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Honorable & Mentionable...

She was a magnificent old queen, dominating a campus and symbolizing a University. Thousands passed through her halls and learned to love her. For eighty-plus years she stood, noble and proud, confident that the burgeoning campus around her could not erode her position of eminence.

She was hard to bring down. Raging flames could gut her but could not topple her mighty walls. The razing crew found her a formidable foe. Her stone and brick, erected by careful craftsmen to stand for generations, yielded reluctantly to the steel of the headache ball. She groaned and shuddered in her final anguish, the roar of her falling extending on for days.

Her loss is not the death of the institution, nor even a lasting cripple. But it is a scar, deep and painful and permanent. It showed that day on the faces of students, faculty members, alumni, townspeople. It showed most of all on the face of a weary president who felt the loss in a most intimate way.

Old main died hard—if in fact she can ever really die. For the coward or cowards who lit her flame our words are spare: pray for a "pure and gentle deed of mercy." Justice would indeed be severe.

—R.G.H.
The flames that destroyed Old Main were spectacular, boiling high into the black smoke which was visible for miles on the clear spring morning. This was the scene which greeted those arriving at the site only minutes after first word spread. It was a tragic greeting, signaling from the outset the end of the beloved old building.

"The challenge to our universities is in fact a challenge to our nation," says Oliver Caldwell, left, whose article on campus turmoil is the main feature of this issue. Professor Caldwell has a superb background in international education and speaks with authority on campus unrest, especially as it relates to world affairs. Please turn to page 4.

Most of the material for this issue of Alumnus already was at the printers when Old Main was destroyed by fire on June 8. Advance deadlines essential to such a publication imposed severe space limitations on the story. However, the most complete and up-to-date report possible is included. See the editorial on the facing page and turn to page 10.

An act to establish and maintain Southern Illinois Normal University

One hundred years ago last March, the Illinois legislature approved an act creating Southern Illinois Normal University. Thirteen pages of careful hand-writing by J. W. Adair, the 26th General Assembly's "enrolling and engrossing clerk," detail the thinking of the lawmakers in creating the new institution.

Southern Illinois Normal University, Adair wrote in the statute books, would "qualify teachers for common schools of this state by imparting instruction in the art of teaching in all branches of study which pertain to a common school education.

The statute further created a board of five trustees to be nominated by the governor and confirmed by the Illinois Senate. The board was directed to meet within one month, at Centralia, to organize and elect a chairman.

Then came the stinger:

"The trustees shall, as soon as practicable, advertise for proposals from localities desiring to secure the location of said normal university and shall receive proposals ... to..."

Southern Illinois Normal University's Centennial observance, and President Delyle W. Morris examines a copy of original entry in the Illinois statute books of legislation chartering Southern Illinois Normal University. The act was passed one hundred years ago last March.9
"The challenge to our universities is in fact a challenge to our nation."

Crisis in Our Universities

BY OLIVER J. CALDWELL

In a recent meeting at Notre Dame, one of the speakers said the modern university is the center of power in our nation because it is the source of leadership, ideas, and skills which build American industry, enrich our society, and make our government strong.

A little later, another distinguished professor commented that American universities are very vulnerable and almost defenseless. One reason for this weakness arises from the fact that our universities have never had any need to defend themselves in the past.

Both men were correct; the great power of the American university and its vulnerability are the reasons many of our campuses are becoming battlefields and the structure of American higher education is under fire. The campus is the battlefield because whoever controls the campus has gone a long way towards gaining control of our ideological, economic, and political structure.

The challenge to our universities is in fact a challenge to our nation. We live in a period of smoldering insurrection which threatens to erupt into major civil violence.

There are fundamental reasons for the inability of the university to defend itself. Higher educational institutions in this country by tradition are centers of a special kind of freedom which exceeds the freedoms enjoyed by non-academic citizens. Freedom of speech and academic freedom in general are far more permissive than the freedoms one finds in business and in the professions. This freedom has become a real danger to the university, because it is a tradition for faculty and students to resist any restriction on the right of anybody to say anything at any time on the campus. It appears that most faculty members would rather tolerate abuse of this freedom than to permit any restriction. Thus at Berkeley and Wisconsin, and Harvard, and Cornell, and Columbia, and at SIU, academic rebels have used academic freedom as a weapon to attack the university.

Another basic reason for academic insurrection, according to Secretary Robert Finch of HEW, is the fact that "higher education has become rigid, encrusted, and has not been responsive." In many ways, the academic community effectively rejects any challenge to change, to adapt to a new world. As Marshall McLuhan says, this is the "rearview mirror" approach to education. It requires far too many years for new knowledge to percolate into the curriculum. It is difficult to discard obsolete learning to make room for learning which is new and meaningful.

The structure of the American university was inherited from another century, a different world. There are powerful static forces within the academic structure.

Thus the gap between American higher education and the real world grows daily wider and more dangerous. The rebels are exploiting this weakness.

What are the rebels fighting against?

(a) First of all, they are opposed to authority in the form of university administration. In a recent lecture at SIU, Carbondale, Father Harold Bradley of St. Louis University reminded his audience that American universities were created in the pattern of British, French, and German universities which originally were organized around groups of scholars organized into faculties who accepted, on their own terms, students who wished to be instructed. Thus there was always a paternalistic relationship between the professor and the student. On the other hand, the universities of Italy were founded on a different principle. There, groups of students formed associations and hired teachers to teach them. If they didn’t like their professors, they could fire them.
Our present rebellion against authority seems, in part, to be an effort to switch the basis of American universities from the British to the Italian model. But Italian students also are rebelling, as are students in Japan, Egypt, Czechoslovakia, and Latin America. One common element in all these rebellions is opposition to authority.

(b) The rebels also are fighting to overthrow a curriculum which is full of dead wood. Some of the participants at the Notre Dame conference spoke about the "eternal verities" which underlie the curriculum, but they did not define these verities. These same professors objected to the idea that changes in the body of knowledge should be reflected in what is taught in the classroom. Apparently these invisible "verities" were all the students need to know. However, yesterday's verity, like alchemy, becomes today's irrelevance. There is a wide and growing gap between what we know and what we teach.

(c) Certain teaching methods invite attack. The professor who lectures to hundreds of students and expects them to memorize what he has told them is apparently not aware that potted knowledge may be irrelevant. In an era when no man can learn everything in even a small academic field, it is more important for the student to learn how to learn, and how to discriminate, than it is for him to memorize facts which were important yesterday but may be dead today.

(d) Bigness is a principal root of today's campus rebellions. Years ago, someone in the U.S. Office of Education stated that an enrollment of 1,200 to 1,800 students constituted the ideal size for a higher educational institution. On such a campus, it is possible to build a sense of community, of identity and mutual trust which is impossible to achieve on campuses with ten- or twenty- or thirty-thousand students. One of the tragedies of bigness is the almost inevitable loss of communication between students and faculty.

(e) Our rebels are also fighting the idea of elitism. Higher education in Western culture was for many centuries the prerogative of the noble and the rich. The elite tradition is still strong on many campuses. Students from Appalachia and from our ghettos find the elite atmosphere inhospitable. Campus elitism is an open invitation to revolt.

(f) Not the least of the reasons for the student rebellion is the moral revolution which involves many students and teachers. They are affronted by the gap between theory and practice, between ethical teachings and daily actions, between religious ideals and the way they are implemented. Hypocrisy has become a fighting word to the earnest young.

(g) Finally, there is a strong reaction among young people against materialism and the idea that the ultimate objective in every life should be to get rich. This is a revolt against the values of the market place, which many of our students do not consider an adequate guide for happy and useful lives.

What do our rebels want?

(a) Many believe higher education is a right rather than a privilege. The United States is the only society in the world where more than fifty percent of the eighteen to twenty-two age group is engaged in some form of higher education. In traditional European societies, higher education is still a privilege for the few. Now that we have more than half of this age group in school, many who are not in college want to get in.
Most Americans probably don’t know that there was a bitter dispute in this country late in the last century over the question of whether a high school education is a right or a privilege. Our system of universal high school education developed only after a long and hard-fought battle. We are going through the same crisis of conscience relative to higher education.

This is a particularly dangerous issue because if we exclude any portion of the age group from our universities, those who are excluded will be the less well prepared high school graduates, Negroes, Mexican-Americans, and other minorities who will rightfully feel they are being deliberately relegated to second class citizenship.

Are the American people prepared to pay the price for real equality of opportunity? Children from rural slums, from migrant labor camps, from the urban ghettos, regardless of color and racial or national origin, seldom have academic backgrounds equal to those of middle class parents.

John Kenneth Galbraith, Frederick H. Harbison, Charles A. Myers, T. W. Schultz, and many other writers today tell us that we cannot afford to hamper our economic growth by limiting the quantity and quality of education available to all citizens. Contemporary economic theory and ancient ethical principles require that we abolish second class educational citizenship.

(b) Our rebels demand a society without artificial social and political barriers. Fourth of July orators for the past 190 years have extolled the classless society in the United States. Such a thing simply doesn’t exist. The growth of the ghettos in the cities, the decay of our urban centers, the changes in the agricultural community marked by the growing elimination of the small farmer, the growing power of the labor unions, all are evidence that our society is beginning to break up into warring groups, each with its own economic and political goals. Many idealistic rebels, young and old, are opposed to this fractionating of our people.

(c) Our young idealists, not all of them unkempt and unwashed, are motivated by a growing sense of unity with all of mankind. They are aware that there is only one species of man on this earth. They seek a kind of education which will help them to understand, communicate, and cooperate with their neighbors around the world. They have a good case; it is doubtful if truly cross-cultural and international education is today available anywhere in this country.

(d) They want more individualized educational opportunity. They believe education should be tailored to the needs of the individual rather than the individual being forced into a mould prescribed by an obsolete curriculum. Students want to know their teachers; they want dialogue in place of unending and impersonal lectures; they want to be treated as individuals rather than as members of a vast academic herd.

(e) Our rebels are often highly moral people. They want a society and a world which obeys moral laws. They believe that the only way humanity can survive is for man to develop a new understanding of these laws. They believe the university should be concerned with the identification of such laws and their application to social problems.

(f) They also seek a new approach to relations between men and women. Many young people denounce Christian sexual morality based on the teaching of St. Paul. They believe there must be a new and better morality which will respect the rights of every individual, which will make life richer and more meaningful.

To older people, they often seem to seek to destroy the old morality without developing a new one, but in fact these serious young people are looking for a better and more natural morality than the one they inherited from their parents.

(g) Finally, we come to the word which is constantly used to describe the goals of today’s rebels. This word is relevance, and it is used in a hundred different ways. Basically, it means that our young people want education which is meaningful and which will help them to live better today, to understand better the world they live in, and to be more effective in building Utopia tomorrow.

W H O  A R E  T O D A Y ’ S  R E B E L S ?

A recent report by the American Council on Education states that “Among the young are minute groups of destroyers who have abandoned hope in today’s society, the university and the processes of orderly discussion and negotiation to secure significant change. Students and faculty are increasingly aware of the true nature of this group and are moving to deal with its destructive tactics.”

This statement seems too optimistic. President Nathan M. Pusey of Harvard is listed as attending the conference in Chicago which produced this statement. Shortly thereafter a small group of black students, not necessarily “destroyers,” seized a building on the Harvard campus. When they were evicted by police, some six thousand Harvard students went on strike.

There is a small mini-mob who are destroyers, but they can rely for help on a dangerously large number of students who are unhappy about their universities. Furthermore, the destroyers are also found in gooingly numbers among the faculty. Some tenured professors cooperate with the mini-mob, and egg on disgruntled students to bigger and better riots.

The composition and the motivation of both student
and faculty destroyers is complex. Some are overtly anarchist. A few may be overtly Communist. Some just hate the Establishment. Many are idealistic pacifists. All are overtly revolutionary.

The few destroyers could achieve little without the support of the many. Among their supporters are representatives of minorities: Negroes, Puerto Ricans, Mexican-Americans, Indians, and others. The white majority owes them many unpaid bills growing out of a century of neglect and frequent oppression. These people are out to collect what they consider their just debts, and they have the cooperation of millions of earnest and moral white people. A hundred black students can take over buildings at Harvard and Cornell and receive the immediate support of thousands of white students.

American academics do not like to discuss possible involvement of Communism in campus rebellions. Academic people find it difficult to believe that Communists exist, that Communism still teaches a world revolution, that Communism teaches that Utopia cannot be created in a world divided against itself. But these are facts.

The courses in the “free schools” on certain campuses which teach how to wage guerrilla warfare and how to make fire bombs and to use explosives are not laughing matters. They certainly contribute directly to historic Communist goals. One of the tragedies of the academic community is that it has become so tolerant that it does not like to face reality. It is doubtful if any campus strategy of the destroyers would give more comfort to our potential enemies than the crippling of ROTC programs.

The strategy and tactics of our academic rebels is startlingly similar to those employed by totalitarian rebels in various countries which have been dominated by the extreme Left or the extreme Right. The Weimar Republic, after World War II, was overthrown by the Hitler party which used the universities and youth groups as a principal weapon of revolution. Today, Communists and anarchists are threatening the existence of the free university in Berlin. In France, in Italy, and on the other side of the earth in Japan, the university is the prime target of revolution. Today’s rebel leaders represent, as they did yesterday, the far Right and far Left and pure nihilism.

Most revolutions start with a small minority. The minority becomes a majority through conquest. It calls upon the young to participate in destroying a corrupt status quo in order that Utopia may be created.

The American university is peculiarly vulnerable because it is dedicated to freedom, to compromise, to order, to dignity, to the rights of all of its members. It is almost incapable of effective defense because its creators did not anticipate that it would ever need a defense. Because the university represents the highest peak of intellectual and scientific achievement in our culture, whoever controls the university structure is in a position to discredit the opposition and to influence industry, labor, the professions, and the government. Gaining control of its universities is an essential stepping stone towards controlling any society.

Rebels secure control of universities in different countries in various ways. In Panama, they secured the election as rector of a man who supports the Communists. Communist thugs were stationed around the polling places to prevent supporters of opposition candidates from voting. Thus the university was conquered by a minority, and became a living threat to the security of Panama and to its relations with the United States.

The civil authorities did nothing in Panama to correct the situation, because of the mystique which surrounds the status of the university as a semi-independent organism. Only under the most desperate of circumstances will a government impose its will upon a Latin American university. A notable exception was the capture of the Central University in Caracas by the Venezuelan army, which found on the campus the headquarters of the local Communist party and a large quantity of weapons and ammunition.

Until 1964, the universities of the United States seemed to be generally immune to the attacks which had been made on universities in other countries. The attack on Clark Kerr at Berkeley may prove an important date in American history, the ending of the era of political innocence. During the past five years, the tempo of such attacks has increased, as has their violence.

S. I. Hayakawa has repeatedly said that campus violence is part of an overall campaign against the United States. Our campus wars may appear to be spontaneous, but this is generally an illusion. Two weeks before the outbreak of hostilities at Harvard, I was told in Chicago that Harvard was to be the next target and that the attacks would take place in about ten days.

Since each university has its own personality, the campaign on each campus is adapted to local realities. Generally the campaign starts with demands for an end of all administrative controls over the lives of students. This may center on demands for unlimited visiting rights in dormitories. Once the control of dormitory life has been won, the rebels demand new concessions.

Another common avenue of attack is obscenity. Since nobody seems to be able to define pornography but it frequently is offensive to the authorities, student rebels will be as pornographic as possible in speech and in print. The Big Muddy Gazette at SIU is an example of this tactic. Eventually it becomes so obscene that its sales are banned on campus, whereupon loud screams are

CONTINUED 7
heard from certain professors against this infringement of academic freedom. Student rebellion could hardly exist without faculty permissiveness. Negro students have a unique role in the campus revolution. There is often a small minority of such students who are exploited by white and black destroyers. It is tragic that the Negro minority should have become the symbol of insurrection on many campuses. Because Negroes have the most to gain, they also have the most to lose.

The "minute group of destroyers" generally consists of a few blacks and a larger group of disgruntled whites. It is possible for these few to do serious psychological and material damage to a great university because they can rely on the support of a larger number of malcontents. What is involved here is the effort of a small minority to control the majority. This is the nature of revolution. It could not happen without the mistaken support of many professors and students who believe they are supporting academic freedom when they are in fact destroying what they seek to protect.

What is the goal of the current insurrection?

The goal of most of the radical revolutionaries seems to be the creation of a new world which will be neither capitalist or Communist, but will in some vague way be a better society than we now know—a society in which nobody over thirty has any place except as a servant of the young.

If American society is to survive this challenge, it will have to understand just what it is that campus rebels want, determine what grievances are just, and then develop a strategy to protect our institutions. These demands in general can be categorized as follows (and some are justifiable):

1. Students should be treated as adults and not children. The university should renounce its traditional status of acting on behalf of parents of students.

2. The curriculum must be overhauled. Dead wood must be eliminated and new courses must be added which will introduce students to the rapidly changing and expanding body of new learning. Required courses which are empty and meaningless should no longer be required. Higher education should be more accurately tuned to the realities of the world in which the university exists.

3. Students should participate in the making of decisions concerning what is to be taught, who will teach it, and how the university will be governed. The degree of such participation is a question.

4. Higher education should be considered a right of every competent young man and woman rather than a privilege to be enjoyed by those who can afford it. The cost should be made so low that any qualified student can afford to go to college.

5. Black students and members of other minorities should receive special assistance to enable them to enter the main stream of American life. This assistance generally involves systematic tutoring to make it possible for students with poor secondary school preparation to enter the university and survive. (The SIU Experiment in Higher Education in East St. Louis is an imaginative and successful effort to solve this problem.)

6. Students should have an opportunity to grade their teachers, and the hiring and promotion of teachers should be based primarily on teaching ability.

7. The university must orient itself towards the wisdom of the whole world. Today and tomorrow, university programs and services must transcend state and national boundaries; the only true university is the university of mankind.

8. The university should divorce itself from the policies of the national government in matters relating to national defense. The more militant students are in effect demanding that they have the privilege of renouncing citizenship while enjoying its privileges. (To most of us over thirty, this is unjust and impossible.)

9. The primary function of teaching and research is not to instill any given set of facts. Rather, the function of the university is to help students learn how to discriminate between the relevant and the irrelevant, how to learn, and to make all learning, new and old, available to its students.

We need a strategy to cope with the growing campus revolution.

(a) The university must accept the fact that much of the criticism leveled at it is valid. Parts of the curriculum are old-fashioned and inadequate. Many professors are not good teachers. Many of the rules and standards of conduct are relics of another age. The university is in many ways a static and conservative force in our society.

If the university is to protect itself and the society which it serves, there must be a thorough evaluation of its goals, principles, and practices. Responsible students should be invited to participate with the faculty and administration in this self-evaluation. Teams of competent scholars, educators, businessmen, labor leaders, and other citizens should be invited to look at the university, to study its every aspect and to make recommendations for change which will bring it into harmony with the legitimate needs and aspirations of a new generation.

These changes are likely to be substantial. They will involve a new approach to curriculum content, and they must involve substantial progress in developing an inter-disciplinary approach to education. The univer-
sity must look at tomorrow, while keeping its roots in the past. If the university is to fulfill its function effectively as an axis of power, then it must become the center of innovation, a constant challenge to our people to better their condition, to become wiser, to develop new skills, to discover new ways to cooperate for the common good.

(b) But there are revolutionaries who will not be content with any compromise or any creative action taken to improve the condition of the university. The university which seeks to improve itself by a drastic self-examination and reorganization may be prevented from achieving its objective by insurrectionists who cannot tolerate success because they are committed to destruction. The hard-shelled revolutionary does not want the university to improve, to evolve, to innovate, and to change since this would decrease the possibility of a major revolution.

As Hayakawa says, there is only one way to deal with campus violence, and that is with superior force; the rebels must be promptly controlled without prolonged parley.

1. There should be a clear-cut set of rules governing dissent which would protect the right of any student or professor to express himself freely as long as he does not threaten or attack the rights of other students and professors. The problem here is the protection of the majority. Threats should be considered as evidence of the intention to commit violence and may not be tolerated.

2. Every member of a community of scholars who engages in any kind of activity which interferes with the rights of others should immediately forfeit his right to remain in the community.

3. Verbal attacks on the administration or members of the faculty or student body should be fully controlled by the laws of libel and any individual guilty of libel should be summoned before the civil courts. The act of libel should be considered sufficient to suspend the individual from the community. If he is convicted by the civil courts, he should be separated.

4. It is reasonable to expect that every student and every faculty member will be governed by good taste, by reason, and by rational consideration of the welfare of other members of the community.

5. There should be a clear, legal definition of the status of the American university to avoid the present difficulty in which it seems to be in the body politic but not part of it. When professors claim that student rebels are entitled to an academic "due process" prior to the due process of civil law, they are claiming for the academic community a special privilege which does not exist in law. The status of the university should be defined in such a way as to give full protection to aca-

ademic freedom for all members of a university community. This freedom must be immune to attacks from outside the community, and from attacks by either minority or majority groups within the community. Freedom of discussion, of research, and of teaching must be protected against all attack.

6. Since a basic aspect of campus rebellion is the continuing attack on the federal government, federal authorities have an obligation to protect the integrity of our universities. This may be possible under existing legislation. If not, we need a new law which would make it a federal offense to travel across state boundaries to instigate insurrection in any educational establishment.

We live in the midst of crises and opportunities. The university community must correct its weaknesses in order to survive. We must draw a clear line between dissent and violence; and a sit-down, the occupation of a building, or any interference with the lawful activities of a university should be considered the equivalent to violence. No minority may be permitted to rule the majority.

But we must be sensitive to the needs of every student, ever ready for innovation, and steadfast in the defense of the tradition of free inquiry. We must build a new, rational foundation for higher learning which will create a stronger, more universal university and strengthen the humanity the university was designed to serve.

The Author: Oliver J. Caldwell was born of American Methodist missionary parents in Foochow, China, and started his travels at the age of four weeks when his parents left China for a furlough in Tennessee. After that he spent more than twenty years in China, where he received most of his elementary and secondary education. He received his bachelor's degree in English and his master's degree from Oberlin College. His graduate work covered several years in various fields in several countries. He has no earned doctorate, but has three honorary doctor's degrees from American colleges. A teacher in China when the Japanese attacked that nation before World War II, he returned to the U.S. to become a secretary of the associated boards for Christian colleges in China, serving to 1943. He then joined the Army, serving in the OSS until 1946 and retiring as a major in military intelligence. His first civilian assignment was in the Department of State, where he administered educational exchange programs and helped promote interest in education as a substitute for armed force in international affairs. In 1952 he transferred to the U.S. Office of Education, where he served in the Bureau of International Education. He came to SIU in 1966. Prof. Caldwell has written and lectured widely on such topics as international manpower development, the rights of minorities, the growing role of the federal government in education, and the social revolution resulting from today's advanced technology. He is now SIU dean of international program development.
The fire which struck down SIU’s historic Old Main burned out of control for four hours, despite efforts of firemen from seven communities.

Much of the material on the lower floors was rescued from the burning building during early stages of the fire, primarily through efforts of hundreds of student volunteers.

Old Main looked like this after an 1883 fire which could have proved disastrous for fledgling Southern Illinois Normal University. The building had been in use only nine years.

Early photograph shows the “new” Old Main, reconstructed on original foundation and ground floor walls after the fire of 1883. Reconstruction was completed in 1887.
ABOVE: Smoke drifts upward from gutted shell of Old Main after the fire finally was brought under control. Center of the historic "old" campus at Carbondale, Old Main was surrounded closely by newer buildings. Firemen said only the lack of strong or gusty winds on the day of the blaze kept other buildings from catching fire. Five men were kept busy extinguishing roof blazes on the Women's Gym (above and to the right of Old Main). ABOVE LEFT: By late afternoon, heavy equipment had been brought in to begin knocking down higher sections of outer walls to prevent dangerous collapse.

A Landmark Falls

BY ROBERT G. HAYS, EDITOR, Alumnus

Early on the morning of June 8, fire was discovered in Old Main, Southern Illinois University's oldest and most symbolic building. Despite quick response and great effort by firemen from Carbondale and a half-dozen other southern Illinois communities, the building was lost.

Word soon spread that arson was suspected. Firemen said three separate fires had been burning on the third floor at the same time that the major blaze was beginning to engulf the attic of the splendid old structure.

The following Wednesday, SIU President Delyte W. Morris told an afternoon commencement audience that investigating authorities had announced only minutes earlier their decision that the fire was deliberately set. In somber tones reflecting a deep sense of personal loss, the president went on to bid farewell to Old Main.

Destruction of Old Main resulted in the loss of two-dozen classrooms, offices of the English and history departments, the SIU Museum, a foreign language laboratory, a faculty lounge, and an attic rifle range. In all, the venerable old building housed nearly 72,000 square feet of floor space.

Personal loss among many faculty members and graduate students was heavy. Lost in the fire, for example, was one graduate student's only copy of a doctoral dissertation which had been three years in preparation. Grade books, graded and ungraded final examination papers, and exams yet to be given were lost.

Only the efforts of hundreds of student volunteers who helped remove material from the lower levels of the building in early stages of the fire—particularly valuable Museum exhibits—kept losses from being even greater. The students' "heroic" work drew high praise from Chancellor Robert W. MacVicar.

But Old Main was far more than a collection of classrooms and offices; its significance could not really be measured in square feet. Old Main was a landmark, the symbol of an institution. It had a history all its own.

For many years, Old Main was the University. Even as late as 1950 it had quartered seventy percent of the classes on campus. It had undergone extensive remodeling in recent years, but its outward face of red brick and weathered sandstone remained the same.

Old Main had tasted fire before. At mid-afternoon on November 26, 1883, a blaze broke out on the mansard floor of the building, then only nine years old. By sundown Old Main was a smoldering ruin. As in the more recent fire, much of the building's contents was saved by heroic efforts of student volunteers.

The 1883 fire could have been a catastrophe for then Southern Illinois Normal University. Before completion of its first decade of classes, the fledgling institution's only building lay in ruin. But students and faculty members determined to stay on. A crash community CONTINUED
project raised $6,000 for temporary quarters.

The Illinois legislature in 1885 approved funds for reconstruction of Old Main. It was re-built from the first floor up, retaining original stonework. From completion in February of 1887 until that disastrous Sunday last month, Old Main stood as Dowager Queen of campus buildings.

President Morris expressed the feelings of countless persons at the evening commencement program three days after the fire.

“We have tied up in Old Main ninety-five years of love, affection, and penetration into the lives and hearts of thousands of people who have been in the building and been on this campus and taken away a bit of it with them in their hearts,” Dr. Morris said.

“The reactions that have come in from Old Main, of poignant sadness and regret, are very moving, and represent of course the kind of loss of something that's died in everyone who had a spot of deep love for this building.”

Morris also cited the students who volunteered to help carry what could be saved from the burning building and also to help fight the fire:

“The spirit of these students exemplifies the kind of students that we have traditionally had in this University— the kind who treasure; those who see themselves as a part of it and desire to protect, defend, and sustain it.”

The president continued that plans for rebuilding Old Main again did not seem wise. “The fire was sufficiently hot,” he said, “the wind was sufficiently strong . . ., the internal burning was so great, that all the basic great timbers were destroyed, the walls weakened and cracked and bulged until it was deemed necessary by the specialists in fire protection that the upper levels be removed . . .”

President Morris went on to explain that remains of the building would be leveled “piece by piece,” with all materials possible salvaged. He said much of this would be used in “a fitting memorial” to Old Main, after which other materials could be made available to those who had sufficient affection for the building to want them.

He invited contributions toward the memorial, designating the Alumni Office as depository.

“We're doing this so that every person who has a feeling of a stake in Old Main and what it stood for, what it means to people and what it has meant to this school, this part of the state, will have a chance to—by your contribution—help with it and have a feeling that you've contributed when it comes about,” he said.

Then, President Morris announced a guaranteed reward of $10,000 for information leading to apprehension and conviction of the arsonist or arsonists responsible for the Old Main fire, contributions to the reward fund also to be accepted by the Alumni Office. The reward would be more if contributions exceeded $10,000.

“We feel it is important to know who committed the arson and why,” he said. “There's one very clear and obvious reason, and I shall state it. It is quite obvious from reactions that are coming in that there are those, particularly upstate, who feel that in the climate of student unrest throughout the country that this is simply some bad-adjective student who has done it.

“I do not accept this thesis. I do not believe it to be true; it's not the attitude I see in students on this campus. But it is necessary that we identify to make clear that this was not the case, because if people believe that students today do the kind of things that are bound up in arson—violence—then we are going to have, inevitably, restrictions placed upon the freedoms to which universities have been accustomed.

“And if a university does not have intellectual freedom, if it doesn't have freedom of expression or freedom to study all the works of scholars all over the world, whatever they may be, it is no longer truly a university.”

To the graduates, Morris issued a final charge. “I can think of no group to whom it is more important to speak of the paramount, over-riding importance of this matter,” he said, “than you who carry the label of this school.

“Help us keep it free. Help us keep it good. Help us keep it a place where young people may come and, as have you, study without restraint, investigate without barrier, express yourself without holding back, and have here a university of which you can always be proud for the rest of your life. It is going to be sullied in some degree from now on unless we clear it.”

At a meeting the following Friday, the SIU Alumni Association board of directors adopted the following resolution:

Resolved, the Association of Alumni and Former Students of Southern Illinois University, its members and board of directors, express their deep sorrow and tragic loss over the senseless act of the burning of Old Main, the historic symbol of our University.

Further, the Association condemns the act of arson and the person or persons responsible for it and commends the many students, faculty, administrators, firemen, and others who fought to save Old Main.

Finally, the Association invites contributions from the graduates, former students, students, faculty, and friends of the University to be used for the reconstruction of the building or the establishment of a fitting memorial to Old Main if reconstruction is determined to be impractical.

The next day was Alumni Day, and President Morris attended various sessions during the day. He reiterated before the Alumni Association Legislative Council the belief—based on extensive consultation with architectural and construction experts and others—that it would be impractical to attempt to rebuild Old Main.

He outlined again the reward and Old Main memorial funds, and invited both contributions and suggestions from the alumni body. Speaking at the Alumni Banquet that evening, he talked of campus turmoil around the world and called upon alumni to rally against tides of extreme reaction that could hurt basic freedoms important to higher education.

At its regular June meeting, the SIU board of trustees approved a formal resolution requesting replacement of the lost classrooms and other facilities through the Illinois Building Authority. Estimated cost is $4,988,000. An additional $738,000 was requested for razing, site restoration, and provision of temporary space.

Such action already had been initiated in the state legislature, in line with an established policy of self-insurance on state buildings.

Present plans call for space lost in Old Main to be replaced through an addition to the planned Humanities Building. Meanwhile, the University is faced with a severe shortage of classroom space. Classes scheduled for Old Main this summer were quickly reassigned to other campus locations, but the outlook for fall is clouded.

At press time, no significant leads into the arson had been reported by investigating authorities. Their work goes on.

Work also continues at the site of Old Main—now an ugly, blackened scar on the face of a beautiful campus.
Alumnae who lived in Anthony Hall when it was a dormitory may not recognize their old dining-social area, but this is it. The wing has just been remodeled and now houses the Information and Scheduling Center.

News of the Campus

Vietnam Study Center

"Establishment of this operation, with its focus on planning for post-war reconstruction in Vietnam, is Southern Illinois University's specific contribution to the maintenance of peace, after it comes, in that war-torn land."

Thus speaks Chancellor Robert W. MacVicar, describing a new SIU center for Vietnam studies which will consolidate various University activities related to Vietnamese educational development.

The center, approved by the SIU board of trustees in March and by the Illinois Board of Higher Education last month, is described by President Delyte W. Morris as possibly the first approach of its kind in American higher education.

The center will serve as a focus for Vietnam research studies, he explains, will help various SIU departments develop courses in subjects related to Vietnam, and will lead to proposals for further SIU assistance in Vietnam.

A primary objective of the center will be a "Vietnamese Education and Training Program" (VET) designed to prepare U.S. and Vietnamese service veterans for constructive work in Vietnam after the war.

SIU has been working in Vietnam under Agency for International Development contracts since 1961. More than forty University staff members have served in the Asian nation in vocational and elementary education programs, and fifty-seven students from Vietnam have in turn enrolled at SIU.

Eminence for Press

There are no "best sellers" on the list of more than 300 books published by the Southern Illinois University Press, which celebrates its 13th birthday this year. But among scholars in this country and abroad, the SIU Press occupies a position of eminence far out of proportion to its young age.

"Our books are ambassadors of the University throughout the world," says Vernon A. Sternberg, director of the Press since its beginning in 1956. "We are in the business of disseminating knowledge; our job is to make known the results of research."

With annual net sales in excess of $400,000, the Press currently ships out an average of 10,000 volumes a month. Approximately ten percent of these go overseas, and even or-
Campus Tentmaster

Tentmasters probably are more scarce these days than astronauts, and a university campus is hardly the place you’d expect to find one. But visit the Edwardsville campus this summer and you’re likely to run into “Skip” Manley, one of the most experienced “top” experts in the business.

Manley came to campus with the huge white tent which quarters the Mississippi River Festival (or, to be more accurate, he arrived well ahead of the tent to supervise its erection). It’s his responsibility to maintain the tent against wear and tear and, more importantly, against changes in the weather.

The latter responsibility calls for “setting ahead,” a tent man’s term for keeping ahead of the weather by adjusting support cables to take care of changes in wind, temperature, and humidity.

Manley, who has worked with tents in 48 states and several foreign countries, brings to campus a personality tinted by decades on the road with the top shows and circuses of a generation ago.

Talking with him is like taking a cram course in a foreign language — circus talk and tentmakers’ jargon.

Since this is the first year for the Mississippi River Festival tent, Manley feels there will be no need for a “rag man,” a canvas repairman. He’s enthusiastic about the tent, which has only two main masts and features a cable suspension system allowing an unobstructed view of the stage.

It was the tent’s design — similar to that of the well publicized German pavilion at Expo ’67 in Canada — which sold him on the job as tentmaster for the Mississippi River Festival. He considers it a challenge, and “that’s the way you learn.”

Besides the responsibilities he has had with “tops” across the country, Manley has met a variety of people in the performing world. He knows all the big-name circus performers and changed diapers on many second and third generation stars now on the circuit.

In recent years, Manley has worked with a variety of drama festivals, among them the Shakespeare Festival at Stratford, Ontario. After years “on the road” with the circus big-tops, he appreciates jobs which keep him in one place a little longer.

The Mississippi River Festival, to continue through July 27, is a joint SIU-St. Louis Symphony Society project bringing to the St. Louis metropolitan area a summer series of concerts by the St. Louis Symphony Orchestra and some of the nation’s top pop, rock, and folk artists.

The Festival tent houses the concert stage and provides sheltered seating for 1,855 persons, while an additional 10,000 persons can be seated on the sloping lawn area of the natural outdoor amphitheater at the Festival site.

Brought to the SIU campus from Florida, where it was manufactured specifically for the Festival, the tent is 140 feet in length and 170 feet wide. It reaches a height of 65 feet at its main masts.

Like any other big-top, Manley says, the Festival tent has a personality all its own. He should know. He lives with it seven days a week.

Tight Money Humor

It’s no secret that Illinois is in a bit of a money bind and that recent months have seen various agencies of the state, including the universities, husbanding their funds.

Purchasing cuts, labor layoffs, and service curtailments have become an accepted index to the new austerity. But things hardly compare with the Spartan atmosphere of the early 1930’s, the depression years.

That was when SIU was a Normal school and its faculty, like those of colleges all over the U.S., was “asked” to take a cut in pay. A teacher earning between $1,000 and
$2,400 a year signed a form agreeing to a ten percent slash. Anyone earning more than $2,400 took a fifteen percent reduction. (The highest paid member of the faculty then, the dean of the faculty, made $4,500.)

SINU was a growing institution, and the financial climate of the times was just another crisis among several which marked its mid-passage years.

Henry W. Shryock, SINU president who was to die at his desk in 1935, fought a successful skirmish in 1932 with the Illinois Budget Commission, which was disposed toward freezing SINU’s enrollment and confining its growth.

It was a gloomy era, but a few free spirits prevailed. One of them was Clinton P. Bliss, who in 1934 was assistant director of the state Department of Registration and Education. Another was H. W. Shryock himself.

President Shryock opened his mail one austere morning to find a letter from Bliss’ Springfield office:

> I’ve bought a lot of bloomin’ things To keep the schools a-goin’
> And while I know not what they’re for
> I think it’s time I’m known.

> For instance, when your bill comes in
> For embalmed cats, it’s fitten
> That I should write to insist that
> You should have bought a kitten.

> If embalmed cats cost five apiece
> And twelve cost sixty dollars,
> It ain’t surprisin’, my good friend,
> That the taxpayer hollers!

> Supposin’ that an embalmed cat
> Should raise ten embalmed kits,
> It’s very plain that these should sell
> Each for about four bits.

> So in the future, in your school
> Use mice, or squirrels or rats,
> And do not spend state money for
> Those damned expensive cats!

President Shryock responded to Bliss that he had prepared a reply when a “committee from the comparative vertebrate anatomy class came to my office and placed on my desk the enclosed ‘pome.’”

> This, then was the reply:
> We have read your frugal letter
> And we got your point of view,
> Examined lists for something better,
> —Rabbits, dogs, or rats would do;

> But tularemia comes from rabbits,
> Dogs are more expensive still,
> Rats are surely more abundant,
> But will not reduce the bill;

> For cats are large and in dissection
> Can be seen by two or three,
> While rats are small and consequently
> Each can serve but one, you see.

All our extra cat materials,
References, manuals, charts and bones,
If we turned to rat dissection,
Would enrich but Davy Jones.

We are open to conviction,
And gladly will cooperate,
In whatever, all considered,
Proves most advantageous to the State.

Whatever happened on the issue, the archives tell us not. But it’s a fact that pickled cats are still bought by the lot.

However, today’s prices surely would have compelled both men to some blistering posey. Triple-injected embalmed cats for today’s comparative anatomy classes at SIU cost $15 apiece.
Dr. Ted R. Ragsdale finds it difficult to express his feelings on accepting the 1969 Great Teacher Award. He is the first graduate of the University ever to receive the award.

Alumni Day in Pictures

Andrew H. Marcec '56, left, is installed as new Alumni Association president by Roger E. Spear '48, a past president.

Elected to the Alumni Association board of directors to fill positions created with expansion of the board from 16 to 20 members were, from left, Theodore E. Taylor '44, Washington, D.C.; Col. William A. Bobo '64, St. Louis; Paul A. Gill '59, M.S. '61, Bloomington, and Gail W. Buenger '58, Granite City. The expansion was voted by the Legislative Council to provide a broader base for the body and help alleviate heavy committee load of members.
Among members of the Class of 1919 celebrating their Golden Reunion were, from left, seated: Mrs. Mildred Goings Correll, Mrs. Lena Fehrenbaker Vaupel, Mrs. Villa Gates Spencer, Mrs. Zeta Minner Quinn, and Miss Mary Katherine Colyer. Standing: Elbert Fullerson, Edward V. Miles Jr., Mrs. Pearl Berg Bessler, Miss Grace A. Frederick, and Dr. Richard G. Browne.

Robert W. Meyer '42, above left, vice president for business affairs at Ohio Wesleyan University, accepts Alumni Achievement Award for professional accomplishment. Above, Kenneth L. Davis '36, second from left, former chairman of the SIU board of trustees, accepts Achievement Award for outstanding service to the University from outgoing Alumni Association president Richard A. Hunsaker '58, Ph.D. '69. At table with Davis are Daryle H. Busch '51, (far end of table), professor of chemistry at Ohio State University and also recipient of an Achievement Award for professional accomplishment; Mrs. Busch, left, and Mrs. Meyer.

Among new Life Members of the SIU Alumni Association present were, from left, seated: Mrs. Margaret Powell Floyd '45, Mrs. Ruth McKemie Moak '47, and Mrs. Patricia Rose Baysinger, ex '49. Standing: Thomas W. Floyd '49, '50; Mrs. LaDaw Bridges '55, James H. Moak '49, Miss Marjorie Ratz '44, Dr. Robert P. Baysinger '48, and Dr. William H. Lindenber.
Members of the Washington, D.C., Area Alumni Club were instrumental in presentation of a plaque commemorating the SIU Centennial to President Richard M. Nixon earlier this year. Four students left Carbondale by bicycle to deliver the plaque to the White House, one of them forced to abandon the journey because of physical problems and another forced to abandon his bike because of mechanical problems. At the White House for the presentation were, from left, Kenneth Medley, Ted Taylor, and Rear Admiral Joseph McDevitt of the Washington club; students William Holden, James Pratt III, and Robert Leweling; Sam Scott, SIU alumnus who is assistant to Senator Everett M. Dirksen; Mike Farrell, Presidential aide, and Senator Charles Percy.

The Alumni Association

James Odorizzi, left, and Mrs. Vonnette C. Smith receive life memberships in the Alumni Association in recognition of outstanding academic achievement. Eight persons graduating in June with highest honors were so recognized. Presenting the awards is Robert Odaniell, Association executive director.
Eight Grads Get Life Memberships

Eight new alumni have received life memberships in the SIU Alumni Association in recognition of their outstanding academic achievement. All graduated in June with highest honors.

The five Carbondale campus graduates receiving memberships were Steven Andes, Michael Broccardo, David H. Gesell, Janet K. Weaver, and Jean M. Wharton.

Recipients from the Edwardsville campus were James J. Odorizzi, Vonnette C. Smith, and A. Lynne McBain.

The life membership certificates were presented at Senior Banquets on the respective campuses.

Decatur Club Honors Dr. and Mrs. Morris

SIU President and Mrs. Delyte W. Morris were honored at a reception June 1 sponsored by the Decatur Area SIU Alumni Club and held at the home of Mr. and Mrs. Sam Milosevich.

Alumni and parents of SIU students were invited to the drop-in, which was attended by seventy-two persons.

The reception followed President Morris' commencement address at Millikin University in Decatur.

Scholar-Athlete

Carl Mauck, outstanding Saluki football linebacker from McLeansboro, received the Alumni Association's 1969 Scholar-Athlete Award as the senior varsity athlete with the highest grade average. Association rules stipulate that the recipient must have an average of "B" or better. Mauck has signed a professional football contract with the Baltimore Colts.

No Scholar-Athlete Award was given on the Edwardsville campus this year.
### Local SIU Alumni Club Presidents Directory

**BENELUX AREA**
- Camille Becker
- 24 rue Fonstiere
- Brussels, 5, Belgium

**DENVER AREA**
- Dale Kobler
- 1345 High St.
- Denver, Colo. 80210

**DETROIT AREA**
- Richard L. Moore
- 34736 Esper Drive
- Sterling Heights, Mich. 48071

**EVANSVILLE AREA**
- Harold V. Black
- 3015 W. Indiana
- Evansville, Ind. 47700

**HONOLULU AREA**
- John T. Fly
- 1466 Laamia St.
- Honolulu, Hawaii 96821

**HOUSTON AREA**
- Lawrence S. Vitale
- 5307 Trail Lake
- Houston, Tex. 77045

**KANSAS CITY AREA**
- Mrs. John E. Whitlock
- 7118 Rowland
- Kansas City, Kan. 66104

**LOS ANGELES AREA**
- Jerome Seltzer
- 1408 Elysian Ave.
- Pomona, Calif. 91767

**MIAMI AREA**
- Omar Winter
- 7740 S.W. 53rd Ave.
- Miami, Fla. 33143

**NEW YORK AREA**
- Forrest Max Monroe, Jr.
- 20 Leland Road
- Edison, N.J. 08817

**OKLAHOMA CITY AREA**
- Harry C. Marberry, Jr.
- 5820 Barnes Circle
- Oklahoma City, Okla. 73112

**PADUCAH AREA**
- Charles W. Turok
- 336 Hilldale Rd.
- Paducah, Ky. 42001

**PHOENIX AREA**
- Dr. Jackson M. Drake
- 8437 E. Valley Vista Drive
- Scottsdale, Ariz. 85151

**SAN FRANCISCO AREA**
- Robert E. Hurley
- 4 El Paraizo Ct.
- Moraga, Calif. 94556

**ST. LOUIS AREA**
- Ralph E. Becker
- 402 Brooktree Dr.
- Ballwin, Mo. 63011

**TAMPA-ST. PETERSBURG AREA**
- Dr. Charles Wildy
- 3310 Lacewood Drive
- Tampa, Fla. 33618

**WASHINGTON, D.C. AREA**
- Rear Adm. Joseph McDevitt
- 932 Lawton St.
- McLean, Va. 22101

**ILLINOIS CLUBS**

**BLOOMINGTON AREA**
- William V. Ittner
- 24 Ardith Drive
- Normal, Ill. 61761

**BOND-CLINTON COUNTIES**
- Edmund F. Brichler
- R.R. 1, Box 106c
- Trenton, Ill. 62293

**CHAMPAIGN AREA**
- Murrell Jones
- 724 Dover Place
- Champaign, Ill. 61822

**CHICAGO AREA**
- Jerry Cummins
- 1 S. Ardmore Ave.
- Villa Park, Ill. 60181

**DECatur AREA**
- Robert E. Moore
- 66 Glenview Drive
- Decatur, Ill. 62521

**EAST CENTRAL AREA**
- William Paris
- 911 Taylor
- Charleston, Ill. 61920

**FRANKLIN COUNTY**
- Theodore A. Plumlee
- R. R. 3, Box 29
- West Frankfort, Ill. 62896

**JACKSON COUNTY**
- David H. Erthal
- 1601 W. Walnut
- Carbondale, Ill. 62901

**JEFFERSON COUNTY**
- Mrs. Donald E. Taylor
- 728 S. 20th
- Mt. Vernon, Ill. 62864

**KANKAKEE AREA**
- Gerald Hess
- 1219 W. Brookmont
- Bradley, Ill. 60915

**MACOUPIN-MONTGOMERY COUNTIES**

**MASSAC COUNTY**
- Maurice Kidd
- 116 W. Third
- Metropolis, Ill. 62960

**MONROE COUNTY**
- Mrs. Ura Schlemmer
- Lee St., Box 143
- Valmeyer, Ill. 62295

**PEORIA AREA**
- Robert L. Middendorf
- 3612 N. Woodbine Terrace
- Peoria, Ill. 61604

**PERRY COUNTY**
- Mrs. Michael Rusiewski
- Route 1
- Tamara, Ill. 62888

**POPE COUNTY**
- Mrs. Gerald Trampe
- Golconda, Ill. 62938

**RANDOLPH COUNTY**
- Mrs. Gilbert Holmes
- 611 N. Vine
- Sparta, Ill. 62286

**SALINE COUNTY**
- Dr. A. J. Shafter
- 200 W. Church
- Box 281
- Harrisburg, Ill. 62946

**SPRINGFIELD AREA**
- John Swinburne
- 85 Adloff Lane
- Springfield, Ill. 62703

**ST. CLAIR COUNTY**
- Harold W. Berry
- 5 Bluff Drive
- Signal Hill
- East St. Louis, Ill. 62203

**WASHINGTON COUNTY**
- Paul E. Daniels
- Box 293
- Ashley, Ill. 62808

**WAYNE COUNTY**
- Joseph D. Rodgers
- Cisne, Ill. 62823

**WHITE COUNTY**
- Vincent Kallenbach
- Box 11
- Crossville, Ill. 62827

**WILLIAMSON COUNTY**
- LeRoy Brandon
- 500 S. 6th St.
- Herrin, Ill. 62948
IT WAS EXPECTED to be a great year, and it was. In fact, the 1968-69 school year produced more victories in dual contests for Saluki sports teams than any previous year.

Football, after a few lean years, bounced back; the Salukis completed the season 6-3. The cross-country squad won three of seven meets, the basketball team posted a 16-8 mark, and the gymnasts had only two setbacks in a dozen outings.

Saluki swimmers were 7-2 for the season, wrestling produced 10 victories in 14 appearances, the track team was 2-3, baseball 36-9-1, tennis 15-2, and golf 13-5.

THE COMPOSITE TOTAL is 118 wins, 42 losses, and one tie, best in SIU history. Best previous year was 1965-66, when the same 10 Saluki squads collected 115 victories while losing 53 and tying three.

The composite sports record for 1967-68 was 114 wins in 173 contests, while Saluki teams topped the century mark in victories in three other years: 1958-59, 1960-61, and 1966-67.

Even more impressive than the record, however, is the caliber of competition met by the Salukis this year. The footballers lost only to Louisville, Tulsa, and Youngstown while beating Dayton, Tampa, Northern Michigan, Drake, Lamar Tech, and Southwest Missouri.

Coach Lew Hartzog's track and field team, while not contributing greatly to the overall total, lost only to Kansas, Drake, and Tennessee, while beating Illinois and Murray State. Kansas was the NCAA indoor champ and runner-up to San Jose State outdoors, while Drake, a 73-72 victor over the Salukis, won the Missouri Valley Conference championship.

The Saluki baseball team suffered two of its losses in the College World Series, had two others to top-ranked Florida State, and two others to Arizona State and Texas El Paso. There were big wins over Big Ten champ Minnesota in tournament play and New Mexico State, Texas El Paso, Wyoming, Illinois, and Western Kentucky during regular season competition.

The cross-country team bowed before Kansas, Kansas State, and Miami (Ohic) while defeating Illinois and winning the Owensboro (Ky.) Invitational in its better efforts of the season.

COACH JACK HARTMAN's cagers earned a berth in the National Invitation Tournament for the second time in three years. They had big wins over Wichita State, Texas, a strong Nevada Southern team, Kentucky Wesleyan, Long Island, and St. Louis U. Meanwhile, they were losing to the likes of Southern Methodist, Tennessee, Tulsa, Kentucky Wesleyan, Kansas State, and South Carolina.

Wrestling's four losses were to three of the top teams in the country--Michigan State, Iowa State, and Oklahoma State--and to Colorado State. Principal wins were over Illinois, Nebraska,
One of the most prized recruits signed this spring by members of the Saluki coaching staff was prep football star J. T. Purnell of Jackson, Miss., who scored 41 touchdowns in his high school career. Purnell, shown here with his mother signing a national letter of intent, won numerous prep honors and is considered by head football coach Dick Towers, right, as one of the top running backs SIU has ever recruited. Also present at the signing were Dr. Donald N. Boydston, standing left, head of intercollegiate athletics, and Bill Brown of the athletics staff.

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while losing only to Oklahoma and Oklahoma City.

Meanwhile, Saluki golfers were likewise compiling a neat record with wins over Tulane, Northwestern, St. Louis, and Indiana State. Notre Dame, Missouri, and Southern Mississippi were teams which edged the Salukis.

THERE WERE INDIVIDUAL standouts as well. Chuck Benson, the lean leaper from Atlanta, Ga., repeated as the Salukis' outstanding athlete of the year, receiving the Henry Hinkley Award at the annual All-Sports Banquet.

In addition to being captain of the basketball squad, Benson enjoyed another fine season in track. He averaged

Bloomsburg State, Indiana State, and Missouri.

Only NCAA champion Indiana and fourth-place Michigan were able to top Coach Ray Essick's swimmers. Victims of the Saluki team included such notables as Cincinnati, Oklahoma, Miami (Ohio), Indiana State, and Iowa State.

Saluki gymnasts, perennial national leaders, bowed twice to Iowa and the Hawkeyes went on to win the NCAA title. Wins by the gymnasts included such competition as Illinois, Michigan State, Iowa State, Air Force, Arizona State, Oklahoma, and Indiana State.

Coach Dick LeFevre's tennis team had prestigious wins over Houston, Tennessee, Georgia Tech, and Illinois,
13.9 points a game for Hartman's basketballers, shooting .481 from the floor (140 of 291 attempts) and .771 from the line (54 of 70). He also was the club's leading rebounder with 202 for the year.

In track, Benson competed occasionally in the 100- and 220-yard dashes in an effort to balance up Coach Lew Hartzog's group which was a shade thin in the sprints. His best event, however, was the open quarter-mile, in which he placed fourth in the 1967 NCAA championships.

What has to be one of the most memorable days in Benson's athletic career, however, was May 24, 1969, at Champaign-Urbana. Competing with his teammates in the first annual Illinois Intercollegiate Track and Field championship meet, Benson earned four watches by winning two events and running anchor leg on two SIU relay teams which also won.

Including the preliminaries, Benson participated in seven races in the single-day meet and was easily the most outstanding performer of the meet. (The Salukis won the coveted team title, 177⅔ to second-place Illinois' 133⅔. Seventeen teams competed.)

Ivory Crockett, the SIU freshman who startled the track world with his 9.3 upset of world champion John Carlos in the 100-yard dash in the national AAU championships in Miami June 28, credits Benson for much of his success. Many times he has felt like giving up, Crockett says, but Benson was always there to encourage him when he needed it most.

INFIELDERS BILL STEIN and Barry O'Sullivan and outfielder Jerry Bond dominated final Saluki baseball statistics.

Stein, a junior from Cocoa, Fla., was the club's leading hitter with a .394 average and likewise led in total base hits with 67 (a new record). RBI leader was O'Sullivan, an East St. Louis native who played in 135 consecutive games during the past three seasons at SIU. His 49 RBI's also was a record.

Bond broke his own Saluki standard for most runs scored in a single season as he accounted for 54 of the team's 343 tallies.

The pitching trio of Bob Ash, Jerry Paetzhold, and Lee Pitlock worked 266 of the 372 innings played this season and posted 1.72, 1.87, and 1.96 earned-run averages, respectively.

BILL LLOYD, a freshman from Sidney, Australia, was SIU's most valuable tennis player and owned the best individual record with 15 wins in 17 outings. The fact that Lloyd was playing at the number one spot much of the season makes his mark even more impressive.

Ray Briscoe, another one of four freshmen on Coach Dick LeFevre's squad, posted a fine 13-2 record, while Chris Greendale was 14-3 and Macky Dominguez was 13-4.

Harvey Ott Jr., with a 75.1 stroke average, paced Coach Lynn Holder's golf squad.

GOLFER LON SCHEIBAL was named 1968-69 most valuable athlete at the first Intercollegiate Athletic Awards Banquet on the Edwardsville campus. Scheibal, a senior from Edwardsville, was one of 87 Cougar athletes awarded letters.

Three soccer players, Jack Blake, John Carenza, and Jim Stranz, were named most valuable in that sport. All are from St. Louis. The Cougar soccer team posted SIU's only perfect (10-0) record for the year.

Gus Schalkham, Granite City, was named most valuable member of the cross-country team; Gary Collins of East Alton took the honor in baseball, and Bernie Pitts of Alton was chosen in basketball.

DESPITE THE FACT that he fielded a predominantly freshman squad, Coach Roy Lee led his Cougar baseball team to a respectable 11-14-1 record in the second year of intercollegiate competition.

Only three regulars were lost through graduation, and Lee feels that next year could be a good one for the Cougars.

"We played some of the top college teams in the nation and I'm proud of my boys," the Cougar coach says. "They lost at least six games primarily because of inexperience, and next year they won't make those mistakes. We could easily have been 18-8 this year."
'You don't have to like Beethoven,' says Samuel Floyd to his music students

You don't have to like Beethoven just because he's among the "great" composers of all time, or feel insecure because you don't like him. Instead, develop the ability to understand what music says and make your own judgment based on your own inquiry.

That's the somewhat unorthodox instructions Samuel A. Floyd Jr. gives his SIU music classes.

Floyd, a former band director, is now a doctoral student and instructor in the SIU music department. He's turned his vocation from band work to music appreciation.

A native of Tallahassee, Florida, he graduated from Florida A & M College and taught seven years before coming to Carbondale for graduate studies.

While teaching at Arcadia, Florida, High School, he wrote some cadences for his band to use. A local music dealer, without Floyd's knowledge, sent the work to a publisher. The score came out in 1961 under the title "99 Street Beats, Cadences, and Exercises for Percussion."

By the time he came to SIU the initial edition of the publication was sold out, so Floyd revised and expanded it for a second edition. Published in 1965 under the title "101 Street Beats, Cadences and Exercises for Percussion," it included a picture and explanation of SIU's Marching Salukis rhythm section.

Floyd completed the master of music education degree in 1965 and was appointed preceptor while starting work toward the doctor's degree. Last fall he was appointed to a full-time instructorship.

Over the years since he has been at SIU, Floyd says he has lost his interest in band work and has become devoted to music appreciation and the philosophy of music education.

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Alumni, here, there...

1918 Wichita, Kan., is the home of Mrs. Wiley A. Heiple (Inez Winn), a retired teacher. Mrs. Heiple's husband died in May, 1966. She is a life member of the Alumni Association.

1937 Mr. and Mrs. Kenneth E. Beaver (Frances B. Beaver, ex) live in Iuka, where he is superintendent of schools. A second generation of the family was represented at SIU by a daughter, Mrs. Kenneth G. Dry '61, M.S. '66 (Bonlyn Kay Beaver '63), who now lives in Hinsdale.

1939 Edwardsville is the home of Mr. and Mrs. John A. Mottar (Louise Parkinson). Mrs. Mottar is a sixth grade teacher. Their son, John A. Jr., is a pilot in the U.S. Air Force and their daughter, Bonnie Marie, is a senior at the University of Illinois.

1941 Paul H. Tippy is head of correspondence studies at the University of Illinois. He and his wife, Imogene, have three children and live in Champaign.

1942 Lloyd V. Mitchell is chief of the Rocketsonde Branch, Aerospace Sciences Division, U.S. Air Force Environmental Technical Application Center, Washington, D.C. Mrs. Mitchell (Thelma Vernon Mitchell, ex) is a kindergarten teacher in Prince Georges County Schools, Md. They make their home in Forestville, Md.

1947 Dr. Earl D. Patton, M.A. '52, this month assumed duties as superintendent of the Springfield, Ill., school system. He was formerly superintendent...
Journalism Award to Donald Phillips

Donald E. Phillips, editor of the IAA Record, monthly magazine of the Illinois Agricultural Association, has been named 1969 SIU "Journalism Graduate of the Year."

Phillips, a 1956 graduate, was honored at a banquet climaxing annual Journalism Week activities.

He joined the IAA Record in 1960, previously working three years as a news and feature writer and photographer for the Marion Daily Republican. Before that he was on the editorial staff of two Saline County newspapers.

Phillips is married to the former Peggy Morgan, ex '56. They have two sons, Gordon Michael and Steven Eric, and live in Normal.

of schools for the Culver City Unified School District. He and his wife, CATHERINE DENT Patton, ex, have two sons.

1955 JERRY ANDERSON, M.S. '57, social studies teacher currently on leave from Oak Lawn Community High School, has been selected to participate in a teacher training institute this summer at the University of North Carolina. The institute is designed for educators who have attained or are pursuing the doctor's degree in social studies education, with emphasis on the behavioral approach to the study of political science.

THOMAS R. CAMPBELL has been named manager of the marketing department of the Minneapolis casualty and surety division office of Aetna Life and Casualty Company. He joined Aetna in 1955 at St. Louis and was promoted to supervisor there in 1964. For the past four years he has been superintendent in the marketing department at Omaha, Neb. Mrs. Campbell is the former ROSEMARY BASSE '63.

1956 DONALD J. CORZINE, instructor pilot in the Combat Training School at Ellington AFB, Tex., has been honored for having more than 5,000 flying hours in the C-130, the mission aircraft of the school. Corzine left active duty with the U.S. Air Force last year and now is a civilian staff member at Ellington and a captain in the U.S.A.F. Reserve. He and his wife, the former NANCY KAY HOGUE, ex, and their four children live in League City, Tex.

DANNY COX has been promoted to manager of the Tarzana, Calif., office of Forest E. Olson, Inc., realty firm. After ten years as a supersonic all weather fighter pilot, he left the U.S. Air Force with rank of captain. Cox and his wife, Theo, make their home in Thousand Oaks, Calif., with their three daughters.

1957 DR. THOMAS V. HEDGES, M.S. '60, assistant professor of accounting at SIU, will join the Texas Christian University Faculty in September as associate professor of accounting in the M. J. Neely School of Business. He received a Doctor of Business Administration degree from Indiana University, where he has served as both lecturer and teaching assistant. Dr. Hedges and his family
will live in Fort Worth.

Springfield, Mo., is the home of Mr. and Mrs. James A. Shaw and their three daughters. He is a senior salesman with the Johns-Manville Sales Corp.

1961 Dr. Steven Stroup received his M.D. degree last year from the University of Illinois and is now an intern. He and his wife, Judith B. Stroup, live in Grand Rapids, Mich., with their two children, Gregory and Julie.

1962 Randall L. McClary is a dentist in Evansville, Ind., where he and his wife, Coletta Sue, live with their two-year-old daughter, Kristin Sue. He received his D.D.S. degree from Indiana University.

1963 Elizabeth A. Adkins received a master's degree in social work in June from San Diego State College. She is working with the Los Angeles County Department of Adoptions.

1964 Vermillian, S.D., is the home of Mr. and Mrs. Peter P. C. Cheng (Nelly C. Y. Cheng) and their daughters, Margaret and Elizabeth. He is an assistant professor at the University of South Dakota.

1965 Leo Boehm, VTI, is a process engineer with the Ford Motor Co. He and his wife, Sharon Hubbard Boehm, have a daughter, Gloria Suzanne, and live in Kansas City, Mo.

Second Lt. Dennis A. Cornwell, M.S., '68, has been graduated from a U.S. Air Force technical school at Keesler AFB, Miss. He was trained as a computer maintenance officer and assigned to a unit of the Strategic Air Command at Offutt AFB, Neb.

Hahnville, La., is the home of Mr. and Mrs. Frederick K. Gude (Julia S. Gude, '67) and their three children, Erick, Daniel, and Suzanne. Gude is a systems analyst with Union Carbide Corp.

Mr. and Mrs. David L. Johnson (Karen Kay Kunkle '66) live in Carmi. He is an English teacher and golf coach at Carmi High School and she teaches home economics.

Mr. and Mrs. Dulany F. Snriner (Patti Jo Saladino, VTI) live in Springfield, where she is investments-securities clerk at the First National Bank. Her husband will be teaching in the fall.

1966 First Lt. Richard W. Crawford is on duty at Wright-Patterson AFB, Ohio, with the Air Force Institute of Technology as a data automation officer. He was previously stationed at Gunter AFB, Ala.

Ronald Smith was seriously injured April 27 in an auto accident in which his wife, Shirley, and eight-year-old son, Barry, were killed. The four other Smith children also were injured. Mr. Smith is a grade school principal in West Frankfort.

First Lt. William H. Stark is on duty at Korat Royal Thai AFB, Thailand, as fuel officer. Previously assigned at Kelly AFB, Tex., he was commissioned upon completion of reserve officer training at SIU.
Microbiology Ph.D.'s widespread

In the seven years since the department of microbiology at SIU awarded its first Ph.D. degree, all its doctoral graduates have attained responsible positions in teaching or research, Maurice Ogur, department chairman, reports.

David Pittman '54, M.A. '55, Ph.D. '62, who received the first doctoral degree in microbiology given by SIU, is a geneticist in the biology department, Division of Biology and Medicine, Atomic Energy Commission, Bethesda, Md.

Godalmas Parikh, Ph.D. '63, of Bombay, India, is associate professor of bacteriology at South Dakota State University, Brookings.

Lowell Coker '58, M.A. '59, Ph.D. '64, is a member of the Stanley Company Research Center, Decatur.

Mrs. Fern Probstmeyert Lucero '57, M.A. '58, Ph.D. '65, teaches in the University of California Medical School and is bacteriology consultant at two hospitals in the San Francisco Bay Area.

J. K. Bhattacharjee, Ph.D. '66, of Sylhet, East Pakistan, is assistant professor of microbiology at Miami University, Oxford, Ohio.

Wilbert Bowers Jr. '60, M.A. '62, Ph.D. '67, is doing research with the U.S. Army Research Institute of Environmental Medicine, Natick, Mass.

Harry Betterton, M.S. '63, Ph.D. '68, is assistant professor of biology at Ball State University, Muncie, Ind.

Al Roshanmanesh '61, M.A. '62, Ph.D. '68, of Tehran, Iran, is employed by Mead Johnson Pharmaceutical Laboratories, Evansville, Ind.

Ralph St. John '54, M.A. '56, Ph.D. '68, is doing industrial research with Affiliated Laboratories Corp., White Hall, Ill.

Joe Streckfuss '58, M.A. '61, Ph.D. '68, is a staff member at the Dental Science Research Institute, University of Texas, Houston.

The department of microbiology currently has twenty-six graduate students enrolled and forty-one undergraduates, Ogur said, making it the second largest department among the life sciences on the Carbondale campus.

Kenneth J. Gailis was promoted to first lieutenant by the U.S. Army April 5. He left for Vietnam in June. Lt. Gailis and his wife, Linda, have a son, Brian.

First Lt. Michael Herider is a supply officer at Seymour Johnson AFB, N.C., assigned to a unit of the Strategic Air Command. He was commissioned upon completion of AFROTC training at SIU.

Rita Ann Johnson is an associate systems analyst at the First National Bank in Chicago, where she lives.

Bethesda, Md., is the home of Mr. and Mrs. James Edward Kelley Jr. (Patricia Ann Morrison). Mrs. Kelley is recreation program coordinator for upper Montgomery County, Md., and her husband is an assistant district attorney for the District of Columbia.

Arthur G. Peterson is managing editor of the Independent Register, Libertyville, Ill., which won two awards at the spring meeting of the Northern Illinois Editorial Association. He and his wife, Sandi, live in Wauconda, where she is an elementary teacher.

1967 Ronald G. Brohammer, aircraft maintenance officer at Scott AFB, Ill., has been promoted to first lieutenant. He was commissioned upon graduation from Officer Training School, Lackland AFB, Tex.
Army Pvt. John G. Hill has completed eight weeks of military police training at the Army Training Center, Ft. Gordon, Ga.

Lawrence Journey is working this summer under a fellowship from the National Aeronautics and Space Administration. He is at the NASA Langley Research Center at Hampton, Va., working with preliminary designs for a long-distance air transportation system for the 1980's. Journey is a graduate student in chemistry at the University of Illinois Research Center at Hampton, Va., and is a graduate student in chemistry at the University of Illinois. He has been awarded a fellowship from the University of Illinois, and he has completed eight weeks of military police training at Lackland AFB, Okla.

Airmen Donald W. Lee has been assigned to Sheppard AFB, Tex., for training as a medical services officer. He recently completed basic training at Lackland AFB, Tex.

Second Lt. Frederick T. McGuire has been awarded a U.S. Air Force silver pilot wings upon graduation from Vance AFB, Okla. Following specialized aircrew training at other bases, he will be assigned to March AFB, Calif., for duty with a unit of the Strategic Air Command.

Roger Olsen, Ph.D., is assistant professor of psychology and chairman of the psychology department at Illinois Wesleyan University, Bloomington. His wife, Norma Jean Olsen, M. Mus. Ed. '67, teaches strings in the music department there.

Gabriel N. Onyango is a graduate student in chemistry at the University of Illinois Chicago Circle campus. An ASPAU scholar from Kenya, he also teaches Swahili at Wilson Junior College in Chicago.

Pfc. William L. Smith, who is serving with the 4th Infantry Division at Pleiku, Vietnam, has been awarded the Combat Infantry Badge.

Marriages

Carolyn Sue Nordin, Mt. Vernon, to John Evans Doty '68, Belleville, March 25.

Patricia Ward, Murphysboro, to Jack Finney '68, Herrin, April 12.

Elsie Irene Crandall, Farina, to Charles Eugene Fuller, VTI '68, Marion, April 5.

Sherlynn Lou Williams '68, Hoopeston, to Larry Lynn Johnson, Rankin, December 22.


Lucia Colletti, Carbondale, to Thomas F. Nardini '68, Bayonne, N.J., March 22.

Cathy Domark '68, Glen Ellyn, to Thomas O'Rourke '68, Des Plaines, March 8.


Dianne K. Warren '67, M.S. '68, Dwight, to Frederick E. Struve, Dwight, May 27.

Barbara Ann Kovera '68, St. Louis, to Michael Tangora '67, Champaign, June 14.

Deaths

Paul W. Isbell, assistant to the Chancellor at SIU, Carbondale, died April 24 after suffering his second heart attack in two weeks. A former director of auxiliary enterprises and later executive director of business affairs at SIU, Isbell came to SIU in 1952 from the University of Illinois, where he had been assistant director of the housing division. He is survived by his wife, Mary Kathryn, and four children.

1918 Mrs. Albert E. Suthers (Ruth Marie Atkins, 2) died in March in Winter Park, Fla. She held B.A. and M.A. degrees from Ohio Wesleyan University and was a retired teacher.

1919 Mr. William E. Rife, 2, Montrose, Calif., died February 26. A retired real estate broker, he is survived by his wife, Mary E. Thielecke Rife, '20-2.

1923 Miss Grace Miller, 2, Cobden, died in February while visiting friends in Texarkana, Ark. She had taught in schools in Cobden, Pinckneyville, and Malvern, Ark.

1950 Miss Olive Boner, West Frankfort, died April 29. She was a retired teacher with more than 40 years of service in the West Frankfort school system. Survivors included three sisters and two brothers.

1963 Judy Valente, a public relations representative for Delta Airlines, died of an apparent heart attack May 16. She became suddenly ill at her home in Chicago and died in Wesley Memorial Hospital a few hours later. Survivors include her parents, a brother, and a sister.

1968 Pfc. Nelson L. Horschm Jr., Kankakee, died March 30 in Vietnam from wounds received from enemy small arms fire on March 23. He was assigned to the 101st Airborne Division.

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

1909 Mrs. E. R. Clayton (Ellouise Sheppard, 2), Omaha, Neb.

1924 Miss Lelia Allison, ex, Elery, Ill.

1926 Mrs. Edgar Booker (Lilly Meininger Booker, 2), Flora, Ill.

1946 Mrs. Sarah Denton, ex, Shawneetown, Ill.

1966 Mr. Earl Thomas Weger, Evansville, Ind.
Honorable & Mentionable . . .

Eugene T. Simonds, 54, newest member of the SIU board of trustees, is a man of many hobbies. But some of the more costly ones are expected to pay their own way—possibly because of Simonds' Scotch background.

"Gene" Simonds' father came to the United States from England—the family has gone back many times to visit there and in Scotland, home of his maternal grandparents—and settled in Sparta, where Scotch Presbyterians are plentiful.

In 1933, the younger Simonds enrolled at the University of Illinois, where he earned a degree in civil engineering. Today he is president of four construction companies, owner of an engineering firm, operator of a stock farm and a game farm, director of two banks, commander of an Air Reserve squadron, and an active participant in a number of civic organizations and trade associations.

A former member of the Carbondale Community High School board, he is a member of the Emergency Resources Planning Committee, Chicago.

In World War II, Simonds served with the Corps of Engineers, transferred to the Army Air Corps and became a wing navigator in England. His ten decorations include the French Croix de Guerre.

For Simonds, business and pleasure tend to mix. The Simonds family likes horseback riding and rodeo competition, interests which began casually. Now, however, the EKS Stock Farm produces fine riding horses and more than pays its own way.

Hunting, fishing, and travel are among other Simonds interests. The Snyder Lake Farms, Ltd., near Elkville, provide a shooting area—and also produce game ducks, quail, and pheasants.

And then there's the goose hunting field near Cairo, which serves as shooting grounds not only for the Simonds family and friends but also for dozens of business associates and customers who are guests there each season.

Mr. and Mrs. Simonds are parents of three daughters and a son. The eldest daughter, Gayl Anne, was an air line stewardess and stewardess instructor and is now married and living in Michigan. Kathryn Jean (Kassy) is a student at Stephens College; Millicent Mae (Millie) and Edward Thomas (Bill) are still at home.

Mrs. Simonds also is a native of Sparta, where she was high school secretary and librarian before her marriage. In Carbondale, she has been involved in hospital auxiliary work, PTA, and Girl Scouts, among other activities.

Simonds, in addition to affiliation with national, state, and area contractors' and builders' associations, is a member of the U.S., Illinois, and Carbondale chambers of commerce and Southern Illinois, Inc. He was appointed to the SIU board to succeed Kenneth L. Davis of Harrisburg, who resigned after nearly twenty years on the board because of poor health.

While it obviously is an honor to serve on the board of trustees of the nation's 20th largest university, such a position involves much time and work, not only for day-long meetings but also for committee work and for travel as a representative of the SIU board on other groups related to higher education. Why would a man whose days already are so crowded be willing to accept such an appointment?

"I want to know more about the University," says Simonds. "I want to become a part of it. In an institution which is continuing to grow, some of my experience may be helpful."
Honor Roll of New Life Members

SIU ALUMNI ASSOCIATION

Life Memberships
Mrs. A. Frank Bridges '55
(LaDaw Bridges)
Carbondale, Illinois
Mrs. Robert M. East, ex '54
(Mary Rukavina)
Mt. Prospect, Illinois
Mr. Vincent E. Freeman '39
St. Louis, Missouri
Mr. W. Dennis Grubb '66
Chevy Chase, Maryland
Mrs. Wiley A. Heiple '18-2
(Inez Wimm)
Wichita, Kansas
Dr. John O. Hudgins, Jr. '55
Murphysboro, Illinois
Mrs. Goffrey H. Hughes, ex '29
(Martha S. Hughes)
Carbondale, Illinois
Mr. Robert D. Jobe '58
Belleville, Illinois
Mr. R. Dale Kittle '49
Lynnfield, Massachusetts

Mr. Orvil D. Lauher '65
LaGrange, Illinois
Dr. William H. Lindenberg '57
Centralia, Illinois
Mr. John M. Lindsey '51
San Diego, California
Mr. William A. Mary ’49
Miami, Florida
Mr. Claud A. Pyle ’42
Las Cruces, New Mexico
Miss Marjorie Ratz ’44
Red Bud, Illinois
G. Wallace Rich ’50
Cobden, Illinois
Mr. Frank M. Smunt ’62, ’64
Berywn, Illinois
Mr. Jack L. Thatcher ’57, ’66
Pleasant Plains, Illinois

Family Life
Dr. and Mrs. Robert P. Baysinger ’48
(Patricia Rose, ex ’49)
Carbondale, Illinois

Mr. and Mrs. Lee H. Boswell ’40
(Wilma Barnard ’59, ’62)
Mt. Vernon, Illinois
Mr. and Mrs. Arthur G. Carle ’58, ’61
(JoAnn Marie Niehoff ’58)
High Ridge, Missouri
Mr. and Mrs. Thomas W. Floyd ’49, ’50
(Margaret Powell ’45)
Charleston, Illinois
Dr. and Mrs. Dale K. Jones ’59
(Elizabeth Goeddle ’58)
Decatur, Illinois
Mr. and Mrs. Richard H. Lence ’42
(Majel S. Lence, ex ’46)
Concord, Massachusetts
Mr. and Mrs. James H. Moak ’49
(Ruth McKemie ’47)
Mansfield, Illinois
Dr. and Mrs. Donald T. Nelson ’58
(Myrna Kuhn ’59)
Indianapolis, Indiana

Those listed above became life members of the SIU Alumni Association during the past year. If you are a member of the Association, or qualify for membership, perhaps now is the time for you to consider joining them. Cost is $100 (minimum annual installment payment $10), or $125 for a family life membership if both husband and wife are alumni (minimum annual installment payment $12.50). Benefits begin immediately. Life membership payments go into a permanent endowment, the interest supporting alumni activities in perpetuity. Write the Alumni Office for details.