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The 1969 "Moonshooter" Report

Who's in Charge?
World Service  Agriculture today offers new opportunities for world service, and today’s graduates in agriculture are anxious to do their part to make our world a better place in which to live. Are we preparing them for such responsibilities? Dean W. E. Keepper provides a great deal of insight into this question in an article beginning on page 4.

Children  Children are beautiful people. To look into the face of a child is to behold the future of mankind. For a striking study of children as viewed by SIU Photographer Charles H. Cox, turn to the photo feature commencing on page 8.

Moonshooter  Who’s in charge here? This is the cry heard in recent months on campuses across the nation, and it provides the subject of discussion for the 1969 “Moonshooter” report. Some important answers are provided in the report, written from a national perspective by a group of alumni editors. See page 14.

Morris Library's rare books

On October 17, 1960, eighty-five interested area residents, bibliophiles, faculty members, and alumni met to organize The Friends of the Southern Illinois University Library. With their cooperation and active participation, intensive acquisition of rare books and manuscripts began.

Obviously, no library can collect in every field of intellectual endeavor. Areas of scholarly importance with special interest and appeal to the faculty and students of SIU were immediately selected, and judicious, intensive collection in these areas was rapidly undertaken.

One major field of concentration, for example, has been the American and British Expatriates of the twenties and thirties. Major holdings from this creative literary period now housed in the Rare Book Room of Morris Library include Ernest Hemingway's corrected typescript of his famous short story, "The Short Happy Life of Francis Macomber"; corrected page proofs of Hart Crane's long poem, The Bridge; the original holograph draft and letters concerning his poem, "O Carib Isle," and the corrected typescript of Mastadights, the third novel of Lawrence Durrell's famous "Alexandria Quartet."

Moreover, an extensive collection of manuscripts, letters, published works, and ephemeral items from such prominent authors as Kay Boyle, Robert Graves, Henry Miller, Dylan Thomas, Samuel Putnam, and Richard Aldington has been acquired.

The centerpiece of this Expatriate collection, however, is the complete literary correspondence, authors' manuscripts, corrected typescripts, original art work, and published works of the Black Sun Press. Established by two American Expatiates, Harry and Caresse Crosby, this notable Paris press published fine and limited editions of authors who make up a virtual "Who's Who" of the period.

Another important collection centers around the Irish Literary Renaissance, started at the turn of the century under the direction of William Butler Yeats and Lady Augusta Gregory. These two writers were instrumental in founding the Abbey Theatre in 1910 and a host of internationally important dramatic works resulted. These in turn stimulated a large number of significant related works of prose and poetry. The Rare Book Room has numerous letters, manuscripts, published works, and other scholarly materials by most of the prominent writers of the period. Besides Yeats and Lady Gregory, authors represented include James Stephens, George Russel (AE), Padraic Colum, Lord Dunsany, Katherine Tynan Hinkson, Sean O'Casey, and Lennox Robinson.

One of the most prized possessions of the Rare Book Room is the James Joyce collection, one of the most complete and distinguished in the world. Although Joyce was both an Irishman and an Expatriate, he transcended either category by the power and magnitude of his writing; most critics simply consider him the greatest author of the century.

The SIU Joyce collection includes every English edition and most foreign editions, not only of his major novels, Ulysses and Finnegans Wake, but also of his lesser works. It also includes early periodical appearances by Joyce and critical works about him. Supporting this literary and critical material are numerous photographs, original oil paintings, and letters.

The first major acquisition of the Rare Book Room, much of the Joyce material was obtained in 1961 from Dr. Harley K. Groesemann, a DuQuoin optometrist. The Library has continuously added to this and its other distinguished collections, recently purchasing six unpublished Joyce letters at a New York auction.

While all the above collections are concentrated in the twentieth century, preceding periods of literary activity have not been overlooked. Such notable American authors as Twain, Hawthorne, Longfellow, Emerson, Melville, and Thoreau are well represented in first editions and manuscript materials.

Most noteworthy acquisition of a pre-twentieth century American writer is the Walt Whitman collection. Aided generously by Charles Feinberg, a charter member of The Friends of the Library and possessor of the world's finest Whitman collection, Morris Library now has some of the rarest Whitmaniana. Among the unique items included are page and plate proofs of the 1871 edition of Leaves of Grass, page and plate proofs of Passage to India, plate proofs of Democratic Vistas, and page proofs of Specimen Days. Capstone of this collection is the first edition, first issue of Leaves of Grass, selected to commemorate the acquisition of the Library's millionth book.

Collections mentioned are primarily of literary interest. However, the Rare Book Room has acknowledged a responsible interest in the history of printing by assembling early printed books which illustrate the different techniques and stylistic changes in the development of printing from Gutenberg to the present. The Room has a handsome selection of fine printing by many American and European private presses, including the beautiful Kelmscott Press edition of Chaucer's Canterbury Tales and a page from the Gutenberg Bible.

At the same time, the Rare Book Room has been responsive to a more local—though appropriate—interest in the history of printing and publication within Illinois. It now is accumulating a major collection of early Illinois imprints, particularly those dealing with "Egypt" and the Mississippi Valley region. In conjunction with the growth of Illinois imprint material, the University Archives is engaged in an extensive program of collecting historical manuscripts of both local and national importance.

Value of the rare book and manuscript collection is evidenced by increasing use of these materials by scholars and researchers, not only from SIU but also from other major universities.

—THOMAS JACKSON
RARE BOOK ROOM LIBRARIAN
“Agriculture schools and colleges of the U.S. are training great numbers of idealistic young people each year who would welcome the opportunity for such service.”

Agriculture: New Field for International Service

by W. E. Keepper, Dean
SIU School of Agriculture

Fifty years ago, “agriculture” meant farming with horses, steam threshing machines, setting hens, country butter, family orchards, local markets, and general farming. Since then a startling technological revolution has come about in the United States and much of Europe and we have a new agriculture. It is a streamlined, electrified, mechanized, commercialized, and specialized agriculture, and it has created a new demand for college-trained graduates in the agricultural field.

Thus, it should not be surprising that the annual supply of college graduates majoring in agriculture is inadequate, despite the widely publicized decrease in the number of farms and farm operators. There are new demands for people to fill agriculture-related jobs in the commercial fields, in the field of education, in research, and even in the armed services.

And there is a new area of service which is just beginning to open up for agriculture graduates of the future. In the heavily populated, agriculturally-under-developed countries of the world, these young men and women will help increase the food output so necessary for support of existing population and millions of babies yet to be born.

There are perplexing questions to be answered by educators and public officials, however, if our agricultural schools and colleges are to help shape the future of a peaceful world through international services, training, and research. To what extent should we, or can we, be concerned with the development of agriculture in the less developed countries of the world?

Should we be looking to the future and preparing ourselves to assist in conducting agricultural research and developing agricultural education there just as we have done in the U.S. since 1865? Is it wise in this turbulent world to use public and private funds to help others help themselves?

The answers to such questions, I believe, are affirmative and positive. A major responsibility of those of us who are administering agricultural education and research programs at public institutions is to “set our sights” on the future’s problems. We must try to have solutions at hand when the problems become serious. Among other things, this means encouraging people who support our institutions of higher learning and research to thoughtfully consider the wisdom of devoting a part of our resources to helping people in less developed parts of the world to eat better and live better.

So much has been said and written in the last few years concerning the danger of famine caused by shortage of food and exploding population numbers that we need not dwell on this point. The quantity and quality of food available per person determines in great measure the attitude taken by people of any country. In a land where many are poor, hungry, and ill-clothed and a relatively few are rich and fat, instability of government and low productivity is sure to follow. Then comes hatred, jealousy, bitterness, intrigue—and war in one form or another.

We in the U.S. have become so accustomed to a broad selection of abundantly produced, efficiently
processed, mass marketed food of high quality that we take it for granted. We find it difficult to understand the outburst of jealous resentment and unrealistic aspirations expressed by people of underdeveloped countries. Yet I firmly believe that how logically, constructively, and tolerantly we in the developed nations respond to these outbursts will determine the state of peace in the world to come.

In the past, wars, pestilence, and famine have forced adjustment between excess population and inadequate food supplies. I believe the time has come, however, when we must insist that education and research aimed at increasing food production and controlling population direct us to a more peaceful coexistence in this world.

We can no longer afford to turn our backs on what is going on in other parts of the world, nor can we neglect any longer to train our young people to improve their ability to get along with and to assist other peoples of the world.

To those of us who are deeply concerned about this matter, last year's negative congressional action on foreign aid appropriations devoted to technical agricultural assistance was extremely disturbing. From 1963 to 1967, only thirteen percent of the funds the U.S. spent for bilateral aid in the less developed countries went to finance such assistance. The other 87 percent went for other types of aid, including military assistance.

The technical agricultural assistance consisted mainly of furnishing advisers and operational experts and contributing to the training of personnel from less developed countries in agriculture and agriculture-related specialties and techniques. Even here, the contributions do not loom large. In 1966, for example, the U.S. financed only 1,673 agriculturalists to give technical assistance throughout the world.

Fortunately, technical aid to the underdeveloped countries is not the result of government efforts alone. Having served varying lengths of time during the past two decades in more than ten countries of the world, I have gained a deep respect for the contribution that foundations (such as Rockefeller, Ford, and Carnegie) and religious organizations have made to the development of agriculture in the underdeveloped areas.

The outstanding work that the Ford and Rockefeller foundations have done in Mexico with the development of a new stiff-straw variety of wheat and the improved varieties of rice developed in their work in the Philippines are outstanding examples of breakthroughs of barriers which must be overcome if food and population are to be brought into balance. The Ford and Rockefeller foundations now are cooperating in establishing research units in Colombia and Nigeria.

Foundations have found that long-term, continuous effort, working in an unspectacular but business-like manner, is needed to achieve significant results in the field of research and extend the knowledge to farm operators. I have heard representatives of the Rockefeller Foundation say that a program of less than ten years duration will have very little opportunity to make an impact on the agricultural production and practices of a country.

The successful projects in Mexico and the Philippines have concentrated on working with the scientists and the young people of those countries and have developed crop varieties which are admirably adapted to the tropical and sub-tropical areas.

It took fifteen years of work in Mexico before that country's program could close the food gap in wheat and corn production. During that fifteen years, Mexico's population doubled; yet Mexico now has a surplus of wheat and corn. The pressure is now on Mexico to put this surplus to industrial use after the needs of human consumption are met.

As a result of this successful program in Mexico, many other countries are now anxious to have similar programs conducted within their own boundaries. It's the same old story. If one good farmer takes on a new practice and successfully applies it so that his neighbors can see it over the fence, the practice will be widely adopted in short order. A similar success story could be quoted concerning the rice research in the Philippines.

Lest some conclude that all these things are very good but that they can be useful only in the hands of highly educated farmers, it is interesting to note that a blackmarket for improved wheat varieties seed developed among the illiterate farmers of India. Again the word got around fast, even though the farmers who must apply the improved practices could neither read nor write.

Work of the foundations is cited for two reasons: one is that these business institutions believe it is highly important that their work be done toward improving the agricultural output in developing countries. Their decisions are made on a non-political basis. Foundations are founded by business concerns who wish to see their money invested where it will do the most good for mankind. A second point which is emphasized by the work and attitude of the foundations is that the whole process is a long-run thing and, although mistakes may be made, by persistence and diligent effort constructive contributions will be the end result.

It is disturbing that funds appropriated by the congress for technical assistance in agriculture to developing nations are appropriated on a year-to-year basis.

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W. E. Keepper, dean of the SIU School of Agriculture, is a native Illinoisan who came to SIU in 1950. A former rural school teacher, he is a University of Illinois graduate with master's and doctoral degrees from Cornell University.

rather than for a longer period of time. A program must be carried on continuously for several years if results are to be of any consequence. Continuity of effort probably is the most basic thing in improving agricultural research and education in a country. And foundations and religious groups alone do not have the resources to do more than set a good example. Our government and those of other nations of the world must contribute to this cause.

There are no easy solutions to problems of such magnitude, of course. Even with adequate financial support, such projects often seem to present overwhelming odds. Having worked in the education and research fields in developing countries off and on for the past twenty years, I have experienced the same frustrations as many others have in that sort of work. One sometimes believes that what he is trying to do is not appreciated nor wanted, either at home or abroad.

This is not a new situation. The following is from a pamphlet written by Benjamin Franklin about 1744:

"At the treaty of Lancaster, in Pennsylvania, in the year of 1744, between the Government of Virginia and the Six Nations, the commissioners of Virginia acquainted the Indians by a speech, that there was in Williamsburg a college with a fund for educating Indian youth; and that if the chiefs of the Six Nations would send down half a dozen of their sons to that college, the government would take care that they be well provided for, and be instructed in all the learning of the white people.

"The Indians' spokesman replied:

"'We know that you highly esteem the kind of learning taught in those colleges, and that the maintenance of our young men, while with you, would be very expensive to you. We are convinced, therefore, that you mean to do us good by your proposal and we thank you heartily.

"'But you, who are wise, must know that different nations have different conceptions of things; and you will not therefore take it amiss, if our ideas of this kind of education happen not to be the same with yours. We have had some experience of it; several of our young people were formerly brought up at the colleges of the northern provinces; they were instructed in all your sciences; but, when they came back to us they were bad runners, ignorant of every means of living in the woods, unable to bear either cold or hunger, knew neither how to build a cabin, take a deer, nor kill an enemy, spoke our language imperfectly, were therefore neither fit for hunters, warriors, nor counsellors; they were totally good for nothing.

"'We are, however, not the less obligated by your kind offer, though we decline accepting it; and, to show our grateful sense of it, if the gentlemen of Virginia will send us a dozen of their sons, we will take care of their education, instruct them in all we know, and make men of them.'"
"There is a grave question as to whether we are now giving them the kind of education which will prepare them to make a contribution in international affairs."

There is no question, however, that the agricultural schools and colleges of the U.S. are training great numbers of idealistic young people each year who would welcome the opportunity for such service—a chance to help make the world a happier and healthier place for millions of people.

There were 51,000 undergraduates enrolled in agriculture in institutions of the National Association of State Universities and Land Grant Colleges last fall, an increase of about six percent over the previous year. SIU’s School of Agriculture, with 826 undergraduates enrolled in agriculture and forestry, ranked 23rd in size among the approximately 70 NASULGC schools.

Newspapers nowadays are full of items which lead people to believe that young people in our universities are losing sight of responsibility, opportunity, and the importance of law and order. Unfortunately, only the negative, spectacular, and destructive actions of youth command such attention. Relatively little publicity is given the many positive, progressive, and constructive youth activities which would meet with general public approval if they were known.

I have been working in the field of educating young men in schools and colleges of agriculture for thirty years. Never during this time have I had occasion to doubt that they were there to make their contributions to mankind, to make a living to support themselves and their families, and to support the country that has made it possible for them to obtain that education. I emphasize this—it applies as much to the students we have in agriculture and forestry at Southern today as it did to those who were in school during the past thirty years.

What is uppermost in my mind as I look ahead is that we meet our commitments to give the right kind of training to those who come to our colleges. There is a grave question as to whether we are now giving them the kind of education which will prepare them to make a contribution in international affairs.

State institutions are limited in resources. There is a tendency for taxpayers to raise questions as to whether state money should finance faculty working and studying abroad, young men and women conducting study and research in other countries of the world, or students and scholars of other countries studying in our country. Questions are raised as to whether this is a legitimate and desirable use of state funds and facilities. Less question is raised when these things are financed by our federal government. As I have indicated, however, even this support has been small in amount, has lacked continuity, and has been highly uncertain from year to year.

More and more I have come to believe that no young man or woman who has had college training can say that it was adequate unless it has given him an acquaintance with and interest in world affairs and how such problems may be solved. We have been quite willing to provide training in our universities in the military field. I believe that there is no inconsistency in giving training to young people who might go to underdeveloped countries to help constructively improve the situations there.

It is understandable that some of the so-called “unrest” among college students today can be traced to the fact that some of the material they have been subjected to in their classes has been what they call “irrelevant.” I believe that our young people in the schools of agriculture eventually are going to demand that more emphasis be placed on the international aspect of agricultural production, teaching, and research. Those returning from the Peace Corps and from military service and others with similar experiences and bright minds are beginning to raise this issue.

This is the type of constructive, penetrating, and questioning thought which we in the academic field welcome on the part of our students. We will do our best with the resources available to satisfy this type of demand. Those we serve (and who are footing the bill for our program) must be tolerant and understanding when they see us devoting effort to this end.

The staff of the SIU School of Agriculture has been for some time making its contribution to the improvement of agriculture in underdeveloped countries. A number of faculty members have served in various overseas posts, assignments which at the same time have helped prepare them to do a better job of training our students in the field of international agriculture. As we search for new staff members, more and more we are giving attention to their past experience in serving in foreign lands and their ability to handle foreign languages.

Within a year we will be offering an undergraduate course particularly designed to train young men and women in agriculture and forestry who wish to prepare themselves to serve in foreign lands, representing our government, our universities, or private firms. We are looking ahead.
For the pre-school child, almost everything is a potential source of entertainment. Soap suds bubble beautifully.

Children are beautiful people. To look on the face of a child is to behold the hope of mankind. While those who work with children are subjected to an array of frustrations probably unmatched in any other occupation, they must at the same time find their work singularly inspiring in nature.

Among the countless child care centers of this nation where such work goes on are the Kingdom House center in the inner-city heart of St. Louis and another sponsored by the First Presbyterian Church of Belleville. It was at these two centers, both indirectly related (through teacher contact) to SIU's child care personnel training program, that pictures on these pages were taken.

Although a pre-schooler's attention span is often short, a good game or story works wonders. At far right, safety is stressed in situations simulating actual traffic conditions.
Childhood friendships grow quickly, often become lasting attachments.

Beauty is the face of a child

PHOTOS BY CHARLES COX
A doll is a little girl's best friend—and such superficial things as skin color are unimportant.

Learning to work with one's hands is important in pre-school training. To the child, making a cut on a piece of wood can be a source of wonderment. And such activities are serious business.

A doll is a little girl's best friend—and such superficial things as skin color are unimportant.

A well-trained child care supervisor can do much to prepare her charges for the kinds of experiences they will have later in the schoolroom.
A birthday celebration is a happy event for all involved. In reminiscence, trials and tribulations of the past diminish in force, successes become symbols of the future, and life's faith and purpose are renewed in the good will of family and friends.

It is in this mood that we assemble today to pay our respects to Southern Illinois University at the opening of its observance of its centenary and to bring greetings, good wishes, and congratulations to its faculty, students, alumni, officers, and trustees. Officially, I can speak only for the University of Illinois, but as colleague and friend, I know that our sentiments are those of the institutions of higher education generally and of the citizens of Illinois.

The record of growth of this institution from uncertain beginnings to distinguished maturity, from many moments of crisis to achievements of enormous usefulness to state and nation, from periods of discouragement to the confidence of wide appreciation and recognition in the higher education community—could not have been specifically foretold. Now, we may look back and say that it could not have been otherwise. The University’s destiny was determined by the social need for the people who have been graduated, for the services provided, by the ideas produced, and by the leadership which matched plans with those needs.

It is a reflection of the continuing determination of the University to look ahead—often eloquently expressed by President Morris and reinforced by his colleagues in administration, by the faculty and the trustees—that the theme for the Centennial celebration has been defined as “The University as a Creative or Innovative Force in Society.”

This subject will be treated fully and
from many aspects in the period ahead. I am relieved in my assignment as first speaker in the series not to have to do any more than define our terms and describe the setting. This I shall try to do under the subtitle, "Something Old, Something New."

That the university is a creative and innovative force in society has been and is still a widely accepted belief. Dissent on the general point comes chiefly from the highly vocal but relatively small number of revolutionaries and nihilists who would destroy the present social structure totally, including the university.

At the same time, the question as to whether or not the university is sufficiently creative and innovative is now debated more thoughtfully and critically than in any previous generation. It is timely, therefore, that this question be considered in all of its facets and implications.

The subject is timely not only because people are talking about it; to fulfill public expectations and its own potential for service to society, in planning the future higher education needs more than expressions of faith and fragmentary illustrations from past and present performance. Sustained and systematic measurement of the creative and innovative contributions of the university has been comprehensively undertaken in but a few instances. Consequently, what evolves from discussions and studies sponsored in the Centennial program of Southern Illinois University may have an important bearing on the future course of higher education generally.

The present role of the university has had both poetic and philosophical exposition and, for most of us, this has been enough to reinforce what we have been doing and to provide a platform for the work that we conceive needs to be done.

The current faith in higher education was explicitly stated by President Lyndon Johnson in his 1968 educational message to the Congress:

"... For now we call upon higher education to play a new and more ambitious role in our social progress, our economic development, our efforts to help other countries. "We depend upon the universities—their training, research, and extension services—for the knowledge which undergirds agricultural and industrial production."

"Increasingly, we look to higher education to provide the key to better employment opportunities and a more rewarding life for our citizens. "As never before, we look to the colleges and universities—to their faculties, laboratories, research institutes, and study centers—for help with every problem in our society and with the efforts we are making toward peace in the world."

President Johnson here stated the case for the university as an agent in social progress. He also reflected the view of professional economists who regard the education of students and the discovery of knowledge and its application through public service as an investment, not an expense. It follows that the state or nation that will not make this investment will lose ground in the struggle for human and social advancement, whether the objective be an enlightened, humane citizenry, economic stability, or effective self-government.

Beyond social progress and economic benefits, a third element in the public faith in the university as a creative and innovative force lies in what higher education means in the development of individual talents. The search to know is more compelling than the search for food or for life itself. Each of us has witnessed the examples to support the point that education has been and continues to be the chief means of social mobility in a democratic society; and most of us believe that such mobility is more precious to the stability of American life today than ever before. It is the quality which holds us together, and it must be preserved with even wider application than has been true in the past. Democracy cannot promise that there will be no economic or cultural dividing lines among people. It does promise that everyone should have the chance to develop to the fullest his capability to cross those lines.

The recently published report of the Carnegie Commission on Higher Education, entitled "Quality and Equality: New Levels of Federal Responsibility for Higher Education," outlines the national expectations in the following assertions:

"More and more Americans, with aspirations for a better life, assume the necessity of a college education. "Equality of opportunity through education, including higher education, is beginning to appear as a realistic goal for the less privileged young members of our society. "The economy is dependent upon basic research and advancing technology, and upon the higher skills needed to make that technology effective, to assure national economic growth and well-being. "More managers, teachers, and professionals of all sorts are required to
Continued from Page 1

Disrupters at Notre Dame
Suspension, Expulsion, Conviction

National guardsmen, with warrants from the Notre Dame president, arrested five students for disorderly conduct.

The University has begun proceedings against the students, who are accused of causing a disturbance that led to the suspension of five students.

The guardsmen, armed with tear gas, entered the campus at about 2 a.m. and confronted the students, demanding that they leave the area.

One of the students, a member of the Notre Dame faculty, was arrested on charges of obstructing justice.

The other four students were cited for disturbing the peace.

The University has also taken disciplinary action against the faculty member, who was suspended for one year.

The incident occurred during a demonstration against the Vietnam War, which had been planned for several days.

The University had previously issued a statement condemning the war and had urged students to support it.

The demonstration was peaceful, and no injuries were reported.

The University has flown the flag at half mast in memory of the students who were cited.
A Special Report

Who's in Charge?

Trustees... presidents... faculty... students, past and present: who governs this society that we call 'the academic community'?

The cry has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who should be in charge here?"

Strange questions to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

- Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

- "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

- "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But who appraises our colleges and universities? Who decides whether (and how) they need modifying? Who determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

Who's in charge there?
Who's in Charge—I
The Trustees

By the letter of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,
"Trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment enough.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

> At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

> On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

> At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 laymen) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

> A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

How do most trustees measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education's trustees often is misinterpreted and misunderstood
As others seek a greater voice, presidents are natural targets for their attack

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

A S A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

W H O ' S I N C H A R G E ? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the wellbeing of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists
Who's in Charge – II
The President
A college’s heart is its faculty. What part should it have in running the place?

predominantly in the greatness of its faculty. But faculties... do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970’s. Most thought “the authority of top administrators in making broad policy decisions will be significantly eroded or diffused.” And three out of four faculty members said they found the prospect “desirable.”

Who’s in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year’s disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to “Columbia’s organization and style of administration”:

“The administration of Columbia’s affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more in... from style; for example, it gave affront to read that..."

In part, the appearance reflected the true state of affairs. The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule.”

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa, whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents’ demands.

But looking ahead, he said, “We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations...”

WHO’S IN CHARGE? “However the power mixture may be stirred,” says Dean W. Donald Bowles of American University, “in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies.”

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty’s authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, “on academic matters, the agent and not the master of the faculty.”

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty’s role in governing a college or university. It says, in part:

“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

“On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. ...

“The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

“Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The governing board and president should, on
questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to

**Who's in Charge—III**

**The Faculty**
which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

Another phenomenon has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation was the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even
less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

Yet in theory, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohlfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

Who's in charge? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the dramatis personae can be instructive in doing so.

At the left—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of sds is not with the colleges and universities per se, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of sds at Columbia, Mark Rudd, in what was a fairly representative statement of the sds attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an sds member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The sds was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the sds phenomenon agrees its members are highly idealistic and very bright. Their idealism has...
Attached to a college (intellectually, emotionally) and detached (physically), alumni can be a great and healthy force for the future of higher learning.
As far as the academic community is concerned, Benjamin Franklin’s remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

— John Caffrey, American Council on Education
A college or university can be governed well only by a sense of its community

Who's in charge? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore "order" to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

"Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests," John W. Gardner has observed. "And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful."

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent. Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. "For many professors," said the president of Cornell University, James A. Perkins, at a convocation of alumni, "the time required to regain a sense of campus community . . . demands painful choices." But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. "If this community forgets itself and its common stake and destiny," John Caffrey has written, "there are powers outside that community who will be too glad to step in and manage for us." Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

"This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve."

Simultaneously, much power is held by 'outsiders' usually unaware of their role

Who's in charge there? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than $5-billion in tax funds for college and university operating expenses alone. This is more than three times the $1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher
many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution’s planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

The power of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation’s colleges and universities must grow to $13-billion a year.

“What the American nation now needs from higher education,” said the Carnegie Commission, “can be summed up in two words: quality and equality.”

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

“The fundamental question is this,” said the State University of New York’s Chancellor Gould: “Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?”

In answering that question, the alumni and alumnæ have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education’s most informed and persuasive spokesmen.

Who’s in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.
"Let those who are under thirty remember that they are not the first idealists..."

(Continued from page 13) serve our complex society. More health personnel are essential to staff the fastest growing segment of the national endeavor. The cultural contributions of higher education take on wider dimensions as rising levels of education and growing affluence and leisure make possible greater concern with the quality of life in the United States. Above all, the nation and the world depend crucially upon rigorous and creative ideas for the solution to profoundly complex issues."

The remainder of the report supports the approach previously suggested—continuing evaluation is a necessity in planning and reviewing priorities for future development in order to sustain the continuing viability of the system. For example, a new priority for an old idea has been suggested by recent debate. The voices of youth tell us that there is a strong desire not only for education for a job, not only preparation for professional and vocational competence, but for freedom to live by values which go beyond materialistic goals. That this aspiration is not a new one, people over thirty may attest; and the barriers to individual freedom to set and live by goals of one’s own choosing in our present world are often more imaginary than real. But surely the university community must be visibly aligned with and sympathetic to encouraging improvement in human relationships and opportunities for personal fulfillment as well as preparing workers for the pragmatic work of the world. Injustices manifested in racism (black and white), ethnic discrimination, and failures in human relationships should be areas of particular concern to scholars, teachers, and students.

"Enhancing the quality of life" is a phrase often used to encompass these concerns. To be meaningful, however, one must go beyond such abstractions and general goals and deal with specific problems. Some of these were identified by the House of Representatives Subcommittee on Sciences Development in 1966: protecting the natural environment, providing new sources of energy, stimulating transportation innovations, diminishing urban congestion, enhancing adequate housing, improving food production and distribution, alleviation of crime, upgrading the quality of education, protecting the national health. Arraying the tasks awaiting greater university involvement will not by itself be productive, however. Indeed, the university may become less effective, even damaged, unless its essential character is recognized and respected. Basic is the expectation that the individual student will grow in mental stature, in wisdom in human affairs, and in dedication to improvement of the conditions of life by rational means.

Much is offered in college life—an adventure in learning, a new dimension in personal growth, friendships, inspiration, and enlarged understanding of the important values in civilized living. But all of these outcomes will not justify the experience unless they are accompanied by a personal commitment to a purpose larger than that which would have been possible without that experience. For the college graduate particularly, there is an expectation for leadership in a way of life, intellectually, morally, spiritually, and creatively worthy of our social inheritance and of the prosperity with which we are blessed.

Happily, youthful criticism notwithstanding, we do not start this work now. We merely advance it. Let those who are under thirty remember that they are not the first idealists; that they are not the first missionaries in social service; that they are not the first to dream of improvements in our social structure. Indeed, it has been theirs to reap the harvest of others’ efforts—notably the broad freedom from material concerns that enables many to pursue new social goals freely.

On this formal Centennial assembly, we may appropriately give recognition in particular to those on the long roll call of people who gave beyond normal duty and expectations because they believed in educational opportunity for youth; who worked to enlarge the University’s capabilities and to enhance its service because they believed that education generates the ways and means for the improvement of society and for individual growth; who believed in the life of the mind as essential to new ideas, new knowledge, and new ways to enrich and enhance the lives of people and to strengthen the structure and order for the achievement of these ends.

It is no accident that the university is a prime target for attack by revolutionaries and anarchists. By instinct or plan, they appreciate that of all the forces in contemporary society, what the university stands for and what it tries to do for the betterment of conditions of human life are vital resources in the continuing regeneration of our present social system. The university, while subject to criticism and improvement, remains productive in the advancement of society on all fronts; hence, in the minds of extremists of the political right or left, the university must be shackled or destroyed before society can be reordered by their standards.

The destructionists, of whatever persuasion, are a small group, however, and must be carefully differentiated from those who have sincere proposals to offer and protests to make. There is a wide difference between the critical idealist who seeks improvement and the revolutionary who would destroy before he would reconstruct—he knows not what.

Any yet, even some of the non-violent critics of universities must be questioned on the propriety of their methods. Confrontation tactics, when peaceful and not in violation of rule or law, under the laws and traditions of our public life, must be tolerated; but they need not be endorsed, approved, or encouraged as appropriate for an academic community. The concepts of "demands" and "ultimatums" belong to other arenas, not the academic.

It is an unhappy paradox that the institution which stands for reason and intellectual analysis in deliberative discussion as a basis for problem solving should be the scene of picket lines and assertive demonstrations, that the most vivid examples of anti-intellectualism in the United States should be on the university campuses. Slogans, placards, and bull horns are not the appropriate instruments of intelligent decision-making. The only power that should prevail in university life is the merit of an idea—an idea openly advanced and opened to free debate by all concerned.

Those of us who believe in the uni-
"Slogans, placards, and bull horns are not the appropriate instruments of intelligent decision-making."

versity as a creative or innovative force in society have confidence that whatever change is desirable in structure, mode of operation, or in general objectives will come by the process which has sustained the university in its long history—namely, research, experimentation, rational analysis, and thoughtful deliberation and discussion.

In stressing this point, students and citizens generally must perceive the uniqueness of the university as an organization. It is not a government, although it has regulations to govern its life. It is not a business corporation, although it must act like one in ordering some of its affairs. It is not a public agency for non-educational services, although it encourages humane services for its own and other people. It is not a city, with authority delegated from its residents, although the ideas of its constituencies must be evaluated. It is not a political instrument for social action, although its members, as individuals, are free as citizens to be partisans if they choose.

Put positively, a university is a community where, to quote Masefield, "seekers and learners alike, banded together in the search for knowledge, will honor thought in all its finer ways, will welcome thinkers...will uphold ever the dignity of thought and learning and will exact standards in these things."

At the center of the articles of faith which bind us together in our work in an academic community is insistence upon reason, upon respect for the views of others and their right to express them, upon intellectual humility which acknowledges the vast world of learning which lies beyond our own personal mastery. I believe that the concept of the intellectual community will continue to determine the framework for decisions in university governance, and for the enforcement of existing laws and regulations until they are changed by established, orderly procedures.

This concept of the university as a community of learners is opposed by those who would use the institution for political action, particularly by those who think they know the ultimate an...

stitution which has wrought an inordinate number of near-miracles. Within memory of this generation, the brains and energies of the nation's universities have been drastically applied in the nation's service. The successful explosion of a nuclear device, the almost-unimaginable breakthroughs in biochemistry, the approaching conquest of space—none would have been possible without deep university involvement. In part, at least, as a result of these triumphs and its cherished place as the home of human values, the American university has been widely regarded as the medicine man of the modern world. Now it is widely looked to for the solution of the even more complex human problems, so clearly epitomized in the dilemmas of urban decay and black frustration."

The fundamental wants of our people, as in any country, developed or underdeveloped, have to do with food, housing, employment, health care, education, and a satisfying social life. The elements in this list are easily identified, but supplying them equitably and adequately is exceedingly complex. Solutions to the problems involved will require a large input from university-trained people and from the scholars and investigators on the campuses of the nation. The tasks are awesome and the stakes are high; hence, the challenge and the opportunities are the greater. Each of us as individuals and each college and university may be grateful to have a part in what another has called, "The Grandest of Enterprises."

Joint Asian Project

SIU and the government of Thailand have joined hands in a mission to develop new products and problem-solving designers in the southeast Asian nation.

The effort also will involve Thai industry in a rare gesture of government-business cooperation there. The mission is called the Design Development Program.

Davis and Elsa Kula Pratt, husband-and-wife faculty team in the SIU department of design, are on a nine-month assignment in Thailand helping to establish the program. They’re headquartered at the offices of the Thai National Educational Council in Bangkok.

SIU President Delyte W. Morris first discussed possibilities of SIU assistance in Thailand while visiting with government and education officials there during his 1967 tour of SIU missions and consulting posts abroad.

Former SIU design chairman Harold Cohen went to Bangkok at Morris’ request to follow up the discussions. The Design Development Program is the result.

Basic objectives are to set up a facility in Bangkok for training, research, testing, and visual aids needed to make fully packaged, marketable products. The program will involve furniture, Thai craft products, prefabricated housing, trade marks and packaging, experimental structures—such as geodesic dome forms—and village and town planning.

One of Thailand’s most pressing
problems is the lack of low-cost housing, and design solutions will be sought in the program. A Bangkok cement manufacturing firm is cooperating in this part of the project.

Most Thai crafts are produced for the tourist trade. The program cosponsored by SIU will launch research and training in such things as cost analysis, shipping, packaging, and other factors to promote an international market.

Other projects planned include establishment of a design center in Bangkok and a Thai showroom in Chicago, where existing and newly designed Thai products would be displayed for wholesale purchase and exhibition.

Other hoped-for projects include the establishment of a scholarship program to bring Thai students to SIU for study in design, a design education course in Thailand, and a yearly summer institute at SIU for Thai businessmen and village entrepreneurs and involved SIU faculty members.

Stalin Purge Victim

A onetime leader in Czechoslovakia's exile government, imprisoned and tortured in the Stalinist purge of the early 1950's, is a visiting professor of government this quarter at Carbondale.

Eugene Loebl, former Czech deputy minister of Commerce, is teaching classes at SIU on Eastern European Political Institutions.

Loeb spent eleven years in prison, five of them in solitary confinement, before being "rehabilitated" and released by the post-Stalin government in Czechoslovakia.

Before the Russian intervention of last year, he served the liberal Dubcek regime as director of the Czechoslovak Bank of Bratislava and was a professor in the Slovak Academy of Sciences. He came to the United States on leave and has been lecturing under the auspices of the Committee for Foreign Relations.

Can't Buck Klingberg

"Not even Lyndon Johnson could successfully buck Frank Klingberg," said Harvard University political scientist Samuel Huntington in a symposium last summer.

"The question today, as the Nixon administration prepares to take over, is: Can Richard Nixon buck Frank Klingberg?" wrote Washington Post syndicated columnist Chalmers Roberts on the eve of the last Presidential inauguration.

Who is Frank Klingberg? A behind-the-scenes Super Pol? A megalomaniac Corporation Colossus?

No, the subject is a grayed, soft-spoken professor of government at SIU, Carbondale, who as a person poses no more threat to the administration in Washington than does his barber or manuscript editor.

But a theory propounded by Klingberg more than fifteen years ago, now widely discussed and given a popular name, is what the "bucking" is all about. They're calling it the "Klingberg Cycle," and the phenomenon it describes is the periodic shift in U.S. mood from one of world commitment to isolationism.

The mood began to shift toward less involvement in world affairs in 1967, as Klingberg had predicted in a 1952 article in World Politics. The trend complicated President Johnson's relationship with Congress and many political analysts say that one of President Nixon's toughest chores will be to cope with the "introverted" mood of the nation, what President Nixon himself has called "the new isolationism."

Klingberg’s thesis in the original article was that U.S. foreign policy since 1776 has swung back and forth from four "introvert" periods to four "extrovert" periods, cycles apparently tuned to the public mood.

He said the introvert phases averaged about twenty-one years in length and the extrovert periods about twenty-seven. He dated the most recent phase as extrovert, starting with the year before our involvement in World War II.

Klingberg backed his cyclic chronology with historical documentation and said the then-current extrovert period—Korea, the United Nations, massive foreign aid, etc.—probably would go into the '60's. But, he prophesied in the 1952 article, "In the '60's, America's fifth historical cycle might be expected to begin . . . it seems logical to expect America to retreat, to some extent at least, from so much world involvement."

Huntington, chairman of the Harvard government department, remarked in the symposium (published in Atlantic Magazine): "For those of us who are skeptical of statistical analyses, cyclical theories and historical determinism, Klingberg's forecast . . . is somewhat unsettling."

Huntington said the 1940 extrovert cycle ended, exactly on Klingberg-cycle time, in July of 1967, when the Johnson administration attempted to send military support to the Congo government in its battle against white mercenaries. Cries of "another Vietnam" erupted in Con-
progress and the administration retreated.

Professor Klingberg, who professes some surprise over the sudden notoriety of his theory, is at work on the manuscript of a book that will deal in depth with the moods of American foreign policy over the course of U.S. history.

**Black Faculty Sought**

"The black faculty member in an institution of higher learning is one of the most important and highly sought individuals in our society."

That's the view of Emil F. Jason, associate professor of chemistry and assistant to the chancellor at SIU, Edwardsville.

Jason speaks with authority on the subject—not because he is a black man with a Ph.D. degree, but because of the nature of his job.

An accomplished chemist with fourteen patents and years of experience in education and industry, Jason has taken on the assignment of recruiting black faculty and staff members at the request of Chancellor John S. Rendleman. He believes in his work.

"I feel there is a great need to get more black faculty and staff in our college and university classrooms," he explains. Because of different environmental and educational backgrounds, he adds, "qualified black faculty members can cement the relationships between black and white students."

Jason feels that black faculty members can effectively relate to both black and white students as teachers, at the same time acclimating white students to a role they have not seen many black people assume.

Since beginning his recruiting assignment last September, Professor Jason has canvassed the country in search of black talent. He has been instrumental in interviewing and offering contracts to at least fifteen prospective black faculty and staff members.

Competition for qualified black teachers is keen, however. Jason's travel log attests to this fact, listing many major cities he has covered over the past months.

"I go wherever I think qualified people might be," he explains.

Jason cites the positive attitude of the SIU administration and faculty toward the hiring of black personnel and the growth potential of the Edwardsville campus as important aids in his recruiting drive.

If the present level of success is maintained in efforts to recruit blacks, he believes, "SIU will soon become a model for other universities . . . ."

**Gandhi Prize Funded**

SIU's Gandhi Centennial Committee has received a contribution of $4,500 from Union Carbide India, Ltd., for the first prize award in the Gandhi Centennial playwriting competition. The gift was made through the SIU Foundation.

The playwriting competition, sponsored by the committee and the SIU theater department, is part of a general program commemorating the 100th anniversary of the birth of Mahatma Gandhi next October 2. Announcement of the winning play will be made on that date.

The play is to be produced by the theater department, under the direction of Herbert Marshall, British producer-director and India scholar who is now a visiting professor of theater at SIU.

Other planned features of the Gandhi Centennial program include publication by the SIU Press of a book co-authored by Wayne A. R. Leys, SIU professor of philosophy, and P. S. S. Rama Rao of India, who holds a Ph.D. degree from SIU. Rama Rao is on the faculty of the philosophy department of Miami University, Ohio.

**Symphony in Festival**

A six-weeks series of concerts by the St. Louis Symphony Orchestra will highlight the "Mississippi River Festival 1969" to open June 20 at SIU, Edwardsville.

The festival, co-sponsored by SIU and the St. Louis Symphony Society, also will feature concerts by top folk and pop artists.

Concert site will be the natural outdoor amphitheater on Lewis Road, used previously for commencement exercises. The location will be marked by colorful, helium-filled balloons floating high above the Festival site.

A tent, large enough for 1,850 canvas chairs, will be located at the lower end of the amphitheater. The sloping lawn area would provide seating for an additional 10,000 people, all with an unobstructed view of the concert stage. Speakers will be placed throughout the area.

Parking for approximately 4,000 autos will be provided in a parking lot immediately across Lewis Road.

SIU President Delyte W. Morris is one of two new members of the St. Louis Symphony Society board of directors named in March.
New officers of the New York Area SIU Alumni Club greet Mr. and Mrs. Roger Spear, Carbondale, in New York for the Salukis' appearance in the National Invitation Tournament. From left are Charles Heffington, '47, '55, outgoing president; Forrest M. Monroe Jr. '51, president; Charles Pollack '66, vice president; James Trigg '51, treasurer, and Mr. and Mrs. Spear. Mr. Spear ('48) is past president of the SIU Alumni Association.

Sons of presidents meet in Washington

Sons of two SIU presidents had a reunion in Washington, D.C., when Burnett H. Shryock '22-2 addressed the Washington Area Alumni Club at its Charter Day meeting. In the audience was Robert E. Pulliam '48, M.A. '50.

Shryock, dean of the SIU School of Fine Arts, is the son of Henry William Shryock, SIU president from 1913 to 1935. Pulliam, who lives in Washington and is on the staff of a government agency, is the son of Roscoe Pulliam, SIU president from 1935 to 1944.

Club Officer List

A complete directory of officers of local SIU Alumni Clubs will be carried in the July issue of Alumnus. Clubs which have not forwarded information on new officers to the Alumni Office are urged to do so immediately.
WITH SPRING FOOTBALL drills nearing completion, Saluki Coach Dick Towers is concerned primarily with preserving the positive attitude that brought SIU a winning 6-3 record in 1968.

Towers and his staff hope to apply last season's winning ways to 24 returning lettermen, 11 junior college transfers, and a bevy of sophomores up from a 5-1 freshman squad termed the best in SIU history.

The finished product will face a schedule which includes Louisville, East Carolina, Tampa, Ball State, Indiana State, and Drake. Others on the Salukis' 1969 card are Youngstown, Lamar Tech, Bradley, and Southwest Missouri State.

ACCORDING TO TOWERS, the opening Louisville battle Sept. 20 could well be the key to the Saluki season, because "the Cardinals are probably the best team we'll play." Trying to stop Louisville--and other SIU foes--will be an experienced defensive unit.

Dave Krisman (205) and Bill Grainger (200), a pair of tough defensive ends, anchor the forward wall after having spearheaded wins in six of SIU's final seven games last season. Joe Bunge, a standout defensive back, is the inspirational leader of the club.

The rest of the defense will show Tom Laputka (255), a newcomer, and Leonard Counsil (225) at tackle; Ted Ewert (215), Mark Colvis (195), and one of three sophomores--Phil Rohde (195), Gene Murray (195), or Bob Thomure (215)---at linebacker, and Charles Goro (180), Eric King (185), and Ed Wallner (185) rounding out the secondary.

IT WAS THE OFFENSE, however, which Towers found his biggest headache as spring practice got underway. That concern resulted from the loss of five starters from the offensive line and two backs.

One of the returning starters, tight end Earl Collins (215), has been switched to tackle, where he'll team with another returnee, Dick Smith (225). Filling in along the line will be lettermen Terry Cotham (235) and Bob Hultz (215) at guards; Tedd Schoch (225), center; Willie Anderson (190) at split end, and sophomore Lionel Antoine (6-7 and 240) at tight end.

The return of three lettermen at quarterback makes that spot a bright one. Barclay Allen (195), the starter at the close of last season, is being challenged by lettermen Jim McKay (175) and Tom Wisz (180).

Allen completed 19 of 39 passes for 343 yards and two touchdowns, while McKay was 34 of 85 for 463 yards and three TDs last year. Allen also punted for a neat 42.5 yards average to rank among the top 10 college division kickers in the nation.

Except for wingback, where handyman Mike Bradley (180) is back, the other backfield positions are wide open. Bradley rushed for 337 yards and an 8.4 average last year, passed twice (both times continued 37
for touchdowns), caught 16 passes for 297 yards, and kicked 20 PATs and seven field goals.

SOPHOMORE BOB HASBERRY (205), who had a 5.2 rushing average as a yearling, and Wilbur Lanier (195) are battling for the call at fullback. Hustling Ed Edelman (175) and junior college transfer Horace Green (180) are vying for the running back slot.

On the offensive unit, Towers is listing Antoine and Hasberry as "two of the best sophomores I've ever coached," and feels that Collins, Cotham, and Bradley could develop as "authentic Little All-America candidates."


WITH THREE-FOURTHS of the 1969 college baseball season in the books, it appears certain that the Salukis will be among the four participants in the NCAA's District Four playoffs late this month.

The Salukis went through their first 30 games with only five setbacks and one tie, and are virtually assured of receiving a post-season tournament berth along with champions of the Big Ten and Mid-American conferences and another at-large representative.

Highlighting the Salukis' first 30 games has been a balanced attack centering around leadoff batter Jerry Bond, center-fielder; shortstop Bill Stein, third-baseman Barry O'Sullivan, and left-fielder Mike Rogodzinski. All have had moments of glory and are in the process of rewriting SIU's all-time baseball records.

O'Sullivan, an East St. Louis product who last year handled third base duties for Coach Joe Lutz, has enjoyed a particularly fine season. The good-looking senior athlete, who is captain of this year's club, is well on his way to establishing several new marks. He topped the "most RBIs in a single game" by getting eight against Tennessee (Martin). Just one week earlier he had tied the record of seven, held by Paul Pavesich.

Another coveted record which appears doomed is Walt Westbrook's season total of 44 RBIs. O'Sullivan was within seven going into May and only a severe slump or injury would prevent him from topping the standard set in 1961.

And, still another mark at which O'Sullivan has an excellent shot is the home run mark of 10 presently held by Fred Loesekam (1959) and Rogodzinski (1968). At the 30-game mark, with 14 regular schedule games left, O'Sullivan had eight homers.

WITH SIU SPORTS TEAMS competing against those from the University of Illinois on a rather abbreviated basis, it was somewhat unusual recently when the Saluki and Illini track teams met at Carbondale on the same day the tennis teams were colliding at Champaign. Coach Lew Hartzog's track team gained a convincing 79-57 win over the Illini, while Coach Dick LeFevre's squad was scoring a 9-0 shutout.

It's been a year of revenge for the Salukis, who have topped Illinois in gymnastics, wrestling, baseball, track and field, and tennis after a somewhat less successful year last year.

Chuck Benson, the versatile Atlanta, Ga., athlete, shared track honors in the Illini meet with Al Robinson, who came to SIU from Australia. Benson captured the 100 and 220 in :09.9 and :22, respectively, while Robinson took the mile title in 4:09.6 and three-mile in 13:50.5.

Any over-confidence gained by the win over a Big Ten squad was shattered four days later when the Salukis were humbled by Kansas, NCAA indoor champ and strong favorites to take the outdoor title this spring.

COACH LYNN HOLDER's golfers have been helped to a fine season by two consistent freshmen, Dave Perkins of Benton and Rich Tock of Dwight.

--FRED HUFF
COACH BILL BRICK's Edwardsville campus golfers completed the April portion of their schedule with a fine 9-2 mark, while Coach Roy Lee's baseball Cougars stood at 8-9-1. The baseballers' mark includes a 4-4-1 spring vacation trip south, the tie resulting when a game with the New York Mets' rookie club had to be called before it could be played to completion.

Since returning home to commence their regular schedule, the Cougars have had to battle the weather about as often as they have the opposition. The annoying rain-outs proved to be a break for a talented six-man pitching staff, however, tighter scheduling to include makeups assuring everyone a chance to work.

Heading the Cougar mound staff are Don Poos, Edwardsville; Don Rains and Bruce Thompson, Granite City, and Steve Malone, Marion, backed up by Maurice Sanderson of Edwardsville and Rick Wilbur of Kirkwood, Mo.

THE NORTH AMERICAN Professional Soccer League conducted a clinic for its Midwestern referees at the Edwardsville campus April 19-20. The clinic was conducted by Eddie Pearson, NASL referee-in-chief.

Cougar soccer coach Bob Guelker, who is president of the United States Soccer Football Association, also took part in various sessions.

COACH JOHN FLAMER has announced an 11-match 1969 cross country schedule for his Edwardsville campus harriers, opening Sept. 20 at home against Washington University of St. Louis.

Also on the schedule are home meets with Principia College and Millikin University in a dual meet Oct. 4 and Vincennes (Ind.) University and Murray (Ky.) State in another dual affair on Oct. 18.

The Cougars will meet Westminster College, Millikin, Southeast Missouri, and Eastern Illinois on the road and also will compete in the Illinois State meet at Champaign, the national collegiate meet at Wheaton, and the annual Alton Road Race.

WALT FRAZIER, former Saluki star who has become the darling of New York Knicks fans, was top vote-getter when coaches of the National Basketball Association this year chose the league's first All-Defensive team. In his second year of professional basketball, the Salukis' 1967 NIT hero finished ahead of the NBA's long-acknowledged defensive wizard, the Celtics' legendary Bill Russell. As one New York writer expressed it, "Frazier was the scourge of the NBA this year—stealing passes, making passes (635 assists), scoring (17.5 a game) and generally creating uproar wherever he ran."
Donald L. Bryant named Equitable vice president

Donald L. Bryant '40 has been elected vice president of The Equitable Life Assurance Society of the U.S., moving this month into the company's home office in New York City.

His new responsibilities will be in the area of manpower and production development in the home office's agency headquarters.

Bryant had been Equitable's St. Louis agency manager since 1954. During his tenure, the St. Louis agency became the firm's largest agency west of the Mississippi, increasing in annual volume from $3-million to $43-million.

Bryant began his career with the company in 1946 as a Carbondale agent. He was named a district manager two years later. Over the years, he has won most of the major honors offered by the company for performance by its personnel. He was elected last year to the post of president of the "Old Guard," a national organization made up of Equitable general agents and agency managers.

Bryant is a past president of both the SIU Alumni Association and the SIU Foundation, and was recipient of the Alumni Achievement Award for service in 1961.

He and his wife, the former Eileen Galloway, have four children, Donald Jr., Hedy, Brenda, and Becky.

Alumni, here there...

1939 Mrs. J. R. Capps (Ruth Williams, '27-2) has returned to teaching after twenty-five years. She is now with the English department at Mt. Vernon Township High School.

1944 North Olmsted, Ohio, is the home of Mr. and Mrs. Joseph Prelec Jr. (J. Ruth Blankenship '45). He is a meteorologist for the U.S. Weather Bureau and she is a teacher employed by the Cleveland Board of Education.

Theodore E. Taylor is a physicist with the Naval Ordnance Laboratory in Silver Springs, Md. He and his wife, Eloise, live in Washington, D.C., and have a daughter, Patricia.

1952 Ottawa is the new home of Mr. and Mrs. Delbert Daschner (Ruth Atkins). He is manager of the Fox Valley Production Credit Association. Mrs. Daschner expects to resume her teaching career in the fall.

1954 St. Charles, Mo., is the home of Mrs. Mae Waller Allen, '23-2, M.S. '59. She is a primary teacher in the Frances Howell District. Mr. Allen is deceased.

1956 William L. McClure, ex., is vice president of Boon-McClure Engineering, Inc., in East Moline, a new firm created this year. He previously was East Moline public works director. He and his wife, Carolyn, have three boys, Tom, Steve, and Mike.

1957 Gary E. Wittlich, M.Mus. '59,
his wife, Judith Knight Leman '62, live in Berea, Ohio, with their sons, Mark and Tim.

Dr. and Mrs. Steven Stroup (Judith B. Stroup) live in Grand Rapids, Mich., and have two children, Gregory and Julie. Dr. Stroup received his M.D. degree from the University of Illinois last year and is an intern at Blodgett Memorial Hospital.

Leslie E. Woelflin, Ph.D., has been chosen to direct the new University Instruction Media Project at the University of Oklahoma, Norman. He joined the College of Education faculty there last September as an associate professor. While at SIU, Dr. Woelflin was an assistant professor of education. He received his B.A. degree from Western Kentucky University and his M.A. from the State University of Iowa. Dr. Woelflin also has taught at Morehead (Ky.) State College, Jacksonville (Ala.) State College, and Baylor University.

Richard Dickson '60, M.S. '62, research forester with the Ames, Iowa, unit of the U.S. Forest Service's North Central Forest Experiment Station, has been named SIU's 'Outstanding Agricultural Alumnus' for 1969.

Dickson completed work on his Ph.D. degree at the University of California last June.

He received the "Outstanding Alumnus" award at the annual SIU All-Agriculture Banquet earlier this year, at which nearly 300 agriculture students, faculty members, alumni, and others were present.

at SIU he was director of academic affairs for the department of radio and television and news, sports, and farm director for WSU-TV. Prior to his appointment as chairman, he was an associate professor of economics at Murray State. Dr. Moffield and his wife have a farm in Marshall County, Ky.

Curtis C. Scheifinger, M.S. '66, was recently promoted to lieutenant in the Navy Medical Service Corps. He is stationed at the Pearl Harbor Naval Base in Hawaii as a preventive medicine officer. Before entering the Navy, Mr. Scheifinger worked for the Stroh Brewery Company in Detroit as a research microbiologist. Mrs. Scheifinger is the former Jeanette A. Smith, ex. The Scheifinger's have a daughter, Holly Michele, three.

Centralia is the home of Mr. and Mrs. Vernon G. Shook, M.S. '67 (Rosemary M. Shook '63, M.S. '67) and their six-year-old son, Michael Todd. Mr. Shook is superintendent of Hoyalton District No. 29 schools and she teaches in Centralia.

Paul K. Smith is a development chemist with Allied Chemical. He and his wife, Mary, have three children, Scott, Carol, and Paul Jeffrey, and live in Wilmington, Del.

Mr. and Mrs. Charles E. Stevenson (Ann Cullen Stevenson) have three children, David, Michael, and

Clark Davis back to national group

I. Clark Davis '39, assistant to the vice president for Area and International Services at SIU, has been reappointed to the National President's Committee on Employment of the Handicapped for another three-year term.

The President's Committee is made up of representatives of labor, industry, the professions, and national civic, veterans, and handicapped organizations. Its mission is to provide for a continuing program of public information and education for employment of the handicapped by obtaining and maintaining cooperation of all public and private groups.

Davis served from 1949 to 1964 as dean of men at SIU, in addition to other responsibilities. He was director of student affairs for thirteen years.

DAVIS

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Navy suspects SIU trio of 'infiltrating' Washington photographic center

On any given work day at the Naval Photographic Center in Washington, D.C., Lieutenant Joyce Weber (SIU '58) might have reason to consult with Ensign David Voracek (SIU '67) or Photographer's Mate Airman Larry Gregory (SIU '65).

All three reported to the Center for duty since the first of the year, leading a fellow staff member to question whether SIU alumni are trying to infiltrate and take over. In a small command such as the Photo Center, he claims, such a concentration is suspicious.

Lieutenant Weber majored in physical education at SIU, minored in English, and received a B.S. degree in education. She was a member of Alpha Gamma Delta sorority and the Modern Dance Club. After graduation she taught at Douglas MacArthur High School in Decatur for a year, then entered the Navy in June, 1959. Miss Weber is now the Photo Center's administrative officer.

Ensign Voracek is an SIU journalism graduate, specializing in advertising. He was a reporter for the Daily Egyptian and worked as advertising manager for a southern Illinois weekly newspaper. He received an M.S. degree in advertising from Northwestern University in 1968, and sold advertising for The Chicago Tribune and his hometown paper, the Alton Evening Telegraph.

SIU "infiltrators" at the Navy's Washington Photo Center are, from left, Photographer's Mate Airman Larry Gregory '65, Lieutenant Joyce Weber '58, and Ensign David Voracek '67.

He entered the Navy last August, and now works with films contracted out to private firms by the Photo Center.

Photographer's Mate Airman Gregory majored in photography at SIU, receiving his B.S. degree in Communications. He was a member of Kappa Alpha Mu fraternity (national photographic honorary), and served as president of the SIU Photographic Society. He did some free-lancing while at SIU (his photographs have appeared in Alum-nus), worked on the Egyptian's annual fashion issue and on a film, "A Way of Seeing," produced by the department of cinema and photography.

Since graduation, Gregory has completed class work for a Master of Fine Arts degree at Ohio University, worked for Savage Communications in Toledo, and free-lanced for the Bethlehem Steel Corporation. He joined the Navy last November and currently is working in the Photo Center's still library.

Matthew, and live in Indianapolis, Ind. Mr. Stevenson is an analytical chemist with Eli Lilly and Co.

1965 R. EDWARD BATES is with Ford Motor Company's office of general counsel and a law student at Wayne State University, Detroit. He and his wife, ANN SMITH BATES, live in Saline, Mich.

Lt. JERRY D. DRENNAN is a C-130 Hercules pilot on duty at Naha AB, Okinawa. He previously served at Vance AFB, Okla. Lt. Drennan received his M.S. degree from the University of Wisconsin. He was commissioned upon completion of Air Force ROTC training at SIU.

Lt. MICHAEL V. HART, U.S.A.F., is stationed in Brunswick, Me., where he is flying the P3-B, military version of the Lockheed Electra. He and his wife, Patricia, have a two-year-old daughter, Michelle.

1966 Second Lt. RODNEY P. KELLY, M.S. '68, was awarded U.S. Air Force silver pilot wings upon graduation from flight training at Laredo AFB, Tex. He has been assigned to Reese AFB, Tex., for flying duty in a unit of the Air Training Command. Mrs. Kelly is the former MARY ANN MISSAVAGE '65.
Sandra Sue Draper, U.S. WACS, was promoted to first lieutenant in February. She is stationed at Ft. Hood, Tex.

Chicago Ridge is the home of Mr. and Mrs. Gary L. Garrison (Mary Susan Eichhorst) live in Oak Park. He is a sales representative with IBM and she is an interior designer with John M. Smythe Co.

Roger C. Pol has been named "Outstanding Airman" in his U.S. Air Force unit at Frances E. Warren AFB, Wyo. A surveyor, he was selected for his exemplary conduct and duty performance. He is assigned to a unit of the Military Airlift Command.

John Arthur Richardson is working toward an M.F.A. degree in photography at Ohio University, and his wife, Mary W. Richardson, is a graduate student in zoology. They make their home in Athens, Ohio.

Cecil J. Stralow was transferred March 1 to Geneva, Switzerland. He is employed by Towmotor Corp., a subsidiary of Caterpillar Tractor Co. Mr. Stralow and his wife, Dolores, previously lived in Euclid, Ohio.

Jerold W. Wiley has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex. He has been assigned to Chanute AFB, Ill., for training as a missile officer. Mrs. Wiley is the former Barbara Ann Hill.

Ralph S. Boren has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex. He has been assigned to Laughlin AFB, Tex., for pilot training.

Airmen Nolan L. Cheatman II has been assigned to Sheppard AFB, Tex., for training as a medical services specialist. He recently completed basic training at Lackland AFB, Tex.

Last summer, Mr. and Mrs. William Howard Cohen (Dolores Cohen) attended the International Seminar of Poets, Cultural Olympics, in Mexico City. He is poet-in-residence at Alice Lloyd College in Knott County, Ky. The couple will be back at SIU this summer while he completes a Ph.D. degree in philosophy.


Theodore Collins has been appointed director of purchases for Laclede Steel Co., St. Louis. He has been with the company since 1946 and his most recent position was as a purchasing agent. He and his wife, Thelma, have two children and live in Webster Groves, Mo.

Airmen Mark B. Mabee has completed U.S. Air Force basic training at Lackland AFB, Tex., and has been assigned to Sheppard AFB, Tex., for training in the data systems field.

Daniel J. McCance has joined the Althiser State Sales Organization as a MoorMan Manufacturing Co. salesman, assigned to the Sutter, Ill., area. McCance joined MoorMan's last year as a sales coordinator.

Airmen Martin W. O'Neill has graduated from a U.S. Air Force technical school at Sheppard AFB, Tex. He was trained as a medical specialist and will remain at Sheppard for further training.

Barry Rappoport was commissioned a second lieutenant in the U.S. Army March 8. He is presently stationed at Ft. Benning, Ga., in infantry training.

Barbara Ahling Rice, M.S., and Betty Jane Johnston, chairman of the home and family department at SIU, are co-authors of an article published in the February issue of the Journal of Home Economics. Mrs. Rice received her B.S. degree from the University of Illinois and is presently employed by the Dairy Council, Inc., Houston, Tex.

Second Lt. Don Saracco has been assigned to Laredo AFB, Tex., for pilot training upon graduation from officer Training School at Lackland AFB, Tex. Lt. Saracco was selected for OTS through competitive examination.

Second Lt. Jerry P. Schomburg has been assigned to McDill AFB, Fla., for flying duty with the Tactical Air Command following graduation from pilot training at Reese AFB, Tex., where he was awarded U.S. Air Force silver pilot wings. Lt. Schomburg was commissioned through the Air Force ROTC program at SIU.

Marriages

Elizabeth Maureen Parsons, Belleville, to Charles Joseph Keserauskis '68, East St. Louis, January 25.

Jane Sue Garab '68, Peotone, to Michael Peter McGinley '68, Highland, February 15.


Joyce Irene Agne '68, Belleville, to Michael J. Michno Jr., Vestal, N.Y., January 19.

Donna Jean Wyatt '68, East St. Louis, to Clyde Allen Poag, East St. Louis, February 1.

Paula Clair Martinson '68, Belleville, to Adrian Jay Reed, Belleville, February 14.

Births

To Mr. and Mrs. Larry D. Beers '58 (LeEtta Smith Beers '58), Belleville, a son, Brian Shaw, born December 18.

To Mr. and Mrs. William D. Berkshire '65 (Antoinette Stodnick '66), Midwest City, Okla., a daughter, Christine Rene, born February 7.

To Mr. and Mrs. Larry A. Drake '62, M.S. '66 (Ellen Ann Bennett '63, M.S. '67), Carbondale, a daughter, Laura Ellen, born October 11.

To Mr. and Mrs. Helmer Arthur Engh Jr., M.A. '59 (Jane Ann Hinnakers Engh '62), Mankato, Minn., a son, Thomas Helmer, born October 18.
'59, Litchfield, a daughter, Susan Kay, born January 28.
To Dr. and Mrs. David Hardt (Patricia H. Johnson '59), Waco, Tex., a daughter, Sheryl Elaine, born November 27.
To Capt. and Mrs. William R. Leemen '63 (Geraldine Valla '63), Mesa, Ariz., a son, Gregory, born December 23.
To Mr. and Mrs. Louis Manfredo '50, Springfield, a son, David Scott, born January 11.
To Mr. and Mrs. William W. Milford '69, Mount Prospect, a daughter, Lisa Elizabeth, born January 25.
To Dr. and Mrs. P. Clayton Rivers, M.A. '64, Ph.D. '67 (Linda Stewart Rivers '62, M.A. '64), Huntington, W.Va., a son, Price Clayton Jr., born December 4.
To Mr. and Mrs. Robert E. Sinclair '60 (Ellen F. Magoon '59), Washington, D.C., a son, David Clifford, born November 8.
To Lt. and Mrs. Dale Varble '63, M.S. '65 (Mary Ellen Bloemker '65), Pittsburg, Kan., a daughter, Emily Ellen, born October 6.
To Lt. and Mrs. George E. Zumwalt Jr. '67, Grand Forks AFB, N.D., a daughter, Lara Celeste, born December 27.

Deaths

1909 Miss Wezette A. Hayden, 2, Normal, died December 6. She had been assistant professor of education at Illinois State University before her retirement in 1956, and before that taught in various Illinois public schools. She held degrees from the University of Chicago and Columbia University. Illinois State University's Metcalf School auditorium was named in honor of Miss Hayden, who is survived by a nephew and two nieces.

1927 Mrs. Melvin O'Brien (Blanche Cagle, 2) Metropolis, died November 17. She had been employed by the State Department of Public Aid.

1930 Dr. Robert Lee Hudgens, ex, Marion dentist, died March 28. He is survived by his wife, Mary Winifred Bainbridge Hudgens, ex, 37, and daughters, Mrs. Paul T. Austin (Sherry Ann Hudgens '67) and Mrs. David Lashly (Pamela Hudgens '68).

1931 Dr. Rea Winchester, Kendall Park, N.J., died November 9. He was vice president and technical director of Fansteel Metallurgical Corporation. He held M.S. and Ph.D. degrees from St. Louis University.

1935 Col. Lyle J. Robertson, U.S.A. ret., ex, West Frankfort, died March 22. He served in the South Pacific in World War II and in Europe for three years. Among his many decorations were the bronze star and the Army commendation medal with two oak leaf clusters. He is survived by his wife, Maureen Webb Robertson '31–2, '33.

1958 Mr. Raul Osorio, M.S. '59, vice chancellor of the University of Del Zulia, Maracaibo, Venezuela, was among those killed in the crash of a Maracaibo to Miami jet plane March 16 in Venezuela. Mr. Osorio, who was returning to SIU to complete work on his doctorate, is survived by his wife and two daughters.

1960 Mrs. Wilfred Boyd (Jo Keasler Boyd), Norris City, died January 27. A teacher, she had retired in 1963 due to injuries suffered in a school accident.

Charles S. Mayfield '39, a member of the Alumni Association board since 1962, died unexpectedly at his Bloomington home April 16. He was 52. Mr. Mayfield was secretary of the Illinois Agriculture Association. He had served fifteen years on the board of the SIU Foundation, three as president. He held an M.A. degree from Oberlin College and at one time served as superintendent of schools in Ullin. Survivors include his wife, the former Geraldine Morgan '38, a daughter, and two sons.

She is survived by her husband and six children.

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

1907 Ada Bothwell, 2, Asheville, N.C.
1909 Mrs. Edith Webster Rumsey, ex, Harrisburg.
1927 Miss Bertha Merriwether, 2, Marion.
Miss Katherine Parlier, 2, '47, Steger.
1928 Ned Trigg, ex, Simpson.
1929 Miss Viola Dolores Endcott, 2, McLeansboro.
Perry Pasley, ex, Updyke.
1933 Mrs. Armetha Schellhardt Doerr, 2, East Carondelet.
1944 Miss Ruth Whitlock, ex, Dix.
1946 Robert C. Moore, ex, McLeansboro.
1947 Miss Ruth Clifford, ex, Tamins.
Ora G. Edwards, ex, Collinsville.
Mrs. Isabel Estes, ex, Creal Springs.
1948 Chester F. Newby, M.S. 49, Bloomington.
1951 Mrs. Olive M. Cochran, ex, Mound City.
1956 Mrs. Opal Leahy, ex, Decatur.
1958 Mrs. Allene Gibson Barnes, Caruthersville, Mo.
Miss Elizabeth Dusch, M.S. '61, Golconda.

Correction: In the January issue, a report on the death of Mrs. Neva M. Bailey '26 incorrectly identified her husband, Ralph E. Bailey, as a former SIU botany professor. Mr. Bailey's father, William M. Bailey, was longtime botany chairman. The younger Mr. Bailey is an engineer in the Defense Communications Systems Division of RCA. Mrs. Bailey, a former grade school teacher, died November 9 in Pennsylvania. Alumni regrets the error.
Honorable & Mentionable . . .

When Robert Coover's first novel, The Origin of the Brunists, appeared in 1966, it received almost instant acclaim from the critics. Among other things, it won for Coover the William Faulkner award for the best first novel of the year.

Coover's second novel, The Universal Baseball Association, J. Henry Waugh, Prop., was published last year, and a collection of short works called Prick-songs & Descants is scheduled for publication this fall. The author is now at work on third, fourth, and fifth novels.

Bob Coover returned to SIU a few weeks ago for a brief visit. Before presenting a program of readings from his own material, he revealed an incident from his days as an SIU student which he said he had never told before. It happened when a new name was being sought to replace "Maroons," the tag SIU athletic teams had carried for years. One suggestion was "Rebels," the choice of a number of students, including Coover.

In the dark of night, Coover said, he and other "Rebel" supporters went around plastering the campus with posters and scrawling on blackboards in all the campus buildings, "The Rebels are coming." The idea, obviously, was to build support for their choice. Called into the dean's office the next day, however, Coover denied any knowledge of the activities—but volunteered to help clean up the campus anyway.

The outcome of the story, of course, was that "Salukis" was chosen to replace "Maroons." Coover said his group felt at the time that they had been "sold out." But the "Rebel" backers got great secret satisfaction out of the first appearance by a real, live saluki dog at an SIU game; the animal, he said, was scared to death.

The dean to whom students suspected of such activities reported in those days was I. Clark Davis, now an SIU vice presidential assistant. Davis is one of Coover's biggest fans, often referring to Coover as "the Hemingway of the 'seventies." Not only was Davis in the audience when Coover admitted his part in the "Rebel" rampage, but he had just introduced the young writer before a sizeable group in Morris Library Auditorium. And Davis enjoyed the story as much as anyone present.

Coover, who was president of his sophomore class at SIU, undoubtedly was a more serious student than he led his audience to believe. He already had launched something of a writing career, working occasionally as a reporter for the Herrin Daily Journal. He helped cover the coalmine disaster at Orient No. 2 between West Frankfort and Benton in December of 1951, an incident upon which his first novel is substantially based.

After completing two years at SIU, Coover went to Indiana University, from which he received a B.A. degree in 1953. He then entered Navy Officer Candidate School and served three years of active duty, mostly in Europe. He married a Spanish girl, Maria del Pilar Sans-Mallafre, and the couple now has three children.

Coover received an M.A. degree from the University of Chicago in 1965, then taught at Bard College and the University of Iowa, where he was a staff member of the famed Creative Writing Program. A Rockefeller Grant gave him more freedom to carry on his writing and other work, which recently has included plays and film scripts. At the time of his visit to SIU, he was absorbed in completing a film on student demonstrations at Iowa.

But he was anxious to return to Europe, a move planned this spring. "It's easier to write there," he explained. "Everything I've written has been done out of the country. You can isolate yourself there. Here, it's hard to do. I get too involved in the social environment around me . . ."
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