

5-1-1959

## Southern Alumnus

Southern Illinois University Office of Alumni Services

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FACULTY SERVICE AWARD WINNER—Professor Orville Alexander

**Southern Alumnus**

**May, 1959**

# Southern Sketches

A chapter of the Future Farmers of America, the only collegiate chapter in Illinois, has been formed at SIU. Gary R. Smith, sophomore from Raymond, is the president of the new organization. Other officers are Richard W. Eade, Addieville junior, vice president; Paul G. Christ, Belleville junior, secretary; Francis A. Engelhardt, Carbondale junior, treasurer; Roy L. Heldebrandt, Nokomis junior, sentinel; and Richard L. Rigg, Mt. Carmel sophomore, reporter. All are vocational agriculture majors. . . .

Faculty sponsor for the FFA chapter is Prof. Ralph A. Benton, supervisor of vocational agriculture teacher training. At the recent conference in Berea, Ky., of the National Association of College Teachers of Agriculture, Professor Benton was elected president. He had served as secretary-treasurer the last four years. He has been at Southern Illinois since 1956, coming from Illinois State Normal University, Bloomington.



Benton

## Travel Folder Becomes Text

Enroll in Spanish 445 for SIU's Summer Session and you'll find yourself South America-bound with a travel folder as a textbook. Southern's Latin American Institute has arranged a 55-day South American study tour with study stops at six universities for a series of 20 to 25 lectures and seminars by renowned scholars in Ecuador, Peru, Chile, Argentina, and Brazil. The tour, which leaves Miami, Fla., June 18 and returns from Havana, Cuba, August 11, may be taken for eight quarter-hours of University credit in anthropology, economics, foreign languages, geography, government or history. Price: \$1,195.

For the third year the Illinois Power Company has awarded a \$5,000 grant to Southern Illinois University's Department of Community Development to support campaigns aimed at attracting new industry to the surrounding region. . . . Truax Traer Coal Company has given a 35-kilowatt capacity turbogenerator to the School of Applied Science for its mechanical laboratory. The generator came from the Little Sister Mine at St. David. Installed to operate on steam from the University's

regular heating plant, it is a valuable addition to the school's instructional laboratories for its applied science programs.

## Calling All Cars

A two-way FM radio network connecting the Carbondale, Little Grassy Lake, and Southern Acres campuses and about 25 mobile units soon will be in complete operation. It will be used for dispatching of men and materials, official communications, police work, and also for civil defense and storm warning purposes. Most of the mobile units are in Physical Plant cars and trucks.

Milton J. T. Shieh, publisher of the Shin Sheng Pai Daily, second largest daily published on Formosa, will be a visiting professor of government and journalism during 1959-60. He is dean of the Undergraduate School of Journalism at the National Political University in Taipei, holds two degrees from the University of Missouri, and recently was Nationalist Chinese delegate to the Press Congress of the World at Missouri.

"Southern County Fair" is the theme of the Spring Festival May 7-10. On the program are the Miss Southern contest, "Music Under the Stars," a variety show, festival dance, a carnival midway, and special Mothers Day programs. Band composer-conductor Richard Franko Goldman and mezzo-soprano Frances Bible will be guest artists for the 10th annual "Music Under the Stars."

## Change of Scenery

As many old-timers will say, "Things just aren't the same." In preparation for the construction of the University Center a section of South Thompson Street has been closed permanently. This is the portion between Harwood Avenue and the Physical Plant road. A turnaround has been provided at the end of Harwood which has been made into a dead end street. Eventually a new Campus Drive through the campus will connect Harwood Avenue area with Thompson Point. . . . The University Center project has caused a great deal of consternation among the furry set. In clearing the site many big old trees, housing families of squirrels, were cut down. But the squirrels, heeding the advice of "Go West, Young. . ." moved westward to Thompson Woods and relocated in new homes. They're doing just fine, thank you.

## On the Cover

Orville B. Alexander wears many hats—as an alumnus and member of the Class of 1931, as a distinguished professor and member of the faculty since 1938, as chairman of the Government Department, as an outstanding authority on state government, as a counselor and adviser.

Last month he was given another to wear—as recipient of the 1959 Faculty Service Award. He was selected for the honor on the basis of service to students, popularity with faculty members, and professional standing.

Professor Alexander is well known in the state capital for his fine work as director of research for the Illinois School Problems Commission, as special counselor and adviser on school and government matters to the Illinois legislature, as assistant director and later as acting director of research for the Illinois Legislative Council, and as one of six project directors conducting investigations for the Commission to Study State Government several years ago.

A university is only as good as its faculty. The trustees and the administrators of Southern Illinois University are well aware of this and have made successful strides in acquiring and retaining a distinguished faculty, including a number of learned visiting professors.

To present a study of the university teacher and his importance to society the American Alumni Council (an international organization devoted to increasing alumni support of higher education) sponsored a special survey.

Alumni magazines of 249 colleges, universities, and private secondary schools throughout the United States and Canada are publishing the report this spring. This means it will reach more college alumni than any previous periodical in the history of American publishing.

The report, "The College Teacher, 1959," starts on page four.

MAY, 1959

# Southern

ALUMNUS

MAY, 1959  
Vol. 20, No. 10

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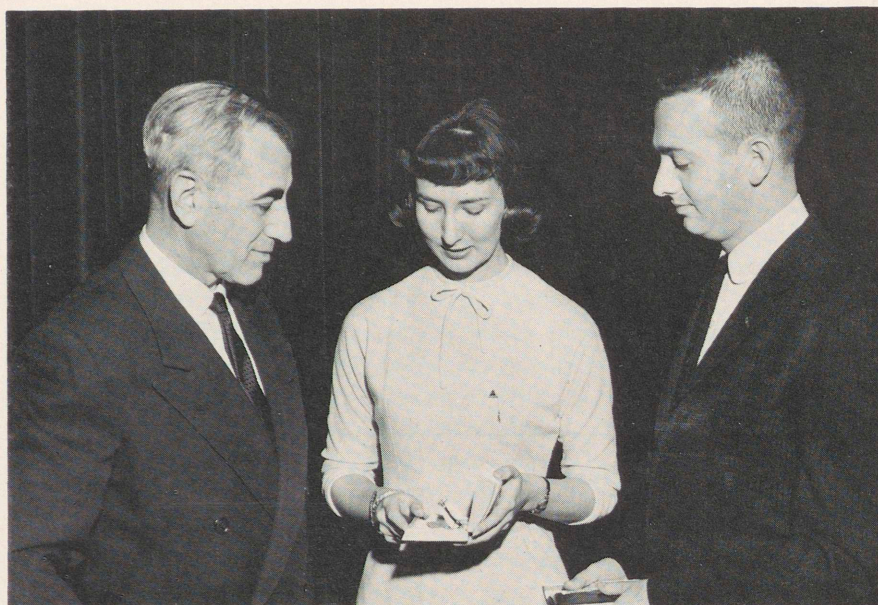
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## Faculty Salary Increases Necessary

A report made to the SIU Board of Trustees last month indicated that salary scales will have to be improved if Southern Illinois University expects to recruit and hold qualified faculty members.

The report, submitted by the administration, showed that faculty members at the University, from assistant professors through academic deans, receive lower wages than the average of other public universities with over 10,000 students. Professors receive \$900 a year less than the \$10,270 average salaries of other large public universities, and associate professors, \$700 below norm.

Salary increases made at the beginning of the current biennium put Southern Illinois in a competitive position for several months, but this advantage soon was wiped out as salaries elsewhere continued to rise.

"This year," the University reported, "we have had less success in recruiting good staff members than for many years before" and "our departments are now subject to raids by other universities."

"It is hoped," the report concludes, "that the provision for personal service funds during the next biennium will enable us to raise salary levels generally so that we are at least somewhat above the average of publicly supported universities of our size and that we shall also be able to raise the ceilings where necessary to retain and obtain distinguished professors for our faculty."

Starting on page four of this magazine is a special 16-page national survey, "The College Teacher, 1959," dealing with the critical faculty problem in higher education. Among other things the report shows that it is actually the college teacher who underwrites the cost of higher education through a low income far out of proportion to today's living costs.

WINNERS OF THE ANNUAL "SERVICE TO SOUTHERN" AWARDS, provided by Theta Xi fraternity and presented during the fraternity's all-school variety show, were two seniors—Linda Adams (center), Metropolis, speech major, president of Sigma Sigma Sigma sorority, and secretary of the Sphinx Club, and James R. Connell (at right), Alton, history major, student senator, and member of Phi Kappa Tau. President Delyte W. Morris, at left, presented wrist watches to the two outstanding students.

May 15, 16, 17, First Annual

## Family Outdoor Living Show at SIU

First annual Family Outdoor Living Show will be held May 15, 16, and 17 in McAndrew Stadium on the Carbondale campus. The three-day show is the first of its kind in southern Illinois and is sponsored by Southern Illinois Incorporated, Southern Illinois Recreation Co-ordinating Council, and SIU.

The stadium will be converted into an exhibit arena. The 20 educational and 30 commercial exhibits will range from tents, trailers, and boats to fishing plugs and all types of sporting equipment.

An outdoor square dance and skill demonstrations in such sports as tennis, archery, and fly casting, will be held. A tennis match between SIU and Washington University and a tennis exhibition by professionals are scheduled.

A sailboat regatta will take place on Crab Orchard Lake. Indian dances by honest-to-goodness Indians from the American Indian Center in Chicago are another highlight of the program. On Saturday night, from 8 to 11 P.M., a square dance will be held in the Men's Gymnasium. Admission is one dollar per couple. Gene McMullen, from Houston, Tex., will call the dances.

SIU student talent will furnish much of the entertainment. The Singing Squadron and the Angelaires will appear.

Object of the Family Outdoor Living Show is to promote recreational and tourist attractions in southern Illinois. Admission is free. Children under 12 should be accompanied by their parents.

On Friday and Saturday, May 15 and 16, the show will be open from 10:00 A.M. to 10:00 P.M. On Sunday, May 17, it will be open from noon until 9:00 P.M. Refreshment stands will be open at the stadium.

# Alumni Day - 1959

If you're a member of a class ending in 4 or 9, or of the Class of 1958, or have friends in these classes . . . if you're a member of the Legislative Council . . . if you're a loyal, interested, and yes, a sentimental alumnus who likes to revisit the scene of college days . . . then you'll want to accept the invitation of the Alumni Office to attend Alumni Day, Saturday, June 13.

The Legislative Council will hold its sixth annual session at 9:30 A.M. in Morris Library Auditorium. The council, composed of one member of the association from each class of graduates, will hear reports, bring up and act on matters pertaining to the association, and will elect three members to the Alumni Board of Directors.

All alumni are invited to attend the council meeting.

At 11:00 A.M. the Board of Directors (which met at 2:00 P.M. on Friday, June 12) will hold its second meeting, this time with the three new members in the Morris Library Lounge.

From 10:00 A.M. to 5:00 P.M. the Alumni Office will have guided tours, by automobile, for all alumni wishing to see the campus. Alumni will be taken anywhere on the campus they wish to see—to Little Grassy Lake, to VTI, to the University Farms.

From 11:30 A.M. to 1:00 P.M. alumni and their guests can attend the Alumni Luncheon at the University Cafeteria, where special dining rooms will be open to them. The luncheon will be an informal event, cafeteria style.

The afternoon from 3:00 to 5:00 P.M. is reserved for reunion activities. General reunion headquarters will be located in the Student Union. Refreshments will be served. Friends from nearby classes also are invited.

The Class of 1914 will hold its Forty-fifth Reunion in the Student

Union. Hostesses will be Mrs. Mae Lipe Fox, Tina Mary Goodwin, and Mrs. Rolla E. Wiggins (Ora Wilhelm).

The Class of 1919 will hold its Fortieth Reunion party Saturday afternoon from 3:00 to 5:00 o'clock at the home of Mr. and Mrs. C. E. Fehrenbaker (Lena Jones '19-2), 109 North Springer in Carbondale.

The Silver Reunion of the Class of 1934 will be held between 3:00 and 5:00 P.M. Saturday afternoon at the home of Mr. and Mrs. John G. Gilbert (Helen Dollins '34), 513 West Walnut, Carbondale. A class secretary will be elected. On the reunion committee are Mrs. Gilbert, Mrs. Paul J. Brown (Rhoda Mae Baker), Archie Stroup, and Mrs. Paul Peterson (Kathryn Lentz).

The Class of 1939 will celebrate its Twentieth Reunion at an informal afternoon party at the home of Mr. and Mrs. Carlton F. Rasche (Martha Jean Langenfeld '39), 1500 West Freeman, Carbondale. Mr. and Mrs. I. Clark Davis will assist the Rasches.

The Tenth Reunion of the Class of 1949 will be held from 3:00 to 5:30 P.M. in the Student Union. A class secretary will be elected. On the reunion committee are Dr. Archie P. Wollard, Louis F. Renfro, Jr., Mrs. Sue Jackson Eberhart, Mrs. William Eaton (Coralie Lunde), and Mrs. Ellis L. Mitchell (Betty Hill).

Climax of Alumni Day is the Alumni Banquet at 6:30 P.M. in Woody Hall Dining Room. After a sumptuous dinner the guests will stroll over to the air-conditioned University School Auditorium for the program.

Alumni Association President Paul McRoy '34 will preside. He will present the Alumni Achievement Awards to distinguished and worthy alumni; First Vice President Martin Van Brown '23-2, '25, will award the Fiftieth Anniversary alumni certifi-

cates; and Executive Secretary Robert Odaniell '51 will confer the life memberships. The Class of 1959 will be presented. The reunion classes holding their Golden, Silver, tenth, fifth, and first reunions and the class with the largest attendance will receive special toasts.

SIU President Delyte W. Morris will give a report on the University. New officers of the association will be introduced.

Dr. Brown is chairman of the Alumni Day committee. Assisting him are David T. Kenney '47, Mrs. John Lewis (Elizabeth Harris '32), Glenn Storme '29-2, Mrs. Ruth Keith Throgmorton '22-2, and George T. Wilkins '29-2, '37.

See you on Alumni Day!

## Commencement

This year Commencement and Alumni Day will not be held on the same date. The 84th Commencement exercises will take place on Wednesday, June 17, at 7:00 P.M., in McAndrew Stadium. Speaker will be Eric A. Walker, president of Pennsylvania State University.

Honorary degrees will be awarded to Jean Piccard, the famous French balloonist, and to Buckminster Fuller, noted designer of geodesic domes. A Distinguished Service Award will go to Charles Manfred Thompson, dean emeritus of the University of Illinois College of Commerce and Business Administration and founder of Phi Eta Sigma, freshman scholastic honorary.

At 4:00 o'clock the afternoon of Commencement Day a reception will be held at the home of President and Mrs. Morris, honoring members of the graduating classes of 1959 and their parents.

(Continued on page 22)





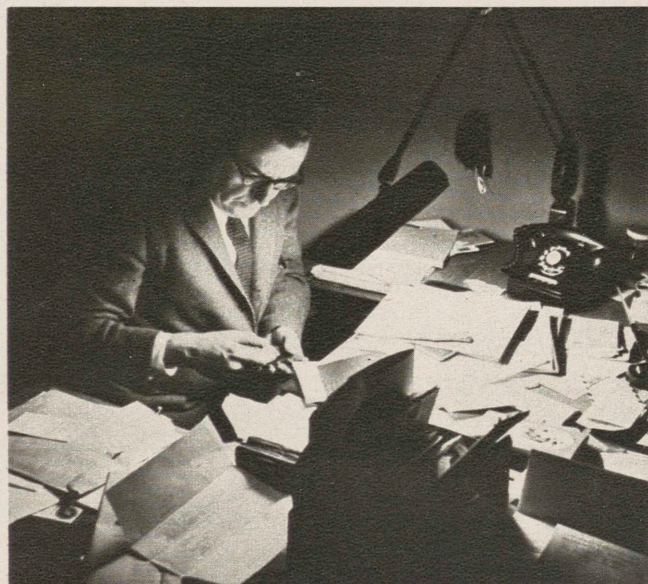
*“If I were sitting here  
and the whole outside world  
were indifferent to what I  
was doing, I would still want  
to be doing just what I am.”*



**I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.**

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who *can*. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the *how* of something, and the *why*.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.



**THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.**

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider.

I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.

**I LIKE YOUNG PEOPLE.  
I REGARD MYSELF AS YOUNG.**

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.





THE COLLEGE  
TEACHER: 1959

PEOPLE ASK ME ABOUT THE  
“DRAWBACKS” IN TEACHING.

I find it difficult to be glib about this. There are major problems to be faced. There is this business of salaries, of status and dignity, of anti-intellectualism, of too much to do in too little time. But these are *problems*, not drawbacks. A teacher doesn't become a teacher in spite of them, but with an awareness that they exist and need to be solved.

AND THERE IS THIS  
MATTER OF “STATUS.”

Terms like “egghead” tend to suggest that the intellectual is something like a toadstool—almost physically different from everyone else. America is obsessed with stereotypes. There is a whole spectrum of personalities in education, all individuals. The notion that the intellectual is somebody totally removed from what human beings are supposed to be is absurd.





**TODAY MAN HAS LESS TIME  
ALONE THAN ANY MAN BEFORE HIM.**

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.



*"We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can."*

—LOREN C. EISELEY

THE CIRCUMSTANCE is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked. The results are unfortunate—not only for college teachers, but for college *teaching* as well, and for all whose lives it touches.

If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it.

Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

HERE IS A TASK for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value.

Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.

# WILL WE RUN OUT OF COLLEGE TEACHERS?

*No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly*

**W**HERE WILL THE TEACHERS COME FROM?

The number of students enrolled in America's colleges and universities this year exceeds last year's figure by more than a quarter million. In ten years it should pass six million—nearly double today's enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

"Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not," a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. "These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones."

**M**OST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

"The staffing problems are the worst in my 30 years' experience at hiring teaching staff," said one college president, replying to a survey by the U.S. Office of Education's Division of Higher Education.

"The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today," said another.

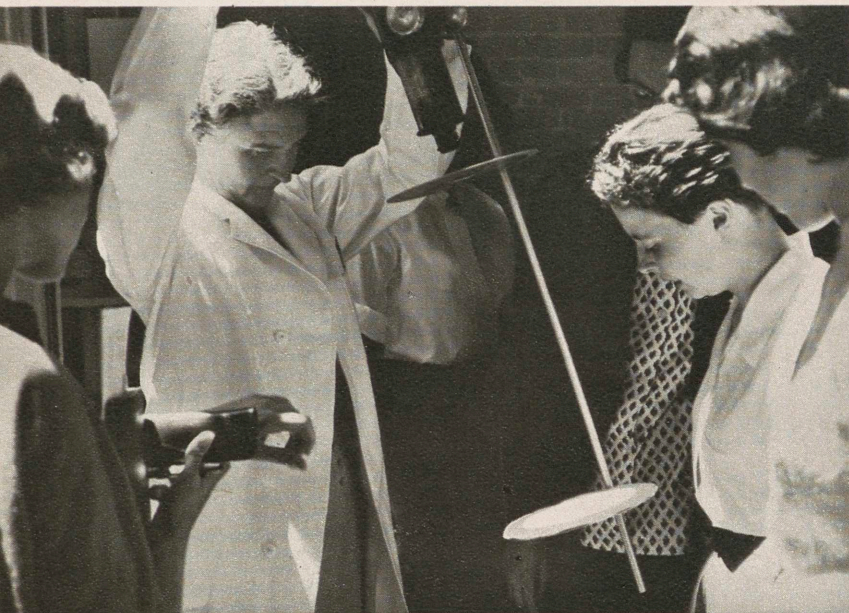
One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely

financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a "Retired Professors Registry" to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: "The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to



inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career.”

**S**OME HARD-PRESSED ADMINISTRATORS find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

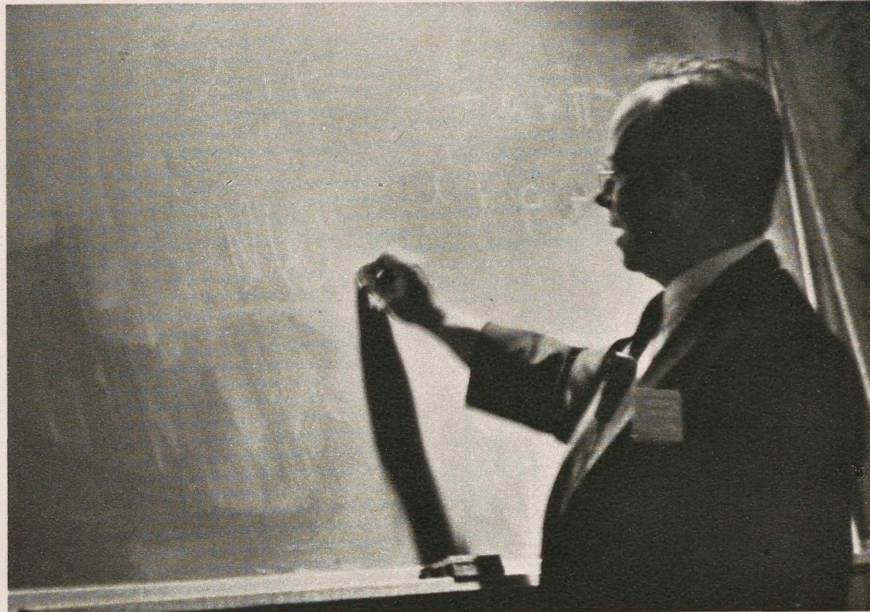
At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with

large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. “Must the TV technicians take over the colleges?” asked Professor Ernest Earnest of Temple University in an article title last fall. “Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education,” Professor Earnest said. The classroom, he argued, “is the place for testing ideas and skills, for the interchange of ideas”—objectives difficult to attain when one’s teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

**F**OR THE LONG RUN, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal “driver’s license” for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next



few years, it will be a long time before they have traveled the full route to the degree.

Meanwhile, the demand for Ph.D.'s grows, as industry, consulting firms, and government compete for many of the men and women who do obtain the degree. Thus, at the very time that a great increase is occurring in the number of undergraduates who must be taught, the supply of new college teachers with the rank of Ph.D. is even shorter than usual.

"During each of the past four years," reported the National Education Association in 1958, "the average level of preparation of newly employed teachers has fallen. Four years ago no less than 31.4 per cent of the new teachers held the earned doctor's degree. Last year only 23.5 per cent were at this high level of preparation."

**H**ERE ARE SOME of the causes of concern about the Ph.D., to which educators are directing their attention:

► The Ph.D. program, as it now exists in most graduate schools, does not sufficiently emphasize the development of teaching skills. As a result, many Ph.D.'s go into teaching with little or no idea how to teach, and make a mess of it when they try. Many who don't go into teaching might have done so, had a greater emphasis been laid upon it when they were graduate students.

► The Ph.D. program is indefinite in its time requirements: they vary from school to school, from department to department, from student to student, far more than seems warranted. "Generally the Ph.D. takes at least four years to get," says a committee of the Association of Graduate Schools. "More often it takes six or seven, and not infrequently ten to fifteen. . . . If we put our heads to the matter, certainly we ought to be able to say to a good student: 'With a leeway of not more than one year, it will take you so and so long to take the Ph.D.'"

► "Uncertainty about the time required," says the Association's Committee on Policies in Graduate Education, "leads in turn to another kind of uncertainty—financial uncertainty. Doubt and confusion on this score have a host of disastrous effects. Many superior men, facing unknowns here, abandon thoughts about working for a Ph.D. and realistically go off to law or the like. . . ."

**A**LTHOUGH ROUGHLY HALF of the teachers in America's colleges and universities hold the Ph.D., more than three quarters of the newcomers to college and university teaching, these days, don't have one. In the years ahead, it appears inevitable that the proportion of Ph.D.'s to non-Ph.D.'s on America's faculties will diminish.

Next in line, after the doctorate, is the master's degree.



For centuries the master's was "the" degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high.

But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.'s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

Today the M.A. is one source of hope in the teacher shortage. "If the M.A. were of universal dignity and good standing," says the report of the Committee on Policies in Graduate Education, "... this ancient degree could bring us succor in the decade ahead. . . .

"The nub of the problem . . . is to get rid of 'good' and 'bad' M.A.'s and to set up generally a 'rehabilitated' degree which will have such worth in its own right that a man entering graduate school will consider the possibility of working toward the M.A. as the first step to the Ph.D. . . ."

One problem would remain. "If you have a master's degree you are still a mister and if you have a Ph.D., no matter where it is from, you are a doctor," Dean G. Bruce Dearing, of the University of Delaware, has said. "The town looks at you differently. Business looks at you differently. The dean may; it depends on how discriminating he is."

The problem won't be solved, W. R. Dennes, former dean of the graduate school of the University of California at Berkeley, has said, "until universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

A point for parents and prospective students to remember—and one of which alumni and alumnae might remind them—is that counting the number of Ph.D.'s in a college catalogue is not the only, or even necessarily the best, way to judge the worth of an educational institution or its faculty's abilities. To base one's judgment solely on such a count is quite a temptation, as William James noted 56 years ago in "The Ph.D. Octopus": "The dazzled reader of the list, the parent or student, says to himself, 'This must be a terribly distinguished crowd—their titles shine like the stars in the firmament; Ph.D.'s, Sc.D.'s, and Litt.D.'s bespangle the page as if they were sprinkled over it from a pepper-caster.'"

The Ph.D. will remain higher education's most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more em-

phasis to teaching. At the same time the master's degree will be strengthened and given more prestige.

In the process the graduate schools will have taken a long step toward solving the shortage of qualified college teachers.

SOME OF THE CHANGES being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous—attempts to meet today's needs.

The central problem is to get more young people interested in college teaching. Here, college alumni and alumnae have an opportunity to provide a badly needed service to higher education and to superior young people themselves. The problem of teacher supply is not one with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently said: "Let us cultivate a teacher-centered point of view. There is tragedy as well as truth in the old saying that in Europe when you meet a teacher you tip your hat, whereas over here you tap your head. Our debt to our teachers is very great, and fortunately we are beginning to realize that we must make some attempt to balance the account. Money and prestige are among the first requirements.

"Most important is independence. Too often we sit back with the comfortable feeling that our teachers have all the freedom they desire. We forget that the payoff comes in times of stress. Are we really willing to allow them independence of thought when a national emergency is in the offing? Are we ready to defend them against all pressure groups and to acknowledge their right to act as critics of our customs, our institutions, and even our national policy? Evidence abounds that for some of our more vociferous compatriots this is too much. They see no reason why such privileges should be offered or why a teacher should not express his patriotism in the same outworn and often irrelevant shibboleths they find so dear and so hard to give up. Surely our educational task has not been completed until we have persuaded them that a teacher should be a pioneer, a leader, and at times a non-conformist with a recognized right to dissent. As Howard Mumford Jones has observed, we can hardly allow ourselves to become a nation proud of *machines* that think and suspicious of any *man* who tries to."

By lending their support to programs designed to improve the climate for teachers at their own colleges, alumni can do much to alter the conviction held by many that teaching is tolerable only to martyrs.

# WHAT PRICE DEDICATION?

*Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most*

EVERY TUESDAY EVENING for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate mid-western college has centered around Section 3 of the previous Sunday's *New York Times*. The *Times*, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching; that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field—one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one resolution we'll have to break in 1959-60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in physics here in Los Angeles are getting \$8-12,000 in

industry without any experience, while about all we can offer them is \$5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down \$10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short. . . I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

THE DIMENSIONS of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-

stantially, while that of the average American has risen by 70-80 per cent."

Figures assembled by the American Association of University Professors show how seriously the college teacher's economic standing has deteriorated. Since 1939, according to the AAUP's latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers' salaries *dropped* by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

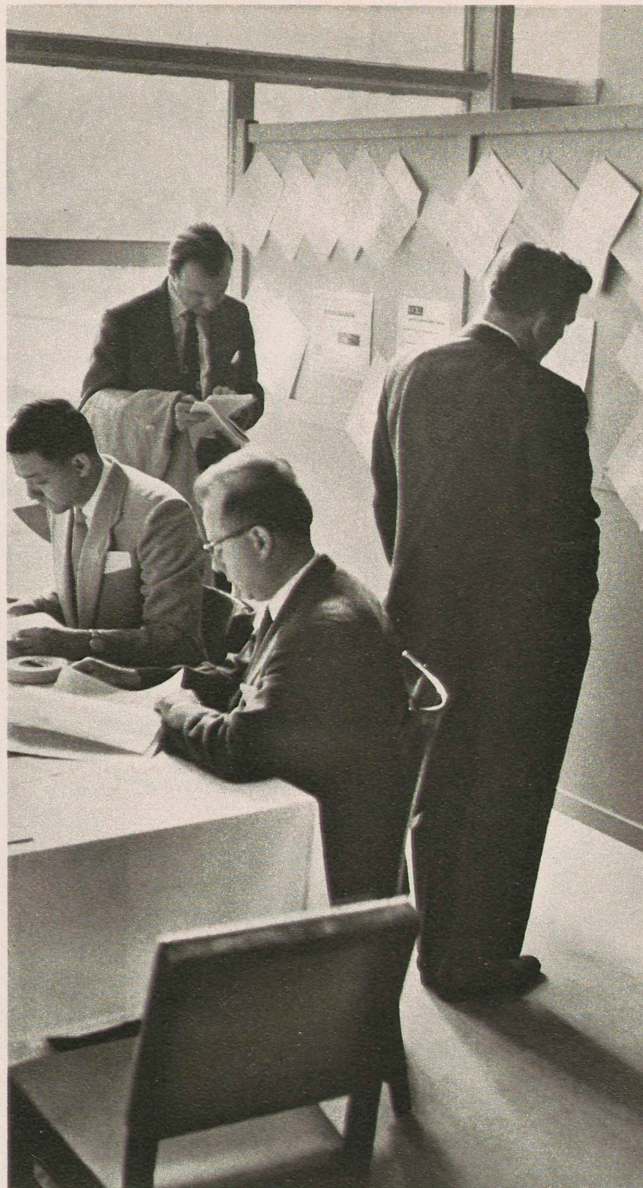
The AAUP's sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, "among the better colleges and universities in the country in salary matters." For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957-58 academic year by more than three quarters of the nation's degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than \$6,015 per year. College instructors earned a median salary of only \$4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain.

"Higher salaries," says Robert Lekachman, professor of economics at Barnard College, "would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn't improved, the quality of teaching won't improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product."

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money (\$15 million) to strengthen faculty salaries: "Since the war, in an effort to keep alive the profession, discussion in America of teachers' salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen."



PEOPLE IN SHORT SUPPLY:

**W**HAT IS THE ANSWER?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way:

For every \$100 he earned in 1930, the college faculty member earned only \$85, in terms of 1930 dollars, in 1957. By contrast, the average American got \$175 in 1957 for every \$100 *he* earned in 1930. Even if the professor's salary is doubled in ten years, he will get only a



### TEACHERS IN THE MARKETPLACE

\$70 increase in buying power over 1930. By contrast, the average American is expected to have \$127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. "But in another sense," he says, "the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from." It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

**F**INDING THE MONEY is a problem with which each college must wrestle today without cease.

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty

salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to "sell" than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns ("We are writing salary increases into our 1959-60 budget, even though we don't have any idea where the money is coming from," says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin ("We're cutting back our library's book budget again, to gain some funds in the salary accounts"); of tuition increases ("This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we're crazy"); of promoting research contracts ("We claim to be a privately supported university, but what would we do without the AEC?"); and of bargaining.

"The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development," says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at "campus politics"—is likely to fare better than his colleagues who are less favorably situated.

"Before you check with the administration on the actual appointment of a specific individual," says a faculty man quoted in the recent and revealing book, *The Academic Marketplace*, "you can be honest and say to the man, 'Would you be interested in coming at this amount?' and he says, 'No, but I would be interested at *this* amount.'" One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

"We have been compelled to set the beginning salary of such personnel as physics professors at least \$1,500 higher than salaries in such fields as history, art, physical education, and English," wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. "This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more."

Bargaining is not new in Academe (Thorstein Veblen referred to it in *The Higher Learning*, which he wrote in

1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

Many colleges and universities have managed to make modest across-the-board increases, designed to restore part of the faculty's lost purchasing power. In the 1957-58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: \$50 per month.) "It's our major selling point," says Oglethorpe's president, Donald Agnew, "and we use it for all it's worth."

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

## HOW CAN THE GAP BE CLOSED?

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some "waste" may be hidden

in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. McIntosh, says: "The 'plight' is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag." It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.

# Some Questions for Alumni and Alumnae

- ▶ Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?
- ▶ Has the economic status of faculty members of your college kept up with inflationary trends?
- ▶ Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?
- ▶ Is your community one which respects the college teacher? Is the social and educational environment of your college's "home town" one in which a teacher would like to raise his family?
- ▶ Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?
- ▶ To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?
- ▶ Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?
- ▶ Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.

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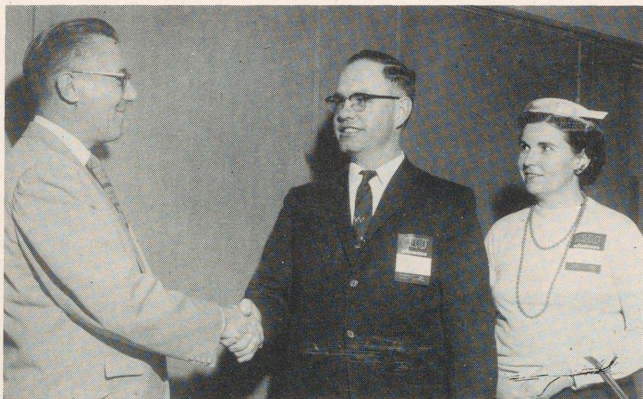
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*The editors are indebted to Loren C. Eiseley, professor of anthropology at the University of Pennsylvania, for his contributions to the introductory picture section of this report.*

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without express permission of the editors.*



Field Representative and Workshop Chairman Jay King '51 (at left) greets early arrivals Charles W. Auld, ex '41, president of Washington County Chapter, and Mrs. Auld, Oakdale.



Ladies of the Jackson County Chapter were hostesses at the coffee hour. Serving Warren Stookey '50, Roxana, were from left, Mrs. Bonnie Mae Allen Lockwood '39, Mrs. Mary Marberry Swindell '30-2; Mrs. William T. Felts (Ethel Croessmann '26-2), Mrs. Paul McRoy (Mary E. Helm '31-2, '33), and Mrs. Kenneth Rushing (Amy L. Campbell '35).



Probably the largest contingent came from Franklin County. Listening to Dr. Guy W. Lambert '33, West Frankfort, alumni board member, are, first row, from left, Mrs. Walter Collins, member of the University Board of Trustees, Mrs. R. Earl Doty (Vareta Morris '29-2, '54), Mrs. Eddie Griffin (Georgia Sniderwin, ex '34), Mrs. Herman Tate (Rose M. LeMaster '52), and Mrs. Eugene Perrine (Virginia Boyer '54). Second row, Walter Collins, ex '27, late Jesse Neal '51, R. Earl Doty '28-2, '55.

## Alumni Club

### Officers Workshop

Second annual Alumni Club Officers Workshop was held on the Carbondale campus in February. Attending were 130 people, including representatives of 21 clubs from four states, members of the Alumni Association Board of Directors and of the SIU Board of Trustees, University faculty and staff, and guests.

It was a full agenda presented by the workshop's chairman, Field Representative Jay King '51, starting with registration of the delegates in the morning and ending with attendance at the SIU-Central Michigan basketball game in the evening.

Three panels presented a wealth of ideas and information concerning the University and alumni activities. President Delyte Morris presided over the first panel, consisting of his administrative assistant, Kenneth Miller, Assistant Dean Max Turner, Vice President for Business Affairs George Hand, and University Architect Charles Pulley, in reporting on SIU.

John W. Reps '42, Decatur; Mrs. Robert Bradley (Janet A. Mayer '53), St. Louis; Mrs. Robert Berry (Geneva Owens, ex '41), Riverside; Mrs. Martin Van Brown (Elizabeth Wienberg '26-2), Carbondale; Paul Morris '55, Granite City; the late Jesse Neal '51, Christopher; Hubert J. Loftus '50, Addison; Walter B. Young, Jr., ex '47, Carmi; William T. Bracy '49, Herrin; and Ned F. Carlton '35, Chester, all participated in two alumni panels.

A tour of the campus took the delegates to the new trailer court, the University Farms, the site of new housing units at Thompson Lake, and Thompson Point. The workshop was held in Morris Library Auditorium. Luncheon and the evening banquet were served in the University Cafeteria. Ladies of the Jackson County Alumni Chapter served coffee morning and afternoon.



One of the two panels on alumni activities—from left, Walter B. Young, Jr., ex '47, Hubert J. Loftus '50, Chairman Jay King '51, William Bracy '49, the late Jesse S. Neal '51, and Ned F. Carlton '35.



# Spring Sports at Southern

by Bill Young '54

Spring sports came in like a rush of March air with all four teams posting outstanding records in early competition.

Coach Glenn (Abe) Martin's Saluki baseball team picked up where it left off last year, winning six of eight on the exhibition swing and six of nine in the regular season. The record also boasts a 4-2 Interstate Conference mark for the defending champions.

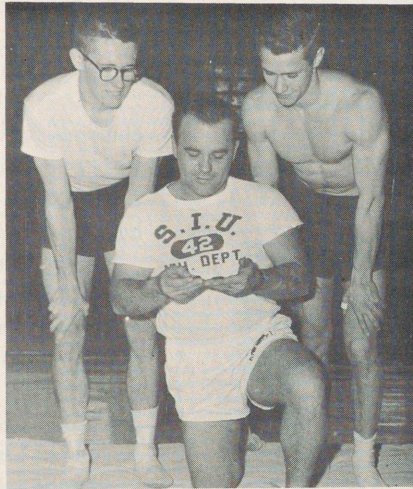
SIU golfers, happy in their new "home" confines at Franklin County Country Club in West Frankfort, swept their first six matches by top-heavy scores to become a real threat in the IIAC.

Coach Dick LeFevre put his tennis crew through a tough Southeastern test and came back with a 4-3 record. The Salukis started off the regular season with sweeps over Illinois Normal and Kenyon College and continued to post a 4-2 mark, including a 7-2 win over Iowa, defending Big Ten champions.

On the track Southern is undefeated with two dual wins and fourth place finish in the medley relay event at the Kansas Relays. Coach Leland P. (Doc) Lingle counted his 125th win when the Salukis swamped Southeast Missouri, 90 1/3-40 2/3. The other SIU win was 95-36 over Western Illinois.

Two members of Southern's Interstate Conference gymnastics champions have been named to the 1959 All-American gym team chosen by the National Association of Gymnastics Coaches.

Jack Wiley, junior from Fresno, Calif., received a berth on the second team as a tumbler, and Ed Foster,



CHECKING FIRST NCAA MEDALS ever won by SIU athletes are Gymnastics Coach Bill Meade, center, and Jack Wiley, left of Fresno, Calif., and Ed Foster, Elmhurst. Wiley was second in tumbling at the recent NCAA championships and Foster finished seventh in still rings.

Elmhurst sophomore, placed on the third team as still rings performer.

Wiley placed second in tumbling in the nation at the NCAA meet this year, and Foster was seventh in the rings. The two helped Southern to an 11-4 record and the IIAC title.

The Salukis will play a nine-game grid card next fall.

Only newcomer to the schedule is Bowling Green of the Mid-America conference. Southern will entertain the Falcons November 7.

The Salukis, who compiled a 7-2 mark last fall, are now being put through their paces in spring practice by new Coach Carmen Piccone. Piccone, elevated to the head post last winter, has some 65 candidates participating in the spring drills.

The complete 1959 schedule:  
September 19—Evansville College at Evansville, Ind.

September 26—West Virginia State College at Institute, W.Va.

October 3—Northern Illinois, home  
October 10—Western Illinois at Macomb

October 17—Eastern Illinois (Homecoming)

October 24—Illinois Normal at Normal

October 30—Eastern Michigan at Ypsilanti, Mich.

November 7—Bowling Green, home

November 14—Central Michigan, home.

## Governor's Visit

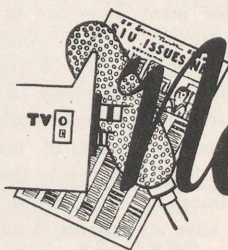
(Continued from page 3)

Governor William G. Stratton will visit the SIU campus on Tuesday, May 26, to be guest of honor and speaker at cornerstone laying ceremonies. He will dedicate plaques for the family housing area, the small group housing area, and lay the cornerstone for the University Center. Students, faculty, staff, and alumni are invited to the program.

## Summer Camping

The Alumni Family Vacation Camping Program at Little Grassy Lake, inaugurated last year by the Alumni Association, will be repeated this summer.

Full details appear on the back cover of this magazine. Since reservations are made on a first come first served basis, and they are beginning to come in, it would be well to make reservations early.



# Names Make News

1899

**Sixtieth Reunion**  
June 13, 1959

1904

**Fifty-fifth Reunion**  
June 13, 1959

1909

**GOLDEN REUNION**  
June 13, 1959

1914

**Forty-fifth Reunion**  
June 13, 1959

Members of the Class of 1914 and of nearby classes, and their guests, are invited to attend the 45th reunion of the class on Alumni Day, Saturday, June 13. They will gather between 3 and 5 P.M. in the Student Union to visit, reminisce, and enjoy refreshments.

On the hostess committee are Mrs. *Mae Lipe Fox*, *Tina Mary Goodwin*, and Mrs. *Rolla E. Wiggins (Ora Wilhelm)*.

Members are asked to bring along school mementos. Those who cannot attend are asked to write letters, telling about themselves, their families, and other classmates they may know about.

The '14ers and their guests also are invited to attend the Alumni Day program—the Legislative Council meeting, the Alumni Luncheon, campus tours, and on Saturday evening the Alumni Banquet where they will sit in a group.

1919

**Fortieth Reunion**  
June 13, 1959

An informal afternoon party and get-together will be held on Alumni Day, Saturday, June 13, for the 40th Reunion of the Class of 1919 at the home of Mr. and Mrs. C. E. Fehrenbaker (*Lena Jones*, 2), 109 North Springer, Carbondale. Members of the class and of the nearby classes, and their guests, are invited to attend between 3 and 5 P.M. Members of the faculty of that era are being invited.

Those members who cannot attend the reunion are asked to send letters telling of themselves, their families, and classmates.

The '19ers and their guests also are invited to participate in the Alumni Day program—the Legislative Council meeting on Saturday morning, the Alumni Luncheon, campus tours all during the day, and Saturday evening at the Alumni Banquet where the class will sit together.

*Mabel Huck*, 2, is teaching in the elementary schools in Los Angeles. She lives at 3907 Somerset Drive, Los Angeles 8, Calif.

1924

**Thirty-fifth Reunion**  
June 13, 1959

Dr. *V. A. Beadle*, ex, is a doctor of dental surgery and member of the staff of Doctors Hospital in Carbondale. He is married to the former *Faye Fore*, ex '27, and they have three children—*Wilma*, *Barbara*, and *V. A., Jr.*

Mrs. *Edna Spires Travis*, 2, '44, M.S. '49, English instructor at Southern Illinois University, was guest speaker at a meeting of Zeta Tau chapter of Beta Sigma Phi sorority in Carterville this spring. She spoke on the drama, from Shakespeare to modern American. A resident of Carterville, she has a son, *David T.*, ex '50.

1929

**Thirtieth Reunion**  
June 13, 1959

Alumni traveling in the Phoenix, Ariz., area will be interested to know that *Elmer Hicks*, 2, is owner-manager of the Mountain View Motel at 3344 Westward.

The Rev. *Joseph P. McLaughlin*, 2, is pastor of the Dalton City Presbyterian Church.

Among the teachers in the class are—*Charles D. Faulkner* '28-2, science teacher at Dupo Community High School. He is married to the former *Edna Mae Goley*, ex '30, and they have two children.

*Dolores Endicott*, 2, is an elementary teacher in Silvis.

In Dahlgren Mrs. *Omar E. Allen (Helen Wilson)*, 2) is a teacher in the community consolidated schools. The Allens have two sons.

Head of the mathematics department of Belleville Township High School is *Kenneth L. Pyatt*, '25-2, who has been on the faculty there since 1942.

*Sara Elizabeth Parish*, 2, is an elementary teacher at the Hawthorne School in East St. Louis.

Also in the East St. Louis school system is *Eathel B. Blackard*, 2, third grade teacher.

*Dorothy Benner Muckelroy*, 2, Carbondale, is a community worker with the Illinois Youth Commission. Her husband, *Marvin Muckelroy*, '28-2, '30, is a chemical engineer with the Central Illinois Public Service Company at Grand Tower Station. They have two children, *Benner* and *Marilyn*.

*Ralph R. Klien*, 2, is principal of McKinley School in Pekin. He is married and has two children, *Nancy* and *Ronald*.

In Sioux Falls, S.D., Mrs. *Luther M. Thomas (Celeste Mashek)* '27-2) combines a homemaking career with a business career. She is secretary-treasurer of the Dakota Asphalt Sales Corporation.

*Hope Ozburn Weatherly*, 2, is the wife of Dr. *James A. Weatherly*, Murphysboro physician. They have a son, *James O.*, 21.

1934

**SILVER REUNION**

**June 13, 1959**

The 25th Reunion of the Class of 1934 will be held on Alumni Day, Saturday, June 13, at the home of Mr. and Mrs. John G. Gilbert, 513 West Walnut, Carbondale, from 3 to 5 P.M. A class secretary will be elected.

Those members who cannot attend are asked to write letters telling about themselves and their families.

On the reunion planning committee are Mrs. Paul J. Brown (*Rhoda Mae Baker*), Mrs. John Gilbert (*Helen Dollins*), *Archie Stroup*, and Mrs. Paul Peterson (*Kathryn Lentz*).

Class members and their guests also are invited to participate in the day-long Alumni Day program which includes the Alumni Luncheon, campus tours, and in the evening at 6:30 the Alumni Banquet in Woody Hall Dining Hall.

*Edward C. Timpner* is engaged in farming near Pinckneyville. He is married, the father of four children—Gary, Marcella, Susan, and Ralph.

In St. Petersburg, Fla., Mrs. John F. Ormsby, Jr. (*Beryl Aline Hankla*, 2) is a housewife, a mother of a son, 11, and a substitute teacher.

Mrs. Loren W. Boyd (*Vera Lucille Boyd*, 2) also is a substitute teacher—in the Sesser Grade School. She has three sons, Loren, Jr., Stephen, and Jeffrey.

Mr. and Mrs. *John D. Moss* '35 (*Alice Lambert*, 2) live in Pekin, where Mr. Moss is athletic director of the Pekin Community High School. They have two children, Amy and Larry.

Pedagogic members include *Freeman N. Wise* '28-2, member of the social science department at Chester High School,

Mrs. Harry Mitchell (*Vera Kuhn*, 2) Overland, Mo., who teaches the second grade in the Normandy district, and

Mrs. John C. Albert (*Ruby Brantley*, 2), primary teacher in Belleville schools.

In Mt. Prospect *Marian E. Thrailkill* is a real estate broker.

Mr. and Mrs. *Richard R. Balotti* '40 (*Laura Lillie*, 2) live at 28 Boulder Brook Drive in Wilmington, Del. Mr. Balotti is cost and closing supervisor in the engineering department of E. I. duPont Company in Wilmington. They have two children, Frank and Susanne.

Mrs. Veachel W. Bean (*Louise White*, 2), Mt. Vernon, is a visitor for Illinois Public Aid Commission.

1939

**Twentieth Reunion**

**June 13, 1959**

The 20th Reunion of the Class of 1939 will be held on Alumni Day, Saturday, June 13, at the home of Mr. and Mrs. Carlton F. Rasche, 1500 West Freeman Street, Carbondale. The reunion will be an informal afternoon party with Mr. and Mrs. *C. F. Rasche* '37 (*Martha Jean Langenfeld*) and Mr. and Mrs. *I. Clark Davis* on the reunion committee.

Members of the class and their guests are invited to participate in the day-long Alumni Day program—the campus tours, the Alumni Luncheon and on Saturday evening the Alumni Banquet.

From *Rosalie Greer Hooker*, Rte 2, Carterville: "I am married to *Lee Hooker*, ex '30. We are in business—have a store, Hooker's Department Store, in Carterville and Hooker's in Sparta. We have two girls, Sharon, age 16, and Connie, age 11. I am looking forward to the reunion."

*Rolla R. Ross*, 225 Seventh Street, Downers Grove, writes, "I am an electronic computer consultant with Booz-Allen and Hamilton (national management consultants). My assignment for the next few months will be in Lima, Peru, and my wife and three boys—Michael, 13, Steven, 10, and John, five—will accompany me. On June 13 I will climb the highest Andean peak, face SIU and think of the Class of '39. Best wishes for a successful reunion."

And from Mrs. Benny S. Vineyard (*Mary Katherine Seibert*), 914 Taylor Drive, Carbondale—"It seems only a few months ago (a sure sign of 'advancing years' when five years seem a few months) that we moved back to Carbondale and my husband, Class of 1949, became an instructor in the Industrial Education Department at SIU. My primary occupation is being a housewife and mother of two children—Julie, age 10, and Jim, age seven. This year I've enjoyed getting back into teaching by being a substitute teacher at Carbondale's Winkler School. We are eagerly looking forward to saying many a 'do you remember when. . . .' on June 13th."

*Harold V. Black*, 3051 West Indiana, Evansville, Ind.: "I have a son, Dennis, who is 14. My wife, Mary, is a former Carbondale girl. We have lived in Illinois, Missouri, Indiana, and Ohio during the past 20 years. Most of this time we have been Hoosiers. At present I am employed as chief draftsman for Mead Johnson and Company (nutritional and drug manufacturers). Our office does all the engi-

neering for many branches of Mead in Canada, Mexico, South America, and Europe. During the past 20 years I have spent about seven teaching in about all levels of school work from junior high to technical college. Most of my working history has been however in the engineering field (mechanical, electrical, and architectural). Give my regards to all. We hope to see some of the old-timers in June."

From 2700 Manner Street, Mt. Vernon, Mrs. Donald L. Johnson (*Elizabeth Buell*) pens—"Ray, 10; Jeff, nine; Lee, six; Carolyn, four; Christine, three; Don and I add seven Johnsons to the long list of that family name. Don is the area eningeer for the Soil Conservation Service and we have lived in Mt. Vernon six years this May. Plans are uncertain but wish we could see you at the reunion."

And from the hosts—Mrs. Carlton F. Rasche (*Martha Jean Langenfeld*)—"I am, as the expression goes, just a housewife. My husband, Class of '37, is assistant director of Auxiliary and Service Enterprises at Southern. We have two very sweet (I may be biased) daughters, Sandra Nann, 10, and Judith Jan, five. We couldn't be persuaded to miss this reunion."

*I. Clark Davis*, 1207 Carter Street, Carbondale, is director of student affairs at SIU, also dean of men. He is married to the former Dorothy Frailey of Benton and they have three children—Robert, 11; Marilyn, eight; and Joann, two. Clark is eagerly planning and looking forward to seeing many of you at the reunion.

1944

**Fifteenth Reunion**

**June 13, 1959**

*Kenneth E. Finn* is an education services officer (civilian) at Keesler Air Force Base, Miss. He, his wife, and son, David M., live at 4490 Kendall Circle, Gulfport, Miss.

From *Edward M. Bright*, 1756 West College, Decatur: "I now teach mathematics at Eisenhower High School in Decatur. I formerly taught math at Centennial Junior High School in Decatur. We have three children—Jon, six; James, four; and Sara Jane, 15 months."

Mrs. Maurice Anthony (*Jewell Elizabeth Story*), West Frankfort, is a mathematics-science teacher in Thompsonville High School. She has a daughter, Janet.

In Lafayette, Calif., *James W. McGuire*, ex, is owner of a wholesale phonograph record business.

Mrs. *Leslie Wardrop Schoderbek*, ex,

lives at 5622 Gross Drive, Dayton 31, O. She has a two-year-old daughter, Joann.

From Chicago Mrs. Richard A. Reck (*Mary E. Daniel*) has moved to Hinsdale, where she lives at 901 Garfield Avenue.

1949

### Tenth Reunion

June 13, 1959

The Class of 1949 will celebrate their 10th Reunion at a special Alumni Day Coffee on Alumni Day, Saturday, June 13, from 3 to 5:30 P.M. in the Student Union.

Planning the event are Dr. *Archie P. Woolard*, *Louis F. Renfro, Jr.*, Mrs. *Sue Jackson Eberhart*, Mrs. *William Eaton (Coralie Lunde)*, and Mrs. *Ellis L. Mitchell (Betty Hill)*. Only business at the coffee will be the election of a class secretary.

The '49ers are invited to attend all of the Alumni Day festivities—the campus tours, Alumni Luncheon, Legislative Council meeting, and in the evening the Alumni Banquet in Woody Hall Dining Hall.

Mr. and Mrs. *Glenn O. Brown, Jr. (Delores Williams '50)* now live at 1308 North Taft Street in Arlington, Va. Glenn is working for the federal government in Washington and Delores is working for her doctorate in political science at Georgetown University, Georgetown, Va.

*James B. Moses, ex*, is assistant U.S. district attorney in East St. Louis.

"I accepted a position with International Cooperation Administration (Foreign Aid Program) last fall. After an eight-week orientation period in Washington, D.C., I came to Seoul, Korea, for a two-year assignment."—*Pauline C. Wright, UNC/OEC (TC-PA-S)*, APO 301, San Francisco, Calif.

The Rev. *H. Byron Bruce* is pastor of the Memorial Baptist Church in Columbia, Mo. He formerly was pastor of the First Baptist Church in Coolidge, Ariz. Mrs. Bruce is *Doris Guffey, ex '47*.

In Indianapolis *William J. Tripp* is supervisor of machine accounting for Shell Oil Company.

*Lawrence A. Hilton* is a dairy farmer near Makanda. He and *Ellen Heern Hilton, ex '46*, have four children—*Jim, Phyllis, Jane, and Donna*.

*Warren R. Eberhart, M.S. '50*, is a field representative for the U.S. Department of Health, Education, and Welfare. His wife is the former *Ruth Evans, ex '44*, and they have a 10-year old son Bobby.

New address for *Elmer E. Crocker* is 6233 North Hammond Avenue, Oklahoma City, Okla. He moved there from Decatur.

MAY, 1959

*Robert E. McNeill, ex*, Fairfield, is a student at the Kentucky School of Embalming.

1954

### Fifth Reunion

June 13, 1959

Mrs. *Laura Trusty Therber, VTI*, is secretary to the assistant adjutant general for the State of Indiana in Indianapolis.

In Bluford the Rev. *S. Arthur Grigg* is pastor of the First Baptist Church. He is married and has two sons.

In Gary, Ind., *Wayne L. Hanold* is a management trainee with U.S. Steel Corporation.

*Donald L. Pratt* is principal of the Franklin Grove High School. He is married and has a baby daughter, Peggy Jo.

At the University of Illinois in Urbana *Charles C. Hines*, Grand Tower, is a junior in the College of Law.

Mr. and Mrs. *Robert E. Stephens (Wanda L. Drew, ex '53)* and their two children, *Marta Lynne* and *Robert Keith*, live at 350 East Franklin in Paxton. Mr. Stephens is head of the science department and chemistry and physics teacher of the high school in Paxton.

*Edgar E. Hutchins, VTI*, is a television technician in Champaign.

In Charleston *Ann E. Jackson, M.S.*, is first grade supervisor at Eastern Illinois University.

And at Macomb *Doug H. Kay, ex*, is a student at Western Illinois University.

*Mary Ann Caroline Klingenberg* is a physical education instructor at Eisenhower High School in Decatur.

Mr. and Mrs. *Robert W. Moore, ex (Marilyn Rose Moore '58)* live at 406 Virginia Avenue in Oceana, Va., with two-year-old *Terry*. Mr. Moore is a naval officer and jet pilot.

Mr. and Mrs. *Thomas G. Renfro, ex (Marilyn R. Renfro '56)* have moved to 1809 Dawsey Street in Tallahassee, Fla. Mr. Renfro is a student at Florida State University. A son, *Kevin Eric*, was born October 29.

*Edward A. Markel, ex*, is an industrial arts instructor in Tehachapi, Calif. Recent addition to the Markel family was *Anne Kathryn*.

1958

### FIRST REUNION

June 13, 1959

For editing next to the best sports page in a California weekly newspaper con-

test, *Warren Talley* received a second place award. He is sports editor of the Recorder and Gazette at Menlo Park, Calif. Formerly of Pinckneyville, he was co-captain of the basketball team and sports editor of The Egyptian while on campus. His wife is *Frances Jane Herr*.

*Wilber Lee Moyer* teaches the sixth and seventh grades in the Carmi public schools.

*Ernest D. Washington* is doing graduate work at the University of Minnesota, Minneapolis.

On the teacher roster are—

*Donald J. Otness*, physical education teacher and assistant coach in Waterloo Public High School,

*Dorothy E. Stanley, M.S.*, on the faculty of Carmi Township High School,

*Gene R. Alexander*, seventh and eighth grade teacher in Benton,

*Charles L. Henna*, sixth grade teacher in the Lincoln Grade School in Herrin (his wife, *Dianne Peak Henna*, is an SIU student—they have a year-old-son, *Charles Timothy*),

And *Shirley R. Smith*, Carbondale, home economics teacher at Enfield.

In Chicago *Richard A. Johnson, M.S. '58*, is a fire insurance underwriter.

Another underwriter is *Robert G. Kraatz*, with State Farm Mutual Insurance Company in Huntington Beach, Calif.

*Frank R. Thomas, Jr.*, Edwardsville, is secretary of the Madison County Farm Bureau.

Also in California is *James H. Limbaugh*, sales trainee with the Day and Night Manufacturing Company, subsidiary of the Carrier Corporation. He lives in West Covina, Calif.

*Brenda K. Queen, VTI-1*, Tamora, is a bookkeeper with the Du Quoin State Bank.

*Julius Gianakos, VTI*, is an electronics technician in Peoria. He is married and has two children, *Mike* and *Brenda*.

*Chrystal J. Edds* is a graduate student at the University of Kentucky, Lexington, Ky.

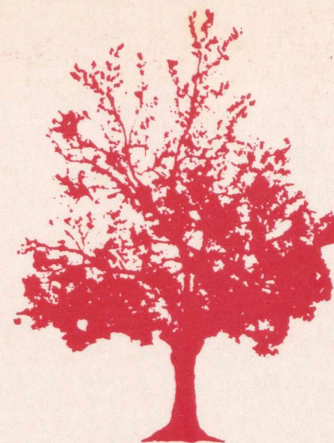
Mrs. *Wayne F. Hargan (Orlene Hargan, VTI-1)* lives in Johnston City, where she leads a busy life as housewife and mother of *Paul*, four, and *Patti*, one.

In Decatur *Joyce Ann Weber* is an instructor of physical education and health at the Douglas MacArthur High School.

*Thomas D. Giles*, Chicago, is serving with the U. S. Army at Ft. Leonard Wood, Mo.

Mr. and Mrs. *LeRoy R. Trost (Shirley Ann Klohr, ex '51)* live in St. Louis where he is a drafting teacher.

# Vacation Time is Camping Time



It's HIGH TIME to think about VACATION TIME . . . .  
and a GOOD TIME to do something about it is now!

The SIU Alumni Association is doing a repeat performance of the Alumni Family Vacation Camping Program at Little Grassy Lake inaugurated last year for the FIRST TIME.

CAMPING TIME is from August 16 through August 29. Come for one week, or for two. Reservations, on a first come first served basis, must be made by Wednesday, July 15.

1. For those who want to camp under the regular program—with everything furnished but linens—the rates remain the same as last year. For adults, \$27.50; children 3 to 12, \$22.50; children under 3, \$12.50. All meals are included from Monday breakfast through Saturday breakfast. Cabins and aluminum-screened cabins are available.

Two new plans have been added this year. For the “do-it-yourself” camper who likes to rough it, more or less, and has all of his own gear, these special rates are offered—

2. For those who want to bring their own gear but wish to take their meals in the dining hall, the rate is \$35 per couple per week, plus \$13.75 per week for each additional member of the family.

3. For those who want to provide and cook their own food and bring their own equipment, the rate is \$5 a week for the entire family for a site and participation in the recreational activities.

Little Grassy Lake is just 10 miles and 15 minutes southeast of Carbondale—a lovely sport for playing and relaxing. In conjunction with the SIU Department of Recreation and Outdoor Education a recreational program to suit every member of the family is offered. You can swim, hike, go boating, play baseball, volleyball, or horseshoes, use the rifle range, go horseback riding, practice archery, fish, study nature, join in group singing, go on cookouts, try your hand at handicraft—all under supervision of a full complement of trained counselors. A nurse is on duty.

MEALTIME will be a HAPPY TIME for mother (no cooking or dishwashing) and for everyone else, too. Just answer the dinner bell at the dining hall and sit down to delicious meals prepared by a staff of cooks.

The Alumni Family Vacation Camping Program is open only to members of the Alumni Association. If you are not a member, send \$4 for a membership along with your reservations and deposit.

## APPLICATION BLANK

NAME .....

ADDRESS .....

CHILDREN AND AGES:

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.....

Check week and plan below—

- Week of August 16–22 .....
- Week of August 23–29 .....

### PLAN FOR CAMPING

- 1. Regular Program  
(everything furnished) .....
- 2. Do-It-Yourself  
(meals furnished) .....
- 3. Do-It-Yourself  
(all the way) .....

A check for the amount of one-fifth of the week's total cost for the family must be sent with reservations. Make checks payable to SIU Alumni Association. Alumni who are not members of the association should also enclose \$4 for a one-year membership.