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Alumnus

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Alumnus
Southern Illinois University/March, 1969

Southern Illinois University
Centennial Years 1969-1974

1969 Teacher Training

Also in this issue:
Great Teacher ballot
Cover  SIU's Centennial symbol, designed by a graphics committee headed by A. B. Mifflin '51, M.S. '59, is by now familiar to most Alumnus readers. Each segment represents a division of the Centennial Period, which extends into 1974, and is marked by a specific color. The green segment now at the top represents the 1969 portion of the Centennial observance, emphasizing teacher training.

Deans Speak  In an interview with Alumnus, Dean Elmer J. Clark of the College of Education and W. Deane Wiley, Education Division dean, discuss the education of teachers and reveal some special concerns. Please turn to page 4.

Comment  Alumnus sought and received comment on the importance of teacher training from a variety of professionals in the field of education. A broad range of response is represented in an article which begins on page 10.

Above Dorothy Davies' desk hangs a handsome, walnut-framed plaque which proclaims her the SIU Alumni Association's Great Teacher of 1968. She's obviously quite proud of it.

How does one get to be a great teacher (not only in name, but in fact)? Don't ask Dorothy Davies. She doesn't claim such stature for herself, despite the formal recognition cast her way by those who should know, her former students.

Talk to Dorothy Davies for an hour, however, and you'll likely gain some insight into those things which contribute substantially to the making of a true great teacher.

“If I had to describe myself,” Dr. Davies says, “I’d say I’m an ardent physical educator. This is my field; I have good training.

“As physical educators, we work closely with people—probably more closely than in most teaching situations. And we certainly teach in a less formal situation than one finds in the lecture-type class.

“I am enthusiastic about my subject and I know my students. When you know them, you like them. You understand them better and know their needs better. Then you can carve to fit their needs.

“This is more difficult with larger classes, of course. In the smaller, less formal class, the student is freer to ask questions, to let you know her needs. And what you're really dealing with is individual needs. I feel it's harder to be a good teacher now.”

Thirty years ago, when Dr. Davies came to SIU, classes were smaller. This is what she means when she says it's harder to be a good teacher now. But those were hardly the "good old days" one might imagine. She taught twenty hours a week then—twenty class hours!

For the last twenty-five years, Dr. Davies has been chairman of the department of physical education for women. As such, she considers her-
self more of an administrator than a teacher (at an actual ratio of about two to one).

"To me," she confides, "it's not as much fun. Students are the ones who inspire you, not a blank desk."

Still, Dr. Davies manages to teach four to five hours of courses each quarter and nine hours one quarter a year. These include such subjects as history and principles of physical education, theory of dance, and organization and administration at the undergraduate level and curriculum in physical education at the graduate level.

"Until the last couple of years," she laughs, "I sneaked in a swim course. But I just can’t do that anymore."

In her years at SIU, Dr. Davies has witnessed a growth in her department which parallels or surpasses that of the University in general. She now heads a department in which 260 women are enrolled as physical education majors, in addition to all those who must take physical education courses to meet General Studies requirements.

The department faculty now includes the chairman and thirteen full-time teachers and thirteen half-time graduate teaching assistants.

It is not growth in numbers alone which has marked the department’s direction, however, especially in recent years.

"There has been a tremendous growth in the need for physical educators," Dr. Davies explains. "Each of our graduates now has a choice of ten positions."

Like higher education in general, physical education also has moved into the area of greater specialization, Dr. Davies says. Each graduate has a core of general courses, but also a specialty. Dance, for example, is one of the more recently approved areas in which a student may "minor."

Another trend Dr. Davies cites is the increased emphasis on individual skills among women and the opportunities for women to participate in interscholastic athletics. And she’s pleased with the trend toward greater emphasis on scientific bases in physical education.

While some "exciting and promising" innovations are being tried in her field (programmed learning and flexible scheduling are notable examples at SIU), Dr. Davies sees a need for even greater efforts in this direction—particularly in the areas of individual teaching and the re-adaptation of facilities.

"We’ve had the rectangular gymnasium since the Renaissance," she says, "and nobody has really stopped to ask whether this is best. It’s convenient for basketball, but for general physical education needs a round gym with side rooms for individual instruction might be better. No one, to my knowledge, has done any research on this."

Dorothy Davies’ enthusiasm for training others to teach or otherwise specialize in physical education is understandable. Like she says, it’s her field. But what about non-majors?

“Our General Studies courses teach leisure time activities,” she says. “Leisure time is becoming more and more important in our society. The ability to participate in healthy leisure time activities—bowling, for example, or tennis, or golf—simply adds to the pleasure of living. These are the kinds of skills we teach.”

Dr. Davies knows her field. As she says, she’s well trained. Her “training” includes bachelor’s and doctoral degrees from the University of Cincinnati and a master’s degree from Teachers College, Columbia University.

But to have been voted Great Teacher by members of the Alumni Association must have required something more. Perhaps one of the ballots serves to explain.

"In my opinion," one alumna wrote on her Great Teacher ballot, "a great teacher is enthusiastic about his profession, stimulates creative thinking, encourages each student as an individual to develop his own talents to the highest degree possible, communicates wisdom in a humble way, maintains an open and receptive mind, and teaches by living the precepts he or she so devotedly proclaims."

Actually, the voter had written the definition by a somewhat reverse process, first choosing a Great Teacher and then describing that person. The Great Teacher described was Dr. Dorothy Davies.

In a highlight of 1968 Alumni Day activities, Dr. Davies receives Great Teacher Award from Roger Spear ’48, out-going Alumni Association president.
SIU deans speak on teacher education

"We really haven't, for a hundred years, known what we're after in teacher training."

"There has been much emphasis on urban disadvantaged children. At Carbondale we are particularly interested in another type of child who has many of the same characteristics—the rural disadvantaged child."
Alumnus interviewed Dean Elmer J. Clark of the College of Education, Carbondale campus, and W. Deane Wiley, dean of the Education Division at Edwardsville, on a wide range of topics related to teacher education. Here are their comments:

EDITOR: Where have we been in teacher training, where are we now, and where are we going?
DEAN CLARK: Many changes have taken place in teacher education in the past few years. We have given particular attention to our programs at the undergraduate and master’s levels. Perhaps in the future we should give more attention to doctoral work. Of particular importance are those areas involved in the preparation of administrators, guidance persons, and supervisory personnel for the public schools.

EDITOR: Are we up to date in teacher training techniques?
DEAN WILEY: I think teacher training generally, across the country, is out of date, except for a few experimental programs which are yet unproven. We really haven’t, for a hundred years, known what we’re after in teacher training. We have put people through programs which have been pretty much controlled and taught by former teachers or the “gifted practitioner.” Former teachers have come in from the field to share experiences with the idea that this is the way teachers learn and this is the way we provide good teachers. But all of this is essentially based upon a hope—and a rather vague hope. It does not lend itself to any kind of critical investigation as to whether, in fact, the teacher is what we hoped he would be.

DEAN CLARK: I am sure we are not as up to date as we might be. There is often a lag between the research in the field of education and the actual teaching by faculty members. However, we are making many efforts to improve our teaching and to use modern media.

EDITOR: What are some specific areas where there needs to be a greater emphasis on new things, new directions in teacher training?
DEAN CLARK: Our curriculum and media specialists are hard at work attempting to find ways to improve instruction. We are particularly concerned, for example, with the possibility of providing individual instruction through computer-based facilities. Boys and girls now have the opportunity of learning mathematics in Illinois which is being taught by a computer in California, as an example.

In another project, we are attempting to improve the media of instruction in a particular county. Through Title III of the Elementary and Secondary Education Act, Jefferson County boys and girls have been given the benefit of the latest in equipment in the media field. An evaluation of that project indicates that the students are learning more effectively and enjoying their educational experiences much more than previously.

DEAN WILEY: I think that with the growth of areas such as micro-teaching and with a better mix of subject matter with the professional education of the teacher, we are very, very slowly coming around to the idea—or will be forced to come around to the idea—that there are definite behavioral objectives in the education of a teacher. There are behavioral objectives in teacher training just as there are in the education of a student in the public school classroom.

Once we are willing to quantify and set down these objectives, then we may make a vast change in the education of teachers.

EDITOR: Are changes easily effected in teaching method?
DEAN CLARK: Changes of any kind, I suppose, are not easily obtained. However, we are attempting to reduce the time lag between research and practice—the time between the performance of a research task and the fulfillment of an instructional opportunity.

DEAN WILEY: Literally, I think it will be years and years before we get major and substantive change. It has been over fifteen years since Sputnik. The great push for change that occurred in education after that date has today given us little in terms of very widespread change.

It’s true that you can go to a variety of individual schools and find the so-called “lighthouse school districts” doing very different things. Unfortunately, in my opinion, many of these “different things” are more structural than substantive changes in the educational process. We have been caught up in changing the organization’s face, but not changing the real substance of what happens in the classroom. Classroom change, the kind that will cause a difference in the life of a child, will only come from teacher training that is vastly
Different from the training that is presently being done. Principals cannot control what goes on in the classroom beyond a certain level, nor can superintendents, boards of education, or the lay public. The real control, the real element for change in the interaction between the student and the teacher will come about as that teacher approaches the classroom and the student in a very, very different manner than the way they are now approached.

Editor: Will the demands so forcefully voiced by today's students mean faster change?

Dean Wiley: I wish I could say yes, but I doubt it. The educational establishment, as a total national establishment, has a tremendous capacity for the absorption of conflict. It gives very, very slowly. The kinds of conflicts we're wrestling in colleges across the country have not yet really caused any substantive change. Again, it has been a kind of compromise that has been worked out—generally along black studies lines. I think that the lack of relevancy of universities is probably much deeper than just the institution of a course in black history or introduction of a whole area to look at the black culture that exists in this country.

This seems to be the front that is given way to by the institutions. However, the institution then tends to reach out and envelop that front and once this kind of thing is institutionalized—which I have a hunch will probably occur—then we are essentially back where we started.

I think that if you look at a study of college trustees just recently completed and look at the value sets and patterns that emerged and then look at the values that can be assumed on the part of college faculties, you can see the stage being set for a much greater confrontation in that future. I'm not convinced that this has to be a violent confrontation. I think that the violence of the present confrontation will essentially wear itself out, much as the violence in the ghettos appears to have worn itself out. There are better ways to effect change than just sheer violence.

Editor: What is happening in the way of research in education?

Dean Clark: We have had a great increase in the amount of research sponsored by the federal government. This research has been what we might call action-centered and has given particular emphasis to the improvement of programs of training. An example is a new project in which we are engaged, sponsored by the Education Professional Development Act. We are working with the College of Liberal Arts and Sciences, the Logan Junior College, and area school people in improving the preparation of persons who will be teaching teachers.

It is hoped that through this program we will have doctoral students who will go into positions in schools of education throughout the country and who will be better trained and more alert to the total field of education. This type of research or institute seems to be taking precedent over the formal research in which we were engaged previously.

Editor: Well, have we reached the point where aid—and I'm thinking of federal aid specifically—is given in support of research in education to the extent it has been for a good many years in the areas of science? Is this picture improving?

Dean Wiley: Yes. There has been a substantial increase in the amount of federal support for education in the past five years. The support has also been coming from foundations and other agencies. The federal projects have given emphasis to particular problem areas and have perhaps not covered the entire field of education as effectively as they might.

Editor: Some have complained that all the experimentation in education is going on in the areas of teaching the under-achiever, the ghetto child. Is this true?

Dean Wiley: I'm not sure it is. That's where a lot of the noise is made because that is where the money is. Educational experimentation is generally like any other kind of experimentation; it's forced to go where money is available. However, I believe that much of the innovation which has occurred in the past fifteen or twenty years has come out of suburban schools.

Middle class, upper-middle class, wealthy suburbs where there has been enough local money not to have strings tied to it and demands made upon it by federal programs, this is essentially where much change is taking place.

I think one of the biggest problems in the urban center is that change has not taken place for political reasons as much as any other single reason. The politics of education in the large city is a very real factor, very much more real than it is in the suburban area, in my opinion.

Dean Clark: There has been much emphasis on urban disadvantaged children. At Carbondale we are particularly interested in another type of child who has many of the same characteristics—the rural disadvantaged child. Perhaps the rural people have not been as violent in their reaction to society, but they have many of the same problems which people experience in the urban ghettos. Since we are located in a section of rural poverty, we consider it our particular function to improve the educational facilities and programs of the rural disadvantaged.

Editor: In your capacity as dean of the College of Education you have visited in the schools and seen these problems, I assume.

Dean Clark: Not as much as I might like. However, I have tried to spend at least three days each month visiting area schools. I find that in this way I can learn more of the problems which the administrators and teachers of those schools face. I can see first-hand what types of experiences the boys and girls are having and at the same time I can discover what our faculty members are contributing to these schools. Every trip brings new ideas,
new ways in which we as a faculty might be of greater assistance in solving some of the problems of the area.

**EDITOR:** Dean Wiley, what is the future of teacher training for the urban areas?

**DEAN WILEY:** I think to preface that question we need to talk for a moment about the concept "urban" as opposed to the concept "rural." It hasn't been that many years ago that this country got very, very excited about the problems of rural education and a great deal of attention was focused upon rural sociology to see what could be done about the problems of rural education.

Now, as Dean Clark has indicated, we've swung the other way in our concern for urban education and suburban education. I'm not sure that we shouldn't just be talking about *education*. I have strong feelings that probably anything we do or learn that is good for education in the suburbs is good for education in the urban center and vice versa.

**EDITOR:** I wanted to ask about the teaching profession itself. Is it going up in the eyes of the public—hopefully not down—or is there any change?

**DEAN CLARK:** In my opinion, the teacher is a much more important and better respected person than he was, say, ten years ago. This has come about as a result of better pay for teachers, the fact that we are screening candidates for teaching much more carefully, and because we are encouraging teachers to come to the universities for advanced work. There was much criticism of teachers during the Sputnik era, but many of these criticisms have been modified.

**DEAN WILEY:** I think the idea of a profession is still very much in the minds of the suburbs. I think that almost the opposite idea is true in the large centers in this country. The rise of the so-called "teacher militancy," the kinds of realistic—I believe realistic—approaches that teachers have been forced to take in dealing with the power and politics of the large urban centers, tends to destroy, to a great degree, the old idea of the teacher as a professional.

I am not sure that this is not a good thing, because I'm not at all sure that a very good claim can be made that the teacher in the large urban center is being allowed to be a professional. Professionalism historically has, unfortunately, meant an administrative paternalism more than it has ever meant professionalism.

**EDITOR:** Does specialization now play an important role in teacher training?

**DEAN CLARK:** Yes, it does. And I expect it to be even more important as we move along. I expect particularly changes at the elementary level. The idea that one teacher can teach all subjects, especially in the intermediate grades, has been questioned. We now recognize that team teaching, using the capabilities of all the members of the staff more effectively, will result in better instruction. By using team teaching techniques, we can have a good deal more specialization in the secondary school as well.

**EDITOR:** Obviously, at SIU educators have been greatly concerned with the public schools in the area; yet your concern has gone far beyond this, has it not?

**DEAN CLARK:** Yes, we have had an interest in work throughout the country and even overseas. We have been particularly concerned with the "developing" na-
tions such as Vietnam, Nepal, Indonesia, and Mali. In Vietnam we have had a team of elementary specialists at work for eight years. We are expecting to continue for at least two more years in that country. Our team has been working with the normal school faculties there in efforts to improve elementary education in Vietnam.

Another interest is working directly with a college or university in a foreign country. As a specific example, we are working with several universities in Indonesia to help them prepare administrators. Some of their potential administrators are being brought to our campus, given internships here, and then returning to that country for major assignment in teacher education. We think that by working directly with colleges and universities in foreign countries we may be able to obtain better working relationships for our own faculty members there.

EDITOR: You have developed this type of relationship with other institutions in the United States, too, have you not? And I'm thinking, of course, of Winston-Salem.

DEAN CLARK: We have been working with Winston-Salem State College in North Carolina for the past four years. This is one of the emerging schools in the South which was previously a Negro institution. In our relationship with Winston-Salem we have had an exchange of faculty members, of students, and of ideas. As a result of this relationship we believe that both institutions have been improved. The project, sponsored through the merging institution phase of the Higher Education Act, has been a most encouraging one.

EDITOR: Are there other special projects in which the College is now engaged?

DEAN CLARK: Yes, we have worked with the Headstart Program, with minor projects in the northeast section of Carbondale, and with the Teacher Corps. The Teacher Corps project is one in which we cooperate with area schools with the purpose of preparing people who already have bachelor's degrees to work with disadvantaged children. They come to us for two years, take graduate courses, and have an internship in disadvantaged areas. The program leads to a teaching certificate, a master's degree, and a background of experience which allows the candidate to be an effective teacher with disadvantaged children.

EDITOR: To what extent does the College of Education go to the schools in helping to solve their problems, and to what extent do the schools come to the College of Education?

DEAN CLARK: Many of our faculty members serve informally or formally as consultants to schools and school systems. We also sponsor many meetings, institutes, and workshops for area administrators, supervisors, and teachers. This fall we established a new bureau which will be particularly concerned with our relationships with area schools. This is the Bureau of School Services, directed by Dr. Dale Kaiser. Several of our faculty members spend time working with Dr. Kaiser in attempting to improve relationships with the schools of southern Illinois.

EDITOR: Dean Wiley, if I may jump to another subject, why did you leave the excitement of New York City last fall and come to the Midwest—to SIU? What do we have to offer?

DEAN WILEY: I think I probably am here for the same reason many other people are here. That is the apparent promise of SIU at Edwardsville to be the first real urban university in this nation. Columbia University sits essentially in the middle of Harlem and is not an urban university. NYU sits in the middle of lower Manhattan and is not really an urban university.

As you look around the nation, the universities that seem to be closest to urban centers have not yet focused on picking up the flavor of a real urban institution. I think SIU at Edwardsville, because of its youth, because of its leadership, and because of the large number of people who are here for that purpose, has a real opportunity—even though that opportunity is yet to be realized.

We are still quite young in this attempt, but I think that if we were to sit down and say what will the university of 1985 look like that is relevant, then this one might have the best chance of being that relevant university.

EDITOR: One last question. Could we look ahead to what is in the future for teacher training at SIU?

DEAN CLARK: As far as the formal preparation of teachers is concerned, it would be my prediction that we would have our program extended to a fifth year in the very near future. There are beliefs that a person cannot attain a general education as well as a specific professional background in the confines of a bachelor's degree. It is our thinking that we must combine the work ordinarily given in the bachelor's program with very specialized internships and other experiences resulting in a fifth year of preparation. We also will need to improve the preparation of supervisors, of guidance personnel, of administrators, and of other school officials.

As we look to the future it would seem important too that we increase the services to the area schools and that we give much more attention to research.

Southern Illinois University has been talking about a Medical School without walls. It is my hope that our College of Education might also be described as one without walls, since the work of education cannot be done simply on the campus. We must consider that the entire area is a laboratory and we must make full use of the facilities and personnel in the area who may help us in this process.
"To be trained merely as a technician is the road to disaster."

"The time has come for us to realize that education is always an expression of a particular society and culture at a particular time in history, unless it is imposed by force from without. Historians seem to agree that the present is an age of revolution as wide as the planet—social, economic, political, scientific, technological, ethical, and even religious. This basic truth must be taken into full account in the training of teachers. In the years ahead the entire program or process for the rearing of the younger generation must be and will be profoundly changed. Since the teacher will play an increasingly crucial role in the shaping of educational policy this means that he (or she) must be prepared to understand the world in this most fateful age of the history of man. To be trained merely as a technician is the road to disaster."

—GEORGE S. COUNTS

Alumnus asked a number of people intimately involved in education and teacher training to comment on the importance of teacher training today. Included were both alumni and faculty members on each campus. Following are some of the comments received.

CONTRIBUTORS:

George S. Counts is a nationally prominent educator who has been on the SIU faculty since 1962; Maurice P. Clark '38, M.S. '53, Western Springs school superintendent, is a past president and current board member of the SIU Alumni Association; John S. Rendleman, ex '47, is Edwardsville campus chancellor; Troy W. Edwards '38, M.S. '47, is assistant dean, College of Education; Harry E. Boyd, M.S. '49, Ph.D. '67, is associate professor of education at Memphis State University; A. Gordon Dodds '38, Edwardsville school superintendent, is vice president of the Alumni Association; Clarence D. Samford '23-2, '26, is professor of secondary education at SIU; Eugene Dill '60, Crossville school superintendent, is a White County Alumni Club board member; John Lester Buford '24-2, '28, Mt. Vernon educator and past president of the National Education Association, is a board member and past president of the Alumni Association; John W. Allen '22-2, best known as a historian and writer, has many years experience as a teacher and school administrator.

"Just as internship is the determining experience for a physician, successful practice experience is the determining factor in the training of a teacher. Consequently, it is imperative that the public schools be willing to work with teacher training institutions in the formulation of policies which will provide better experiences for student teachers.

"Today, when the teaching pro-
fession is being improved by better students entering it, and when there is both a need for improvement and a great potential for betterment, teacher training institutions and the public schools should come to an agreement as to the experiences student teachers should have to enable them to make a smooth entry into the teaching ranks.

"Any such agreement would rest on the basic premise that the sole function of student teaching is to provide the student teacher with experiences which will help him become the best possible teacher. Conversely, such an agreement would stipulate that the function is not to relieve the supervising teacher of some of her duties, provide the school system with substitute teachers, or provide the school system with clerical help, playground supervisors, or athletic event workers unless such duties are an integral part of the student teaching experience.

"Insofar as possible, the student teacher should have as many of the experiences as possible that he will encounter when he is a certified teacher. He should, above all else, teach—the entire class, small groups thereof, or individuals. He should plan, prepare teaching materials, assign grades, and prepare and administer examinations. He should administer standardized tests and have an opportunity to use the results to improve instruction. He should encounter problems of discipline and class control. He should work with specialized school personnel such as reading consultants, speech correctionists, social workers, and counselors. He should, if at all possible, attend pre-school faculty conferences and in-service workshops. He should have experiences in working with parents. He should

"Teacher education in 1969 is hard pressed to meet the challenges of the rapidly changing society.”

be become acquainted with the building in which he does his student teaching.

"Knowing school superintendents as I do, I believe that they are eager to work with teacher training institutions in the improvement of the student teaching experience.”
—MAURICE P. CLARK

"Southern Illinois University at Edwardsville is dedicated to excellence in the three broad areas of curriculum which prepare a student to become a professional educator. First, the General Studies Program is designed to ground the student in most of the disciplines of human knowledge. Second, a strong emphasis is given to provide the prospective educator with scholar-level proficiency in a teaching field. Third, the professional courses are designed to provide students the command of the resources and skills upon which professional practice depends. In common with all manifestations of collegiate education for various professions, arrangements and content designed to educate teachers are in transition. Here at SIU-Edwardsville, we are aware of this change and have the most modern 'hardware' and aggressive educators to provide teachers trained in the most up-to-date fashion for the schools of the area.”
—JOHN S. RENDELMAN

"Southern Illinois University has grown from a single-purpose teacher education institution to a multi-purpose university in a relatively short period of time. During this generally quiet but active transition period, a basic concept has prevailed that teacher education is a cooperative endeavor and that in no profession is a liberal education more important than in teaching. This all-university concept of teacher education demands that the entire University, with all of its intellectual talents and a great deal of its financial resources, be brought to bear upon the problems, as well as the programs, for training teachers. Consequently, a single-purpose concept still exists in a more complex frame of reference, with the education for teachers retaining an important position as far as total institutional involvement is concerned.

"The curriculum reflects the belief that a liberal education for teachers does something more than familiarize students with the arts and sciences. It pre-supposes a joint academic and professional specialization—an academic knowledge of the subject to be taught and a professional knowledge of the teaching-learning process.

"The procurement of a highly qualified faculty has been a major concern during the rapid growth period of the University. One of the major goals is a quality faculty—a faculty with vision—one that can assist in producing teachers who will inspire and equip children with a knowledge and ability to create a good future. In so doing, we hope to discredit the words of Bertrand Russell: 'It is because modern education is so seldom inspired by a great hope that it so seldom achieves a great result. The wish to preserve the past rather than

CONTINUED 11
the hope of creating the future dominates the minds of those who control the teaching of the young.'

"The student body admitted to the teacher education program is a vitally important part of our total national and international image of teaching as a profession. Who is to be enrolled in the teacher education program has become a very basic question. George Bernard Shaw's observation that 'He who can, does; he who cannot, teaches,' is no longer appropriate (if, indeed, it ever were) for the teaching profession. Those possessed with the idea that students in the teacher education program are the dull rejects of the arts and sciences, that anyone can teach in the public schools even though he cannot master the subject matter to be taught, has not kept pace with the developing teacher education curriculum at SIU. The student who expects just to slide by academically may receive a baccalaureate degree—but not in SIU's teacher education program!

"A major function of SIU is to serve the state and community which supports it and, with respect to the College of Education, the function translates into an obligation to serve better the school systems in the community, the state, and the nation. Changes which have occurred at SIU have not just happened—they were made to happen. These changes have been made by men with a vision of the future, a desire to exert pressure to shape the future, and an institution which is willing to support and encourage men in their never-ending quest for excellence.”

—TROY W. EDWARDS

"Teaching and the training of teachers are the highest forms of human activity. It is vital that those who operate universities recognize this. The work of education is the moral equivalent to war. If the work of education is to be done well, it demands all the loyalty and support that a war requires. The most outstanding teachers deserve recognition as heroes. There should be medals for truth-seeking and illuminating wisdom.

"Being an art form, the significance of teaching can readily be belittled or unduly exaggerated, even in the same university, by the same generation. When one has been in education for over a quarter of a century or more he can recognize how easily this can come about, due to the varying cultural experiences.

"The role of the teacher needs no apology. The constructive influence of teacher training and the teaching profession exceeds that of any other group of public employees. However, it is the quality of public dedication that justifies our role. There is a need for teachers to speak more clearly about the bewildering problems of our time. There is an inescapable urgency that must accompany the whole program of teacher training.

"I am thankful that teaching assured me an opportunity to work with the growing, the young, the optimistic, and those who hold that reading and thinking are worthwhile.”

—HARRY E. BOYD

"It is appropriate that SIU initiate its centennial with emphasis upon teacher education, since the University had its inception as a school for preparing teachers. It is interesting to recount the upward spiral of education at SIU as each generation of teacher trainees departed to send back to the University a generation of students better prepared than their predecessors had been.

"The Normal School of one hundred years ago worked enthusiastically with the early graduates of Illinois public schools. It was not until 1855 that the state legislature had established a system of public schools and provided for their support by public taxation. As Illinois began to recover from its involvement in the War Between the States, it recognized the urgency of preparing teachers for its new common school system.

"Teacher education in 1969 is hard pressed to meet the challenges of the rapidly changing society. With each year the job of the teacher becomes more vital to our society. Although the frontiers of knowledge are accelerating forward and multiplying the educational demands, each new baby is born as devoid of learning as any of his remote ancestors.

"Each year it becomes more apparent that 'education is a race between civilization and disaster.' The teacher finds it increasingly difficult to bridge the gap between the primitive mind of the child and the accumulated knowledge, wisdom, and values of mankind. Confused and overwhelmed by the growing complexity of today's world, the youngster is tempted to chuck it all and start from scratch.

"Teaching the young is both a science and an art to be cultivated. Teacher education should prepare the teacher to use the latest knowledge, strategies, and technology of teaching without diminishing those warm human qualities that
"Teaching and the training of teachers are the highest forms of human activity."

—A. Gordon Dodds

mean so much in dealing with the young child.”

A. Gordon Dodds

“Let us first identify effective teacher education. It is the total of the academic and professional experiences gained by the individual who chooses to teach. It is best attained in a university that looks upon the education of teachers as a task and challenge for the campus en toto and not for its College of Education alone. Society profits most when only those individuals possessing something beyond average ability are permitted to enter a teacher education program. At least one more element should be added to efforts in the direction of selective admissions. Only those who have something akin to love for youth coupled with a desire to render social service should give so much as a thought to the teaching profession.

“Teacher education has always been of supreme importance. Added to the problems normally faced by those graduating from its curricula we have today new ones related to law and order, disadvantaged youth (rural and urban), getting into post-secondary schools, attaining vocational competence, making adjustments in a technological environment, developing international rather than parochial views, etc.

“A constantly improved program of teacher education that guarantees its clientele knowledge in depth in the discipline(s) to be taught and fully adequate professional skill in imparting such knowledge will reflect itself in the following desirable ways:

• 1. Students in our elementary and secondary schools will develop more wholesome attitudes.
• 2. They will learn to think creatively.
• 3. They will attain power through their growth in knowledge.
• 4. And, they will seek to discover new learnings beyond current frontiers through independent study and research, each at his own ability level.”

—Clarence D. Samford

“The training of good teachers for the youth of America is of vital importance. All professions, whether they be in the medical field, engineering, or whatever, must first of all be based on a good basic education. Without teachers who are well trained, who have a compassion and understanding of children’s needs, it is impossible to obtain a good, basic education. Therefore, the training of teachers is of critical concern to our nation.”

—Eugene Dill

“The excellent teacher training program continues at Southern. Strong teacher candidates from all over the world are drawn here. Superintendents of schools everywhere seek our graduates because they are well trained, and because they are not afraid to work.

“Practically everybody recognizes the fact that education is important today. I know of no proposed solution to any major problem we have that does not include some type of education as a part of the formula. The teacher is still the key to the education process. It is the teacher who guides, directs, encourages, and inspires others to become the spacemen, scientists, engineers, lawyers, doctors, or whatever they may choose to become.

“The late Dr. Willis A. Sutton, former National Education Association president and distinguished superintendent of the Atlanta, Georgia, schools, has spoken far more eloquently of the importance of teacher education and the teacher than I can. Let me share his words, which have inspired me through the years:

I shall never forget the difficult time I had in deciding what I was going to do in life. My father was the type of man who thought everybody ought
to know his plans for life when he was 15 years old. When I saw him picking the lovely blades of corn, I would say: "I must be a farmer." When I rode to town and saw the bridges, I would say: "I have to be an architect, or builder."

My uncle was a preacher, and when I saw how much his congregation liked him, I said: "I have just got to be a preacher." I had another uncle, for whom I was named, who was a country doctor. When I would ride around with him, and see how he was adored, I would say: "I must be a doctor!"

Then I wanted above everything else to write a book. Oh, I had a thousand things I wanted to do. I couldn't decide. Before my graduation in June, Father wrote me a long letter. I have it yet. Then I took all the arguments for the seven things he said I might be, and wrote them down on a piece of cardboard, and I tried to put them in parallel columns.

Then, being religious, I knelt down, with the shades drawn, and I tried to decide what I was going to be. I wanted to be a lawyer; I wanted to be a doctor; I wanted to be a preacher; I wanted to be a farmer; I wanted to be an architect; I wanted to write my book.

About that time, the shade fluttered, and the light came in, and there seemed to be a voice that said, "Would you like to do them all?" I said I would. "I can tell you how to do every one of them," I said, "How?" And the answer came, "Just be the teacher. Some boy will write your book. It will be better than any book you have ever thought of. Some girl will paint your picture, and another will give it veracity. Somebody else will be the doctor, and somebody else will be the lawyer. Just be the teacher!"

—JOHN LESTER BUFORD

"My introduction to Southern Illinois Normal University came on the last Monday in March, 1908. I had finished teaching my first term in country school on the previous Friday. Homer Pemberton, one of my schoolmates during county school days, had joined me and we were merrily 'going away to school.'

"Neither of us had so much as entered high school. I had somehow managed to pass a teacher's examination and had a second grade teacher's certificate issued by the county superintendent. That admitted me to the 'Normal School.'

"As viewed now, Southern was diminutive, very diminutive. During the first week of my attendance, Dr. Parkinson, then the president, arose in chapel, which was a daily affair, and with elation said, 'I am happy to announce that as of today we have 328 students enrolled.' Then he added in lower tones, 'including those in high school.' That left 238 supposedly on the college level. Normal and high school combined, there were about 16 students per teaching position. As I remember, the faculty consisted of 21 members, 19 of whom could be seen seated in a semi-circle on the stage at each assembly. The two not present at chapel were those delegated to ride herd on the practice school pupils during chapel hour.

"Those faculty members, measured by standards in use today, were of limited academic achievement. As I remember, only one had an earned doctorate. This should not be taken to mean that they were unlearned. Almost without exception they were consecrated people very devoted to the teaching profession. Among them some possessed teaching skills equal to those of anyone in whose classes I have sat or whom I have seen perform.

"Southern was founded as a teacher training school. The fees paid by students totalled about three dollars a term if they signed an agreement to teach a length of time equal to the time school was attended—if they could secure a teaching contract. Prospective teachers had opportunity to take methods courses, that is, procedures useful in the classroom. I still look upon some of these courses as the most helpful ones of that nature that I have ever known. I remember some of the precepts taught us then, which I still think most effective. 'Proceed from the known to the nearest unknown,' for example. There were numerous other, similar pronouncements which the student was required to learn. Even though somewhat stuffily stated, they still strike me as most valuable.

"There was then very little difficulty in contacting and talking with one's instructors. This appears somewhat difficult to do now. In my opinion, however, it still is a highly desirable and helpful feature toward a closer relationship between instructors and instructed.

"Altogether, it is my very candid opinion that every aspect of life in the region served has been profoundly affected by Southern and the teachers it has produced. I think of no other force approaching it."

—JOHN W. ALLEN
A half-century of teacher training

BY GEORGE T. WILKINS

My connections and observations of the teachers' training program at Southern Illinois University go back to the days when it was called a normal training school.

The earliest instructor I recall was Miss Martha Buck, who taught grammar. Miss Buck had written her own book on grammar, with most of the emphasis on parts of speech and diagramming sentences. She used to tell students who were teachers that came in for the six-week summer term that if they had not already developed sentence sense, they would while they were in her class. Her goal was to have every student in her class be able to diagram any sentence in the English language. She used the old *Harvey's Grammar* as a supplement to her text. The whole emphasis in teaching grammar in those days was on sentence structure.

I recall Dean George Wham's courses in pedagogy which dealt with child growth and development and pupil control. Teachers who entered the teaching profession in Illinois from 1910 to 1929 had to take a county teachers' examination given under the supervision of the county superintendent of schools. Most of these teacher candidates had never attended high school, much less a normal training school. Therefore, it was up to the county superintendent of schools to hold a normal school teachers institute for a week during the month of August. These institutes were staffed by faculty members from Southern Illinois Normal at Carbondale. They included Dean George Wham, Fount Warren, W. O. Brown, Tracy Bryant, Troy Felts and others.

The institutes were set up in sections dealing with teaching of beginning reading, upper grade reading, beginning arithmetic, intermediate arithmetic, and upper grade arithmetic. I recall that Dr. Mary Stegal delivered many inspirational hour-long speeches.

Mr. Bryant taught methods and techniques of penmanship. Other sections included the teaching of history and geography. Dean Wham and Mr. Warren presented sections on general methods and techniques of teaching. These methods and techniques are applicable today. Their seven basic techniques of teaching were drill, discussion, question and answer, problems, projects, reports, and experimentation. They explained how these techniques were implemented and how each one could be supplemented by the use of library materials. In the early days we had a very small amount of instructional materials. Teachers had to be resourceful and prepare their own. In the early 'teens and 'twenties the greatest impact Southern Illinois Normal had was through the implementation of the county normal school workshops.

In 1929 the state legislature passed legislation changing the certification law from a county act to a state certification law, which allowed the teachers who held the old county certificates to change them for state certificates if they attended Southern Illinois Normal for one quarter. Otherwise the new state certificates could be secured with one year of college training beyond high school. This change in the law had a tremendous impact in upgrading the standards of teaching because a great number of teachers had to attend Southern Illinois Normal and complete their high school education before they could start on their college training. The new state certificates could be renewed every four years with fifteen semester hours of additional training. Many teachers dropped out of the profession due to the new certification law in 1929.

Since a year's college training was necessary to enter the teaching profession, in the 'twenties and 'thirties Southern Illinois Normal began to play a tremendous role in the training of teachers, not only in southern Illinois but in the Midwest. Its influence in upgrading the teachers certainly preceded the change in statutory laws in Illinois requiring better trained teachers, because in the 'twenties the old Normal School was graduating a great number of junior college graduates trained in teacher education.
Multi-cultured Slav

Put Igor Peter Shankovsky in front of a typewriter and no telling what may come out. It could be a Japanese poem translated for Slavs, or it could be an English scientific expression with its Russian language equivalent.

Hand Shankovsky a microphone and he'll start singing—maybe a Ukrainian folk tune with a rock beat, or maybe “Stardust” in German bossa nova.

Shankovsky is a published poet, a recording vocalist, a former radio producer-announcer, and an about-to-be lexicographer. He also teaches Russian, his native tongue, at SIU. If he had to, he could lecture in (or on) more than a half-dozen other languages.

Spare time? He scans volumes and lists of publications seeking new books for the Russian collection in Morris library. Vacation? This summer he'll direct an SIU study tour to Russia.

Shankovsky, one of the busiest 37-year-olds around, was born in the Western Ukraine, son of a professor of English and economics. His family was uprooted in World War II and evacuated to Austria in 1944. Teenage Igor already was fluent in English by virtue of his father’s tutoring.

The family went to Munich after the war. Young Shankovsky learned German in a college preparatory school there. The family came to the United States when he was 18, friends having established the elder Shankovsky with a research firm in Philadelphia.

The younger Shankovsky enrolled at the University of Pennsylvania, but was called into the service in his freshman year. Serving in Japan as a special courier during the Korean War, he decided to expand his language arsenal. On off-duty nights he went to Sophia University in Tokyo and studied Japanese language and Russian history.

That set off an interest in traditional Japanese poetic forms, such as the rigidly stylized tanka and haiku.

He made friends with a couple of Japan’s prominent poets and got them to help as consultants while he translated a collection of tankas into Ukrainian. The work, A Hundred Poets, A Hundred Songs, was published two years ago by a West German firm.

Shankovsky also has a gift for entertaining as a singer, a talent he honed while in Japan. He worked in a night club show that included Xavier Cugat and Abbe Lane and made two recordings for Nippon-Columbia Records—one in Ukrainian and one in Japanese.

After the war, he went back to Pennsylvania for his bachelor’s degree. He then trekked to the University of Alberta in Canada for graduate work.

The campus at Edmonton sits in the middle of a large Ukrainian community, and it was no time before Shankovsky landed a spot on a local radio station, directing his own noon-time variety show highlighted by his own polylingual balladeering.
He made records for two Canadian companies.

In between studies, the studio, and the classroom (he taught courses too), he wrote and translated poetry and published scholarly pieces on Slavic literature in a variety of journals.

Shankovsky completed work on his Ph.D. degree at the University of Munich, then came to SIU at Carbondale. Now he's deep in another labor, nothing less than a Russian-English scientific dictionary he says will run to 100,000 expressions. The half-dozen such volumes now available don't come anywhere close to that size. He's been at it for months and as yet is far from finished with the A's.

Even this monumental task isn't keeping Shankovsky from doing his other thing, however. He has written a couple of songs based on old Ukrainian folk melodies. He thinks they have great possibilities.

"I did one as a rhumba beat and the other one—well, it's sort of a go-go ballet. I've taped them in English. Look what they did with 'Moscow Nights.' A different beat and it was a hit."

**Tetrahedronal City**

Take the city off the ground and put it on stilts in 100-floor tetrahedrons (three-sided structures put together as three-dimensional triangles), leaving the ground beneath as "urban spaces" for parks and recreation.

That's the plan for the megalopolis of the future developed by Eytan Kaufman, SIU lecturer in design, who sees it as one alternative to the space congestion facing the world's major cities.

Kaufman, who completed his master's degree in design at SIU last June, previously worked as an architect in England and in his homeland, Israel. Studying advanced ideas in city planning while working for his degree at SIU, he settled on a grouping of tetrahedron "megastructures" as his own concept of a solution.

Kaufman visualizes the city of the future as a complex of super-tetrahedrons, with smaller ones interspersed among them. Service utilities would be concentrated in a series of central cores within each structure. Each would have its own network of transportation facilities connected to the main city transportation system.

The city would be laid out on a three-dimensional triangular grid system conforming to the tetrahedron shape. Certain heavy industries would be located on the fringes of the city, outside the grid system.

Conventional highways would rim the external ribs, and feeder roads and streets would give access to apartments, stores, and service institutions. In addition, other trans-
portation facilities such as monorails and moving roads would be incorporated into the architecture. Semi-cloverleafs would permit travel from one level to another.

At every 12th story there would be a level for what Kaufman calls "public amenities"—shops, supermarkets, showrooms, movie houses, and so on. Each face of the tetrahedron would be open in the center to allow sunlight and air, yet there would be semi-protection from the elements.

Each tetrahedron would be elevated to the height of the first ten stories (the grid framework providing the stilts), leaving a lofty ground-level open air space for green parks, uninterrupted pedestrian grounds, and an elevated transportation network. Broad spaces would be left between the megastructures for yet another order of small public buildings and sports grounds.

"I think this is a fresh approach to solving the space problems of our cities," Kaufman says. "Like the goals of the 'Experimental City' now being planned at the University of Minnesota, it would provide a solution to the problems of clogged streets, waste disposal, air pollution, communications resources, and slum congestion.

"I'm interested in the sociological implications as well as in the architectural design. It is important for the well-being of the people to have open spaces and unhampered utilization of the ground itself for enjoyment and recreational activities, free from the danger and annoyance of cars and trucks, free of the fumes of traffic and industry."

Kaufman came to SIU in 1966, choosing the University for advanced study because of his interest in the ideas and proposals of Buckminster Fuller. He had heard Fuller lecture, both in London and Israel, and was inspired by the Fuller theory that the tetrahedron is the "basic building block" of nature and hence a logical and economical building structure for architecture.

A 1959 graduate of Technion, the Israeli Institute of Technology, he spent three years working for two architectural firms in England designing shopping centers, hospitals, and schools. He then returned to Haifa to open his own architectural office. There he designed housing schemes for the Israeli Ministry of Housing and other public authorities, as well as civic centers and other facilities. He also taught a year at Technion.

Handy Fitness Guide

Watch Bob Spackman answer the telephone. He squeezes it as though he were trying to force all those wires right out on the floor.

Watch him after the call. He grabs each end—the transmitter and receiver—and tries to pull that poor telephone apart.

See Bob Spackman driving to work. He comes to a stoplight. He tries to collapse the steering wheel from either side. He jams his feet against the floorboards and tries to push himself into the back seat. He pulls in his stomach and squeezes his buttocks tight.

Observe him at his office. A visitor leaves, he seizes opposite edges of his desk and attempts to pull them together. A bell rings somewhere and Spackman hears it. He stretches his legs beneath the desk, makes contact with his toes, and tries to lift the desk off the floor.

What is he, some kind of a nut? Spackman himself says he is. But you and I should be so nutty. Bob Spackman can say something else: "I feel good all the time."

Robert R. Spackman Jr. is a sort of high priest of physical fitness through isometric (without movement) and isotonic (with movement) exercises that can be done anytime, anywhere, with a minimum of fuss and bother. He's the author
of Exercise in the Office, a slim little illustrated volume that spells out his formulae for "Easy Ways to Better Health and Firmer Figures." The book is published by the SIU Press.

Spackman’s purpose is not, as he says, to make musclemen out of ninety-pound weaklings or to help behemoths lose weight. He merely proposes stay-at-home or on-the-job exercises which can zip up muscle tone and promote better health.

Spackman, head athletic trainer for the SIU Salukis, has been in the fitness business most of his life. He was trainer for the old St. Louis Browns (he played pro baseball himself for eight years), and has worked with pro teams like the Pittsburgh Pirates and San Francisco 49’ers.

His book is full of embarrassing questions and shocking admonitions:

"Is the floor getting farther away when you bend over to touch your toes? Are your arms too weak to push away from the table at mealtime? Are you getting a Milwaukee tumor out in front, sometimes referred to as a beer belly? Are you getting an hourglass figure with all the sand in the bottom? Do you sag four ways when you take off your three-way girdle? Does your mirror show that you have more lap than you used to, which goes around the back under an assumed name when you stand up?

"Over 60 percent of the people in the physician’s office are sitting there because they’re underexercised. . . . We don’t stop exercise because we’re old—we get old because we stop exercising. . . . The weak shall inherit the girth. . . ."

One example, perhaps, will show what this nut is up to. For "Milwaukee tumor" and other abdominal abominations, a typical Spackman prescription:

"a. Exercise while you are brushing your teeth, combing your hair, shaving or dressing.

"b. Pull in your stomach hard and hold for six seconds; relax.

c. Repeat the exercise at least three times while you are in the bathroom.

d. This will keep your stomach muscles firm. Throw away your girdle."

If you pull in your stomach like this every time you hear the phone ring at the office or home, you might do it fifty times a day. This, Spackman says, is just as effective as doing twenty of those agonizing situps. Spackman states flatly that a person can maintain muscle strength almost indefinitely with one muscle contraction daily at a 60 to 70 percent effort. His book covers lots of muscles.

Spackman is appalled by the fact that "physical fitness for the masses is slipping away more every year," thanks to such flab-inducers as the electric toothbrush, power lawn-mower, golf cart, and weekends long on recreation but short on exercise.

He even raps his own milieu, sports, for providing amenities like jeep rides for relief pitchers, fly-ball shooting "bazookas" for outfielders, and ball retrievers for basketball players.

Squeezing his desk in a death grip, middle-aged Bob Spackman says, "You’ve reached middle age when your weight lifting consists of standing up. Too many people die physically at 25, but aren’t buried for 30 to 40 miserable, aching years later. Exercise won’t stop you from growing old, but it will prolong your active years."

Hear, hear. Get the phone, somebody.

Child Care Personnel

Within a decade, many educators say, formal pre-school readiness programs will be as prevalent as kindergarten.

Such thinking is one reason for the importance attached to the child care services training program offered at the Edwardsville campus and its East St. Louis center. As preschool institutions develop, there will be a parallel need for adequately trained personnel to operate them; the SIU program prepares such personnel.

In the metropolitan St. Louis area alone there were 101 child care centers last year. That number is expected to increase by at least 50 percent this year, and by even greater numbers in the future.

Robert Rockwell, head of the SIU child care training program, points out that child care institutions vary greatly in intent. Some are designed for children of working mothers, for example, while others are not.

"But all must be concerned with the child and his development," Rockwell says, "both socially and intellectually. One cannot assume that only children of a certain type can benefit.

"It’s not just the ‘culturally deprived’ youngster who stands to gain from the well-run child care program. Almost all children profit from such an experience, whether the program is called ‘child care,’ ‘day care,’ ‘nursery school,’ or what have you."

The SIU program, which leads to a two-year Associate in Arts degree, combines theory with practical application through field experience.
'Salute to Morris' planned by area citizens as anniversary tribute

A public "Salute to Morris" program is planned for May 5, the 20th anniversary of the inauguration of Delyte W. Morris as eighth president of SIU.

Sponsoring the event are business, industrial, labor, education, and civic leaders from throughout the southern Illinois area.

To be held in the SIU Arena, the program will include a dinner with President and Mrs. Morris as guests of honor and a series of special tributes.

Morris actually assumed the presidency of the University in September, 1948, but his formal inauguration was held on May 5, 1949.

Full details on the "Salute to Morris" program, including opportunities for alumni participation, will be reported in the April issue of Alumni News.

Alumni Day Set

Alumni Day will be held Saturday, June 14, on the Carbondale campus. Class Reunions are planned for all classes from years ending in "4" and "9" and the Class of 1968.

Other traditional highlights of the day include presentation of Alumni Achievement Awards and the Great Teacher Award. The awards are presented at the Alumni Banquet, to be held in the evening at the University Center.

Alumni Activities

MARCH 20, 21, 22
SIU Alumni Headquarters, Illinois high school basketball tournament: Patio Room, third floor, Ramada Inn, Champaign.

APRIL 29-30
Telefund Campaign, Washington County.

Homecoming, 1969, is scheduled for October 23-25 at Carbondale and October 30-31 and November 1 at Edwardsville.

With Telefund time again approaching, volunteer workers in many SIU Alumni Club areas will be manning telephones to contact fellow alumni in the Alumni Association's annual giving campaign. Shown is Mrs. Bettie Hudgens, ex '50, now of Edwardsville, who last year served as a Jackson County Telefund volunteer.

Andrew H. Marcec '56, Alumni Association president-elect, is general chairman of the Association's Alumni Day and Homecoming committees.
FOR THE SECOND TIME in three years, SIU's 1968-69 basketball Salukis gained added prominence through selection for the National Invitation Tournament, joining an elite lineup of some of the nation's finest college cage teams.

Along with Coach Jack Hartman's 16-7 club, the hand-picked field for the Madison Square Garden competition in New York City included Army, Boston College, Florida, Fordham, Kansas, Louisville, Ohio, Rutgers, St. Peter's (N.J.), South Carolina, Temple, Tennessee, Tulsa, West Texas, and Wyoming.

We'll have a further report in the April issue of Alumni News.

SPRING SPORTS, meanwhile, are ready to take over the spotlight. For the Salukis, promising seasons are ahead in baseball, track and field, and tennis.

COACH JOE LUTZ, who last year guided the Salukis to a second place finish in the College World Series in Omaha, is anticipating another fine season.

With 12 of 16 lettermen back to form the nucleus of this year's squad, the Salukis figure to have a classy defensive club featuring the outfield play of Jerry Bond and Mike Rogodzinski. Both were favorites with crowds at Omaha and are expected to draw professional scouts for every home game.

A POSITION-BY-POSITION evaluation of the club follows:

First base--Barry O'Sullivan, East St. Louis, is a three-year veteran, although at another position. O'Sullivan is being converted after having worked at third base in past years. Bob Blakley, Springfield, a holdover from last year, is certain to provide excellent backup support.

Second base--Terry Brumfield, Miami, Fla., another holdover from last year's team, has a firm hold on this position. A smoothie afield, Brumfield also provides clutch hitting skills. He'll be supported by B. J. Trickey, Cedar Rapids, Iowa, an inexperienced reserve.

Third base--Bill Clark, St. Louis, has taken over the position vacated by O'Sullivan's switch to first. A number-one reserve last season, Clark was one of the Salukis' top performers in fall practice sessions and is expected to improve the infield defensively.

Shortstop--Bill Stein, Cocoa, Fla., is a newcomer to the club after having played for Brevard Junior College at Cocoa last year. Stein possesses excellent credentials and is considered one of the squad's best all-around men.

Left field--Blakley, the regular first baseman last season, is expected to battle with holdover Jerry Smith of Rapid City, S.D., for the starting as-
AMONG COLLEGE BASEBALL's most prominent coaches are, from the left, Roy Lee of the SIU-Edwardsville Cougars, Marty Karow of Ohio State, and Joe Lutz of the Salukis. Both Lutz and Karow have been chosen as NCAA "Coach of the Year", Lutz for 1968.

signment. Blakley has the edge in hitting and throwing, but Smith probably is the better fielder. Either would be more than adequate at the position.

Center field--Bond, of Waukegan, has never been better than he was in winter drills. An exciting player, Bond has great skills and could be one of the top collegians in the nation.

Right field--If Bond should fail to be the nation's finest out-fielder, Rogodzinski probably will be. The Evanston junior, a member of the club which represented the United States at the Olympic Games last fall, "is in a class by himself as far as arm is concerned," according to Lutz. If his hitting becomes more consistent, Rogodzinski certainly figures to be a nationally recognized athlete.

Catching--The position is certain to be better than a year ago, with both the number-one and number-two receivers returning. They are Randy Coker, Buena Park, Calif., and Bob Sedik, Highland Park. Sedik especially should be improved with added experience and confidence.

Pitching--Veterans Jerry Paetzhold, Ellis Grove; Bob Ash, Terre Haute, Ind., and Skip Pitlock, Hillside, are key members of the mound staff. All are experienced and competent. Assistance will come from Mark Newman, Prospect Heights, a seldom-used member of the 1968 squad, and newcomers John Daigle, Baton Rouge, La., and Steve Webber, Stockport, La.

COACH LEW HARTZOG's track and field squad lacks the necessary depth to be considered a standout, but it's not without standout individuals.
An event-by-event rundown:

Dashes—Top candidate is freshman Bob Koehl, Evansville, Ind., although Chuck Benson, Atlanta, Ga., may help some in the 220.

440—Benson is hoping to regain the form which earned him All American honors with a :46.2 in 1967. He’ll have help from Barry Liebovitz, two-time state prep champion from Miami, Fla.

880—A number of capable half-milers demand attention: Bobby Morrow, East St. Louis; Rich Wostratzky, Berwyn; Canadians Bill Bakensztos, Glenn Ujiye, and Gerry Hinton, and Australian Ken Nalder. Hinton is versatile and could be used elsewhere.

Mile, two-mile—Hinton and Nalder, along with Oscar Moore, White Plains, N.Y.; Glenn Blackstone, Annadale, Va., and John Hohn, Syracuse, N.Y., provide fine depth.

Hurdles—Hopes will be carried by Bill Buzard, Dixon; Ron Frye, St. Louis, and Jim Thomas, Baton Rouge, La.

Relays—440 and 880 should be average; mile could surprise; sprint medley may be team's strongest point; two-mile could be formidable, and distance medley depends on how much emphasis is put on others.

Field events offer somewhat less promise, although Dan Tindall of Trenton, N.Y., could be one of the nation's best in the javelin. Of several shot put and discus candidates, none are outstanding.

Don Miller, Nassau, Bahamas, and Ivery Lewis, New Orleans, both are highly regarded in the triple jump and also will handle long jump chores. No one above average in high jump or pole vault.

COACH LYNN HOLDER will have a nucleus of four lettermen and several others with better-than-average skills on his 1969 golf squad. Returning are Steve Heckel, Carterville; Harvey Ott Jr., LaCrosse, Wis.; Terry Tessary, Granite City, and Dennis Kortkamp, Murphysboro.

Coach Dick LeFevre is hoping for a banner tennis season, with top team candidates in Bill Lloyd and Graham Snook, Australia; Chris Greendale, New Zealand; Federico Gildemeister, Chile; Ray Briscoe, New Albany, Ind., and Macky Dominguez, Manila, Philippines.

---FRED HUFF

AT EDWARDSVILLE, Coach Harry Gallatin is looking forward with some optimism to the future of SIU Cougar basketball after his team finished the season with a 10-7 mark in the second year of intercollegiate competition.

This year's mark was down slightly from the 5-5 season record posted in the Cougars' inaugural year, but competition this year was considerably stiffer than in the opening season.

"I'm proud of the boys," Gallatin said after the final game. "They played this season and last under extreme difficulties and with practice sessions at borrowed gyms, and not once have I heard one of them complain.

"We'll sorely miss our graduating seniors, Gary Collins, Tom Dahncke, and Nino Fennoy, but at the same time we will have a very solid nucleus around which to build in Rich Essington, Bernie Pitts, John Gregory, Jack McDole, Mike Moore, and Rick Wilber, plus some very promising lads who will be coming up from Eldon Bigham's freshman squad."

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COACH ROY LEE'S Cougar baseball team will play a 16-game varsity schedule this spring, which also marks the second year of intercollegiate competition. The team was 8-5 last year.

Before the regular season opens March 28 with a double-header at home against Winona State of Minnesota, the Cougars travel to Florida for a spring training trip on which they play nine practice games.

Lee has nine lettermen returning, including Cougar Captain Bob Reichert, catcher from Belleville, who hit .361 last year. Also back is the team's RBI leader, first baseman Gary Collins of East Alton. Reichert, Collins, and pitcher Bruce Thompson, Granite City, are the 1969 Cougars' only seniors. Two returning lettermen are juniors, four are sophomores.
Montana Boys Conquer Grand Teton

Fame, it has been said, is a fleeting thing. But in this instance it was David DeLap '14-2 who was fleeting; it took fame 45 years to catch up.

Only in recent months has the story been told about the hazardous scaling of Wyoming's 13,766-foot Grand Teton peak in 1923 by DeLap and two other young adventurers.

More amazing than the fact that it took almost a half-century for the world to learn of the climb, however, was the climb itself: three daring young men with little mountain-climbing experience and no special gear conquering a treacherous peak which had baffled expert climbers with well equipped expeditions.

The drama of that climb, coupled with the fact that it had gone virtually unknown through the years, resulted in a full-page feature story in the Bozeman (Mont.) Daily Chronicle. Bozeman is now DeLap's home.

Rolf Olson, Chronicle staff writer, described the historic climb:

"Snow flurries swirled even though it was August."

"The three Montana boys had labored to the 13,000-foot level of Grand Teton. Now they faced a vertical 700-foot wall to the top. Only an ice-coated chimney broke that formidable barrier which had stopped dozens of climbing parties.

"Two of the three climbers in the Montana party struggled to scale the chimney. Meanwhile, David DeLap . . . skirted to the west and found a narrow ledge. It led around the fortress of rock that plummets to the valley. That was a cubical rock for the night."

"At the end of the long overhang, now called the 'crawl,' DeLap stood again on the narrow ledge and faced the 13,000-foot level of Grand Teton peak in 1923 by DeLap and two other young adventurers."

"DeLap got a handhold and swung his body out and around the three-foot barrier. He was back on the ledge again but then encountered a long overhang. This time he got down on his stomach and wiggled for 40 feet, his body hanging half-way out in space. . . ."

"As the Montana trio reached the summit of Grand Teton, David DeLap and his fellow climbers reached the summit of Grand Teton by forming a human ladder over the rock and then scaling the sheer wall.
of ice the same way, climbing one over the other.

At the top of the peak they found the cairn left by the Owen party, picking up the written record left by that group and bringing it back as evidence of their own success. In its place they left their own record, scrawled on a blank check.

The heady climax of their own eleven-hour climb was short-lived, however. With darkness nearly upon them, they had to begin their descent over the same treacherous path immediately.

"The only thing that saved us," DeLap recalls today, "was a moon that scudded between broken clouds."

DeLap and his comrades, Quin Blackburn and Andy DePirro, had no special mountain-climbing gear—not even ropes. DeLap wore an old pair of football shoes, Blackburn hobnail boots, and DePirro street shoes with cals driven into the soles for traction.

Although he can readily recount the Grand Teton climb from memory, DeLap does have a written account of it. He wrote it for a technical writing class at Montana State College. Orrin H. Bonney, in an article about the climb in the American Alpine Journal, quoted DeLap from that paper:

"I guess our success was largely due to being headlong rather than overcautious. . . ."

For DeLap, now retired after a long career as a teacher, Grand Teton is only one of many memories. He has served in two wars, managed a banana plantation in Honduras, and worked in the Texas oil fields, among other things.

His career as a mountain climber ended with Grand Teton.
Don Cross named coach at SW Mo.

Don “Red” Cross ’51, M.S. ’58, has assumed the head football coaching post at Southwest Missouri State College, Springfield.

He was previously line coach at Illinois State, whose football teams won fourteen of twenty games in the past two seasons. Before joining the ISU coaching staff in 1966 he had been on the Saluki coaching staff for six years.

Captain and most valuable player on the Saluki squad his senior year, Cross coached high school football in Illinois and Missouri before returning to SIU as freshman coach.

As head coach at Southwest Missouri, he will have an opportunity to face the Salukis at Springfield next November 22. And his Bears may still be smarting from the 68–6 pounding the Salukis gave them in the 1968 Gateway Classic in Busch Stadium, St. Louis.

of the Missouri Baptist Hospital in St. Louis. A specialist in general practice, Dr. Paris had been associate chief of staff. He received his M.D. degree from Washington University, St. Louis, in 1955. He and his wife (MARY ANN ELDERS ’51) have two children, Mary Ann and Bradley, and live in Florissant, Mo.

1954 Gene H. Graves, former director of the Illinois Board of Economic Development, has been named assistant to the president on the Edwardsville campus. Before his appointment to the economic board in 1963, Graves headed the board’s Division of Industrial and Community Development. He has been on leave from SIU since 1962. Mrs. Graves is the former NORMA J. JACKSON, ex.

1955 Maj. JAMES R. AIKEN, U.S. Air Force, has been involved in recovery operations for all Apollo space missions including the lunar shot in December. He is mission coordinator on an Apollo Range instrumentation aircraft, supervising a six-man crew which operates complex equipment required to provide voice relay and telemetry recording in areas not covered by ships and NASA ground stations during Apollo flights. The crew also provides terminal re-entry telemetry coverage and other classified testing of space vehicles. For Apollo 8, six such aircrafts were required to insure coverage of the trans-lunar injection phase and four supported re-entry. Maj. Aiken is assigned to the Air Force Eastern Test Range at Patrick AFB, Fla.

1958 Capt. MARSHALL T. HILL, a veteran of Vietnam, is an instructor at Elgin AFB, Fla., where he helps train air crews for the U.S. Air Force’s new OV–10 “Bronco” light reconnaissance plane. Capt. Hill was commissioned upon completion of AFROTC training at SIU.

1959 Dr. GILBERT KROENING, M.S. ’60, is assistant professor in the department of animal sciences at Washington State University. He received a Ph.D. degree from Cornell University in 1964. He and his wife, JEAN ENGEL KROENING ’60, live in Pullman, Wash., with their children, Debra Jean, Karl Christopher, and Patricia Ann.

1960 Mr. and Mrs. GEORGE GOEHR, M.S. ’63 (DONNA BARBA GOEHR ’63) live in Macomb, where he is assistant director of housing and she is curriculum librarian at Western Illinois University. The family includes a daughter, Michelle Renee.

JERRI F. JACKSON, M.S. ’61, has been named dean of students at Campbell College, Buies Creek, N.C. He has been associated with the institution since 1963.

REID K. RIEL, has been appointed assistant village manager for the National Acceleration Laboratory, Weston. In his new position he will be responsible for administering various services required to operate and maintain the NAL housing complex, located just off Batavia Road and Route 59 in DuPage County. Riel was a mechanical engineer with Argonne National Laboratory prior to joining the National Acceleration Laboratory. Mr. Riel and his wife, Carol, have two daughters, Vicki Lynne, three, and Leslie Ann, nine months.

1961 Maj. PATRICIA M. DOYLE, M.S., is assigned to U.S. Air Force Headquarters in the Pentagon, Washington, D.C. She was instrumental in establishing the Family Services program which aids Air Force families all over the world. In 1963 she was key speaker on the “Children Have A Potential” program (CHAP—a program of guidance and counseling for parents of handicapped children) at the International Conference of American Women’s Activities in Europe. Maj. Doyle is also an accomplished violist and violinist, has served as counselor in character building programs, and has been a teacher of public school music. She was named “Lady of the Month” in May, 1967, by U.S. Lady Magazine.

TERRY J. LOCKMAN has been appointed chapter manager for the Pensacola, Fla., Chapter, American Red Cross. For the past two years he has been employed with American National Red Cross in Memphis, Tenn., and Montgomery, Ala. A member of the Saluki swimming team in 1955–56, Lockman has been a Red Cross volunteer first aid and water safety instructor.
since 1952 and a Red Cross professional employee since 1961.

1962 Frances Celine Chausee is food service coordinator with Dade County, Fla., serving 34 schools in the southwest Miami area.

Mrs. Franklin T. Karcher (Mary Kiefer, M.S. '65) is a second grade teacher in the Wayne City grade school. Her husband is a cashier at the First National Bank in Wayne City. The family includes two daughters, Ellen Beth and Sara Ann.

DeKalb is the new home of Mr. and Mrs. Jerry D. Meyer, M.A. '64 (Miriham Wysong, M.A. '64) and their two-year-old son, Trevor Ethan. Mr. Meyer is on the art department faculty at Northern Illinois University.

Capt. David L. Sanders has been recognized for his outstanding accomplishments during the 1968 hurricane season as a member of the U.S. Air Force "Hurricane Hunters." A navigator, he is assigned to the 53rd Weather Reconnaissance Squadron, Ramey AFB.

Kenneth L. Davis resigns after 20 years on board

Kenneth L. Davis, who resigned from the SIU board of trustees in January because of poor health, expresses one regret as he reflects on nearly two decades on the board: "I wish I had had the time to make acquaintances and closer friendships with more of the people on the campuses."

On July 1, the Harrisburg educator and businessman would have been on the SIU board for twenty years. During that period he had part in decisions affecting millions of dollars worth of construction and the policies, procedures, and staffing of an institution whose student body grew from 3,000 to 32,000 during his tenure.

Davis had been board chairman since August, 1965.

Still operating his sports equipment business in Harrisburg despite a physical ailment which has affected him the past few years, Davis says he felt that by resigning at the time he did he might ease problems connected with making a new appointment to the board.

A 1936 graduate of SIU, Davis holds a master's degree from the University of Tennessee. He began his career in education as a teacher and basketball coach at Muddy, in Saline County, in 1930. He was a seventh grade arithmetic teacher at Harrisburg Junior High School when elected to the first of two terms as Saline County school superintendent in 1938.

Near the end of his second term, Davis decided to go into business rather than return to teaching.

"I always had been interested in sports and knew I would enjoy the sporting goods business," he explains.

That interest also led to a career as a high school sports official.

How did he happen to be chosen to the SIU board?

"It really was very simple," he says, "I was talking to someone and the subject came up. I was interested in the post, wrote my legislator (Paul Powell), and a short time later I received a letter from Governor Adlai Stevenson telling me that he was appointing me to the board and notifying me of its first meeting."

Reappointed to the board by governors William G. Stratton and Otto Kerner, Davis helped govern the institution in a period in which enrollment increased ten-fold and the physical size increased from a small central campus of eight buildings and McAndrew Stadium at Carbondale to today's multi-campus operation.

"I thoroughly enjoyed the years on the board," Davis says. "The members didn’t always see eye-to-eye on matters, but after a thorough discussion, usually the entire board would go along with the majority on our decisions."

Davis lives on South Main Street in Harrisburg with his wife, Pepper. They have a married daughter, Anne, who lives in California.
Puerto Rico. His unit provides weather warnings after flying into the hazardous weather. Capt. Sanders was commissioned in 1961 upon completion of AFROTC training at SIU.

1963 Chatham is the home of Mr. and Mrs. Richard Allen Bradley (Norma Jean Moody '61) and their four-year-old twin boys. Mr. Bradley is news director at radio station ACUS and his wife is dietary inservice coordinator at St. John's Hospital.

Capt. Allan D. Stephens has been graduated from the training course for U.S. Air Force communications - electronics staff officers at Keesler AFB, Miss., and assigned to Nakhon Phanom Royal Thai AFB, Thailand. His wife is Judy Sink Stephens '65, M.S. in economics at Barret Junior high school. His unit provides weather warnings after flying into the hazardous weather. Capt. Sanders was commissioned in 1961 upon completion of AFROTC training at SIU.

1964 James Boynewicz is assistant freshman football coach at Brown University. He received an M.S. degree in 1967 from Northern Illinois University. He and his wife (Barbara A. Boynewicz) live in Riverside, R.I., with their two sons, Timothy James and John Andrew.

Marjorie Helen Groves is cafeteria director for Memorial Hospital in Springfield, where she lives. She supervises menu plans and catering for all hospital departments.

Phoenix, Ariz., is the home of Mr. and Mrs. Howard J. Helwig (Lillian Brayfield '59) and their three-year-old son, Bill. Mr. Helwig is product manager with Arizona Agrochemical Corp. and his wife is a teacher in the Scottsdale school system.

Mrs. Arthur A. Schoening (Peggy Jane Barker) is a counselor at Glenbard High School in Lombard. Last year she completed her M.Ed. degree at the University of Illinois. She and her husband live in Addison, Ill.

1965 Louisville, Ky., is the home of Mr. and Mrs. Thomas Wheeler Collins (Susan Jane Packard Collins '65). He is with USV Pharmaceutical Corp. and Mrs. Collins is teaching seventh, eighth, and ninth grade home economics at Barret Junior high school.

Second Lieutenant Donald R. Grant Jr. is a transportation officer at Tan Son Nhut AB, Vietnam. Before going overseas, he was stationed at George AFB, Calif.

Mr. and Mrs. Robert Oexeman (Joann Schumacher) live in Downers Grove, where he is associated with a law firm and she teaches English at Downers Grove High School North. Mr. Oexeman received his J.D. degree cum laude from the University of Michigan last year.

1966 First Lieutenant Lawrence B. Mann, a transportation officer, is serving with the Pacific Air Forces at Yokota AB, Japan. He has completed a tour of duty in Vietnam. Lt. Mann was commissioned upon completion of AFROTC training at SIU.

Ken Swofford: It's tough to get started in Hollywood

BY TOM GRAY, M.A. '64

There was the usual chaos and confusion on the sound stage at Paramount Studios in Hollywood, between "setups" of "The Lawyer," which co-stars Ken Swofford, a 1959 graduate of SIU.

Grips were shouting at electricians, the assistant director was conferring with the production manager, and two make-up girls were hovering over a young actress whose mascara was melting under the hot arc lights.

Over in a dark corner sat Swofford, trying to concentrate on learning his lines for an important scene coming up that afternoon.

"Come on," he said. "It's too noisy in here. Let's go to my dressing room and talk. Sidney (Sidney J. Furie, director of the film) won't need me for another hour."

We walked out into the bright California sunshine, through the New York street where Vincente Minnelli was filming a scene with Barbra Streisand and Yves Montand for "On a Clear Day You Can See Forever," onto the western street. There Lorne Green, in full western outfit, was waiting for his cue in a scene from "Bonanza."

Making a sharp left, we entered Swofford's dressing room (it once belonged to Mae West when she was under contract to the studio).

The husky young actor from DuQuoin, Illinois, lowered himself into a comfortable chair, pushed back his cowboy hat, and smiled.

"It's been a long time since those great days at SIU," he said. "And I guess my fondest memories are the ones spent in the theater department with Dr. Christian Moe and his people."

Swofford, who majored in theater and English, believes the SIU theater department offers the best training anywhere in the United States for young, aspiring actors.

"We were kept busy constantly during the regular term and summer," he recalled. "I remember doing four major productions a year plus a musical, six in the summer in addition to a musical, and two plays on the road throughout the state. What more could an actor ask than to perform for so many audiences?"

Most of his friends in Hollywood, Swofford learned, never had this opportunity in their training days. Instead, their early dramatic experience was limited primarily to performances before their fellow students.

Swofford gave three basic reasons why he chose acting as a career.

"First, I was always good at it and I'm not good at a lot of things. Secondly, I thought acting was one chance for something more than a cursory image. And in the third place, I thought I might get paid a lot."

Although Swofford has been in
Hollywood eight years, it is only in the last three that he has been working steadily.

"It's tough to get started in this town," he explained. "The agents won't see you unless you have credits and yet you can't get work at the major studios unless you have an agent."

Up until now the young actor has played "heavies" for the most part. Even his role in "The Lawyer" is a heavy of sorts, a character called Charlie O'Keefe who drinks a lot, is often facetious and surly.

"I don't mind being type-cast because in most instances the actor who plays the heavy has a far better and more interesting role than the good guy," he explained.

"Eventually, though, I hope to pick and choose the parts I want to play—whether they be good guys or bad guys."

(Ed. Note: Tom Gray, M.A. '64, a recent arrival in Hollywood, is on the Paramount Pictures Corporation staff.)
Second Lieutenant Gerald W. Hampleman has been assigned to Langley AFB, Va., for flying duty with the Tactical Air Command. He recently received silver pilot wings upon graduation from flight training at Laredo AFB, Tex. Lt. Hampleman was commissioned upon completion of AFROTC training at SIU.

Amos A. Heman-Muthui is working with chemical analysis of petroleum products for the Esso Standard Oil Co. in Kenya, East Africa.

Mr. and Mrs. Daniel J. Kaufman Jr. (Barbara Kaufman, M.S.) live in Dayton, Ohio, where he is a systems analyst in data processing for Winter's National Bank and Trust Co. Mr. Kaufman is currently working toward an M.B.A. degree at the University of Dayton.

Wheaton, Md., is the home of Mr. and Mrs. Gordon Eugene Martin (Glenda J. King, VTI). Mr. Martin is teaching industrial arts at Northwood High School in Silver Springs, Md. He received an M.A. degree from Miami University, Oxford, Ohio, last year.

John Randall Jr., SIU graduate student in geology, has been selected for an $800 Thesis Assistance Award from Union Oil Company of California, Los Angeles. The cash award is intended to subsidize and encourage field investigations related to his research on his thesis topic, "Paleoecology and Environment of Deposition of the Cave Hill Member of the Kinkaid Formation of Johnson and Saline Counties, Illinois." Randall currently has a teaching assistantship at SIU.

Second Lieutenant John A. Russell has been awarded U.S. Air Force silver pilot wings upon graduation from flight training at Reese AFB, Tex. He has been assigned to Davis Monthan AFB, Ariz., for flying duty with the Tactical Air Command. Lt. Russell was commissioned upon completion of AFROTC training at SIU.

Mr. and Mrs. Gordon R. Teel (Sharon D. Teel) and their children, Gordon Jr. and Gerri Lynn, live in Belleville where Mr. Teel is a senior auditor with Ernst and Ernst.

1968 Airman Lawrence A. Ames has completed basic training at Lackland AFB, Tex., and, has been assigned to Ft. Belvoir, Va., for training as a computer specialist.

Airman Kenneth C. Brummer has been graduated from U.S. Air Force technical school at Sheppard AFB, Tex. He was trained as a communications specialist and has been assigned to a unit of the Air Force Communications Service at Fuchu Air Station, Japan.

Second Lieutenant James C. Calvert has entered U.S. Air Force pilot training at Reese AFB, Tex. He will be awarded silver pilot wings upon completion of the year-long course.

Richard Channin, M.F.A., is teaching art at Black Hawk Junior College, Moline.

Ronald C. Cronk is working with the Seneca nation of Indians in Irving, N.Y., while serving with the Volunteers in Service to America (VISTA).

Rozila Dhalia from Mwanza, Tanzania, has received an achievement award from the African Scholarship Program of American Universities. The award came as a result of her outstanding academic record and her contribution to the campus and community while an undergraduate holder of an ASPAU scholarship. She is the first SIU student to receive the award. Miss Dhalia is now an SIU graduate fellow working toward a master's degree in home economics.

Airman Frederick L. Drow Jr. has completed basic training at Lackland AFB, Tex., and has been assigned to Sheppard AFB, Tex., for training as a psychiatric services specialist.

Robert Hall is an aviation officer candidate at the Naval Air School in Pensacola, Fla.

Peter L. Hosking, Ph.D., teaches physical geography, geomorphology, and computer methods at the University of Auckland, Auckland, New Zealand.

David C. Hyatt has been graduated from a U.S. Air Force technical school at Sheppard AFB, Tex. He was trained as a medical services specialist and will remain at Sheppard for further training.

Dr. Ikram Khawaja, M.S., a native of Pakistan, is assistant professor of geology at Youngstown State University, Youngstown, Ohio. He received his undergraduate degree from the University of Karachi (Pakistan) and his Ph.D. degree from Indiana University. Dr. Khawaja has completed three summers on a research assistantship from the Indiana Geological Survey.

George E. McLean was commissioned a second lieutenant in the U.S. Army upon graduation from the Officer Candidate School at the Army Artillery and Missile Center, Ft. Sill, Okla.

Airman John W. McMillan has completed basic training at Lackland AFB, Tex., and, has been assigned to Lowry AFB, Colo., for training in the field of photography.

Army Private First Class Dennis L. Manning is assigned to the 4th Infantry Division near Pleiku, Vietnam. A medic, Pfc. Manning was stationed at Ft. Sam Houston, Tex., before going overseas last September.

Airman Bruce K. Neudecker has been graduated with honors at Brooks AFB, Tex., from the training course for U.S. Air Force aeromedical specialists. He has been assigned to Grissom AFB, Ind.

Marriages

Barbara Sue Osterdock '68, Olympia Fields, to Norrat Abdolhosseini, Tehran, Iran, August 31 in the Faith United Protestant Church, Park Forest.

Carol Ann Wehrheim '62, to Harrison Henry Bender, December 29 in the Woods Memorial Presbyterian Church, Severna Park, Md.

Rose Marie Petratis, East St. Louis, to Thomas R. Billen '67, Madison, November 29 in Immaculate Conception Catholic Church, East St. Louis.

Joann Siebe '68, Mascoutah, to James C. Clemens '65, Mascoutah, August 10 in Belleville.

Rebecca Lynne Seglar, Centralia, to Jere Lyle Dawe '68, Marion, in the First Christian Church, Centralia.

Marilyn Lee Moeller '65, Carbondale, to Gary DeRussy, New Orleans, December 28 in the First United Presbyterian Church, Oakdale, Calif.

Karen Lee Rasmussen '66, Champaign, to Anthony DeStefano, Hawthorne, N.J., November 24 in the First United Methodist Church, Champaign.

Shirley Allison '68, Murphyboro, to John N. Ference, Parma Heights, Ohio, November 30 in the First Baptist Church, Carbondale.

Nancy Jane McKenzie '68, Hurst, to Richard Elliot, Carterville, November 9 in the First Christian Church, Hurst.

Brenda Jean Brant '67, Cahokia, to Raymond Lee Ford '66, Cahokia, November 9 in Maplewood Baptist Church, Cahokia.

Ruth Ann Levan, East St. Louis, to
RONALD WILLIAM GREEN ’66, East St. Louis, October 3 in Edgemont Bible Church, East St. Louis.

CORA LOUISE HILLIARD ’67, Centralia, to JERRY HAGLER ’66, Murphysboro, December 21 in St. Mary’s Rectory, Centralia.

LANA JEAN ANDERSON ’68, East Alton, to ROBERT L. HELMKAMP ’68, at St. Paul’s Methodist Church, Rosewood Heights.

Mary Jane Sellers, Pittsburg, to PATRICK A. HENRY ’68, Oblong, December in Liberty Freewill Baptist Church.

ELIZABETH JANE STOLTZ ’68, East St. Louis, to JAMES EDWARD LAURENT ’67, at St. Joseph Catholic Church, East St. Louis.

JAMES LOUIS MCLAUGHLIN ’67, Columbia, November 24 in St. Joseph Catholic Church, East St. Louis.

RUSSELL LEE KLUETER ’68, to PHYLLIS ANN HAYES ’68, at Luther Church, East St. Louis.

PATRICK MAN ”62, to SAMUEL W. REACH ’68, at Webster Groves, Mo., a son, Bruce Alan, born December 15.

To Mr. and Mrs. JAMES EDWARD LAURENT ’66 (JEAN ANN MORROW ’65), St. Louis, a son, Neil Wayne, born November 20.

To Mr. and Mrs. WILLIAM CHLADNY ’64, M.A. ’66 (DOROTHY KLEINIK ’64), Webster Groves, Mo., a son, Bruce Alan, born October 15.

To Mr. and Mrs. BRUCE CLEMENT ’65, M.S. ’67 (CAROL ANN CARRUTHERS ’61, M. MUS. ’62), Elkhart, Ind., a daughter, Lisa, born January 18.

To Mr. and Mrs. DAVID ECLESTONE (NANCY CRICKMAN ’56), Carlinville, a daughter, Julie Dawn, born November 15.

To Mr. and Mrs. JAMES C. GRAVES ’62 (SANDRA GRIFFIN GRAVES ’62), Battle Creek, Mich., a son, James Marion, born August 19.

To Mr. and Mrs. RONALD L. HAGERMAN ’55, Peru, Ill., a daughter, Kathleen Marie, born July 23.

To Mr. and Mrs. RICHARD HUNSAKER ’58 (PATRICIA KENALL COOK ’57, M.S. ’60), Belleville, a daughter, Rachel Ann, born November 15.

To Lt. and Mrs. LOWELL C. KEEL ‘66 (MARY LOU VANDERMARK ’64), Dayton, Ohio, a son, Thomas Wayne, born September 26.

To Mr. and Mrs. CHRISTOPHER LEE MCMILLEN ’66 (CAROLYN LEMASTERS MCMILLEN ’66), Toulon, a daughter, Rachel Marie, born January 10.

To Dr. and Mrs. STEPHEN A. MOURER, Ph.D. ’66 (MARY MATTHEWS REYNOLDS, ex), Tampa, Fla., a daughter, Sara Ann, born July 10.

To Mr. and Mrs. PHILIP A. RUPPEL ’65 (JUDY ANN RUPPEL ’65), Eureka, a daughter, Tamara Lynn, born August 9.

To Mr. and Mrs. PATRICK SCHWARTZ ’67 (MARJORIE BEHLM SCHWARTZ ’67), Belleville, a son, Kevin Patrick, born December 29.

To Mr. and Mrs. PHILIP A. SHAPIRO ’65, Highland Park, a son, David Ian, born January 8.

To Mr. and Mrs. WILLIAM H. THREDKELD (JANANNE TERRY CARSON ’67), Carbondale, a son born September 8.

To Mr. and Mrs. MICHAEL WELGE (BETTY ANN CUSHMAN ’62), Chester, a daughter, Stephanie Lynn, born January 23.

Deaths

1921 DAVID B. HOLLIDAY, 2, Elkville, died December 10 after an illness of several months. He was former Elkville fire chief and associated with a family grocery store. Mr. Holliday is survived by his wife, Irene.

1930 MARGARET IRENE PIPER, ex, Oakdale, died December 7. She had been a teacher for 37 years, most recently in Okawville High School. She was a graduate of Geneva College, Beaver Falls, Pa., and received a master’s degree from the University of Illinois. She leaves two sisters and three brothers.

1934 GROVER W. CLARKE MORGAN, ex, writer of SIU’s “Hail Alma Mater,” died December 28 in New York. He was organizer for “Another World,” NBC daytime television show. A native of White County, he had been in New York City in various music posts for almost thirty years.

1946 Dr. CLOMAN D. GEORGE, Metropolis, dentist, died of an apparent heart attack January 12. He was a member of the Quadri-County Board of Health and a director of the First National Bank of Golconda. Dr. George is survived by his wife, Mary Ruth, and a daughter.

1947 JACK H. BISHOP, Hyattsville, Md., died January 1. Past president of the Washington, D.C., Area SIU Alumni Club, he was head of the legislative reference service of the Library of Congress for 24 years. His father, C. W. "Runt" Bishop, is a former Southern Illinois congressman. Mr. Bishop leaves his parents; wife, Mary; a daughter; and two sons.

1964 Capt. RICHARD ALAN FLEMING, Johnston City, died as a result of a helicopter crash January 17 in Vietnam. He had been serving in Vietnam since September, and in the Air Force since his graduation from SIU. Capt. Fleming leaves his wife, PATRICIA DULIS FLEMING, ex, and two daughters, Jane and Ann.

1967 WILLIAM R. NEVILLE was killed in action in Vietnam January 26 while leading a squad in combat in the Duc Phu area.

The Alumni Office also has been notified of the following deaths:

1906 KATE HENRY, 2, East St. Louis.

1918 WEBER BUTLER, ex, Long Beach, Calif.

HERSHEL E. WHITAKER, 2, ‘24, West Salem, Ill., June 15.

1921 FRED M. JONES, ex, ‘24, Tuscola, September 29.

1947 MRS. OPAL M. NEWELL, ex, Waltonville, June 25.
All living faculty members, active or retired, of both campuses are eligible for the Great Teacher Award, except previous recipients.

Great Teacher

Previous Great Teachers
Douglas E. Lawson, 1960
E. G. Lentz, 1961
Thomas E. Cassidy, 1962
Georgia Winn, 1963
Robert D. Faner, 1964
Claude Coleman, 1965
James W. Neckers, 1966
Kenneth A. Van Lente, 1967
Dorothy Davies, 1968

Annually since 1960, members of the SIU Alumni Association have chosen the Great Teacher of the year—a signal honor which carries with it a $1,000 cash prize.

Again this year, a living member of the faculty—either active or retired—will be honored for outstanding classroom teaching. This is your invitation, as a member of the SIU Alumni Association, to join in selection of the Great Teacher for 1969.

Your Great Teacher ballot is included in this issue, in the form of a post-paid return envelope inserted behind the covers. Magazines addressed to husbands and wives holding family membership should contain two envelopes.

Since only Association members are eligible to vote, the relatively small number of copies going to non-members do not contain the specially inserted ballots.

This is the total extent of the Great Teacher mailing. There will be no other material.

To vote, simply remove the ballot envelope from the magazine, list your choices for the 1969 Great Teacher in the space indicated, seal, and mail. Remember, deadline for receipt of ballots is May 15.

In completing your ballot, please list three Great Teacher choices in order of preference. Include a brief statement supporting each choice. Keep in mind that the Great Teacher Award is bestowed in tribute to exceptional classroom performance. Other things—such as research and administrative accomplishment—should not be considered.

Campaigning on behalf of any candidate is strictly forbidden by Alumni Association rules. Such practice, with or without the teacher's knowledge, will disqualified a candidate. Your personal choice is desired.

The great number of alumni who cast ballots every year is evidence of the success of the Great Teacher program. The Award is financed—as it should be—by contributions from alumni. If you wish to contribute, please enclose your check payable to the SIU Alumni Association in your ballot envelope.

Please vote whether or not you contribute to the cash award. But your gift, large or small, will help continue the Great Teacher Award.

The Great Teacher Award will be bestowed upon the tenth recipient at the annual Alumni Day Banquet Saturday evening, June 14. Until that time, identity of the 1969 Great Teacher will be a closely guarded secret.
Herma Barclay is an intern teacher at Florissant Junior College, Missouri, and a part-time consultant to the Olney Junior College in helping coordinate a new two-year food technology program.

She's also busy with her SIU master's thesis covering research on problems of teaching home economics in the "inner city." The thesis will contain recommendations for the type of teaching experiences that will help prepare home economics students for teaching assignments in distressed metropolitan areas.

The inner city is nothing new to Miss Barclay. She's been there.

Coming to the United States from Panama at age four, Miss Barclay grew up in Chicago, one of eleven children of a Pentecostal minister. She knows the hardships of a family with too many children and not enough money.

As a high school senior and as a student at Wright Junior College on Chicago's north side, she worked at Michael Reese Hospital, first as a tray girl and then moving up until she was assistant supervisor of one of the diet kitchens.

Meanwhile, for more than a year, she also worked at the Chicago Board of Education's social center for children.

With her help, a sister, Genevieve, attended SIU and completed her master's degree in guidance in 1968. Genevieve is now supervising psychological counselor for the Brunswick Job Corps Center in Chicago.

Miss Barclay transferred to SIU and completed a bachelor's degree in home economics education last year. Doing her student teaching at Carbondale Community High School East, she became personally involved with problems of the disadvantaged.

She found that many of the Negro students were having difficulty adjusting to the integrated school and needed special attention to help them bridge the gap between their background experiences and those of their white fellow students.

Miss Barclay "adopted" ten black girls as her special concern, invited them to come regularly to her home to make cookies, arrange flowers, or simply to visit. She took them swimming and even arranged a trip to St. Louis for them.

"Some of the faculty members gave us money to help out on expenses," she notes. "Students from one of the University home economics classes helped in giving demonstrations and directing projects for the group."

Last summer, Miss Barclay taught at Carbondale East in a special program aimed at students with specific problems. About 90 students were involved.

As a graduate assistant at SIU, Miss Barclay helped teach two courses and worked on a proposed radio series on homemaking problems to be directed at the disadvantaged.

Miss Barclay is the second SIU home economics graduate student to serve at Florissant Junior College in an internship program supported by the Ford Foundation. The first was Mrs. Melba White Pruitt of Belleville, who taught there in the fall quarter.

For Herma Barclay, completion of a master's degree is seen as an important step in her formal education, but not the end. Her long-range goal is to get a Ph.D. degree and go into educational administration.