Southern Alumnus

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Lightning Flirts with Old Main Tower

Southern Alumnus

May, 1963
One of SIU’s most beloved persons, Dean Eli Gilbert Lentz, ex ’07, died March 24 in Carbondale at the age of 81. He had actively devoted 36 years to Southern. Even retirement and advancing years could not dim the loyalty and affection he always held for the University.

A man who dedicated half a century to education, he was indeed a “Great Teacher,” a title bestowed upon him by the alumni in 1961 when they selected him for the honor. He considered teaching neither a stepping stone to something more superior nor a blind alley that led nowhere—but “a life supremely worthwhile in itself.”

A gentle man, a kindly man, Dean Lentz exemplified true Christian living. Whatever he was called upon to do he did wholeheartedly—in his teaching, in his service to church and community.

Born in Creal Springs, Dean Lentz began teaching in the rural schools. Later he was superintendent of schools in his home community as well as in Carterville and Marion. He came to SINU in 1914 as a member of the English Department, later the Mathematics Department, and finally the History Department, where he was assistant to the head and taught all of the English and French Revolution history courses.

In 1935 President Roscoe Pulliam appointed him dean and counselor of men, the first in that position. He returned to teaching in 1945. When the University started preparations for its 75th jubilee, Dean Lentz was named chairman of the anniversary committee. In honor of the occasion, he completed the book, “Seventy-Five Years in Retrospect,” an account of the development of Southern from normal school to teachers college to university.

Dean Lentz retired September 1, 1950, with the title of University Professor in recognition of his long and devoted service to SIU, the only one to hold that honor. But he didn’t stay retired very long. President D. W. Morris asked him to serve as acting director of Alumni Services. Final retirement came in 1952.

Dean Lentz was held in high esteem by the University and by his former students. In addition to being named the second “Great Teacher” by the Alumni Association, he also was selected for an Alumni Achievement Award in 1960—for a lifetime of devotion to education and Southern Illinois University . . . for years of unswerving loyalty, inspiration and dedication.

The dining and recreation building at Thompson Point was named in his honor.

Dean Lentz was director of the Clint Clay Tilton Library. He was a member of the Illinois State Historical Society, the Mississippi Valley Historical Association, and the American Historical Association. He was one of the founders of the Southern Illinois Historical Society and was active in the Southern Illinois Teachers Association.

Dean Lentz leaves his wife Lula and four children—Mrs. J. W. D. Wright (Agnes ’24-2, ’30), Winnetka; Gilbert G. ’31, Sacramento, Calif.; Mrs. Orwin Pugh (Blanche, ex ’32) and Mrs. Mary Kathryn Peterson ’34, of Carbondale.
On the Cover

Old Main, and especially its tower, are popular subjects for the photographer. They have been photographed from many angles, under all sorts of conditions, and at most any time of the day or night.

This unusual picture of the famous campus landmark was taken one evening during a spring storm. Jerry Minnihan, of the faculty of the Department of Printing and Photography and of the staff of the Photographic Service, had such a shot in mind when he went to the campus to take this picture. He spent 45 minutes, during spasmodic showers, photographing Old Main and the play of lightning on the western sky.

In This Issue

For the fifth year the Southern Alumnus is publishing a special report by the Editorial Projects for Education, a board of 23 dedicated alumni editors, directors, and officers from throughout the nation. These editors get no financial compensation; they contribute their time and services in the conviction that their cooperative efforts benefit higher education. They pool their resources, talents, and energies to present comprehensive reports with vision and perspective on issues important to higher education and the future of this country.

The Moonshooter idea (tagged with this code name when the editorial operation was originated) came into being six years ago. Since then, more than 10,000,000 copies of Moonshooter reports have been distributed by hundreds of colleges, universities, and secondary schools. These features have covered the role of the alumnus, of the teacher, and of the student, the problems and needs of American higher education, and the future of these institutions.

This year the report concerns the vital subject of Academic Freedom—and it begins on page five.
Two distinguished American scholars have been appointed research professors. Returning to the position he resigned last spring to accept a similar chair at the University of Colorado is Harry T. Moore, nationally noted author and critic. In addition to his work as research professor of English, he will be a consultant on modern literature to Morris Library and SIU Press.

Named research professor of philosophy is Lewis Hahn, dean of the graduate school and professor of philosophy at Washington University, St. Louis. He also will be in charge of the Department of Philosophy's expanding graduate study program.

Professor Hahn has been at Washington University for the last 15 years. He is the author of several books and articles, including *A Contextualistic Theory of Perception*, and is editor of the *Annual Proceedings and Addresses of the American Philosophical Association*, an organization of which he is national secretary.

As dean of Washington's Graduate College of Arts and Sciences for the last nine years, he has played a significant role in U.S. graduate education, serving as secretary of the Association of Graduate Schools in the American Association of Universities and as a consultant to the U.S. Office of Education.

Professor Moore, best known for his popular biography of English novelist D. H. Lawrence (*The Intelligent Heart*), recently edited a two-volume collection of Lawrence's letters and published *The World of Lawrence Durrell*. He was one of three critics chosen to name the $10,000 National Book Award winners for 1962 and is a frequent contributor to the literary review pages of the New York Times, Saturday Review of Literature and other journals and magazines.

Earlier books of his include *The Novels of John Steinbeck, Poste Restante, The Achievements of D. H. Lawrence*, and *The Human Prospect* (with Lewis Mumford). He is editor-in-chief of *Crosscurrents: Modern Critiques*, a series of literary studies being published by SIU Press.

**New Title for Rendleman**

John S. Rendleman, ex '47, executive director of business affairs, has been given a new title. He now is special assistant to the president and general counsel to the University.

Thirty-five years old and a native of Anna, he joined the SIU staff in 1951 after receiving his law degree from the University of Illinois. He started as an assistant professor of government and has served as acting legal coun-
sel, acting director of personnel, and acting vice president for business operations. In 1956 he was special counsel to the Illinois Budgetary Commission in its investigation of the state auditor’s office and in 1957 was commissioned by the American Bar Association to draft a uniform system of traffic court administration which was adopted by the Conference of Governors.

University and Baptists Swap

The Board of Trustees at its March meeting gave formal approval for an exchange of land between the University and the Illinois State Baptist Association at the Carbondale Campus.

The transaction, for which the board has an option running until September 1, would give the University the Baptist Foundation Building and Johnson Hall, a Baptist-operated residence hall for women, located adjacent to the new College of Education Building. Both structures are surrounded by SIU-owned property.

In payment for the structures and property, the Baptist Foundation would receive $355,000 and a plot of land, slightly larger than an acre, at the northwest corner of the campus. It fronts on Mill Street, between Campus Drive and Forest Street.

The Baptist Foundation Building was built in 1940, with a chapel and dormitory for 55 men students added in 1947. It also has offices, classrooms, library, and cafeteria. Johnson Hall, a residence for 55 women, was built in 1949. University officials have not announced plans for use of the two buildings.

Satellite TV Stations Proposed

Another action of the Board of Trustees at its March meeting was tentative approval of a proposal for two satellite television stations to give blanket coverage of southern Illinois for educational TV. First step will be application to the Federal Communications Commission for assignment of two channels.

These probably would be UHF channels. The two new transmitters should be located near Carlinville on the west and Newton on the east, according to preliminary surveys, thereby giving an adequate signal to portions of southern Illinois not now reached by WSIU-TV, Channel 8, a VHF station.

The Carlinville station could operate independently, with broadcasts originating on the Edwardsville Campus, or could be used to relay broadcasts from the Carbondale studio. The Newton transmitter, serving the eastern portion of southern Illinois, would be a true satellite of the Carbondale station. All three would become part of the proposed Illinois Educational Television Network.

The proposal has the approval of the State Office of Public Instruction but no definite plans can be made until the FCC has ruled on the channel allocation request.

What Right Has This Man?

A special feature in this issue of the Southern Alumnus concerns academic freedom. According to Webster, academic freedom is "freedom of a teacher, especially of a college or university professor, to express the truth as he sees it; immunity of a teacher or professor from loss of position because of expression or individual opinions."

Just how much academic freedom is allowed in this nation? Is the teacher plagued by pressures to refrain from teaching the truth, expressing an opinion, entering politics? What about loyalty oaths, political affiliations, unpopular movements?

Not too long ago the issue was a red hot one and feelings ran high on the subject. Now that the tide has subsided, a calmer, more rational view can be presented. A controversial subject that cannot be ignored or shelved, this is a right and proper time to examine and understand its facts, philosophies and implications.

To report on academic freedom at SIU, Prof. Willis Moore wrote the article on the next page.

About Prof. Willis Moore

Particularly qualified to report on academic freedom at SIU is Willis Moore, member of the faculty and chairman of the Department of Philosophy since 1955. He is an active member of the American Association of University Professors (defender of academic freedom since its formation in 1915). Past president of the AAUP chapters at the University of Missouri and the University of Tennessee, he served as president of the SIU chapter last year. During 1959–61 he was chairman of the Committee on Academic Freedom of the Illinois Conference and at the national level has served on the council and on the resolutions, executive, nominations, special investigations, and professional ethics committees.

At Southern he is on the University Council, Faculty Council, and President's Legislative Council. Among numerous articles he has written are Why Free Expression, Democracy and the College Curriculum, The Role of Philosophy in Time of Crisis, The Teaching of Values, Academic Freedom as Obligation, and An Ethical Argument for Democratic University Administration.
Academic Freedom at Southern

by
Willis Moore

Chairman, Department of Philosophy
Past President, SIU Chapter, American Association of University Professors

It takes many things to make a great university. Some of these are obvious: libraries, classrooms, laboratories, competent staff, eager and well-prepared students, and a vigorously supporting public. All of these combined cannot, however, create the ideal center of learning except there be also that intangible factor of freedom described in the following article.

Through a continuing stream of news items appearing in the *Southern Alumnus*, you have been kept informed of efforts to improve the more obvious components of the University. It is to the credit of the *Alumnus* that in this issue it describes and emphasizes what we have come to think of as the essential operational principle of a research and teaching institution.

When you are shown pictures of our new buildings and given reports on enrollments and staff additions, you know that your Alma Mater is growing and improving in these tangible respects. This issue of your magazine should cause you to ask: "How does Southern stand in the matter of academic freedom?"

The answer to this question is not a simple one because the pressures against freedom come from many sources and exist in varying degrees. Seldom if ever is a university safe from all of these at once. Ideally, the governing board and top administrative staff, as a part of their duty, shield the research, teaching, and learning activities from the restrictive tendencies originating outside the university itself.

Sometimes administration is over-ridden by legislation seeking to influence the academic process. Sometimes the administration is more anxious to procure funds or other favors than to protect the learning situation. And, there have been universities in which an administrator abuses his leadership function by seeking to mold faculty and students in his own intellectual image.

In most of these respects Southern Illinois University is fortunate. No instances of local administrative attempts to force researchers or teachers to distort their ideas to please special interest groups have come to the attention of the members of the local chapters of the American Association of University Professors. Neither have these members noted any cases of attempted restriction on the ordinary citizenly activities of staff members.

The members of our chapters have been and still are quite critical of a disloyalty disclaimer oath required for the last eight years of state employees, including teachers. One professor left the University because of his belief, which most of the faculty share, that this type of requirement fails of its original purpose of exposing Communists but does exercise a subtle restrictive influence on teachers in certain subject matter areas.

Through this requirement, we believe, the State is saying, in effect: "You teachers had better be careful what you teach for we are watching you." Our universities in Illinois will not be ideal examples of academic freedom as long as such an oath is required of teachers.

The members of the American Association of University Professors believe that in the long run the best protection of this operating principle of freedom lies in a strong faculty voice in the establishment of academic policy. As compared with most of the older and more stable educational institutions of America our University lags in this regard.

So far we have been fortunate in having in the top administrative group individuals determined to maintain academic freedom and on our campuses strong and alert chapters of the American Association of University Professors with the same ideal; but we cannot assume that this situation will always prevail.

We are now in the process of revising our internal working structure to meet changing conditions and demands. It is the expectation of the faculty that the revised organizational pattern will provide the greater faculty voice required for the provision and protection of that freedom so essential to an ideal learning situation.
HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

- He originates a large part of our society's new ideas and knowledge.
- He is the interpreter and disseminator of the knowledge we have inherited from the past.
- He makes discoveries in science that can both kill us and heal us.
- He develops theories that can change our economics, our politics, our social structures.
- As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards against our doing so.

What can we be thinking of, to permit such a system as this?
Having ideas, and disseminating them, is a risky business. It has always been so—and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censored, ostracized, exiled, martyred, and crucified—usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler or privileged class.

Are we wiser and more receptive to ideas today?

Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.
For the teacher: special risks, special rights

Normally, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence.

But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, ideas. Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate. But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.

This is the theory. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will save human lives. It may unsettle theology, as did Darwinian biology in the late 1800's, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one's faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries' persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were
such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

We recognize these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.

What the teacher's special rights consist of

The special freedom that we grant to a college teacher goes beyond anything guaranteed by law or constitution.

As a citizen like the rest of us, he has the right to speak critically or unpopularly without fear of governmental reprisal or restraint.

As a teacher enjoying a special freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer.

Thus—although he draws his salary from a college or university, holds his title in a college or university, and does his work at a college or university—he has an independence from his employer which in most other occupations would be denied to him.

Here are some of the rights he enjoys:

- He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.
- He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.
- He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.

Such freedom is not written into law. It exists on the college campus because (1) the teacher claims and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.

We grant the teacher this special freedom for our own benefit.

Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-
tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher's special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man's struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a "scientific approach" in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Would similar results have been possible without campus freedom? In moments of national panic (as when the Russians appear to be outdistancing us in the space race), there are voices that suggest that less freedom and more centralized direction of our educational and research resources would be more "efficient." Disregard, for a moment, the fact that such contentions display an appalling ignorance and indifference about the fundamental philosophies of freedom, and answer them on their own ground.

Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

Many point out that there are even more important reasons for supporting the teacher's special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

"I do not believe that academic freedom deserves preservation chiefly because it 'serves the community,' although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to 'democratic society.'"

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

"This freedom is immediately applicable only to a limited number of individuals," says the statement of principles of a professors' organization, "but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves."

Hence we give teachers an extension of freedom—academic freedom—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.
The idea works most of the time, but . . .

LIKE MANY good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

▷ An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.

▷ The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution cannot remove a professor whose views on some controversial issue the alumnus finds objectionable.

▷ A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.

▷ A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.

▷ The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.

▷ The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn’t be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.

▷ The educational board of a religious denomination is wondering why it should continue to permit the employment, at one of the colleges under its control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination’s leadership.

▷ The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is not the cause of a major health problem.

Pressures, inducements, threats: scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. (“In the last analysis,” one such critic, William F. Buckley, Jr., once wrote, “academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.”) And, considerably less important and more frequent, there is opposition by emotion- alists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?
In the face of pressures, how the professor stays free

I N THE mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, most teachers on this side about them.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function: not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active—and most effective—defender.

The AAUP's defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part: "Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties."

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce... controversial matter which has no relation to his subject."

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

How can such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him? The American Association of University Professors and the Association of American Colleges have formulated an answer: permanent job security, or tenure. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher's services should be terminated "only for adequate cause."

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher's recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association's Bulletin, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censured institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP's censure list.

As the present academic year began, eleven institutions were on the AAUP's list of censured administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

Has the teacher's freedom no limitations?

H OW SWEEPING is the freedom that the college teacher claims? Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are others—the American Association of University Professors among them—who say that freedom can be limited in some instances and, by definition, is limited in others, without fatal damage being done.

Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

"Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher's] appointment."

Here is how one church-related university (Prot-
estant) states such a "limitation" to its faculty members:

"Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university's primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution... The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world."

Another church-related institution (Roman Catholic) tells its teachers:

"While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties."

A teacher's "competence"

By most definitions of academic freedom, a teacher's rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

"... He should be careful," says the American Association of University Professors and the Association of American Colleges, "not to introduce into his teaching controversial matter which has no relation to his subject."

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist's standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak on whatever topic he chooses—and as liable to criticism of what he says. He has no special privileges when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

Hence, at least in the view of the most influential of teachers' organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.
The Communist: a special case?

Should a Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however "obvious" the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

"Society . . . is not getting from the scholar the particular service which is the principal raison d'être of his calling, unless it gets from him his honest report of what he finds, or believes, to be true, after careful study of the problems with which he deals. Insofar, then, as faculties are made up of men whose teachings express, not the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . ."

(His statement is the more pertinent, Professor Lovejoy notes, because it was originally the basis of "a criticism of an American college for accepting from a 'capitalist' an endowment for a special professorship to be devoted to showing 'the fallacies of socialism and kindred theories and practices.' I have now added only the words 'holders of public office.'")

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

"It is a very simple argument; it can best be put, in the logician's fashion, in a series of numbered theorems:

"1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

"2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

"3. That system does not permit freedom of inquiry, of opinion, and of teaching, either in or outside of universities; in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

"4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

"5. No one, therefore, who desires to maintain
academic freedom in America can consistently favor that movement, or give indirect assistance to it by accepting as fit members of the faculties of universities, persons who have voluntarily adhered to an organization one of whose aims is to abolish academic freedom.

"Of these five propositions, the first is one of principle. For those who do not accept it, the conclusion does not follow. The argument is addressed only to those who do accept that premise. The second, third, and fourth propositions are statements of fact. I submit that they cannot be honestly gainsaid by any who are acquainted with the relevant facts...

"It will perhaps be objected that the exclusion of communist teachers would itself be a restriction upon freedom of opinion and of teaching—viz., of the opinion and teaching that intellectual freedom should be abolished in and outside of universities; and that it is self-contradictory to argue for the restriction of freedom in the name of freedom. The argument has a specious air of logicality, but it is in fact an absurdity. The believer in the indispensability of freedom, whether academic or political, is not thereby committed to the conclusion that it is his duty to facilitate its destruction, by placing its enemies in strategic positions of power, prestige, or influence... The conception of freedom is not one which implies the legitimacy and inevitability of its own suicide. It is, on the contrary, a conception which, so to say, defines the limit of its own applicability; what it implies is that there is one kind of freedom which is inadmissible—the freedom to destroy freedom. The defender of liberty of thought and speech is not morally bound to enter the fight with both hands tied behind his back. And those who would deny such freedom to others, if they could, have no moral or logical basis for the claim to enjoy the freedom which they would deny...

"In the professional code of the scholar, the man of science, the teacher, the first commandment is: Thou shalt not knowingly misrepresent facts, nor tell lies to students or to the public. Those who not merely sometimes break this commandment, but repudiate any obligation to respect it, are obviously disqualified for membership in any body of investigators and teachers which maintains the elementary requirements of professional integrity.
To say these things is not to say that the economic and even the political doctrines of communism should not be presented and freely discussed within academic walls. To treat them simply as 'dangerous thought,' with which students should not be permitted to have any contact, would give rise to a plausible suspicion that they are taboo because they would, if presented, be all too convincing; and out of that suspicion young Communists are bred. These doctrines, moreover, are historical facts; for better or worse, they play an immense part in the intellectual and political controversies of the present age. To deny to students means of learning accurately what they are, and of reaching informed judgments about them, would be to fail in one of the major pedagogic obligations of a university—to enable students to understand the world in which they will live, and to take an intelligent part in its affairs . . ."

If every Communist admitted he belonged to the party—or if the public, including college teachers and administrators, somehow had access to party membership lists—such a policy might not be difficult to apply. In practice, of course, such is not the case. A two-pronged danger may result: (1) we may not "spot" all Communists, and (2) unless we are very careful, we may do serious injustice to persons who are not Communists at all.

What, for example, constitutes proof of Communist Party membership? Does refusal to take a loyalty oath? (Many non-Communists, as a matter of principle, have declined to subscribe to "discriminatory" oaths—oaths required of one group in society, e.g., teachers, but not of others.) Does invoking the Fifth Amendment? Of some 200 dismissals from college and university faculties in the past fifteen years, where communism was an issue, according to AAUP records, most were on grounds such as these. Only a handful of teachers were incontrovertibly proved, either by their own admission or by other hard evidence, to be Communist Party members.

Instead of relying on less-than-conclusive evidence of party membership, say some observers, we would be wiser—and the results would be surer—if we were to decide each case by determining whether the teacher has in fact violated his trust. Has he been intellectually dishonest? Has he misstated facts? Has he published a distorted bibliography? Has he preached a party line in his classroom? By such a determination we would be able to bar the practicing Communist from our campuses, along with all others guilty of academic dishonesty or charlatanry.

How can the facts be established?

As one who holds a position of unusual trust, say most educators (including the teachers' own organization, the AAUP), the teacher has a special obligation: if responsible persons make serious charges against his professional integrity or his intellectual honesty, he should be willing to submit to examination by his colleagues. If his answers to the charges are unsatisfactory—evasive, or not in accord with evidence—formal charges should be brought against him and an academic hearing, conducted according to due process, should be held. Thus, say many close observers of the academic scene, society can be sure that justice is done—both to itself and to the accused.

Is the college teacher's freedom in any real jeopardy?

How free is the college teacher today? What are his prospects for tomorrow? Either here or on the horizon, are there any serious threats to his freedom, besides those threats to the freedom of us all?

Any reader of history knows that it is wise to adopt the view that freedom is always in jeopardy. With such a view, one is likely to maintain safeguards. Without safeguards, freedom is sure to be eroded and soon lost.

So it is with the special freedom of the college teacher—the freedom of ideas on which our civilization banks so much.

Periodically, this freedom is buffeted heavily. In part of the past decade, the weather was particularly stormy. College teachers were singled out for
You are a college president.

Your college is your life. You have thrown every talent you possess into its development. No use being modest about it: your achievements have been great.

The faculty has been strengthened immeasurably. The student body has grown not only in size but in academic quality and aptitude. The campus itself—dormitories, laboratories, classroom buildings—would hardly be recognized by anyone who hasn't seen it since before you took over.

Your greatest ambition is yet to be realized: the construction of a new library. But at last it seems to be in sight. Its principal donor, a wealthy man whom you have cultivated for years, has only the technicalities—but what important technicalities!—to complete: assigning the campus. "Is it true," he asked, "that John X, of your economics department, is a member of the education committee?"

You had your secretary discreetly check: John X's telecast is scheduled for next week. It will be at least two months before you get those library funds. There is John X's extension number, and there is the telephone. And there are your lifetime's dreams. Should you . . .?

You are a university scientist.

You are deeply involved in highly complex research. Not only the equipment you use, but also the laboratory assistance you require, is expensive. The cost is far more than the budget of your university department could allow; contracts make your work possible. 

But now, as a result of your studies and experiments, you have come to a conclusion that is diametrically opposite to that which forms the official policy of the agency that finances you—a policy that potentially affects the welfare of every citizen.

You have outlined, and documented, your conclusion forcefully, in confidential memoranda. Responsible officials believe you are mistaken; you are certain you are not. The disagreement is profound. Clearly the government will not accept your view. Yet you are convinced that it is so vital to your country's welfare that you should not suppress it, however painful that may be.

You are a man of more than one heavy responsibility, and you feel them keenly. You are, of course, responsible to your university. You have a responsibility to your colleagues, many of whose work is financed similarly to yours. You are, naturally, responsible to your country. You bear the responsibility of a teacher, who is expected to hold back no knowledge from his students. You have a responsibility to your own career. And you feel a responsibility to the people you see on the street, whom you know your knowledge affects.

You feel your conscience, lifetime financial considerations: your dilemma has many horns. Should you . . . ?

You are a business man.

You make toothpaste. It is good toothpaste. You maintain a research department, at considerable expense, to keep it that way. A disturbing rumor reached you this morning. Actually, it's more than a rumor; you could class it as a well-founded report. The dental school of a local university is about to publish the results of a study of toothpastes. And, if your informant had the facts straight, it can do nothing but harm to your current selling campaign.

You know the dean of the dental school quite well. Your company, as part of its policy of supporting good works in dental science, has been a regular and substantial contributor to the school's development fund.

It's not as if you were thinking of suppressing anything; your record of turning out a good product—the best you know of—is absolutely perfect. But if that report were to come out now, in the midst of your campaign, it could be ruinous. A few months from now, and no harm would be done.

Would there be anything wrong if you . . .?

Your daughter is at State.

You're proud of her; first in her class at high school; pretty girl; popular; extraordinarily sensible, in spite of having lots of things to turn her head.

It was hard to send her off to the university last fall. She had never been away from the family for more than a day or two at a time. But you had to cut the apron-strings. And no experience is a better teacher than going away to college. You got a letter from her this morning. Chatty, breezy, a bit saucy in a delightful way. You smiled as you read her youthful jargon. She delights in using it on you, because she remembers how you grimaced in mock horror when you heard it around the house.

Even so, you turned cold when you came to the paragraph about the sociology class. The so-called scientific survey that the professor had made of the sexual behavior of teenage girls is the sort of thing Margie is being taught at State? You're no prude, but . . . You know a member of the academic committee of the state legislature. Should you . . . ? And on the coffee table is the letter that came yesterday from the fund-raising office at State; you were planning to write a modest check tonight. To support more sociology professors and their scientific surveys? Should you . . .

Are matters of academic freedom easy to handle some of these special criticisms if they did not conform to popular patterns of thought? They, and often they alone, were required to take oaths of loyalty—as if teachers, somehow, were uniquely suspect.

There was widespread misunderstanding of the teacher's role, as defined by one university president:

"It is inconceivable . . . that there can exist a true community of scholars without a diversity of views and an atmosphere conducive to their expression . . . To have a diversity of views, it is essential that we as individuals be willing to extend to our colleagues, to our students, and to members of the community the privilege of presenting opinions which may, in fact, be in sharp conflict with those which we espouse. To have an atmosphere of freedom, it is essential that we accord to each diverse view the same respect, the same attentive consideration, that we grant to those who express opinions with which we are in basic agreement."
affecting labor and management, automation, social welfare, or foreign aid—are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy."

Opposition to such "heresy"—and hence to academic freedom—is certain to come.

In the future, as at present, the concept of academic freedom will be far from uncomplicated. Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one's haste to judge the rightness or wrongness of a case, will be to expose oneself to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.
Although surrounded by fresh spring victories in track, tennis, golf, and baseball, the memory of several near misses by Southern's winter sports teams lingers on.

Coach Bill Meade's gymnasts, who had placed behind Penn State and Southern California in the past two years, this season ran into a standout University of Michigan squad which captured NCAA honors at Pittsburgh. The Salukis, however, who have established themselves as one of the nation's perennial gymnastics powers, again won second place by a wide margin.

Fred Orlofsky, Southern's top attraction, was second in all-around competition, also for the third straight year, but lost individual scoring honors to teammate Rusty Mitchell. The West Covina, Calif., junior, who last season claimed the NCAA tumbling championship, finished fifth in all-around, but outscored Orlofsky 29-15 in total points.

A superb late-season rush by Coach Jack Hartman's cagers also provided a bit of excitement in NCAA college-division action. The Salukis, who made a habit throughout the season of upsetting teams holding "major" status, wound up their regular season by winning four in a row and went on to avenge a pair of earlier losses to Southeast Missouri and one to Evansville College by eliminating both of the rivals from tournament play. And, both victories were recorded on the opponent's home courts.

With the national finals being held at Evansville, and just at the height of SIU's exam week, the Salukis succumbed to a fine South Dakota State quintet 80-76 in the semi-finals and completed the campaign with another narrow loss in overtime to Oglethorpe University of Atlanta, Ga. Their efforts, however, netted Southern a handsome fourth-place trophy, their second NCAA basketball award in the past two years.

Team captain Dave Henson, Dupo, capped a standout career at SIU by leading his teammates in scoring for the season. Henson totaled 391 as compared to Paul Henry's 355, Harold Hood's 327, Lou Williams' 237, Frank Lentfer's 236, Eldon Bingham's 218, and Joe Ramsey's 208. Rod Linder, with 145, was the only other player with more than 100.

Another SIU performer narrowly missing a coveted national title was Larry Kristoff. The home-bred football-wrestling star won the NCAA college-division's heavyweight championship to earn a berth in the organization's university meet and came within an eyelash of capturing it also. The Carbondale Community High School product upset Oklahoma State's top-ranked Joe James in the semi-finals, but lost a 2-1 overtime decision to Jim Nance of Syracuse in the title match.

Ken Houston, Southern's wrestling captain, was selected as the college division meet's most outstanding performer, but was ineligible to compete in the university meet having already had three shots at the major crown. Both Kristoff and Houston, who were runners-up in Pan-Am Game trials last December, later competed in the National AAU meet at San Francisco.

Edward Walter, freshman from Mt. Carmel, set a new school strike-out record by fanning 19 when SIU won its first season game in a double header with the St. Louis Billikens last month on the Saluki field. He allowed St. Louis five hits in the 9-0 game.

Ed broke the record of 13 strikeouts set in 1960 by Harry W. Gurley, southpaw from Overland, Mo., who now is pitching coach on the baseball staff.
1898

Sixty-fifth Reunion
June 8, 1963

Mrs. James W. Barrow (Lucy Patten, 2) has been a lifelong resident of Carbondale and a devoted alumna of Southern for most of those years. A few years ago she concluded nine years of service on the SIU Foundation board of directors and was honored with a special merit award. In 1957 Mrs. Barrow was named the community’s “Woman of Distinction” by the Carbondale Business and Professional Women’s Club.

Another member of the class long associated with SINU is Mrs. Charles B. Whittlesey (Cornelia Allyn Hypes, 2), Claremont, Calif. She is the granddaughter of Robert Allyn, first president of Southern, and was assistant librarian at the University from 1905 to 1907 and head librarian from 1907 to 1910. She moved to the West Coast in 1959.

Mrs. Herbert W. Reynolds (Fanny Ozment, 2), Pleasant Garden, N.C., retired after teaching 40 years, six in Illinois and 34 in North Carolina. All seven of her children are college graduates and three have doctoral degrees. One son is dean of arts and sciences at Florida State University.

Another retired teacher is Miss Nina Orenda Buchanan, 2, Orlando, Fla. Her book, “Tell Tales of a Teacher,” was reviewed in the March Southern Alumnus. A native of southern Illinois, she spent most of her years in Seattle, Wash., moving to Florida when she retired a few years ago. She was president of the National League of Teachers and a delegate at the first Pan-Pacific Education Conference, held in 1921 in Hawaii.

1903

Sixtieth Reunion
June 8, 1963

1908

Fifty-fifth Reunion
June 8, 1963

1913

GOLDEN REUNION
June 8, 1963

From Beaufort, S.C., Mrs. Warner W. Bayley (Sarah S. Mitchell, 2) wrote, “Congratulations to Mr. Odaniell on such a fine letter—and my thanks for the thoughtful enclosure of the addresses of my 50-year-ago classmates. I will certainly try to be there for the June reunion.” Mrs. Bayley attended Southern from the first grade to graduation in 1913. Her husband is a retired Navy commander. They live at Whitehall Point in Beaufort.

1918

Forty-fifth Reunion
June 8, 1963

Mrs. Lillian Milligan Smith, 2, Centralia, is planning to attend the 45th reunion of the class on Alumni Day. She is an agent for the Combined Insurance Company of America. Her brother, J. Milton Milligan, ex ‘17, lives in Miami, Fla.

Mrs. Omer O. Dayton, Washington, Ind., is the former Miriam Jones, 2. She is retired, having formerly been associated with the Daviess County Hospital in Washington. She has two sons.

1923

Fifty-fifth Reunion
June 8, 1963

One of the women nominated last fall for Outstanding Career Women of the Year honors at the second annual Business and Professional Women Club’s career conference at SIU was Mrs. Charles W. Friedline (Mildred I. Rendleman, 2, ’45, M.S. ’50), Carbondale. She is a teacher of English and history at Carbondale Community High School. She had taught two years at Anna before her marriage, then resumed teaching during World War II. Her husband is a contractor and builder. They have two sons, Charles, ex ’50, and James.
Dean R. Hammack, ex, is in the oil production business in Pinckneyville. He and his wife Matilda have two children.

1928

Thirty-fifth Reunion
June 8, 1963

Mr. and Mrs. Herbert Elston, 2 (Mo- nette Taylor '29-2) live in St. Paul, Minn., where he is vice president of the Minnesota Mutual Life Insurance Company.

Shirley Jeanne Snider, 2, '42, is a first grade teacher with Park Ridge Consolidated School District 64. She attends summer school at SIU working on her master's degree, living with her sister, Mrs. Charles C. Feirich (Mildred M. Snider, 2), Carbondale.

Mrs. Elmer Futrell of Golconda is the former Cecil Smith, 2.

Paul H. Randolph '27-2, former superintendent of schools at Shabbona, now is on the faculty of Attendance Center Two, Cary-Grove High School, Cary, of Community High School District 155. He lives in Crystal Lake.

Mrs. Dewey Gallagher, Los Angeles, is the former Grace La Master, 2. She has lived on the West Coast over 30 years.

Mrs. Brossell Doty Brewster, ex, is a caseworker with the Illinois Public Aid Commission in Benton. She has a daughter, Marilyn, ex '51, wife of J. Robert Ondnell '51, SIU Alumni Association executive director. Mrs. Brewster is a former secretary-treasurer of the Franklin County Alumni Chapter.

Two sisters, both members of the Class of 1928, live in Altamonte Springs, Fla. They are Ada Campbell, 2, who has retired as a first grade teacher at Azalea Park School in Orlando, Fla., and Ruth Campbell, 2, who continues to teach the third grade at Park Avenue School in Winter Park, Fla.

1933

Thirtieth Reunion
June 8, 1963

Mr. and Mrs. Paul H. Nehrt, ex (Mary Elizabeth Finley, ex '38) live in Chester, where he has a law practice. He is a former county judge. The Nehrts have two children.

Also at Chester is Clifford C. Jeremiah, district representative for the Illinois Public Aid Commission. He and his wife Cecilia have three sons—William, Clifford, a junior at St. Louis University Medical School, and Michael, a sophomore at Southern.

Mrs. C. L. Thompson (Grace Rushing, 2, '50, M.S. '52), former sixth grade teacher at Logan School in Marion, has been transferred to the Marion Junior High School as eighth grade English teacher.

Roe M. Wright '27-2 has been business manager of the National Parents-Teachers Association in Chicago since 1954. His wife is the former Mabel Mae Forney, ex '27.

1938

SILVER REUNION
June 8, 1963

During February and March Maurice P. Clark, M.S. '53, was one of 20 educators from 20 different states who studied comparative education in the United Kingdom and Norway on Fulbright scholarships. They visited about every kind of school in each of the countries, ranging from Oxford University and Oslo University to the schools in the slum section of London. Mr. Clark is superintendent of schools at Western Springs.

Last June Sadiemazelle Hepler '31-2 retired from the Wood River school system after teaching 39 years. She lost no time in taking to the road, traveling during the summer to New York, Philadelphia, Washington, D.C., the World's Fair in Seattle, Wash., Portland, Ore., and on to Canada. Now she is at home in Johnston City.

Lucy Parrish is on the faculty of Granite City Senior High School. Her home is in Carbondale.

Felix A. Williams, M.S. '51, is superintendent of the Steeleville Community School Unit.

1943

Twentieth Reunion
June 8, 1963

In Midland, Mich., Harry L. Patrick is manager of public relations for the agricultural division of the Dow Chemical Company. Former public relations director for Charles Pfizer and Company, Terre Haute, Ind., he has been with Dow since 1960.

Mrs. Eric Gustafson (Evelyn L. Frakes) writes from Cleburne, Tex., that she hopes to attend the 20th anniversary of the class. She has a son, John Eric II.

Thomas W. Gabriel, ex, is sales manager for Economy Book Publishing Company in Indianapolis.

Ellis J. Neal teaches in the Alhambra, Calif., city schools and lives in San Gabriel. He has a master's degree from the University of Southern California.

Mrs. Fred Branson (Jame Wilson, ex) is director of vocal music in the Centralia city schools.

In Dolton Mary Gladys Ervin, ex, is a fourth grade teacher in the District 149 school system.

Last fall Mr. and Mrs. J. Hubert Dunn (Mary Loftus, ex '42) and their five children moved to Illinois from Pullman, Wash. They now reside in DeKalb. Mr. Dunn, who was with the physical education department at Washington State College, was captain of the gymnastics team at Southern in 1942-43.

1948

Fifteenth Reunion
June 8, 1963

Carl W. Lutes, M.S. '59, lecturer in the SIU Department of English, was on leave during the fall and winter quarters to be first flutist with the Robert Shaw Chorale while it toured Russia and the United States. He was the only one of some 60 in the group who was from outside the New York area. They visited 11 cities in Russia and were greeted everywhere with presents, receptions, and overflow audiences. Mr. Lutes is a former first flutist with the St. Louis Symphony. This was his third trip to Europe.

Harrison E. Bullock, M.S. '54, is director of the specialties laboratory of R. T. Vanderbilt Chemical Company, Norwalk, Conn. He and his wife Mary have two children.

The Pekin High School cross country team, coached by John S. McFeron, B.S. '50, won the Mid-State Eight Conference title last fall. Mr. McFeron, who also is a mathematics teacher, has been at Pekin six years. He formerly taught at Columbia and Alto Pass.

Cale H. Williams, ex, Sparta, is assessor and treasurer of Randolph County.

Dr. Robert E. Pulliam has a dental practice in Harrisburg.

In Jackson, Mo., Margie P. Hinkle has a whole flock of enterprises in operation. She teaches at Jackson High School, she leases the concession stand at the Parkview Drive-In Theatre, she owns and operates the Holiday Mobile Home Park, and she works part time at the Brookside Motel. On the side she does extension work for a graduate degree.

In LaFollette, Tenn., John A. Hausser is music and education director of the First Baptist Church. He is married to Dixie Arakawa, ex, and they have two daughters, Sharie and Adele.

Ernest K. Limbus, former music director at Carbondale Community High School,
now is in the real estate business in the University community. His wife is the former Alice Marberry, ex '40.

Dr. William H. Birch practices dentistry in Olney. He and his wife Joyce have a son, Brent Lee.

1953

Tenth Reunion
June 8, 1963

Last fall Darwin R. Payne, M.A. '55, went to New York to become assistant to the executive art director of CBS Television after spending the summer on the SIU campus as a member of the Southern Playhouse staff. He returned to campus in January to design authentic rice paper and bamboo Japanese settings for the Marjorie Lawrence Opera Workshop production of "Madame Butterfly." Mr. Payne staged the production and supervised the construction of the settings at VTI. During 1961–62 he was technical director of the Petit Theatre du Vieux Carre in New Orleans.

Walter O. Mazurek, St. Petersburg, Fla., is teaching in the Pinellas County schools. He was vice president of the Tampa-St. Petersburg Alumni Chapter during 1961–62.

For the last 12 years Robert E. Allen has been on the staff of the Illinois Division of Highways office at Carbondale as a technical adviser. He is married and has a son.

Lawrence C. Laird is an accountant with Burgess Cellulose Company, Freeport.

Rosanna Giltner is now Mrs. Robert D. McCurry. Her husband is a sergeant in the Air Force, and they have a New York APO address.

MARRIED: Jean Wheatley England, ex, to F. Jerome Melbye, December 21, Carbondale. He is a graduate student in anthropology and she is records supervisor of the SIU Alumni Office.

BORN: To Mr. and Mrs. Richard M. Roser, Carmi, third daughter, Angela Jean, October 18. Mr. Roser is a cashier of the White County Bank in Carmi.

1958

Fifth Reunion
June 8, 1963

William J. Bach, M.S. '59, former junior high school teacher in Bloomington, now is principal of Kempton-Cabery High School.

Allen E. Kingsley teaches the seventh and eighth grades at Golconda Grade School. He formerly was principal-teacher at Grantsburg Consolidated School.

Raymond Lybarger, M.S. '60, recently joined the staff of the National Council, Boy Scouts of America, as district executive of the White River Council, Bloomington, Ind. He formerly was on the staff of the Indiana University Counseling Office in Bloomington and at one time was a vocational rehabilitation counselor for the Missouri State Board of Education. He is married and has three children.

Dr. George R. Hand, who received a doctor of medicine degree from Johns Hopkins University last year, is interning at Barnes Hospital in St. Louis.

Rita Rae Stewart, M.S. '61, Chicago, is a junior high school educable mentally handicapped teacher in Waukegan.

Carl L. Midias, M.A. '59, received a master of education degree in administration from the University of Illinois last summer and now is teaching history at Niles West High School in Skokie. He lives in Chicago.

Robert E. Bishop, M.S. '60, is industrial arts teacher at Bloomington Junior High School.

Last August Lt. William R. Casey completed the resident squadron officers school at Air University, Maxwell AFB, Ala., returning to Mather AFB, Sacramento, Calif., where he has been assigned the last three years. Former commander of the 3553rd Maintenance and Supply Group Headquarters Squadron, he has been a test pilot for the Air Force's advanced radar-bomb school at Mather for almost two years.

MARRIED: Nora L. Langreder to Samuel G. Meyer, June 30, 1962, Wood River. They live in Edwardsville, where she is a junior high school teacher.

Marian Collins to Donald R. Morris, M.S. '59, October, Carbondale. They are living in Oak Park, where he is a mathematics-science teacher.

Eunice Ann Myers to Daniel Seely, September 22, Mt. Vernon. Mrs. Seely formerly was home adviser for Gallatin County and assistant home adviser for Morgan and Scott counties.

BORN: To Mr. and Mrs. Darl Lee Bollman, Steeleville, a daughter, Angela Jan, September 9. Mr. Bollman is assistant cashier of the First National Bank of Steeleville.

To Mr. and Mrs. Paul Gibbons, Mt. Carroll, a daughter, Marita, November 29. Mr. Gibbons is a salesman for Farm Supply Services, Inc.

To Mr. and Mrs. James E. Pickerill, ex (Sue Watson), Lawrenceville, a son, Theodore Oren II, August 18. Mrs. Pickerill is a fifth grade teacher in the Arthur Elementary School.

1962

First Reunion
June 8, 1963

Kent D. Zimmerman, former editor-in-chief of the Egyptian, is city editor of the Canton Daily Ledger.

In Kansas City, Mo., Sara Lee Millsbaugh is an engineering assistant with American Telephone and Telegraph Company.

PFC Robert L. Barrick is assigned to the finance office, U.S. Army, Kuma Station, Japan.

Ralph A. Klaus, VTI, Clinton, is a transmission technician with General Telephone Company of Illinois.

Maurine Ebbs is teaching the fourth grade in the Wesclin Community Unit School at Trenton.

John M. O'Neal, Jr. is a member of the Student Nonviolent Coordinating Committee, working near Albany, Ga. Son of a Carbondale high school teacher, he joined the group last fall and was sent to Charleston, Mo., for his first assignment.

In Bloomington Carolyn Ann Pohlman is an accountant with the Rowe Construction Company.

Robert R. Miller, Miramonte, Calif., is a forester in the forest service of the U.S. Department of Agriculture. He is married and has a daughter Judith.

Mrs. F. M. Hewitt III (Georgianne Tanner) is home economics teacher at Mehlville Senior High School, St. Louis.

After being commissioned a second lieutenant in the Air Force at Lackland AFB, Tex., in March, Lt. John C. Altenberg, Rockton, was reassigned to Hutchinson AF Station, Kan., as a personnel officer.

Another personnel officer is Lt. Donald L. Steele, Gary, Ind., who is assigned to Offutt AFB, Neb., after being commissioned at Lackland AFB.

Catherine Ann Arensman is an eighth grade English teacher in the Des Plaines public schools. Last summer she served as assistant director at Bear Creek Girl
Scout Camp at Kentucky Lake.

Vince Macri, Carbondale, is on the staff of the Greater Egypt Regional Planning Commission.

In Marion, Mrs. Bruce Malroy (Phyllis R. Malroy, VTI-1) owns and operates the Malroy Beauty Shop. She has two children.

Ronald F. Burdick teaches social studies at Murphysboro junior high school.

Edward H. Reichert, VTI, is a mechanic with Smith Motor Company in Carbondale.

Judith Barker, ’62 Obelisk editor, is teaching English and history at Eldorado Township High School.

Alice M. Reid is a fifth grade teacher in the Red Bud Community Unit School District.

In Beaumont, Tex., Hoy W. Rogers, M. S., is a teacher and coach in the South Park School District.

Mr. and Mrs. Charles H. Bolton (Diane M. Gardner, ex) live in Chicago, where he is an advertising copywriter for Allied Radio.

Mrs. Inga J. Rutter, VTI-1, is on the nursing staff of Doctors Hospital in Carbondale.

Wade W. Burgess is studying for a master’s degree in public health at the University of North Carolina on a W. F. Shahan Memorial Scholarship awarded him by the Illinois Tuberculosis Association.

In Bethalto Robert S. Carter is an art teacher at Civic Memorial High School. Last spring the SIU Alton Center held a one-man show of his work at Loomis Hall Gallery in Alton. Mr. Carter is married and has three daughters.

Mr. and Mrs. Robert P. Rathmacher (Marilyn Ann Madorin) live in Boone, la. He is a graduate student at Iowa State University at nearby Ames and she is teaching in the Boone community schools.

Lt. Johnnie G. Coil, Flora, is training as a navigator in the Air Force at James Connally AFB, Tex.

At the SIU Edwardsville Campus Philip L. Eckert, M.S., is assistant supervisor of Placements and Student Employment.

MARRIED: Jerri J. Bierbaum to Clinton Thurston, November 24, 1962, Grand Chain. They are living in Alton, where he is attending SIU and she is teaching in the elementary schools.

Judith Brockschmidt, VTI-1, to Gene E. Oakley, VTI, December 29, 1962, Downers Grove. They are living in Redwood City, Calif., where he is a draftsman with the Diamond Alkali Company.

Brenda K. Hall, VTI-1, to John D. Bedinger, December 18, 1962, Murphysboro.

Mable Jayne Winters, VTI-1, to Albert F. Woodcock, VTI, November 17, 1962, when he was 50 years old, died March 12 in Marion at the age of 85. He had taught 26 years—in Marion, Royalton, West Frankfort and Carterville—and for 20 years operated a hardware and furniture business in Zeigler. He also had been principal of Edgewood School in Effingham and superintendent of schools at Royalton. Surviving are his wife, the former Susie Hinckle, who entered SINU in 1912 and received her two-year diploma in 1926 and her bachelor’s degree in 1929; a son; and a grandson, Allan Jones ‘56, M.A. ’59, SIU mathematics instructor and General Publications supervisor.

1904

Dr. William L. Ozment, 2, Leitchfield, Ky., physician and surgeon for over 45 years, died October 29, 1962, in Louisville, Ky., at the age of 86. Dr. and Mrs. Ozment had attended the 55th reunion of the Class of 1904 in 1959.

1912

The Alumni Office has been notified that Frank A. Hardesty, 2, is deceased. No details are available.

James E. Hensley, ex, died November 10, 1962, in St. Louis. He is survived by his wife, the former Anna Viola Roberts ’29-2.

1932

Michael N. Partill, ex, Scottsdale, Ariz., school teacher, died in Scottsdale March 7 at the age of 51. Before moving to Arizona in 1957, he was an insurance agent in Du Quoin. Surviving are his wife (Jane Federer ’31-2, ’36) and three sons.

1938

Edith L. Hoye, operator of the Stitch-in-Time Shop, French reweaving business in Madison, Wis., died in Madison February 8 at the age of 50. She formerly was from West Frankfort.

It has been reported to the Alumni Office that Herschel Newcomb, superintendent of schools for Community School Unit Seven at Tolono, is deceased. He formerly was superintendent of the Shawneetown Unit School District and director of visual aids and biology teacher at Norris City High School.

1962

Phillip E. Williams, Park Forest, was killed February 15 in an automobile crash near Salem and his five-month-old son, Jeffrie Phillip, died the following day. Mr. Williams was an underwriter for the Continental Casualty Company. He was born in Du Quoin. His wife survives.
SIU received the annual “Good Turn” award from the Alton Piasa Bird Council, Boy Scouts of America, at the council’s 10th annual dinner in March, when it was cited for furthering higher education in Alton and Edwardsville. A plaque was presented to President D. W. Morris.

Two hundred and eighty-four alumni awarded bachelor degrees at Southern have gone on to receive doctoral degrees, according to the 1962 report of the National Academy of Sciences of the National Research Council.

State Education Study Committees

Nine men from SIU are on master plan study committees for the Illinois State Board of Higher Education to study trends and needs for higher education in the state. Their reports are used to make policy recommendations. Three of the men are chairman of their committees—William McKeefery, dean of academic affairs, chairman of Collegiate Programs; Ernest J. Simon, dean of technical and adult education, chairman of Vocational-Technical and Adult Education; and John S. Rendleman, special assistant to the president and general counsel to SIU, chairman of Illinois Financing of Higher Education.

Other members and their committees are Jacob O. Bach, head of Educational Research Bureau, College Enrollments; Registrar Robert A. McGrath, Admission and Retention of Students; Charles D. Tenney, vice president for instruction, Faculty Study; Harvey Fisher, professor of zoology, Research; Richard Franklin, director, Community Development Institute, Extension and Public Service Committee; and George H. Hand, professor of higher education, Physical Facilities.

Ramp State President

Wayne Ramp, associate professor of industrial education, is 1963–64 president of the Illinois Industrial Education Association. A three-degree graduate of Bradley University, he formerly worked for Caterpillar Company in Peoria and was on a team of educational consultants from Bradley in Bagdad, Iraq. He has been at Southern since 1957.

The Latin American Institute is sponsoring a Summer Study Abroad program in cooperation with the Summer School of the University of Guanajuato, Mexico. The nine-week program includes three weeks of orientation and travel and six weeks in residence in Guanajuato. Basil C. Hedrick, of the Latin American Institute, and Mrs. Hedrick will accompany the group, which is limited to 18 members.

Set Up Peace Corps Training

Two members of the Department of Community Development are on leave since April 1 to organize a Peace Corps training program at the University of New Mexico. Richard W. Poston, research professor, is on leave until January 1, 1964, to establish a Peace Corps community development training center for Latin America, and George Criminger ’50, M.S. ’54, community consultant since 1957, is on leave until July 1, 1963, to train the staff and establish a field operation program for the Peace Corps trainees. Professor Poston, considered one of the leading authorities on community life and social progress, last November published the book, “Democracy Speaks Many Tongues.” He has made extensive studies throughout the world on community development. Both men previously have worked in Peace Corps training programs.

Legend of Southern Illinois

Interpreter’s Theatre, a dramatic reading group of students, presented in March “The Legend of Southern Illinois,” southern Illinois history and legend in song, story and poetry. Mrs. Julia Anderson Brady ’61, graduate student, wrote the script and directed the cast. The group also has presented Stephen Vincent Benet’s narrative poem, “John Brown’s Body”.

Laurence Johnson, senior in the humanities honors program at the Edwardsville Campus, has been awarded a $10,200 National Defense Act Fellowship for the study of German. He is the second German major to receive an NDEA award. Gail B. Schwarz ’59, who studied last year under a similar fellowship at Kent State University, is at the University of Bonn in Germany this year on a Charles E. Merrill Trust Fellowship awarded by the American Council of Learned Societies.