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George S. Counts

SIU's first Centennial year is dedicated to education, the University's moving force for a century.

The College of Education, proud of its past, is dedicated to creating a productive future for education on campus. In tribute to the educational focus of this centennial year, the Daily Egyptian presents a collection of essays from the College of Education faculty discussing the future of teaching and teachers, of learning and learners, in a changing world that cannot rely on the wisdom of the past alone.

During the Depression Southern Illinois Normal University was criticized for producing "too many teachers." Now the demand for teachers is so great that colleges and universities can hardly prepare enough of them. SIU educators are challenged by the enormity of their task - to teach others to teach in order to meet the needs of the future.

The intellectual leader of the faculty is George S. Counts, visiting professor in the Department of Educational Administration and Foundations and a distinguished philosopher of education who has written some 30 books about his life and ideas as an educator. Counts was given the 1967 Award for Distinguished Lifetime Service to Education in the spirit of John Dewey and is now associated with the John Dewey Society at SIU.

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Education for tomorrow's world

By George S. Counts

Visiting professor of educational administration and supervision

FIRST OF ALL, we must realize that education is not an autonomous process, always and everywhere the same and governed by its own laws, and that what we need today is not simply more and more education. We must understand, without equivocation, that education is always an expression or a function of a given society with its culture at a particular time in history, unless it is imposed by force from without or is a legacy from a world that is passing away. We must realize therefore that an education which would be appropriate for one society might destroy another, or that an education which would be appropriate for one generation in a swiftly changing world might carry its successor to disaster.

The first of these truths was stated with utter clarity in these words by Horace Mann, father of our "common school", in 1845: "If there are no two things wider asunder than freedom and slavery, then must the course of training which fits children for these two opposite conditions of life be as diverse as the points to which they lead." And the second was expressed with equal clarity as follows, by one of our great philosophers, Alfred North Whitehead: "Tradition is warped by the vicious assumption that each generation will substantially live amid the conditions governing the lives of its fathers and will transmit those conditions to mould with equal force the lives of its children. We are living in the first period of human history for which this assumption is false." This truth applies with extraordinary force to the century since the founding of this university.

WHEN WE CONSIDER the task of rearing and the education of the younger generation we must examine critically the customs and traditions inherited from the past. We would do well to recall the observation of one of our distinguished historians, Henry Steele Commager, in his *The American Mind*, published in 1950. "The decade of the nineties," he wrote, "is the watershed of American history"—a watershed between an "America predominantly agricultural" and an "America predominantly urban and industrial." Before crossing this "watershed" our children and youth were reared for the most part on the family farm and in the rural neighborhood. Although they attended the one-room school for a few months of a few years, a very important

*"What we need today is
less inquiry into the abstruse
and more thought about
the obvious."*

Oliver Wendell Holmes

educational institution, they acquired most of their practical skills and knowledges, and their moral values and character, by simply working, playing, and living on the farm and in the neighborhood. Since crossing the "watershed" we have never sat down and asked ourselves seriously, "where are the children and youth going to be and what are they going to do?" And the school as an isolated institution cannot take the place of the farm and neighborhood. The rising tide of juvenile delinquency is the natural fruit of our failure to understand what we were doing and where we are going. We have transformed so many of our ways of life without adequate planning.

We must also view the present period of change in world perspective. And here again we turn to one of our historians, Carl Bridenbaugh, President of the American Historical Association in 1963. In his inaugural address, entitled "The Great Mutation," he declared without qualification: "It is my conviction that the greatest turning point in all human history, of which we have any record, has occurred within the twentieth century." The present is thus an age of revolution as wide as the planet—social, economic, political, scientific, technological, ethical, and even religious. We should note especially the closing of two great cycles in human history, a major cycle and a minor cycle. The first opened in some "Garden of Eden" where man first appeared on the earth. There-

after, for a million or more years, he moved out from his place of origin and took possession of the entire land surface of the globe, except for Antarctica. Today, because of the practical annihilation of distance, all branches of the human race are back in the little "garden." The minor cycle which opened in the latter part of the fifteenth century was marked by the Europeans achieving domination over all other peoples, establishing their colonial empires, and ruling the "seven seas." Today the overwhelming question is whether the various members of *homo sapiens* can learn to live together in peace and friendship. The time has clearly arrived for the development of "international education." We should recall these words of another historian, Hans Kohn, in his *The Age of Nationalism*: "All preceding history has been parochial history. In the middle of the twentieth century mankind has entered the first stage of global history."

THE MOVING FORCE in this profound transformation of the condition of man in America and throughout the world has been science and its offspring, technology. This, of course, we all know. But we have given altogether too little thought to its impact on the values of our free democratic society and on the prospects of human survival. We seem to be satisfied with directing our resources toward the ever more

rapid advance of the physical sciences, as if they would save us. In my opinion we should teach science in our schools, not only for the purpose of producing scientists, but also for the purpose of developing an understanding of science and technology as a powerful ingredient of our culture. In other words, it should be taught to all as a humanistic subject. Obviously, what we need is "more thought about the obvious." The foremost question facing mankind today is "Will science be the master of man, or will man be the master of science?" The survival of the human race hangs on the answer to this question. As Robert M. Hutchins has put it in his recent book, *The Learning Society*: "Science and technology can show us how to destroy the human race, but whether it is desirable to destroy it is not a scientific question." And as we prepare ourselves for tomorrow's world we should heed the warning of R.J. Forbes in his *Man the Maker: A History of Technology and Engineering* (1950): "To paraphrase the words in which Newton summarized his life's achievements, we have picked up but a few pebbles on the shores of a great ocean that still remains to be explored." This was written after we entered the atomic age.

PERHAPS WE CAN LEARN something from our experience when we crossed the other great "watershed" in our history, when we moved from the monarchy to the republic. In 1798 Benjamin Rush of Philadelphia, a friend of Thomas Jefferson, made the following proposal for the reform of our educational traditions:

"We suffer so much from traditional error of various kinds in education, morals, and government, that I have been led to wish, that it were possible for us to have schools established, in the United States, for teaching the art of forgetting. I think three-fourths of all our schoolmasters, divines, and legislators would profit very much, by spending two or three years in such useful institutions."

And such institutions should probably be established throughout the world. Undoubtedly they would play a very important role in bringing peace to the human race. The little "Garden" today is full of Cain and Abel! And we continue to think from premises derived from a world that has passed away.

International education

and the idea of a university

By Oliver J. Caldwell

Professor of higher education



Caldwell

Many are talking about International Education these days but fewer can agree on what it is. Since World War II, there have been innumerable conferences here and abroad about how the university should change to meet the needs of a changing world. International Education is the term commonly used to describe what universities should be doing and sometimes actually are trying to do, to meet the challenge of changing international and intercultural relationships.

The fact is the university wherever it is found today is a prisoner of its own, cultural, political, social, and economic tradition. The university is challenged to be universal, to perform on a stage which includes all of mankind, whereas its traditional mission is much more limited, and the faculty and the administration were trained to work on a much smaller state, or parochial, or national stage. The result is frequent intellectual indigestion, and a crisis of conscience at many campuses.

The extreme rapidity of the changing condition of mankind has, in a sense, made the university as we know it obsolete. The crisis of relevance at so many universities around the world is the result of inflexible national and single-culture curriculums and standards confronting an increasingly poly-cultural and universal world. Dis-

sidence has frequently erupted into violence where the academic organism has not been able to adjust to the need for a sharp new look at the validity of outworn educational concepts and a curriculum which is not fully relevant to economic, cultural and political realities which are radically different from the environment in which this curriculum was born.

According to Education and World Affairs (a Foundation in New York), more than 150 American Universities now give International Education some kind of organizational prominence, in approximately 150 different ways. Whatever it is called, the International Education unit is generally responsible for coordinating and/or administering in about 150 different patterns, foreign student affairs, overseas contractual obligations, and opportunities for study and research for Americans in other lands. In only a few institutions is there any successful effort to tackle the core of the problem: What shall the university teach its students about all of mankind, and how can the university accommodate itself to vastly expanded responsibilities?

If there is confusion on the campus, there is worse confusion in Washington. According to two recent surveys of the federal educational structure (one of which was classified, possibly to prevent public discussion), there are currently

47 separate federal agencies at work in the broad area of international education. These programs have many names, including cultural affairs, educational exchanges, technical assistance, language and area studies, and some types of military assistance. The amount of federal money going into these enterprises is not available; the writer can testify that in the early 1960's, when he was an inhabitant of the federal jungle, the total amount was at least \$600,000,000. It is undoubtedly larger now. Most if not all these 47 federal enterprises are useful; the trouble is that they compete with each other, they generally refuse to cooperate, and the existence of 47 separate administrative structures is very costly.

This situation is a major challenge to the new administration, and also to our national educational establishment. There is urgent need for coordination of these 47 programs, and the elimination of competing activities and excessive overhead. There are reasons to believe that the Nixon administration would prefer that universities and colleges carry a major responsibility for federally financed programs in this field. One obstacle to greater authority and responsibilities for our colleges and universities is a strong suspicion in Congress that some of our educational institutions are demanding more than it actually costs for ad-

ministrative overhead.

The challenge of International Education presents a unique opportunity to this university to contribute to the betterment of our state, our nation, and mankind. Universities around the world are challenged to develop a new kind of learning based on intellectual and emotional acceptance of a universal human tradition while preserving and enhancing the uniqueness of each national and racial heritage.

The movement towards International Education, which has been given a high priority by governments, and inter-governmental organizations, by private organizations, and individuals, is an attempt to build the foundations of a new university which will be based on a universal humanism. The idea of such a university is based on the biological unity of Man.

The university of today is torn by the pressures which are creating the university of tomorrow. Its shape we can only guess, but its mission is clear. The new university will build not only high professional competence in future generations, and explore new intellectual horizons through pure research, it will also contribute to an atmosphere of mutual trust which will make effective cooperation possible among the citizens of Space Ship Earth.

These are minimum conditions for survival.

Gee whiz, Mr. Leonard!

A question and answer review

By
Arthur E. Lean

Professor of social and philosophical
foundations of education



Arthur E. Lean

Education and Ecstasy, by George B. Leonard. New York: Delacorte Press, 1968. 239 pp. \$5.95.

Q. What? Another book on education written by a journalist?

A. Yes, Virginia. And a strange, confused, uneven, ambivalent book it is.

Q. Why are journalists writing about education so much?

A. Education is big news these days. And some journalists don't mind rushing in where many experts fear to tread.

Q. What are the author's credentials?

A. Senior Editor of LOOK Magazine, he has, according to the dust-jacket blurb, "received more awards for education writing than anyone in the history of magazine journalism."

Q. Don't they mean "anyone else?" And doesn't that description "damn with faint praise?"

A. To your first question, yes. To your second, no comment.

Q. Does he ever write about anything besides education?

A. To quote the blurb again, "He has reported on education, race relations, youth, the family, science, and national and foreign affairs."

Q. Is there nothing the man won't tackle? Must be an encyclopedist. Can he write well?

A. He's very glib, sometimes colorful, and he knows a lot of words. A kind of "poor man's Max Rafferty."

Q. You describe the book as "confusing" and "ambivalent." How do you mean that?

A. It has something for everyone. "Like Caesar's wife, it is 'all things to all men.'" Occasional flashes of genuine insight alternate with clichés. One moment he condemns teachers, and the

next moment, he praises them. He reverses himself continually. And he throws generalizations around without documentation, of course, you'd expect that in a "popular" book.

Q. But does he really understand education?

A. Only superficially, I'm afraid. On education in depth, his ignorance is abysmal. Welcome to the group, Mr. Leonard.

Q. As I understand it, he had no training in education and no teaching experience. Did he attempt to make up for this lack?

A. With refreshing sang-froid. Hear his words: "I read as much as I could of what had been written on the subject during the five preceding years (sic!), meeting with leading educators and their detractors. I found that my lack of expertise, far from being a handicap, was an advantage. In a year when most education writers carried axes to grind, my naivete pleased everyone I interviewed. The assignment captured me. I became totally involved. Dropping any notion of calling in outside help, I went ahead with plans to do all the writing myself."

Q. Sounds like a charming person, by his own admission. But restricting himself to some of the past five years' writing eliminated a lot of important work, didn't it?

A. Only such minor contributions as Dewey, Bagley, Kilpatrick, Rugg, Bode, Counts, Childs, and so on—to mention only some American writers.

Q. Doesn't he even mention Dewey?

A. Oh, yes; in the first chapter, *What Is Education?*, he calls Dewey a "genius," but goes on to condemn him for espousing the principle of "readiness."

Q. Is Leonard's point of view basically conservative, then?

A. By no means. As a matter of fact, he is quite critical of "the Rickovers, Bestors, and others of the Basic Education stripe," as well as of "the gray eminence, James B. Conant."

Q. One of the chapters is called *Visiting Day, 2001 A.D.* What's that about?

A. It's a description of the school of the future, and is strongly reminiscent of Dewey's *Utopian Schools*, which appeared in the *New York Times* on April 23, 1933. But Leonard's futuristic school is full of gimmickry—cultural data banks, the Basics Dome, learning consoles, hologram-conversion screens—a kind of computerized Dewey.

Q. Didn't I see parts of the book in LOOK Magazine last fall?

A. Yes, there was a much-ballyhooed three-part condensation, including some truly frightening illustrations which are omitted from the book itself.

Q. Why the "ecstasy" in the title?

A. Because Leonard feels that education can be and should be a pleasure and a delight, rather than something painful.

Q. Did you happen to see somewhere that cartoon of a Sewage Treatment Plant, showing a booted workman turning a big wheel and saying to his partner, "Here come de sludge"?

A. Yes, and I was reminded of it more than once by this book.

Q. One last question. Do you feel that a well-intentioned, intelligent, articulate person like Leonard might have made a much greater contribution if he had first spent a few years as a teacher in the elementary or secondary schools?

A. Indubitably.

The intent of this article is to put into wider perspective some of the social forces that relate to negative attitudes on the part of many when viewing educators and their courses. It must be stated at the outset that there is no attempt here to be an educational polyanna nor an apologist for some failures found within the educational establishment. The present discussion is to try to understand and explain why there is much criticism leveled at professional educators and their courses.

It is this writer's opinion that many of the criticisms leveled at education courses grow out of social and historical forces that border on the nature of non-objectivity and prejudice. Related to these beliefs, a major premise to the discussion should be noted. It is, that behind many of the criticisms leveled against education courses there lies a dual standard reminiscent of majority-minority relationships in a prejudicial society. This relationship is stated in terms of the belief that the majority can do little wrong and the minority can do little right. Within the academic community, educators and their courses often find themselves in the minority position as compared to the established, high-status, and powerful so-called academic disciplines. In the light of this premise and the preceding statements it is the task of this article to amplify and explain this situation.

The Negative Image

There are at least seven major factors contributing to the negative image of education courses. These, in conjunction with various social forces, serve as the nucleus for many criticisms leveled at the educational establishment.

Antifeminism

The majority of the teachers in this country are women, and, as recent laws attest, they still suffer from antifeminism in both salary and work opportunities. Can the reader name one major profession that employs tens of thousands of women and also enjoys high status and high pay?

Salary

The negativism leveled at minority group members stems in part from the nature of the population, in this instance the professional educator or teacher. When compared to most other professionals the educator's salary is low, and there are some who would even deny calling teachers professionals.

Nature of Work

For many, the notion of the nature of teaching, especially on the elementary level, is one of school-keeping and other simplistic beliefs. Unlike the dramas seen in the hospitals or courts, especially as viewed on television, teaching deals with children and thus perform must be childish, so many believe. A noted historian of education, Edgar Wesley, has observed the possible fear of dealing with education on the part of historians in this country lest they be considered educators.

Pressure Groups

The schools in our nation have been charged with not only imparting knowledge of the three R's but also helping to develop certain sentiments, attitudes, and values. Pressure groups of all political shades and spectrums have recognized for a long while that those who control the schools help to control the minds and feelings of the next generation.

It is mandatory that those individuals who wish to change society, for whatever purpose, control the schools. Obviously, criticizing and degrading established educational courses would be a major strategy of these groups in their attempt to take over.

The Open Nature of Education

Due to the nature of education, i.e., the teaching of over fifty-seven million students; the vastness of its plant facilities, 126,000 plus; the cost per year, over fifty-eight billion dollars; and direct involvement of over sixty million Americans, education has more than its share of publicity and comment. Unlike the military establishment, clothed in secrecy or big business, shrouded by corporate security and interlocking directorates, the educational establishment stands naked for all to see. Every time a child is asked by his parents what he did

On negativism toward education

By Samuel Vincour

Department of Education Administration and Foundations



Samuel Vincour

in school, or at every visit by an interested parent to the school, the influence of the P.T.A., and the prying of the mass media, especially during school bond issues, the schools are seen and commented on by all. A recent article in the Wall Street Journal has noted that in the 1920's and '30's everyone was a stock expert, in the 1950's and '60's everyone is an expert on education.

Within this glaring light of interest, expose, and self-proclaimed expertise the faults and foibles of education, true and imagined, are aired. This rarity of public exposure for a major institution undoubtedly promotes criticism.

Lack of Consensus on the Nature of Education

Contributing to the criticism of educational courses and educators is the fact that there is no consensus among educators and informed laymen as to what the nature of education ought to be. Emanating from these diverse ideas and approaches come conflicts of interests, and schools of thought which often produce heated criticisms of current approaches to education.

Anti-Intellectualism and Academic Snobism

In his award winning book, "Anti-Intellectualism in American Life," Richard Hofstadter amply notes the history and trends of this phenomenon. Surely, the long history of anti-intellectualism in this country must contribute to be criticisms of our schools and their personnel. In an upward mobile society such as ours, the low pay, status, and exploitation of teachers are not factors that many of the younger generation seek to emulate.

The practical and professional aspects of education and teacher preparation courses also produce criticisms of those who reside in Academia and who look with disdain upon those students who do not present their kind of academic credentials for "pure" scholarship divorced from the mundane teaching of children. "Pure intellect," and "real scholarship" are often synonymous with a lack of application and practicality. There seems to be a "tradesman" versus "literate" dichotomy present in this type of belief.

The result of these modes of thought—anti-intellectualism and academic snobism—lend themselves to criticisms of education courses. From the lower classes there emanate criticisms such as "where does all that book learning get you—how much can I make?" From the gentlemanly class come criticisms in the form of "education courses are more like a trade, relatively superficial and practical."

The Negative Image and Education Courses

Reviewing the preceding seven factors contributing to the negative attitudes towards the educators and the schools, one can clearly see that they bear directly on the negative view many students and academicians possess when they assess education courses. However, schools and colleges of education are further subject to other factors which produce conditions which foster criticisms.

Lack of Political Power

Americans have chosen a decentralized system of education, one in which there are represented state and local interests rather than a centralized educational system as seen in Europe. The localization of American education is supposed to mirror and represent

local and democratic interests as large numbers of non-educators are in positions of power and responsibility. The majority of state and local school board members as well as major legislators who directly pass major legislation affecting the schools are not professional educators. In some states teachers are not allowed to run for public office. The history of American education attests to the fact that teachers have as a group disdained political activity.

The criticism that students who enter the teaching profession have lower grade point averages and I.Q. scores than those students who enter the major high-status professions relates in part to forces outside the realm of schools and colleges of education. These forces are part of the political and economic spheres outside of the educational establishment. Unlike doctors and lawyers who have a considerably greater control over their profession, professional educators, as public servants, are more subject to public pressures.

An important Midwestern politician once told this writer, "Schools of education should not be too selective in their recruitment of students; why, if they are that good, (a B average required for admission to professional studies) would large numbers of people want to teach—they could make more in other profession?" This same politician also stated that present standards should be lowered due to the teacher shortage and he continued, "A cold body in the classroom is better than no body."

The Lack of Economic Power

Schools and colleges of education are hampered in numerous ways by their demand for the tax dollar. Americans spend more on their pet foods, cosmetics, and tobacco than they do on their schools. The aphorism is true, you get what you pay for. Schools of education compete with other areas of academic endeavor as well as other professional schools. Surely, the low pay for educators must relate to some diminution of standards and the perception of courses.

Given these difficulties it is amazing how well the educational establishment has performed. A noted sociologist, Melvin Tumin, who has studied American education, has observed that this country has far better teachers than it deserves.

Education's Newness in Academic

Like most minority members who possess relatively low status, education is also generally considered a newcomer, and as such its actions and thoughts lack some respectability. When compared to the prestige professions of law and medicine that date back to the first universities in Europe, or the classic languages or arts of ancient Greece, education courses are relatively new, making their appearance in American universities only in the last century. Education as a viable and large aggregate of courses enlisting very large numbers of professors and students may be seen on the university level only in the last forty or so years.

It is interesting to note that in large universities and general academic associations education professors, outside of the schools and colleges of education, are very rarely seen as holders of powerful positions of responsibility, such as major administrators. In the entire history of the American Association of University Professors only one professional educator associated with that was John Dewey, a founder.

Criticisms and the Dual Standard

The result of all of these social forces and phenomena has placed the educational establishment in a minority position within the academic community. As a minority group member it, by definition, is usually wrong. Both large numbers of students in and out of education as well as professors often employ a dual standard when viewing and assessing education courses. The major mechanism employed by people who are not fully familiar with the facts or who are emotionally biased is selective perception. The use of selective perception entails perceiving only those things that fit one's preconception. If one has been told over and over again, especially by high-status individuals, that education courses are Mickey Mouse, bad, and inferior to other courses, it isn't difficult selectively to disregard those things that might be worth while in the education courses and perceive only those things supporting one's beliefs.

As in low-status minority relationships with high-status majority groups, dual standards prevail. A minority member is cheap, but a majority member is thrifty; a minority member may be proud of associating with members of his own group; thus he is deemed clannish. The same behavior for a majority group person is viewed as being loyal and proud of his group, and so it goes on and on; shrewd-intelligent, noble-vain, haughty-proud, loud-vivacious, etc.

So it is with many of the criticisms leveled against education courses. The following diagram shows the dual standard:

ACADEMIC -NON-EDUCATION	EDUCATION COURSES
academic rigor	busywork
research scholar	homework
	pedant or demagogue
broad general test	vague test
factual test	picayunish test
wit	comic
excellent lecturer	glib lecturer
investigation	game-playing

The minority group member with low status can do little right and the high-status majority group member can do little wrong.

Conclusions

Numerous social forces and the nature of teacher education have given educational courses relatively low status and have contributed to often unwarranted and misplaced criticism of the educational establishment. It is imperative for students and faculty alike to ask pertinent questions in order to determine how really to improve teacher education. Some questions that must be asked are: How biased are the students who enter professional education courses? How really dedicated to the promotion of the schools, children, and the teaching profession are these students? If many students enter education courses thinking they are inferior, how does this affect their education?

What part does antifeminism play in making women professional teachers? Teaching is one of the highest paying professions for large numbers of women. It is relatively easy to enter, both initially and after long absences. Do these factors promote large numbers of non-professionally dedicated women who are economically upward-mobile entering the education establishment?

Do lower standards and the relative ease of entrance into teaching bring in large numbers of people, both men and women, who wish to use teaching as a means to other things, i.e., biding time, supplemental income, boredom, or putting one's husband through school? Just how much of the teacher dropout rate, which is one of the highest for any profession, relates to parttime individuals, parttime interests, parttime concern, and parttime dedication?

When these questions and others related to these areas can be fully answered, then and only then should the educational establishment be so free from so many mea culpa's.



Lawrence Dennis

Tomorrow's teachers deserve change today

By Lawrence Dennis

Students preparing to teach have traditionally been stereotyped as rather colorless, not very bright, and somewhat uninvolved. Even if this were ever true it is certainly true no longer. The school-marm image has gone, not only because the ratio between the sexes is more nearly equal but also because modern students see their professional commitment beginning now as they prepare with vigor and enthusiasm for what is one of the most challenging, difficult, frustrating, yet exciting of careers.

Perhaps the salient characteristic of today's students in education is concern. They have a genuine and pervasive will to do their best to open up opportunities to their students, to impart to them the skills that society deems necessary for its functioning members. They have concern also for the humanity of those they will have to teach. They seem to take it for granted, rightly or wrongly, that knowledge and information are not hard to get across and that they may even be automatically acquired. They feel, however, no such assurance that their students will inevitably count as people outside the confines of family and friends—and even the family unit shows signs of diminishing significance, while national mobility works against lasting friendships. As undergraduates themselves they feel this threat in terms of ID numbers, of large classes, of objective evaluations, of elusive professors. They want to be treated as people, and appear determined that this will be a major goal when they come to teach.

This breed is not passive. Tomorrow's teachers will demand and must have a larger voice in all professional matters. The increasing militancy of teacher organizations is just the beginning of a more viable professionalism which probably these students will help implement. Of course, it is still probably true that prospective teachers, as other students, will sit back and play their professors' games, but increasingly they will be bold in their criticism. The cry is for relevance. The pace of life is fast; the things of the moment require present attention.

But teacher education, by many counts, lags behind the present for two main reasons. First, it operates without the context of concrete situations. Our students are like medical students without cadavers. Techniques could be utilized to partially obviate the lack of live bodies—video-tapes, micro-teaching, and simulated teaching environments—but these are costly. Yet few areas of our social life are as critical as that of education. What are current priorities? A second problem arises from the impossibility of predicting future situations. The medical student in general faces no such quandary. It is pretty to suppose that if you are trained in high school physical education you will indeed teach high school physical education, but this is by no means inevitable. Even if it were, will you teach in a rural community, a suburban school, a city slum, or even in this country? We just do

not know beyond the probabilities of the next year or two. So we have to train in general terms and hope that we are doing the best we can, but this unhappy compromise occasions a sense of unreality and some skepticism in the undergraduate Education classroom.

Having acknowledged the difficulties of prediction we do not have to ignore completely the problems of the present and of the obviously foreseeable future. What are we doing about preparing tomorrow's teachers to deal with the disadvantaged, with the new machinery and technology of education, with teacher unions, with the teacher's role in decision making, with interpersonal relationships, with the development of sensitivity in those relations? Why can we not make it possible to introduce new courses and to abolish old ones as the needs arise? Why is it necessary to offer predominately three and four hour courses? Could we not structure some undergraduate experiences on blocks of time instead of dispersed hours throughout the week? These are some of the things that might be considered to increase relevance. After all, if a teacher in St. Louis claims that she spends 70% of her time getting "control" in her classroom and only 30% of her time "teaching," why do we persist in an array of traditional Education courses when we might perhaps better think of practica and seminars related to contemporary problems?

Students cannot open a newspaper without reading daily reports of ferment in the schools and colleges of this and other countries. Yet colleges of education turn a blind eye to them, as if they were adumbrations of the men on Mars, and nonchalantly continue to have students commit to memory the Seven Cardinal Principles of Education as drawn up in 1918! And make no mistake, as our students make no mistake, few of us will escape involvement in the ferment that will occur. The little red school house and the ivory tower have gone, and institutions of education are now very much where the action is.

The students are enthusiastic—when we get them. They are not interested in pontifications and musings. Their impatience is likely to show, and show it should, for it is much better that students and faculty enter into a cooperative enterprise sharing common goals and objectives. We must acknowledge and respect the louder voice that students feel they should have in the conduct of their affairs. Tomorrow's teachers deserve this, for they are concerned and committed. This does not mean that radicals and reactionaries can command us all, but rather that reason and requests for orderly change should be respected and responded to without inordinate delays. Else, whether we like it or not, those first names will force response. Three weeks ago two million dollars worth of damage was done to the computer center at Sir George Williams University in Montreal by radical students. If we delay too long in listening to the voice of reason, unreasonableness takes over, and then . . .

The teacher of the future

By

William R. McKenzie

Professor of social and philosophical foundations of education

Recently, I was very kindly asked to gaze into my ancestral crystal ball and to report on what I could see about the American teacher of the future. This I did and the results are set down in the following observations.

The teacher of the future is older, better prepared for his vocation, more secure in his position, happier in his work, and, one might infer, wiser in his conduct. Considering the general trend of the teaching profession, in other words, the predictive orb revealed no great surprises.

Indiscriminate of such accidental features as race, creed, color, social origins and sex, the teacher of the future is the culmination of a nurturing process which started early in his educational career. His elementary teachers identified and encouraged his potentialities, his secondary teachers augmented their efforts, and his college teachers intensified it. The development of teachers has become, in a sense, everyone's business in a culture in which the "proper care and feeding" of teachers was of the highest priority.

In college he had been presented with a great variety of possible majors, none of which was Education. He had completed the one of his choice, not because it would eventually become his teaching field, but because it provided a disciplined base of operations, an intellectual home as it were, thought to be required for every educated man. The systematic study of education had taken place in the fifth year.

However, the study of education in the fifth year was not the culmination of his preparation to teach, only its initiation. As such, it dealt primarily with the theoretical considerations of the subject drawn liberally from such disciplines as history, philosophy and psychology. He had finished the program not as a teacher but as one prepared to become a teacher.

As a consequence, he knew student teaching only as an historical item of the distant past. His own first contact with students from the other side of the desk had come in the sixth year when he joined a public school system as an apprentice. I could not make out the name he was called at this point, but he remained in this state for three years. Here he was under the guidance and direction of a master teacher. In an established program of what we might call team teaching, internship, and finally independent direction, he became a fully qualified teacher, which event was duly marked by appropriate ceremonies. The public schools had long ago matured their concept of responsibility in the production of teachers.

Meanwhile, in higher education his counterpart had gone through a similar process. They had taken the fifth year together and the college orientated student had gone through his own three year apprenticeship. Both were admitted to full participation in the profession at the same time, and both were licensed equally and under the same policies by the state. The day when the college teacher could be innocent of his craft and take perverted pride in his ignorance had passed away in American culture. It was remembered only as a bad joke and was sometimes used as evidence by those who maintained the argument that the Dark Ages had indeed lit-

tered well into the twentieth century.

In his professional activities the teacher of the future is sustained by an effective and responsible association of his peers. I could not make out the initials of this organization, by which it is invariably known, but I could see that it is national in scope and includes teachers in all levels of education and types of institutions. It requires certain conditions of employment for teachers and guarantees certain standards of performance. Its decisions are generally accepted as the voice of the profession.

The teacher not only participates fully in this association but also in the institution within which he practices his profession. Administrators had long since gone back to the business of administration, which keeps them busy enough, and educational policy had been clearly recognized as the exclusive domain of the teachers. Scholars who aspired to educational leadership stayed in teaching. Decisions of social policy, on such things as providing football teams and marching bands for the amusement of the constituent populations, had of course been retained by boards and other governing bodies. A clear recognition of these sorts of distinctions had tended to reduce tension and conflict, and professional administrators had never been so happy.

The teaching activities of the teacher are directed toward one goal and one only: the development of intelligence. After abortive excursions into "new math," "new grammar," "new history" and "new" this and that, it had been recognized that all education, in this sense, is "new." In the long process of defining what education is, new or old, the "new" idea was retired when it was realized that all the "new" represented was a line of demarcation between education and non-education, usually rote technical training. The teacher of the future is a specialist in the theory, practice and communication of the art of reflective thought. The phrase "teaching for understanding" had at long last been recognized as being redundant.

There had been some shortsighted commentators who had thought that this development would mean the end of such items of instruction as physical education, music and shop. Instead it had made them all the more important. It had modified them and, in modification, transformed them. It had made them truly liberal studies. The physical, the emotive, the vocational, even the technical, had all taken their proper place in education as soon as it was recognized clearly that intelligence means intelligent behavior.

For that reason the teacher of the future is much more concerned with events than his predecessors had been. He functions on the premise that words without action are simply that, words. He has become empirical in the most comprehensive sense.

Education technology has less effect upon the activities of the teacher of the future than one might have suspected from the vantage point of the present. They had been refined a good deal and they are in common use, but it is understood that they are primarily study aids and not teacher substitutes. They are of more interest to students than to teachers, and one of the important functions of

administrators is their provision and care.

The teacher of the future lives in a multiplicity of allegiances. Just as he is a loyal member of his professional association and his local institution, he is also at home in the social life of his community, region, country and world. He is international and intercultural in his orientation, and frequently in experience. He finds it easy to be a full citizen of his city, his state, the

Student Unrest

By

John E. King

Chairman of Department of Educational Administration



John E. King

"It was the best of times, it was the worst of times," wrote Dickens in 1859. Such a statement may be applied to conditions of student unrest on the campuses of colleges and universities in the United States where 7,000,000 students are now enrolled.

It is the best of times because administrators, faculty members, trustees, students, parents, legislators, and other citizens are now deeply concerned to learn more about the underlying causes of student unrest and frustration. And they are also concerned with finding and applying solutions.

It is the worst of times because the factors causing the student disturbances and tensions are difficult to change in a free society, where voluntary support and cooperation are needed to bring about social changes.

It is the best of times because we now have in the United States enough human talent and economic resources to support an educational system to meet the individual needs of each person in our country. We even have enough talent and financial resources to be of considerable assistance to the people of many other countries.

It is the worst of times because our experiences in Vietnam and our inability to end de facto segregation at home have caused many of our students to have less respect for our laws and less loyalty and affection for our country.

It is the best of times because our young people are smarter and healthier than ever before, and possibly even more conscientious.

It is the worst of times because our students have had less work experience than in past years and, consequently, have had less opportunity to contribute to as well as receive from our culture. Perhaps the present long period of educational preparation without contributing to a realizable social goal accounts in part for widespread feel-

United States and the United Nations. He does not understand what the great "sovereignty" debate of the twentieth century was all about.

These are the sorts of things I saw in my crystal ball. Like all means of looking into the future, however, my ancient ball is defective. I can see that a certain thing is going to happen but I cannot at the same time see when it will happen. Obviously the teacher of the future exists in the future, but just how far into the future he is to be found I am in no position to say. Perhaps I may be guided by past experience.

The last time I used this crystal ball was just after World War II in 1946. As clearly as could be, I saw men riding in space, floating in the void, voyaging to the moon. But I could not make out the time. I guessed the middle of the next century. I missed it by an even hundred years. If I attempt to assign a date to my teacher of the future I might well make the same mistake. The teacher of the future may come into being sooner than any of us now think.

ings of guilt and disaffection concerning parents, church, and social issues.

It is the best of times because our GI's of college age, in a most trying situation in Vietnam, are maintaining a high level of motivational health and are perhaps the single best indicator we have that our way of life is worth continuing and improving.

It is the worst of times because many of us tend to look outward rather than inward in trying to locate and fix the blame for campus tensions, disturbances and violence.

It is the best of times because violence on campus is still news and rates headlines and is not accepted casually by anyone.

It is the worst of times because violence now seems to many students a more effective means of bringing about change than do other methods.

It is the best of times because most of the students engaging in disturbances, demonstrations, or even violence will someday have children of their own and will want a good life for them, without violence.

It is the worst of times because expulsion from a college or university will do great harm to an individual, perhaps as much harm as a bad conduct discharge from military service or conviction for a felony. Many students face these dangers in situations where their efforts and intended sacrifices may be wasted and slow up rather than hasten needed change.

It is the best of times because our students are teaching our leaders in universities, in politics and elsewhere a great deal about humility. They are giving their parents special individual tutoring in humility as well.

It is the worst of times because our students need more faith in their parents, their colleges and universities, their churches and themselves than many of them have, if they are to enjoy life.

The varied dimensions of teacher education

By
P. Roy Brammel

Professor of education



P. Roy Brammel

The first year of SIU's five-year centennial celebration will focus on teacher education. It is appropriate that it should. The preparation of teachers was the original purpose of this institution, and a lively program in this field has spanned our entire history. Such a program will almost certainly continue to be important in the University for many years to come. Why?

Because its roots are so deep, its significance is so great, and it provides an opportunity to affect the life of the nation and the education of the people in a most direct way. Furthermore, every freshman who enters a higher institution is in good part the product of the teaching he received before he arrived on campus. Higher institutions can afford to hope that a fair share of their able graduates will become effective teachers.

Teacher education is a universal among human societies; universal in time, in involvement, in impact, and in problems and promise.

In time. Primitive and ancient peoples were concerned about the training of the young. Earliest historical records contain references to the teacher. In the oldest civilizations—Chinese, Egyptian and others—the role of the teacher was identified. The Good Book makes repeated reference to teaching and teachers, and includes the reminder that if one is to teach he should be qualified for the job.

In Greece, Rome, modern nations, new nations, dictatorships and democracies, the role of the teacher deepened and expanded. When organized schools came into being, with them came the unending problem of who should teach and how. Great teachers and their ways of teaching have long been revered—Socrates, Jesus, Pestalozzi, James. They were great not only because they were able but also because they were effective. When nations and organizations within nations began to link education to the achievement of their basic goals, adequate school systems staffed with effective teachers became a must.

So it was and is in free America. A system of public schools supplemented by non-public schools is maintained to assure each citizen assistance in developing his talents, in meeting his responsibilities, and in using his freedom wisely. Throughout human history, the practice of teaching and the goals and values of a people have always formed an inseparable link.

In involvement. Teacher education is not isolated thing. The extent of involvement in it is impressive. There are world organizations for sharing problems and advances in the field. International exchange of teachers and researchers to promote improved school practices is commonplace. For a long time nations, whether highly centralized or democratic, have realized that the essential character of their people will be determined in school

part by what and how they are taught.

On the contemporary scene, newly-organized nations reel under the problem of securing teachers for the education of their people. Almost universally, nations have established ministries and departments of education to organize, advise and control teacher education as their goals and philosophies might dictate. The federal government of the United States does not control teacher education, but on numerous occasions has passed legislation that linked teacher education directly to the national interest.

Parts of the vocational education acts of a half century ago, the National Defense Education Act of 1958, the Elementary and Secondary Education Act of 1965, and the Higher Education Act of 1965 are illustrative. A national accrediting body for teacher education exists in this country. Every state administers standards for the certification of public school personnel. Higher institutions of all kinds and sizes, both public and private, prepare teachers.

Within institutions, the idea that teacher preparation is the job of a single department is now rejected and in its place has come the realization that disciplines such as psychology, anthropology, government, economics, and sociology, not to mention the subject fields commonly taught in the schools, must be directly involved because they have basic contributions to make. In this arena of broadened direct involvement, past differences between "academic" and "professional" people dissolve.

Each realizes that cooperation is necessary. Both agree that the prospect of keeping this vital work afloat and moving is dimmed if each reminds the other accusingly that his end of the boat is sinking. Teacher education involves thousands of cooperating schools and teachers at the elementary and secondary levels in providing practice experience prior to initial certification.

Hundreds of thousands of pre-service and in-service students are preparing to enter or to upgrade themselves within the teaching field. These students are touched by large numbers of professors in a broad array of subject fields. These contacts will in turn affect how these teachers deal with their segments of the great youthful parade that moves by them in the schools. So the encompassing nature of teacher education unfolds.

In impact. Theodore Roosevelt once said, "If the teachers of America did not do their work well, this Republic would not outlast the span of a generation." Obviously, the impact of what teachers do is great. Destroy the freedom to teach and learn, and freedom itself is gone. The quality of teaching is part of the quality of life for everyone. How urgently good teachers are sought

when there are special educational needs to be met. The cry is for dedicated teachers in our inner cities and rural areas; in the transformation of the ghettos; in the Peace Corps; in extending educational opportunities to the gifted, the disadvantaged, and the disturbed; in the military services; in prisons; on playgrounds; and on and on.

How quickly parents complain if their children have poor teachers, and university students if their instructors let them down. How critical college admissions officers are if freshman have been poorly taught in English and mathematics. How eagerly business and industry, the mass media, the arts, service institutions, government, and the schools themselves hope that their employees have been well taught. When Russia was first to orbit a satellite, Americans found it convenient to blame the instruction in our schools for our tardiness and to attribute the Russian success to the Russian schools, neglecting to remember that Sputnik I was probably more the product of German schools than Russian. At any rate, the quality of teaching permeates most of what a nation and its people do, and the success or failure of whatever they plan will rest heavily upon it.

In problems and promise. Teacher education will fulfill its promise if it solves its problems; if it at least recognizes its problems and moves to do something about them. In the past there has been much complacency. Recognition and attack are now called for. There are problems enough.

Will we make central to the teacher education process the clarification and application of established findings concerning human learning, and will we demonstrate those findings in our own teaching? Will we evaluate and reward those who teach, less on how much they write and more on how well they apply the principles of learning? Can the organization for teacher education in higher institutions be so arranged as to bring to bear on the preparation of teachers the intellectual and material resources so abundantly present? Are we willing to leave the cloister of the campus, search out the conditions of our people and communities, and devise programs of teacher education for specific needs? Do we really want only qualified people as teachers, and will we act to establish and maintain reasonable safeguards of admission to teacher education programs and of certification for teaching?

The American public is on the move to reward quality teaching with adequate salaries. Will we see to it in our higher institutions that only quality people, mindful of what is involved in the education of the young in a free country, are offered to the public for employment in the schools? Will we move to provide on our campuses oppor-

unities for the periodic up-dating of teachers in their teaching fields so that the instruction of the young can parallel the times of the young? Will we support coordinated research and systematically subject old practices to inquiry and seek out improved new practices? Are we ready to re-examine what is really essential in teacher education?

Are we careful enough about some needs that are apparent but easily neglected, such as (a) greater breadth and depth in academic studies so that teachers can relate better to pupils and people with varied interests, (b) demonstrated competence in oral and written expression, (c) more work, travel, and service experiences during the preparation period, (d) selected aspects of international education, (e) less rigidity in academic requirements to permit the linking of formal learning with field situations, (f) the teacher's obligations as a professional and the relationship between a united profession and the achievement of basic educational goals?

Problems are not necessarily signs of failure, they can be born of progress also. The will to identify them and to deal with them concretely is the telling matter. There are plenty of places to begin in teacher education, and much reward for the effort.

America is deeply committed to its schools. Few nations, if any, have extended educational opportunities to so many at public expense. The people are not likely to abide any curtailing of these opportunities. But they are insisting more and more that the schools provide high quality education, and they know that good programs of teacher education are essential in achieving such quality.

The recognition given by SIU to the role teacher education has played throughout its history surely indicates the institution's intention to use an improving program in this field as one of its principal ways of contributing to the welfare of men and nations in the years ahead.

Daily Egyptian

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Atacar ridiculizando

El padre Luis Coloma nos habla en su conocida novela *pequeñeces* de la revolución del abanico porque las señoras de la alta sociedad de Madrid derribaron un gobierno de la época de Alfonso XII con sólo taparse las caras tras sus abanicos ocultando las sonrisas de burla contra el primer ministro. Y es

que no hay nada más demoleedor para el español que el ridículo. Esta manera de ser del español explica la abundancia de chistes y de historietas contra los gobiernos en España. Y no sólo en los tiempos que corremos sino en todos los tiempos de la historia. Hay que desasnar al gobierno—

gritó en el parlamento un día el diputado Rodrigo Soriano, para indicar que el ministro presidiendo por el Almirante Aznar debería permitir. Y de uno de los Carlos de la casa de Borbón se dijo que había sido grande como los pozos profundos porque se le había sacado mucha tierra. Cuando la reina Victoria recién casada, estaba en plena producción, siendo ministro de Gobernación el Sr. Sánchez Guerra, encargado de colocar el farol famoso que anunciaba al público el nacimiento de un nuevo vástago real, un periódico de Madrid publicó los versos siguientes:

Se plantó delante del soldado insolente, se descubrió el rostro y le dirigió una mirada terrible. El soldado exclamó:

— Me lo habían dicho; pero si no lo veo con mis propios ojos, no lo hubiera creído.

Después de cada comida, un ciudadano patriota dice:

— ¡Gracias a Dios y al Caudillo!

Y el hijo le preguntó un día:

— Papá, ¿y qué diremos el día que muera el Caudillo?

— ¡Oh! Ese día, hijo mío, diremos

“¡Gracias a Dios!”

Un madrileño se detiene todos los días en el puesto de periódicos, compra su ejemplar, echa una mirada rápida a los titulares de la primera plana y lo vuelve a dejar sin siquiera abrirlo.

El vendedor le pregunta un día:

— Pero ¿qué rareza es esa suya: usted compra el periódico todos los días y lo deja aquí sin leer más que los grandes titulares.

— No se preocupe, amigo— dice el cliente— la noticia que yo espero vendrá forzosamente en la primera plana y estará en los grandes titulares.

Los españoles llaman al régimen “Bikini” porque nadie se explica como se sostiene y todos están deseando que se caiga. Y al Caudillo lo llaman “Atocha 22”. En la calle de Atocha número 22 hay un comercio sobre cuya puerta campea un letrero grandísimo con el nombre de la razón social: “Bobo y Pequeño”.

Jenaro Artiles



— Es un capitalista sincero. Jamás emplea las palabras «social», «revolución», «justicia», etc.

(Máximo, en «Pueblo», Madrid.)

“Amigo Sánchez Guerra encienda usted el farol que cada nueve o diez meses luce en la puerta del sol.”

Hoy abundan estas historietas como los hongos.

La hija del jefe del gobierno se queja a su padre de que los soldados de la guardia le dirigen tales groserías que ya no se atreve a salir de casa por miedo a oír insinuaciones indecentes que le sacan los colores a la cara. El padre no quiere tomar medidas extremas sin comprobar por sí mismo la verdad de la denuncia, y para ello se viste un vestido de la hija, y cubriéndose el rostro con una pañoleta, pasó por delante del cuerpo de guardia moviendo provocativamente las caderas, y efectivamente, comprobó que la hija tenía razón y aun se quedaba corta.

College film has the three R's

Remorse, retribution, redemption make up 'Attic'

By Dennis Kuczajda

Hollywood has been misrepresenting college life as far back as the old Warner Bros.—First National days when crooner Dick Powell first intoned the catchy “We’re Working Our Way Through College” (“Absorbing lots of knowledge that we’ll never ever use again . . .”) to Rosemary Lane.

College musicals and trite little college comedies remained in vogue through most of the thirties, but by the late forties the market had begun to sag. So Hollywood producers decided to add a dash of that old devil s-e-x to all that singin’ and dancin’, and the result was more banality. One fairly good comedy, “The Male Animal,” emerged from the period, but it was a highly successful stage comedy first.

By the late fifties, college movies of any sort had all but disappeared completely. Only one company, a small exploitation outfit called American International Pictures, was still attempting to turn a fast dollar with the genre. Their formula was rather curious: they sent sex-bomb Mamie Van Doren to

school in two ludicrously titled epics, “College Confidential” and “Sex Kittens Go to College.” (The former film is interesting for no other reason than comic Steve Allen’s embarrassed performance as a professor conducting a sex survey.)

Both films died appropriate box office deaths and AIP finally decided to abandon higher education except for occasionally turning a wretched loss in a girls’ dormitory in one of their quicky non-starter movies.

But since then Mike Nichols’ “The Graduate” has come and gone, taking 38 million dollars to the bank with it. College pictures—one can only cringe in anticipation—are probably going to become “very hot” once again. And to what should be absolutely no one’s surprise the first college exploitation film of the year has come from the former champion American International.

“Three in the Attic” is such sleazy good fun for the first half that you really take offense when it starts, of all things, to moralize its way to a predictable conclusion.

The hero, Paxton Quigly, is the college cliché of the sixties incarnate: the campus frat-rat stud. “He made over 50 scores his first year up here,” a leering commentator informs us. But individual conquests aren’t enough for Pax, and soon he’s juggling trysts with three girls at once: a blonde squaree with parental hang-ups, a dark haired hippie with sexual hang-ups, and a sexually liberated black chick with (naturally) no hang ups. “I jus’ was out dancin’ evvy nite,” she informs us in a manufactured corn pone-and-grits twang.

Through the first half of the picture, director Richard Wilson takes this premise and tosses in lots of pleasant, and predictable elements that will no doubt become standard for this type of film: ersatz Simon and Garfunkle music performed by Chad and Jeremy, dreamy slow-motion love sequences, stop-action freezes, and sneaky quick cuts that play peek-a-boo with various female anatomies.

Soon we even forget we’re seeing an exploitation film. The story is such an undergraduate’s dream that even the college guys in the

audience, bitter veterans of coed infighting, soon are going along with it.

But director Wilson and writer Stephen Yaffa haven’t forgotten, and soon we’re inundated with exploitation filmdom’s three R’s (as outlined by the patron saint of exploiters, C.B. DeMille): remorse, retribution and redemption.

First we’re slapped with a jarringly incongruous sequence involving an animalistic “pig party” at the frat house. Then we have to sit through some boring soul searching depicted by the old long-walk-through-the-woods routine.

The retribution sequence offers a great chance for comedy when the girls lock Quigly in the attic and attempt to rape him into submission. But every comic overtone this idea offers is abandoned in favor of boring and repetitious cuts of the girls disrobing, interspersed with close-ups of the fast-fading hero.

Finally, redemption rears its ugly head when the girls free Quigly and he makes a “Graduate”-like dash

to the bus stop to ask the blonde for forgiveness.

The unfortunate moralizing to one side, the thing that bothers me most about this movie is its most effective performance, that of the swinging Negro girl. For years, Negroes in films have been depicted as dice-throwing darlings of the “Man Tan Moreland-Willie Best” variety. After that we got the Sidney Poitier super Negro. Filmmakers are getting closer to the truth now in most areas except one. They’ve been so preoccupied with white sexual hypocrisy that they’ve traded heavily on one remaining Negro myth in order to attack that hypocrisy: a kind of envious white belief that blacks are sexually uninhibited folks who take their sex whenever, wherever and with whom ever they can. This kind of stuff was rampant in the trashy “If He Hollers Let Him Go,” and its beginning to find its way into more and more serious films. It’s as unfair a stereotype as were Man Tan Moreland’s “feet, do your stuff” incantations in the old Charlie Chan movies.

Television highlights of week

SATURDAY

The Cornhuskers of Nebraska meet the Oklahoma Sooners in a basketball game at Norman, Okla., 2 p.m., Channel 12.

Alfred Hitchcock’s tale of terror, “The Birds,” stars Tippi Hedren, Rod Taylor and Suzanne Pleshette, 8 p.m., Channel 6.

SUNDAY

There will be plenty of basketball excitement this afternoon when the New York Knickerbockers meet the

Philadelphia 76ers, 12:55 p.m., Channel 3.

MONDAY

“From Here to Eternity,” stars Montgomery Clift, Burt Lancaster and Frank Sinatra, 10:30 p.m., Channel 12.

TUESDAY

Jose Ferrer stars in the 1950 version of Rossini’s “Cyrano de Bergerac,” 10:30 p.m., Channel 12.

Activities planned on campus Sunday, Monday

SUNDAY

University Centennial Convocation: David Dodds Henry, president of University of Illinois, speaker, 2:30 p.m., Arena; University Centennial Dinner, 6:30 p.m., University Center Ballrooms.

Department of Music: Artist-in-residence recital, Dwight Peltzer, piano, 8 p.m., Shryock Auditorium. Aloxed: "Inspector General," 2:30 p.m., Davis Auditorium.

Free School Classes: guitar (beginning), 2 p.m., Morris Library Lounge; body-painting, 2 p.m., 212 E. Pearl.

Jewish Student Association: dinner, 6-8 p.m., 803 S. Washington.

Intersexual Department: annual free throw tournament, 1-5 p.m., and 8-10 p.m., Pulliam Hall Gym.

Pulliam Hall Pool: open 1-5 p.m. and 7-10:30 p.m. Weight lifting for male students: 1-10:30 p.m., Pulliam Hall Room 17.

Pulliam Hall Gym: open for recreation 1-5 p.m. and 8-10:30 p.m.

Students for a Democratic Society: meeting, 1-4 p.m., Agriculture Seminar Room. Soul Mediators: combo practice, 2-8 p.m., Agriculture 216.

Mitchell Gallery Exhibits: weaving by Ruth Ginsberg, March 9-31; reception, 7-10:30 p.m., Home Economics Family Living Laboratory.

SGAC Leadership Committee: meeting, 9 a.m.-1 p.m., Home Economics Family Living Laboratory and Rooms 102, 104, 106, 118 and 120.

Southern Players: meeting, 2-4 p.m., University Center Room C.

Department of Theater: meeting, 11 a.m.-5 p.m., University Center Room H.

MONDAY

Department of Music: piano workshop, Dwight Peltzer, clinician, 9 a.m.-5 p.m., Davis Auditorium.

College of Education: Illinois Education Association, southern division meeting, 7-10 p.m., Furr Auditorium.

Opera: "Alkeld," by Will Gay Bottje, composer conducting; opera workshop, Marjorie Lawrence, director; Z. J. Hymel, IV, stage director; 8 p.m., University Theater, Communications Building; tickets on sale University Center Central Ticket Office; public, \$2.50; students, \$1.50.

Department of Psychology: luncheon, noon, University Center Laks Room.

SIU-Winston Salem Exchange: luncheon, noon, University Center Renaissance Room. Graduate School, Speech, Theatre: meeting, 3 p.m., University Center Misajouri Room.

Community Concert: dinner, 6:30 p.m., University Center Ohio, Illinois and Sangamon Rooms.

Free School Classes: poetry, 7:30 p.m., Morris Library Lounge; chemical-biological warfare, 7:30 p.m., 212 E. Pearl; Marshal McLuhan, 8 p.m., Matrix; Free School Concept, 9 p.m., 212 E. Pearl.

Graduate Wives Club: meeting, "Knowing You As A Cook," 7-11 p.m., Home Economics Family Living Laboratory.

Pulliam Hall Gym: open for recreation, 6-10:30 p.m.

Weight lifting for male students: 2-3:15 p.m. and 6-10:30 p.m., Pulliam Hall 17.

Rifle Club: hours, 1-5 p.m., Rifle Range, third floor, Old Main.

Jewish Student Association: open, 7-10:30 p.m., study, TV, and stereo, 803 S. Washington.

Individual study and academic counselling for students: contact Mrs. Ramp, 8-11 a.m., Woody Hall Wing B, Room 135.

Alpha Phi Omega: meeting, 9-11 p.m., Morris Library Auditorium; pledge meeting, 9:15-11 p.m., Home Economics Room 118; pledge meeting, 7:30-11 p.m., Morris Library Auditorium.

Campus Folk Art Society: guitar workshop, 9-11 p.m., Agriculture Seminar Room. Phi Gamma Nu: meeting, 9-11 p.m., Home Economics Room 122.

Action Party: meeting, 5-12 p.m., Home Economics Room 203.

Self-Instruction Center: committee meeting, 8 a.m.-5 p.m., Morris Library Lounge.

Tae Kwon Do Karate: practice, 3-5 p.m., Communications Building basement. Department of Psychology: faculty paper presentation, 4-6 p.m., Agriculture Seminar Room.

Badminton Club: meeting, 7:30-9 p.m., Gym 207, 208. Aquettes: meeting, 5:43-7 p.m., Pulliam Hall Pool. University Governance Committee: luncheon, noon, University Center Wabash Room.

Baha'i Club: meeting, 8 p.m., University Center Room C. SGAC Films Committee: meeting, 8-9:30 p.m., University Center Room D.

Highest living standard

The Isle of Nauru has one of the highest living standards in the Pacific. Per capita income exceeds that of Australia, which has administered the island as a U.N. trust territory since World War II.

Monday broadcast schedules

Radio features

Programs scheduled Monday on WSUI (FM) 91.9, include:

- 5:30 p.m. Music in the Air
- 7 p.m. Radio Drama Project
- 7:45 p.m. Close-up of a Scientist
- 8 p.m. Outlook '76
- 8:35 p.m. The Composer
- 11 p.m. Moonlight Serenade

TV highlights

Programs scheduled Monday on WSUI-TV, channel 8, include:

- 4:30 p.m. Social Security-Ice Hockey

- 4:45 p.m. Friendly Giant
- 5 p.m. What's New
- 5:30 p.m. Misterogers Neighborhood
- 6 p.m. Biography-Thomas Edison
- 6:30 p.m. International Cookbook-Greece
- 7 p.m. Bridge with Jean Cox-Review: Overcall
- 7:30 p.m. What's New
- 8 p.m. NET Journal-Some of My Best Friends

- 9 p.m. SIU Centennial Ceremonies
- 10 p.m. Monday Film Classics-Macbeth

Economist co-authors article

A SIU economist is co-author of an article on state legislative reapportionment that appears in the current issue of the American Political Science Review.

Allan G. Pulsipher, who heads the Regional Economic Technical Assistance Program (RETAP) in the Business Research Bureau, joined James L. Weatherby, Jr., of the University of Minnesota to write the article, "Malapportionment Party Competi-

tion and the Functional Distribution of Governmental Expenditures." It deals with the significance of the one-man-one-vote ruling of the U.S. Supreme Court in 1964.

Pulsipher said that following the decision that states would have to reapportion their legislatures to bring about a one-man, one-vote distribution, statistical studies were made that indicated reapportionment would have little effect on state operations.

Illinois Education meeting Monday

The Southern Division of the Illinois Education Association will hold the spring meeting of the Delegate Assembly at 7 p.m. Monday, in Furr Auditorium. Bryan Kerley, president of the Southern Division, will preside.

Included on the agenda will be minutes of the October meeting of the Delegate Assembly, governing committee reports by the legislative chairman, Philip Provart; membership and finance chairman, Ruth Sutton; welfare and ethics chairman, Gene Rhine; and public relations chairman, Grace Clark.

The Southern Division delegates will also elect officers for the following term.

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Scholarship trophy

Nancy Hunter, left, president of Panhellenic Council, and Nanette Smith, advisor to sororities, admire the trophy awarded to Alpha Gamma Delta for having the highest scholastic overall grade average for fall quarter. Photo by Dave Lunan

Four get scholarship awards

Four awards designating outstanding scholastic achievement were given at the Pan-Hellenic Scholarship Dinner Wednesday night.

Regina Shelton, with a perfect 5.0 over-all grade, received the award for the independent woman with the highest scholastic average. Nancy Rahe, a Delta Zeta with a 4.7 over-all, received the award for the sorority woman with the highest scholastic average.

The Pan-Hellenic award for the sorority with the highest scholastic over-all was presented to Alpha Gamma Delta which maintained a 3.8 sorority average for fall quarter. The Sigma Kappa pledge class received the award for the highest pledge average fall quarter. They maintained a 3.45 over-all.

Following dinner and the award presentation, Chancellor Robert MacVicar complimented the 90 dinner guests

on their high academic standards.

To be invited to the Pan-Hellenic scholarship dinner, independent women had to have attained at least an over-all of 4.7, and sorority women a 4.0 average.

Susan Hobbs, hostess for the affair and the Pan-Hellenic scholarship chairman, commented that the purpose of the dinner was "to honor high scholastic achievement in both independent and sorority women."

Ray may plead guilty Monday in exchange for life sentence

MEMPHIS, Tenn. (AP)—James Earl Ray's lawyer was granted a Monday appearance in Criminal Court as an Alabama newspaper reported Friday that Ray plans to plead guilty in the death of Dr. Martin Luther King Jr. and will receive a 99-year sentence.

A spokesman for Judge Preston Battle, who is scheduled to preside at Ray's trial next month, said Ray's lawyer had sought and been granted the hearing. There was no indication here what the hearing would concern.

In Huntsville, Ala., however, the Huntsville Times reported Ray will plead guilty to the assassination of King last April 4 and receive a 99-year sentence.

The Times wrote that it learned the State of Tennessee would recommend the 99-year sentence "when Ray pleads guilty."

Dist. Atty. Gen. Phil Canale had no comment on the Huntsville Times report. State

Unitarian fellowship

The Rev. Alan Line, director of the Student Christian Foundation, will speak at 10:30 a.m. Sunday at the Unitarian Fellowship at the corner University and Elm.

His topic will be "Revolution and Possibility for Community."

Atty. Gen. George McCanless was not available.

The Huntsville newspaper quoted a source close to the case as saying the guilty plea "is the only way Ray can escape the death sentence" and win a 99-year term.

The Times said its source reported that such a sentence would have to be imposed by the jury. However, plans are for the jury to be empaneled and each juror will be asked if he would abide by the recommendation of the court, the source was quoted.

After a prima facie case involving only a few witnesses, the court then would accept a plea of guilty and the 99-year sentence would be recommended, the source added.

Ray has been in jail at Memphis under tight security since shortly after he was captured in London, England, June 8, 1968.

Ray's trial has been rescheduled twice. The first postponement came when Ray dropped former Mayor Art Haynes of Birmingham, Ala., as his attorney.

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Cash stolen

Five vending machines broken into on campus

Theft of an undetermined amount of cash in three separate incidents where vending machines were broken into during the early morning hours Friday has been reported by the Security Police.

A soda machine in the basement of Felts Hall at Thompson Point was discovered pried open shortly after 3 a.m. Police were called to the scene and a further search revealed a second break-in at Bailey Hall, also at Thompson Point.

The third vending machine burglary occurred in Parkinson Laboratory. Security Police received a call from a

janitor in the building who reported three machines had been broken into there.

In all three cases the contents of the machines was not disturbed, according to reports.

Police quoted John Jones, head resident of Thompson Point, as saying there have been similar incidents of vending machine break-ins at Felts, Brown and Pierce Halls in the past.

The Security Police are reportedly checking clues in the cases. A lock on the soda machine at Felts had been sawed in two before the machine was pried open, police said.

Klingberg on foreign policy

Frank Klingberg, professor of government at SIU, will talk on American foreign policy Monday at noon in the Student Christian Foundation, 913 S. Illinois.

The subject of the lecture is "Transition in American Foreign Policy: Challenge

to Internationalists." Sponsored by the Faculty Christian Fellowship, it is the last luncheon program in the winter term.

Lunch will be served for \$1.25. Reservations can be made by calling 549-7387.

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—MAY MARTIN

Physical expansion characterizes SIU growth

This is the third of a three-part series on the history of SIU, compiled and edited by members of Kenneth Stuck's feature writing class. Students working on the story were Jim Mack, editor, Dave Cooper, Mike DeDonker, Richard Diederich, William Douglas, Mary Fraser, Cheryl Giesley, Ross Ann Pearce, Terry Peters, Jim Proffitt, Bob Sparberg and Rob Wilson. Information sources included various newspapers and periodicals, historical accounts and personal interviews.

Physical expansion has been the dominant fact of life at SIU since 1949. Both the academic core of the University and the peripheral area of student housing have undergone great changes since the years immediately after the war.

The establishment of a seven-member Board of Trustees to coordinate the utilization of resources more effectively was an appropriate beginning for a period of expansion such as Southern has experienced in the past 20 years.

The addition of new personnel and University services and departmental growth prompted the Illinois state legislature to allocate funds in July, 1949, for the construction of a power plant and service shops, Morris Library,

the Life Science Building and a dormitory.

A new University Center located at 901 S. Illinois Ave. opened in January, 1950, to provide students with facilities to lounge, study and hold meetings.

The construction of 27 new barracks was underway during 1950 to relieve the crowded conditions existing in the different departments. The Department of Art increased its facilities by moving to the Allyn Building.

Throughout the 1940s and early 1950s, the housing facilities at SIU were inadequate. To improve this situation, Woody Hall was begun in April, 1951.

Many buildings were removed to make room for the new dormitory. The departments housed there, moved to the new barracks constructed in 1950.

While the influx of students and the growth of academic departments greatly influenced SIU's growth, external factors helped in the shaping.

Agricultural training was expanded during 1951 to meet the needs of the local farm community.

Students and faculty voted in February, 1951, to establish an AFROTC program. The birth of this program was prompted by the United

States involvement in Korea.

During the 1950s growth accelerated. Financed primarily from the \$7 million state appropriation of the 1949-51 biennium for capital improvements, construction began on the Life Science Building, Industrial Education Building and the Physical Education wing.

The agriculture program grew over the years, and in March, 1953, the Board approved plans for the construction of the Agriculture Building.

The effects of the new "building boom" began to be felt by 1953. Anthony Hall, previously a women's dormitory, became a men's residence hall. The women were moved to Woody Hall.

Construction continued on student housing. Construction was underway in 1956 on Thompson Point, Southern Acres and Small Group Housing were also being built.

With the housing problem partially solved, the University turned again to the overcrowded conditions which existed in other areas.

President Delyte W. Morris conducted ground-breaking ceremonies March 13, 1959, for the construction of a new University Center. The ceremony marked the end of the first period of physical expansion.

A second period of expansion

began in 1961 with the State University Bond Issue, which provided \$53 million for construction at SIU. The buildings constructed as a result of the bond issue include: the SIU Arena, Wham Education Building, Lawson Hall, a five-story addition to the Morris Library, Communications Building, General Classroom Building and the three buildings for the School of Technology.

In addition to funds from the bond issue, SIU received various federal grants which offset a portion of the construction costs during this second period of growth.

Construction costs during this second period of growth.

Dormitories include the University Park and Brush Towers complexes.

The \$1 million federal grant received for the construction of the Physical Science Building is one example of such grants.

A third period of physical expansion is presently underway. The completion of Morris Library, Phase-II of the University Center, Life Science Building and Communications Building are part of this period.

Kurtz solicits museum membership

"SIU students have a chance to be in direct communication with one of the largest museums in the world," said Bruce D. Kurtz, instructor in the Department of Art and membership contact for the Museum of Modern Art in New York.

The Museum of Modern Art is offering student membership to students throughout the country. Under this they enjoy full membership privileges along with special student membership benefits, said Kurtz.

"Not only does the student receive reduced rates on magazines, prints, Christmas cards and calendars, but they also are sent releases pertaining to exhibitions that will be in New York, Chicago, and

Los Angeles," Kurtz said. "These releases are sent two or three months before time."

The museum, founded in 1929, has 3,000 objects with facilities for exhibiting 700. One of the top works now on display is Picasso's "Guernica" on extended loan from the artist. This was painted in 1937 in protest against the bombing of Guernica, Spain, by the Germans.

If the student gets to New York, he receives many more benefits because of the membership, said Kurtz. For every time that he goes to the museum, he saves \$1.50 admission fee and is allowed to see free film showings during the day, Kurtz added. Along with this, they have the use of the Members Penthouse Restaurant.

Student membership is \$12.50 annually, which is half the cost of regular resident membership. Kurtz said that

anyone wanting applications should see him in his office in 209 of the Allyn Building, or in the Department of Art office in the Allyn Building.

Tuition deadline set for March 14

The deadline for payment of tuition fees for those undergraduates who have completed advance registration is 4 p.m. March 14.

The fees must be received by the Bursar's Office by 4 p.m. Payments by mail, if received after that time, will be subject to late penalties.

Washington's birthplace

George Washington was born Feb. 22, 1732, on his family's plantation overlooking the Potomac River near Wakefield, Va.

Summer sunburn can be serious

An epidemic of spring fever will soon be sweeping across college and university campuses, and at least one result can be painful—sunburn.

For those students who will venture to Florida beaches for Spring vacations, some advice may be helpful. Although most cases of sunburn result in only first degree burns, sunburn can cause second degree burns which in some cases may require hospitalization.

According to Dr. Tom Clark of the SIU health service, the best way to prevent sunburn is through progressive exposure. Dr. Clark said, "Exposure the first two days should be limited to 30 minutes and can be increased accordingly depending upon the individual."

Clark also advises the use of commercial sun-tan lotions, or the wearing of a T-shirt to protect the skin.



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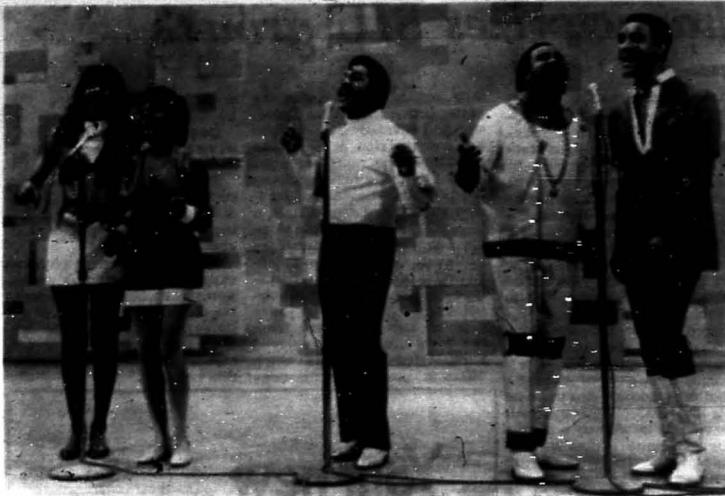
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The 5th Dimension

Students live with foreign families in 'Experiment'

By John Fisher

The main purpose of the Experiment in International Living is to "meet other cultures on their own terms," according to Pat J. Vesco, a field representative for the Experiment.

The Experiment is a non-profit organization which offers several programs, including one for summer, which lets people "live with someone else's ideas," said Vesco. He explained that in the Experiment the people live as natives of the country they are visiting, not as tourists.

"A lot of the people returning have told me they were ashamed of American tourists," he said.

The summer program lasts from seven to nine weeks and can cost from \$350 to \$1,650, Vesco said. Students may travel to any of 48 countries where they will live with a family for one month, he added. They may live in a palace or a hut, he said.

The first phase of the program, which was founded in 1932, is to send students who are not proficient in the language of the country to the Experiment's School for International Training at Brattleboro, Ver., Vesco said. There they receive intensive language training which will enable them to speak the language well enough to live in the country, he said.

Students travel to their chosen countries in groups of 10, and then to the communities

in which they will live, Vesco stated. After they move into their assigned homes, he said, they may not see the other people in their group for the entire month's stay.

After the month in the foreign home, the participants may invite one of their "brothers" or "sisters" from the family to take a tour of the country with the group, said Vesco. According to him, they will travel by bus or train, just like the people of the country, and will view the country as if they were citizens.

Vesco said the Experiment is looking for the type of student who can be cosmopolitan. That is, one who, "can wake up in the morning and taste strange toothpaste, or even no toothpaste at all."

The Experiment, which has been operating for 36 years, was founded by Donald B. Watts, who felt people traveling in foreign countries should try to understand the people living there, not just visit, Vesco said. "Now some 40,000 to 50,000 people are introduced to each other each year through the Experiment," he said.

According to Vesco, there are about 20 students at SIU who are participating in the Experiment. They are from the African Scholarship Program to American Universities, and the Latin American Scholarship Program to American Universities, he said.

The Experiment's academic program sends and receives

students from 13 countries, Vesco reported. They can study in the universities, or, with approval of their dean and the Experiment, can participate in the Independent Study Program, where students do research in a foreign country.

There are interest free loans and some scholarships available, based upon need, Vesco said, so that almost any student who wants to can participate in the program.

Vesco was at the International Center Monday to explain the Experiment's programs. Information on the programs may be obtained there.

Turner to speak on Negro culture

Darwin T. Turner, an authority on black theatre and black literature, will be a guest of the Department of English Monday. All interested students are invited to meet with him from 2:15 to 3:30 p.m. Monday in the Black American Studies Office in the Old Baptist Foundation.

Turner, Dean of the Graduate School at North Carolina A & T University, is presently a visiting professor at the University of Wisconsin. He received his B.A. and M.A. degrees from the University of Cincinnati and his Ph.D.

degree from the University of Chicago.

"Katharsis" and the forthcoming "Negro American Writers" were written by Turner as well as a volume of poems and several articles and reviews for magazines such as the Negro Bulletin and the Journal of Negro History.

Veterans name Polivka president

Fred Polivka was elected president for the Southern Illinois Veterans Corporation Monday for the 1969-70 school year.

Other new officers are Mike Sullivan, vice president; James Kegg, recording secretary; Tom Hanson, corresponding secretary; Frank Wolff, treasurer; Bill Krauklis, coordinator; Ken Frankenberg, historian; Kerry McLean, social chairman; and Jon Sandusky, sergeant-at-arms.

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Two SIU faculty members to write reference articles

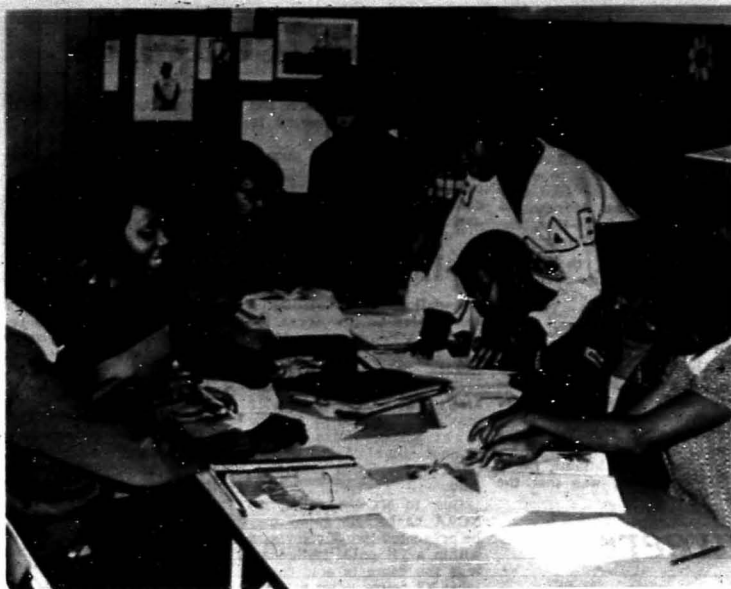
Two SIU faculty members were selected to contribute to the new International Encyclopedia of the Social Sciences, a 17-volume reference work that represents seven years of scholarly collaboration by 1,305 social scientists.

They are Paul A. Schilpp, professor of philosophy, and Charles R. Snyder, professor of sociology and chairman of SIU's Department of Sociology.

Schilpp wrote an article on

Ernst Cassirer, a 20th century German philosopher, for the encyclopedia. He earlier edited a book on Cassirer's philosophy for his "Library of Living Philosophers" series.

Snyder co-authored with David J. Pittman an article on "Social Aspects of Drinking and Alcoholism." Pittman is a professor of sociology and director of the Social Sciences Institute at Washington University, St. Louis.



Sorority tutors

Members of Alpha Kappa Alpha Sorority are working as tutors with students from Carbondale Lincoln Junior High. Students and tutors from left are Lassie Conley; Sanette Martin, tutor, sophomore from St. Louis; Yvonne Goodwin, tutor, senior from Chicago; Rhonda Lester; Kathy Pasmore; Earlean Fisher, tutor, sophomore from Chicago; Janet Steele; Carlos Kanner and Merle Samuels, tutor, junior from Chicago. (Photo by John Lopinot)

Alpha Kappa Alpha assists children through tutoring

By Charles Purkey

To 25 students at Carbondale's Lincoln Junior High School, a tutor isn't just someone who helps them learn.

A tutor also is "someone to talk to," says the school's counselor, Bruce Allen.

Fifteen members of SIU's Alpha Kappa Alpha, social sorority for Negro women, are fulfilling both roles for the students at Lincoln.

These 15 girls from AKA each spend two hours a week working with students picked by Allen. According to Allen, he has 200 students at the school out of the 600 enrollment who need the program. He has picked the 25 who need it most. These children are from families in an underprivileged area and in most cases there are 10 to 15 children in each family, Allen says.

The tutoring program tries to keep the student-tutor ratio on a one-to-one basis, which explains the few who are being tutored.

Those who are being tutored are showing definite positive results, said Allen. Their teachers have noted that they are more interested and responsive in class. Also they are eager to meet with their tutor each week. The AKA girls meet with the youngsters at the Neighborhood Resource Center from 3:30 to 4:30 p.m. at least once a week.

At these meetings, the student and the tutor sometimes do not mention schoolwork. At times they just visit, talking of the events of the school day. This points out the two purposes that the program serves. First, the student is given help with his subjects if he wants it. Second, and just as important, says Allen,

the student is given someone who will just listen to what he has to say.

This social help and "just showing that someone cares" is very helpful. According to Allen, this is just a "time out" to talk things over. A time to discuss personal affairs that cannot be discussed at home because there just isn't anyone to talk to.

In addition to just talking to the AKA girls, Allen points out, the students are given an opportunity to see someone like themselves, all Negroes, who is getting ahead in the world. Just to see someone with clean clothes, a nice hair-do, and a desire to help them is something new to most of the children, says Allen.

Many of the girls are going well beyond what is expected of them the counselor says, and have taken it upon themselves to take their students out on occasion. A trip to a movie, to an art gallery, or out to dinner at the AKA house have been topics of much conversation around the school. As a result of this, there is now a list of students who want to try out the program. Allen reports that about 80 children have signed up for tutors.

Allen has a long range plan connected with his tutoring project. He has hopes of being able to establish a Pal Program. This program would involve taking the children out for social activities as the girls are now doing. The prospect of establishing this program is good, says Allen, if he can get some help from more SIU students. The children are ready to participate now that they have seen that there is someone who wants to help them, and help is the key to the overall plan.

The overall plan of the tutoring project is to prevent students from dropping out of school. Of the students who drop out of Carbondale High School, 22 per cent are Negro says Allen. By showing those at the junior high school level that education is the key to getting ahead, Allen hopes to cut down this high dropout rate.

Allen requested that anyone who is interested in helping in the project contact him at Lincoln Junior High School.

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Area fire survey completed

If special emergency or rescue equipment is needed, local officials can now quickly find out where they can get it.

A comprehensive directory of equipment, manpower and facilities is available for each of the nine counties studied in a survey of fire protection resources.

The survey conducted by mail with the aid of the Greater Egypt Regional Planning and Development Commission was begun last year in Franklin, Gallatin, Hamilton, Jack-

son, Jefferson, Perry, Saline, Union and Williamson Counties.

The information, provided by local fire chiefs, was distributed throughout the region to fire departments, communities, civil defense offices and other officials.

Franklyn Moreno, executive director of the commission said that the directory would be updated regularly and would be useful in community, county and regional planning programs.

VTI to graduate 19 nurses

After completing one year of training at VTI, 19 students will be graduated as practical nurses at ceremonies beginning at 2:30 p.m. Sunday, March 23, in University Center, Ballroom B.

Winifred Mitchell, chairman of the practical nursing faculty, said that the students have been trained in the "learning theory," which involves learning to care for a patient. She added that the students are only "beginners" and will have much to learn at the

hospitals in which they will work.

Dr. N. T. Potter of the Carbondale Clinic will be the guest speaker and the Rev. Mr. Walther of the First Christian Church, Herrin, will be the presiding minister at the ceremonies. The public is invited to attend.

Baptist group to present pulpit drama

A pulpit drama, "A House for Marvin," will highlight a program by the American Baptist Campus Ministry fellowship this Sunday at the First Baptist Church, Carbondale. The public is invited.

The program will begin at 5:30 p.m. with a dessert smorgasbord in the Fellowship Hall, Stuart Bardsley presiding. The Sadie Robbins Circle will be in charge of tables and music will be provided by Betty Hinchcliff, Co-chairman are Edna Parkin and Frank Gibbard.

The play will begin at 6:15 p.m. Participants will be Kent Wilson, Kay Cash, Jim Solenberger, Tom Turner, Sandy Ogelsby, Al Manter, Nino Jo Novulis and Irving Dunbar, the campus minister. Director of the play is Glenda Vaughn.

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by Giovanni Dughetti

Giovanni was born in a little village of Ramiseto Per Nigone Provincia Di Reggio Emilia, which is near Genova, Italy in 1921.

Giovanni was the son of a Beggar Giuseppe. He just finished grade school and his father said "Giovanni you must go to work." But Giovanni didn't want to go to work he wanted to beg like his father.

So one day he left home and wandered to the city of Naples, Italy. His first stop was Luigi's the baker. He asked Luigi for something to eat Luigi got mad and threw a piece of dough at Giovanni. He caught the dough and put it in his pocket.

Next he stopped at Pasquale the delicatessen store "Pasquale" said Giovanni, "I want something to eat." Pasquale got mad and threw a piece of cheese at him. Again Giovanni put the cheese in his pocket.

Walking and getting tired Giovanni's next stop was Vittorio the produce man. He asked Vittorio for something to eat. He got mad and threw a tomato at him. Giovanni caught the tomato and put it in his pocket.

Finally Giovanni was tired so he stopped under a shady olive tree on the outskirts of town.

First he made a hearth of bricks then started a little fire.

Out came the dough from his pocket. He put it flat and laid it on the hearth of bricks. He squashed the tomato over the piece of dough, then he crumbled the cheese over the tomato.

He watched it cooking. The dough and cheese were starting to brown. He then decided it was done, so he picked it up and raised it toward the sky and said: "God bless, this first Pizza."

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Arena facilities impress visiting coaches

By Barb Leebens
and Dave Cooper
Staff Writers

The SIU Arena and facilities impressed two of the coaches who used it Friday afternoon for practice. Admiring the Arena facilities were Al McGuire, coach of the Marquette hall club, and Coach Johnny Dee of Notre Dame.

"We were suppose to play in Carbondale a couple years back," Coach McGuire said. "They had promised me a new fieldhouse and we came here and played in some small gym somewhere, but since that time the SIU athletic facilities have improved over 1,000 per cent. This place, the whole school is really beautiful."

"All the people here have treated us great," McGuire said. "My only wish is that the Governor would build some better roads so that it would be little more easier to get here."

Getting down to business, McGuire discussed the Murray State team, his opponent for the 5:05 p.m. game today. "They have a real good club. We can't keep up with them if they run. If we can keep their score under 85-90 points then I think we'll have a good chance to beat them."

"I do know that both of the two teams are physically exhausted because of all the pressure and of all the road trips," McGuire said. "We've had scouts at their last two

games that compare them with Loyola.

"If Murray comes off their peak, I think that we'll be able to beat them," McGuire added. "But if they play like they played against Morehead—really psyched-up—then the game will be a real tight one."

Upon entering the Arena for the first time with his Notre Dame squad, Coach Johnny Dee commented, "This is a beautiful facility, much like our fieldhouse."

The Fighting Irish also have a domed fieldhouse, and the only difference is that Notre Dame's seats about 2,000 more people than the Arena does.

Asked about Miami, Dee's only comment was that the

Ohio team is impressive and that their 14-10 record is misleading.

"Whenever a team comes out on top in the Mid-American Conference, it has accomplished a great deal," Dee said.

"When a team is at this

stage of the season, all of it's competition is very keen."

Dee was much more concerned about his own hall club.

"I just hope we can shoot well because this has been one of our main problems the last couple of weeks."

Sellout expected for NCAA

A sellout crowd will be on hand today in the Arena for the NCAA Tournament. Murray State bought the last 1,300 tickets Friday afternoon.

Students who aren't planning to attend the doubleheader may still be able to see the first game, Notre Dame against Miami of Ohio at 3:05 p.m., on television in Carbondale.

Due to NCAA rules, no NCAA basketball game may be presented live on television within a 110-mile radius unless the game is sold out at least 48 hours prior to game time.

However, tickets didn't go on sale at the visiting schools until approximately 48 hours before the game, so the Notre Dame-Miami contest may or may not be blacked out for NBC affiliates in Paducah, St. Louis and Evansville.

At this time, NBC officials haven't decided whether to televise this game within the area.

It's also not known at this time whether Television Sports, Inc. will carry the second game between Murray State and Marquette beginning at 5:05 p.m.

The Television Sports crew

planned to use some of NBC's equipment, but TVS has yet to meet NBC's price in order to make its regional telecast.

Saluki Saints to play

Saluki Saints fans will have the opportunity to see their team in action Sunday as they meet the Faculty-Alumni basketball team in the U-School gym at 6:30 p.m.

The Faculty-Alumni team is 29-7 for the year and winners of the Park District League with a 9-0 record, compared with the Saints' 10-0 record in intramural basketball play.

Jim Rosser, Roger Bechtold and Ed Zastro, former Saluki basketballers, are on the Faculty-Alumni team.

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Two grapplers end careers

Two SIU wrestlers will contest their last dual wrestling meet of the season tonight against Missouri in the Arena at 8 p.m.

Terry Magoon, a senior from Erie, Pa., and Bob Roop, a senior from East Lansing, Mich., will complete the last dual meet of their collegiate career Saturday night.

Thus far, Magoon, the winingest SIU grappler, has compiled a record of 15 wins and two losses, losing only a 6-2 decision to the Iowa State 130 pounder and a 15-2 decision to the Michigan State 130 pounder.

Piling up a 15-3 record, Roop at heavyweight for the

Salukis has been defeated 4-2 by the Northwestern heavyweight; 5-1 by the Michigan State heavy; and 10-4 at Oklahoma State.

"The match will be tough enough to give us problems," Coach Linn Long said. "If I coach their thinking, they'll really try to belt it to us."

Missouri has racked up an 8-3 slate for the season, losing only 24-11 to Northeast Missouri; 22-9 by Winona State; and a 25-6 loss to Michigan.

The Tigers have beaten Ohio State 15-12, Purdue 26-11, Nebraska 23-6 and Kansas State 15-14.

An interesting battle takes

place at 123 with the Salukis Jan Gitcho going against Steve Cavanaugh, Missouri, both from the same high school in Granite City.

At 130 SIU's Magoon will go against Dave Barrett (8-5-1), and 137 Jim Cook (5) 8-10 will be matched against Bill Shepard (M) 6-3.

Wrestling at 145 Vince Testone (S) 2-3 will grapple with Hank Gark (M) 1-1 while SIU's Rich Casey 8-3 goes against Brad Zimmel 12-0-1 for the season.

Tom Duke, 13-6 will go against the Tiger's Joe Winer 6-6-1.

Recovered from an injury suffered earlier this week in practice, Ben Cooper (15-2-1) will return to the line-up at 177 and wrestle against John Byrd 11-4. Roop will meet the Tigers heavyweight Bob Knudsen, 9-1 for the season.

Gymnasts to perform

Four SIU gymnasts will perform on the trampoline at halftime of the Notre Dame-Miami of Ohio game, which is being televised nationally from the Arena by NBC starting at 3:05 p.m.

The trampoline team includes Skip Ray, Mark Randall, Homer Sardina and Jim Shapiro.

NBC set to televise NCAA

Preparations for NBC-TV's televising of first-round NCAA basketball action from the Arena began more than a month ago, according to Jim Schaeffer, NBC unit manager.

"Actually, it's a routine thing. We don't move in to televise any event until we have a complete report on all conditions that will prevail in the shooting," said Schaeffer.

"For example, in this case we needed to add quite a bit of candlepower to the Arena lights before we could televise. Our report showed that and the change was made before our trucks arrived."

Schaeffer said the camera crews and talent would run

through a two-hour rehearsal prior to today's telecast to make sure that there will be no surprises for the talent during the game.

The talent to whom he referred are Jim Simpson, who will do the play-by-play, and Pat Hernon who will do the color for the games.

"We'll know every camera shift, every shot that will be taken by the cameras and in what sequence before the game even begins," Schaeffer said.

Producer for the games will be Roy Hammerman and his director will be Ted Nathanson.


Three WSIU workers will handle the visual inserts for the games. They are Phil Olman, Vince Keys and Steve Main.

Four more teams added to NIT slate

Four more teams were added to the NIT tournament slate Thursday. The addition of Wyoming (19-8), Tulsa (19-7), Ohio University (15-8) and St. Peter's (20-6) brings the total number of teams already selected to 10; previous selections include Boston College, Rutgers, Temple, West Texas State, Tennessee and the Salukis.

The Saluki record against two of the above teams this year is bleak; SIU has absorbed losses to Tennessee (54-41) and Tulsa (85-82 in overtime).

In the 1966-67 NIT tournament, SIU broke the old Madison Square Garden record by downing St. Peter's 103-58, took Rutgers 79-70 and went on to take the NIT crown, the first small college team to do so.


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Lofty chair

A coed identifying herself as Lilly Abigail Schwarz took a break Friday afternoon by perching herself in this tree just north of the University Center. Stopping to chat with her is Gary Geppart, a junior. (Photo by Nathan Jones)

Daily

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Carbondale, Illinois

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Randolph chosen as East St. Louis police supervisor

EAST ST. LOUIS, Ill. (AP) — This city chose former Illinois public safety director Ross V. Randolph Friday to rebuild its police department and put an end to a steady rise in crime.

The City Council voted unanimously to offer a two-year contract to Randolph at \$25,000 a year.

Randolph, a former teacher, deputy sheriff, FBI agent and prison warden, is well known for taming unruly Menard Penitentiary at Chester, Ill., after taking over in 1953.

He was appointed public safety director by former Gov. Otto Kerner in 1965. Randolph left the state post about a month ago when the Republican administration of Gov. Richard B. Ogilvie came in.

Ogilvie is to attend a meeting of Negro leaders at Lincoln High School in East St. Louis Saturday. The all-day meeting begins at 8 a.m. with Ogilvie attending between 2 and 4 p.m.

Randolph's appointment stemmed from a study of the East St. Louis police department by a team from Michigan State University. The study was initiated by the East St. Louis Chamber of Commerce.

The team's highly critical report recommended that a top professional administrator be brought in to run the department. It also called for the replacement of Police Chief Virgil Baltezor.

A screening committee headed by Dr. Jefferson Ware, a Southern Illinois University criminologist, sifted through a large number of applications and recommended five candidates to the City Council.

Randolph, at a meeting with Mayor Alvin G. Fields and his administrative assistant, George Washnis, Thursday, reportedly was told he was the top choice.

Randolph, after teaching school and becoming a principal, then a sheriff's deputy, state patrol agent and prison education director, joined the FBI in 1941.

Randolph was named warden of the Pontiac, Ill., State Prison and in 1953 was called on to put Menard Penitentiary's house in order.

There had been two bloody riots and prisoners virtually controlled the prison when Randolph stepped in. Over the next 12 years, he turned the prison into an institution regarded as a model.

When he left to become state public safety director, one convict said in farewell, "Warden, we're pleased that you got promoted, but we sure hate to see you go."

ICRR to provide extra seats for spring break

Forty-two hundred extra seats will be provided by the Illinois Central Railroad on trains between Carbondale and Chicago during the spring break of SRU classes.

V.J. Paul, district passenger sales manager, announced the number of extra coaches on departures from Carbondale as follows:

March 15-1 p.m., 6; 4 p.m., 4; 7 p.m., 4; March 17-1 p.m., 8; 4 p.m., 10; 7 p.m., 3; March 18-5:30 a.m., 2; 1 p.m., 12; 4 p.m., 12; 7 p.m., 3; March 19-5:30 a.m., 2; 1 p.m., 12; 4 p.m., 4; 7 p.m., 2.

No special trains will be operated, Paul said.

Gus Bode



Gus says when the final exams are over a lot of students will be railroaded out of town.

Sirhan's trial continues; defense witnesses testify

LOS ANGELES (AP)—One of Sirhan Bishara Sirhan's defense witnesses testified at his murder trial Friday that the young Jordanian Arab inquired about Sen. Robert F. Kennedy's security guard two hours before the assassination.

Hans Bidstrup, an electrician at the Ambassador Hotel, said he fell into casual conversation with the 24-year-old Sirhan who asked him how long Kennedy had been staying at the hotel.

"I said Mr. Kennedy had stayed at the Ambassador Hotel a certain length of time," Bidstrup said he replied. "I think there was a question about Senator Kennedy's security—if there was any security."

Q. What did you say?

A. That I would assume any man of his importance would have some.

Bidstrup added that a fireman appeared at the booth where the electrician was on duty, "and it appeared that Sirhan was a little startled."

Sirhan has testified he was

drunk and unable to remember shooting Kennedy. Bidstrup testified that "it appeared to me he was intoxicated."

"What did you base your opinion on that he was intoxicated?" the witness was asked on cross examination.

"Mainly on a glass in his hand," Bidstrup replied. "It was half empty."

Another defense witness, Enrique Rabago, said he also talked with Sirhan that evening and expressed fear that Kennedy might not win the Democratic presidential nomination.

He quoted Sirhan as telling him: "Don't worry if Senator Kennedy doesn't win. That (obscenity) is a millionaire. Even if he wins he is not going to do anything for me or you or the poor people."

Earlier, a former employer of Sirhan testified that the defendant was an advocate of violence months before the assassination.

John Weidner, balding, gray-haired owner of a health food chain, said they discussed Negro civil rights achieve-

ments and that the 24-year-old Sirhan declared: "They got it by violence."

"In substance, did he say that violence was the way the Negro people would achieve their ends?" he was asked in cross-examination.

"Yes, sir," Weidner replied.

Sirhan worked for Weidner as a handyman from Sept. 24, 1967, until he quit in a temper March 7, 1968.

Weidner was called as a defense witness in an attempt to bolster a claim that Sirhan's mental and emotional shortcomings made it impossible for him to premeditate Kennedy's murder.

In a heavy Dutch accent, Weidner told of intense anti-Jewish sentiments expressed by Sirhan. He said he tried to convince the defendant that a peaceful settlement was the way to resolve Arab-Israeli difficulties.

"Mr. Weidner, I admire you and would like to be like you, but I cannot," Sirhan was quoted in reply.