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## The Daily Egyptian, May 11, 1968

Daily Egyptian Staff

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Daily  
Egyptian

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Volume 49 Saturday, May 11, 1968 Number 144

**Carl Milles:**

**Splendor Is The Form**

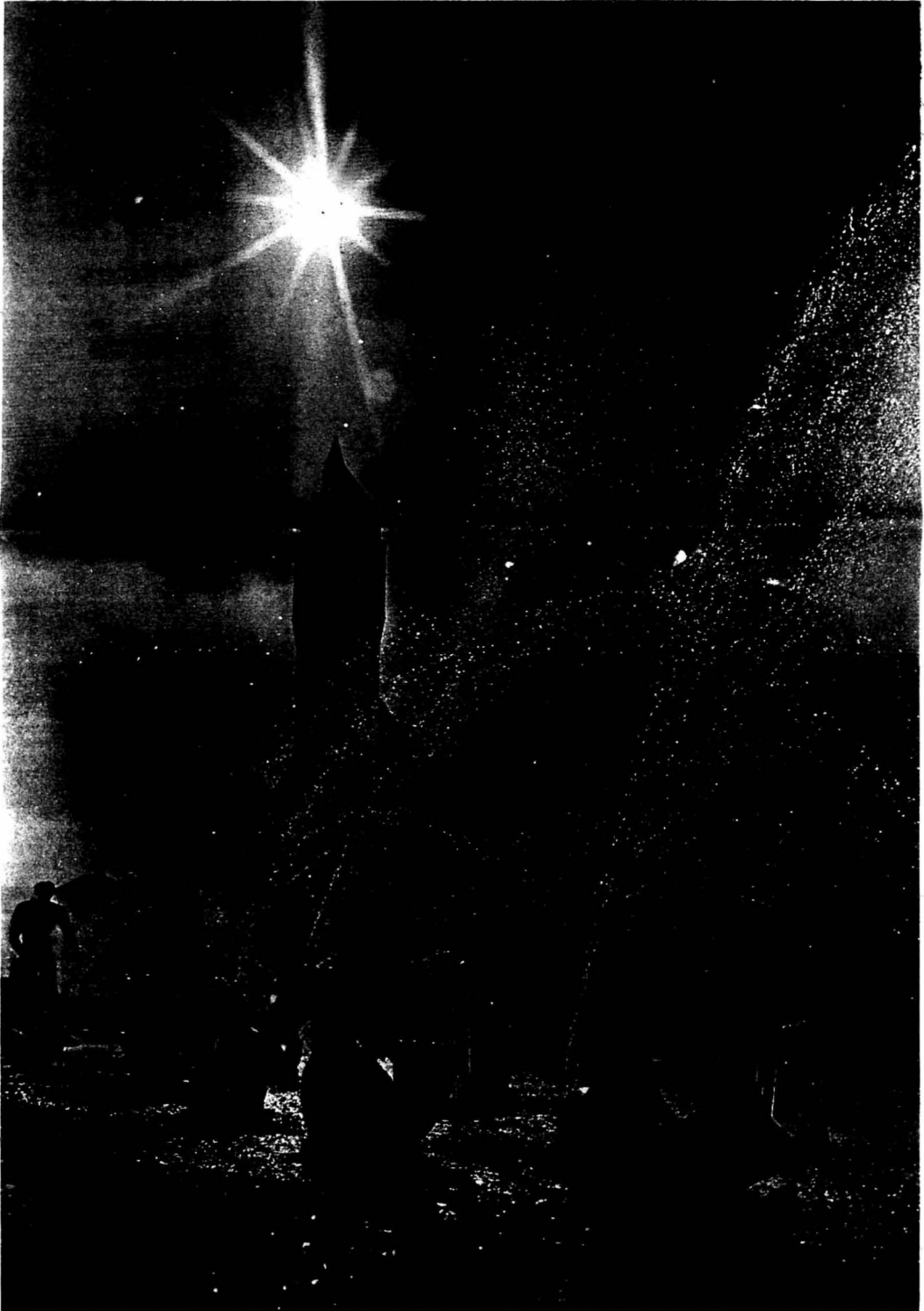


Photo by Ken Winn of the St. Louis Globe-Democrat

Carl Milles' "The Meeting of the Waters Fountain" at the Aloe Plaza in St. Louis. The fountain group is located in front of Union Station on Market Street.



"Angel With A Flute": On the lower terrace of Millesgarden in Stockholm, Sweden, this figure is one of a large group of sculptured "angel musicians."

If you are familiar with St. Louis, then you may also be familiar with the art of Carl Milles, for St. Louis is the proud possessor of one of the most renowned works of the late Swedish artist.

"The Meeting of the Waters Fountain," at the Aloe Plaza in St. Louis, symbolizes the flowing together of the Mississippi and Missouri rivers a few miles north of the city. The fountain group, which consists of 19 figures, is located in front of the city's Union Station, and along with the Gateway Arch and Busch Stadium, is one of St. Louis' most famous landmarks.

Despite the splendor of the fountain in St. Louis, there is a more magnificent tribute to Milles' art: Millesgarden, on Lidingo Island in Sweden.

It is at Millesgarden, located on the edge of the capital city of Stockholm, that originals or replicas of practically everything Milles has produced are found. The garden is a tribute to the great artist.

Carl Milles was born at Lagga, Sweden, in 1875. Following a brief apprenticeship as a cabinetmaker and woodworker, he entered the

Text by Dean Rebuffoni

Technical School in Stockholm. There, his ability in carving and ornamental modeling gained the attention of his instructors, and he was awarded the Swedish Arts and Crafts Society prize in 1897.

That same year he traveled to Paris, the great capital of the arts, intending to remain only a short time. The short visit lasted for seven years, however, as Milles' ambitions to become a sculptor achieved reward in the French capital. By 1900 his work was gaining recognition throughout France, and by 1914 he was being given wide acclaim by continental critics.

Milles first visited the U.S. in 1929, and in 1931 he accepted the invitation to take up residence as Professor of Sculpture at Cranbrook Academy, in a Detroit, Michigan, suburb. The first comprehensive American showing of his work was at the City Art Museum of St. Louis. His "Meeting of the Waters" work, which was given active support by a

## Landmark Artist

## For Two Continents

Photos from Millesgarden in Stockholm, Sweden.

small group of St. Louis art enthusiasts, was completed in 1940. Milles died in 1955.

His work had been collected and acquired by the Cranbrook Academy Foundation in 1934. It had always been the artist's wish, however, that it should be returned to his native Sweden. The collection was bought by the Swedish Government, and handed over to a committee in 1948. A state-supported committee now manages Millesgarden, and the museum is the property of the Swedish nation.

Millesgarden is actually the joint creation of the sculptor and his brother, the architect Evert Milles. As a whole, Millesgarden has taken five decades to complete, from the time when the sculptor had his home and studio on the island until the present.

In its present form, Millesgarden consists of two main parts: The upper, older part with its terraces, courtyards and flights of steps, and the newer part, situated further down on the edge of the sea. The lower terrace, which has several of the artist's most important works, is connected with the upper part by large flights of granite steps. Between the two main terraces lies a smaller one where a small shrine marks the last resting place of Carl Milles.

The "middle terrace" also contains, in honor of Milles' Austrian-born wife, the painter Olga Graner, an area called "Little Austria". "Little Austria" contains works which give it a distinctively Southern European atmosphere.

On the main terraces are pools surrounded by many replicas of Milles' works which now grace several American cities. Figures from the fountain in the Metropolitan Museum in New York, a replica of the "St. Martin Monument" in Kansas City, Kan., and figures from "The Fountain of Faith" in Washington, D.C. are displayed. Also located on the garden grounds is the big studio which now houses Milles' collection of classical sculptures.

Millesgarden is today a favorite sightseeing area for Swedes and foreign visitors. The garden also has a very special value as a museum in that there is preserved there a large collection of fragments of historical Swedish architecture which Milles saved from destruction.



Top: Milles' "Head of Poseidon," a bronze sculpture of the Greek god of the sea. Bottom: "The Hand of God," one of the main figures from Milles' later years. Located at Millesgarden.

## Daily Egyptian Book Section

# Quebec and Canada: Tail and Tiger

*Quebec Confronts Canada*, Edward M. Corbett, (Baltimore: Johns Hopkins Press, 1967).

Most Americans feel they know something about Canada. They know Canada had a world's fair last year, they know that nearly all good hockey players come from there, and they know that Canadians look, talk, and act pretty much like Americans. Many Americans even know that there is a part of Canada where French is spoken, but few understand the Canadian government and how it is dealing with these problems. An astonishing fact is that Americans know so little about Canadian government that many are not sure what city is the national capital.

In recent years, Americans have been puzzled and surprised by reports of a new phenomenon—Quebec nationalism. Probably, most of us have thought of this as rather absurd, something like Basque nationalism or Puerto Rican nationalism. Even when President De Gaulle visited Quebec last year and made himself ridiculous with his demagogic call for a free Quebec, few Americans understood the full implications.

In view of this almost boundless ignorance of our friendly neighbor to the north, most of us would benefit greatly from a careful reading (it is not a book to read lightly) of *Quebec Confronts Canada*. Author Edward M. Corbett, a former professor of French and now a career civil servant, has written a thoughtful, comprehensive and nearly exhaustive study of the problems presented by Quebec to Canada. It is obvious that although he has used extensively the standard sources for such a work—newspapers, books, pamphlets, government documents, events—a major part of what he has written comes from his own perceptive observation and wide knowledge of Quebec.

The problems of Quebec, like most human problems, have their origins in history. The French-speaking people of Canada still live in the shadow of the conquest of their ancestors by British and American colonial armies in the 1750's. French Canadians have struggled since the Conquest to retain their respect, their identity, and, symbolically, their language.

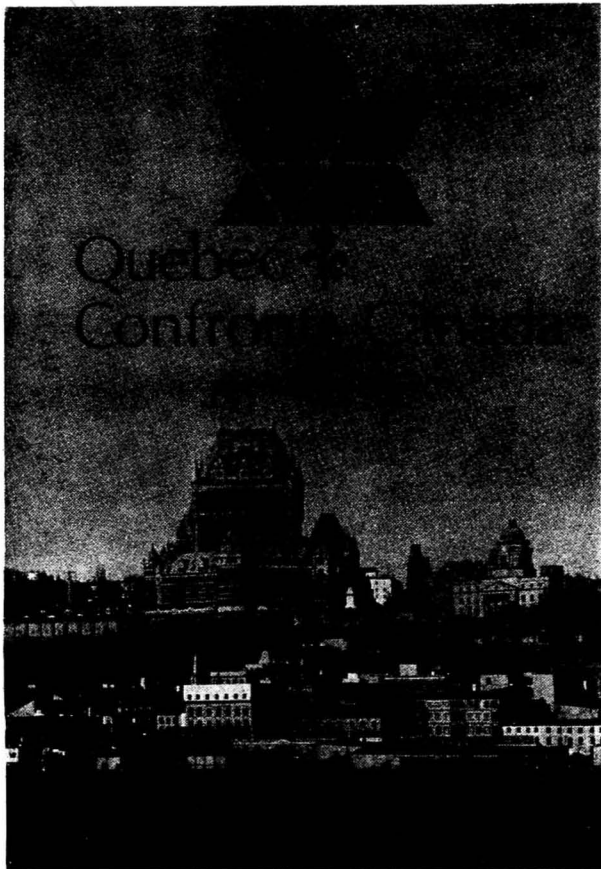
For many years they hoped, because of their Catholic religion and perhaps because of their Latin blood in contrast to English reserve, to achieve "cradle revenge," that is to out-populate the English and some

day be the majority. But it has not happened that way. Today, there are French Canadians throughout Canada, but they are concentrated in the areas they occupied when the Conquest took place—Quebec and the Maritime Provinces. The rest of Canada is predominantly British and English-speaking. French-Canadians make up about thirty percent of the national population. By 1981, demographers estimate the figure will be twenty-five percent.

Until the current generation, it was generally assumed throughout Canada that the French minority would gradually be assimilated until they simply disappeared as a cultural group. Apparently, many French-Canadians accepted this as their fate, but in the last ten years there has taken place in Quebec what Corbett calls the "quiet revolution." A new attitude has emerged in Quebec, one in which the French Canadians are determined to maintain their cultural autonomy, their "Frenchness," with whatever measures necessary. This means not only full political independence for Quebec but removal of economic and social dependence on English Canada and the United States. Most *Quebecois* would prefer to achieve their autonomy within the framework of the Canadian Confederation, but they are determined to have it even if it means separation. Thus far the separatists are a small but highly publicized minority, but author Corbett believes that they could become a majority if it seemed necessary to accomplish the quiet revolution. In his words, "whether autonomy can be achieved within confederation will ultimately depend on English Canada." The decision for autonomy has already been made in French Canada.

In an excellent chapter on the intellectual climate, Corbett analyzes the origins of the quiet revolution. It came principally from the writings and thoughts of certain Quebec newspapermen, professors, politicians, priests and television personalities. Eclecticism is the keynote. These leaders are anxious to adopt to their needs the best the world has to offer in education, technology, and art. Anything French gets prime consideration, and anything from the United States is viewed with suspicion. Pride in the enhanced role of DeGaulle's France and sheer snobbery have turned the elite of French Canada more and more toward France. While French Canadians admire the technological and economic accomplishments of the United States, there is strong intellectual resistance to American cultural domination.

The effects of the new attitude on the part of French Canadians can readily be seen in today's Canada. Much of the controversy has centered on the French language, with the result today that French is taught in most public schools and that the right of French-speaking Canadians to use French in dealing with their government or other Canadians is carefully protected by law. All civil servants in Canada are now required to study French and to master it eventually (at some distant date). Many English Canadian businessmen who thought their tongues could never twist around



From the Dustjacket

French words now find themselves learning French.

Corbett, an authority on Quebec French, believes that the dialect is not as bad as purported, and that it sounds to most Frenchmen like a provincial dialect of their own country. He also points out that Quebec is the leading center outside of France for publications in French and indeed, the leading center of French culture in the world outside of France.

Reviewed by David E. Conrad

Individually, nearly every French Canadian, according to Corbett, desires and increasingly demands a Canada in which he no longer feels like a foreigner in his own country. He demands that his rights to speak French, to have equal economic opportunities, and to conserve his cultural heritage be guaranteed from Newfoundland to British Columbia.

Corbett makes some interesting but possible limited conclusions about the reaction of English Canada to the new "fact" of Quebec. Many English Canadians and New Canadians (other immigrant groups, most of whom have adopted English) are willing to make concessions to French Canadian demands, especially in the area of bilingualism, but the author feels that significant numbers of English Canadians find it impossible to shake off the "mental blinders" they have always had toward French Canadian. The memory of the Conquest is as soul-satisfying to them as it is painful to the French Canadians. Especially in the prairie provinces the reaction "To Hell with Quebec" comes

spontaneously to the lips of Canadians.

Corbett feels the main obstacle to the solution of the Quebec question will be English Canadian acceptance of the idea of a dual majority. He admits he does not know whether they will accept it or not. He thinks that if they do not, Quebec will separate.

One question which Corbett does not answer, and perhaps it is outside the pale of his book, is what would happen if Quebec elects to leave the Confederation? Would this be permitted by the national government? Or could it lead to a civil war or some lesser type of economic and social conflict? Corbett does not think many Quebecers want secession because they are convinced it would mean a lower standard of living for them, but he sincerely believes they will take this drastic step eventually if they have to.

*Quebec Confronts Canada* is a significant book. Each page is packed with important facts and ideas. Reading it will open the door to a whole new area of knowledge for many Americans. It is not an easy book to read or comprehend, but it is extremely worthwhile.

## Daily Egyptian

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## Our Reviewers

David E. Conrad is a member of the Department of History faculty.

Paul J. Hurley is on the Department of English faculty.

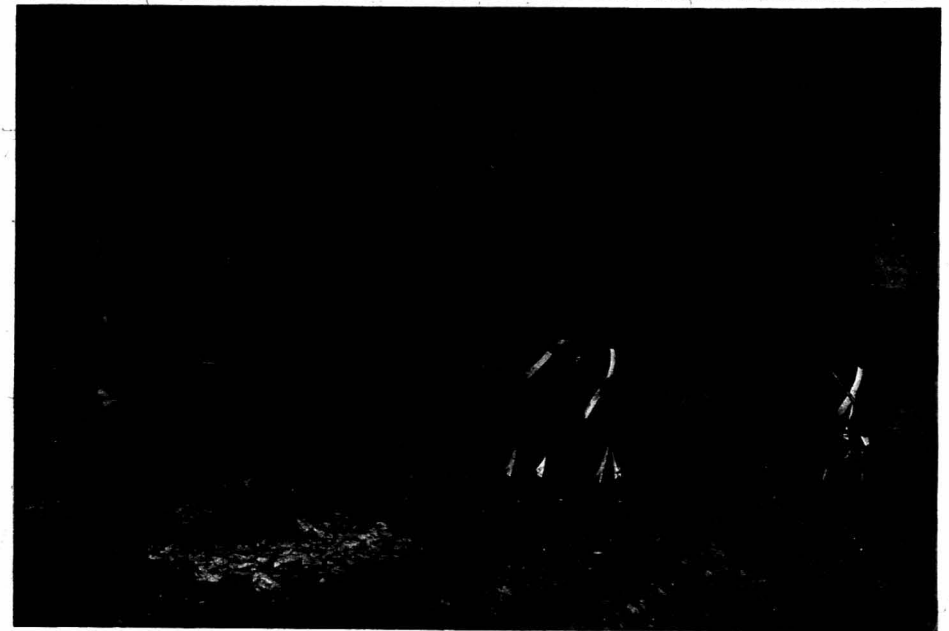
William A. Pitkin, before his retirement, was on the faculty of the Department of History.

# Not Without Thy Wondrous Glory

*Essays in Illinois History* (in honor of Glen Huron Seymour), Edited by Donald F. Tingley. Southern Illinois University Press, 1968, pp. 167.

This volume is a Festschrift consisting of seven essays soundly researched and concisely written by members of the History Department of Eastern Illinois University. The first of these essays, "Anti-Intellectualism on the Illinois Frontier," stresses the pioneers' emphasis upon economic matters, the wilderness was tough and must be conquered, culture could wait for a better day. Unfortunately, education was neglected. Intellectuals were often resented. James Hall, of literary fame, removed from Illinois to Cincinnati "where the intellectual climate was better." The distinguished Edward Coles returned East to Philadelphia.

Lavern M. Hamand's essay, "Lincoln's Particular Friend," is better than the typical detective story. Here one meets Allan Pinkerton, the great Chicago detective, and Ward Hill Lamon, who became Marshal of the District of Columbia, April 1861. For four years, with tenacious devotion, Lamon would guard the life of President Lincoln. Unhappily, Lamon was not in Washington on April 14, 1865. He had been sent by President Lincoln on a special mission to Richmond.



Building the First Fort Dearborn. (From A History of Illinois in Paintings, written by Robert M. Sutton, illustrated by Robert A.

Thom. Urbana: University of Illinois Press, 1968. Commissioned by the Illinois Bell Telephone Company.)

Neil Thorburn's essay, "John P. Altgeld: Promoter of Higher Education in Illinois," emphasized an important contribution to state-supported higher education in Illinois. Too often Altgeld is considered only in the light of his famous pardons and his clash with fellow-Democrat President Cleveland.

Altgeld's early years had been hard. He accepted adversity as a challenge. He was quick to see the advantages to the people of public universities. He accepted the private colleges and universities but did not believe these institutions could reach the masses. He recognized that the state universities in Illinois were not keeping pace

with some of the neighboring states. He regretted the fact that the University of Illinois was not even well known in Illinois. Something was

Robert E. Hennings discusses "Harold Ickes and Hiram Johnson in the Presidential Primary of 1924." This account highlights the well-known limitations of the Californian. However, this piece is a careful study of political cross-currents and loyalties. The last in the series is "Unemployment in Illinois during the Great Depression," which should be required reading for those who may believe that our post-World War II prosperity has always been with us.

Reviewed by William A. Pitkin

done. By 1895 the University's budgetary position was substantially improved. Altgeld also insisted upon greater state support for the schools at Normal and at Carbondale. On May 22, 1895, the Legislature created two normal schools, at DeKalb and at Charleston.

Professor Tingley's volume is an excellent contribution to the literature of the Illinois Sesquicentennial Celebration.

## The Price -- A Play Built On The Past

*The Price*, by Arthur Miller. Viking Press, New York, 119 pp., \$4.50

Discussions of Ibsen's influence on Arthur Miller have been so fashionable recently that one hesitates to offer, once more, critical comment on so shopworn a bromide.

However, if we assume that truth is no less valuable for being obvious, Ibsen's methods as a dramatist can shed light on the technique and structure of Miller's most recent play, *The Price*.

Henrik Ibsen was dedicated to the idea that linear plot development (i.e., characters enter at a certain place and period in time, participate in a progressive series of events, and end up at a further point) was artificial and restrictive and dramatic construction because the form demands that, except for minor exposition, all action take place in the present—at least whatever "present" the playwright chooses to give his characters.

That method, Ibsen believed, is false not only to the way man experiences time but to the complex ways in which the past affects present behavior; T. S. Eliot (in a different context) used the phrase "the presentness of the past."

Ibsen insisted on making actions and relationships in the past a dominant dramatic force for his presentation of characters and events in the present.

Thus, a play like *Ghosts* gains its power from regressive, not pro-

gressive, dramatic incidents, from searing revelations about the past instead of present on-stage developments.

Yet Ibsen made the past and the present partners; all action which proceeds before the audience is motivated and qualified by revelations about the past.

The trick is to keep the action moving on two planes of temporality at once.

The playwright must, as in *A Doll's House*, continue action in the

Reviewed by Paul J. Hurley

present while he allows events in the past to be revived and so dictate action in the present and intimations of the future.

The past, then, is not merely prologue; it is a force with the power to control what we are and will be.

Getting back to *The Price*, a reviewer must admit that Arthur Miller has often come to grips with the problem of the inseparability of past, present, and future.

He gains many dramatic effects from his study of Ibsen: *All My Sons* would lack dramatic impact without its merciless delving into the past; *Death of a Salesman* incessantly uses the past of its characters as the focus of dramatic action; *After the Fall* is an exercise

in total recall of events which are over but hardly done with.

In *The Price*, however, nothing of dramatic interest concerns the present; everything resides in the past. No thematic parallel is considered.

In Miller's new play, a man and his wife (Victor and Esther Franz) come to the upper floor of a building about to be torn down in order to sell the furniture which had once belonged to Victor's father.

An appraiser who intends to buy the furniture shows up; he and Victor quibble about the value of the old furniture (the past), but the appraiser, who notifies everyone that he is 89 years of age, has even more reason to dwell on the past.

Victor's brother, Walter, arrives; the two men have not seen each other in several years so nothing is more normal than remembrance of things past.

Victor is fifty-ish and an ill-paid policeman (he had left college to help support his father after the "crash of '29"). Walter went off to medical school and is now a wealthy, successful surgeon.

Therein lies the dramatically speaking, entirely a product of continuous revelations about incidents in the brothers' past, about motives and reasons for actions in the past, about past causes for present resentments, about past misunderstandings that the present cannot resolve.

Miller fails—or refuses—to allow the past its rightful power; his play is only revelation of the past.

In short, the play's technique is dramatically spurious: under the guise of showing us how the past creates the present, how the dancer is not separate from the dance, Miller simply says, "Look, this is what happened!" An audience can only respond, "O.K. I believe you. But what has that to do with today and tomorrow?"

Ibsen made it clear that Oswald would die and that Nora would leave her doll's house, that the dead past refuses to bury its dead. But Arthur Miller seems uncertain that the past has a continuing meaning or influence on our lives.

The point is perfectly acceptable philosophically and dramatically—except that Miller chose to offer his play as a comment on present and past.

Clearly, nothing prevented him from placing his drama in the 1930's and offering the conflict between Victor and Walter in immediate, "present" terms.

Arthur Miller chooses, in *The Price*, to say that what we are is what we were, that last year is not separate from this year, that last Tuesday really is next Wednesday.

I accept his conclusion, but it's an abstraction. The job drama faces, like all literature, is to tell us in specific, human terms just what abstractions mean to us as individuals, how the general becomes concrete reality. Miller often shows that he knows the secret, but in *The Price* he fails to share it with us.

Any basic consideration of the meaning, purpose and necessity for academic freedom in a university requires a clear concept of what a university should be. On this point I am willing to accept the mid-19th century definition of Cardinal Newman. "A university," said he "is a school of knowledge of every kind, consisting of teachers and learners from every quarter. . . It is a place where inquiry is pushed forward and discoveries verified and protected, and rashness rendered innocuous and error exposed, by the collision of mind with mind and knowledge with knowledge." Thus

By Victor Bryant

Member of the Consolidated University Board of Trustees of the University of North Carolina.

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(North Carolina) Weekly

a university exists not only for imparting knowledge so as to quicken the intelligence and imagination of young men and women but in addition it must insist upon the extension of the known boundaries of knowledge by a relentless search for truth.

The heart of any university is its faculty, and the best results may not be expected from any faculty unless its members have full freedom in both research and teaching in their particular fields; in short, unless they enjoy academic freedom.

Real academic freedom for the faculty members insists upon the recognition of certain positive and fairly well defined principles. Let us examine three of them.

First of all, it stands for a teacher's right to full freedom in research and for the right to publish the results of his research.

No university should presume to circumscribe the boundaries within which a faculty member may search for the truth although for the performance of his other duties it may limit the time allowable for research. It must be anticipated that the results of his search will collide at times with orthodox beliefs, and it might be further expected that not infrequently unorthodox beliefs will emerge. These may be highly unpalatable to both the university's administrative officials and the trustees. However, it must be remembered that the heresies of one age frequently become the standards of the next. The dissenting opinions of our Federal Supreme Court offer eloquent proof of this. More dramatic, perhaps, is the case of Roger Bacon, who because he dared maintain that God's rainbow could be explained by the law of physics was forced to spend 14 years of his life in prison. Galileo, who discovered and asserted that the earth moved around the sun, was arrested, threatened with physical torture and duressed into a sworn retraction. Progress is rarely made by conforming to accepted views, and the privilege of dissent must be protected carefully.

There is a second privilege which the teacher should enjoy under academic freedom: A faculty member in his classroom should be absolutely free in teaching these subjects which he has been assigned to teach. Of course, the instruction should be of a scholarly nature and compatible with the dignity of the profession, and I assume the term "subversive" to mean the overthrow of our government by fraud or force.

Academic freedom stands for a third privilege for the faculty member: Outside his classroom and beyond his chosen field, he has the same right to formulate and express his opinion as any other citizen. He must, however, in doing so disassociate himself from his academic ties insofar as possible in order that the institution is not represented as concurring in the opinions expressed. Perhaps more

conflict arises in this field than in either of the other two.

If the teacher is free to seek and teach the truth it must follow that it is his obligation to differentiate the true from the false and to expose the fallacious, regardless of how firmly entrenched it may be. The teacher has no right to seek the comfort and complaisance of silence through fear of offending some person of impor-

Let us now examine some of the rights of academic freedom as they pertain to the student. Students in our universities have a right to expect excellence in the calibre of faculty members and proficiency in the quality of their instruction.

Under no circumstances should a student be barred from admission to a particular institution on the basis of his race.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. A professor in the classroom and in conference should encourage free discussion, inquiry and expression. As members of the academic community the students should be encouraged to develop the ability to form critical judgments and to engage in a sustained and independent search for the truth.

However, they must be responsible for learning the contents of any course of study for which they are enrolled.

Students and student organizations should be free to examine and discuss all questions of interest to them and to express their opinions publicly and privately. They have full right to differ with the decisions and policies of others, including trustees, administration, faculty and other students and have the right to make these differences known in the proper manner and without fear free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time it should be made clear to the academic and the larger community that in their public actions student organizations speak only for themselves.

Academic freedom cannot exist in any meaningful way for either faculty or students without a measure of academic responsibility. Becoming a professor or a student does not remove one from the inexorable tests of integrity, competence and citizenship. A baseball player who is unable to hit or field his position is benched. A doctor who loses his skill must hand over the scalpel to another. A lawyer who surrenders his integrity or falls short in his professional ability must pay the penalty. A student who fails to pass the required number of courses or whose conduct violates the honor standards of the university, must not expect to receive his degree.

Nor does the possession of these freedoms give the faculty member or the university student the right to violate the law of the land, or to choose which of the laws he will obey and which he will disobey. He has the right of any citizen to attempt to bring about the repeal or change in any law in which he does not believe. When he calls the law to his defense one day, he should not expect to defy it the next.

Much unrest prevails today in the universities in the United States as well as in other countries. There are many reasons for this. Time permits me to mention only two: In the first place, there has been a failure clearly to understand and recognize the rights and functions of the members of each of the four areas. It is true that in some instances the lines of demarcation between them lend themselves to haziness. They have not always been given calm and unhurried consideration when there was no dispute pending.

A student is entitled to know the area in which he is expected to function and the standards he is supposed to meet. The same is true for the faculty member. Perhaps the trustees and administrator should have the right to assume that these limitations should be so well under-

stood that any written promulgation of them would be offensive, and unnecessary surplussage.

Whether by written statement or unwritten custom, the limitations of these areas of function should be definite. In case of dispute they could best be settled by conferences between men of good will interested in understanding the scope of their respective activities, then by unilateral edict.

If the faculty member or the student differs with university policies as promulgated by either the trustees or the administration, he should be accorded every right to explain and discuss these differences, and to have his viewpoint considered.

Unrest also comes from a second cause. There has been a willingness of the part of some members of one group to invade and take over the functions and duties of the other groups. In a few universities students and faculty members have attempted to take over the functions of the trustees and the administration. Students and faculty members may conclude that the trustees and the administration are guilty of inertia or they may lose confidence in their decisions. For these and other reasons they may deliberately choose to invade and take over the areas of operation of the other groups. Under these circumstances should there be restraints upon the students or faculty members who have decided to operate in areas customarily reserved for others?

I think there should be. In the first place, they must observe the law. There can be no order when one arrogates to himself the right to determine which law he will obey, and which he will defy.

Neither the student nor the faculty member should attempt to take over the budgetary powers of the trustees or administration. In advance of the beginning of the school year the university administrative au-

thorities are advised the amount of money available for operating the university. These amounts usually bear a close relationship to carefully thought out budgetary requests. There has to be some group to study and evaluate the total needs of the university and the comparative needs of the various departments.

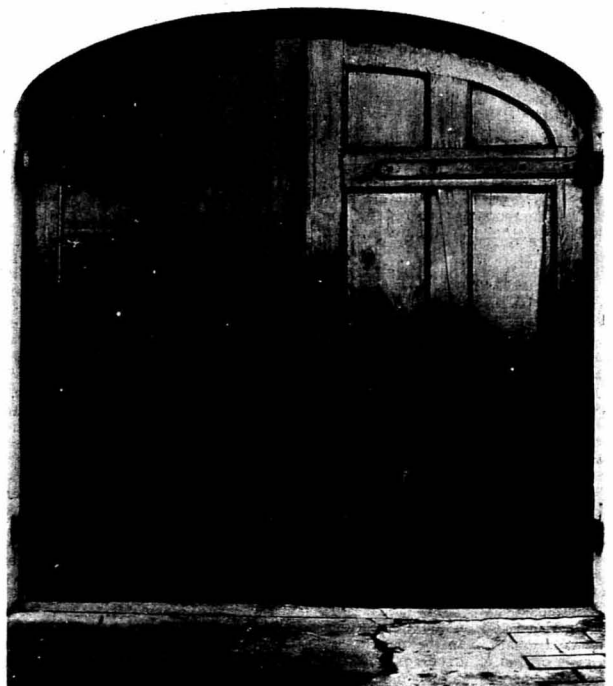
Most students come to a university with serious purposes in mind appreciative of the sacrifices, often drastic, made by their parents in order to furnish them an education. They are eager to study and attend classes. They have every right to expect that they will not be deprived of these rights by a human barricade at the classroom door or a boycott by protesting students which makes holding classes an impossibility. Nor should they expect to find the classroom boycotted by a faculty member who, while drawing a salary from the university, prefers protesting to teaching.

A student has no right to expect that his absence from the classroom while out protesting, will not be held against him. He must not expect a teacher to pass him as proficient in a course when, by reason of outside activities he has not given the course adequate preparation.

Neither faculty members nor students should arbitrarily attempt to take over the activities of the policy-making groups of the university unless they know they can do a better job. Decorum, sound and intelligent thinking, high, self-respect and restraint should characterize the conduct of any student or faculty member when he feels tempted to perform voluntarily duties assigned to others.

Finally I would observe that a scrupulous respect for the rights of others constitutes the best means of preserving one's own rights.

## Faculty, Students and Academic Freedom



The Plight of the Door: Hanged if it's open and hanged if it's closed.

Photo by Dave Lunan.



Fredda Brilliant at work on her monumental statue of Mahatma Gandhi.

Photo by Bob Robinson, Manite

## Gandhi: Presence At Tavistock

By Dean Rebuffoni

The famed metropolis that is London, England, would seem, at first mention, to have relatively little in common with Carbondale, Illinois. There is a definite relationship between the two, however, and it has been formed through the personage of Fredda Brilliant, internationally-known sculptress.

Miss Brilliant, the wife of Herbert Marshall, distinguished visiting professor at SIU, has created the "bond" between the British capital and the home of SIU. And the bond has been created through art, the international language.

Her art, which has won her acclaim in such varied nations as India, Australia, and the Soviet Union, has taken on a new dimension in London. On May 17 the unveiling of her monumental statue of Mahatma Gandhi will be held in London's Tavistock Square. Partici-

ipating in the event will be such distinguished individuals as British Prime Minister Harold Wilson and the Archbishop of Canterbury.

The unveiling of the statue, a memorial to Gandhi and in testimony to Indo-British friendship, will climax over 16 years of intensive work and study for the artist. The project had its beginnings through the efforts of a group of eminent British philanthropists to erect a memorial to the great Indian leader.

The group, the Mahatma Gandhi Memorial Committee, chose Miss Brilliant to be the memorial's sculptress; a selection based not only on her wide fame as an artist, but also because of her past work on statues of Indian leaders, including those of the late Jawaharlal Nehru and Krishna Menon. She had

visited India many times, and her husband, who knew Gandhi personally, did the official Indian government documentary film on Gandhi's life. For Miss Brilliant, the selection came as a most welcome opportunity.

"I had always been fascinated by Gandhi," Miss Brilliant said recently in Carbondale, prior to her departure for London. "He was a man with a very placid face, yet the fire, the philosopher, were just beneath the surface."

She prepared for her task by reading "a large number" of books on the Indian leader. Working from over a hundred photographs of Gandhi, she prepared models of her plans, and was commissioned for the final monument in 1964. The actual work on the statue took over nine months—nine months of long days spent in her London studio.

The finished work, in bronze, is one which depicts the Indian leader "contemplating his nation's future." Standing over nine feet high, it is mounted on a base of English portland stone, and sits on a special high pedestal.

"I want it to be for the future," Miss Brilliant said. "I want people in the future to know not only what Gandhi looked like, but also to know what he was like. I'm pleased with what I have achieved, but I'm afraid I can't see the forest for all the trees after such a long period of work."

The "forest" should meet the expectations of its British viewers. The unique personality of Mahatma Gandhi should make its presence felt in London's Tavistock Square.



Sal y pimienta española

# iBurro, Hermano, burro!



La Voz de la Sapiencia  
-- ¡ Vaya por Dios, un aficionado!

Parece que la palabra nos vino del castellano, no a través del latín como casi todas las otras palabras, sino de la persistencia emburrada de una palabreja mantenida en el dialecto ibérico, que rechazó el aristocrático "asno" del Lacio. Y hay hasta quien dice, para salvar tal vez una gota de sangre romana en las venas del animalillo español,

que la palabra nos vino del uso continuado del adjetivo "burrus" latino, que significa "rojo", color típico del esmirriado animal español. Rojo, pequeño y lleno de buen humor es todavía el burro mejicano (de donde vino el inglés de América la palabra "burro" que aquí usamos en lugar de la que designa al opulento "mule" de

Missouri y hasta de la palabra inglesa legítima.) Se dice que un burriquillo, un sombrero enorme y un indio de hombros y bigotes caídos simbolizaría a Méjico tan elocuentemente como el águila y la serpiente del escudo o los tres colores chillones de la bandera. Como la llama en el Perú; la canción "El manicero" en Cuba.

El burro debió ser muy popular entre los españoles de antaño, y de ahí la abundancia de expresiones formadas alrededor del nombre de nuestro sufrido animal: Si presumimos de sabio, tal vez para cubrir nuestra ignorancia, nos dirán que somos "un burro cargado de letras"; si a cudimos tarde a remediar un mal o cuando ya nada queda por hacer, oiremos que alguien comenta sarcásticamente: "Después del burro muerto, cebada al rabo". De quien se obstina y mantiene su punto de vista con la misma resistencia del burro a ir por camino que no le gusta, le echamos en cara que "no se apea de su burro"; si pones cara de seriedad filosófica, te echaran que tienes la seriedad del burro. Y, si nos vamos de la lengua, "se nos fue la burra". Al cielo encapotado, gris y triste se le llama en buen castellano color panza de burro. Cuando algo nos sienta mal, desgarrado y fuera de moda, decimos que nos cae como a la burra las arracadas. ¿Y qué oímos decir cuando la novia o el amigo, o quehaceres de segunda importancia nos leevan gran parte de nuestro tiempo? Que "burra con pollino no va derecha al molino", es decir,

a sus obligaciones. Si hacemos algo tremendamente mal hecho, hemos hecho una burrada, como decimos una burrada si decimos lo que nunca debimos haber dicho; y si somos ignorantes y torpes, somos unos burros. Y hasta hay un juego de cartas muy popular entre la gente del pueblo, simple y que pueden jugar los mismos analfabetos, con tal que sepan contar, que en eso consiste el juego. Es el juego del burro. ¡Todo el mundo juega al burro en España!

El burro tiene todas las cualidades buenas tan necesarias para triunfar en sociedad: espíritu de trabajo, paciencia, obstinación a toda prueba, memoria. ¿Han oído ustedes que no hay burro que tropiece dos veces con la misma piedra? ¡Y cuántos hombres caemos una y otra vez en el mismo pecado! Hasta el justo varón peca siete veces sin dejar de ser bueno. El burro no cae la segunda vez en el mismo sitio donde cayó la primera. El burro es serio. Nadie lo ha visto reír aunque a veces, sin estar enfadado, enseña los dientes.

Es por excelencia hasta el animal "pensante". Podría con razón, y con más razón que muchos de nosotros repetir y apropiarse el aforismo del filósofo: "Cogito, ergo sum". Pienso... Exacto. El burro piensa también, como el hombre. La diferencia está en el pequeño detalle de: el pensar del hombre está relacionado con el "pensamiento", y el pensar del burro tiene más bien que ver con el "pienso".

Jenaro Artilles

## Poor Cow: Visual Diary Of A Futile Existence

Multiple Guess:  
"Poor Cow" is

- (a) a female "Alfie"
- (b) a low class "Darling"
- (c) a technicolor "Georgy Girl"
- (d) a typical SIU co-ed

If you guessed a, b, or c, you're right; if you guessed d, you might be right, too--but I seriously doubt it!

"Poor Cow," like its predecessors listed above, takes as its subject someone who plods through life in contemporary England with few lasting rewards. Based on Nell Dunn's best-selling novel, "Poor Cow" depicts with uninhibited

By Phil Boroff

candor and frankness the misadventures of a promiscuous girl ironically named Joy.

In the first scene (presented before the titles), Joy (Carol White) is shown giving birth to a baby, complete with a close-up of the infant sliding from his mother into life. This starts a series of episodes divided by captions that make "Poor Cow" seem like a private scrapbook or visual diary recording Joy's futile existence. Joy has married a petty, brutal crook (John Bindon) and, after he is arrested and sent to jail, shacks up with another thief (Terence Stamp), a gentler type who also gets sent to prison for robbery. Left to fend for herself, she snatches love where she can find it. After visiting her

lover in jail and assuring him of her fidelity, she takes the baker to bed, encourages the customers in a pub where she works as a bar maid, and poses nude for amateur photographers to make money. The only firm emotion she seems to possess is her love for her child.

Some of the sequences in this episodic film are particularly astute observations of the human condition: The nude-posing sequence perfectly captures the atmosphere of a sleazy photo studio where men, not always with film in their cameras, manipulate models in supposedly provocative poses. Another brilliant sequence counterpoints the loneliness of young bar maids and their sexual flirtations against old people still pursuing their own sexual maneuvers in the same pub. Other scenes so effectively detail Joy's sexual experiences that they seem to express the discrepancy between her physical needs and the barrenness of existence when both her husband and lover are in prison.

Director Kenneth Loach has given "Poor Cow" a factual, improvisatory style similar to that of French director Jean-Luc Goddard. Actors were apparently given the gist or trend of the dialogue, and then allowed to create many of their own lines. For the most part, Loach's use of this technique seems to work quite well.

"Poor Cow," however, belongs to Carol White, the intriguing, talented, Julie Christie-like actress who plays Joy. Because she is able to believably convey a vast range of emotions, Miss White passes from beauty to bedraggled wretchedness with equal conviction. When she



Carol White and Terence Stamp

recalls straight to the camera her deep love for her baby in the final scene, the effect is not sentimental but sympathetic.

Some may object to the fact that the film was photographed in color rather than black and white. The color occasionally gives "Poor

Cow" a glossy, pretty look that seems inconsistent with the drab, stark settings and mood. Yet it also seems that this imbalance illuminates the contrast between life's smug surface look and what is really happening to the individual. The atmosphere music by Donovan also adds to this over-all effect.

"Poor Cow" takes a seamy look at the haphazard squalor of English low life—a life presumably pervaded with amorality. One of the most frightening aspects of the film and the life it depicts, for example, is the passivity with which Joy, her husband, and lover accept stealing as a routine means for survival. "Poor Cow" is not for the squeamish and easily shocked; but for those willing to experience rather than criticize it is a shattering picture album of one woman's life—a fascinating series of episodes mounted in a montage of truth. "Poor Cow" packs a potent punch; it is definitely a film to see and talk about.

## Television Highlights

**TODAY**  
The Singers spotlights Aretha Franklin and Gloria Loring in a musical special. 8:30 p.m., Ch. 3.

**SUNDAY**  
On Meet the Press, Louis Harris, director of the Harris Survey, and Richard Scammon, director of the Election Research Center, will discuss public opinion and polling. Noon, Ch. 6.

A close look at the 500-year-old Vienna Choir Boys will be

presented on this special. 3 p.m., Ch. 3.

**WEDNESDAY**  
Arthur Hill and Barbara Bel Geddes star in a gripping drama about the sounds of silence in "Secrets." 8:30 p.m., Ch. 12.

**FRIDAY**  
"Man, Beast and the Land" is presented as a study in the importance and function of the balance of nature. 6:30 p.m., Ch. 6.

# Chicagoan Elected by Grant Group

Philip DeSang, Chicago area businessman and philanthropist, has been elected to the board of directors of the Ullyses S. Grant Association, which has headquarters at Morris Library.

A resident of River Forest and a collector of historical art and literature, Sang has made several contributions to Morris Library, including a collection of 300 original letters and documents of Civil War significance. He was awarded an honorary Doctor of Humane Letters Degree by SIU in 1963.

At the Grant Association's recent board meeting other directors who were re-elected to three-year terms are Bruce Catton, editor of the American Heritage Magazine; Allen Nevins, historian; and Charles D. Tenney, SIU vice president for planning and review.

# Altorfer, Duff Speak

Two Republican candidates for state office told members of the SIU Young Republicans this week that "involvement" in governmental matters is an "essential attitude to getting anything done."

John Henry Altorfer, 47-year-old Peoria businessman and gubernatorial candidate, said he felt that as a "concerned citizen" the time had come to apply "business practices to government."

Brian Duff, candidate for Secretary of State, said that traditionally the 21-25 age group of people has been "the most apathetic" at the voting polls.

"This is no longer true," said the 37 year-old Wilmette attorney.

Duff said, "We (the government) are aware of your concerns and needs. You have to be aware of our concerns and our needs."

Altorfer said, "No longer is the younger generation the generation of the future. The younger generation is the generation of the 'now.'"

He urged young people to get interested and involved, saying they were "better trained, smarter and had better advantages" than the people of his own generation.

Altorfer, Republican nominee for lieutenant governor in 1964, said he viewed the governorship not as a political but as an executive office.

He said a number of the serious urban problems fac-

ing the state were due to "a lack of dialogue and a lack of communication" among the 11 million inhabitants.

"Cities are like little islands," the industrialist said. Altorfer added, "the office of governor can bring these people together...for total dialogue and total communication."

The gubernatorial candidate said he believed the Republican Party would win the

Presidency and state offices and would make a considerable gain in Congressional seats.

Asked whom he favored for the Republican nomination for the Presidency, Altorfer said, "I support the man that is nominated in Miami."

He said he favored the calling of the state constitutional convention but said, "I have not come to a conclusion on the issue of lowering the voting age in Illinois to 18."

# GOP Hopefuls Stress 'Involvement'

## Inorganic Seminar Set

Ismail Ahmed will speak on "Abnormal C-N Frequency Shift in Complexed Acetonitrile" at an inorganic seminar 4 p.m. Wednesday in Room 204 of Parkinson Laboratory.

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Terence Stamp as Dave  
Carol White in "POOR COW"  
Screenplay by Nell Dunn and Kenneth Loach - Poor Cow by Nell Dunn  
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# Autopsy Fails To Determine Cause of Death

An autopsy report on the death of Eldon Maurice Harris, former SJU student found dead Feb. 24 in a creek bed in east Carbondale, has failed to establish the cause of death.

A four-page report made by pathologists in East St. Louis and filed with Jackson County Coroner Harry Flynn concluded that death was due to "unexplainable and undeterminable cause."

Dr. R.H. Sueper, pathologist in charge, said several pathologists reviewed the case but were unable to establish the cause of death.

Harris' body was found in Pyles Fork Creek about 100 yards from the 600 block of East College St. Harris was believed to have been dead 10 to 12 hours when found.

## Graduate Wives Meet for Election of Officers

The Graduate Wives Club will elect officers at 8 p.m. Monday in Morris Library Lounge.

Plans for the meeting include inviting a speaker to talk on "sex education in the public schools" and discussing preparations for the annual Exodus Dinner June 2.

## Concert Sunday

Henry Brant, will conduct his own works Sunday at 4 p.m. in Shryock Auditorium. Three faculty instrumental students and selected student musicians will comprise the orchestra. For some numbers, sections of the orchestra will be stationed in various parts of the auditorium. There is no charge. Brant will hold seminars for students and faculty Monday.



# Forest Product Talks Planned

A series of three discussions on the economics and application of new technologies in the forest products industry will take place Monday and Tuesday.

Speaking at the three seminar sessions will be H. Dale Turner, director of research and development for Dierks Forests, Inc., of Hot Springs,

Ark. Turner formerly was a U.S. Forest Service scientist at the Forest Products Laboratory in Madison, Wis., and was a director of research for Masonite Corporation. Sponsoring the seminars are the National Science Foundation, the Society of Wood Science and Technology and the Department of Forestry.

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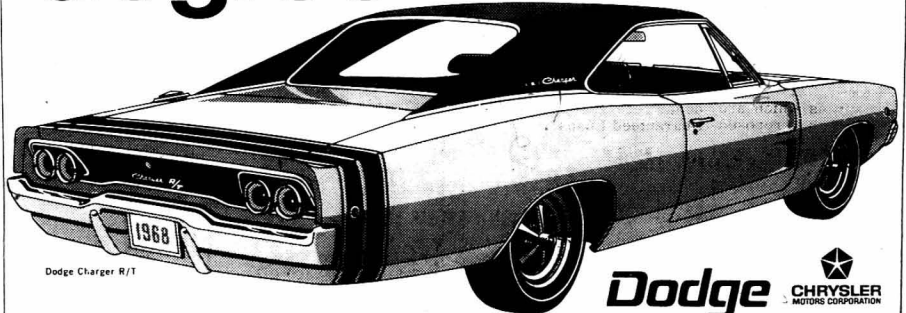
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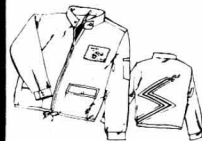
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Entrance To Murdale Shopping Center

# Campus Reaction Continues

(Continued from Page 1)

jury. The date will be announced later. Charged along with Hughes and Walker are Theodore Dawson, Lorenzo Bell and Edward G. Singleton, all of Chicago, and John Foster, of Aurora.

The campus remained quiet Friday, but Security Police reported they were prepared in the event of trouble.

State police were scheduled to be on campus again Friday night and throughout the weekend. The University is providing accommodations for 50 policemen in Snider Hall and they are being fed at University Park.

State Police Captain Elza Brantley confirmed that state patrolmen are on campus, but he neither confirmed nor denied that the University had requested them. Brantley said he had "adequate men to take care of the situation."

Ray Lenzi, student body

president, criticized the administration for being "more caught up in proving its own authority than in meeting the problems that have created the crisis."

"It is my honest feeling that if this University doesn't meet the demands of the students that it is only inviting more unrest and potential violence," he said.

"The tension has not been caused by any radical students. Rather, it is because the administration has continued to administrate archaic and absurd restrictions to students. We're supposed to be here to learn how to run our lives. The whole situation is artificial and childlike. The University should be the freest community in society but it is in fact the most oppressive and unfree."

A different reaction, however, came from the Inter-Greek Council which issued a statement in support of Morris' actions. The statement

said the group recognized the right of protest and dissent, but not "the right to mob action or the right to destroy personal property, nor the right to hinder the normal operation of the University."

"It is for this reason that we must commend President Morris' decision not to tolerate the interference of the rights of others in the normal operation of the education process as was established in his Interim Policy Statement of May 8, 1968."

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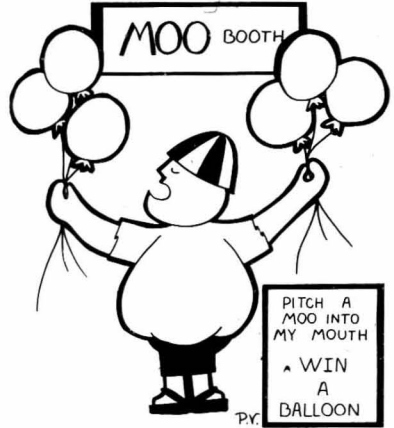
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# Loans Could be Lost by Expulsion

(Continued from Page 1)

dents have been dropped by any institutions, such action has been taken in previous years.

"There has been a variation in institutions in deciding whether or not a student on disciplinary probation should be discontinued," Adams said. "But if Congress and the President pass this bill the variations will no longer exist."

Adams said the new bill would instruct these loan institutions to discontinue immediately any students involved in disrupting University operations.

Other programs which are included under the proposed

bill are work-study programs, scholarship grants for needy students and the federally guaranteed private loan program.

The bill explained that the decision of whether a student was involved in a campus demonstration would be left to the college authorities under the provision.

Rep. Louis C. Wyman, R-N.H., said that the intent of the bill is not to limit in any way a student's right to verbally protest or express dissent.

The Student Work and Financial Assistance Office reported there are 1,080 students receiving Illinois State Guaranteed Loans.

## Student Reported Missing

SIU Security Police are continuing an investigation into the disappearance of a married student from Cambria.

Daniel Dyson, a junior majoring in history, was reported missing by his wife at 7:55 a.m. Thursday.

Although it is believed that

Dyson had about \$500 on his person, a security officer said police have "no reason to believe foul play is involved."

Mrs. Dyson told police she last saw her husband at 1 p.m. Wednesday when he spoke of plans to pay some bills and study at the library the rest of the afternoon.

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# Salk, Sabin Vaccines Fight Polio

There are two effective vaccines to protect against paralysis from polio according to Max Waldron, chapter chairman of the Jackson county national foundation of March of Dimes.

One is the Salk vaccine and it has been in use since 1955. This vaccine, he said has reduced the rate of polio in the country approximately 97 per cent.

According to Waldron, the other vaccine is the Sabin polio vaccine, which is taken orally. A separate vaccine

is made against each form of the three viruses. Each dose provides protection only against the type of virus it contains.

According to the foundation there are three types of polio, and it is possible for a person to have polio three times Waldron said. The three types of polio are nonparalytic, a mild form of polio, spinal, a mild form of polio, spinal, and bulbar spinal, the worst form of polio that often paralyzes the trunk and affects the breathing.

For full protection, three doses of vaccine are neces-

sary in types I, III and-II order. Each dosage should be consumed approximately six weeks apart, he added, and a booster dose containing all three types should be at the physician's suggestion.

Waldron said that the students and faculty members should know that booster shots are available at the University Health Service and at the Jackson County Health Department. There is only a nominal fee for these services.

## Mathematics Honorary Plans Spring Banquet for May 19

The Delta chapter of Pi Mu Epsilon, national honorary mathematics fraternity, will hold its annual spring initiation banquet at 6 p.m. May 19 at Colletti's Restaurant.

The speaker this year will

### Robert Kingsbury To Conduct Choirs

Robert Kingsbury, conductor of choirs, has been invited to serve as the guest choir director at the Governor's Honors Program in the State of Georgia June 10-Aug. 3.

Kingsbury will direct two

### Chemistry Majors Attended Meeting

Six undergraduate chemistry majors attended the central regional meeting of the American Chemical Society at Akron, Ohio on Thursday and Friday. They attended under the auspices of Chemeka, affiliate chapter of the American Chemical Society, and the Department of Chemistry.

Those participating will be Peter Shenkin, president of the society; David Coleman, secretary-treasurer; Frank Jarke, Jerry White and Sherrill Puckett. D.W. Slocum, assistant professor of chemistry and chapter adviser, will accompany the group.

### Chemistry Talk Slated

Charles B. Muchmore, an instructor in the School of Technology, will discuss "Oxidative Processes" at the biochemistry seminar, 4 p.m. Tuesday in room 204 of Parkinson Laboratory.

be John Wetzel, professor of mathematics at the University of Illinois. Officers will be inducted.

Cost is \$3 per person payable at the Department of Mathematics in the Technology Building by Monday.

choirs. He also will conduct informal seminars "on any subject they want to talk about" for two small groups of students.

The 400 students accepted in the program will be chosen from 3,700 applicants from the state's high schools.

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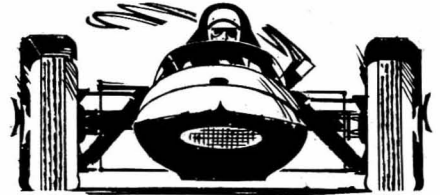
**in the morning.**

Immediate registration advisable since vacancies are already limited. Marie Forest, Director.

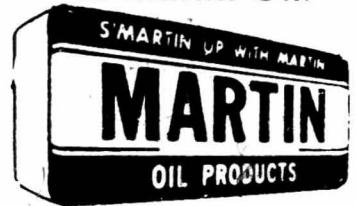
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**Campus Activities**

**New Student Activities Planned**

**MONDAY**

Advanced registration and activities for new students and parents will be held from 10 to 11:30 a.m. in Ballroom A of the University Center.  
The Department of Journalism will have a panel discussion from 9 a.m. to 12 noon in the Agriculture Seminar Room.  
Afro-American Student Association will meet from 8:30

to 11 p.m. in Room C of the University Center.  
Meetings for the Activities Programming Board will meet as follows: Dance Committee, 7 to 8 p.m., University Center Room D; Recreation Committee, 7:30 to 8:30 Room C; Education Cultural Committee, 8 to 9 p.m., Room D; Communication Services, 6 to 7 p.m., Room D; Special Events Committee, 6:30 to 7:30 p.m., Room C. All

meetings are in the University Center.  
Free School will meet from 7:30 to 9:30 p.m. in Main 201.  
Circle K will meet from 7:30 to 10:30 p.m. in Agriculture Seminar 209.  
Alpha Phi Omega will meet from 9 to 10:30 p.m. in the Home Economics Family Living Laboratory.  
Alpha Kappa Psi will hold a pledge meeting from 9 to 11 p.m. in Home Economics Room 202.

**WSIU-TV to Present Show On Negro Conflicts in the City**

"Still a Brother" tells the story of Negroes torn between white goals and Negro needs, set in the New York City riots, as seen by two

Negro producers on NET Journal at 8:30 p.m. Monday on WSIU-TV.

Other programs:

**SUNDAY**

5:30 p.m. Film Feature: "Fare Thee West."  
7 p.m. The David Susskind Show: Talented lady talkers Arlene Francis, Barbara Walters, and Helen Gurley Brown.

9 p.m. NET Playhouse: A Negro musical spiritual "Trumpets of the Lord."

**MONDAY**

8:30 p.m. Passport 8: True Adventure:  
10 p.m. Monday Film Classic: Charles Boyer, Ingrid Bergman, and Charles Laughton star in "Arch of Triumph."

**Teach-in on Draft Subject for Talk On Radio Sunday**

William S. Coffin, Yale University chaplain, will talk about the teach-in on the draft on the Special of the Week at 8 p.m. Sunday on WSIU(FM).

Other programs:

**SATURDAY**

1 p.m. SIU Baseball: Salukis vs. Kentucky Wesleyan (double header).  
8 p.m. Bring Back the Bands.

**SUNDAY**

1 p.m. SIU Baseball: Salukis vs. St. Louis University (first of a two game series).  
3:05 p.m. Seminars in Theatre: A French Theatre Company with Mel Howard, producer-director; Norman Singer, professor at Hunter College, and Andre Gentsberger, director.  
4 p.m. Sunday Concert: Visiting Artist Concert with Henry Brant, composer, performing in Shryock Auditorium.

**MONDAY**

9:37 a.m. Law in the News: The NCAA vs. the AAU.  
8 p.m. Business Roundtable: U.S. International money problems.

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# Salukis Compete Today In Home Track Meet

SIU's track and field team will open and close its home meet schedule today when Western Kentucky and Lincoln travel to McAndrew Stadium for a 1:30 p.m. triangular meet.

Coach Lew Hartzog is hopeful of duplicating last year's triangular victory over the same two clubs but says that his team is "really hurting". Hartzog is referring to recent injuries to Chuck Benson and All - American Ross MacKenzie.

Both MacKenzie and Benson were initially hurt in last Saturday's loss to Kansas and the latter also pulled a leg muscle in the opening event of Tuesday's dual meet against the University of Illinois. Neither is being counted on today.

Bright spots in the one-sided loss to the Illinois were John Vernon's long jump of 24-4, a new SIU record, Mel Hohman's win in the three-

mile and Jeff Duxbury's fine triple which included blue ribbon's in the 880 and mile run and a come-from-behind anchor leg victory in the mile relay.

Vernon was also a double winner as he claimed a first in his specialty, the triple jump, by leaping 51-4 1/4, for a new Memorial Stadium record.

The meet today will be Vernon's last opportunity to set McAndrew Stadium records. The senior from Aspley, England will be competing against the present record, held by Western Kentucky's Henry Jackson, who last year long-jumped 24-5 1/2 and won the triple jump at 52-11 1/2. Both marks are within Vernon's reach.

In addition to the SIU-Western Kentucky-Lincoln triangular, junior college repre-

sentatives from Vincennes, Ind., and Florissant, Mo., will challenge members of the Saluki track club in a separate meet.

## Salukis Rained Out Of Friday Games

A doubleheader between SIU and David Lipscomb College was rained out Friday. The Salukis will try again today in a pair of games with Kentucky Wesleyan scheduled to get underway at 1 p.m.

The abbreviated home stand will end Sunday on the SIU field with a single game against the St. Louis Billikens at 2 p.m.

Coached by Joe Lutz, this year's edition of the baseball team owns a 28-12 record. The 28 wins are the most ever recorded by an SIU team in one season.

## Home Season Ends For SIU Golfers

SIU's golf team finishes the home schedule today against Lincoln University at the Crab Orchard Course, Carterville. The Salukis with 19 wins against seven defeats have only one more match before the golfers compete in the NCAA championships in Las Cruces, N.M. SIU will travel to South Bend, Ind. May 18 for a meet.

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On Campus

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"Dobie Gillis," etc.)

## FROM THE HALLS OF PROTOZOA

This column, normally a treasure house of twinkly quips and slapdash japey, has now been appearing in your campus newspaper for fourteen years, and if I have learned one thing in these fourteen long years, it is not to try to be funny in the last column of the semester. With final exams looming obscenely close, you don't want jokes; you want help.

So today, foregoing levity, I give you a quick cram course in the subject you are all flunking. I refer, of course, to biology.

Biology is divided into several phyla, or classes. First is the protozoa, or one-celled animal. Protozoa can be taught simple things like bringing in the newspaper, but when shopping for pets it is best to look for animals with at least two cells, or even four if your yard has a fence around it.



Another popular class of animals is the periphera—a shadowy category that borders often on the vegetable. Take, for example, the sponge. The sponge is definitely an animal. The wash-cloth, on the other hand, is definitely not.

Next we come to the arthropoda, or insects. Most people find insects unattractive, but actually there is exquisite beauty in the insect world if you trouble to look. Take, for instance, the lovely insect poems of William Cullen Sigafoos—*Tumbling Along with the Tumbling Tumblebug* and *Fly Gently, Sweet Aphid and Grats My Mother Caught Me*. Mr. Sigafoos, alas, has been inactive since the invention of DDT.

Our next category is the mollusca—lobsters, shrimp, and the like. Lobsters are generally found under rocky projections on the ocean bottom. Shrimps are generally found in a circle around a small bowl containing cocktail sauce. Personna Super Stainless Steel Blades are generally found at any counter where Personna Super Stainless Steel Blades are sold.

I mention Personna Blades because the makers of Personna Blades pay me to write this column, and they are inclined to get edgy if I neglect to mention their product. Some get double edged and some single, for Personna Blades come both in double edged style and Injector style.

Mind you, it is no burden for me to mention Personna, for it is a blade that shaves quickly and cleanly, slickly and keenly, scratches less and matchlessly. It is a distinct pleasure to shave with Personna Blades and to write about them but sometimes, I confess, I find it difficult to work the commercial into a column. Some years ago, for example, I had the devil's own time working a Personna plug into a column about Alexander the Great. The way I finally managed it was to have Alexander say to the Oracle at Delphi, "Oracle, I have tasted all the world's pleasures, yet I am not content. Somehow I know there is a joy I have missed." To which the Oracle replied, "Yes, Alexander, there is such a joy—namely Personna Blades—but, alas for you, they will not be invented for another 2500 years." Whereupon Alexander fell into such a fit of weeping that Zeus finally took pity and turned him into a hydrant. . . . Well sir, there is no question I sold a lot of Personnas with this ingenious commercial, but the gang down at the American Academy of Arts and Letters gave me a mighty good razzing, you may be sure.

But I digress. Back to biology and the most advanced phylum of all—the chordata, or vertebrates. There are two kinds of vertebrates: those with vertical backbones and those with horizontal. Generally it is easy to tell them apart. A fish, for instance, has a horizontal backbone, and a man has a vertical backbone. But what if you run into a fish that swims upright or a man who never gets out of the sack? How do you tell them apart? Science struggled with this sticky question for years before Sigafoos of M.I.T. came up with his brilliant solution: offer the creature a pack of Personna Blades. If it is a fish, it will refuse. If it is homo sapiens, it will accept—and the more sapient, the quicker.

And now you know biology. And now, for the fourteenth time, aloha.

© 1968, Max Stralman.  
The makers of Personna, The Electro-Coated blade, have enjoyed bringing you another year of Old Max. From us too, aloha.

## Track and Field Meet Scheduled For Next Week

An intramural track and field meet is scheduled for 1:30 p.m. Saturday, May 18. All SIU men are eligible to compete except members of the varsity track team.

Entries will be accepted before May 16 in the Intramural Office. A trophy will be awarded to the team and individual with the highest point totals.

Each contestant will be allowed to enter four other events in addition to the 880 relay. The events are: 440 yard dash, 100 yard dash, 880 yard dash, 220 yard dash, 120 yard low hurdles; shot put, long jump, high jump and the softball throw.

According to the Intramural Newsletter of the National Intramural Association, two SIU students rank high in national intramural activities. Charles L. Warren, a senior from Carbondale, ranks fourth in the nation in the long jump and Charles E. Benson, a sophomore from Atlanta, Ga., ranks fourth in the high jump.

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# Dissidents Told to Go Through Channels

By John Epperheimer

All student groups, recognized or unofficial, must take their demands to the Student Senate as a first step in accomplishing change, SIU vice president Ralph Ruffner said Friday.

Ruffner, vice president for student and area services, applied the statement to the Southern Illinois Peace Committee and to the United Front.

From the Senate, the proposal will go to Wilbur Moulton, dean of students, then to Ruffner and then to President Delyte W. Morris. Ruffner said that if any or all of the lower levels do not agree with the proposal it will still be taken higher.

Consideration of proposals does

not mean acceptance, Ruffner noted, but consideration will not be given if channels are not followed.

Groups which claim the Senate is ineffective must try working through the Senate before that claim can be reasonably made, Ruffner noted.

Ruffner and Moulton cited the women's hours bill and subsequent agreement with the administration as a model for initiating future change.

Ruffner noted that the agreement doesn't please all students, but that the issue is not negotiable until the experiment ends July 1. He warned that demonstrations and protests could have only a negative effect when the decision on a permanent policy is being made after July 1.

Ruffner and Moulton also noted that all rules and regulations will be strictly enforced until they are changed. Ruffner said a sleep-out would be treated as defined by Morris' statement earlier in the week, that disruption of the University will not be tolerated.

Other issues were discussed and here are comments of Ruffner and Moulton:

**Motor vehicle regulations**—Sampling of student opinion and thorough preparation by the Senate will bring complete consideration.

**Housing rules**—Thorough proposals for change have been made by the Edwardsville Student Senate, but not by the Carbondale Senate.

**Stokely Carmichael**—He will not be invited by the administration, and what will be done if other

groups attempt to secure space for him on campus will be considered later.

**Student control over social conduct**—The Senate-passed bylaws change establishing a full system of judicial boards would be acceptable to Moulton as an advisory system.

**Renaming General Classroom Building after Dr. Martin Luther King, Jr.**—The Senate proposal should go to the committee which recommends names for buildings, which has student representatives.

**Amnesty for students engaged in action to secure legal rights**—All lawful and peaceful protests will not be interfered with, if they do not interfere with the workings of the University. A sleep-out would interfere, Ruffner said.



These Spring Carnival workers, wet and muddy, find refuge from Friday's rain in the trunk of a car as they tried to wait out a downpour. Left to right, they are Gordon Brownlie, junior from Evanston; Becky Fulkerson, junior from Alton; Marci Wilson, sophomore from Egan, and Jan Blandford, sophomore from Hazel Crest. Carnival activities were cancelled Friday night because of rain but will begin today at noon instead of 3 p.m. as scheduled earlier.

## Dampened Spirits

## Demonstrations Cancelled

# Campus Reaction Continues

Although the demonstrations scheduled Friday were cancelled by the Student Coalition, reaction continued on campus to the expulsion of six students following the Wednesday night attempt to take over President Morris' office.

Along with announcing cancellation of the planned speak-out and sleep-in, members of the Student Coalition said

they are "in the process of merging with the black student groups to form a United Front" whose first concern "will probably be towards protesting the violation of AAUP and constitutional due process with reference to the students expelled because of the sit-in Wednesday night in the President's office."

Information on the United Front's final program is to

be available today, Student Coalition members said.

A sixth student, Charles M. Hughes of Gary, Ind., has been arrested and charged with mob action. Richard Walker of Chicago has been released on \$3,500 bail, but the other five remain in custody.

Cases of all six will be presented at the next meeting of the Jackson County grand

(Continued on Page 11)

# Expulsion Could End Loans

In addition to expulsion from the University, SIU students involved in any future demonstrations may also face loss of their Illinois State Guaranteed Loans.

The state loan, which is federally financed, falls under a bill passed Thursday by the U.S. House of Representatives. Under the terms of the bill federal financial support will be refused to any student who takes part in a campus up-

rising that disrupts a college's operations. The bill must now go to the Senate.

Four of the six students who have been charged with mob action in connection with the Wednesday night demonstration at President Morris' office are recipients of the Illinois State Guaranteed Loans.

Frank Adams of the Student Work and Financial Assistance office said that all loans

which are federally financed would come under the bill provided it is passed. This would include the National Defense Loan Association.

Adams said in the past the decision to discontinue a student's loan for disciplinary probation reasons was left in the hands of the individual institution sponsoring the loan. He said although no stu-

(Continued on Page 11)

Daily

# EGYPTIAN

Southern Illinois University

Carbondale, Illinois

Volume 49

Saturday, May 11, 1968

Number 144

# Peace Committee Presents Morris Seven Demands

Four members of the Southern Illinois Peace Committee met Friday with President Morris to discuss the role of the military on campus and were told that unless the tension on the campus diminishes, there will be no changes in any administrative policies.

The members of the Peace Committee presented Morris a list of seven demands that they wished to have instituted by the Trustees of SIU. The demands were:

1. The permanent removal of all military recruiters from the campus.
2. Restriction of the ROTC department from using campus facilities.
3. Revision of the draft information pamphlet issued by the Registrar's Office.
4. No information about any student should be sent to the Draft Boards unless specifically requested by the student.
5. All students should be provided with complete information about draft alternatives and the consequences of each alternative.
6. The University should not punish any student who has refused to cooperate with the draft.
7. All military-subsidized research, tuition fees, buildings, etc., should be published by the University.

## Bombed Classrooms To Reopen Monday

All classrooms in the Agriculture Building which were damaged by the recent bombing will be reopened to classes starting Monday morning, according to the Registrar's Office.

According to members of the Peace Committee, Morris said he was not sure of his own position on any of the demands, and that the presentation of these demands should have been made through the Student Senate. They said Morris told them they were "out of order to come to him directly," and that they should have gone through the "proper channels."

The meeting, which lasted for over an hour, was also attended by SIU Vice President Ralph W. Ruffner and Paul Morrill, assistant to the President. The four members of the Peace Committee were Harry Goldman, graduate student in history; Ron Hansing, graduate assistant in microbiology; Barry Sanders, instructor in English; and Michael Harty, undergraduate in English.

A heavy security guard was present at Morris' office, and all students entering the office were required to show their I.D. cards.

## Gus Bode



Gus says the worse thing about an all-day rain is that it makes cigar butts hard to light.