what I remember is that the campus folk were happy with the contents of the library but quite a few in town were dubious about the aesthetics of those arches. Now, of course, it's the library's most memorable feature.

Once we had the new building we started getting more money for books and things. Knoblauch helped there, too, so he had his good points.



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The Cold War increases Federal funding for higher education (section on Federal loans from the National Defense Education Act, 1958):

An agreement with any institution of higher education for Federal capital contributions by the Commissioner under this title shall –

- (1) provide for establishment of a student loan fund by such institution;
- (2) provide for deposit in such fund of (A) the Federal capital contributions, (B) an amount, equal to not less than one-ninth of such Federal contributions, contributed by such institution, (C) collections of principal and interest on student loans made from such fund, and (D) any other earnings of the fund;
- (3) provide that such student loan fund shall be used only for loans to students in accordance with such agreement, for capital distributions as provided in this title, and for costs of litigation arising in connection with the collection of any loan from the fund or interest on such loan;
- (4) provide that in the selection of students to receive loans from such student loan fund special consideration shall be given to (A) students with a superior academic background who express a desire to teach in elementary or secondary schools, and (B) students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering, or a modern foreign language; and
- (5) include such other provisions as may be necessary to protect the financial interest of the United States and promote the purposes of this title and as are agreed to by the Commissioner and the institution.

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Student-faculty relations in the early 'sixties (from Karen Kivi's memoir, *Next Door: Reminiscences*):

An annual spring event at MSC was what used to be called the Alpha Epsilon Songfest, now known as the Sigma Tau Songfest. Organizations contributed acts to this event; people paid to attend and the proceeds were used for scholarships. Through the years the Owls would contribute an act, usually a bunch of boys sitting around a pretend fire and singing a few songs. The boys usually



had good voices, but the act never won points for originality or creativity. But along came Larry Peterson in the 'sixties and he was experienced in dramatics after spending summers in Straw Hat Players under the tutelage of Del Hansen.

He and some others worked up a real act. Alice Bartels and I watched and couldn't believe our eyes as Owls sang with backdrops, precision choreography, excellent timing and great lighting.

It won first prize. Ma Jackson treasured that trophy for years. I added to the award by inviting the Owls and their girl friends to a beer-cheese-pretzels party. The keg was cracked open and the first wave cleaned off the table. Lucky I had made arrangements with Vic's to get refills. I'm sure a few there were minors, but this party was "at home" and supervised, and I decided not to dwell on the technicalities. They all behaved themselves.

I ended up telling fortunes until all hours of the night by the light of the Newman Center's corner lampposts. I told Father Carl, chaplain of the Center, his fortune that night and he always remembered it because it came true.

It was a fun party, given to a deserving bunch of guys.

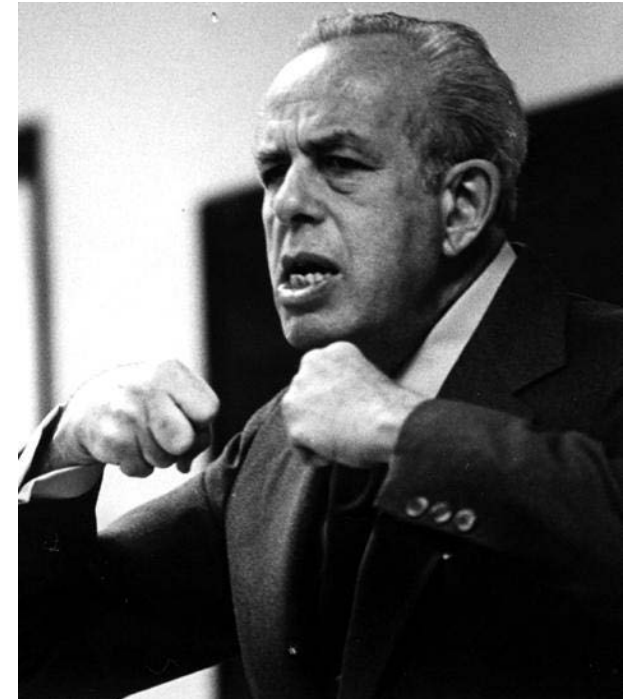
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Alice Bartels, MSC music professor for over three decades.



MSC campus 1962.



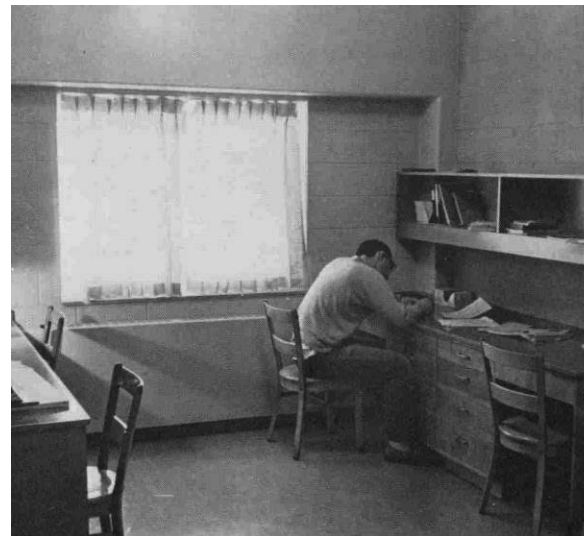
Arthur Knoblach (left) with his “inner circle” – “cool and decisive,” Knoblach was accused of playing favorites and ruling atocratically without consideration of faculty or students views. A confrontation over a bell carillon for the campus led to his departure. His successor, John Neumaier (right), was a German-born Jewish refugee, who’s passion for education and social justice are fully on display in this image of a speech to the college. Neumaier reorganized the college curricula, stressing the liberal arts. His opposition to the war in Vietnam, and his decision to admit more minority students through Project E-Quality, were controversial, but MSC’s reputation for excellence rose steadily.



Events like “a Greek Christmas” (top left) and the Sadie Hawkins dance (bottom left) underscored the confident, somewhat serene nature of college life in the 1950s, when tuition was still low enough for many to afford four years of college without heavy debt.



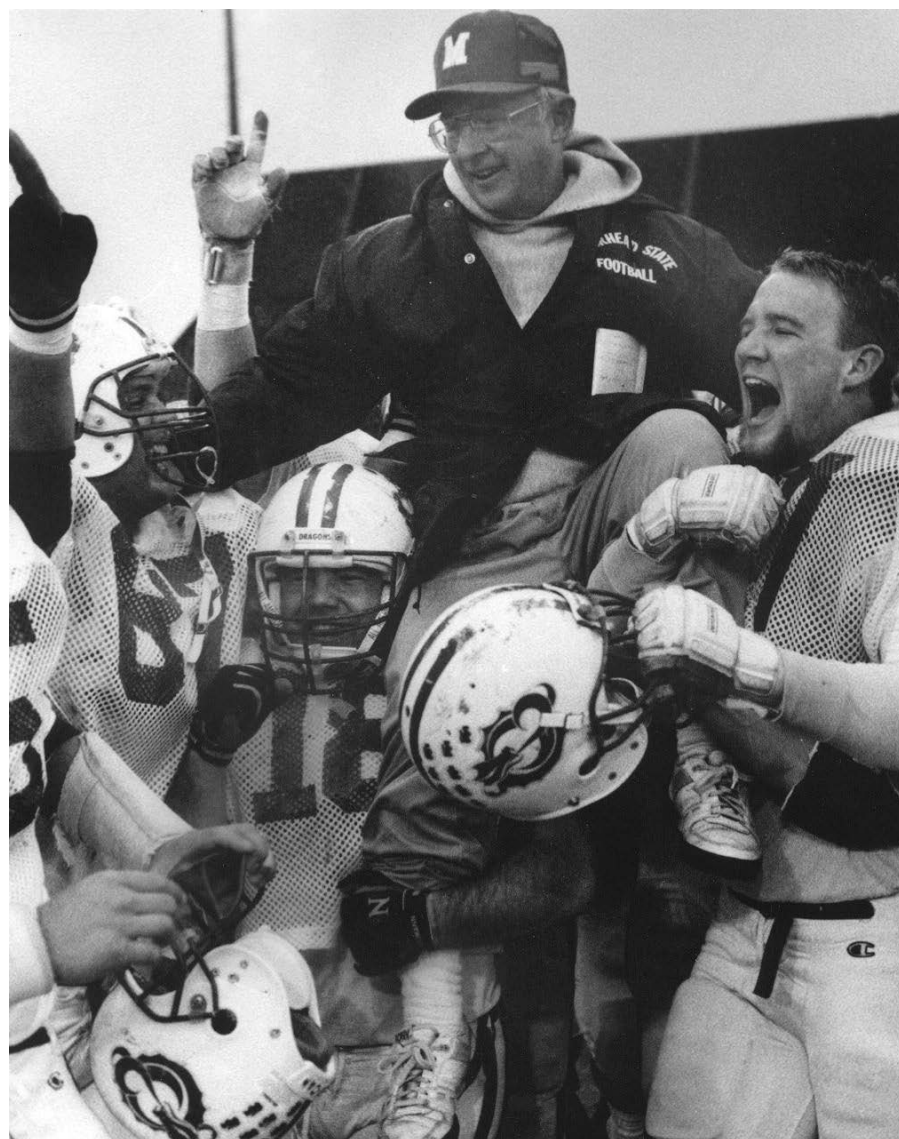
The winds of change began to blow in earnest after 1963, when the civil rights movement grew in intensity, students and faculty grew restive, and President John F. Kennedy was assassinated. The snow sculpture pictured above memorialized the late JFK at the 1964 MSC winter carnival.



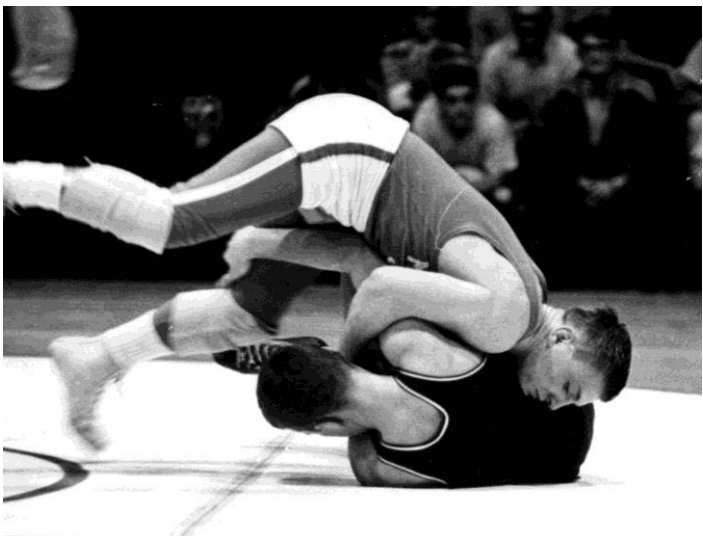
As enrollment grew steadily in the sixties, major changes transcended the college experience and traditional activities like SnowWeek (left) faded in importance. Snarr Hall (right) was completed in the early sixties to accommodate the growing student population. More dormitory construction would follow.



After the Alex Nemzek Field House was completed, MSC enjoyed a decade and more of success in sports, with championships in basketball, track, baseball and – after Ross Fortier took the helm as head coach, the beginning of a NIC football giant.



Beginning his head coaching career with a 4-4-1 season, Fortier slowly built on the strength of solid defense and careful game planning. Ultimately, he compiled a 152-80-4 record over 23 seasons, winning nine conference titles.



Dragon basketball, track and wrestling teams gathered NIC titles in the 1960s, fielding such stars as Jim Jahr, Bucky Maughan and Ron Monsegu.

Harlan Shuck (class of 1958) recalls the bell carillon controversy (from his visit to campus, 2011):

Harlan Shuck was all set to graduate from Moorhead State College in the spring of 1958. He was looking forward to getting out of school, partly because he was a few years older than most of the others seniors that year, and partly because he was looking forward to the job he had been offered. Joining the Army right out of high school, Shuck had spent a year in the Korean conflict, which was nothing he liked to remember, but was part of the service that had helped him pay for college. Shuck did well in school, excelling in his classes and showing promise as a teacher after he graduated.



But during his last year Shuck ran afoul of the college's president, Arthur Knoblauch, when the latter man wanted to build a bell tower on campus. "In 1957, Knoblauch decided that he could take the money that students had been putting aside for a student union and use it for something else," Shuck recalled fifty years later. "Knoblauch wanted to build a bell tower." Most MSC students did not support the idea, preferring that the money be used for a union. So Shuck, who admitted he did not like Knoblauch's tendency to act like an autocrat, decided to

join a few friends and 'demonstrated' their displeasure. "One night a group went out to where an old church or school was torn down, and grabbed the little bell tower. We threw it into the truck and brought it back late at night and put it in the center of campus. It was like saying 'there's your bell tower, Mr. President.' It sat there for a day or so, while Knoblauch looked for the culprits, and then someone, not me, burned it, again in the middle of the night. I don't know who did that."

Who did burn the tower? Fifty-five years later, that question remains unanswered. But some possibilities have been offered. Marvel Froemming and Janet Paulsen, two students who worked at the *Mistic* in 1957, later presented their own theory as to how the bell tower burned that night:

"There was student activism in the fifties. There were administrative decisions with which we did not agree. The primary difference between then and now is that now there are only a few student activists. Back then, contrary to popular mythology about the apathetic fifties, there were so many activist groups that

no one ever knew which group was responsible for which part of the action. The infamous bell tower incident comes immediately to mind. Our imaginative administration decided that the campus needed a "symbol of unity." Their idea was to mount a major fund raising drive, which included a quarterly student assessment, to pay for the construction of a modernistic design – a campanile. This igloo-shaped structure was to be placed in the center of the mall where it would be surrounded by those other outstanding examples of futuristic architecture – Weld Hall, MacLean Hall, Lommen Hall, and the Wheeler-Comstock-Ballard Hall dormitory complex. Our tough-minded Student Commission rubber stamped the idea without a word to the rest of the student body. But then the administration made a fatal mistake. They gave the architect's drawing to the editor of the *Dragon* with orders to feature the sketch in the next yearbook. And one group of activists "hung out" in the *Dragon-Mistic* office.

"Within hours, everyone knew! Late the next night a group of students brought the steeple bell tower from an old country school house to the campus and placed it in the center of the circle. During the next few days sororities placed artificial flowers around the bell tower, faculty members posed for pictures beside it, and appropriate music was played to pay homage to the structure. The entire concept of a bell tower was the laughing stock of the campus. The only people who weren't laughing were administrators. But then another group of students decided to get a piece of the action. These students (was it the Owls?) set fire to the bell tower. It was an occasion to remember. As flames lit up the sky, "bell tower music" emanated from Wheeler Hall, cheering students hung from their dorm windows, and the screaming sirens of the Moorhead Fire Department pierced the still evening air. Serious thought of a bell tower rising over the campus diminished with the growth of ashes."

"Yet a different group of students knew that the administration would not give up so easily and decided that a confrontation was necessary. On May Day a massive body of students congregated in the center of the circle ringing bells, calling students to a convocation pitting a student panel against the President's administrative assistant. The special edition of the *Mistic* publicizing this convocation had been censored by the administration the night before the rally, but the quick thinking print shop staff saved a few copies of the non-censored edition. By convocation time nearly every student had read both versions and copies of the paper were in the mail to members of the Legislature. The students prevailed. The bell tower was not built but the concept of self-imposed

student assessment was accepted by the Legislature. Rather than a decorative symbol in the center of the campus, the students proposed development of a student union. This would be more than a symbol. It would be a structure that would provide a gathering spot for future generations of students. For many years students assessed themselves and worked diligently to plan the construction of a student union that they themselves would never use. From the ashes of the bell tower rose Comstock Memorial Union.”

Knoblauch had suspicions, but no proof, that Shuck was involved in the ‘bell tower incident.’ Now, as the Spring 1958 commencement drew near, Shuck was in a mood to celebrate. One afternoon, while talking to some of the co-eds in the lounge of Ballard Hall, Shuck and his pal Dick Wicklund each drank a can of beer, leaving the empties on a window sill. It was, he later admitted, a silly act; “we were showing off for the girls.”

It was also an expensive act of bravado. For when President Knoblauch learned of it, he notified Wicklund and Shuck that they were suspended and would not be awarded their diplomas for another year. The suspended degree cost Shuck a job offer to teach English and literature classes at Crookston High School. Having received excellent grades, he soon found another place to teach and went on teaching for another four decades before retiring. Knoblauch meanwhile left MSC for another position in Illinois. But looking back in 2011 on the events of 1958, Shuck remembers Knoblauch as a “petty man” who suspended him in revenge for Shuck’s having openly criticized Knoblauch’s plan to build the bell carillon. In the end, Shuck recalled, “Knoblauch did not get his carillon, or his bells, while I got my degree, so justice was served.”

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Knoblauch leaves Moorhead State College and the new president arrives in 1958 (from John Neumaier’s 1987 interview):

I didn’t believe in empire building. I may have all kinds of weaknesses, probably, which I would be best aware of from other people, but this [empire building] is one that I do not have. And I feel that it is this danger, when a person is associated with an institution that he or she might want to promote that institution at all cost in almost a personal sort of way. And I think that needs to be resisted for many reasons. But I did feel that it was, to put it very plainly and bluntly, undemocratic that people that were fortunate enough to be born in the cultural metropolis of Minneapolis and St. Paul would receive greater support

for education, while the other people in the rural areas would be neglected, and that was precisely what was the case [in 1958].

Now, I didn’t necessarily mean that we should get a larger part of the pie [for financing state colleges and universities], though if necessary I was very willing to have the pie become larger. But, I did feel very strongly, still do so, that when people learn English, or biology or a foreign language, or a professional preparation, that they should learn what has to be learned and not at a second rate level. I’m afraid that was not only the case, but that was accepted, and I hoped that with the kind of faculty that we were going to attract and retain, as well as with an understanding by the community of the issues involved, that we were going to change that. I think that with the help of a lot of people, that was to a significant degree changed.”

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Rock ‘n Roll hits the campus (from the memory of MSC History professor Ken Smemo):

“It was in a late afternoon class in American History in early 1961 or 1962 in MacLean Hall that I had this experience involving Bobby Vee (Robert Velline), who was then a young, new pop celebrity at that time with several hit records.* He was originally from the F-M area and came back to visit occasionally.

He was acquainted with one of the students in my class, a quite attractive blond, I think named Sue – a fact which I was ignorant of until the afternoon in question. It seems that Bobby had arranged to meet the young woman when she came out of my class that afternoon and she had shared this with some friends. Soon this information spread through the entire class of some thirty students who waited impatiently to be dismissed so they could get a glimpse of their pop idol. There was a growing restlessness and a good deal of whispering as my lecture went on, especially among the female students, who eagerly watched the clock. I learned from someone in the class about their keen anticipation regarding Bobby Vee, who would soon be waiting outside the classroom door.

I couldn’t hold the class’ attention as the dismissal time grew nearer, so I let them out early. They all rushed for the door, likely led by Sue who had seated herself close by, and poured into the hallway where, indeed, Bobby Vee stood waiting. When I got into the hallway, Bobby and the woman were heading for

a building exit, while most of the class watched with some awe as they left, an experience that most of them likely long remembered.”

***Note:** Robert Thomas Velline is a Fargo native who came to stardom in 1959 when rock star Buddy Holly was killed in small airplane crash in Iowa, headed to a concert in Moorhead. Velline assembled a band of pals, calling themselves The Shadows, and played at the Moorhead engagement. Their performance, witnessed by members of the entertainment press, was hailed a success. “Bobby Vee’s” career was thus born, and he went on to a long career with 10 top-10 hits.

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New arrangements for student teaching (from Don Anderson’s 1983 interview):

One of the greatest things that I saw happening, was the shift from on-campus to off-campus teaching. We did have a good working relationship with public schools in the Fargo-Moorhead area. We counted on our association with those schools to give our students the exposure to classroom conditions, initially at the elementary level, and then later, of course, at the secondary level. But neighboring schools, such as Edison, and Sharp, and Probstfield, and a little further away, George Washington, Lincoln, and beyond. But I think that was one of the strong points of the program at Moorhead State, our good relations with the region’s schools for our teacher candidates.

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Gloria West, MSC’s first African-American student, recalls her college years (from her interview in *Alumnews*, Spring 2002):



“You know, it wasn’t my choice. I wanted to go to Fisk University, an all-black campus in Nashville. But my dad insisted that I go to this place way up north from Chicago. I still don’t know how he picked Moorhead State, maybe for its standards in learning. I was only about sixteen too, probably the youngest member of the freshman class of 1962. I didn’t know I was the first black student from the U.S. I really didn’t notice resentment; everyone was so nice that color never became an issue.”*

Recruited in 1962, Gloria West shared a room at Dahl Hall with Nancy Walton. “I had never been away from my parents or Chicago. But the Walton family helped me through the transition and made life so easy for me.”

“My third day in Moorhead it rained and my hair – I had a lot of it then – needed to be straightened. Nancy, Mrs. Walton, and I looked all over town for a hair salon that could work with my hair. I remember a small child asking his mother why my face was so dirty. But it was funny and everyone was kind.

“Classes were tough at first. My high school in Chicago just didn’t have the science and English curriculum that would prepare me for college. So I was always playing catch-up. But the science and English teachers spent a lot of time with me, otherwise I wouldn’t have made it. And I learned early on that you can do most anything if you put your mind to it.”

In West’s sophomore year, two other African-American students enrolled at MSC. “I still keep in touch with Curt Dixon, who played basketball for the Dragons and was a policeman in New York before he retired. I teach biology at Lake Forest Academy now. Attending Moorhead State changed my whole outlook on life.”

***Note:** Students from Nigeria, including Sebastian Isola Kola-Bankole and his younger brother Rufus, attended MSTC in the early 1950s.

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The balance of power shifts in administration-faculty relations (from Don Anderson’s 1983 interview):

The Faculty Senate was an elected group, which along with the President, I think, played a large part in determining major policies on campus. The group, as I recall, had fifteen senators – five elected each year for three-year terms, so we always had a rotating membership. And the President and academic Deans were normally sitting in on those sessions. Then along with the Faculty Senate, we had groups such as the Academic Council, or Council on Academic Affairs, Council on Business Affairs; we had Council on Student Affairs. These, in most cases, consisted of faculty members, although on occasion, students were brought in.

I know from my experience we spent hours coming up with good, honest recommendations relative to matters dealing with the school's mission and our fellow faculty. The recommendations, of course, meant that we have some input from the faculty members. There was always an opportunity to be heard by the group. Then the faculty also played a role in development of the constitution of the college. We had a faculty committee, again, with some input from time to time from students, that developed a constitution for the faculty. We also had some of this same group work with the State College Board, as it developed a new and revamped set of State Board rules and regulations.

At least in most of my years on campus, there was a good working relationship between faculty and administration. I think as we saw the development of unions, the Faculty Association, we began to have more of an adversarial relationship. But, of course, the growth of the college and later the university, played a part in that, too.



Welcome Week for freshmen (from the records of the Psi Delta Kappa Sorority, 1963):

“The freshman ‘welcome week’ activities were an overall success, thanks to the planning and work of all concerned, in particular the co-chairmen for the events. Ruby Mathies, PDK’s co-chair representative, is a 21 year old senior from Crookston, majoring in speech, minoring in English and biology. Her on-campus activities include being a cheerleader for two years, being the MSC bookstore student president, participating in campus theater performances, and she has the title of 1963 homecoming queen.”

“Chuck Kowalski is a 22 year old junior from Moorhead, majoring in speech-drama and minoring in English. He is a TKE fraternity member, social chairman for the Blackfriars, and Student Handbook representative.”

“Both Chuck and his co-chair Ruby emphasize that Freshman Welcome Week, with the cooperation and work of the freshmen counselors, is the school’s best chance to involve the new students with all the social and professional activities that they can enjoy during their college years.”



Attorney David Stowman is part of the “Moorhead State family” (from his interview with *Alumnews*, Fall 2004):

“At MSC I earned degrees in biology and psychology, joined Sigma Tau Gamma and was once honored as the campus Snowball King. I met my wife, Judy, at school; she’s a graduate of 1967. Three of our parents, two of our grandparents, both our children and about ten other relatives of ours are Moorhead State graduates.

“When I completed classes and got my degree in 1966, I joined the Marine Corps and served in Vietnam as a combat officer and that’s sort of where my law career started. Marine officers are charged with a variety of responsibilities. I was tasked with defending or prosecuting in court martial cases. My first case I defended a soldier charged with theft. The mess hall served as our court room. When I got out I went on to UND law degree. We opened our office in Detroit Lakes in 1972, a perfect place to launch a career.

“I now have a statewide practice, mostly in personal injury law. Judy is my office manager and our son, Jeff, is my partner. We deal with cases over Minnesota and get into North and South Dakota cases occasionally. We handle claims that address the factors that motivate people and companies to make the world a safer place. People generally don’t come to lawyers because they’re happy. They come with difficult and often painful problems. Part of the job involves helping families with the grieving process and regaining their lives again. It can be a painful process, and some cases still haunt me.

“This past summer the Minnesota Bar Association elected me president and I am concentrating on increasing funding for the state’s public defender system. Public defenders are among the pillars of our judicial system, but the average case is large and wearing them down.”

“I don’t think too much of lawyer jokes because all this is such a serious business.”



The Anti-War Movement at MSC (document distributed in 1967, copy from the MSUM Archives):

To Stay in The Forest But to See the Trees

[distributed on MSC campus, 1967, original from the Harvard University anti-war committee]

In this paper we present arguments describing day-to-day community organizing as the basic component needed for an effective movement. We do not deal specifically with the peace treaty since we feel that it is a mechanism developed in response to a particular situation existing in Vietnam and the U.S. Rather, we discuss past anti-war efforts and make a specific proposal for what should be done now.

The anti-war movement developed to the point where it recognized that to struggle simply against the war was to be limited in scope and effectiveness. By failing to make a general critique of domestic society, such a movement did not understand that the struggles against war, racism, and sexism are of necessity the same struggle.

The single-issue anti-war movement built mass demonstrations calling for the end to the war. After the action, activity ceased until the next demonstration. The mass action became an end to itself, and the anti-war movement was reduced to a conglomeration of bodies that would be summoned to rallies by organizers.

The movement was not sustained because it had no base which existed between demonstrations; it was in no way democratic because the demonstrators had no means to participate except to show up at the next demonstration.

Right now, we are trying to encourage the formation of Vietnam Committees in as many neighborhoods as possible. These committees are being set up by members of the food co-op and the tenants union in any give bloc area. Once a committee forms in a bloc area, they can call together, for example, all the food co-op members in their bloc area, which may be from 15-50 people. These people can discuss the peace treaty, the war, and see films about Vietnam gotten from the local newsreel office. And these groups of people can discuss ways of involving all their neighbors in anti-war activities.

This is not to deny the importance of mass actions. Through the networks established, mass mobilization could happen very easily and very quickly. But such demonstrations will be different from those in the past. They will not be an end in themselves. The demonstrators will be an organized base that will return to their blocs and neighborhoods with greater energy involvement and numbers. They will be people who know each other, people who see each other at times other than just demonstrations. The demonstration will be something that they do together within a context.

There is no one method for all of us since we come from different areas and diverse constituencies (if we truly have a constituency at all). Nevertheless, day to day community organizing must be seen as an essential basis for our efforts.

We submit this to the TDA proposal as a concrete point from which we can begin to act. It was written for the Boston/Cambridge area *but can be applied to any campus or community and to the entire country.*

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Roland Dille becomes president as John Neumaier departs for a position in New York (from Dille's Inaugural Address, November 20, 1968):

Today, in this time, we are all beset with the excessive subjectivity of the age, a subjectivity that invites to be moved by either the dark pulse of the blood or by the arrogant assumption of 'special knowledge.'

People are agreed that the future will be different, must be different. Not only in the cry of anguish raised by the young but also in our own middle-aged discontent do we discover a sense of entrapment in a world that does not challenge our minds, that does not give us understanding, that does not arouse our sympathies, that does not speak to our spirit, that does not show us it means to be human.

But sterility does not recognize sterility and if we protest, we protest out of lessons we have learned from the long experience of humanity; we judge our time not by any other time but by the values that have emerged out of all times. We share the expectations that humans have lived by since the beginning of time.

I am not recommending anything so simple as the study of history, but let us consider the past from which emerged what we call 'civilized values.' The lesson of human experience is to be found in the enduring search for ideal possibilities, in the affirmation of the human spirit seeking a vision by which we might live.

If we as a college believe that knowledge is not enough, if we find in learning our own humanity, then we will find, the minds and spirits and imaginations of our fellows, dead and living, hope that, in the humanities, our humanity will endure.

This is the business of a college.

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Roland Dille recalls the controversy over Project E-Quality (from his 2012 interview with Mark Vinz):

I was **Dean of the college** at the time we created the E-Quality Project. John Neumaier was our president and he had been hiring more faculty who had backgrounds from places other than the Upper Midwest, he wanted the school to become more cosmopolitan, which would enhance our humanities classes and our liberal arts. I was all in favor of that.

Well, in 1968, right after Martin Luther King was shot, we had a memorial service for him. And John Neumaier said at that service, “A time has come for us to do something about the situation this world is in, this country is in.” He wanted to extend our humanities approach by recruiting more minority students. And I recommended each of the three colleges in the community recruit 50 students of the main minorities and bring them to town. The idea of 150 black freshmen did not make a lot of people admire the plan. The other two colleges were not interested. But we went ahead, of course. There was almost total support from our faculty on that. I named the plan E-quality, for ‘equality of quality’ in education. And then we asked for people to be on a planning committee. We had about 80 people on the committee at one time. Among those people who really worked at it was Swaran Sandhu. He really got involved in this. We had a lot of things to do; we had to raise money. We had to deal with the community in a lot of ways. We had to develop some courses for them.

I was on the committee, of course, and soon after we began it, John took a job in New York and I became the college president. We started by raising some money in the community, and started to recruit students. That first year we got a lot of black students, not very many Indians or Hispanics. Some people supported us, some weren’t too happy. I remember that soon after we started my wife Beth went to the dentist, Joey Gotta. Joey asked her, “What’s all this about the project? And why are you doing it?” She explained it to him. He thought about it a bit and said to Beth “I feel that if you marry someone of a different religion, I’ll back you. A different race, that’s your choice, I’ll back you. But as I said to my kids, don’t ever bring into this house anybody with an overbite.” And he gave us a contribution for scholarships.

But others were less happy. You know, when Lois Selberg, who was in charge of it, she and Jim Condell, one of our first Black faculty members, went out to Rotary to ask for some money. We all sang songs at Rotary, and the song that

day was “In the evening by the moonlight... you could hear the banjos ringing.” It seemed to me an offensive choice and one of the dumbest things they ever did there. But some of them made contributions as individuals.

Now raising the money worked pretty well that first year. We went on to the next year, and we had to get more money. And we got money from programs coming out of the federal government. So we didn’t have to raise as much money locally.

Even then there were problems. A guy called me up one night and wanted to stop the project, and said “We’re going to kidnap and murder your kids on the way to school.” So we had the telephone company tap our phone for a while, and the local police watched our kids. Somebody poured black paint over our car one day. Beth looked out and saw it, took it downtown and had it washed off. That same day they put sugar in Jim Condell’s gas tank, which was a lot nastier. When Lois went down and talked to the Junior Chamber of Commerce, about a donation of scholarship money, she said, “Well, you see, there is some problem of racism even in a town like Moorhead.” “Oh no,” one of the Chamber members said, “not anymore. There is no more racism in Moorhead.” But right then one of the waitresses spoke up and made it clear that *she* didn’t want blacks as neighbors, “or Jews either.”

The worst moment came when some of our fraternity students argued with some of the black students over a pizza delivery to the dorm. The thing started to get ugly and one of the black students cleared the lounge by using a target pistol to fire a blank cartridge. The local police were upset by that. Then another black student told us his car had been shot at from behind the football field, when he was coming back from a date with a white woman. Now, I never quite believed that story, but I wasn’t going to not believe it either. This was getting pretty rough then. Lois Selberg and I and others talked and, and I said, “Let’s have a convocation tomorrow at 10:00 a.m. I want every class on notice that class is dismissed at 10:00 for a convocation.” And I must say, the gym was full. I gave a brief speech; it was firm enough so that the *Forum* put the whole thing on the front page. Timmy Tweedle, one of the black students, was a lay preacher and he made an appeal for understanding.

After that, things began to get better. Project E-Quality survived because we wanted it to survive. We got support from the faculty and most of the students to do it, and the town accepted it. And we got full credit from the State College Board for setting the precedent of doing it.

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Timothy Tweedle, a student admitted to MSC by Project E-Quality, calls for social justice (letter to the campus, Fall 1968):

For the first time in Moorhead's 80 year existence, "SOUL" arrives. You may not comprehend the terminology of Soul but it represents Blackness. Fifty black students of assorted hues and ethnic background approach Moorhead's campus. Our course, to achieve an education which might enable us to achieve our goals, to better our conditions, to acquire prestige, to earn our living and to equip us to fight for the eradication of the common blight of poverty, and to demand that which has been denied us in previous generations, the protections and rights that are guaranteed by the Constitution.

The triple evils of our time – racism, poverty and war – can all be summarized with one word, "Violence." If we do not stop this madness, we will certainly destroy ourselves and the whole world. But doors of opportunity are opening that were not opened to our mothers and fathers. We must enter those doors and work indefatigably to achieve excellence in our fields of endeavor.

I challenge all of you to join in a campaign of conscience. If the soul of this Nation is to be saved, I believe you must become its soul. You must speak against the evils of our time as you see them. Yes! Soul has come to Moorhead's campus and we intend to join hands together, learning to unite our efforts, not only on campus but throughout the world with knowledge of our understanding of our democratic heritage and the eternal values of love, justice, mercy and peace.

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MSC professor Thomas McGrath mourns American soldiers (from his poem, "Ode for the American Dead in Asia," *Selected Poems 1938-1998*):

Handselled to poverty and drummed to war
By distinguished masters whom you never knew.
The bee that spins his metal from the sun,
The shy mole drifting like a miner ghost
Through midnight earth—all happy creatures run
As strict as trains on rails the circuits of
Blind instinct. Happy in your summer follies,
You mined a culture that was mined for war.

The state to mold you, church to bless, and always
The elders to confirm you in your ignorance.

No scholar put your thinking cap on nor
Warned that in dead seas fishes died in schools
Before inventing legs to walk the land.
The rulers stuck a tennis racket in your hand,
An Ark against the flood. In time of change
Courage is not enough: the blind mole dies,
And you on your hill, who did not know the rules.

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The *Convivio* Affair (editorial from *The Mystic*, April 18, 1969):

Background: In the spring of 1969, two stories submitted to the MSC publication *Convivio* were rejected on the grounds that they were "obscene." One story, Larry Peterson's "American Scene," described the events at the Democratic Party National Convention in the summer of 1968, and included foul language from student protest remarks while clashing with local police. The second story, Tom McConn's "Cold Crucifix," was a fictional account of a crisis of faith and homosexuality. When the stories were rejected, *The Mystic* protested that the rejections were an act of censorship and most staff resigned.

"The *Convivio* affair represents nothing less than a disgrace to the integrity of Moorhead State College and a betrayal of the right of free student expression. Whatever the arguments used to justify the exclusion of Tom McConn's 'Cold Crucifix' and Larry Peterson's 'American Scene' from the pages of *Convivio*, the entire matter comes down simply to a case of suppression, and the conduct of certain members of the English department is puzzlingly inconsistent with that of individuals who profess to believe in literary and artistic freedom.

Neither story is libelous nor 'morally wrong' as one professor had asserted. Another professor has called this idea of immorality "utter nonsense." Peterson's 'Scene' satirically ridicules Lyndon Johnson and Chicago Mayor Richard Daley, and does so to convey his view that the way protestors were treated in Chicago was itself grossly immoral. Recent decisions of the U. S. Supreme Court have made it virtually impossible to libel a public official.

Even if the threats of reprisal by the Minnesota Legislature were real – and that is doubtful at best – no libertarian would willingly submit to this kind of blackmail, not when basic human rights were at stake."

Jerome Clark, *Mistic*.

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The students form a newspaper off campus (from the *Moorhead Independent News*, February 11, 1971):

Why not return to campus as a traditional student newspaper subsidized directly by Student Activities fees, with an advisor, administrative control and office space? Why fight so long and hard to find independent funds to be an independent newspaper? What is this fight all about?

An editor *cannot* function or a paper freely publish where any threat of censorship or reprisal exist. Student newspapers too often exist in a never never land of phone calls that order publication suspended or remove editors from their positions. Therefore when it is suggested that the MIN come on campus as a traditional student newspaper, we must reject this. The fight is not one we began at MIN. We suggest that those who think this is not all about freedom do some reading to see what role the freedom of the press played in our history. The free student press may be playing as vital a role in today's political and social struggles.

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Theodore Mitau, chancellor of the Minnesota State College System, plans for the future (from his *New Minnesota State College System Report*, November 1969):

As to faculty recruitment, great effort must be dedicated to raising the present level of Ph.D. degree holders from 30% to 40%. While the Ph.D. does not constitute assured quality by itself, it is one ingredient which indicates the degree of preparation in depth. In our colleges we shall look for the teacher-scholar, men who love teaching but who are also eager to continue their own intellectual and scholarly growth.

Increasingly we shall have to move towards "year-round" operation if our college faculties and facilities are to render their optimum service. Fortunately, as a result of legislative action, summer school tuition will no longer need to be higher than were the charges for the other terms. Also, senior professors who had avoided teaching during June and July because of unrealistic salary limitation may now be drawn to summer school teaching after the legislature raised the ceiling from \$1,600 to \$2,100.

We shall have to recruit more stenographers, clerks, computer operators, laboratory assistants and other supporting staff so that teachers can teach and

counsel more and do less clerical work for which they were neither qualified nor employed. We shall have to develop a much more sophisticated management information system in order that better data can be provided for major decision-making. Administrators and legislators must have informational resources with which to justify steeply rising costs to an electorate that demands an even heightened accountability.

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Dave Torson, MSC alumni and local businessman, recalls how the Moorhead State Foundation was created in 1969-70 (from his 1987 interview):

It started with Dr. Neumaier pointing out that the cost of college was getting higher and higher and that the school needed to start some fundraising. Dr. Dille took that up as soon as he became president and talked to a group of us about ways we could help. Vince Murphy, who was also a Moorhead State alumnus, was one of us, and there was Chet Lacy, who came to the school from St. Olaf, and Marv Koeplin, and myself and few others. We talked about ways to create some kind of chartered foundation to raise donations from people and businesses in the area; I think we met at the old Rex Café for that meeting. A foundation sounded like a good idea to us.

We got some legal help in writing articles of incorporation for a foundation. Then, as I remember, we talked to Frances Comstock, the widow of George Comstock, and she was willing to make a donation to get us going. We set ourselves a goal to create a fund for scholarships. Now it was pretty clear that Roland Dille was not experienced at asking people for money. In fact he admitted to me that he was "very uncomfortable" at the idea of doing that; so we were experienced in business matters and decided we could set out to create a "president's club" with each member kicking in donations for scholarships. We went after 20 guys and got commitments from all of them. That included Pern Canton, from the American Bank and Trust, the Goldberg and Feder families, Jim Trask, several others.

By the spring of 1970, we had raised over \$20,000. Before that term was over, MSC was able to give scholarships to over thirty students for the next year. I remember that Don Anderson, the school's financial aid officer, said that MSC had never had that kind of help.

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Gender freedom in housing (from the minutes of the MSC Student Senate, January 28, 1969):

Senator Carole Johnson: “Whereas a double standard exists at MSC, and whereas this double standard is undemocratic, un-American and unjustified, be it resolved that women’s dorm restriction hours be abolished at MSC, and that interested student senators meet with representative dorm councils immediately to discuss this matter to develop new dorm arrangements.”

Note: Prior to 1967, curfews set at 10:00 p.m. mandated that the women were locked in segregated dormitories; male students were under no restrictions in such matters. Not until 1967 did the college administration concede to allow female students 21 or older unrestricted dorm hours. In 1970 MSC introduced an “under the same roof” policy – in selected dorms, men and women could live either on the same floor in alternating rooms or in separate wings.



Jim Mauritsen (class of '73) looks back on campus events at the time of the Kent State incident, 1970:

I was coming to the last weeks of my freshman year, and enjoying the college experience. That year there had been protests on the campus, most about the war in Vietnam. I can’t say I knew most of the people really involved in those activities that well. Their leaders were juniors or seniors and, to be honest, they acted like real know-it-alls. I had my own feelings about the war, but pretty much kept them to myself.

In May four students were killed at Kent State, which was a pretty terrible thing. The protest group at MSC raised a lot of noise over that, and the college administration decided to end classes early. Instead of classes they had a bunch of workshops and things they offered as “teach-ins” about the war and civil rights. But if you wanted to, you could just take the grades you had to that point, in your classes, and then do whatever you wanted.

That’s what I did, and a lot of others did it as well. We spent many days going over to Detroit Lakes and laying around in the sand and having fun. I think a lot more of us did that than those who went to the teach-ins.

It wasn’t that we didn’t care about what was going on. But we knew once we graduated and had jobs, there’d be fewer chances to just have fun. So we did have fun.



Ross Fortier recounts how he became the MSC head football coach in 1970 (from his 2011 interview with Larry Scott):

I was in the army in January of 1961 and was training troops at Fort Leonard Wood in Missouri when I got a call from the NDAC athletic director. He asked if I would be interested in replacing [assistant coach] Tom Neugenbauer, who was taking a leave of absence, and I said sure. I coached freshman football and freshman basketball, and was the head baseball coach in 1961-62, but there weren’t any jobs open at NDAC that next year so I went to Melrose and worked there. I came to Moorhead State as a graduate assistant in 1964-65 and was hired on fulltime in 1965.

I was running the offensive practices for Dwaine Hoberg, and one day in late ‘65 [Bison assistant] Buck Nystrom showed up to watch. I didn’t know it at the time, but Ron Erhardt had sent him over to see how I did. Walt Weaver was the secondary coach at NDSU and he left to take a job in the NFL, and Ron Erhardt decided to look at me as a replacement. I guess I did OK. They offered me the job in the fall, and I went over to NDSU in January of 1966.

I learned so much from him [Ron Erhardt], especially how to develop an offensive and defensive philosophy. I learned a great deal about practice organization and game preparation, too. I wasn’t an experienced secondary coach when he hired me, and I was replacing a very good coach in Walt Weaver, so I had a lot to learn. Ron more than anyone else helped me prepare to be a head coach.

Things went along and I started to think about being a head coach. One night my wife, Ann, and I were talking about things, and I said, ‘If I ever get a job like Dwaine Hoberg has, I would be happy.’ Then, at the end of 1969, Dwaine stepped down at Moorhead State and went full time into politics. So MSC was looking for a coach.

We were preparing for a bowl game against the University of Montana, and Larry McLeod called and asked me to come for an interview. I told him, ‘Larry, I’m so wrapped up in this last game; I just don’t want to think about anything else right now.’

I remember I got calls from both Al Holmes and Ronnie Masanz, the two assistant coaches, and they both wanted me to take it. Neither of them wanted the job. Masanz had replaced me on the MSC staff in 1967 when I left for North Dakota State. I told Larry to take a look at Ronnie; he was a high school

coach at Morris at the time. I had coached against him when I was at Melrose and I was really impressed with his organizational skills.

The first week of January Larry called again and asked me to come over and talk about it. He took me to see President Dille and they offered me the job. When Larry offered me the job, I went in and talked to Ron Erhardt. I told him I had been offered the Moorhead State job, and he said he would like to have me stay. I told him if the SU president would promise that I would be the next Bison head coach when he left, I would stay. Ron said he would go talk to the president, and later he told me the job would be mine. I never heard it from the president; I heard it from Ron saying the president agreed, but I wasn't really sure. I went home and talked to Ann about it, and she said, 'How long have you been an assistant coach?' I said about seven years. She said that was long enough. I called Larry up and said I would take the job.

I moved over in the middle of the quarter, so I had no teaching for six weeks. They put me up in the janitor's room, moved some stuff out and put a telephone in there for me. That's where I spent much of my time recruiting.

There were no surprises. I knew there wasn't much money and recruiting would be tough. I knew what the facilities were, and I also knew the teaching load would be more. Maybe I was a little naïve, but it worked out. I knew there were a lot of kids out there to recruit, but we would have to dig hard to find them.

We had to be creative. We didn't have a lot of money, and we wanted to recruit to our strengths. Our strengths were that the school was strong in education and business, which fit a lot of kids, and gradually the pre-engineering program through Tri-College came along; it was a good-looking campus with decent facilities, a nice game field and two full practice fields. You didn't have to be ashamed when kids came to visit.

Our philosophy was there were 500 some high schools playing football in Minnesota, that's 5,000 or more seniors available each year. The state was highly recruited, so a lot of those kids would go to small schools. It was tough to beat the North Central schools, but we felt we could compete with the rest. We got a lot of good kids out of the junior colleges, too; they weren't very heavily recruited then. We set the standards high and worked them hard, and the cream would usually rise to the top. By the time they were seniors there may only be about 10 of them left, but the ones that stayed with us became good



football players. The week began at 6 p.m. on Sunday and we were usually there until about 10 on Sunday, Monday, Tuesday and Wednesday nights. On Friday, we would try to get out and see some local high school games, and during the season we were often traveling on Friday.

We also tried to make our scholarship program look as good as it could on paper. Clint [Stacey, director of the ARA food service at Kise] promised me he could

put some kids to work in the food center, and we got some housing help, too. Arnie Anderson was an undertaker from Montevideo and a battalion commander in the National Guard. He was also on the state college board, and his portfolio included dormitories. I asked him, 'Why can't we give some of those empty rooms on campus to our student-athletes as part of their scholarship? It would really help us recruit.' He said we should be able to do that, and said, 'Let's try for five rooms.'

I came back and talked to Dille. He called Anderson up for verification and agreed to it. We also developed an official looking Moorhead State athletic contract, so now I could put together a package for tuition or half-tuition scholarship, a room and a board job. It looked like a full ride. It helped get us some good kids like Dan Woodbury, George Spanish, Mike Reem and Rick Manke.

I had a much greater background then, in working with offense, because of Erhardt. We put in mostly the Bison offense – trap, blast, power, sweep, the 30-series of triple option and play action passes. We didn't have much of a drop back series because we really didn't have a true drop back quarterback until we got Eddie Schultz.

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Seniors prepare to graduate in 1974 – and face the need to begin repaying student loans (from the *Advocate*, May 2, 1974):

Lynn Tiegland: "I've taken out NDS and federally insured loans for \$4400, and I expect my monthly payments to be between \$50 and \$100. I'm looking for a teaching job and it used to be that a teacher got ten percent taken off the loan for each year you teach, but that has been lowered due to the teacher surplus.

I have friends who graduated last year who got good jobs, one in Illinois for \$9000 a year, another in Ulen for \$8300. Another friend got a \$4000 base pay job in Minnesota, which just shows the span in pay there is. I'll hope to be out of debt in five years, so I don't plan to get married until then. If a wife got college loans, it would be \$8000 or \$9000 right there, quite a burden when you're first married."

Bruce Fasteen: "I majored in computer science and math, and have talked to three companies so far. My pay would depend on location. In Fargo-Moorhead \$650 a month would be enough, but in New York you'd need \$900 a month. I owe \$3500 in federal loans."

Peggy Pantokoek: "Well, I owe the money to my parents and I know that I can get a job soon, so I'm not worried. But you do feel funny knowing you have to pay mom and dad every month."

A married couple who requested anonymity: "We have a NSDL debt of over \$2000 and we'll be paying it off for quite a while. I can't find an opening in elementary education and art, my major. My husband specializes in photography and advertising, but the only job offer he had in that area was for \$3000 a year, too little to accept. Now he works in the sales division of a brokerage firm, not exactly his goal. I think we may have to go to the cities or out-of-state for decent-paying jobs."

Cheryl Christlieb, MSC loan account supervisor, advises students when planning to repay loans – "Few students borrow more than about \$3600 at this time, but they forget often that 20 or 30 percent of a paycheck will be gone to taxes and deductions before they get it. The debt problem is compounded because in addition to loan payments, you may have to make payments on cars and apartments, too. So try not to add to the debt."

"Fortunately banks won't give credit cards to kids just out of college, so that temptation won't be there."



Soc Glasrud comments "On MSC Becoming a University," 1973 (from the MSUM Archives):

Our history as a college – as we usually look at it – seems bare: a kind of inevitable progression that matches very closely the American pattern of the past century.

We began 90 years ago as a State Normal School because the developing counties of northern Minnesota needed teachers. Also, because Solomon Comstock thought a State Normal School would be a fine thing for Moorhead, and Comstock had the political muscle and know-how to get the right bills through the legislature. This marks the first stage in the evolutionary process.

A third of a century later this nation decided that all of its young people should have high school educations. Automobiles and good roads and new high schools in all the small towns put the youth of northern Minnesota into classrooms until they became 16 – or 18, after World War I. The existing colleges and universities could not graduate enough teachers to staff these new high schools, and the normal schools were transformed into four-year, degree-granting State Teachers Colleges. The Minnesota legislature passed the necessary bills in 1921, but it took some years for the change to come about. In the late twenties, however, the first degrees were granted at Moorhead.

Their new status as colleges meant the hiring of academic specialists, and the new institutions entered the main stream of higher education. The Normal schools had already begun to develop extra-curricular activities. Now they became full-fledged colleges, often allowing a good deal of specialization. But they only granted education degrees.

The economic and population boom that followed the end of World War II propelled the Teachers Colleges into all-purpose institutions that offered non-teaching degrees. The "teachers" part of the name was dropped and most of the colleges grew enormously. They added graduate programs, took on research functions and sometimes assembled quite impressive faculties. As enrollments swelled and multitudinous programs developed at these institutions, state legislatures and governing boards began to change their names from colleges to universities. Today that designation has come to Moorhead State.

We fit the pattern. We are a common type, a garden-variety kind of college that began as a normal school, became a teachers college, then a state college, and now a state university. But this raises some questions: are we any good? Can a college, now a university, that develops in such a way, be any good? And what is "good" in such an institution? Most important, just what can or will make such a college or university truly distinctive, perhaps even distinguished? In other words, can we transcend the type or pattern? How can we be good, though common?

The answer is, *through people*: they always make the difference, the distinction. If Solomon Comstock had not been a very uncommon man, the new normal school he secured for Moorhead in 1885 would have been located elsewhere. He was a strong, distinctive personality, though not universally admired, and Moorhead was a roaring, distinctive city, not universally admired. When its Normal School opened, the town was 17 years old: it had seen two booms and two depressions, and was just beginning to revive again. The chief source of its new prosperity in the late 80's was a booming saloon business, after North Dakota came into the Union as a dry state. "Whiskey," says the biography of Livingston Lord, who came to Moorhead in the fall of 1888 to open the new Normal School, "Whiskey provided an interesting background for teacher training."

If our location made us distinctive, our people made us distinguished – at times at least; and no college is always distinguished, and in every way – not even Harvard. We were extraordinarily lucky in our first president. For that Connecticut Yankee who came to Minnesota in 1874 "had been a severe and outspoken critic of normal schools as they were generally conducted." Livingston Lord became the president of the new college at Moorhead because "he was tempted by the promising opportunity to embody his own ideas of scholarship in teachers."

Lord may have been the very best teacher of teachers in the nation. The testimony of friends and admirers like Cyrus Northrup and Nicholas Murray Butler suggest that he was, and Lotus D. Coffman was a protégé. He stayed at Moorhead for ten years and left a mark that has not been erased. When he left to open a new and larger college in Illinois, he took with him from Moorhead "the three best faculty members at the time in any normal school in the United States."

Livingston Lord's judgment on Ellen Ford, Paul Goode, and Henry Johnson was "not a guess, but verified," as he said. Their quality could not be matched, of course, and that impossibly high level of the first decade could not be maintained. But neither could their example be forgotten or our momentum dissipated. Moorhead continued to be a very good Normal School during President Frank Weld's 20 years of service.

And the students, beginning with Lord's first 29 in the fall of '88? They were an American cross-section, says Lord's biography, some Lincolns, and Chiltons, and McGonigles, but more Askegaards and Kjellness, and Ericksons. But were they the kind of people who could bring distinction to a college, which can never be any better than its people, its teachers, and students? There indeed is the rub, for most of them came to our college out of economic necessity, and they still do.

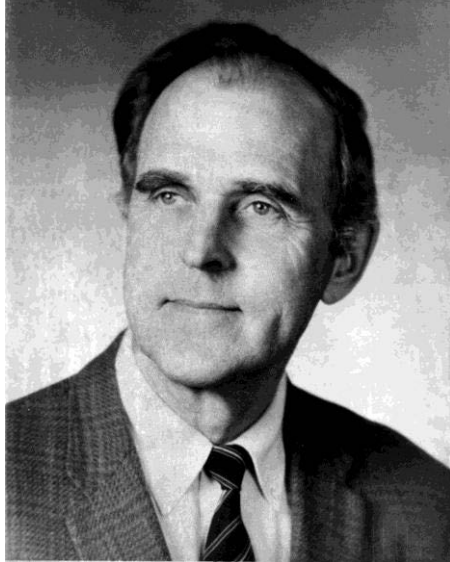
They come to pull themselves up by their bootstraps. They are modest, though ambitious, hardworking and unpretentious. Just here is the crux of our problem. We do not want to lose our commonness, nor this kind of student: but how do we persuade them that they underrate themselves and their potential, for they do, and they underrate their college for its unpretentious availability to people like them.

Only rarely have we found a gusty John Neumaier who has reacted violently against this state of things. We were a little embarrassed when he proclaimed that Moorhead was the Carleton of the state colleges and on its way to become the Harvard of the Midwest; but perhaps John was right. In a world which judges so much by appearances, where charisma and public relations seem so important, perhaps we should get up on our dunghill and crow more!

Let none be misled by the plainness, the commonness, and the modesty. This very occasion today is a case in point. A very few of us are gathered together to mark this milestone. We are not good at foofaraw; we have no gift – nor funds – for pomp and circumstance. It may be as Winston Churchill said about Atlee, that we have much to be modest about. But I am constantly torn two ways. I am glad that we perform more than we promise, but I am disturbed that so many people, including many of our own, underrate us. Perhaps we need more processions and brochures and attention to our public image, for we are pretty matter-of-fact about many of our functions. I hope we will not have to hire more and bigger and better football players. I hope we can be judged by the integrity of our programs, by the competence and qualifications of our faculty, and by the performance and esprit of our students. At our best, that is very good indeed.

Like most Americans we tend to assume that progress and growth culminate somehow in a kind of superiority of the present over the past! But I, here today, wish to pause and attest that if we now are good enough to bear our new name honorably, it is because we have been becoming a good college – or university – for a long time. Let us pause to acknowledge that those nine faculty members of the 1890's build well. Any scholar-teacher should be proud to count himself their colleague. Physically, the present university dwarfs the institutions that created it. But a college is built by people, and let us remember them today. There is no time for a roll call, but permit me to mention Maude Hayes and Sliv Nemzek, Sam Bridges, and Kathryn Leonard, Flora Frick and Jennie Owens and Virginia Fitzmaurice Grantham, and my friends Jim Allison and Gerry Ippolito – dead so long before their time. And the thousands of students I have known – whom I would not trade for any in the world.





Glasrud, ca. 1973.



As MSC was in the process of becoming MSU, the college closed the Campus School. "It was a hard thing to do," remembered Dorothy Dodds, one of the elementary teachers, "but the state's finances and priorities made it impossible to continue." In future years, those who had taken classes at the school became fervent supporters of Moorhead State.



Roland Dille assumed the MSC presidency in 1968, a rocky time for colleges across the nation, as civil rights and the war in Vietnam created divisions and dissent. "I made some mistakes those first couple of years," he admitted later. "Trying to build the liberal arts program, defend Project E-Quality against critics and permit the students to speak out, I ran into opposition from almost all sides." Dille relied on his popularity with the students to see him through the stormy years. "I grew a beard, as did a number of others, during a pioneer festival in Moorhead. And I discovered that with the beard, the students knew who I was immediately, so I kept it. They also liked that I could remember so many of them by name and home town, even years after they graduated."

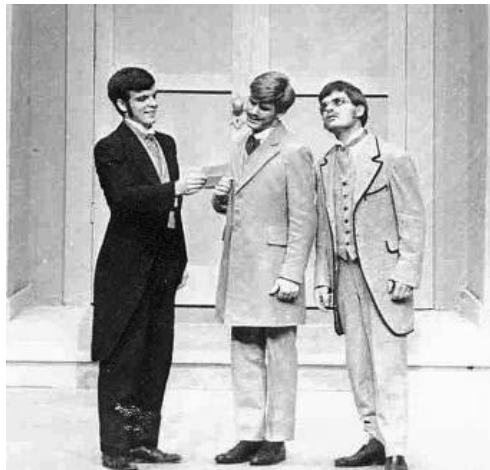


Robert Hanson, Dean of the college, and Earl Herring, Business manager, managed the college's programs finances with a variety of innovations. "Earl had a way of finding funds no matter what," commented Dille years later.

Students took action to gain more control over their college experiences. The Student Senate (below) pushed for changes in class offerings, fees, and campus events, while the Dorm Council (upper right) lobbied for co-ed dorms. But the most memorable “demonstration” for change was in 1966 when students “demanded” that “The Sound of Music” stop playing at the theatre after 50 weeks.



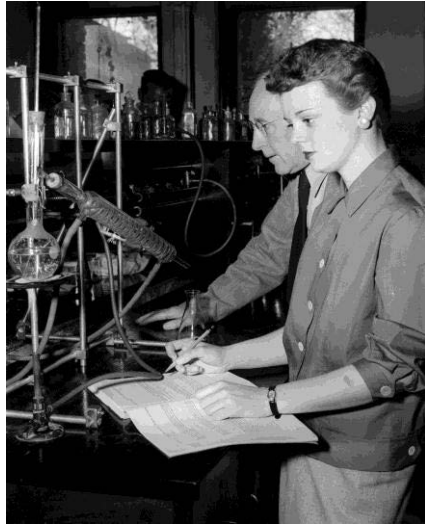
Del Hansen (right) created the Straw Hat Players summer program after experimenting with three short plays in 1963. "A Flea in Her Ear" (below) was performed twice in the 1960s-70s.



MSC THEATER



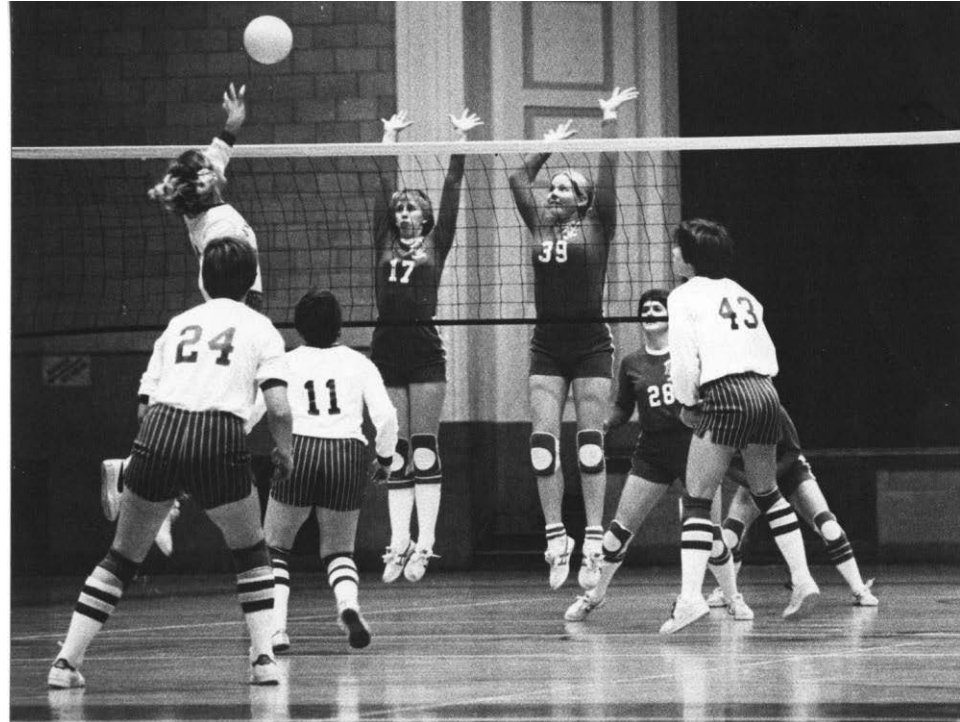
Gerald Ippolito (left) coordinated the MSC Performing Arts series from 1965 to 1973.



The MSC years passed in the midst of the Cold War. The Federal government created the National Defense Education Act in 1958, lending millions of dollars to college students. The colleges meanwhile invested in facilities for science, languages, and international relations classes. They also hosted ROTC and other military programs. Vietnam made ROTC undesirable at MSC.



change...



MSC's men's basketball team compiled an 11-1 record in 1970-71, winning the conference championship. The women's athletic program meanwhile chafed at the limits placed on their sports by poor funding. It was not until 1975 that the Minnesota Legislature put some real money on the table, bowing to the provisions of gender-equality regulations mandated by the Federal government (popularly known as Title IX).

...and continuity

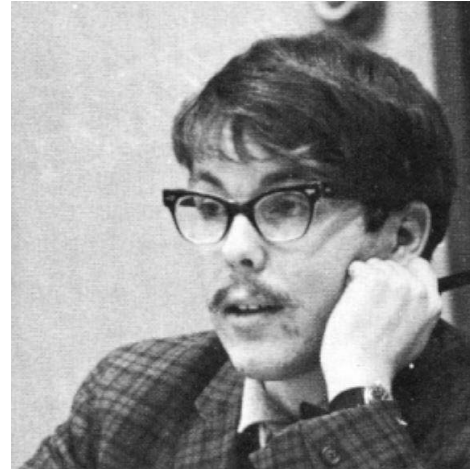


MSC expanded its programs when Margaret Reed developed a major for social work in the early 1970s.

The faculty unionized and altered the balance of power in college politics.

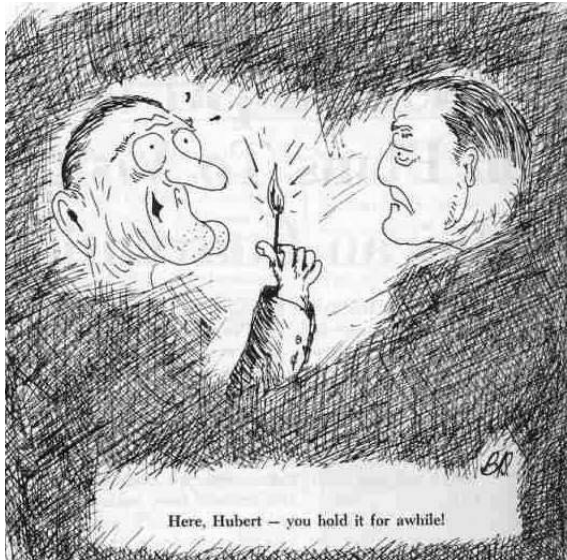


But the Valley's climate was challenging as ever.



Project E-Quality (above) had sparked some criticism of MSC, but the anti-war movement more seriously divided the campus. Joe Bernick (above, right) used his position of Mystic editor to call more freedom in the student press, a cause that led to temporary suspension of the newspaper.





Mistic cartoon attacks LBJ, 1968.



Tom McGrath - verse for social justice.



"Clean for Gene" McCarthy, 1968.



The last traditional yearbook was published at MSC in 1971. The volume's staff posed for this "end of the road" shot.



Burning of the homecoming M continued, but the rise of tuition led the college to initiate "dollars for scholars," the school's first-ever comprehensive fundraising effort.



Chapter IV – Moorhead State University



Chapter IV – Moorhead State University



It was September 1986. I had been at Moorhead State University barely a week when I got a phone call from the president. “Hi, this is Roland Dille. We talked briefly at your interview. Come on over to my office, I have an idea.” So off I went, asking directions to Owens along the way, and soon ended up in Dille’s office, where he sat behind a large desk, initialing memos and reading report summaries – and watching a cassette of the Disney’s version of *Pollyanna* – and reading a book about or by Mary McCarthy, I’m not certain which.

“So are you settling in at the job,” he asked. Yes, thanks for asking. “Did you know that Eleanor Porter’s *Pollyanna* was so popular that for a while mothers all over America were naming their daughters Pollyanna?” No, but that’s rather sad for the kids. “I’m looking at this book to see what I can find out about Mary McCarthy’s first husband, Harald Johnsrud. He was a small-time actor here in Minnesota and for a couple years he taught drama classes at Moorhead State. McCarthy divorced him in the 1930s after becoming a well-known writer. She and her brother, Kevin McCarthy, grew up in Minneapolis as kids after their parents died in the 1918 flu epidemic. Their grandfather, Harold Preston, took them in and raised them. He was a lawyer and he wrote one of the first worker’s compensation laws in the nation. I remember that we had a lawyer in Dassel, my hometown, who did some legal business with Preston.” Then he paused to write a few lines on another memo.

Now at the time this happened, I had no real knowledge of Dille and his personality, no insight into him with which to handle this flood of information. I only knew that I was sitting in the middle of a whirlwind and had no idea where it was going.

Only later would it become clear that Dille could multi-task with an ease that matched a mainframe computer, never forgot any bit of information he learned about Minnesota, and somehow, in some way, found in almost every event in recorded history a bond to Dassel, Minnesota.

Anyway, we chatted a little more about McCarthy and children’s books and Minnesota, and then he said, “Listen, we have a 100th birthday coming up for

Moorhead State, and I want you to put together an exhibit on the college’s history for next year. We’ll get it on display in the Hjemkomst Museum down by the river. Can you do that?” Yes, I’d done some exhibits at previous jobs, and would have to jump quickly into the school’s records, but I could put something together. “Good. Now I want it to emphasize all that we’ve done over the decades to teach our students about life and humanity. We’re a fine liberal arts college and despite what people like Jerry Falwell rant about ‘humanism’ we want to proudly show our accomplishments. So work with that in mind.”

And there it was, the key to his thinking; although I didn’t recognize it yet, this was the touchstone that allowed him to pull together New York critics, workman’s comp legislation, children’s lit, actors and institutional birthdays – under it all, we share a common humanity. This emphasis had been evident in the efforts made by Dille’s predecessor, John Neumaier, in building the campus and faculty during that happy, prosperous times in the 1960s, and in Dille’s own efforts to deepen the humanities offerings at Moorhead, by such innovations as Project E-Quality, expanded theater and performing arts programs, the construction of the Center for the Arts, cross-disciplinary programs, the MLA graduate degree and, unescapably, the McGrath Poetry series.

This commitment to humanism was at the core of virtually everything Dille said, all that he wrote and almost all that he did. It was the type of humanity in which he could walk across the campus one afternoon, spot an alumna he hadn’t seen in a decade, know her name and ask about her parents. It was the kind of decency that led him to walk over to *your* office to say sorry he couldn’t give you a sabbatical this time but next year for certain. And it was in the sense of fairness and sentimentality that led him to defend antiwar students who used their freedom of expression to insult him, dress up as Santa at Christmas, send handwritten cards to the family of deceased employees, and express regret at removing trees for parking spaces. His sense of justice-with-integrity showed in his carefully worded reply to a parent who had written him to complain that he had “wasted taxpayers money” by not doing enough to help her son pass his classes: “I’m sorry that your son did not do well in his classes, but privacy rights prevent me from saying anything about his class attendance or assignment completions. You will have to ask him questions about those matters. If I can offer a consolation, I will say that I am writing this letter to you after 8 p.m., on my own time, and not with taxpayers’ money.”

A few years after the Centennial celebrations, the now-retired Roland Dille agreed to give a lecture to a Minnesota history class I was teaching, focusing

on the 1920s. Predictably, he roamed all over the state to make his point, that the inter-war period in Minnesota was a time of conflict between change and continuity, new ideas against old values. He spoke of labor disputes, the Scopes evolution trial in Tennessee and the Wall Street crash, and told very humorous stories about prohibition days in Minnesota.

And, of course, he rounded it all out with poetry. Reading James Wright's short, pointed, "Lying In a Hammock at William Duffy's Farm in Pine Island, Minnesota," he slapped his hand down on the last line: "I have wasted my life." The 1920s was the decade of big business getting bigger, he said, but the ordinary people lived in the '20s as "Wright would have them live, stopping a while, forgetting the hustle and bustle to look over the 'field of sunlight between two pines,' enjoying the feeling of being alive."

Don't waste your life. Do something worth doing. It could have been the slogan of Moorhead State University in those decades. Dille retired in June 1994, his 26 years at the helm a record for state university presidents. There were those who said as he left that he had put too much stress on the humanities, leaving the sciences and business to struggle along on meager rations. And there were those who said he had neglected the school's sports (although somehow in those years the school racked up 9 championship seasons in football with Ross Fortier, had a basketball team under Dave Schellhase that won 2 NSIC titles and played in 6 NAIA tournaments, and collected numerous awards and trophies in every other sport). MSU certainly had its difficulties. The constant rise in tuition strained students' ability to stay in school, there were shifts in enrollment that at one point required some "retrenchment" (to use the polite term), and some good people were lost in that sad moment. But the bumps in the road were traversed and by 1992 the enrollment exceeded 9,000 as the last of the baby boomers passed through their college years.

When Dille retired, great changes were on the horizon. A "superboard of higher education," given the appellation MnSCU (for Minnesota State Colleges and Universities system), came onto the scene and altered the power structure and funding for all the schools. Presidents would have less autonomy now, and Dille later said he was "happy to have avoided that change."

Dille's successor, Roland Barden, picked up the torch and carried it for 14 years. Barden expanded business and management classes in the new Center for Business, strengthened support for an innovative biotechnology program, presided over a redesign of the liberal arts requirements and endured some tough

financial challenges as the state's revenue flow for higher education fluctuated from year to year. Forced by a budget shortfall into laying off some staff and faculty in the mid-1990s, he admitted that this action was the most painful experience in his career.

For the remainder of his presidency, Barden made it a point to watch over the budget expenditures on a near-daily basis. He coaxed donors into contributing funds to help build the Wellness Center and furnish the new, apartment-style Neumaier Hall. With his Administrative Vice President David Crockett as point man, he oversaw the construction of the Center for Business and the modernizing of several of the older class buildings and dorms. He also appointed more women to higher administrative positions on the campus than all of his predecessors combined.

In 2000, realizing that in a new era of more competition, knowing that it had to reach beyond the traditional upper-Midwest region for recruiting students, and after long discussions and consultations, the University decided to rechristen itself.

After 26 years, Moorhead State University was laid to rest when Minnesota State University Moorhead opened its doors.

Terry Shoptaugh
July 2013



Chapter IV – Moorhead State University

Broadway star Jan Maxwell recalls how she left Moorhead for New York (from interviews with Broadway Buzz.com):

“I was at Moorhead State in a little town in Minnesota, doing some theater on campus thinking I might be a dancer, not aware you couldn’t just start dancing at 18! And I wasn’t really scholastically “aware” about what I was taking in classes to tell you the truth. I just took all these electives. Coming from North Dakota and not knowing that Juilliard existed – I didn’t think acting could be a vocation. So when I realized you could act for a living, I pretty much moved to the city blind. A friend of mine was here and he found me an apartment on the Upper West Side. “I certainly did my share of hostess work at restaurants



because, honestly, they didn’t want me on the floor, I was a pretty awful waitress. I couldn’t figure out why people didn’t just go get things for themselves! I also wrote up index cards at a law firm, things like that, and lived on peanut butter.

“I said I would give it 10 years, and if nothing happened I would go some-

where else. It took just about that, 10 years. I was totally broke, I couldn’t get anywhere and the Actors Fund, for the first and only time, paid my electric bill and my rent. I gave myself six more months. Then—this is such a corny story, but it’s true—I got this fortune cookie and it said, ‘When winter comes, heaven will rain success upon you.’ For some crazy reason I put it in my calendar, and that was the day that I got the call to go audition for *City of Angels*, my first Broadway job. After *City of Angels* I came back, auditioned for *Dancing at Lughnasa* and was cast in that. I really have to credit these British directors who just go by auditions and not just by celebrity “names.” I worked a lot with British directors in those years and learned a lot from them.”

◇ ◇ ◇

Duane Hoberg, former MSU coach, and mid-70s mayor of Moorhead, assess the impact of changing the drinking age in Minnesota to 18 (from his 1983 interview):

The lower drinking age is obviously controversial. The state lowered it to 18 in 1973, but then raised it to 19 in 1976. That’s where we are now. I believe that if you’re going to give the age of majority to people at 18, that they should have all the rights and privileges that go with that, and I might add, all the responsibilities that go with that. Now that it’s here, I would say that the problems that have arisen with respect to the 18, 19 and 20 year olds, has not been particularly great.

The impact, however, has been on of letting the problem of drinking shift downward, from the 18-year-old level down to 17, 16 and 15 year olds. When we had a drinking law which restricted drinking to 21 years and over, it did shift down to 20, 19 and 18. The 19-21 aged young men and women have controlled themselves, by coming here to Moorhead from Fargo, and availing themselves of the law. Those people have also handled themselves, I think, exceptionally well. There are, I think, from time to time, problems that do arise, but they arise with no more frequency than they do with the group who are above 21 years of age. It’s the under 18 who get alcohol that is a problem.

There isn’t a question of police shortage with this, we have the police protection. We expect, however, the owners of these establishments to run a good business, and that means to have the kind of control over their customers. In other words, we want them to run a good establishment. And by and large, most of them do. But like I said, there are always some problems, and always

some exceptions, but we can look across the river and find that over there as well.

The greater change is in population changes. Many who moved here to Moorhead come from the farms, or the small rural areas, most of them are more comfortable financially, they're older, are more comfortable under the surroundings that they've grown up in, or lived with all their lives. They find it unsettling with so many young students who can now drink.

Now the young people often leave the small rural communities, because the farms and small towns didn't have the opportunities that they want. They want more excitement, so some friction occurs.

Right now, we do not have enough space available for all the people who might want to come. We're trying to make new space available, we're trying to construct new housing for older couples, and we will complete that eventually. We have a waiting list for housing. Young and old both have to look hard for housing. Housing is much more challenging than alcohol use.

Note: In 1986, Minnesota again raised the drinking age to 21.

◇ ◇ ◇

Objectives of the Job Shop – Student Employment Center at Moorhead State, Spring 1974 (Student Affairs Files, University Archives):

The general objective is to assist students in obtaining part-time and summer jobs, on-and-off campus, while they attend Moorhead State. The Job Shop was created in Fall Quarter, 1973, from a plan out of the MSU Financial Aid Office. It is entirely student operated with the assistance of the Associate Director of Placement, who acts as advisor.

The specific objectives are: 1) to provide information on job openings on campus and in the community; 2) to provide employers with names of students to contact for immediate help; and 3) to help students learn how to find a job.

Measures of success will be: 1) the number of businesses we can inform of our services; 2) the number of job vacancies we can post at the center; 3) the number of jobs filled by Moorhead State students; 4) the number of MS students who find employment each quarter; 5) surveys of employers and students on

the adequacy of the Job Shop's services.

Staff members at the Job Shop include a part-time student coordinator who supervises student staff, a Veteran's Affairs aid who provides special advice to veterans and assists in general office work, a public relations assistant who handles publicity and coordinates student education in job seeking, and a program assistant.

In order to maintain office hours from 9AM to 4PM, M-F, two additional student staff members should be added to efficiently carry out the objectives of the Job Shop.

◇ ◇ ◇

Ron Matthies, Moorhead State instructor in English, explains his role as a Humanities Forum faculty member for the Tri-College University program (from *Trice* October 1974):

I had little knowledge of the actual workings of the Forum when I started but it sounded like an opportunity every teacher gets dewy eyed about – meet a small number of students for long discussions of humanities-based reading. My expectations have been fulfilled, but the delicate line between meaningful discussions and plain 'rap sessions' is thin. Treading the line is difficult.

It's a challenge to cover a good number of books on a topic and yet study the ideas they offer in depth. One never feels he has fully finished a book before encountering a new one. But I've moved to the idea that the range of concepts in the human spirit far outweigh the importance of covering x number of pages.

This year I become more closely acquainted with the students. It has revived my enthusiasm in the classroom and it has expanded my own spirit. It's been the opportunity I would wish for any instructor. I doubt I can go back to a simple "me teacher, you student" situation, because I see them differently now.

◇ ◇ ◇

Bob Bowsby (class of 1975) recalls his career as a champion wrestler at MSU (from *Alumnews*, Spring 1999):

"I enjoy coming back to the same Nemzek Fieldhouse where I lettered in wrestling four years and served as captain of the team when we captured an

NSIC title. “I wouldn’t exchange my days at MSU for anything. It was the best decision of my life. Besides, wrestling became the sum and substance of what I am today. It defines the work ethic and develops a fierce sense of individualism. You learn a lot of lessons when you’re there on the mat by yourself. Actually, my job as a coach is a lot like being a business executive. I oversee budgets, make personnel and business decisions, market the programs, ensure our integrity.”

When Bowsby spoke at the 1999 MSU commencement, he was 47, and in charge of a \$25 million budget, 100 employees, 400 athletes, 10 men’s coaches and the enormous athletic facilities of the University of Iowa. He was the Athletic Director for all Hawkeye sports.

“I joined the Owls at MSU. That’s where I made some of the best friends of my life. And, as Father Owl, I suppose, I learned, at least tried to learn, how to lead a group of rough and tumble athletes. It was certainly interesting training for what I do now.”

Bowsby went into coaching after graduation, then finished a graduate degree in recreational administration at the University of Iowa. Soon after, he was named director of the University of Northern Iowa Unidome in Cedar Falls, then named its athletic director. “I was 31 years old and head of a Division I athletic program at Northern Iowa. I felt I had it made.”

Eight years later, he got the Hawkeys job and at the age of 39 became the youngest AD in the Big Ten. Duke University offered him a king’s ransom to become the Blue Devil’s athletic director in 1998, but Bowsby opted to stay in Iowa. He chairs the NCAA Olympic Sport Liaison Committee and represents the NCAA as one of two voting members of the United States Olympic Committee. He will be knee deep in the plans for the 2000 Olympics.

“I’m looking forward to speaking at this commencement. I want the graduates to think about what they can do with commitment and hard work.”

◇ ◇ ◇

Never Give Up: A military vet recalls his Vietnam service (adapted from *Alumnews*, Winter 2002):

It was January 8, 1968, and Jon Hovde, a 19-year-old kid from Fertile, was on patrol in Vietnam. Part of the 25th Infantry Division, he and his platoon

buddies were combing through part of the “iron triangle,” northwest of Saigon, a region where Viet Cong influence was particularly strong. Just nine days earlier Hovde had witnessed one of his mates killed in this same area by a rocket propelled grenade. Now Hovde was driving an Armored Personnel Carrier (APC), guiding two M48 tanks toward a grove of rubber trees where the Americans suspected enemy troops maintained a base of operations.

Hovde’s APC rumbled into the grove and into a booby-trap. The vehicle’s treads rolled over a 350-pound anti-tank mine. The explosion almost turned the APC over, shrapnel tearing into the interior. Seconds later a second mine detonated, putting one of the tanks out of action.



A combat medic named Leslie L. Cowden, a Minnesotan from Anoka, pulled Hovde out of the burning APC. Examining Hovde’s wounds, he at first thought the wounded man was dead (Cowden was himself killed in action just days later). Hovde was barely alive, badly injured. He had lost his left arm in the blast. His left leg was badly shredded, his right foot crushed, and his skull was fractured; he was bleeding profusely from dozens of wounds, and had to be quickly evacuated by helicopter to an Army hospital,

where doctors sedated him for a week to stabilize his head injury, staunched his wounds, amputated his leg, removed two toes from his crushed foot and two fingers from his right hand. When he regained consciousness, his status was altered from “critical” to “serious.” One of the doctors “told me I would live,” he recalled, but “the pain was so intense, I just wanted to die. Half my body was gone, along with my future.”

Hovde had 45 letters waiting for him the day he woke up. The chaplain only had time to read him two: one from his girlfriend and future wife, Darlene, who, just 16 years old at the time, said she didn’t care about the amputations, just come home; the other from his mom. A few hours later, he had to be evacuated from the hospital because the Viet Cong had launched its “Tet Offensive” and endangered the patients.

He was sent to Japan, fought off an infection that nearly killed him, and went through several more operations before the Army sent him to Letterman

General Army Hospital in San Francisco for another seven months of rehabilitation. The citizens of Fertile raised \$2,000 to fly his parents out to see him. “It must have shocked them to see me,” he said. “Besides missing two limbs then, my weight had dropped from my normal 160 pounds to 98 pounds.”

He went through extensive therapy, received artificial limbs for his left side, and learned how to write and drive with his damaged hands. Then he enrolled in North Hennepin Community College in the fall of 1969. “The Veteran’s Administration insisted I attend a wheelchair accessible school. North Hennepin College’s building only had one floor at the time.”

Two years later, he transferred to Moorhead State, where he became active in the campus veterans club. “Without MSU, I wouldn’t have been able to achieve my vows to earn my own living and do something good for others,” he said. “No question about it. I left MSU with knowledge and drive to put my degree to use. I was the kid that was told I didn’t have the ability to achieve a college degree. I’m living proof that all kids can succeed given the opportunity.” Hovde graduated in 1974 with a double degree, in finance and business.

He took a job at 3M Corporation in the Twin Cities, bought a house, raised a family and started up the corporate ladder, becoming the merchandising supervisor for the company’s household products division. In time he was elected president of the Minnesota School Board Association. He also began talking to students in schools and churches about his experience, encouraging them never to give up hope.

Hovde retired from 3M in the late 1990s and bought a farm just outside his hometown of Fertile. He began writing a book and still gives motivational speeches to veterans’ groups, school children, civic organizations and business conventions. His message: no matter how dark or dreary the future appears, you can endure and you can make a difference.

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“Kise” Jean Twetum looks back on her years at Moorhead State (from her *Alumnews* interview, Winter 2011):

“I’ve loved every minute of my work at Kise, but when I started in 1977, I was extremely bashful. When I had to get change I’d just about die. But the young people were so kind it became easy to work and talk to them.”



Twetum, known as “Kise Jean,” remains a warm memory to thousands of MSU alumni. “My sister went to school 10 years ago and she was talking about her,” 2011 junior Kate Van Kempen said. “She’s such a friendly face and it’s sad that after this year new students won’t be able to know her and appreciate her.”

Jean also left an impression on Kise, sometimes in a physical sense. Every winter she would paint the windows of the cafeteria. At times, Jean would also decorate the dining area with stuffed animals and small toys.

She would then give them away to students and coworkers. “She’s very, very giving,” Sodexho manager Dorothy Mellem noted. “Jean always showed up and always had a smile.”

Sodexho General Manager Damian Lewis said that when asked about her drive to work, Jean would say, “Oh what a beautiful morning it is out there.” When leaving for the day, she would thank him for letting her work there.

Jean said she always enjoyed Halloween. “It was so much fun,” she said. “One year in the 70s a boy came streaking in as fast as he could and everybody roared. The students also made a point to wish me Merry Christmas or tell me to have a good summer. I know that in retirement I do really miss them.”

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Two MSU stars sign contracts with NFL (story from *The Advocate*, May 11, 1978):

“To tell you the truth, I was very disappointed in not being drafted,” said Ed Schultz, who had predicted he would end up a pro before his final year of college play even began. “Coach (Ross) Fortier and I were very misled. We were told by about a half dozen teams I would be drafted. I knew I could get a tryout by becoming a free agent, but I would rather have been drafted.

“While I was working out, Fortier came out to the field – I think he was more disappointed than I was – and he asked me what I had in mind. I had been

thinking only a couple of hours about what it would be like to go out and make the Oakland Raiders,” Schultz stated.

Schultz asked Coach Fortier to call Oakland. “He called John Herrera in their personnel department, and he said: ‘Mr. Fortier, we’ve never heard of Ed Schultz.’ So Fortier gave him the spill about me being a national passing leader, about being a hard and fierce worker and the whole works. Herrera seemed interested, and told Fortier he’d call him back in a week to give a yes or no on whether the Raiders would make an offer,” Schultz said.

“When I heard that, I became disappointed again, because I wasn’t sure they wanted me. One hour later, sitting in my apartment, Fortier called and told me Tom Grimes from the Oakland personnel department had made four calls on information, got what he wanted and called Fortier. “We had planned to wait and sign this week but Oakland wanted to sign before the weekend so no other team could sign me.”



Annual Departmental Review of the MSU Music Department, 1979-80 (from the University Archives):

Community Service section: The Music Department has an outstanding record for involvement in musical activities for Fargo-Moorhead and the surrounding community. Student ensembles tour annually in Minnesota and North Dakota and faculty ensembles frequently are asked to perform locally.

Professors Harris, Hessert, Dahlke, Mann, Bartels, and Pattengale presented lectures and presentations to the Moorhead Historical Society, the FM Music Teachers Association, and the FM Communiversy. Professors Nix, Tesch, Mann, Dahlke, Smith, Casey, and Ferreira advised the FM Youth Orchestra, the FM Symphony Board, and the Northwest Band and Choral Clinic, while Professors Casey, Ferreira, Tesch, Mann, Visus, Harris and Dyer provided lessons and workshops to community musicians.

Virtually every member of the Music Department had performed with the FM Symphony and the FM Opera Company. In this past year, Dyer, Dahlke, Mann, Pattengale, Ferreira, Tesch, Smith, Visus, Casey, McMeen and Harris have presented individual recitals before audiences at the Red River Arts Museum, Moorhead Public Library, Plains Arts, Valley City Community College, and

public schools in Fargo, Moorhead, Fergus Falls, Detroit Lakes, Minneapolis, and Madrid, Spain.

Emerging Programs: The basic objectives of the department will not change significantly; however, career programs are being developed to provide alternatives to performance and teaching. Music and business, music and mass communications, music and arts management provide some alternatives and new programs with these emphases are being developed. The National Association of Schools of Music has prepared a model for such programs and the department is using it for the design of the above programs. The business and mass communications departments will be consulted for their contributions to the total program planning.

It has been and remains to be the policy of the department to be of as much assistance to all our students as is possible.



National champion Graham fulfills dream (from *The Advocate*, February 22, 1979):

“**Being an All-American** is a dream I’ve had since I was a ninth grader,” said Ron Graham. “It was a long shot goal that finally came true.”

If modesty is a virtue, Graham is almost a saint. He credits much of his success to his teammates and portrays the image of the perfect “team” man.

“It surely is an honor (to win the nationals),” he said. “I don’t know if I even deserve it. I was proud to represent Moorhead State and score 10 pints for the team. I am proud to be part of the squad and I was glad to be able to do so well.”

“When I was deciding on colleges I had it narrowed down to Hamline University, the University of Minnesota, and Moorhead Sate,” he said. “But Hamline was too close to home, and the University was too big. Moorhead had a good track program and business department, and John Tieman (former Dragon track star) was from my hometown so I decided to come down and look at the school and the community. The thing that struck me is how friendly people here are. They aren’t pretentious.”



Top sports stories of the year (from *The Advocate*, May 20, 1982):

The Dragon football squad knocked off power-house University of Minnesota-Duluth 29-0, to win the conference title and take a number one ranking into the national play-offs. The MSU gridders finished the year 10-1-1, and ranked 3rd in the nation.

Both the men's and women's track teams had banner years. The men rolled to three titles in the Northern Intercollegiate Conference cross-country, indoor and outdoor meets.

The young Dragon women's squad upset favored Mankato State to take the Northern Sun Conference track championship this spring.

The men's basketball team had an impressive 24-7 season record, including three victories over Concordia College and one over North Dakota State. The Dragons also advanced to the National Association of Intercollegiate Athletics national tournament.

The Dragons won their first game at Kansas City to give the departing Dave Schellhase 136 career victories, more than any other former MSU basketball coach.

The women cagers made a mid-season turn to finish 16-9, winning both the Northern Sun Conference and state crowns. It was the first time an MSU women's basketball team won either title.

The Dragon baseball team didn't win the conference this spring, but turned in an over-all victory record of 21 games, the best in the school's history.

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An MSU alumnus looks back on the history that created his world (from *Alumnews*, Summer 2000):

Uprooting Otherness: The Literacy Campaign in NEP-Era Russia, published by Susquehanna University Press, is the first book written by Charles Clark, a 1984 MSU history major who is a lecturer in history at the University of Wisconsin, Stevens Point.

Lenin's government, Clark notes in his book, began the campaign in 1921 as part of an effort to help Russia recover from World War I and the Russian

revolution. The Soviet government used the unions to educate the workers, brought reading rooms to rural villages and used mobile libraries.

"The government saw the literacy campaign as a means to level society and make everyone as equal to each other as possible," Clark said. But when the campaign gave rewards such as child care and increases in pay to those who learned to read, workers began to use the program to further their own ends.

Six million out of 17 million adults learned to read. But the campaign was abandoned in 1925 when it was realized that an equal number of children had dropped out of school to go to work and there was no net gain. Instead, a new campaign began that aimed at having universal education in place by 1932. By then, a school structure was created and it evolved from there.



Today, the literacy rate in the Russian Republic is comparable to or better than that in the United States, Clark said. This is attributable to the emphasis on widespread education in primary and secondary institutions and not due to the literacy campaigns under Lenin and his successors.

Clark became fascinated with Europe's history while taking classes at MSU. He began his book as part of his doctoral dissertation, doing research in both the United States and Russia. He was able to study and research in Moscow during the 1990-91 academic year, working in the Lenin Library, Archive of the Moscow Province and Archive of the Russian Republic.

While doing his research, Clark witnessed protests of the Communist government and anti-state parades. Lenin, historically seen as a grandfather figure, was being referred to by protestors as a murderer and criminal, Clark said, adding that this kind of behavior just one year before would not have been tolerated.

It was shortly after Clark left that the Soviet government fell Russia in August 1991. He has been teaching at Stevens Point and preparing to write another book after further research in Europe.

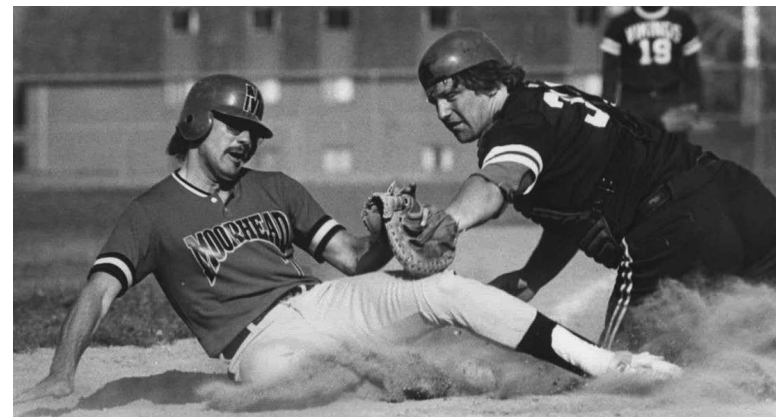
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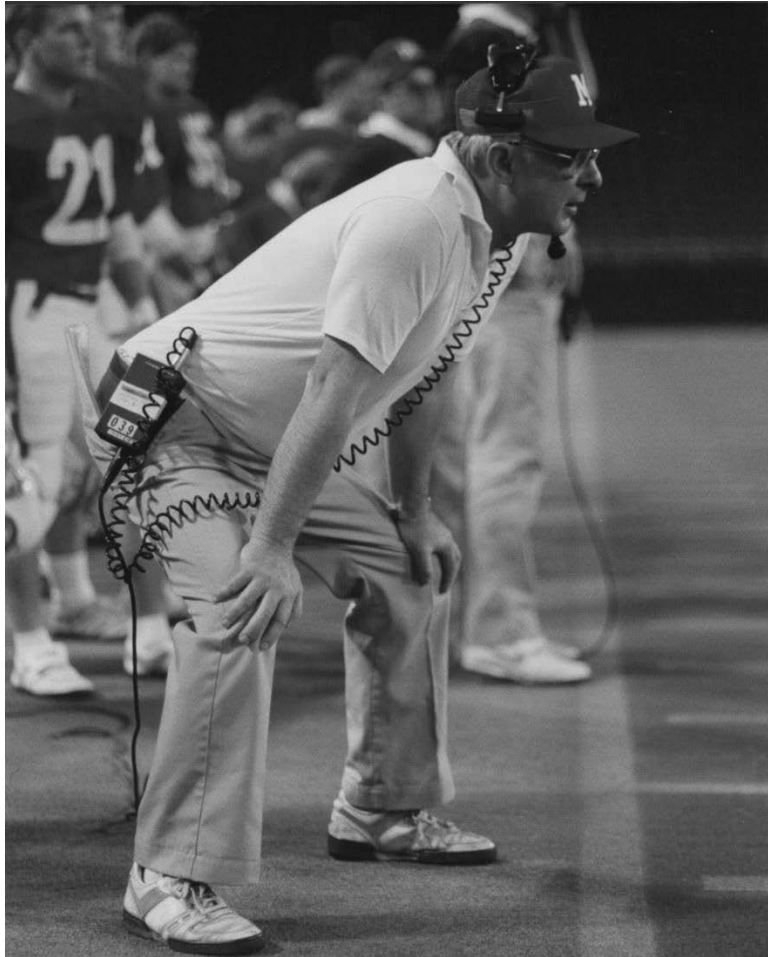
“Scorch” addresses pep rally on the MSU campus.



Going 11-1 in the 1970-71 basketball season, the Dragons walked away with the NIC region championship.



Dragon baseball in 1978. Five years later, the baseball team was gone, victim to budget cuts in University sports. Ironically, the last team won a record 26 games.



Ross Fortier, the heart of Dragon football for 25 years, retired in 1994.

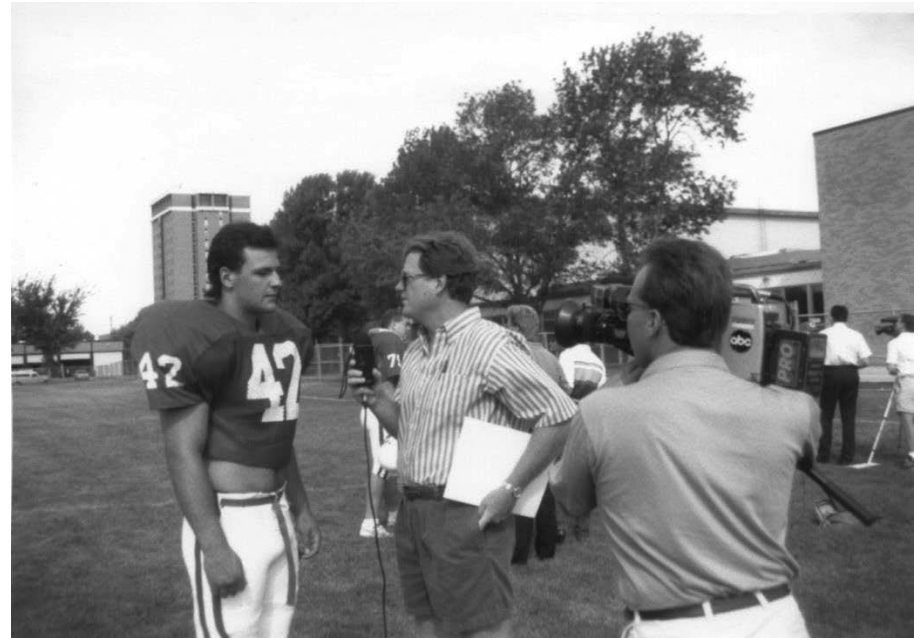


MSU vs. Concordia, 1999. The University would lose many of its traditional football rivals after 2000 when the Dragons became part of a new conference. But the yearly Dragon-Cobber game would continue.



Jessie McKellar (center above), coach of “women’s sports” for many years, was the first woman inducted into the MSU Dragon Hall of Fame, 1982.

After his college and professional career in football, Ed Schultz (center below) was also named to the Dragon Hall of Fame. He spent several years in sports casting at WDAY before becoming a national media personality.





*The winds of change marked the 70s
(clockwise from upper left):*

- *Could profs compete with TV?*
- *United Black students stage a protest drama in 1971.*
- *Were Homecoming traditions still relevant?*
- *Gender balances shift after the Vietnam era, and women students contemplate living in a previously all-male dorm.*



David Nelson, MSU Business professor, assesses the MSU Support Services, 1985 (from the University Archives):

Admissions – Greater efforts will be made to recruit more minority students. Depending upon available resources, plans are under way to add a minority admissions counselor sometime during the next five years. We are also examining ways of expanding our recruitment efforts with existing staff, e.g., attending more college fairs, and visiting non-reciprocity states. Consideration is also being given to expanding the half-time Minority Student Affairs position into a full-time position.



Financial Aid – The delivery of financial aid is becoming an ever-increasing complex process. To continue to improve services, there is a need to add a Financial Aid Counselor within the next five years.

Health Service – With the need for broad AIDS education programs and a greater emphasis on health education, plans are under way to add a nurse practitioner sometime during FY89 and FY90. The salary will be paid out of the existing Health Care budget.

Housing and Security – The housing staff is always seeking new ways to create a greater sense of community and to improve the day-to-day needs of the residents. The housing staff is currently looking at ways of using second and third year RAs in leadership roles. Cost for this program will come out of the residence hall budget and is estimated to be approximately \$9,000 per year. These RAs will be used as residence hall “Community Leaders”.

Intercollegiate Athletics – Discussion is under way to reduce the amount of money spent on part-time football assistant coaches and hiring an additional football coach. In addition, we are currently evaluating the possibility of converting the half-time women’s head basketball coaching position into a full-time position. Finally, we are evaluating the possibility of adding a clerical position to serve as an athletic business manager, athletic insurance clerk, and clerical support person to the Women’s Athletic Director and Trainer.

Student Union – A major proposal to renovate the entire student union has been submitted to the SUB and is currently being considered for funding. In addition to the renovation plan, a decision will be made shortly regarding whether to establish a new Student Activities Advisor position from the existing Union budget.

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Heritage Day, a speech by President Dille at the opening of the Moorhead Heritage Hjemkomst Interpretative Center (Dille Papers, Summer 1986):

The Red River Valley Historical Society was created several years ago to remind us of our past, our inheritance, and our responsibility to maintain it. History itself is part of that heritage. We read about the past for the same reasons we read any stories, because these speak to us of our common condition and because there are lessons to be learned.

Whenever we touch the past we find something to reflect upon. In its long history of humanity’s triumphs and defeats, hope and disappointments, we discover our own essential humanity, and we are led sometimes to pessimism and sometimes to the certainty of a persistence of vision. This of course is what motivated some of our Moorhead State faculty to participate in the planning and design of this new center – to preserve our heritage.

How easy to say that our heritage demands we act one way or another, agree or disagree to do this or that and thus honor the past. But how difficult it is to find in the past a proper guide for the present. The records of the past tell us that at times we have acted well, and at times acted badly. We may make of those records whatever lessons we wish. But we cannot escape a heritage, good or ill. The past has laid on us a responsibility for the world well beyond this locale, but in fact for the greater world beyond our own shores. From our own past threads extend for the habit of defending freedom, seeking justice, believing in human dignity. The past shows us an enabling vision to do this. A *will* to do this we must find for ourselves. This is beyond heritage, beyond history, but not, God willing, beyond our will.

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MSU senior Shelly Carr describes the work day at student-operated radio station KMSC (from *The Advocate*, October 8, 1987):

The whole staff consists almost entirely of MSU students. We have no problem getting DJs, it's easy to hook them in; they hang around the studio for a few days and get to know the station. I do a late night show and sometimes one of our alums like Doug Hamilton or Johnny Miller of KTLA will come by and do a piece. I think we're sounding more professional every year and an FM bandwidth would help us reach a broader audience in Fargo-Moorhead, but we need some funding help for that. Some of our equipment is worn, but we recently acquired a new reel-to-reel tape machine. WDAY has donated some of their unused equipment to us.

Local record stores have donated music. Our music director, Gary Heller, is really on the ball. He calls up record companies for promotional copies of new releases He's been pretty successful with this. We have a show from midnight to 2 a.m. which only plays new releases. This allows us to play requests and the students and community listeners like that a lot.

We don't bring in much money through advertising; most of our ads are public service announcements, which is a nice service to the area. We think we're doing okay. The appeal of KMSC is its novelty. Since it is run by students, it's fun to hear your roommate or floormate on the air.

Note: One of the news stories carried that same week by both KMSC and *The Advocate* was a revelation that, with the rising costs of college requiring many to work 20 hours or more a week, a growing number of MSU students were eligible for Federal food stamps and AFDC assistance.



Art professor Richard Szeitz describes the University's ties to the Fargo-Moorhead art scene (from his interview with the Heritage Education Commission, October 25, 1989):

We just had last weekend the Minnesota Art Educators' Conference, hosted by the art teachers and Moorhead State University and Plains Art Museum jointly, and in connection with that conference, we had a workshop for the Moorhead art teachers, and I've only found one of the art teachers who are employed in Moorhead who wasn't a Moorhead State University graduate. If you look around in Fargo, probably a very major portion of those teachers get at least

one degree here, if not their undergraduate, then their graduate degree from Moorhead State. I am glad to realize that Moorhead State graduates are most



welcomed anyplace and they have a very good reputation. I assured them not only with the original revised curriculum but also with [unclear] the curriculum adding another extra year, which is the BFA year, and that strengthens the special expertise of art teachers, so that they are very valuable to stand any kind of competition in their art work or in their education in any respect. And similarly graphic design, there are other students who wish to go to graduate school. So, to begin with, you can see throughout the region that our influence is very much there and evident.

In just talking about the region, there was a major graphic design conference at Bay Lake just about a week and a half ago and among the conference organizers are Moorhead State graduates. The national graphic designers' association president a year or so ago was a Moorhead State graduate. Some of the firms which are published most in the graphic design magazines are featuring our former students as top designers; and one of the most prestigious firms in Minneapolis, the Duffy Group, features a crew of designers that are all Moorhead State graduates and these are highly published and very prestigious firms. And there are a number of former students who own their own small firms, some of them not too small firms.

I consider art like a pyramid. It has to have a wide base, by concentrating on the elements of art. Then gradually, getting higher and higher is narrowed in the cross section. And I think the street fairs and art sales and sale opportunities in such places and a regional art show or an annual competition of some sort or another or invitational art show—they are all various levels of sophistication and all are very respectable efforts and very respectable contributions to the total scene and all very necessary. Unfortunately, our particular area doesn't have the population base to support a very wide art activity. It needs to have a much greater number of people who then constitute a sufficient enough of a art market and art interested public to support more art activity. I think in relation to the size of our population here, the support is respectable. I don't think

it has completely reached all its potential, but it is certainly respectable. And it is strengthening and I think perhaps the weakest link in the whole art scene is the public schools. Because I don't think that with all this push and shove for improving education, the visual arts have either found their true mission and value, or been able to communicate that value to the administrators to the degree that they would have dignity and be all that they should be in education. It is especially hard for me to see this, on the basis of my own education and experience. I had the opportunity in Europe to learn quite a bit of expertise in basic art skills and also in Hungarian folk art, regional European folk art. Here, we start out basically from scratch in our classes when we encounter the first-time freshmen. We cannot have any kind of portfolio requirement – the students who come here have very sketchy art preparation if they have any, and many high schools don't offer any kind of art. They start out from ground zero. But many of them work hard and learn well.

I hope that the interest and support of visual arts will be a continuing one not only at Moorhead State but in the community, and I hope we don't miss future opportunities to continue working with the community.



A weekend for championships: Sports teams bring home the trophies (from *The Advocate*, November 9, 1989):

Moorhead State senior Nancy Barthel had no idea what she had started Saturday morning when she became the fourth runner to cross the finish line at the NAIA District 13 women's cross-country meet in Bemidji. Barthel, by virtue of her top-five finish, qualified for the national cross-country meet November 18 in Kenosha, Wisconsin. She was just the first of a long list of Dragon champions on Saturday.

Sophomore teammate Amy Taves was right behind Barthel and became the second Dragon athlete to qualify for national competition. Less than an hour later, the Dragon men's cross-country team claimed its first District 13 championship in three years by placing five runners in the top ten and earning a team berth in the national meet at Kenosha.

Then, a few miles east and a couple of hours later, the Moorhead State football team nipped Minnesota-Duluth 16-12 as Northern State lost a heartbreaker to Minnesota-Morris and the Dragons won their second consecutive Northern

Intercollegiate Conference football championship and earned a spot in the NAIA Division 1 playoffs for the third consecutive year.

The playoff berth was a gift. Northern was favored to beat Morris, and had the Wolves won they would have shared the NIC title with the Dragons but gained the league's playoff spot by virtue of their victory over Moorhead and their higher ranking in the NAIA Division 1 poll.

"They better send Morris a box of cigars," men's cross-country coach Fred Dahnke said.

It was a perfect day for Dragon athletes as the volleyball team squared off against Bemidji State at Nemzek Hall for the NAIA District 13 title and the right to host a bi-district tournament against the District 14 winner, Wisconsin-Osh Kosh. The Dragons won in four games for their first-ever district championship after finishing second a year ago. The Dragons entered the match with a two-game losing streak to Bemidji. But just like all the other Dragon athletes, they pushed their problems aside and took care of the business at hand.

It was truly a champion day for Dragons.



MSU Support Services for students outlined (from *Dragon Tales*, Summer 1990):

Freedom to be on your own at Moorhead State – that's good. Fear of being alone, especially when problems or questions pop up – that's not so good. Moorhead State gives you that chance to be on your own, but not all alone. When you need help, you have many places to go on campus, counselors, tutors, and staff trained to solve problems students often have. MSU offers these resources:

- New student orientation with student advisors trained to help you in the summer and fall of your first year of classes.
- Faculty advisors, who will help you maintain your academic health, point out the courses you should take, and how to prepare for your career.
- Student advisors, upperclass students who can guide you with a sympathetic ear and help you through sometimes confusing regulations.

- Tutor programs, which offer individual attention in thorny areas like math, sciences and languages.
- Writing Center, with a special lab to improve your written communication, important not only at the university but in almost every professional field.
- Career Counseling and Personal Growth Center, to help you define your goals and choose your best career path.
- Hendrix Health Center, with assistance paid for by your student activity fee; if you don't feel well, we have health tests and routine examinations, and can fill many prescriptions.
- Financial Aid Office, which may be able to secure an emergency loan if you run out of money halfway through a month.
- Night Watch, where our security staff can offer you an escort while returning to your dorm, handle emergencies or just plain answer questions.
- Workshops, like our College Survival Workshops on note-taking, effective studying, time management, and research help.

MSU offers this to help you succeed, because you make the difference to us.



“Changing Times for Women” (an article by Buffie Carlisle, from the *Tri-College Trice*, November 1991):

“I’ve always considered myself the equal of men,” said Maria Tobolczyk, an NDSU faculty member from Poland at the Tri-College Women’s Network Dinner. Other guest speakers at the dinner’s ‘Women in the Face of Change’ panel discussion included Ekaterina Parton, an MSU sociology student from Russia.

Parton defined the basic difference between the sexes in the Soviet Union: women carry heavier responsibilities than men. “When I came to the U.S. and saw a man cooking, I about dropped. ‘Who taught you this? You’re a genius!’ I told him.” Parton offered the following examples of women’s status in Russia:

- Women remain in the home after 11:00 p.m.
- Women go to men to solve problems.
- All women should be married; ‘if they’re not, they’re pitied.’
- Women are kept away from foreign visitors.

“I admire American students, especially the women,” Parton said. “They fight for what they want, they try to do the best for themselves. In Europe, women used to do 43 hours of employed work a week, do all the shopping and take care of the household and kids.”

Indeed, women in eastern Europe still work longer hours than men, “but all of the adults work hard; the parents often use home hours to work on the cars and keep up repairs in the home, often relying on the television to entertain the children. As a result the kids are stressed by lack of attention and have to solve problems on their own.”

American women, in contrast, have more freedom to decide for themselves what they want to do. Fewer are getting married while in college or right after college. More are concentrating on careers and are expecting to receive pay for their work that will equal that of the men. It will be a different society in a few more years. And it’s the goal of the Tri-College Women’s Network to help the women in college to reach these goals.



MSU alumnus Darin Tysdal discusses his performances in music competitions (from his *Alumnews*, Fall 2002, interview):

“After graduating in 1989, I did some things and then went to work at the Groth Music sheet music department, in Bloomington, where I’ve been for 10 years. I also conduct the Linden Hills Chamber Orchestra. When I get a chance, I compete in piano. I started piano at age eight. I was pretty headstrong and learned many wrong habits that I wouldn’t have if I had more structured lessons. It wasn’t until about 1996, when I was diagnosed with Attention Deficit Disorder and started taking medication, that I became more focused and my concentration improved.

“Recently, I was in the Van Cliburn International Piano competition for amateurs over 35 years of age. I played Copland’s Piano Variations for the prelimi-

naries, which got reviewed in the *Dallas Morning News*. There were six judges for this round, which took three days. Van Cliburn was there to award certificates and CDs to all of the preliminary contestants. In the semifinal rounds, I played Bach Prelude and Fugue, Etude Tableaux Op. 33 No.3 by Rachmaninov, Sonata No. 1 by Ginastera (2nd and 4th movements) and Kapustin Etude in Jazz Style Op. 54 No. 17. Over all, I was happy to get so far.

I will play in some other competitions before trying the Van Cliburn competition in 2004. The question is: do I play the same repertoire or should I move on? Depression does creep in when one is finished with a program or repertoire - it's like a break-up in a way."



Dragons claim national berth for 7th straight year (from *The Advocate*, October 24, 1991):

Not one but four Dragons in a row crossed the finish line before another team's runner got to the gate as the men's cross-country team swept both the NIC and NAIA District 13 titles at the bumpy and fast Beuna Vista Ski Resort course last Saturday. This is nothing new for the Dragons as they finished 1-2-3 last year when they hosted the NIC meet.

This is the seventh straight NAIA District 13 title and eighth straight NIC crown for Dragon Head Coach Fred Danke. In fact, in the District 13 meet, six out of the first seven runners to cross the line wore the red and white of MSU.

Senior Greg Zahalka captured the individual titles of the combination meet with a time of 4 minutes, 28 seconds. The distance of the track, which was used for only the second time, was about 20 seconds short of five miles, according to Danke.

The Dragons won the District 13 portion of the race by beating Winona State 16-43. In the NIC, the Dragons used only 18 points to capture the crown with Northern State finishing second with a distant 50.

Chris Ericson finished second with a time of 24:42. Kelly Mortenson finished third (24:51), followed by Corey Binnebose (4th, 25:13) and Joel Pierstoff (7th District 13, 8th NIC, 26:08) to round out the NIC All-Conference runners for MSU. Corey Mortenson, Colin Klipfel, Gairo Hahn and Jim Lee also ran impressive times for the Dragons.

"That was the fastest (times) we ran all year," Danke said.

"We try to downplay the conference," Zahalka said shortly after the meet. "We're hoping to be one of the top four or five teams (at nationals). That's if we run really good."

The Dragons, now qualified for the NAIA National meet in Kenosha, Wisconsin next weekend, will get a good warm-up with the South Dakota State Invitational this weekend. "It's good competition," Zahalka said.



Gail Enkers, MSU senior, assesses the nation's health care issues (from a 1993 *Advocate* editorial):

I am a senior at MSU, completing a bachelor's degree in nursing (BSN). Because of the national attention on health care, I decided to complete my required internship in Washington, D.C., and discover for myself which direction the nation related to health care policy.

I was able to meet with Senators Dave Durenberger and Paul Wellstone and with Congressman Colin Peterson. Each lawmaker agreed that there should be universal health care coverage, but each took a different approach. Senator Wellstone favored a "single payer model," while Durenberger and Peterson felt private insurance companies should be involved under close regulation, perhaps by a national health board. Health care may be regulated through a "managed competition" approach. Such special issues as drug availability and nursing care could involve different approaches. To pay for national health care, some types of "sin taxes" on alcohol, tobacco, and so forth, may be considered.

Sometime in May, Hillary Rodham Clinton's Task Force on Health Care Reform will make its report and suggest legislation to Congress. Then and only then, will we get our glimpse of the new health care. Then we can determine for ourselves which way the nation is headed.

I know that when we're young, this seems pretty remote to us, but as a person planning to make a career in medicine, I think it's important to look at this health care issue carefully. It involves all of us, our parents, our friends and everyone in our communities. It would be a mistake to let others set this all up without understanding what they will be doing.



Alum's mid-1990s leukemia vaccine shows promise (adapted from profile by Glenn Tornell, *Alumnews*, 2006):

Back in the mid-1980s, Jeff Molldrem wasn't exactly a reliable date in college. His girlfriend, Carmen Visus, recalled "there were way too many times he'd promise to pick me up at, say, 8 p.m. on a Saturday night, to see a movie or something. Then he wouldn't show up. I'd just sit at home steaming for an hour or two until he'd finally call to say he was sorry. Or if I were really ticked off, I'd walk over to Hagen Hall to find him sitting in front of a book or computer. He'd have this deer-in-the-headlights look on his face when I opened the door."

Visus learned to have patience with Molldrem's foibles over a long stretch of time. "We first really met in the 9th grade at Central Junior High in Moorhead. We both auditioned for a play. I really, really wanted to get a part in this production, but I think Jeff tried out as a joke, probably on a dare from his friends.

Although Molldrem and Visus later attended Moorhead High together, the first time they actually talked was in a calculus class as Moorhead State freshmen in 1982. Prompted in part by their common interest in science, they started dating as sophomores. "Carmen was at the top of her class," said Judy Strong, an MSUM chemistry professor back then. "Jeff, however, wasn't worried about grades. I used to taunt him by asking him: 'Would you kill for an A, Jeff? Would you?'" Not really. He simply didn't have the study habits, and relied more on his excellent memory and natural curiosity. It was enough for him to graduate with a major in chemistry.

Carmen herself emigrated to the U.S. from Spain when her father, Ricardo Visus, joined the Moorhead State music faculty as a voice instructor and director of the university's Opera Workshop. Carmen ultimately majored in chemistry as well, and, like Molldrem, graduated in 1986. Then they both attended the Medical School at the University of Minnesota, marrying the day after they earned their degrees. After residencies in California, Carmen decided to focus on the clinical side of medicine, while Molldrem leaned more toward research.

And, yes, Molldrem could still forget his appointments with his wife. In Molldrem's defense, he was also a man on a mission – studying cancer in order to find new ways to attack the illness. After his residency at UCLA he threw himself into fighting cancers, specializing in developing "immune-therapies for leukemia and other hematological diseases through the use of T-cells." Since T-cells are a vital part of the human immune system, and are important in

helping the body fight off infections, Molldrem and his research team set out to see if they could "teach" T-cells to attack some cancers as a form of infection. "I chose this highly specialized field of immunology because it allowed me to wed my two interests – patient care and research. The specialty involves pretty basic and fundamental biology. Besides, it turns out there's a big need in this area and a lot of unanswered questions. Doctors weren't doing very well in treating most of these cancers. The opportunity to make an impact in the field seemed reasonable."

Between 1993 and 1996, Molldrem and his team studied T-cells and isolated a peptide that showed promise in attacking leukemia. "Over the next four years we tested it in their laboratories, using blood from leukemia patients. It seemed to be working in the lab, so the next step was to test a vaccine on a few actual patients. Getting the vaccine is akin to getting a flu shot. No big deal. We found that it's pretty benign stuff, but potent enough to put some patients into remission. It was startling because even we didn't necessarily expect any of our patients in the clinical trials to go into remission, especially in a Phase I trial. But some did."

It was a "Eureka" moment for Molldrem and his team of researchers. "These were promising results from a group of patients who were very sick and near death. Now we go back in the lab and find out why many patients didn't go into complete remission. Once we do that, I'll be satisfied."

But of course "satisfied" is a relative term. With his T-cell research contributing to anti-leukemia medicine, Molldrem could easily have rested on his laurels. But he's too curious for that; since 2006 he has been a member of the faculty at the Anderson Cancer Center, University of Texas, Houston, teaches advanced classes in immunology, and has expanded his research into such areas as stem-cell transplants and "novel vaccine therapies."

"Don't tell anyone," he confided to an MSUM writer in 2006, "but I'd do this job for free if I had to. You have to be self-motivated in this field. The rewards are too few and far between. "First there's the moment of discovery, when you hit on something that works; then there's that goal of finding a cure for a disease that works, that can actually extend the lives of our patients. Those things are pretty cool."

And with such matters on his mind, a man can be forgiven missing the occasional dinner date.

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Softball three-peat: Team advances to third straight NAIA Championship (from *The Advocate*, May 19, 1994):

MSU's women's softball team qualified for their third straight NAIA Championship tournament. After traveling to the 1994 NAIA National Championships in Sheboygan, Wisconsin last weekend, MSU regained their conference title by beating host Lakeland College 3-2 and 3-1 in the best of three meeting. The Dragons left Monday morning for Columbia, Missouri. Slated first for the Dragons is a meeting with Hawaii Pacific (33-8) at 9:00 a.m. Thursday.

Sophomore Tracy Marback was second in batting average with .400, catcher Pauline Stern batted .394 and senior right fielder Deb Kazmierczak knocked out a .379 average. Senior Kaily Smith led the team with at-bats (122), crossed the plate 23 times, punched out 43 hits and slapped out five triples.

Senior left fielder Jill Knisley led the team in runs with 28, had 34 hits, four doubles and led the team in triples (eight) and home runs (four). Knisley also knocked in 20 RBIs.

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The 1997 flood of the Red River (interview with Lynne Ebner, Hendrix Health Center supervisor, 1997):

First of all, we gave a lot of tetanus shots. That would be one thing that we did. We announced it in *The Advocate* and on the Dragon television channel. As the students came in for sandbagging, we said, "You should get your tetanus updated." We got faculty to make announcements. So that was one thing.



Hendrix is in the lower level of Dahl Hall. So I called and said we had to get the snow removed, we couldn't have dirty water coming in, so they hauled the snow. They carried the snow out by the tractor load, and then they did put some sandbags around it, and we did not get a drop of water. They plugged our drains, and I think they did that all over campus.

Now, the shelter itself [created in Nemzek to house families evacuated by the flood] originally started with Administrative Affairs working

with the Red Cross and the city of Moorhead. It became apparent that there was going to be a need for shelter, and we were probably the most logical place right out of the chute. Administrative Affairs got their management team involved. I'm not sure I'll remember everybody, but like Angie Cameron and Dave Holsen, and all the janitors. Todd Stugelmayer was there. Dr. [Steve] Butler was there because Nemzek is a facility that we at Student Affairs have some input in. I was there, of course, and there were other people from the area that came and met with us, and the Red Cross person, Pattengale was his name.

We didn't know and they didn't know what number of people we should plan for. They could only go based on what other kinds of floods in other places that lasted this long, about how many people we could expect, and the estimates were huge initially. I mean, it was like hundreds. So we opened up two gyms in Nemzek and decided who would stay where, what bathrooms they would use, what locker rooms they would use.

Dave Souba was there as well from the food service. We got him involved because we knew that eventually the Red Cross would be bringing the food in, or contracting with it, or something. But initially we wanted to be sure that people would have food. The Red Cross was going to bring in all these beds, cots, and blankets, but they weren't going to bring any pillows. So I said, "Well, surely that's the least we could provide." So Housing did provide pillows. Mike Pehler made sure that the pillows were there, because these were just very basic cots, and the people slept on these cots for a long time, in their clothes. I mean, you didn't get your pajamas on at night and walk around in your bathrobe. This was just showing them where to lay down and this is where you sleep.

When you had this kind of a flood with this many people, and you can expect that many people will be in need of shelter. But what people didn't factor in, would be that this wasn't like living in a Chicago apartment where you didn't know anybody and you didn't have extended family or close friendships. So what we found is that relatives and neighbors took people in, so the numbers we had over any length of time were much, much smaller than what we were expecting.

The saddest thing I recall is watching people constantly checking the message board we set up in Nemzek, looking at the information posted to see if it had anything on friends or relatives, on information about their town, because they didn't know where everyone had gone, or what had happened since they evacuated. That was hard to see.

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Jenn Moland ruminates on the fortunate circumstances of her upbringing (from her column in *The Advocate*, November 20, 1997):

This past summer I worked in California as a camp counselor. We were near Oakland, and our general guidelines addressed peaceful interactions. We went in teams of five or six counselors to different communities to spend a week hosting day camps. Most of the families I came into contact with were much like mine, but there was more crime in some of these parts of California.



Dorm Council, established after MSU permitted co-ed dorms.

One morning we stopped for coffee and I picked up a newspaper in the shop. The front page had news of a bombing in Jerusalem, with an astounding number of people killed and wounded. Another counselor in our group read the story and asked, “how can we tell kids here about peace when things like this are happening?”

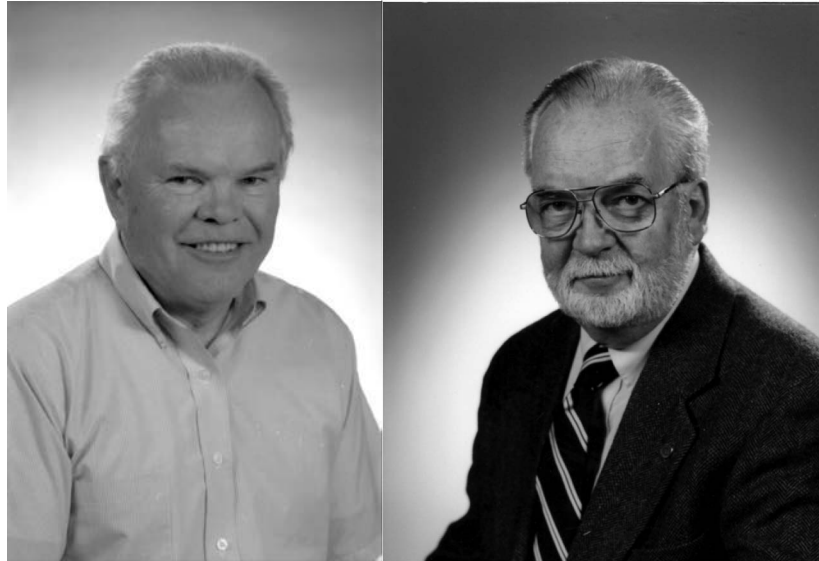
I thought about this as I had kids in our day camp draw pictures. Most drawings were not disturbing, but some of the 11 and 12 year olds drew pictures showing they were afraid of guns and someone in their family being killed. I saw then how I had grown up in a small Minnesota town and some of these children had grown up in inner city Oakland.

Thanksgiving is here again, and I’m glad to remember that most of those pictures I saw in California were peaceful ones like I could have drawn years back – of a family, a pet, a house and a rainbow. I’m glad we can still have that kind of peace in this country. This year, when we see the parades and enjoy our food, I want to remember ‘my kids’ in Oakland and be glad that, in spite of the realities and cynicism I can find in the news, there are still many things to be thankful for.”

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The MSU cross-country teams won nine NSIC championships in the 1970s-1990s. The coaching of Ron Masanz and Fred Dahnke (pictured above) contributed much to the teams' successes, and both were named subsequently to the Dragon Hall of Fame.



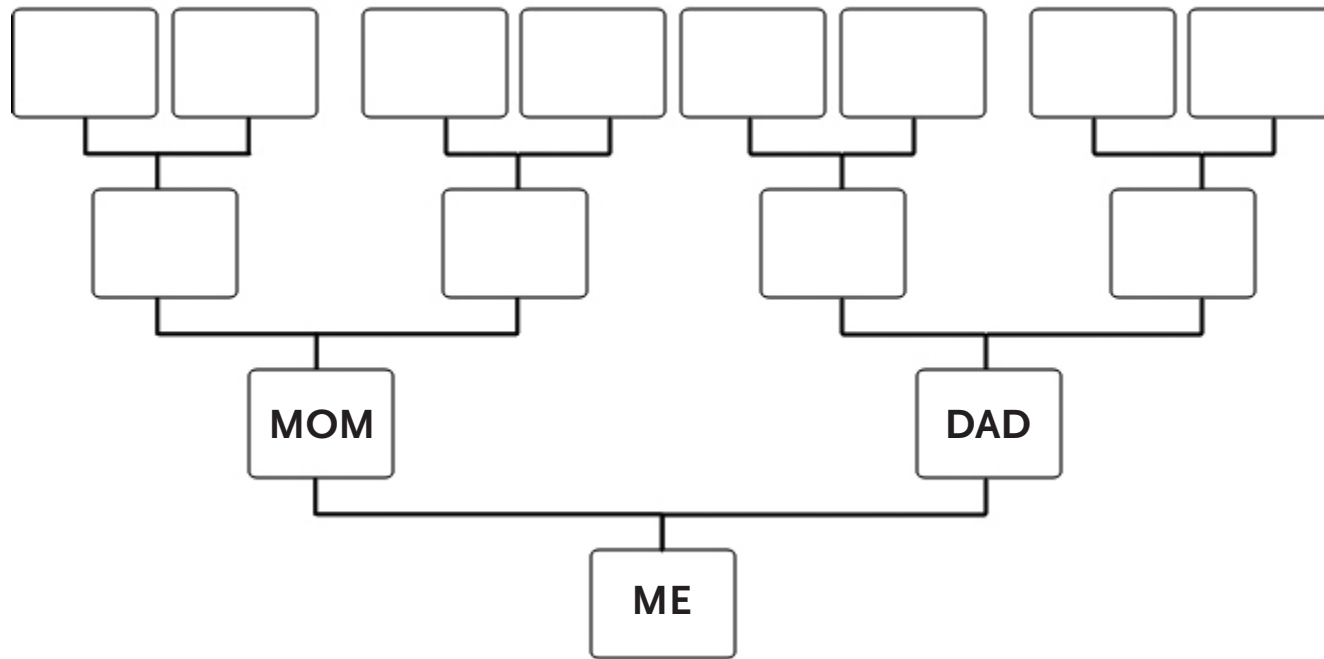
Section C. Unit Disputes. The parties will attempt to resolve disputes over bargaining unit inclusion or exclusion of new or revised positions. In the event the parties fail to reach agreement within thirty (30) days as to the inclusion or exclusion of such positions, either party may refer the matter to the Bureau of Mediation Services for determination.

ARTICLE 4 Academic Freedom

Section A. Policy. It shall be the policy of MnSCU to maintain and encourage full freedom, within the law, of inquiry, teaching, and research. The Employer shall not discriminate against a faculty member for engaging in political activities or holding or voicing political views, so long as the exercise of this right does not interfere with his/her responsibilities as a faculty member.

Section B. Prohibition. The Employer agrees not to use any mechanical or electronic listening or recording devices except with the faculty member's express consent, and to inform the IFO if that consent is given; provided, however, that nothing herein shall be construed to preclude the recording and/or transcription by court reporter of formal proceedings, including arbitration, where a record or

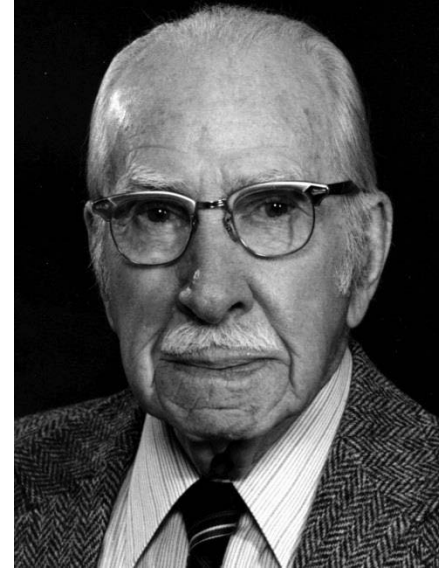
The 1970s recognition of unions for higher education in Minnesota altered the relationships between faculty and administration. Thereafter, faculty pay, rights, tenure and work were formally spelled out in detailed contracts. Such professors as Del Corrick and Carl Carlson (above) represented Moorhead State faculty in contract negotiations.



The Heritage Education Commission, established by MSU faculty in 1976, has hosted nearly 40 genealogy workshops on campus.



MSU biology professor Richard Pemble explained the region's prairie grass ecology to audiences at the University's Science Center "lawn chair lectures" series.



After a 40-year career in the English Department, MSU's Byron Murray created the University Archives by collecting yearbooks, photographs and correspondence from faculty, alumni and local residents.

SAVE MY BABY

ROLAND DILLE WANTS MY TUITION
SO I'M BEING FORCED TO
SELL MY BABY!

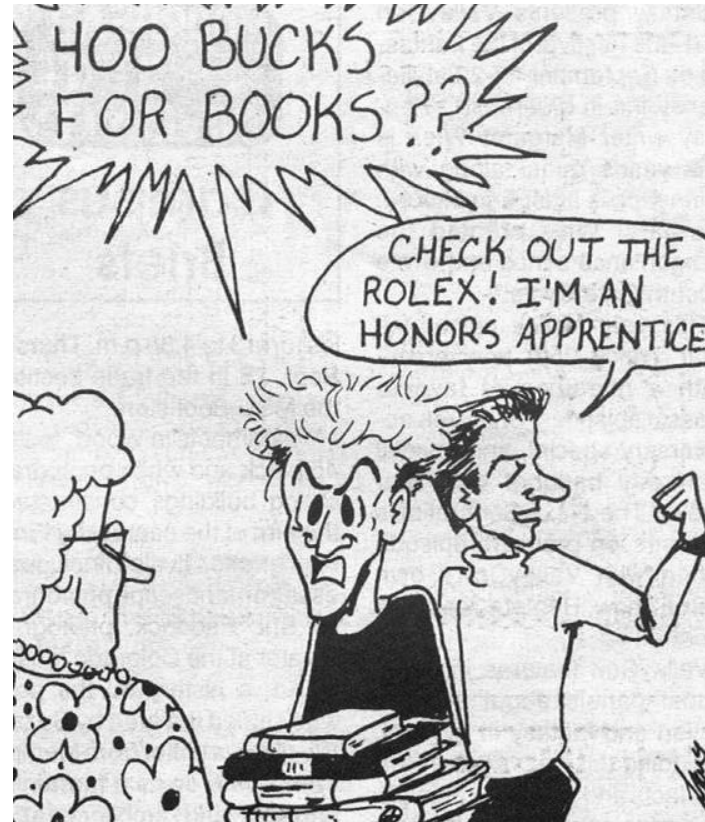
PLEASE HELP ME FIND HER
A GOOD HOME...

She's a **1981 SUBARU 4-Dr**
with a good battery and a brand-clutch
new
She's got some bumps and bruises
and has an engine problem

BUT I'M ONLY ASKING \$**200.00**



Please help me before Roland comes for her!
CALL **236-8166** and ask for the
DO IT NOW! pathetic, starving
college student...



The rising costs of higher education provoked student reactions. Not all of the reactions were as humorous as the above 1980s flyer and 1990s Advocate cartoon.



MSU's 100th year:

(from upper left) - President Dille plants a Centennial tree with Concordia College's Paul Dovre; Soc Glasrud pens two volumes of the school's history; students and alumni share a giant cake.





New academic programs in the MSU era included Operations and Construction Management (above), and Anthropology (below), shaped by Michael Michlovic.

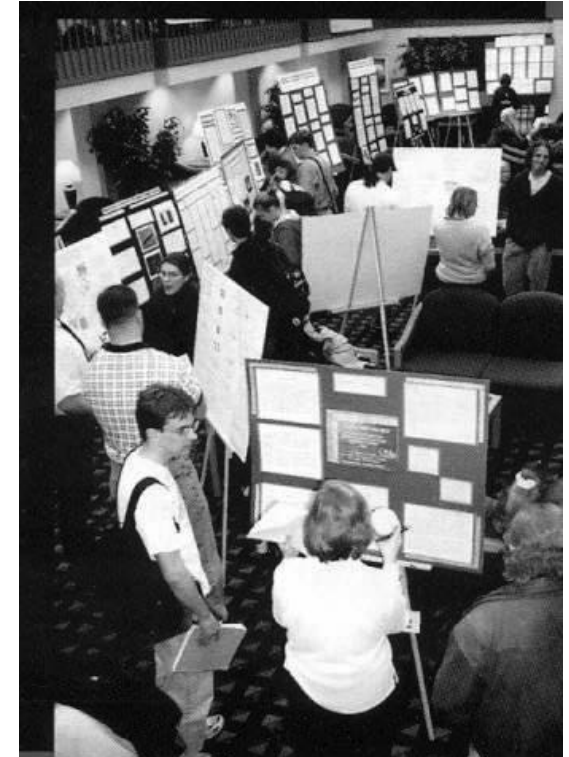




“Good News,” part of the 1993 season for Straw Hat Players, the long running community theater program at the Center for the Arts.



The Center for Business opens in 1995.



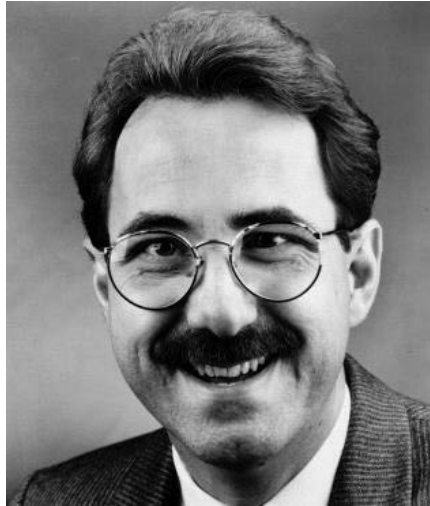
1999 – The first of the annual Student Academic Conferences at the Union.

MSU Grads acknowledge mentors.

"I worked in the film studies office as a teaching assistant, and served in a leadership role with the Cinethusiasts Club. In Rusty Casselton and Tom Brandau I had two of the most incredible mentors and teachers a student could ask for. Rusty's infectious passion, extensive knowledge and dedication to his students allowed me to discover the many ways I could turn my own passion for movies into a meaningful career in the arts."

Emily Beck, Executive Director, Fargo Theater.





“Paul Severson, founder of the music industry program, opened the door for me to intern at Trollwood back in 1990. Obviously, Trollwood became a very significant part of my life and my career. If it hadn’t been for Paul, I would not be where I am today. I received great training, a lot of encouragement from faculty and met friends that would last a lifetime. I felt well-prepared for the next phase of my life.”

Kathy Anderson, Executive Director, Trollwood Performing Arts School

“The skills I learned on the Hansen and Gaede stages and in my acting classes – be brave, be clear, enunciate, listen, know your purpose, have a goal, share your space, take risks, understand your needs, explain your actions, perform for the audience, and work together – led to every success I’ve had. Richardo Visus changed my life when I got my music degree. I wouldn’t trade that degree for anything. Theatre professors David Grapes and Jim Bartruff were amazing mentors. They were hard on me, had high expectations, and never let me get by with making the easy choice.”

Dayna Del Val, Executive Director, The Arts Partnership



Quotes taken from “Mentorship and Opportunity,” Area Woman, February-March 2013 issue. Photos of Casselton, Visus, Grapes, and Severson from MSUM Archives.

MSU Women's basketball reaches the top (profile by Larry Scott, MSU Sports Information Director, 1999):

Moorhead State University's recent ascent into the regal ranks of the NCAA Division II was heralded as a divine sign that the Dragons had, at last, reached the promised land of intercollegiate athletics.



As advertised, the switch from the National Association of Intercollegiate Athletics (NAIA) to the NCAA II has created substantial challenges and opportunities. For MSU now has to compete with bigger schools when recruiting top talent.

It was Moorhead State's good fortune that none of the politics of college division athletics mattered to Kristie Stangl. When being recruited, the 6-3 prospect had more upside than the legendary corn that brackets her hometown of Manning, IA. She had other distant, and distance concerns.

The whole recruiting process was an intriguing adventure to Stangl, but it became tiresome. "I enjoyed being recruited to a point, but sometimes I would come home and have

five messages on my phone," explained Stangl. "I knew I didn't want to go too far away from home. . . In the end it came down to Southwest State and Moorhead State, and MSU was just 423 miles from home."

In high school, Stangl learned to adjust her role in the game. "I played six-on-six basketball until my junior year, and I usually played defense the whole time. In my junior year we switched to five-on-five basketball." MSU head coach Jean Roise won a spirited recruiting battle to land Stangl, and the onetime Iowa prep school All-Star did not disappoint.

Kristie was quickly installed as the Dragons' starting center as a freshman, and became an inside fixture for MSU for four years. Stangl quietly put up some impressive numbers despite a beefed up schedule that provided stronger opponents than previous Dragon basketball teams met.

Stangl was a three-time All-Northern Sun Intercollegiate Conference selection and a three-time NSIC All-Academic pick as well. She closed the books on her collegiate career with another marvelous campaign in 1998-99, and ranks fourth on the Dragons' career scoring chart with 1207 points, and fifth in lifetime rebounds with 676 boards.

While Stangl kept reaching more basketball milestones, she always kept her sneakers planted firmly on the floor. Individual glory was always a non-issue for Stangl. "I've never worried about that stuff," said Stangl. "The only thing I ever worried about was wins and losses." Stangl would be reluctant to admit it, but she exited in style as a senior. She finished third in the NSIC in rebounding, 8.0, fifth in field goal percentage, .429, and 11th in scoring, 12.7. Stangl led the Dragons in rebounding, 7.9, and field goal accuracy, .498, and ranked second in scoring, 13.8, as well.

Coach Roise credits Kristie with contributing in other ways as well. "Off the court she was someone the kids could talk to. She was more vocal this year, and helped the freshmen players a lot, especially in the fall," Roise said. "She's very bright, and I know she'll continue to work hard and discipline herself. That will carry over. I just hope she remembers us when she makes her first million!"

A biology major at Moorhead State, Stangl plans to pursue a pharmacy degree in graduate school. Creighton University, Drake University, South Dakota State, and the U of M are among her top choices for pursuing the degree.

Stangl's academic commitment helped her fashion a 3.55 grade point average, and her name will appear on the ballot of the 1999 GTE/CoSIDA Academic All-American team, saluting the very best of today's student-athletes.

Stangl has advice for all the returning Dragons: "If you're going to do it, give it your all with everything you have."

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The Neumaier Implosion: Moorhead State demolishes its landmark dormitory (adapted from MSU news release, July 1999):

Neumaier Hall is going out with a blast – an implosion fueled by 82 pounds of explosives. The 87,125-square-foot building, named after MSU's seventh president, John Neumaier, was closed this winter when engineers discovered seri-

ous structural problems with the dormitory. MSU President Roland Barden, on receiving the report, evacuated all 305 students from the building.

Since the State College and Universities organization (MnSCU) owns the building, it will pay Controlled Demolition Incorporated (CDI) about \$800,000 to bring Neumaier Hall to its knees with a series of strategically placed and timed explosions. The sequential detonations are aimed at minimizing blast vibrations and noise in the surrounding neighborhoods while ensuring the building falls with a controlled, fluid motion. The 163-foot building, which took two years and \$2.3 million to build and first opened to students in the fall of 1970, will drop into a 14-million-pound (7,000 tons) pile of dust and debris within 7.5 seconds.

A dust cloud from the blast, a CDI engineer said, should not spread beyond MSU's borders, lingering in the air for three to five minutes, depending on prevailing winds. That's why CDI has preliminarily decided to press the fire button on the building in the wee hours of the morning that Sunday when the wind is expected to be calmer and the air damper.

The blast zone will extend 375 feet on all sides of the building, or two-and-a-half times the size of Neumaier Hall. The entire blast zone, then, will remain on MSU's property. CDI will provide viewing areas for the public to watch the implosion. The area cordoned off for safety will be determined in coordination with campus police and the Moorhead police and fire departments.

Controlled Demolition, a family-owned business founded by patriarch Jack Loizeaux, has safely demolished more than 7,000 structures during the past 52 years – high-rises, chimneys and towers, bridges, nuclear power plants, offshore structures. The business is now run by his sons Mark and Doug. "What goes up, must come down," says younger brother Doug, vice president of CDI. "Some people believe that grand old buildings should bow out gracefully rather than be hacked at for months. It's more merciful, and it's quicker than cranes and manual labor."



Sixties history major is the 17th U.S. Senate Librarian (*Alumnews*, Summer 2000):

"Morning, senator," Greg Harness says, strolling through the corridors of the U.S. Senate wing of the nation's Capital Building. "Morning, Greg," says Sen. Jeff Bingaman of New Mexico, rushing by a crowd of tourists. Inside the

Senate chamber, Ted Kennedy is giving an impassioned speech. This is Greg Harness's neighborhood. He's as familiar with the United States Capitol as if he grew up here.

The Fargo native has been living in Washington, D.C., since graduating from Moorhead State University in 1975. Harness, at the age of 51, is Librarian of the Senate, the 17th person to hold the post since 1871. He oversees a staff of 20 and a collection that numbers 150,00 volumes. It holds every printed House and Senate document since 1789, the best collection of congressional documents in existence.

"If Congress produced it, we have it. Debates, floor action, committee reports, bills and hearings, it's a gold mine of history. We are the Senate's neighborhood library. The only reason we're located in the basement is because of the sheer weight of the collection. We're not just an archive. We're an active lending library providing legislative, legal, historical, business and general reference services to the Senate.

"It's not unheard of for a senator to call from the airport requesting information immediately," Harness said. "We often get calls from the Senate parliamentarian saying he's sending a page over to pick up some information they need on the Senate floor now. More often than not, we can pull that information out in four minutes or less. We treat our clients very special."

One of the most memorable assignments in his career so far involved the Clinton impeachment trial. "The Senate Library provided the historic and procedural documents to the Senate prior to the trial, particularly the Andrew Johnson 1868 impeachment documents," Harness said. "Once the trial began, we were on call to answer all questions from the Senate Chamber and to supply all needed materials."

"I was there during the final vote. Although the outcome wasn't in doubt, it was very dramatic. I'll never forget seeing the Chief Justice parade down the center aisle with his black robe, accented with glittering gold stripes on the sleeves, as he presided over the Senate.

"I have a young, energetic staff here. Fourteen of our 20 positions require at least a graduate degree. If we have a job opening, we typically get at least 80 resumes. The librarians on staff now come from varied backgrounds, including private corporations, law firms, the World Bank and New York Public Library."



Besides subscriptions to 14 national newspapers and 130 magazines, the library holds 14,000 books on politics, law, biography, history and government. "It's not uncommon to open a book inscribed by such historic statesmen as Daniel Webster, the New Hampshire senator who pleaded in vain for the preservation of the Union prior to the Civil War," Harness said. "Here on my desk is a 1793 copy of 'Political Justice' by William Godwin,

the father of Mary Shelley who wrote the original 'Frankenstein' novel."

During his 25 years at the Senate Library, Harness has witnessed the transition from a completely paper-based service to one that now relies heavily on electronic databases, the Internet and more than 6,000 reels of microfilm. "This avalanche of material presents a real challenge to the librarian," Harness said. "Training and learning is constant and ongoing. Today, most senators and their staffs have Internet connections on their desks. Our searches today are more sophisticated."

Raised in Fargo, Harness had no youthful intention of becoming a librarian. He was senior class president at Fargo North and enrolled at MSU with the intention of becoming a teacher.

That changed when he discovered what he calls "a group of wonderful professors in the history department." He bonded with them, not only changing his major to history, but extending his stay on campus to earn a master's degree in history, doing his thesis on Solomon Comstock, the Minnesota senator who in 1885 introduced legislation to create what now is MSU. To cover all bases, he also earned a degree in elementary education.

Coming from a Republican family with connections to Sen. Milton Young and his wife Pat, Harness came to Washington, D.C., after graduating and applied for a few jobs. But he was set to enter law school at the University of North Dakota.

Ten days after returning from Washington, he was notified that he'd been accepted into an entry-level position in the Senate Library. "I still took my entrance exams for law school, but it didn't take me long to pack a U-Haul trailer and head to the Capitol."

In 1997, 22 years later, after dedicating himself to his career and earning a master of library science degree at the University of Maryland, Harness was promoted to Librarian of the Senate.

Twice a year, Harness returns to Fargo to visit his father Wayne, a retired plumber who still lives in town. He invariably also stops by to visit retired Fargo history teacher R.D. Olsen, who Harness claims was the first teacher to challenge him to think independently.

"I had R.D. Olsen for 10th grade history." Harness said. "Fresh out of junior high, you come face-to-face with this 6'3" ex-Marine with an attitude. It was the first class that I remember being challenged and being required to have original thoughts. That may say more about me than about previous teachers, but there were only a handful that put the fear of God in you, made it enjoyable, and did not leave scars. His teaching style was straight forward lecture with biting humor that would be unacceptable in today's world of sensitivity and correctness. His approach to teaching prepared me for college courses and was identical to the quality that I enjoyed at MSU."

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Two Owls alumni reminisce about their days in the brotherhood (from interviews and archival records of the Owls):

Wayne Ingersoll was unwavering. "I've been a member of the Clay County Commission for a while now and I really love the job. It allows me to serve the people of this area, where I grew up, see what I can do to make their lives better. But you know, if someone said to me, 'Wayne, if you had to do it all over again and have to choose – grow up, go to Moorhead State for college and join the Owls fraternity, then get elected – or grow up, go to Moorhead State and still get elected a commissioner, but never having joined the Owls – which would you pick, the Owls or the Commission?' If someone said I had to make that choice, I'd pick the Owls, hands down. From them I learned confidence and above all camaraderie."

Dean Mollerud, now an instructor of education at MSUM, feels much the same way. A year younger than Ingersoll when he joined the Owls in the 1960s, Mollerud notes that "when I came to school I felt kind of lost. It was a smaller college then, but it was big to me. When I joined the Owls, I belonged in a group of guys who became best friends and I knew I could count on them, and they knew they could count on me. I was somebody. I had confidence. That's stayed with me since, in my teaching and everything else."

The Owls were born in 1901, when James D. Mason, a student in his thirties, agreed to a kind of “mystic society” in which the male students – far outnumbered by the women at the teachers college in those days – could they have a getaway men’s club. Mason aimed to create something similar to the ‘skull and bones’-type fraternity that was a feature of ivy league schools. “I organized an initiation, some rituals with ‘mystical numbers,’ and we met at the old Kurtz mansion,” Mason later recalled. The “mansion” was the Victorian home of the late Thomas Kurtz, Moorhead’s first banker and Moorhead Normal School’s first resident director. The attic of the large, empty house was inhabited by night owls, and there were always rumors of Kurtz’s ghost walking the grounds. So the building became the perfect place for the early secret ceremonies of this, the first fraternal organization of the school. Edwin Reed, the college’s head of English, helped to create the Owls’ rituals, and wrote many of the songs featured in the fraternity’s 50th anniversary commemoration book. Reed, Mason recalled, had been part of a couple of societies and knew the kinds of ceremonies that they held.

The Owls grew slowly until by the 1930s they were the largest fraternity on campus. “We were approached many times to merge our group with a large national organization like TKS or Sigma Alpha Epsilon,” a 1940s Owl remembered, “but we were happy to stay the local group closely tied to Moorhead State and the town. With the post-World War II boom in higher education, all the on campus fraternities and sororities grew larger; by the mid ‘50s, there were forty or more Owls each year.

Both Ingersoll and Mollerud were members in the 1960s. “We certainly had our share of parties and beer busts,” Ingersoll notes. “Each spring we would schedule our own event to coincide with the annual “Governor’s Ball and Music Festival. The location was kept a secret while the officers planned it, but it would slowly get around so by the time of the party, almost all the students knew where it would be.” Mollerud well remembers those parties. “Most of the time it was at a gravel pit or a farmer’s field. Moorhead State alums who were Owls would happily let us use a place they owned and they always came too. I think in about 1968 we must have had three hundred people at a sandpit near Downer – they just brought in a truck filled with beer.” Karen Kivi, long-serving Moorhead State librarian who lived next door to the House where many Owls rented rooms, recalled watching the Owls make floats for homecoming. “They’d be clutching beers while stuffing tissue paper into a chicken-wire frame, tying on ribbons where needed. By early morning most were gone, but a pretty good looking float would be there on the lawn.”

Every homecoming, the Owls paired up with Gamma Phi Mu sorority to work on the weekend dance. “Our homecoming queen and our own “Owls queen” was almost always a Gamma Phi.” But the real, full-time queen of the Owls after the 1950s was “Ma Jackson,” the woman who rented rooms in her house to many Owls. Mollerud thinks of her as family – “Ma was half-mother, half-drill sergeant to all of us. If we had a problem, she’d help solve it. We were like her own sons. But, on Friday nights, when we’d play cards with her, heaven help you if you thought you could drink more than her!”



The Owls had a serious side too. “We had a meeting room in MacLean’s basement,” Ingersoll noted. “We’d plan a fund-raiser for a charity, collect money for a scholarship. I learned a lot about planning that way and got some leadership skills that have served me well since.”

By the 1990s, higher costs of college, and the need to work more hours off-campus, were cutting into memberships of all the Greek societies at Moorhead State. The Owls were no exception. Membership declined until in the mid-2000s the fraternity ceased to exist. “We held a full dress reunion in 2001,” Ingersoll states wistfully, “and it was a great turnout. Soc Glasrud, probably our oldest living member came and shared stories. Others came from all points of the compass, and Moorhead put out the red carpet and welcomes us all back. But sadly it didn’t get the group going again. The students now have new social media in their phones and computers and mostly they’re just too busy trying to pay the bills.”

But the memory of the Owls lives on. “Some of us still get together each year,” says Mollerud. “It made us who we are,” says Ingersoll. “To me,” a member said in 1997, “Owldom is the definitive word for brotherhood. Each member takes pride in the organization, but it is a pride earned, not borrowed.”



Dr. Nick Kowanko changes surgery (February 2001 News Release, MSUM Archives):

MSUM PROF'S SURGICAL GLUE STICKING TO EXPANDING GLOBAL MEDICAL MARKET

Moorhead, MN... A surgical glue invented by Minnesota State University Moorhead chemistry professor Nick Kowanko in the early 1990s and patented by CryoLife, Inc., of Kennesaw, Ga., is adhering to an expanding global market.

Registered under the trademark BioGlue, it's potentially the strongest and safest medical adhesive ever developed.

Revenue for BioGlue last year increased 287 percent to \$6.4 million, up from \$1.7 million in 1999. It accounted for 8 percent of CryoLife's total revenues last year.

BioGlue is currently approved for vascular and pulmonary repair in 41 foreign countries and is commercially available in the United States for the repair of acute thoracic aortic dissections (tears in the lining of the large artery leading to the heart).

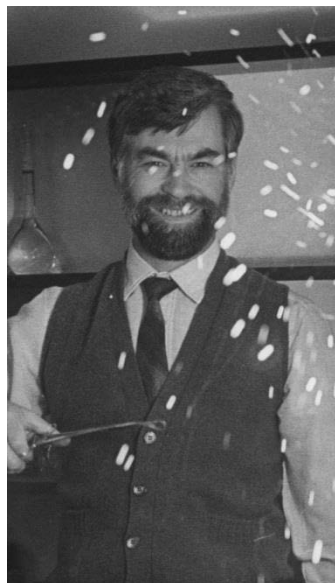
The biodegradable glue, which is stronger and faster than sutures and resembles honey both in color and consistency, is eventually absorbed by the body and replaced by scar tissue after it heals the wound. It can be used in innumerable situations where sutures are impractical—such as soft-tissue and bone repair.

Kowanko, now retired in Florida, developed the surgical glue in his MSUM chemistry laboratory.

"I'm an organic chemist who came to this problem (surgical adhesives) from a different angle," Kowanko said. "Experts in biochemistry would probably think of a hundred good reasons why the idea would not work. So they didn't try it. But it made sense to me as an organic chemist. It was a lucky guess that paid off, or rather, an inspiration of God for which I am very grateful."

Fargo surgeon Dr. David Browdie encouraged Kowanko to pursue his experiments and worked closely with Kowanko on developing the glue.

The wound closure market—ranging from sutures to staples to adhesives—is a \$2 billion U.S. industry.



Surgeons use the glue, composed of animal albumin (protein) and glutaraldehyde, by applying it through a device similar to a glue gun. The two ingredients are loaded into separate chambers. When the surgeon pulls a trigger, the ingredients precisely come together in a mixing tip at the point of application. Once applied, it reaches bonding strength within two minutes.

"The of beauty BioGlue," says Gerry Seery, vice president of marketing for CryoLife, "is that it has the potential to be used by every one of our customer groups: the cardiac surgeon, the vascular surgeon, the general surgeon as well as the orthopedic surgeon."

In January of 1998, BioGlue was awarded the European CE (product certification) mark, allowing unrestricted commercial distribution of BioGlue for vascular sealing and reconstruction surgeries within the European Community. The European market for use of BioGlue in vascular and pulmonary (trachea, esophageal and lung incisions) repairs is estimated to be \$500 million.

It was also recently approved for use in Canada, where the market potential is about \$50 million annually.

In December of 1999, CryoLife received approval from the FDA under Humanitarian Device Exemption regulations for use of BioGlue as an adjunct in the repair of acute thoracic aortic dissections. These tears in the lining of the large artery leading from the heart are life-threatening conditions that affect between 4,000 and 5,000 patients annually.

The FDA also approved BioGlue for clinical study in other blood vessels and heart surgeries.

Additionally, CryoLife intends to apply to the FDA this year for using the adhesive in lung repairs. Research is showing that applying BioGlue by catheter may replace invasive surgery to treat end-stage emphysema patients. In the surgery, doctors remove parts of the diseased lung to improve the patient's breathing and quality of life. If preliminary results hold up in humans, end-

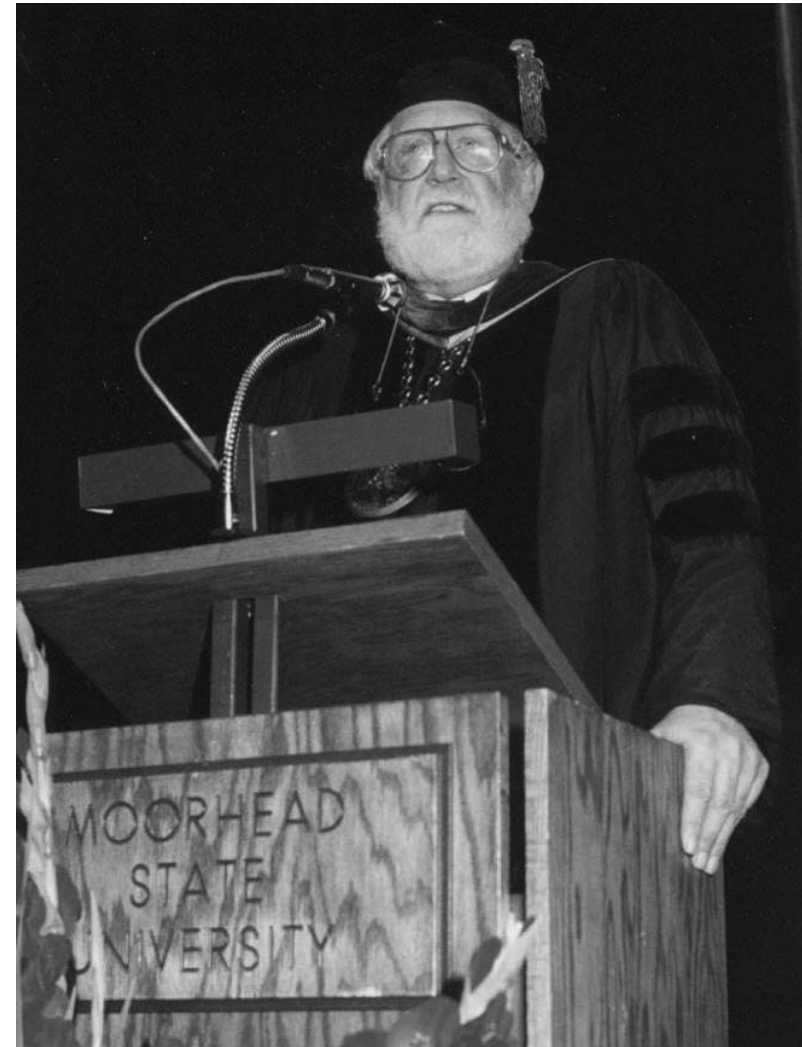
stage emphysema patients could be treated as outpatients. About 90,000 of the country's 1.8 million emphysema patients are in an end stage.

CryoLife (NYSE symbol: CRY) has pioneered technologies for human tissue and cell preservation and manufactures and distributes specialty cardiovascular and vascular medical instruments.

Kowanko, born in the Ukraine and educated in Australia, retired in 1996 after a 26-year career at MSUM.

Today, Kowanko spends several days a week as a volunteer chaplain at a local hospital in the southwest Florida town of Punta Gorda. Last year he had two new patents issued, both dealing with sterilization of medical devices.

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In his many years as President, Roland Dille managed the school with a combination of imagination and showmanship. Whether it involved trading places with a student who became “president for a day” (left), playing Santa Claus or presiding over commencement, Dille was the most easily recognized face of Moorhead State University. His 26 years at the helm (1968-94) mark the longest tenure of any State University president.



Katy Wilson was named the MSU Athletic Director in 1993.



Andrew Conteh, 1999 Professor of the Year.



Changing population numbers and greater competition for students forced changes in the 1990s. In 1993 MSU switched from a quarter system to a semester system, to enable a larger pool of students to transfer to the university.



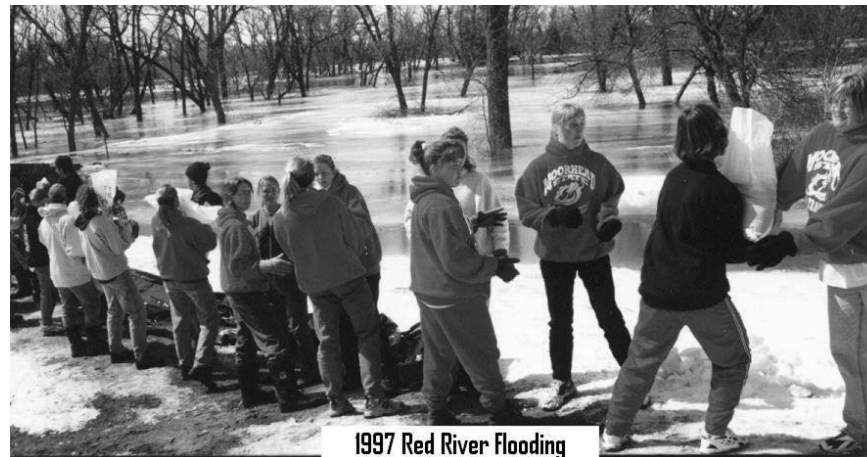
In 1995, MSU found it necessary to trim \$3.7 million from the bi-annual budget and “consolidate work assignments ... hire new faculty who could teach in a second discipline and lay off some faculty and staff.”



“Those were very difficult times,” Roland Barden later recalled in a talk to faculty and staff. “We” – Barden and his vice-presidents Bette Midgarden (above) and David Crockett (left) – “had to make some very tough decisions, and watch every dollar we spent.”



"I think most MSU students were concerned, and a lot of them showed up to help us with our homes. Most of the students that helped were helping lots of other families also, not just us. As soon as the sand was delivered for sandbags, there were a couple of students from one of the residence halls here that wandered down the street and asked if we needed help. So they stayed, they came in, called their friends to try and get some more people out. They helped with sandbagging and then de-sandbagging after the water went down. We're lucky to have such friends. Probably half a dozen of our neighbors came, and twenty people from school here. Coach Schellhase came for a while, and lots of people came from my office. Just lots of people. Some people would come and spend a couple of hours, and some people would come and spend the whole day helping us." – MSU employee Karen Knighton on the flood, 1997.



The Neumaier Implosion



Clean Up



Poetry at Moorhead State University

“I can die a martyr on all the barricades in the world, and it will not make me a revolutionary poet unless I learn my trade. It isn't just bloody inspiration, or good feeling or high thinking or any of that, it begins first of all in knowing what the trade is, learning what the hell the language has been—it's always changing, dying, being reborn—and then we can begin to think, now what can it possibly be, what are the things I need to try to find to do.”

Tom McGrath – “The Frontiers of Language”



Pitfalls of Reform
by Mary Pryor

Webster, we grant him that, came clean.
He had not duly overseen
auditing at the firm he served,
but Pitt, deciding he deserved
a second chance, in . . . call it pity,
kept mum; and therefore, Pitt's committee
split three-two Webster, choice that cheered
auditors. Biggs, the man they feared,
knew far too much, might truly crack
down on corruption, cut no slack,
flush out the practices that reeked.
Then Webster's little failure leaked
and, worse, Pitt's judgment call to keep
it secret. Webster . . . Pitt . . . clean sweep!
With supervisors such as these,
where shall we stash our cash? CDs?



A Church in Italy
by Thom Tammaro

Last summer, in church in Italy,
I prayed for all of you, asked not for forgiveness
And strength, but that all the sadness of our days,

All the grief of our lives,
All the loneliness given us be taken,
Without judgment – asked for life and light.

That was the first time in twenty-three years something
Like that happened to me. Not knowing the modern prayers,
I fell back on the old way of ending prayer, recited:

Glory be to the Father and to the Son
And to the Holy Spirit, as it was in the beginning,
Is now, and ever shall be, world without end

Then dropped some lire coins in the metal offering box,
Walked through the heavily curtained doorway into the
Mediterranean heat, into the hard traffic of the village,
Into the harsh light of the afternoon
Into this world without end.



IN THE NORTHERN WOODS

The wind that stripped the birches by the lake
dusted the first snow on her hollow gaze,
then warmed her slender limbs for no one's sake.
Hunter who found her stood by in a daze,
kerchiefs on faces, till the sheriff came.
No records ever gave the girl a name.

Anonymous as leaves along the shore,
where waves fall into lines until they freeze
and winter drifts against a cabin door
and change comes quickly on a southern breeze,
the birds will tell us nothing of her worth
whose small bones left no imprint on the earth.

THE POND

Downcast thermometers record one truth
of winter, though the clear light hints of spring.
The furnace blows a warming reverie
where I drop anchor somewhere in the woods
with a girl I haven't seen for twenty years.

I find the pond secluded in the park,
filled by a waterfall beside a bluff
where we held hands and jumped, yelling love,
laughing to find ourselves alive again
and young as always, touching each other's skin.

Tonight the temperature is due to fall,
an arctic stillness settles on the prairies. . .
The years slow down and look about for shelter
far from forests and far from summer ponds:
the minds ghosting out in a shoal of stars.

A native of Washington state, David Mason was an anchor point of the MSU poetry program. He taught literature and poetry, publishing his own essays and poems in numerous books and magazines, including *The New Yorker*, *Harper's*, *Nation*, and *Hudson Review*. Named Minnesota Professor of the Year in 1994, he remained at MSU through 1998 and then returned to teach at his alma mater, Colorado College.

The Former Student

Even from the corner booth
you notice something familiar
in the bartender's eyes.
"Don't you remember me?"
The former student speaks,
reminds you he still hates to read
the kind of books you teach.

At the lake he's the one with muscles
and the dripping tan,
the irritated waitress on the midnight shift,
the mechanic who bludgeons you
with words like compression ratio and solenoid.

A nudge, a pointing finger, and a stare,
as if you can't survive the space
outside your office walls—
he does your taxes, fixes every leak,
loads your groceries, helps you to your seat.

When you visit the clinic for the final check
on your vasectomy
he's the one in charge of sperm samples,
the teller who sniffs your paycheck,
the headwaiter leering like a fish
at the holes in your socks.

Alone at last in the parking lot
you belch and sigh and scratch.
Guess who steps out from behind a parked car.



Now retired, Mark Vinz
continues to live and write
in Moorhead.
Poems from *Mixed Blessings*
© 1989 by Mark Vinz

For Friends Who Send Poems

In with the blare of circulars,
tidy notices in anonymous envelopes,
lurid promises of fortunes to be won,
there is a small package with my name on it,
light seeping from tears in the wrapping.
For a moment, everything stops:
I turn a book of poems over in my hands,
fingering the sheen of the cover,
the curve of each letter.
I see a face beside a window, expectant,
looking up with the thinnest smile,
and at that moment I remember
just how unfaithful I am:
I will abandon each page that
calls me to one of my own;
it may take years before I finish reading.
Then I see another face by the window,
my face, and I know again
that what we give, we get back,
what we lose, someone else will find for us,
and what is sent out will stay
beyond all finishing and forgetting.

Chapter V – Minnesota State University Moorhead



Chapter V – Minnesota State University Moorhead



Predicting how the present will be viewed in the future comes with a pretty high risk of being proven wrong. Having said that, I predict we will look back on three trends as profoundly significant for MSUM’s faculty, staff, and students during the time covered in Chapter 5, from when Minnesota State University Moorhead came into existence (2000) until the university’s 125th anniversary (2013).

The first trend has been a steady downward spiral in Minnesota’s financial commitment to higher education. In 1996, state appropriations accounted for 64% of the MSUM general fund, with tuition – our students – covering the rest. By 2012, those ratios flipped as state appropriations dwindled and tuition and student debt rose. The competing imperatives of affordable access and the delivery of high quality education forced an extended period of difficult decisions for the campus community.

The second trend was the adoption of a new university business model, one that focused on student success rather than enrollment growth, as an indicator of institutional health. Some years back, universities started admitting greater numbers of students who did not meet published admissions criteria. They did so in the name of access, but enrollment growth and additional tuition dollars encouraged the practice. Time and again, underprepared students rose to the occasion and graduated with degrees in hand. But statistics showed that too often underprepared students dropped out with debt but no degree. In the Fall of 2011, MSUM became more deliberate about adhering to existing admissions standards. Increasingly, underprepared students were encouraged to start out at partner institution M-State before completing their bachelor’s degree at MSUM. In a philosophy aligned with MSUM’s long-standing focus on meeting the needs of individual students, creating circumstances for degree completion trumped perpetual enrollment growth as a marker of institutional success.

And the third trend was a period of renovations and new buildings including a new science building and a beautiful renovation of Lommen Hall. These upgrades are representative of MSUM’s ability to continue to grow, even in the face of new challenges.

Roman author Pliny the Elder noted, “The only certainty is that nothing is certain.” So further challenges, no doubt, await this university. But the past has shown that the faculty, the administration, and the students of MSUM have adapted well to many changes. I believe that we will continue to do so in the coming years.

David Wahlberg
Chair, 125th Anniversary Committee
July 2013



Chapter V – Minnesota State University Moorhead

Minnesota State University Moorhead is a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually and the versatility to shape a changing world. – MSUM Mission Statement, 2013.

Ted Gracyk, interim Dean of the College of Education, recalls an unusual problem in the spring of 2001:

I got a call about some unhappy parents. One of our elementary education students had a student teaching placement in an area school, and for some reason she had happened to mention to the students that she'd recently acquired a tattoo. When they got home from school that day, it seems that more than one of them reported that the highlight of the day was getting to see the tattoo. Unfortunately, they also reported that its location was very, very low on her back. When the school's principal started to receive phone calls the next morning, I heard about it. We took some steps to counsel our teacher trainee about thinking first, and she did the rest of her student teaching with a different class. Who would have anticipated that teacher training should include advice on the inappropriateness of showing your backside to the students?



MSUM graduate student Marjorie Schlossman Ludwig talks about her passion for painting (from *The Advocate*, August 30, 2001):

I thought it was kind of odd that I turned out to be an artist. My friends in high school said I was always drawing. I was not an outstanding student, I was mediocre, but I loved to draw in class. I didn't really paint until after I had four kids, and I think I started painting mostly for my sanity! Well, anyway I started painting in San Francisco and then took some classes. One of the teachers I met at the Peninsula Art League was a former Stanford faculty who showed me a lot about expressionism and color. I'm fond of Carl Jung, so I try to work really fast so that I can't analyze it. Then I get the most lively and interesting imagery.

I've got a show right now at the Center for the Arts, "A Painter's Perspective." This past year I helped design the wall paintings at the Roberts Street Chapel in Fargo. I always wanted to do a larger art project. This one let me make a place that was beautiful and I feel it's really peaceful. Religiously motivated art can feel the most profound. I think the chapel would be nice for readings or music. That would be wonderful. People should come in there if they like abstracts, or maybe they just need a place to think or pray.

My advice to anyone who likes to paint is – don't expect to make money making art. It's exciting, fulfilling, a lifelong challenge and pursuit.



Chris Lindblad foresees America at war in the Middle East (from *The Advocate*, September 20, 2001):

In the week following the attacks on the World Trade Center and the Pentagon, many Americans have expressed anger and sadness, and confusion. More than 5000 people are presumed dead, making this terrorist act one of the most destructive in America's history.

Obviously, the American people want answers. Sadly, too many have already sought revenge. The FBI is currently investigating over 40 hate crimes against Arab-Americans. Many others have been victims of harassment. Unfortunately many innocent Arab-Americans will continue to endure misdirected hostility at the hands of the hate-filled.

It is necessary for us, as a people, to realize these people are not responsible for the destruction of the World Trade Center. They do not pose a threat to our national security. Nor can we stop supporting Israel in order to prevent further terrorist attacks from taking place.

I, like many of you readers, hope we are not forced to go to war. However, U.S. troops are being prepared for deployment and the Taliban government in Afghanistan, which argues that Osama bin Laden is wrongly accused of the attacks, is hesitant to follow U.S. demands.

But by giving in to the terrorists' demands, the United States would send the wrong message. We cannot surrender our cause for a better Middle East. I hope the students here at MSUM understand we cannot allow someone as despicable as the persons responsible for this attack to play on our fears.



MSUM expands its horizons (memo from President Barden, October 8, 2002, President's Papers, University Archives):

As you know, classes on Friday, October 25, are cancelled for the President's Professional In-service Day – faculty will attend workshops on the topic “Enlarging the Campus Community: Retention, Responsibility and Student Success at MSUM.” Indeed, if you are an employee, I expect you to be present at this important duty day.

To remain viable in the future, Minnesota State University Moorhead must evolve. As the region's changing demographics reflect smaller population and growing diversity, the University must position itself to become the institution of choice for *all people*. As we deliberately seek new ways to become a more attractive educational venue to prospective students, we must engage in self-critique to determine if we are serving all students in the best possible ways.

We consider these issues and several questions beg our attention: How can we ensure student success after they enroll in classes? What role should each of us play in ensuring student success? Can we attract more international students, more students of color? I look forward to engaging in a stimulating discussion with you on all these challenges.



Blogger Jody Ewing interviews MSUM alumnus Leif Enger on his book, *Peace Like a River* (excerpts from Ewing's blog site, <http://jodyewing.com/author-interviews/leif-enger>, 2003):

It's a huge honor to write such a well-received book. It's hard to know how to respond to something like that because you don't expect anything like that when you're working on your book in the dark hours of early morning. You expect to write something that your wife and kids will like, maybe. To have something like this happen is pretty remarkable. But there's no way to expect or deserve anything like this.

The themes of this book are love, sacrifice, loyalty, belief, disbelief, and I suppose the extent to which we forgive people who do awful things. These have always been good, sturdy topics, and hard ones, I think, to talk about, especially when faith enters the conversation. I guess what I would hope is that when people talk it over, that they're listening closely to what each other has to say.

I relate probably Reuben's character more than the others. He's the younger brother who doesn't have an interesting life, while his older brother does. I've always felt kind of that way. I'm the youngest in my family, and as the youngest, I think you grow up feeling that you're missing out, that you're not getting to have the “real” adventures that the other kids had when they were your age. Partly that's because they're always telling you those stories: here's what I did when I was your age. And they sound so magnificent and adventurous.

I think Reuben is a kid who, like most kids that age, hasn't asked himself very many hard questions at the time the story begins. He hasn't asked questions about what he believes or why he believes it. He's never thought to question his loyalty to his older brother or to his father. I think a big part of Reuben's journey and a big part of his growing up is that he is prompted through these events to ask himself how far you go in being loyal to a brother who has done an awful deed, and how far you go in agreeing with your father.

My son, Ty, was going through such terrible asthma at the time and Robin and I wanted more than anything to do some miraculous thing on his behalf so that he could take an easy breath from time to time. During that couple of months, this story just started to crystallize in my mind. You know that if you have a child with a condition like that, that you would do anything to make that child better. You would take their place in an instant if you could. That became the seed of this book.

A lot of teachers at Moorhead State influenced me, but there were a couple of them who were most helpful. Mark Vinz is still there, and he was my creative writing teacher. He had such a wonderful way of encouraging writers who were trying hard, which is just what I was – a kid who didn't know what he was doing but was trying hard. He was encouraging to me, and a very fine writer himself and a great poet.

The other, Melva Moline, was actually a professor of newswriting. Her class was a great experience. We'd walk in and she would hand out 12 sheets of paper with a fact on them. In 50 minutes we had to write 12 news stories based on the fact sheets we were given. What that did was it taught me, number one, to assimilate information quickly, but two, how to tell a story that moved along because you have no choice. That was good experience, even for something as long-winded as a novel.

The temptation when you're writing a novel is to get captured in your own language, to sort of get caught in that web of prose. And it's always a temptation, because you're in love with the language. You write partly because you love words so much.

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Changing demographics challenge communities, schools (from "Can dying rural communities be saved?," *CQ Researcher* May 9, 2003):

The future bodes well for certain parts of the Great Plains. Some of the region's larger communities have grown significantly in recent years, and demographers expect the trend to continue. Fargo, N.D., for example, now boasts a population of 90,600, reflecting an increase of 22 percent from 1990 to 2000.

Places like Fargo are growing, in part, because they're reclaiming some former plains residents who left the region in search of other opportunities. Many of the returnees say quality-of-life issues lured them back.

Still, the population drain is expected to continue, especially among young people leaving rural areas. In North Dakota, more than one-third of the residents between ages 18 and 25 say they will "definitely" leave the state in the next five years, according to a statewide telephone survey of 608 respondents, commissioned by The Fargo *Forum* newspaper and conducted by the Public Affairs Institute at Moorhead State University in Moorhead, Minnesota.

That translates to a loss of between 30,000 and 38,000 people, mostly the young. Other plains states project similar losses. With such bleak statistics, even the staunchest plains supporters concede that much of the region is teetering.

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Cadet credits MSUM for his future (from *MSU Moorhead Today*, no. 1, 2004):

Criminal justice major Corey Arnold ranked #18 out of 5,650 cadets in the national Order of Merit List (OML), a national selection process for Army officers. He was one of four cadets from the Bison Battalion to place in the top 20 percent in the nation.

Arnold enlisted in the N.D. Army National Guard in 2005 and has had two deployments – one year each in Iraq and Kosovo. The Forman, N.D., native chose MSUM after his military service because criminal justice Professor Joel Powell was "the only professor from several schools I contacted who stayed in touch with me and helped me through the registration process," Arnold said.

The OML is a complicated model that places a point value on a cadet's academic performance, leadership development, physical training, extracurricular activities and Army training.

"This year's competition was extremely tough with the total number competing up over 200 cadets from last year," said NDSU Professor of Military Science Santiago G. Bueno III. "I was not surprised that Mr. Arnold did so well because he is one of the best young men I have seen in ROTC. His accomplishment was earned through hard work, dedication and self-sacrifice."



Arnold will graduate in May summa cum laude, but admits to being "surprised I scored so high (on the OML) since I've only had two years to earn points."

He credits his ROTC mentors, MSUM professors and the university's Veterans Resource Center for supporting his personal and professional development.

"My professors have been professional, knowl-

edgeable and understanding of my ROTC commitments,” Arnold said. “The Veterans Center has been a great resource to help figure out the GI Bill and tuition assistance.”

The Bison Battalion was recently named the “Best Program” in North Dakota, Minnesota, South Dakota, Nebraska and Kansas.



Students learning the art of book design (in *New Rivers Press Newsletter*, October 2004):

“Not many students get this kind of opportunity,” by Courtney Scott, Courtney Dawley and Kay Weiss.

“New Rivers Press provides the perfect venue for art, English, mass communications, and marketing students to hone their skills with real life publishing experiences,” says Gerri Stowman. Stowman is a creative writing MFA student who serves as media coordinator for New Rivers Press.

“It’s exciting to see students’ work utilized by the nation’s oldest nonprofit literary press,” she adds. New Rivers Press thrives on student involvement. IT has turned to current graphic communication students at Minnesota State University Moorhead to create covers and book designs for its new titles.

Jocie Suess, a senior at MSUM, created graphics for the *Egg Lady and Other Neighbors*. Allen Sheets, one of Suess’s graphic design professors, asked her if she would be interested in working on the project as an individual assignment. She said it is a great feeling having her name and work in print. “Not many students get this kind of opportunity,” Suess says, adding that she gained valuable experience when she finally begins working in the “real world” after graduation. “I’ve especially learned that communication and meeting deadlines are crucial to this whole process,” says Suess. She enjoyed reading the manuscript and creating a visual concept for the cover, as well as figuring out how she could carry her concept over to the inside pages in a cohesive, unified way.

Suess says the NRP group she worked with was very supportive of her ideas and work, which gave her confidence in her contribution to the book. Just as in the “real world,” every situation has its pros and cons. She recommends that future design students try to get more work accomplished and decisions made before leaving on summer break: “It was difficult to get in touch with people to

communicate in the most productive way during those few months.”

Julie Campbell was also selected by Allen Sheets to be involved in the process. She says now she can hold something in her hands that she has actually designed.

Campbell says, “The beginning stages and the final inside layout are a lot of work, but gratifying. The beginning and final stages are the most hectic of the process. The whole process takes a long time, but to see the final proof in your hands makes you feel good after putting so much time into the project.”



Mass comm students collect awards at regional journalism competitions (from *Continews*, April 19, 2005):

MSUM Mass Communication students collected 10 awards at the regional Society of Professional Journalists competition involving schools in Minnesota, North Dakota, South Dakota and Wisconsin. Five were first place awards and will advance to the national competition.

Samantha Miller, third in general column writing; Ashley Thornberg, first and Jason Prochnow, second in photo illustrations; Leigh Wilson-Mattson, second in radio feature; the MSUM broadcast documentary class, first in TV in-depth reporting; Lee Rieber, first and Nate Knutson, third in TV news photography; Lee Rieber, third in TV feature photography; Ashley Thornberg, first in online feature reporting; and the Horizonlines.org staff, first place for best all-around independent online student publication.

MSUM also won five Eric Sevareid awards presented recently by the Northwest Broadcast News Association at the Midwest Journalism Conference in Bloomington, Minn. The competition involved students from colleges and universities in Minnesota, North Dakota, South Dakota, Wisconsin, Iowa and Nebraska.

Winners were Lee Rieber and Aaron Enger for TV photojournalism; Martha DeCrans for TV sports reporting; Campus News for TV newscast; and the MSUM broadcast documentary class for TV documentary.



Yvonne Condell, two others, named to MNSCU Foundation Board (from *Continews*, May 8, 2006):

Yvonne Condell, Nancy McMorran and Andy Boss were named to the Minnesota State Colleges and Universities Foundation Board of Directors.

Yvonne Condell is a professor emerita of biology and multidisciplinary studies at Minnesota State University Moorhead, where she taught for 30 years. Active in many organizations and boards, Condell is a member of the Minnesota State University Moorhead Alumni Foundation Board of Directors, and has served on the Minnesota State Arts Board and the Minnesota Humanities Commission Board.

Nancy McMorran is senior vice president, professional services at Delta Dental Plan of Minnesota. Andy Boss, board chair of the recently chartered Drake Bank and director of the Pine City Bank, served on the Minnesota State Colleges and Universities Board of Trustees from 1998 to 2004.

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Roland Dille on “Death of a Tree” (taken from *Alumnews*, Winter 2007):

Almost all the trees are gone now, those planted by Livingston Lord, the first president, back in 1887. The trees may have been purchased as saplings from Randolph M. Probstfield, the first permanent settler in Clay County, who was a farmer and enthusiastic horticulturalist who, from his farm north of town, sold many kinds of plants. Probstfield was, in 1890, elected to the State Senate and there he would carry through the bill for construction of the second Normal School building, a women’s residence named Wheeler Hall. That building was torn down in 1965 to make room for the Center for the Arts. Dahl Hall (for Millie Dahl), by then, was the chief women’s residence.

Ada Comstock, the daughter of Solomon, and a student at the Normal School in the 1890s, once told me in the 60s that the first time she flew into Fargo from Massachusetts, when she was president of Radcliff College, she marveled at the trees that almost hid Moorhead from sight, trees planted, she said, by people inspired by Livingston Lord’s planting of the trees on campus. Mr. Lord was assisted in the planting by Mr. John Paul Goode, the school’s geography and social studies teacher. Lord and Goode both left Moorhead at the end of the 1890s, Mr. Lord to become the founding president of what is now Eastern Illinois University. Mr. Goode went back to graduate school and then on to the

University of Chicago where he chaired the first Department of Geography in the United States. Goode’s *World Atlas* is now in its 17th edition.

Some of the big trees still on the mall may have been planted in the spring of 1887. The survivors we were certain of were the row of trees just south MacLean Hall. There were five of them in my memory. One came down because it encroached upon Bridges Hall too closely. I counted the rings on the stump to make sure that it had been planted in 1887. Another, at the edge of the parking lot, was cut down two years ago. A third has just been cut down. It stood in the little square of MacLean where the War Year’s Memorial stands, outside the door of the Dragon Stop. It was cut down, I’m told, because it dropped body fluids on the memorial. When it was taken down, however, part of it fell on the memorial and broke it up. The memorial was repaired, but the trees are lost. Of that row of five trees, two remain, now standing between the bookstore and Grier Hall.

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Ellen Brisch becomes seventh MSUM faculty in 20 years to be honored as Minnesota Professor of the Year (from *Continews* November 15, 2007):

For a lecture on chemistry, Ellen Brisch might wear a t-shirt illustrated with the periodic table; to explain the skeletal system, she might sing Alan Aherman’s parody “I See Bones”; for a particularly difficult topic, she might turn her classroom into a stage for one of her productions, like “The Great Gastrulation Play,” where she puts students in the roles of specific molecules and cells to explain their interactions.



It’s all meant to grab the attention of students, remove some of the “fear factors” from science and explore the details about biology.

The Carnegie Foundation for the Advancement of Teaching has named the Minnesota State University Moorhead bioscience professor as its Minnesota Professor of the Year.

Brisch is one of 46 winners selected from 384 faculty members nominated by colleges and university across the country. The announce-

ment was made at a November luncheon in Washington, D.C.

The Carnegie awards, established in 1981 by the Council for Advancement and Support of Education, are recognized as among the most prestigious distinctions honoring professors.

For Brisch, who joined MSUM's faculty in 1999, it is her second national award in two years. She was among 17 college professors selected as "Outstanding Advisors" by the National Academic Advising Association last year.

Brisch is the seventh* MSUM professor to win the Carnegie Foundation teaching award in the past 20 years. Professor Emeritus Delmar Hansen, retired MSUM theatre director, received it in 1987; Evelyn Lynch, a former MSUM elementary and early childhood education professor and former president of St. Joseph College in West Hartford, Conn., won in 1992; David Mason, a former MSUM English professor now teaching at Colorado College in Colorado Springs, won in 1994; Andrew Conteh, a current MSUM political science professor, won in 1999; Jim Bartruff, a former MSUM theatre director and now director of theatre at Emporia (Kan.) State University, won in 2001; and Mark Wallert, a current MSUM bioscience professor, won it in 2005.

A biology graduate at Oberlin College who earned her doctorate in physiology and cell biology from the University of Kansas, Brisch spent three and a half years as a post-doctoral fellow at the University of Utah before coming to MSUM.

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* In April 2010, CASE named Russell Colson, professor of anthropology and earth science, as the U.S. Outstanding Master's Universities and Colleges Professor of the Year, and in November 2013 CASE named Brian Wisenden, professor of biosciences, as the Minnesota Professor of the Year.

Roland Barden announces retirement (from *Dragon Update*, Fall 2007):

"Now that I am 65 years old, my wife Carolyn and I have decided to start a new adventure. We look forward to new beginnings, pursuing family history, traveling, exercising and continued public service. In short this is the right time for Carolyn and me to make this change.

"We have just been re-accredited by the Higher Learning Commission in March. Our competent faculty, staff and student self-study committee members diligently prepared the campus for review and MSUM received a strong affirmation of the quality of its academics, student service and facility programs.

"I have long appreciated the leadership of our district 9 legislators, led by Keith Langseth, and the support of our Legislature and governor in providing for MSUM's improvements. This confidence in the University is not only well-placed but well-earned, by all of us – our heritage is to serve the people and the needs of our local society. Public education from MSUM is truly a great public benefit to Minnesota and our country, and I have no doubt that it will continue at this high level as I prepare to leave. My thanks to all of you."

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A potential Swine Influenza epidemic presents a challenge for the MnSCU Campuses (Posted on *Dragon News*, April 28, 2008):

The following letter was sent to Minnesota State Colleges and Universities Campus Presidents from Ruth Lynfield, MD, State Epidemiologist:

As you likely are aware, human cases of swine influenza A (H1N1) virus infection have been identified in the United States. A number of the identified cases have been school-aged children, although none of these cases were in post-secondary institutions.

The Minnesota Department of Health (MDH) has increased surveillance including testing of patients who are being evaluated for influenza-like illness. Minnesota has not identified a swine influenza case to date.

MDH is not recommending any cancellation of classes at this time. At this time we recommend that you emphasize basic infection prevention measures with your staff and students. These measures include:

- covering your mouth and nose with a tissue when coughing or sneezing
- washing your hands often with soap and water or an alcohol-based hand rub
- staying home when you are sick.

In addition, we recommend that you stay in regular contact with local health officials and report to them if you have students with flu-like symptoms who have been to Mexico or to parts of the U.S. with confirmed cases of swine influenza, or students who have had contact with sick persons who had been to one of the areas with confirmed cases of swine influenza.

The situation with swine flu is rapidly evolving and we expect more information will be forthcoming. We are committed to keeping schools informed and are continually updating our website at www.health.state.mn.us.

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Math professor dies unexpectedly (obituary excerpt from *Fargo Forum*, January 29, 2009):

Dr. Sidney James Drouilhet II, age 59, died under critical care at Innovis Hospital in Fargo on Friday, January 23, 2009 after a short struggle following a heart attack. Known to his friends and colleagues as Jim, he was a tenured Professor of Mathematics at Minnesota State University Moorhead (MSUM).



In addition to publishing several journal articles, Dr. Drouilhet performed consulting and research for the NASA Jet Propulsion Laboratory, primarily during the summer months beginning in 1989. He wrote several reports on space debris and developed computer software that helps to detect and avoid debris in space. This has become an increasingly important concern for NASA since space vehicles can be seriously damaged by “leftovers” from human exploration.

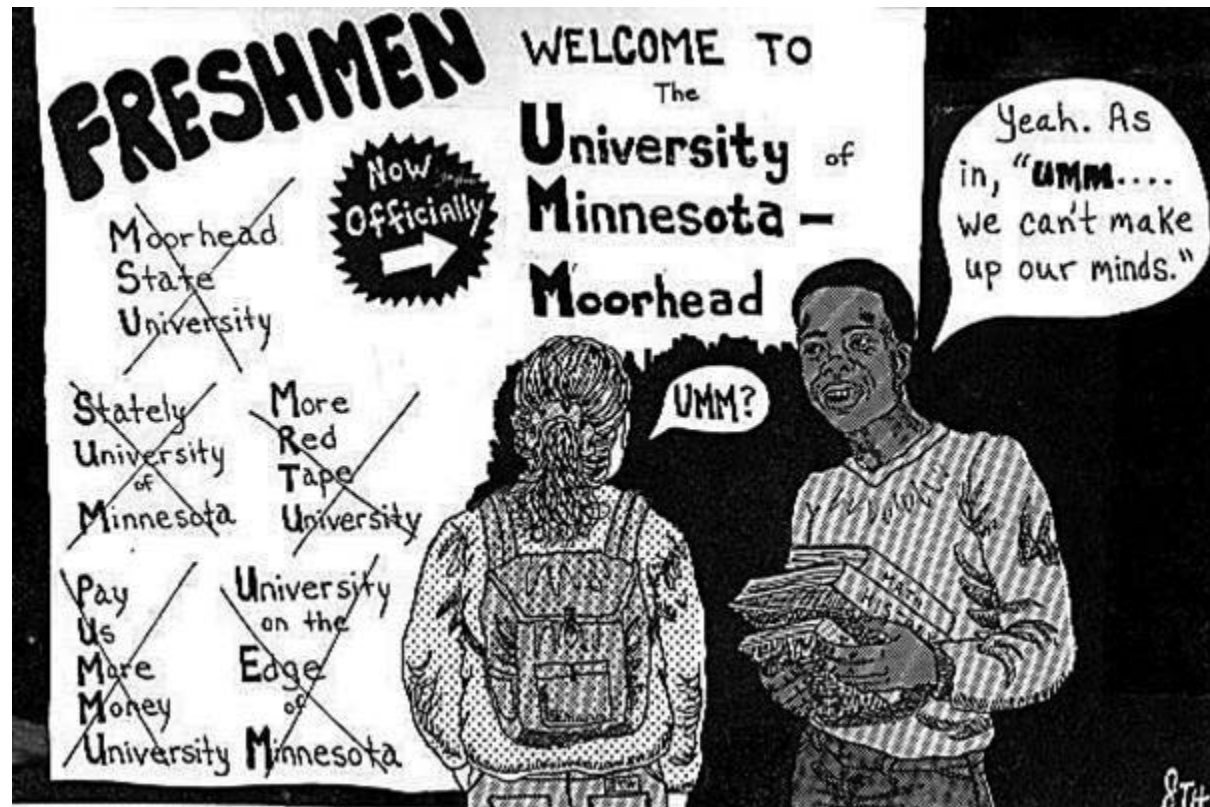
In recent years, Jim expended a tremendous amount of his time and personal fortune doing research on the history and culture of St. Lucia. This included many trips to London and Paris – countless hours reading and copying historical documents. The director of the St. Lucia National Trust has received an extensive set of tapes and documents that are the result of Jim’s diligent devotion.

Jim was a long-time member of the Episcopal Church. He supported the FM Community Theatre and was a regular, committed attendee at the FM Opera, FM Symphony and MSUM Theatre productions.

Jim Drouilhet was an outspoken advocate of high academic standards, open university governance by all faculty members, and was also known for being a critical evaluator of administration, whether in higher education or government in general. He was deeply devoted to his parents (Sidney and Shirley) who preceded him in death. He is survived by his brother, Michael and family. Jim’s talent and persona will be missed by his colleagues, students, staff, family and friends.

Memorial gifts are invited to the MSUM Mathematics Student Endowed Scholarship.

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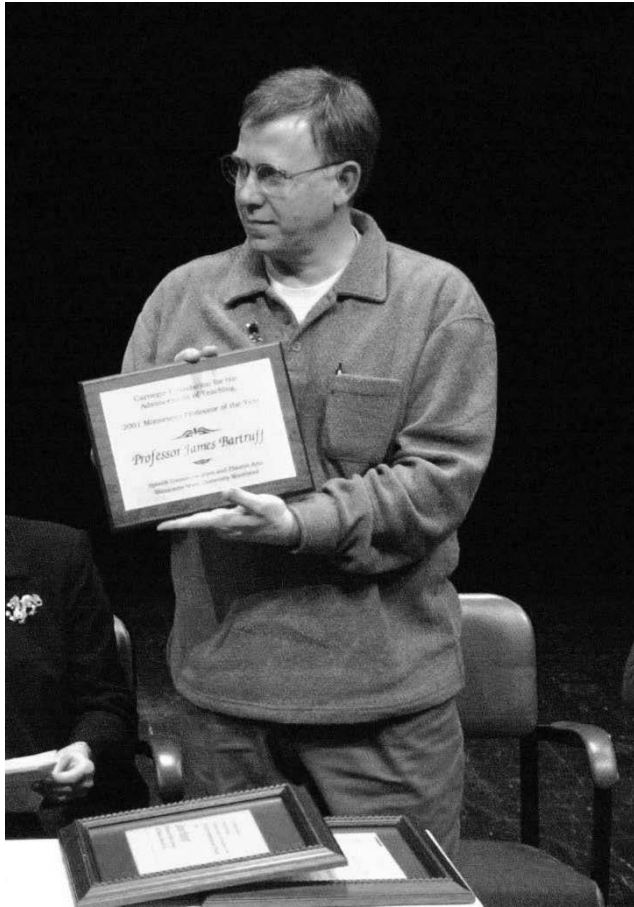


As the 2000s began, the Advocate wonders how the school will be renamed.

“Dr. Provost is a very creative teacher who designed the biochemistry and biotechnology majors at MSU, Moorhead and recently designed and taught a Science of Cooking course for non-majors. Approximately \$2.5 million in external funding has helped Dr. Provost support a strong undergraduate research program focused on membrane transport proteins and their biochemical role in cell motility with a current focus on non-small cell lung cancer.” (University of San Diego, press release, June 2013)



Joe Provost (left) developed the MSU biotechnology program with Mark Wallert (right) in the 1990s. In 2005, Wallert was named the Minnesota Professor of the Year by the CASE Foundation.



James Bartruff, Theater, receives his CASE professor of the year award, 2002.



Dedication of the new science wing to Hagen Hall, 2004.



Homecoming, 2002 – Dragons 49, University of Minnesota Crookston 21.



Powerbowl, 2003.



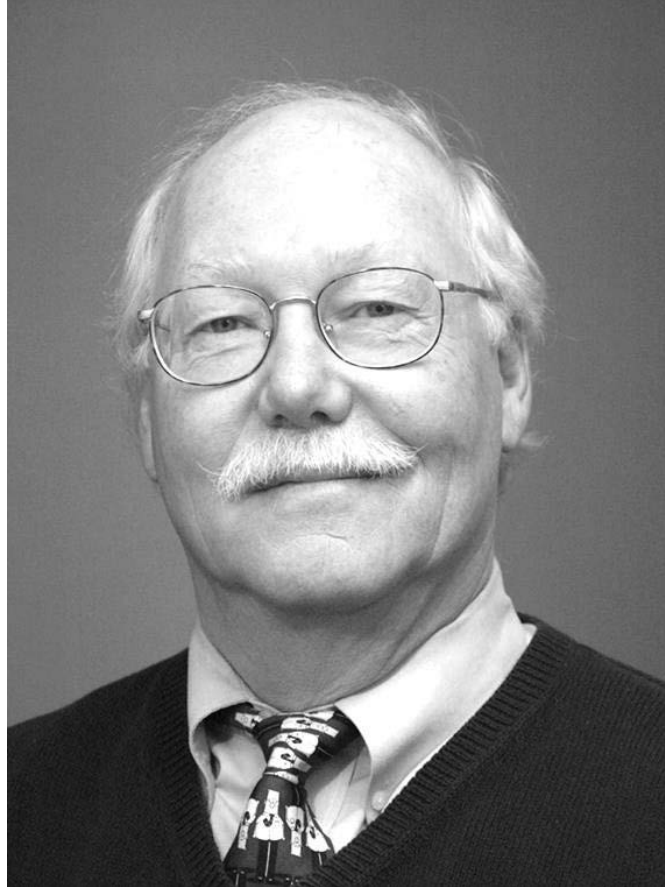
Women's volleyball and basketball enjoyed much success in the mid-2000s.



MSUM annual Dragon Alumni football game, 2004.



Men's wrestling, 2003.



After three decades as assistant registrar and registrar, John Tandberg retired in 2004. "I guess I can tell this story now – back when Don Engberg was the registrar, he and I and a couple of others went out to play a round of golf. Coming back, Don said to me that he wanted to get some apples. He had been eyeing an apple tree across from Owens, on the campus, and they were ripe just then.

So it is in the evening, the campus is empty and Don and I are standing up in the tree plunking apples into a paper sack. And along comes this student who works for Night Watch. The kid says 'you can't do that, get out of the tree.' Don looks at him and says, 'go away, if you say a word about this to anyone, then come Monday you won't even be registered for classes.' The kid stood there for a second, and walked off. A few minutes later Don asked me, 'when do you think he'll realize I can't do anything, I don't know his name?'"



Retired faculty are honored on campus, summer 2004.



Peer advisors, assembled to help new students navigate the college labyrinth, in 2007.



*Dragon Hall of Fame inductees, 2000.
Dragon Fire rally, 2008.*





Minnesota Senator Keith Langseth (seated) talks with Mark Strand. Langseth's support for MSUM made funding possible for extensive remodeling of the campus.



The Gerdin Wellness Center takes shape, 2008.



The thin line from work to play: The MSUM Percussion Ensemble prior to a concert in 2009 (left). Tired MSUM students complete a sandbag run during the 2010 flood (below).



Inauguration Speech of President Edna Mora Szymanski, February 20, 2009:

I am proud and humbled to take my place as the 10th president of Minnesota State University Moorhead, a great institution of the Minnesota State Colleges and Universities system. I love MSUM; I accept this awesome responsibility; and I pray each day for the wisdom to lead this wonderful community into the coming years.



I stand here before you today shaped by many years of experiences, some good, some not so good. Most dear to me were those involving people who believed in me and challenged me to discover and achieve my potential. I believe that those experiences led me to this university and to this day.

When I set my sights on a university presidency, there was no question that I wanted to lead a student-centered institution where such life changing experiences were woven through the very fabric. I am fortunate to have found the perfect place, Minnesota State University Moorhead, and I proudly take this occasion to celebrate our community of accomplishment, with just a few examples, and to share our vision for the future.

We had our beginnings as Moorhead Normal School in 1887 as the result of a bill introduced by State Senator Solomon Comstock. Since then, we have evolved into what we are today: a student-centered, Liberal Arts and Science-based undergraduate institution with graduate and professional programs that serve the needs of the state and region.

The caring nature of the faculty and staff is core to the institution's past, present, and future. Stories of long gone alumni share this common theme with those of our current students. I continue to hear about professors whose belief in students changed their lives, faculty who helped students accomplish the impossible, and staff members who cared well above and beyond the call of duty.

Given the nature of our university, it should come as no surprise that eight of our faculty members have been named as Carnegie Foundation Minnesota

State Professors of the Year. These awards are the pinnacle of recognition for teaching and its impact on students. With eight, MSUM has more than any other university in Minnesota or in the region. Only 14 universities in the country have more. These eight are just the tip of the iceberg. To use an Athletics analogy: we have tremendous bench strength in teaching excellence.

Our students are pretty spectacular as well. We have Goldwater scholars, regional Emmy recipients, winners of prestigious national and regional competitions, and many more honors across all of our colleges. In addition, our students lead critical volunteer and advocacy efforts and play major roles in campus governance. I have been most impressed by the level and quality of student participation and leadership.

We often joke that if we pressed a button and all of our alumni disappeared, many local and state industries would collapse. In my seven months and 20 days at MSUM, I have met many wonderful alumni, for example, CEOs, K-12 teachers of the year, media leaders, health care professionals, writers, elected officials, non-profit and governmental leaders, and the list goes on and on. Like our faculty, staff, and students, these accomplished and special people make me all the more proud to be here, and to be your President.

Today, like most universities in the nation, we weather the economic storm and prepare to cut budgets. At the same time, we are working together on our vision for the future. Although we are still in process, I can tell you that:

- We will survive and thrive.
- We will emphasize our essence: a faculty mentored, student-centered, rigorous education in a caring community.
- We will continue to provide a high quality, accessible education that changes lives.

I thank you for the opportunity to serve this wonderful university and community. For me it is a dream come true. I thank all of you for helping to make this day memorable for our MSUM community and for me. And finally, I would like to say: Go Dragons!!

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Profile of Alum Johnny Holm: “From College to Comedy” (taken in part from “Holm returns to MSU,” by Thea Miller, *MSU Advocate*, October 8, 1987; and “Johnny Holm: The Human Jukebox,” by Jon Bream, *Minneapolis Star Tribune*, May 3, 2009):

Although he enjoyed playing basketball at Moorhead State University, “the guitar was doin’ me better,” said Johnny Holm, leader of Johnny Holm and the Traveling Fun Show.

The namesake of Johnny Holm and the Traveling fun Show got his musical start right here at MSU. He sang in the basement of Nelson Hall accompanied by his own guitar, and at the Rolling Keg, which is now Mick’s. “I like lots of different music. I’m real ADD, so my brain can’t figure out where it’s going,” said Holm. “It’s been too long since I’ve played at MSU,” Holms said. “I always tell other colleges that I went to MSU.”

Holm said he “can’t believe” some of the things he and his friends used to do on campus. “We used to go up to Dahl Hall and serenade and put on a show,” he said. Holm thinks he “might have” gotten a few dates as a result of his romantic crooning.

At the height of his popularity, Holm was on the road seven days a week.

“Those are the things that people remember about us. We are different and involve the crowd,” he said.

Growing up in Brainerd, Holm got his first guitar in eighth grade and learned how to play the Beatles’ “Thank You Girl.” While studying special education at Moorhead State, he started as a solo act at the Rolling Keg. Three years later, he put together his first band. In 1980, he moved from Fargo to the Twin Cities because he landed a gig at Valleyfair amusement park, which lasted until 1995.

He quit recording in the 1980s after putting out five albums. “Maybe a man’s got to know his limitations,” he explained. His most successful LP – they were all vinyl – was “Lightnin’ Bar Blues,” the title tune of which became a regional favorite.

On the cover of that mid-1970s album, he looked like a young, energetic Elton John. He still has the same gigantic smile and sparkly eyes, though they’re framed by crow’s feet. Holm is unquestionably spirited in concert, but he doesn’t jump around as much as he used to.

Now past 65, Holm is still doing concerts, but at a slower pace. He had his right hip replaced in 2009. “But I still get some guys together and go out to play, and I still feel great about getting my start in Moorhead.”

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MSUM establishes new Indian Center (from *Dragon News*, March 1, 2010):

A new center at MSUM aims to improve recruitment and retention of American Indian students. MSUM sponsored a grand opening ceremony Wednesday for the American Indian Research and Resource Center in Holmquist Hall. In addition to providing a resource library and a hub for research projects, the center will be a gathering place for students.



MSUM has about 100 Native American students, or about 1 percent of the student body, said Donna Brown, assistant vice president of student affairs for diversity and inclusion.

The students come from 14 tribes, with the largest representation from the White Earth Nation in northwest Minnesota. The retention rate for freshman and sophomore American Indian students is about 50 percent, Brown said.

President Edna Szymanski said the center is just the beginning. “I want more service to our American Indian students, I want more students and I want us to succeed more with the students we have,” Szymanski said.

Athena Aitken, a third-year MSUM student and member of the Leech Lake Band of Ojibwe in Minnesota, said she didn’t meet another American Indian student until her second month on campus. Having a place where students can connect with each other will help retention, Aitken said.

MSUM already has research projects under way related to improving access to higher education for American Indians. Erma Vizenor, chairwoman of the White Earth Tribal Council and an MSUM alumna, said she had dreams for such a center for several years.

“When we learn about one another ... that’s what builds and strengthens diversity and respect and understanding and eliminates those barriers that divide us,” Vizenor said.

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College of Social and Natural Sciences presents fall student research awards (posted on Dragon News website, December 13, 2011):

The College of Social and Natural Sciences awarded Fall Student Research Awards to support student research for majors in the College. Members of the College’s Student Advisory Board reviewed applications and made the final determination of grant recipients.

All projects are endorsed by a faculty supervisor, and applicants must be willing to present her/his research results at the MSUM Student Academic Conference. Grants are available for conducting research (photocopy expenses, equipment and software purchases, etc.) and/or for travel to a conference where research will be presented.

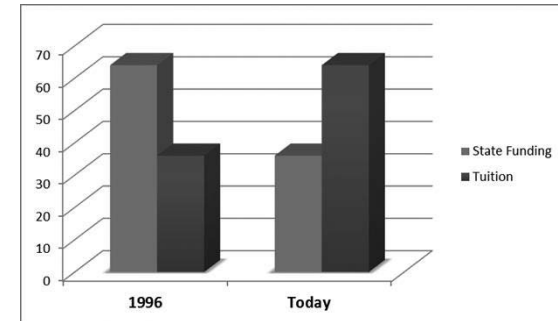
The Student Research Awards were given to:

- Lynsee Langsdon, Anthropology & Earth Science (George Holley).
- Justin Scheierl, Jessica Nymark and Kurtis Mcintire, Bioscience (Brian Wisenden).
- Brittany Bisnett, Bioscience (Ellen Brisch and Bee Wisenden)
- Carissa Storseth and Noah Berglund, Bioscience (Brian Wisenden).
- Cassandra Anderson, Bioscience (Andrew Marry).
- Danielle Kuperus, Ashlyn Kuklock and Jaclyn Kuklock, Bioscience (Dan McEwen).
- Jennifer Wenner, Psychology (Elizabeth Nawrot).
- Sky Purdin, Sociology (Lee Vigilant).

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Minnesota Disinvestment in Public Higher Education: State and Local Impact (from *President’s Special Briefing, Spring 2012*):

Over the last decade, enrollment in the System has grown, and state funding has declined. Thus, adjusting for inflation, the real cost of educating a student in the Minnesota State Colleges and Universities (MnSCU) system has declined.



As Minnesota cut higher education more than the national average (40% in comparison to 19%), tuition rose in order to replace lost state funding. Minnesota went from an above average funding level for higher education to below the national average. In the System as whole, tuition now accounts for 61.2% of the overall general fund budget with state funding accounting for the remaining 38.8%.

At Minnesota State University Moorhead (MSUM), we have lost approximately \$6M in state funding over the last four years, which was on top of an almost \$5M pre-existing structural deficit, which has since been remedied. Our current state funding level of \$23.1M is almost the same as in 1996 with no adjustment for inflation. In 1996, state funding covered 64% of our general fund budget with tuition covering the remainder. Today it is the opposite, with state funding covering only 36% and tuition covering the remaining 64%.

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MSUM Economics majors among the best in the nation (MSUM Student News story, posted online May 02, 2013):

Since 2002, twenty-six economics majors have presented papers at the Issues in Political Economy (IPE) undergraduate research sessions hosted by the Eastern Economics Association. The IPE sessions attract students from all over the country and from institutions including the likes of MIT, Smith College, Colby College, and the College of Wooster, to name a few.

Professor Stephen DeLoach, co-head of IPE for the last 15 years, recently sent a letter to MSUM commenting on MSU Moorhead Economics students' research presentations at the IPE sessions. DeLoach writes, "I have personally observed the quality and professionalism of (MSU Moorhead) students and can testify to the impressive work they continue to do."

DeLoach continues, "Minnesota State (University Moorhead) students are always among the most well prepared of the students to attend our conference. Moreover, the quality of their research is consistently high."

To conclude, DeLoach said, "Since 2002, when they started coming, 548 different students have participated in the conference, from 60 different colleges and universities. While most of these students hail from more prestigious schools with arguably better academic credentials, the students from Minnesota State (University Moorhead) are routinely among the best at the conference. This is a strong testament to the dedication and hard work of its faculty."

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Former MSU President Roland Dille bids farewell to a friend of the school (posted on the *InForum* website, November 28, 2012):

The death of Betty Feder meant the loss of whole-hearted support for a dozen community projects, reminding us of how important volunteers are in the life of Fargo-Moorhead. Her decades of support of Minnesota State University Moorhead were crucial in its years of change.



Succeeding her husband, Paul, in the Moorhead State Foundation Board, she was president of the foundation in its centennial year, dedicating herself to making the year meaningful and exciting. For the Centennial Grand Finale, she challenged us to stage "The Great Gershwin Concern," bringing to a packed field house Mel Torme, Leslie Uggams and Peter Nero.

Among her goals were the securing of the future of the MSU Regional Science Center, then by no means certain, but now celebrating more than a half-century of enriching the science understanding of school children and adults, in no small part because

of Paul and Betty's contribution not only to the area's largest telescope, in constant use at the center, but faith in its goals.

As we celebrate the life of Betty Feder, we mourn the loss of her from our lives, remembering her warm friendship, bestowed on all who knew her.

*As a landscape can be ravaged,
At the falling of one tree,
So a city quavers, is depopulated
By a familiar face, now gone.*

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Graduate Kit Mitchell follows her pashions (from *Dragon Digest*, March 8, 2013):

"I am a curious person. An important part of my psyche was supported by the people I was surrounded by at MSUM." Kathleen "Kit" Mitchell, a 2006 biology graduate, has followed a non-traditional career path. She's had an eclectic mix of jobs, from teacher and coach to writer and researcher, following in the footsteps of her many MSUM mentors, among them Ellen Brisch, her academic advisor who taught her there are many different ways to make it in this world and how to brew beer; Michelle Malott, who "supported me at a crucial time in my development"; and Model UN Advisor Andrew Conteh.

"MSUM is special because of the many research opportunities and the different projects you get a chance to do. You get to be the one to develop the questions and learn the process by jumping in," she said.

She played Dragon basketball for two years, was a columnist for *The Advocate*, a member of Model United Nations and a researcher in the Mark Wallert/ Joe Provost lab. She participated in the school's Hiroshima Peace Studies tour, which strengthened her interest in other countries and cultures, and lead to a two-year science teaching position with the Peace Corps in Tanzania. After her Peace Corps service, Mitchell accepted a year-long science teaching position with an NGO serving underprivileged Masai students.

"The Peace Corps changed me. I came away with a much deeper understanding of who I am, where I came from, and how it shapes who I am," Mitchell said. "I have a greater understanding of people who are from different place."

Upon returning to the U.S., she was in turn a basketball coach, chemistry teacher, environment and energy policy coordinator, freelance writer/editor, and most recently a field researcher with Southern Sierra Research Station in Weldon, Calif., where she studied an endangered songbird, the Southwestern Willow Flycatcher.

In 2011, she and her husband, Jacob Gallagher, hiked continuously from Mexico to Canada along the 2,650-mile Pacific Crest Trail, traveling through California, Oregon and Washington. The five-month excursion began in mid-April, averaging 20 miles daily with resupply stops every five to seven days.

They passed through six out of seven of North America's Eco zones, including high and low desert, old-growth forest and alpine country," according to the PCT website, www.pcta.org. About 300 people annually attempt the diverse and extreme trail.

"I learned about forces that are much stronger than me, such as the wilderness and the weather," Mitchell said, "I am grateful for all of the lessons learned."

Their next adventure: bicycling from their home in Mountain View, Calif., to Patagonia, the southernmost portion of South America. Graduate school may also be in her future.

"I would like to combine basic research with my passion for natural history, wildlife and the outdoors," she said. "I like connecting with students, being a part of the learning process and helping a person find the curiosity for developing a skill they didn't have before."



Art major Linnea Fitterer presents the work of a fashion design pioneer at the Student Academic Conference (story by Meghan Feir, April, 2013):

Garbage bag dresses, pirate apparel and industrial-wear are only a few pieces that illustrate fashion icon Vivienne Westwood's collections. Senior art major Linnea Fitterer plans to highlight Westwood's influence on Great Britain's punk movement of the 1980s and the accessibility of her fashion at this year's Student Academic Conference.

"I will explore how she made way for that kind of style to be seen alongside other fashion designs – to be appreciated – to be considered a style," Fitterer said. "I'm going through the evolution of her career and focus on the '80s."

Surrounded primarily by male designers, Westwood paved the way for women in the industry, and placed Great Britain on the fashion map. Fitterer is inspired by her designs "because they're so different than everything else, but they're not crazy, Lady Gaga-different. They're very regal," Fitterer said. "She made way for this bizarre movement in Great Britain – as a woman collaborating with male designers to get her point across and to get her collections on the fashion runway – it's really inspiring."

Fitterer will also address the accessibility of Westwood's designs. "The variety of directions she took really surprised me. I was only familiar with her Sex Pistols, punk, kind of rock 'n' roll collection."

Fitterer doesn't consider herself a full-out feminist, but she is drawn to feminist movements and their relation to art and design. "It's interesting to see the development of women in art history and how nobody paid attention to women, especially in the Renaissance period. Men took credit for women," Fitterer said. "It's not like they weren't producing art, but they've been erased or covered up. I want people to remove the idea of feminism as a bunch of man-hating, bra-burners, but people who are revolutionizing industries."

Fitterer will also emphasize the empowerment that Westwood's fashions brought to working-class men and women. "The brilliance of her is that she didn't just keep making ripped up T-shirts or pirate costumes. She moved with the times, and she always stayed one step ahead. She was a real trend-setter."



Focus on Student Success (from *President's Special Briefing*, Spring 2013):

As a result of a deliberate adjustment of our enrollment management and budget planning models, our enrollment is down 4.9%. The old model of balancing the budget by admitting underprepared students, which was common to this and other universities in the past – and to us for over 20 years – is no longer appropriate. Legislators, boards, students, and parents are now far more conscious of comparative data on student success. Following are some specific actions taken in this readjustment.

- ▶ The regional economy needs workers with post-secondary education. It is our responsibility to help students start where they are most likely to succeed. Students who are not automatically admitted to MSUM based on our admissions standards are referred to Minnesota State Community

and Technical College (M-State) in a letter that explains how they can start there and transfer here later, provides M-State contact information, and explains that M-State will waive the application fee. Those students are also given the option of appealing to the university with their applications then reviewed by a committee that includes faculty and administrators. Currently, we are referring almost twice as many students to M-State as in 2010.

- ▶ In order to increase the recruitment and retention of students who are prepared to succeed, we contracted with Hanover, a research consortium of which we are a member, to survey applicants who met our admissions criteria and were accepted but did not enroll, as well as students in good standing who did not return. The results of that survey are helping us to further refine our recruitment and retention strategies.
- ▶ To increase recruitment of qualified transfer students, we have taken the following actions surveyed transfer students and convened a task force to improve the transfer experience in response to the findings; worked with the Northwest Alliance on improving articulation agreements and ease of transfer within the region; developing online completer degrees.
- ▶ Several actions have been taken to improve student success. They include addition of software systems that can alert us to students who are in danger of failing as well as help us to track impediments to degree completion; increased staff to advise students, help them choose majors, and connect with internships; and increased support for faculty to improve student engagement and learning.
- ▶ Students who are challenged and engaged in learning are more likely to be successful. To this end, we have hired a faculty development director to assist faculty in improving their teaching, asked faculty to consider high impact teaching initiatives in order to improve student engagement, and expanded our focus on measuring and improving student learning outcomes.
- ▶ As a result of campus wide conversations, we are in the process of realigning our academic and support programs to better support our mission and core as well as to highlight some of our strengths.



February 20, 2009 – Dr. Edna Mora Szymanski is inaugurated as MSUM's 10th President.



April 2010 – “The Carnegie Foundation for the Advancement of Teaching announced today the awards for the CASE U.S. professors of the year. The Outstanding Master’s Universities and Colleges Professor of the Year: Russell Colson, professor of anthropology and earth science, Minnesota State University Moorhead, Moorhead, Minnesota. In each class as well as in research and advising, Colson strives to be both coach and player and to create a forum in which he and his students become ‘colleagues in discovery.’ His lecture style engages students directly and promotes critical thinking. All of Colson’s classes have significant laboratory and field components. He has developed a vibrant undergraduate program in which he is engaged with students as they develop their projects, and he builds a sense of community through cookouts and games. In addition, he has built a geosciences minor and major at his institution and engaged in an array of educational outreach programs to teachers and youth.”



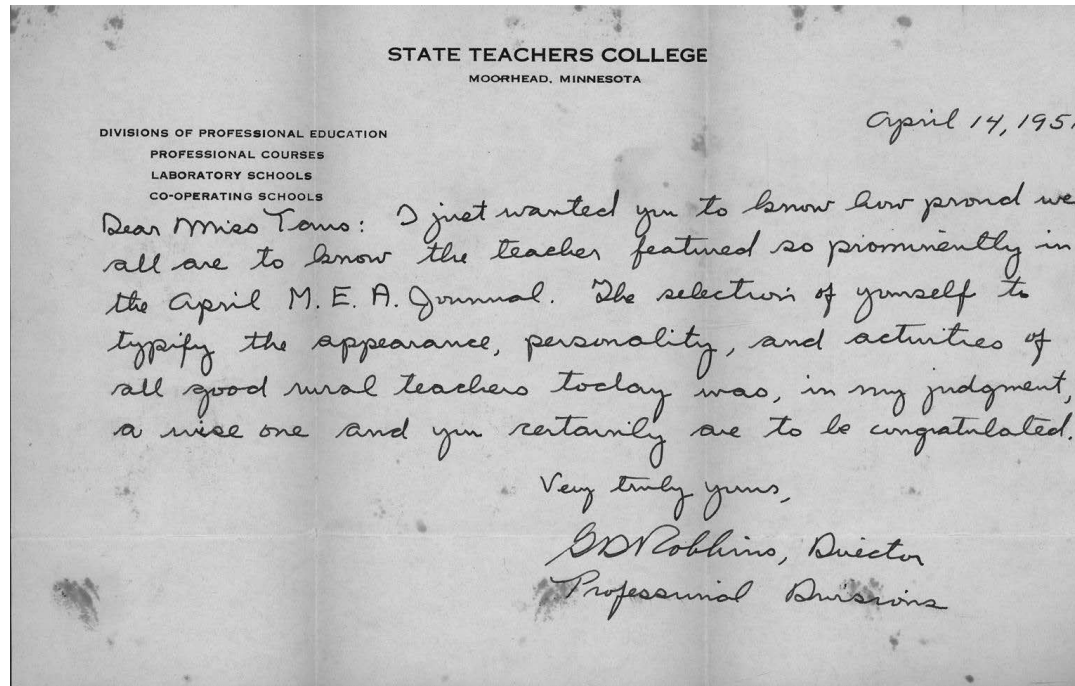
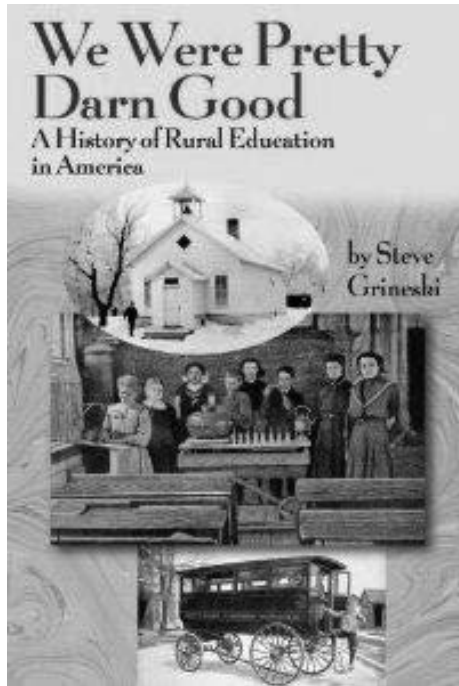
University history since 1958 was discussed by Roland Dille, John Neumaier, Roland Barden and Edna Szymanski during a special panel during Homecoming 2013.



Terrie Manno, Music (piano), has returned from Budapest, Hungary, where she and her piano partner Dr. Michael Dean, Assistant Professor of Music and Coordinator of Keyboard Studies at Oklahoma Baptist University, performed for a sold-out audience on the stage of the world-renowned Franz Liszt Academy of Music.

This is the second season of performances for the Manno – Dean Piano Duo. The recital featured solo piano and piano duet repertoire, including works by Mozart, Schubert, Mendelssohn, Griffes, Debussy, Granados, Dvorak and Gershwin. The Franz Liszt Academy of Music is a Concert Hall and Music Conservatory/University that was founded by legendary pianist and composer Franz Liszt in 1875. The great masters of Hungarian music all had their start at the Franz Liszt Academy. As guests of the Liszt Academy, the Piano Duo was treated to an evening of folk music performed by world-class violinist Lakatos Miklos and his Gypsy band. Manno and Dean also went to the historic Hungarian State Opera to hear the production of Erkel Ferenc's opera Hunyadi Laszlo.

Dragon Digest November 2012



Steve Grineski's history of rural Minnesota teaching used in-depth stories, documents and images to highlight Moorhead State's contributions to education in the region.



Peter Geib and Ruth Lumb have spent several years expanding their contacts with industrial and management leaders in Asia in order to study changes in the region's business management. As a result, the two Business faculty members developed a certificate program for "Doing Business in China."

Geib spent part of the summer of 2013 lecturing at Chinese universities on the legal aspects of economic development and international trade.

The School of Business hopes that these connections can lead to an educational exchange between MSUM and Chinese universities.



Professors Margaret Sankey (background) and Sean Taylor (foreground) obtained an NEH Teaching American History grant in 2009 to conduct a project, "American Crossroads: Teaching History on the Great Plains." For three years area social studies teachers attended workshops and devised lesson plans, web resources and other tools to teach U.S. History.



2013 marks the 50th anniversary of Delta Zeta sorority and TKE fraternity.





MSUM mall, 120 years after classes began in 1888.

Promise Fulfilled



John Gates' identity in high school was as a sports star. But that didn't transfer to the classroom. He had a 2.5 grade-point average and was 47th out of a graduating class of 54 in 2009, he said. His college placement test scores were borderline, but he loved history and has wanted to work in museums since he was a child. "I thought I could do better. I thought I could do more," Gates said. Today, Gates will graduate from Minnesota State University Moorhead with a 3.5 GPA and a political science degree. His summer will be spent as an intern in the curatorial office of the Smithsonian in Washington, D.C.

A series of teachers at MSUM encouraged him. He credits his adviser Margaret Sankey, who was also one of his principal history instructors, with keeping him focused. "Once I had him in class, I could see how interested he was in research," Sankey said.

This fall, he will attend the University of Delaware and pursue a master's in historic preservation. He has been awarded a 90 percent scholarship and an annual research stipend of more than \$16,000. Eventually, he said he'd like to try for a doctorate.

"I've just loved the environment, the encouragement, the relationships here at MSUM. I'll greatly miss them, but it's also time for the next chapter of my education. I'll miss this whole place, really." (Dragon Digest, May 17, 2013)



MINNESOTA STATE UNIVERSITY
MOORHEAD®

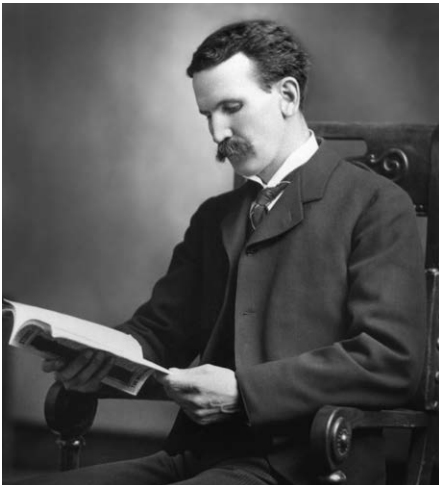
Appendices

Building Dedications

WELD HALL

Frank A. Weld was just 24 years old when he became a school superintendent in Zumbrota, Minnesota. Seventeen years later, after serving as superintendent to three schools and working in the publishing industry, he became the second president of the college, in the summer of 1899. During his twenty year tenure at Moorhead Normal School, Weld worked to expand the curriculum and increase the faculty and student body of the school. He also served as president of the Minnesota Education Association. After retiring from the college in 1919, he worked again in publishing. Weld died in Missouri in 1933.

Architect: State Architect's Office, St. Paul.
Building completed: 1915, addition in 1957.



Frank A. Weld

MACLEAN HALL

Raymond B. MacLean, a native of Wisconsin, was a school superintendent and Minnesota State Director of Elementary Schools before becoming the fourth president of Moorhead State Teachers College in 1923. He served as president from then until 1941, seeing the college through the difficult years of the Great Depression. Retiring in 1941 because he had reached the mandatory age, MacLean then spent another two years at the Minnesota Department of Education writing classroom materials related to the Second World War. He retired completely in 1945 and died in 1947.

Architect: C. H. Johnston, St. Paul.
Building completed and dedicated: 1932.



Raymond B. MacLean

FLORA FRICK HALL

This building was originally constructed in 1932 as the college's athletic building. Years after athletics had been relocated to the Nemzek Fieldhouse, the building was remodeled for class use. It was renamed in 1962 in honor of Flora Frick, who taught women's athletics and German at the college from 1919 until her death in 1958.

Architect: C. H. Johnston, St. Paul for 1932 facility,
Foss, Engelstad, and Foss, Moorhead for remodeling.
Building completed: 1932 athletic facility, 1972 class building.



Flora Frick

GRIER HALL

Built in 1932 as the central heating plant for the Teachers College, this building was remodeled and named Grier Hall in remembrance of Elbert, Benjamin and Duane Grier, three generations of the same family who were Chief Engineers for the College. Duane Grier, an alumnus of the College, was promoted in the 1960s to Physical Plant Director and held the position until he retired in 1984.

Architect: C. H. Johnston, St. Paul.
Building completed: 1932, dedicated: 1974



Duane Grier

LOMMEN HALL

Lommen Hall is one of four buildings built in the aftermath of the 1930 fire that destroyed the original college building. Built as the campus Training School in 1932, the building has served as the center of teaching education ever since. In 1972, the building was renamed Lommen Hall in honor of Georgina Lommen, director of the Campus School from 1923 to 1943.

Architect: C. H. Johnston, St. Paul.

Building completed: 1932, rededicated: 1972.



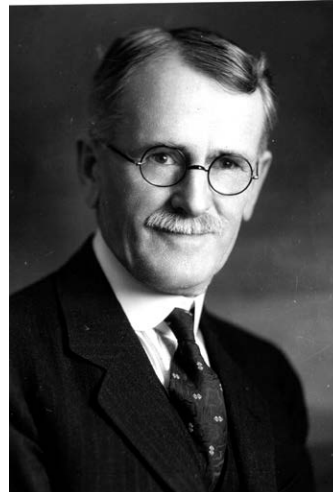
Georgina Lommen

BALLARD HALL

Caswell Ballard joined the faculty of Moorhead Normal School in 1899 as a professor of sciences. He remained at the college for thirty-eight years, teaching biology and botany, and contributing to the statewide survey of Minnesota plant life. Ballard also was active in local government, serving several terms on the Moorhead City Council. Moving to Iowa upon his retirement in 1937, Ballard remained active in research until his death in 1949. The college named this building in his honor in 1950.

Architect: Ingemann and Bergstedt, St. Paul.

Building completed and dedicated: 1950.



Caswell A. Ballard

ALEX NEMZEK FIELDHOUSE

Alex J. “Sliv” Nemzek was a life-long Moorhead resident and star athlete who earned letters in four sports at Moorhead High School and was part of the school’s undefeated 1913 football team. As athletic director and coach of all the major sports teams from 1923 to 1941, Sliv Nemzek compiled an unexcelled record at Moorhead State Teachers College. Nemzek was also active in community affairs, serving as the city’s mayor from 1948-49 and as commander of the local national guard unit for over twenty years. Two years after his death in 1958, the college named its new field house in his honor.

Architect: Melander, Fugelso & Associates, Duluth.

Building completed: 1959 with subsequent additions, dedicated: 1960.



Alex J. Nemzek

DAHL HALL

Millie H. Dahl began her career at Moorhead Normal School in 1910 as the resident nurse for the students of the college. In 1912, she was appointed the superintendent of the college’s dormitories, remaining in that position for over forty-one years, until her retirement in 1953, by which time the college had become Moorhead State Teachers College.

Architects: Foss and Company, Moorhead.

Building completed and dedicated: 1959.



Millie H. Dahl

KISE COMMONS

One of the longest-serving faculty members in the college's history, Joseph Kise taught history and government for thirty-eight years. In addition to serving as president of the Minnesota Education Association and vice-president of the National Education Association, Dr. Kise was acting president of the college for a brief period in 1958. Upon his retirement in 1961, the college honored Dr. Kise with the title of "Dean Emeritus."

Architect: Foss, Jyring and Whiteman, Hibbing.
Building completed: 1962, dedicated: 1963.



Joseph Kise

SNARR HALL

Snarr Hall is named in honor of Dr. Otto W. Snarr, president of Moorhead State Teachers College. A native of West Virginia, Dr. Snarr had a distinguished career as a professor of education before coming to the college in 1941. He saw the school through the difficult years of World War II and the postwar transition period, when his "general education" plan laid a foundation for liberal arts programs. Dr. Snarr retired in 1955 and died in West Virginia in 1966.

Architects: Foss and Company, Moorhead.
Building completed: 1962, dedicated: 1964.



Otto W. Snarr

GRANTHAM HALL

Virginia Fitzmaurice Grantham joined the faculty of Moorhead State Teachers College in 1929, spending thirty-five years at the college teaching French and Spanish. As an active advisor to the College Student Commission (the forerunner to the present student government) she played an instrumental role in establishing the Honors Convocation for recognizing high student achievement.

Architect: Foss, Engelstad and Foss, Moorhead.
Building completed: 1965, dedicated: 1966.



Virginia Grantham

HAGEN HALL

Olaf J. Hagen was born in southern Minnesota in 1872 and grew up in the Red River Valley. After attending college in St. Cloud, he taught school for a few years before studying medicine at the University of Minnesota. Dr. Hagen practiced medicine and surgery in Moorhead, was a co-founder of the Fargo Clinic, was active in community affairs, and was for many years a member of the University of Minnesota Board of Regents and a resident director for Moorhead State College.

Architect: Foss, Engelstad and Foss, Moorhead.
Building completed and dedicated: 1965.



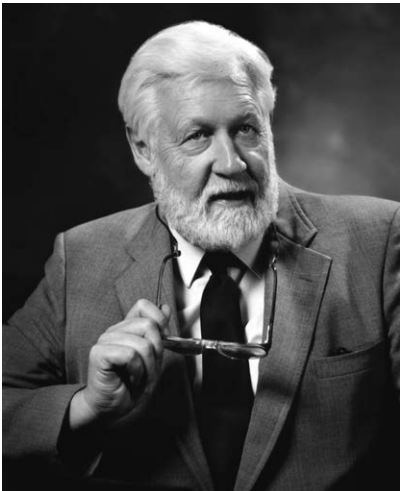
Olaf J. Hagen

ROLAND DILLE CENTER FOR THE ARTS

Roland Dille, a native of Dassel, Minnesota, was the seventh president of Moorhead State University, holding the office from 1968 to 1994, the longest tenure in the university's history. Dr. Dille's many accomplishments as president included the development of the University's Foundation, the establishment of the Tom McGrath Visiting Writers Series, the success of "Project E-Quality," a comprehensive program to recruit minority students, and the establishment of the Tri-College University system with neighboring institutions. During this era, student enrollment rose to a record high of over 9100. The University honored President Dille upon his retirement in 1994 by placing his name on the Center for the Arts.

Architects: Foss, Engelstad and Foss, Moorhead, and Stegner, Hendrickson and McNutt, Brainerd.

Building completed: 1966, for original building, 1979 for addition, dedicated: 1994.



Roland Dille

NELSON HALL

This dormitory, one of several built during an era of rapid growth and development, is named in honor of Minnesota District Judge Norman Nelson, who served on the State College Board for over ten years, and was president of the board for two terms. Because the state discontinued the practice of naming directors from specific college communities in the 1960s, Judge Nelson was the last "resident" director for the college.

Architect: Foss, Engelstad and Foss, Moorhead.

Building completed and dedicated: 1967.

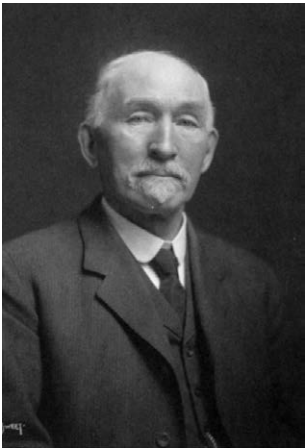


Norman Nelson

COMSTOCK MEMORIAL UNION

The Comstock Memorial Union was named in honor of one of the first families of Moorhead, the Comstock family. This included Ada Comstock, president of Radcliffe College, her brother George Comstock, a resident director of the college for many years, and Sarah Ball Comstock, their mother and one of the founders of the Moorhead Public Library. Foremost of the Comstocks was Solomon Comstock (1842-1933), one of the original settlers of Moorhead, who, as a state senator, authored the bill for the establishment of a teachers college in Moorhead and donated the land on which the original campus of this University was built.

Architect: Foss, Engelstad and Foss, Moorhead.
Building completed 1967, dedicated: 1968.



Solomon Comstock

BRIDGES HALL

Samuel G. Bridges was hired by Moorhead State Teachers College in 1921, to teach history, economics, and political science. During most of his career he was the chairman of the Division of Social Studies, and over the years played a leading role in organizing the faculty to participate in the governance of the college. He retired from the college in 1951.

Architect: Foss, Engelstad & Foss, Moorhead.
Building completed: 1968, dedicated: 1972



Samuel G. Bridges

OWENS HALL

Jane M. (Jennie) Owens came to Moorhead State Teachers College in 1923, becoming the college's registrar. She held this position for twenty-eight years before retiring in 1951. Among her finest services to the college was the task of reconstructing the student and employee records of the school after the 1930 fire destroyed the original college building, and her success throughout the years of the Great Depression in securing financial aid for hundreds of MSTC students.

Architect: Thorsen and Thorshon, Minneapolis.
Building completed: 1969, dedicated: 1972.



Jennie Owens

HOLMQUIST HALL

Holmquist Hall is named for Delsie Holmquist, who joined the faculty of Moorhead State Teachers College in 1929. During her 37 years with the college, one of the longest tenures in the school's history, she served successively as professor of English, chair of Humanities and Dean of General Studies. Miss Holmquist retired from the college in 1966.

Architect: Foss, Engelstad & Foss, Moorhead.
Building completed: 1969, dedicated: 1972



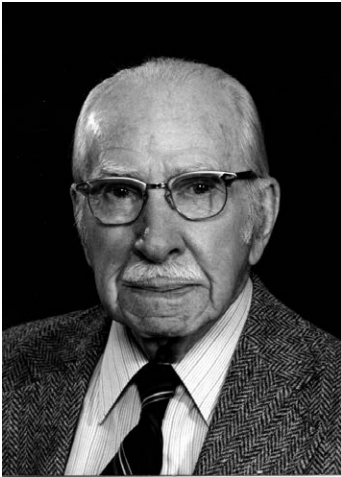
Delsie Holmquist

MURRAY COMMONS

Murray Commons is named for Dr. Byron Murray, who began his career at the college in 1926. In addition to spending 41 years as a professor of English, Dr. Murray directed the publications of the college and was the college's first director of Graduate Studies. He also wrote most editorials for the Moorhead Daily News from the late 1930s until the paper ceased publication in 1957.

Architect: Elken and Hanson, Moorhead.

Building completed: 1970, dedicated: 1972



Byron Murray

KING BIOLOGY HALL

Genevieve King joined the faculty of Moorhead State College in 1947 as a professor of Botany and Biology. For her contributions to the sciences and the education of students over a twenty-seven year period, Moorhead State University dedicated this hall in her honor in 1974. In 1985, the Genevieve King Scholarship was established for senior students in biology.

Architect: Elken, Geston and Hanson, Moorhead.

Building completed 1970, dedicated: 1974.



Genevieve N. King

JOHN J. NEUMAIER HALL

There has been two buildings on the University campus to be named in honor of Dr. Neumaier. The first, built in 1970, was a high-rise dormitory razed in 1999 as its foundations became unstable. The Neumaier apartment building was constructed to replace the original.

Dr. John Neumaier, the seventh president of the college, was born Hans Neumaier in Frankfurt-am-Main, Germany, the son of a prominent businessman and a famous opera star. Forced to leave Germany as a young man during the Nazi persecution of German Jews, young Neumaier came to the U.S. in 1940. Dr. Neumaier became president of Moorhead State College in 1958 and served here until 1968, presiding over one the most dynamic eras of the school. He subsequently served as president of the College of New Paltz in New York, retiring in 1972.

Architect: R. H. Rogers & Associates, Fargo.
Building completed: 2002, dedicated: 2003



John J. Neumaier

HENDRIX HEALTH CENTER

The Health Center building is named in honor of Noble B. Hendrix, who served as Dean of Students for Moorhead State College from 1965 and 1968. As a consultant on the subject of health services to the Minnesota State College Board, Dean Hendrix was instrumental in helping the state college campuses establish modern, up-to-date student health services.

Architects: R. H. Rogers and Associates, Fargo.
Building completed and dedicated: 2003.



Noble Hendrix

RUSSELL AND ANN GERDIN WELLNESS CENTER

Born in Princeton, Minnesota in 1941, Russ Gerdin attended elementary and high school in Princeton and entered the U.S. Coast Guard upon graduating. He later attended Moorhead State University and graduated with a business degree in 1965. Russ and Ann (Mikkelsen) were married in 1967, the same year he purchased a trucking line in Nebraska. He added to his trucking business in Iowa, and in 1978 combined his firms into Heartland Express.

The Gerdins were generous benefactors to MSUM, contributing half the cost of the Wellness Center construction, as well and to colleges in Iowa. Russ died in 2011.

Architect: Hastings and Chivetta, St. Louis.

Building completed and dedicated: 2009.



Ann and Russell Gerdin

MSUM Distinguished Alumni Recipients

1970-2013

<u>Name</u>	<u>Year of Award</u>	<u>Name</u>	<u>Year of Award</u>	<u>Name</u>	<u>Year of Award</u>	<u>Name</u>	<u>Year of Award</u>
Robert Arnold	1970	Robert Tolbert	1977	Maureen Zimmerman	1983	Arland Brusven	1991
Henry Mackall	1970	Lenus Carlson	1978	Laurel Erickson	1984	Beth Haseltine	1991
Ada Comstock Notestein	1970	Gladys Phillips	1978	Douglas Hamilton	1984	Joan Justesen	1991
Milla Corneliussen		Blanche Schwartz	1978	Dale Lestina	1984	William Lopez	1991
Rasmussen	1970	Reinhold Utke	1978	Jean Quam	1984	Lyle Thorstenson	1991
Fred Allen	1971	Freeman Fountain	1979	Tomi Sawyer	1984	Samuel Wai	1991
Sigrid Hagen	1971	Marcus Gordon	1979	Ralph Smith	1984	Sherlyn Dahl	1992
Clara Kornberg	1971	James Nagel	1979	Donald Anderson	1985	Richard Lundeen	1992
George Simson	1971	Ruben Parson	1979	Deborah Majkrzak	1985	Desiree Mickelson	1992
Clarence 'Soc' Glasrud	1972	Gerald verDorn	1979	Roger Melvold	1985	Vicki Riedinger	1992
Tessi Murphy	1972	Dale Barlage	1980	Mary Schnaetzel	1985	Linda Carver	1993
David Torson	1972	David Hartman	1980	Judy Broekemeier	1986	Karen Nagle	1993
Clyde Townsend	1972	Michael McGuire	1980	Terry Gustafson	1986	L. Maynard Oss	1993
Ruth Erickson	1973	Stanley Murray	1980	Larry McCrank	1986	Collin Peterson	1993
Jules Herman	1973	Ronald Olson	1980	Gordon Patzer	1986	Keri Pickett	1993
Verne Lewis	1973	Robert Walls	1980	Judith Poseley	1986	Thomas Proehl	1993
Maynard Renolds	1974	Nancy Hanson	1981	Dwight Burlingame	1987	Stanley Wai	1993
Alfred Richards	1974	Paul Schultz	1981	Kristen Harris	1987	Mary Quincer	1994
Hugh Schoephoerster	1974	Lois Selberg	1981	John Haugo	1987	Arlette Preston	1995
Vern Schranz	1974	David Strauss	1981	Catherine Mauk	1987	Eino Aho	1996
Ray Bjork	1975	Charles Warner	1981	Alice Olson	1987	James Ellingson	1996
Julien Burkness	1975	Harlow Berquist	1982	John Schwanke	1987	Dana Mogck	1996
Delmar Goode	1975	Bruce Ferden	1982	Brian Arett	1988	Kenneth Skjegstad	1996
Ruth Hوجلund	1975	Pauline Gough	1982	Colleen Hegranes	1988	Julie Stola	1996
Dale Barnes	1976	Sandra Holien	1982	Jane Lundberg	1988	Erma Vizenor	1996
Glenn Melvey	1976	Shirley Peterson	1982	Jean Stephenson	1988	Stephen Ehlers	1997
Dan Preston	1976	Martin Holoien	1983	Patrick McDonough	1989	Thomas Forsythe	1997
Duane Scribner	1976	Timothy Larsen	1983	Doreen Murphy	1989	Loretta Heuer	1997
Robert Durrenberger	1977	Donna Larson	1983	Evelyn Quigley	1989	Mary Maring	1997
Jerome Miksche	1977	Timothy Solien	1983	John West	1989	Tammy Miller	1997

<u>Name</u>	<u>Year of Award</u>	<u>Name</u>	<u>Year of Award</u>	<u>Name</u>	<u>Year of Award</u>	<u>Name</u>	<u>Year of Award</u>
Rosa Trevino	1997	Larry Shellito	2001	David Bjornstad	2006	John Richman	2009
Rodney Tweten	1997	Thomas & Ruth Smith	2001	Gregory Flack	2006	Scott Green	2010
Wallace Aas	1998	Vickie Boutiette	2002	Hazel Houkom	2006	Lynne Kovash	2010
Charlotte Feldman	1998	Roger Erickson	2002	DeWayne Kurpius	2006	Donna Larson	2010
Tenessa Gemelke	1998	Frank Leinedfrost	2002	Greg Ness	2006	Jerome Martin	2010
Barry Halm	1998	Ken Peeders	2002	Roger Olson	2006	Marj Aakre	2011
Theodore Larson	1998	Mildred Stenehjem	2002	Alvin Rudisill	2006	Diana Divecha	2011
Tammy Linn	1998	Ingersoll Wayne	2002	Tomi Sawyer	2006	Gregory Lof	2011
Kevin Wallevand	1998	Kevin Carlson	2003	Brian Gramer	2007	Mary Richard	2011
Patrick Atkinson	1999	Sharon Dardis	2003	Curtis Gudmundson	2007	Ryan Sylvester	2011
Roland Dille	1999	Corey Elmer	2003	Timothy Larsen	2007	Sharon Werner	2011
Dorothy Dodds	1999	Kristen Harris	2003	Debra Magnuson	2007	Lori Wightman	2011
Susan Evanson	1999	Jon Hovde	2003	Tamara Olsen	2007	David Carlson	2012
Betty Feder	1999	Tammy Miller	2003	Gregory Staszko	2007	Deb Dawson	2012
Daryn Lecy	1999	Janelle Schumacher	2003	David Sweet	2007	Kathleen Mitchell	2012
Greg Staszko	1999	Mark Anderson	2004	Matthew Von Pinnon	2007	Alice Richter	2012
Luella Vitalis	1999	Joan Baltezore	2004	Jerome Feder	2008	George Vinson	2012
Jonelle Burdick	2000	Eric Blumer	2004	Mark Floding	2008	Shelda Warren	2012
Yvonne Condell	2000	Kent Ellingson	2004	Wendy Harstad	2008	Emily Beck	2013
Deborah Jenkins	2000	Leif Enger	2004	William Hultstrom	2008	Bob Bowsby	2013
Erling Johnson	2000	John Fiebiger	2004	Craig Johnson	2008	Dr. Christina Broadwell	2013
Helen Klassen	2000	Caroline Schauer	2004	Jay Nibbe	2008	Bob Mikkelson	2013
Mark Voxland	2000	Annelee Woodstrom	2004	Dwayne Radel	2008	Evelyn Quigley	2013
Mark A. Anderson	2001	Kathy Burlinhome	2005	Vern Rasmussen	2008	George & Marlane	
Judy Anderson	2001	Donald Meidinger	2005	Mike Redlinger	2008	Sanderson	2013
Ben Anvary	2001	Rodney Paseka	2005	Larry Dahlen	2009	Gregory Smorgard	2013
James Benedict	2001	George Soule	2005	Salman Haider	2009		
Gerhard Haukebo	2001	Michael Stevens	2005	Kerstin Kealy	2009		
Keith Langseth	2001	Mark Vanyo	2005	Gary & Cynthia Nolte	2009		
Gary Ness	2001	Cheryl Anderson	2006	Jason Nordmark	2009		

MSUM Retired Faculty and Staff, as of July 2013

James Aasness	Curtis Bring	Ethel Dahl	Janice Fiola	Mary Ann Hanna	Gary Jacobson
Connie Abrahamson	Robert Bromme	Ruth Dahlke	Wilbert Fischer	Mark Hansel	Donna Jenkins
Vijendra Agarwal	Kimetha Brosdahl	Karen Danbom	Joseph Fisher	Helen Hanson	Ronald Jeppson
Beth Anderson	Lyndon Brown	James Danielson	Lois Fisher	Phyllis Harber	Donald Johansen
David Anderson	Marjorie Brunton	Robert Davies	Jan Flack	Helen Harris	James Johansen
Donald Anderson	George Buhaug	George Davis	Edith Flint	Nancy Harris	Arnold Johanson
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