Alumnus

Southern Illinois University Office of Alumni Services

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In the decade between now and then, our colleges and universities must face some large and perplexing issues.
The cost of insuring SIU buildings has skyrocketed tenfold in a year's time. A new, $1,000-deductible policy covering $91,011,931 worth of University-owned buildings and equipment (regular state-owned campus buildings are not included) carries premiums of $342,000 for the year. This agreement was negotiated from an original bid offering coverage with a $100,000-deductible clause for $247,000 a year. Last year, the cost was $32,928.

The increases are blamed on campus disorders around the country. "Universities and colleges are no longer low-risk customers," an SIU official explains. "The companies consider us high risks. Everyone is concerned and everybody is going to get hit when contract time comes around." Of all the indicators of the high dollar cost of campus turmoil, this one is perhaps most graphic.

In this issue of Alumnus are two articles which bear very directly on the problems of campus unrest. One is the commentary of Eric Sevareid, which we feel puts the matter in proper perspective. The other is the 1970 "Moonshooter" national report, covering this and other matters faced by higher education in the coming decade. Both, we believe, merit your attention—and should, in fact, be on the "must" list of alumni reading.

—R. G. H.
Great Teacher While SIU Alumni Association members are balloting for 1970 Great Teachers on both the Carbondale and Edwardsville campuses, Dr. Ted Ragsdale is enjoying the Great Teacher title awarded last year. You’ll enjoy reading about Dr. Ragsdale, the first SIU alumnus to win the coveted award. Turn to page 2.

Sevareid In what is perhaps the most astute assessment yet voiced on the turmoil on college campuses in recent times, noted television news commentator Eric Sevareid puts such activity into proper perspective. *Alumnus* is privileged to carry his views in this issue, beginning on page 4.

Moonshooter Subject of this year’s “Moonshooter” national report is 1980, and the issues to be faced by higher education in the decade before us. The report, done by a group of cooperating editors and educators who form the staff of Editorial Projects for Education, appears in alumni publications across the nation. See page 7.

A professor in the College of Education, Ted Ragsdale teaches language arts and reading in elementary education.

Ted Ragsdale has put in more years at Southern Illinois University than any other present faculty member. For four and a half decades, he has instructed his students in the fundamentals of elementary education; and in return his former students last spring exercised their rights as members of the SIU Alumni Association and elected him Great Teacher of 1969.

It was the year in the University's Centennial Period devoted to the theme of teacher training, so the selection was especially appropriate. It also was appropriate that the man honored was the first SIU graduate ever to receive the coveted award. Dr. Ragsdale is, in fact, a past-president of the Alumni Association.

Having started his career in elementary education in a one-room country school near Galatia, Ted Ragsdale entered SIU in 1923 when it was Southern Illinois Normal University and was known primarily as a teacher's college. He had always wanted to teach, although he still doesn't know exactly why.

Looking back now, Dr. Ragsdale admits to having no one particularly inspiring teacher in his elementary and high school years. Nevertheless, he says, there were some good ones who must have been instrumental in starting him along the road in education.

In 1924, after only two years of college, he was asked to serve on the SIU staff. It was understood, he recalls, that he would be a student helper for a year. After that, if his work had been satisfactory, he would become a permanent faculty member. His work apparently was satisfactory, for Ted Ragsdale still is very much a part of the SIU faculty. (He did take time out to earn a master's degree from the University of Illinois and a Ph.D. degree from St. Louis University, after completing his bachelor's degree at Southern in 1928.)

As a climax to the 1969 Alumni Day activities, Dr. Ragsdale accepts the coveted Great Teacher Award.

**Ted Ragsdale Enjoys Great Teacher Title**

SIU Alumni Association members are now balloting for 1970 Great Teachers on both the Carbondale and Edwardsville campuses. Meanwhile, Dr. Ted Ragsdale still enjoys the genial pleasure of last year's Great Teacher title, the last awarded under the previous system of granting a single award on a University-wide basis.—Editor

**Shirley Blackburn**

"This teacher's influence," one alumnus wrote, "led me into teaching."

As a climax to the 1969 Alumni Day activities, Dr. Ragsdale accepts the coveted Great Teacher Award.

"If I had had but one excellent teacher and many good ones," he says, "I would put the excellent one in the first grade, as I consider it the most important grade."

Asked about himself as a teacher, Dr. Ragsdale explains it this way: He is an instructor who lets his students know precisely what is wanted of them and then expects them to have it done.

"Some people call me demanding," he notes. "I prefer 'exacting.'"

Motivation is a definite need of the teacher of today, the 1969 Great Teacher feels. In his own classes, he attempts to motivate students by making his own enthusiasm contagious. His ability 'to spread' his enthusiasm, to make students feel it, has been put to good use in the courses he teaches.

Outside the classroom, Dr. Ragsdale is one who enjoys his leisure time. He likes to travel, enjoys reading, and is dedicated to his flower garden. It is perhaps this intensity for whatever he's doing that marks him as an outstanding teacher. Indeed, "dedication" was one quality mentioned often by those alumni naming him their choice for Great Teacher.

"This teacher's influence," one alumnus wrote, "led me into teaching."

Probably the question asked most often of Dr. Ragsdale since his selection as the 1969 Great Teacher is how he reacted to the honor. He answers it like this:

"It was undoubtedly the biggest thrill of my professional life. I was completely overcome. It was the height of my career for two reasons: I've always enjoyed teaching, and my interest is in teaching itself—not in research or publication."

—Shirley Blackburn
America is a land of the youth cult. In no other big country is youth so cherished. In no other country is it a social sin to be old, because this nation has always been spiritually geared to the future, not the past. Oscar Wilde said, "The youth of America is their oldest tradition. It has been going on now for three hundred years."

The generation gap is, in large measure, the difference between feeling and knowledge. Lyric poets generally do their best work when they are young, philosophers when they are old. The old infuriate the young, because the old have forgotten the agonies of youth. The nerve ends, after all, do not remember pain—nature's secret arrangement for man's survival. The young infuriate the old, because the old cannot transmit their experience to the young—nature's secret arrangement for man's creativeness.

Youth can measure in only one direction, from things as they are over to their idea of what things ought to be. Older people must add two other measurements: backwards to things as they used to be, and latterly, to things as they are in other societies. Otherwise, life, experience, has no meaning.

Assuming it does, a few observations may be in order. Student revolutionaries seek greater personal freedom, but what successful revolutions really increase is the power of the state machines, which these students hate. If the young really do try to stage a revolution, it will be symbolistic; but it would be met by a repression that would be realistic. It is always the assumption of the young that the removal of something bad will, by some law of nature, mean the automatic arrival of something better. History suggests some doubts about this.

They assume that modern technology stifles the human individual. The best study of this, now underway at Harvard, suggests the very opposite. Student radicals assume that universities are the enemies of truth and justice; if so, then justice and truth have no friends at all. They tell us they understand the true biology of history and the true anatomy of American society and what must be done; in the same breath, they tell us our educational system is no good. This puzzles adults. They tell us they know far more at a far younger age, and this does not puzzle adults. This is what they had in mind; the code word for this is progress.
Violence on a college campus is not only anti- Establishment; it is also anti-intellectual. To use fascist methods is, essentially, to be a fascist. Means are what the centuries-old struggle for the rule of law and reason was all about.

Some of the grievances of the young are different from the previous years, though hardly more severe, but the feelings of the young are not different. A distinguished English author wrote this about his own college generation: “We were convinced,” he said, “that everyone over twenty-five, with one or two remarkable exceptions, was hopeless, having lost the elan of youth, the capacity to feel, and the ability to distinguish truth from falsehood.” He was writing about the year 1903.

But if the feelings of youth are born afresh with each generation, they cannot be devoid of validity. There is a powerful vision in the eye of the innocent. The child does see when the emperor has no clothes. And at various points of his anatomy, the emperor is naked: on his premises behind the Vietnam war, in which the young are doing the dying; on the workings of the draft; on the creaking machinery of our electoral and administrative processes; on the coexistence of immense wealth and awful poverty; on the fantasy of racial inferiority; on the creeping, choking undergrowth of the military establishment.

But only in minor and indirect ways are the colleges responsible for all this. Young rebels attack them for the same reason climbers climb mountains: because they are there. Most institutions in this country require reform, colleges included. A strong advisory role for students makes not only for justice, but for common sense. The one thing colleges cannot stand up against, and the one thing that the American people will not stand for, is mass violence.

A very great professor, Alfred North Whitehead, once made a chilling remark. “Wait for the back streets,” he said. “When they move, the intellectuals will be swept aside.” That would be a pity.

CBS news commentator Eric Sevareid is a familiar figure to millions of American television viewers.
Subject of the 1970 "Moonshooter" Special Report is 1980—or, to be more precise, the decade of change lying between now and 1980. What does that decade hold for higher education? The answers, as you'll read in the report, are startling. What does it hold for SIU? We asked chancellors Robert W. MacVicar of the Carbondale Campus and John S. Rendleman of the Edwardsville Campus. Here are their responses:

Southern Illinois University has a tradition of willingness to engage in experimentation and innovation. Such a tradition will be evermore important in the 1970's, which may very well be the "decade of decisions." Some of the critical problems facing human society will be solved in the coming decade or they may well not be solved at all.

In such a critical environment, the University assumes an evermore important role, not only as the instrument for the education of youth but also as a source of new information through research and especially as an instrument of social change through dedicated and effective public service.

In far downstate Illinois, SIU at Carbondale has effectively served a purpose as a "change agent" during the last twenty years. In the coming ten years it will find even greater demands placed upon it to assist its community in reacting effectively and positively to changing circumstances and dramatically changed standards. If the quality of human life is to continue to improve rather than to deteriorate, this clearly is one of the major functions which SIU must discharge effectively. With the tradition of service, and with greater capability than ever before, there is every reason to expect that this function will be discharged with distinction.

—CHANCELLOR MACVICAR

The challenge that faces us in the years ahead is essentially the same challenge which has confronted mankind since he discovered himself. The search for truth and identity, colliding with the struggle for mastery over his environment, has presented man with a ready source of conflict in each succeeding age. However, a new dimension of this problem is presently provided by the combination of ever-increasing facility of communication of all types and by the concomitant rapidity by which change can therefore be brought about.

Before we arrive safely at 1980, or at tomorrow, we must commit our best energies to a thorough-going analysis of the forces which operate on our civilization—both the forces of thrust and entropy—with a clear view of how we may best use each for the betterment of the human condition. We must at one and the same time devote ourselves to the transmission and interpretation of tradition, as well as to the initiation and understanding of change.

Therefore, since the University looks back as well as forward, it must draw upon the wisdom and commitment of its alumni, who can probably best demonstrate the validity of the judgements made by and in the name of the University. The tapping of this vast resource of alumni and the significant contributions which they can make to the definition of University goals may well be among the most exciting prospects of the coming decade in higher education.

—CHANCELLOR RENDELeman
In the decade between now and then, our colleges and universities must face some large and perplexing issues.

NINETEEN EIGHTY! A few months ago the date had a comforting remoteness about it. It was detached from today’s reality; too distant to worry about. But now, with the advent of a new decade, 1980 suddenly has become the next milepost to strive for. Suddenly, for the nation’s colleges and universities and those who care about them, 1980 is not so far away after all.
BETWEEN NOW AND THEN, our colleges and universities will have more changes to make, more major issues to confront, more problems to solve, more demands to meet, than in any comparable period in their history. In 1980 they also will have:

- **More students to serve**—an estimated 11.5-million, compared to some 7.5-million today.
- **More professional staff members to employ**—a projected 1.1-million, compared to 785,000 today.
- **Bigger budgets to meet**—an estimated $39-billion in uninflated, 1968-69 dollars, nearly double the number of today.
- **Larger salaries to pay**—$16,532 in 1968-69 dollars for the average full-time faculty member, compared to $11,595 last year.
- **More library books to buy**—half a billion dollars’ worth, compared to $200-million last year.
- **New programs that are not yet even in existence**—with an annual cost of $4.7-billion.

Those are careful, well-founded projections, prepared by one of the leading economists of higher education, Howard R. Bowen. Yet they are only one indication of what is becoming more and more evident in every respect, as our colleges and universities look to 1980:

No decade in the history of higher education—not even the eventful one just ended, with its meteoric record of growth—has come close to what the Seventies are shaping up to be.

BEFORE THEY CAN GET THERE, the colleges and universities will be put to a severe test of their resiliency, resourcefulness, and strength.

No newspaper reader or television viewer needs to be told why. Many colleges and universities enter the Seventies with a burdensome inheritance: a legacy of dissatisfaction, unrest, and disorder on their campuses that has no historical parallel. It will be one of the great issues of the new decade.

Last academic year alone, the American Council on Education found that 524 of the country’s 2,342 institutions of higher education experienced disruptive campus protests. The consequences ranged from the occupation of buildings at 275 institutions to the death of one or more persons at eight institutions. In the first eight months of 1969, an insurance-industry clearinghouse reported, campus disruptions caused $8.9-million in property damage.

Some types of colleges and universities were harder-hit than others—but no type except private two-year colleges escaped completely. (See the table at left for the American Council on Education’s breakdown of disruptive and violent protests, according to the kinds of institution that underwent them.)

Harold Hodgkinson, of the Center for Research and Development in Higher Education at the University of California, studied more than 1,200 campuses and found another significant fact: the bigger an institution’s enrollment, the greater the likelihood that disruptions took place. For instance:

- Of 501 institutions with fewer than 1,000 students, only 14 percent reported that the level of protest had increased on their campuses over the past 10 years.
- Of 32 institutions enrolling between 15,000 and 25,000 students, 75 per cent reported an increase in protests.
- Of 9 institutions with more than 25,000 students, all but one reported that protests had increased.

This relationship between enrollments and protests, Mr. Hodgkinson discovered, held true in both the public and the private colleges and universities:

"The public institutions which report an increase in protest have a mean size of almost triple the public institutions that report no change in protest," he found. "The nonsectarian institutions that report increased protest are more than twice the size of the nonsectarian institutions that report no change in protest."

Another key finding: among the faculties at protest-prone institutions, these characteristics were common: "interest in research, lack of interest in teaching, lack of loyalty to the institution, and support of dissident students."

Nor—contrary to popular opinion—were protests confined to one or two parts of the country (imagined by many to be the East and West Coasts). Mr. Hodgkinson found no region in which fewer than 19 per cent of all college and university campuses had been hit by protests.

"It is very clear from our data," he reported, "that, although some areas have had more student protest than others, there is no 'safe' region of the country."
Some ominous reports from the high schools

1980! What will be the picture by the end of the decade? Will campus disruptions continue—and perhaps spread—throughout the Seventies? No questions facing the colleges and universities today are more critical, or more difficult to answer with certainty.

On the dark side are reports from hundreds of high schools to the effect that "the colleges have seen nothing, yet." The National Association of Secondary School Principals, in a random survey, found that 59 per cent of 1,026 senior and junior high schools had experienced some form of student protest last year. A U.S. Office of Education official termed the high school disorders "usually more precipitous,
spontaneous, and riotlike” than those in the colleges. What such rumblings may presage for the colleges and universities to which many of the high school students are bound, one can only speculate.

Even so, on many campuses, there is a guarded optimism. “I know I may have to eat these words tomorrow,” said a university official who had served with the National Commission on the Causes and Prevention of Violence, “but I think we may have turned the corner.” Others echo his sentiments.

“If anything,” said a dean who almost superstitiously asked that he not be identified by name, “the campuses may be meeting their difficulties with greater success than is society generally—despite the scare headlines.

“The student dissatisfactions are being dealt with, constructively, on many fronts. The unrest appears to be producing less violence and more reasoned searches for remedies—although I still cross my fingers when saying so.”

Some observers see another reason for believing that the more destructive forms of student protest may be on the wane. Large numbers of students, including many campus activists, appear to have been alienated this year by the violent tactics of extreme radicals. And deep divisions have occurred in Students for a Democratic Society, the radical organization that was involved in many earlier campus disruptions.

In 1968, the radicals gained many supporters among moderate students as a result of police methods in breaking up some of their demonstrations. This year, the opposite has occurred. Last fall, for example, the extremely radical “Weatherman” faction of Students for a Democratic Society deliberately set out to provoke a violent police reaction in Chicago by smashing windows and attacking bystanders. To the Weathermen’s disappointment, the police were so restrained that they won the praise of many of their former critics—and not only large numbers of moderate students, but even a number of campus SDS chapters, said they had been “turned off” by the extremists’ violence.

The president of the University of Michigan, Robben Fleming, is among those who see a lessening of student enthusiasm for the extreme-radical approach. “I believe the violence and force will soon pass, because it has so little support within the student body,” he told an interviewer. “There is very little student support for violence of any kind, even when it’s directed at the university.”

At Harvard University, scene of angry student protests a year ago, a visitor found a similar outlook. “Students seem to be moving away from a diffuse discontent and toward a rediscovery of the values of workmanship,” said the master of Eliot House, Alan E. Heimert. “It’s as if they were saying, ‘The revolution isn’t right around the corner, so I’d better find my vocation and develop myself.’ ”

Bruce Chalmers, master of Winthrop House, saw “a kind of antitoxin in students’ blood” resulting from the 1969 disorders: “The disruptiveness, emotional intensity, and loss of time and opportunity last year,” he said, “have convinced people that, whatever happens, we must avoid replaying that scenario.”

A student found even more measurable evidence of the new mood: “At Lamont Library last week I had to wait 45 minutes to get a reserve book. Last spring, during final exams, there was no wait at all.”
Many colleges have learned a lot from the disruptions

PARTIALLY UNDERLYING THE CAUTIOUS OPTIMISM is a feeling that many colleges and universities— which, having been peaceful places for decades, were unprepared and vulnerable when the first disruptions struck—have learned a lot in a short time.

When they returned to many campuses last fall, students were greeted with what The Chronicle of Higher Education called “a combination of stern warnings against disruptions and conciliatory moves aimed at giving students a greater role in campus governance.”

Codes of discipline had been revised, and special efforts had been made to acquaint students with them. Security forces had been strengthened. Many institutions made it clear that they were willing to seek court injunctions and would call the police if necessary to keep the peace.

Equally important, growing numbers of institutions were recognizing that, behind the stridencies of protest, many student grievances were indeed legitimate. The institutions demonstrated (not merely talked about) a new readiness to introduce reforms. While, in the early days of campus disruptions, some colleges and universities made ad hoc concessions to demonstrators under the threat and reality of violence, more and more now began to take the initiative of reform, themselves.

The chancellor of the State University of New York, Samuel B. Gould, described the challenge:

“America’s institutions of higher learning . . . must do more than make piecemeal concessions to change. They must do more than merely defend themselves.

“They must take the initiative, take it in such a way that there is never a doubt as to what they intend to achieve and how all the components of the institutions will be involved in achieving it. They must call together their keenest minds and their most humane souls to sit and probe and question and plan and discard and replan—until a new concept of the university emerges, one which will fit today’s needs but will have its major thrust toward tomorrow’s.”

IF THEY ARE TO ARRIVE AT THAT DATE in improved condition, however, more and more colleges and universities—and their constituencies—seem to be saying they must work out their reforms in an atmosphere of calm and reason.

Cornell University’s vice-president for public affairs, Steven Muller (“My temperament has always been more activist than scholarly”), put it thus before the American Political Science Association:

“The introduction of force into the university violates the very essence of academic freedom, which in its broadest sense is the freedom to inquire, and openly to proclaim and test conclusions resulting from inquiry. . . .

“It should be possible within the university to gain attention and to make almost any point and to persuade others by the use of reason. Even if this is not always true, it is possible to accomplish these ends by nonviolent and by noncoercive means.

“Those who choose to employ violence or coercion within the university cannot long remain there without destroying the whole fabric
of the academic environment. Most of those who today believe otherwise are, in fact, pitiable victims of the very degradation of values they are attempting to combat.”

Chancellor Gould has observed:
“Among all social institutions today, the university allows more dissent, takes freedom of mind and spirit more seriously, and, under considerable sufferance, labors to create a more ideal environment for free expression and for the free interchange of ideas and emotions than any other institution in the land. . . .
“But when dissent evolves into disruption, the university, also by its very nature, finds itself unable to cope . . . without clouding the real issues beyond hope of rational resolution. . . .”

The president of the University of Minnesota, Malcolm Moos, said not long ago:
“The ills of our campuses and our society are too numerous, too serious, and too fateful to cause anyone to believe that serenity is the proper mark of an effective university or an effective intellectual community. Even in calmer times any public college or university worthy of the name has housed relatively vocal individuals and groups of widely diverging political persuasions. . . . The society which tries to get its children taught by fettered and fearful minds is trying not only to destroy its institutions of higher learning, but also to destroy itself. . . .
“[But] . . . violation of the rights or property of other citizens, on or off the campus, is plainly wrong. And it is plainly wrong no matter how high-minded the alleged motivation for such activity. Beyond that, those who claim the right to interfere with the speech, or movement, or safety, or instruction, or property of others on a campus—and claim that right because their hearts are pure or their grievance great—destroy the climate of civility and freedom without which the university simply cannot function as an educating institution.”
What is the students' rightful role in the running of a college or university? Should they be represented on the institution's governing board? On faculty and administrative committees? Should their evaluations of a teacher's performance in the classroom play a part in the advancement of his career?

Trend: Although it is just getting under way, there's a definite movement toward giving students a greater voice in the affairs of many colleges and universities. At Wesleyan University, for example, the trustees henceforth will fill the office of chancellor by choosing from the nominees of a student-faculty committee. At a number of institutions, young alumni are being added to the governing boards, to introduce viewpoints that are closer to the students'. Others are adding students to committees or campus-wide governing groups. Teacher evaluations are becoming commonplace.

Not everyone approves the trend. "I am convinced that representation is not the clue to university improvement, indeed that if carried too far it could lead to disaster," said the president of Yale University, Kingman Brewster, Jr. He said he believed most students were "not sufficiently interested in devoting their time and attention to the running of the university to make it likely that 'participatory democracy' will be truly democratic," and that they would "rather have the policies of the university directed by the faculty and administration than by their classmates."

To many observers' surprise, Harold Hodgkinson's survey of student protest, to which this report referred earlier, found that "the hypothesis that increased student control in institutional policy-making would result in a decrease in student protest is not supported by our data at all. The reverse would seem to be more likely." Some 80 per cent of the 355 institutions where protests had increased over the past 10 years reported that the students' policy-making role had increased, too.

What about the advantages of higher education being extended to greater numbers of minority-group youths? What if the quality of their pre-college preparation makes it difficult, if not impossible, for many of them to meet the usual entrance requirements? Should colleges modify those requirements and offer remedial courses? Or should they maintain their standards, even if they bar the door to large numbers of disadvantaged persons?

Trend: A statement adopted this academic year by the National Association of College Admissions Counselors may contain some clues.

At least 10 per cent of a college's student body, it said, should be composed of minority students. At least half of those should be "high-risk" students who, by normal academic criteria, would not be expected to succeed in college. "Each college should eliminate the use of aptitude test scores as a major factor in determining eligibility for admission for minority students," the admissions counselors' statement said.

A great increase in the part played by community and junior colleges is also likely. The Joint Economic Committee of Congress was recently given this projection by Ralph W. Tyler, director emeritus of the Center for Advanced Study in Behavioral Sciences at Stanford, Cal.: "[Two-year colleges] now enroll more than 20 per cent of all students in post-high school institutions, and at the rate these colleges are increasing in number as well as in enrollment, it is safe to predict that 10 years from now 3-million students will be enrolled... representing one-third of the total post-high school enrollment and approximately one-half of all first- and second-year students.

'Their importance is due to several factors. They are generally open-door colleges, enrolling nearly all high school graduates or adults who apply. Because the students represent a very wide range of background and previous educational experience, the faculty generally recognizes the need for students to be helped to learn."
What is the future of the predominantly Negro institutions of higher education?

Trend: Shortly after the current academic year began, the presidents of 111 predominantly Negro colleges—“a strategic national resource . . . more important to the national security than those producing the technology for nuclear warfare,” said Herman H. Long, president of Talladega College—formed a new organization to advance their institutions’ cause. The move was born of a feeling that the colleges were orphans in U.S. higher education, carrying a heavy responsibility for educating Negro students yet receiving less than their fair share of federal funds, state appropriations, and private gifts; losing some of their best faculty members to traditionally white institutions in the rush to establish “black studies” programs; and suffering stiff competition from the white colleges in the recruitment of top Negro high school graduates.

How can colleges and universities, other than those with predominantly black enrollments, best meet the needs and demands of nonwhite students? Should they establish special courses, such as black studies? Hire more nonwhite counselors, faculty members, administrators? Accede to some Negroes’ demands for separate dormitory facilities, student unions, and dining-hall menus?

Trend: “The black studies question, like the black revolt as a whole, has raised all the fundamental problems of class power in American life, and the solutions will have to run deep into the structure of the institutions themselves,” says a noted scholar in Negro history, Eugene D. Genovese, chairman of the history department at the University of Rochester.

Three schools of thought on black studies now can be discerned in American higher education. One, which includes many older-generation Negro educators, holds black studies courses in contempt. Another, at the opposite extreme, believes that colleges and universities must go to great lengths to atone for past injustices to Negroes. The third, between the first two groups, feels that “some forms of black studies are legitimate intellectual pursuits,” in the words of one close observer, “but that generally any such program must fit the university’s traditional patterns.” The last group, most scholars now believe, is likely to prevail in the coming decade.

As for separatist movements on the campuses, most have run into provisions of the federal Civil Rights Act of 1964, which bars discrimination in housing and eating facilities.

What should be the role of the faculty in governing an institution of higher education? When no crisis is present, do most faculty members really want an active part in governance? Or, except for supervising the academic program, do they prefer to concentrate on their own teaching and research?

Trend: In recent years, observers have noted that many faculty members were more interested in their disciplines—history or physics or medicine—than in the institutions they happened to be working for at the time. This seemed not unnatural, since more and more faculty members were moving from campus to campus and thus had less opportunity than their predecessors to develop a strong loyalty to one institution.
But it often meant that the general, day-to-day running of a college or university was left to administrative staff members, with faculty members devoting themselves to their scholarly subject-matter.

Campus disorders appear to have arrested this trend at some colleges and universities, at least temporarily. Many faculty members—alarmed at the disruptions of classes or feeling closer to the students' cause than to administrators and law officers—rekindled their interest in the institutions' affairs. At other institutions, however, as administrators and trustees responded to student demands by pressing for academic reforms, at least some faculty members have resisted changing their ways. Said the president of the University of Massachusetts, John W. Lederle, not long ago: "Students are beginning to discover that it is not the administration that is the enemy, but sometimes it is the faculty that drags its feet." Robert Taylor, vice-president of the University of Wisconsin, was more optimistic: student pressures for academic reforms, he said, might "bring the professors back not only to teaching but to commitment to the institution."

The faculty: what is its role in campus governance?
How can the quality of college teaching be improved? In a system in which the top academic degree, the Ph.D., is based largely on a man's or woman's research, must teaching abilities be neglected? In universities that place a strong emphasis on research, how can students be assured of a fair share of the faculty members' interest and attention in the classroom?

Trend: The coming decade is likely to see an intensified search for an answer to the teaching-“versus”-research dilemma. “Typical Ph.D. training is simply not appropriate to the task of undergraduate teaching and, in particular, to lower-division teaching in most colleges in this country,” said E. Alden Dunham of the Carnegie Corporation, in a recent book. He recommended a new “teaching degree,” putting “a direct focus upon undergraduate education.”

Similar proposals are being heard in many quarters. “The spectacular growth of two- and four-year colleges has created the need for teachers who combine professional competence with teaching interests, but who neither desire nor are required to pursue research as a condition of their employment,” said Herbert Weisinger, graduate dean at the State University of New York at Stony Brook. He proposed a two-track program for Ph.D. candidates: the traditional one for those aiming to teach at the graduate level, and a new track for students who want to teach undergraduates. The latter would teach for two years in community or four-year colleges in place of writing a research dissertation.

What changes should be made in college and university curricula? To place more emphasis on true learning and less on the attainment of grades, should “Pass” and “Fail” replace the customary grades of A, B, C, D, and F?

Trend: Here, in the academic heart of the colleges and universities, some of the most exciting developments of the coming decade appear certain to take place. “From every quarter,” said Michael Brick and Earl J. McGrath in a recent study for the Institute of Higher Education at Teachers College of Columbia University, “evidence is suggesting
that the 1970's will see vastly different colleges and universities from those of the 1960's." Interdisciplinary studies, honors programs, independent study, undergraduate work abroad, community service projects, work-study programs, and non-Western studies were some of the innovations being planned or under way at hundreds of institutions.

Grading practices are being re-examined on many campuses. So are new approaches to instruction, such as television, teaching machines, language laboratories, comprehensive examinations. New styles in classrooms and libraries are being tried out; students are evaluating faculty members' teaching performance and participating on faculty committees at more than 600 colleges, and plans for such activity are being made at several-score others.

By 1980, the changes should be vast, indeed.

BETWEEN NOW AND THE BEGINNING of the next decade, one great issue may underlie all the others—and all the others may become a part of it. When flatly stated, this issue sounds innocuous; yet its implications are so great that they can divide faculties, stir students, and raise profound philosophical and practical questions among presidents, trustees, alumni, and legislators:

► What shall be the nature of a college or university in our society?

Until recently, almost by definition, a college or university was accepted as a neutral in the world's political and ideological arenas; as dispassionate in a world of passions; as having what one observer called "the unique capacity to walk the razor's edge of being both in and out of the world, and yet simultaneously in a unique relationship with it."

The college or university was expected to revere knowledge, wherever knowledge led. Even though its research and study might provide the means to develop more destructive weapons of war (as well as lifesaving medicines, life-sustaining farming techniques, and life-enhancing intellectual insights), it pursued learning for learning's sake and rarely questioned, or was questioned about, the validity of that process.

The college or university was dedicated to the proposition that there were more than one side to every controversy, and that it would explore them all. The proponents of all sides had a hearing in the academic world's scheme of things, yet the college or university, sheltering and protecting them all, itself would take no stand.

Today the concept that an institution of higher education should be neutral in political and social controversies—regardless of its scholars' personal beliefs—is being challenged both on and off the campuses.

Those who say the colleges and universities should be "politicized" argue that neutrality is undesirable, immoral—and impossible. They say the academic community must be responsible, as Carl E. Schorske, professor of history at the University of California at Berkeley, wrote in Publications of the Modern Language Association, for the "implications of its findings for society and mankind." "The scholar's zeal for truth without consequences," said Professor Schorske, has no place on the campus today.

Julian Bond, a Negro member of the Georgia state senate, argued
the point thus, before the annual meeting of the American Council on Education:

"Man still makes war. He still insists that one group subordinate its wishes and desires to that of another. He still insists on gathering material wealth at the expense of his fellows and his environment. Men and nations have grown arrogant, and the struggle of the Twentieth Century has continued.

"And while the struggle has continued, the university has remained aloof, a center for the study of why man behaves as he does, but never a center for the study of how to make man behave in a civilized manner....

"Until the university develops a politics or—in better terms, perhaps, for this gathering—a curriculum and a discipline that stifles war and poverty and racism, until then, the university will be in doubt."

Needless to say, many persons disagree that the college or university should be politicized. The University of Minnesota’s President Malcolm Moos stated their case not long ago:

"More difficult than the activism of violence is the activism that seeks to convert universities, as institutions, into political partisans thumping for this or that ideological position. Yet the threat of this form of activism is equally great, in that it carries with it a threat to the unique relationship between the university and external social and political institutions.

"Specifically, universities are uniquely the place where society builds its capacity to gather, organize, and transmit knowledge; to analyze and clarify controverted issues; and to define alternative responses to issues. Ideology is properly an object of study or scholarship. But when it becomes the starting-point of intellect, it threatens the function uniquely cherished by institutions of learning.

"... It is still possible for members of the university community—its faculty, its students, and its administrators—to participate fully and freely as individuals or in social groups with particular political or ideological purposes. The entire concept of academic freedom, as developed on our campuses, presupposes a role for the teacher as teacher, and the scholar as scholar, and the university as a place of teaching and learning which can flourish free from external political or ideological constraints.

"... Every scholar who is also an active and perhaps passionate citizen... knows the pitfalls of ideology, fervor, and a priori truths as the starting-point of inquiry. He knows the need to beware of his own biases in his relations with students, and his need to protect their autonomy of choice as rigorously as he would protect his own....

"Like the individual scholar, the university itself is no longer the dispassionate seeker after truth once it adopts controverted causes which go beyond the duties of scholarship, teaching, and learning. But unlike the individual scholar, the university has no colleague to light the fires of debate on controverted public issues. And unlike the individual scholar, it cannot assert simply a personal choice or judgment when it enters the field of political partisanship, but must seem to assert a corporate judgment which obligates, or impinges upon, or towers over what might be contrary choices by individuals within its community.
"To this extent, it loses its unique identity among our social institutions. And to this extent it diminishes its capacity to protect the climate of freedom which nourishes the efficiency of freedom."

WHAT WILL THE COLLEGE OR UNIVERSITY be like, if it survives this tumultuous decade? If it comes to grips with the formidable array of issues that confront it? If it makes the painful decisions that meeting those issues will require?

Along the way, how many of its alumni and alumnae will give it the understanding and support it must have if it is to survive? Even if they do not always agree in detail with its decisions, will they grant it the strength of their belief in its mission and its conscience?

Illustrations by Jerry Dadds
BOTH THE SALUKI AND COUGAR baseball teams got off to blazing starts this year, and both teams stood at mid-season as good prospects for post-season competition.

The Salukis, after losing three tough decisions to highly regarded Tulsa and Mississippi, came back to wallop Washington University of St. Louis 10-1 and bring their season mark to 15-4.

The Cougars, meanwhile, stood at 9-1, their only loss coming at the hands of Tulane in an early season outing. That loss was handily avenged the next time out.

RAIN UPSET THE Governor's Cup baseball tourney at Carbondale for the third consecutive year, leaving the SIU-hosted event in somewhat questionable status for the future.

With the Salukis, the University of Illinois, Western Kentucky, and St. Louis University poised for the weekend playoffs, rain swept in and forced cancellation of almost the entire series.

One game was played (St. Louis beat Western Kentucky), but the tourney was called off and the initial contest went down as simply one more season game on the records of those two teams.

The rain-out led to a week's layoff for the Salukis, but Coach Richard Jones' crew came back strong for the Washington U. drubbing at their next opportunity to take the field.

Jones' club has been marked by both strong pitching and timely hitting. In fact, four Salukis were among the nation's leading collegiate baseball players in statistics released in mid-April.

SOUTHPAW JOHN DAIGLE had an 0.33 earned run average in 27 innings pitched, placing him second in the nation in listings of the National Collegiate Sports Services.

Fellow pitcher Steve Webber was ranked 11th in the nation, with an 0.78 ERA after 23 innings.

Two Salukis also were among batting leaders. Left fielder Les Stoots was listed as 17th in the nation, with 21 hits in 50 times at bat for a .420 average. Center fielder Jim Dwyer was ranked 32nd, with a .397 average from 23 hits in 58 times at bat.

FOR COACH ROY LEE's Cougars, meanwhile, nine-game statistics showed consistent air-tight pitching, outstanding defensive play, and good hitting.

Cougar pitchers had a composite ERA of 1.30, led by Don Poos, who hadn't given up an earned run in 17 innings of action. Main strength of the mound staff, however, was Bruce Thompson, with a 3-0 record and 0.72 ERA in 25 innings.

At the plate, the Cougars had four men batting over .300 after at least a dozen times at bat. Rick Keefe, playing shortstop and third base, led in that department with nine hits in continued 23
21 times at bat for a .428 average.

Right fielder Ron Rohlfing was batting .316, catcher Willis Bundy had been hitting at a .308 clip, and center fielder Jerry Pilcher stood at .303.

If they continue at the early-season pace, both the Cougars and the Salukis could be solid candidates for post-season NCAA playoff bids. The Salukis, of course, have battled their way to the NCAA "College World Series" in each of the last two years. This will mark the first year of post-season eligibility for the Cougars, who compete in the NCAA College Division.

ALTHOUGH INJURIES CONTINUE to plague the Saluki track team, Obed Gardiner, a freshman from the Bahamas, provided a lift in team spirits by winning the triple-jump title in the Kansas Relays. His winning leap was 50 feet, 2½ inches.

Track and field competition is making its debut at the Edwardsville Campus this spring. The Cougars still have to use the Roxana High School facilities for "home" competition, however, as there are none on campus.

TWO FORMER SALUKIS well remembered by alumni won national honors last month for "repeat performances."

Walt Frazier, stellar playmaker for the National Basketball Association's Eastern Division champion New York Knicks, was voted outstanding defensive player in the NBA for the second straight year. And Larry Kristoff, former Saluki wrestling champion, won the 220-pound title in the National Amateur Athletic Union freestyle wrestling championships. Kristoff is now Edwardsville Campus wrestling coach.

Frazier, in his third season of professional basketball, helped lead the Knicks to a divisional championship which matched them against the Los Angeles Lakers for the NBA championship. Saluki fans had something to cheer about either way, with rookie Dick Garrett a Laker regular at guard. Both Frazier and Garrett starred on the 1967 Saluki squad which captured the National Invitation Tournament championship.

WHEN JIMMIE EDWARD DUDLEY was named new head basketball coach at Edwardsville last month, the Cougars got a winner. Dudley came to SIU from Lake Land College at Mattoon, where his junior college teams over the last three years had compiled a 65-22 record. Dudley's 1968-69 Lake Land team won a berth in the four-team Region IV junior college playoffs. One of the players developed during his tenure was Rex Morgan, who helped Jacksonville University to a second-place finish in the NCAA tournament in March.

Besides coaching at Lake Land, Dudley served as an assistant coach for a year at Eastern Illinois University while studying for a master's degree in education. He also coached at three northern Illinois high schools (Riverdale, Riverside-Brookfield, and Lake Park) for a total of eight years.

The new Cougar coach is a native of Farmington, Illinois, where he lettered three years in basketball, four years in baseball, and two years in football in high school.

A SEVEN-MONTH SEARCH for a commissioner for the new Conference of Midwest Universities ended April 22 with selection of Jack McClelland for the post. McClelland comes to the job from a similar position with the North Central Intercollegiate Athletic Conference.

He previously had served 13 years as director of athletics and men's physical education at Drake University. He also served eight years at Drake as head basketball coach, three years as head baseball coach, and two years as an assistant in football.

He also has served on several NCAA committees and currently is on that organization's television committee.

McClelland will assume duties July 1 as head of the new loop in which SIU joins Northern Illinois, Illinois State, Ball State, and Indiana State universities. Conference competition begins in the fall.
1914 Emma Stewart, 2, is retired and makes her home in Metropolis. She was a school teacher for 45 years.

1921 Clyde O. Conatser, 2, has retired as an assistant engineer for the Illinois Central Railroad. He and his wife, the former E. Mae Davis, ex-Mrs. Paul DeBach (Vinnie Morgan), 2, is retired and lives in Murphysboro. She taught in rural grade schools for 11 years and has worked in the U.S. Civil Service.

Nellie E. Hart, 2, is retired and lives in Granite City. She formerly taught sixth grade in McKinley School there. Miss Hart holds a bachelor's degree from Washington University, St. Louis.

Mildred E. Shomaker, 2, '43, is retired and makes her home in Belleville. She was a teacher.

1926 Mrs. John Zupcich (Marian Talford), 2, a former school teacher, retired last year. She previously taught fifth and sixth grades in Kell. Mrs. Zupcich lives in Salem.

1927 Mr. and Mrs. Clyde Crawshaw, 2, '29, (Margaret M. Crawshaw '28, 2, '32) make their home in Marseilles, where Mr. Crawshaw is superintendent of schools. He holds an M.A. degree from the University of Illinois.

1928 Clara Berger Diers, 2, '30, retired in 1968. She is a former physical education teacher and makes her home in Murphysboro.

1929 Sue A. Johnson, 2, '47, makes her home in DuQuoin. She is a retired teacher.

1937 Frank Sisk is head of the business education department of Oittumwa High School, Ottumwa, Iowa, where he makes his home. Mr. Sisk holds an M.Ed. degree from the University of Missouri.

1939 Mr. and Mrs. Paul J. Houghton, ex, make their home in Marion. Mr. Houghton is a retired school administrator. Before his retirement in 1967, he served for three years as president of the Illinois Association of Secondary School Principals.

1941 Irene V. Brock is a retired teacher living in DuQuoin. She was supervisor of art in DuQuoin Community Schools. She holds an M.A. degree from Peabody College.

1943 Mrs. Frank C. Hearn (Esther Marie Kopp) is retired and living in Busch, Ark. She was a teacher in the Denver public schools.

1944 Mr. and Mrs. Joseph Prelec Jr. (Jessie Ruth Blankenship '45) make their home in North Olmsted, Ohio. Mr. Prelec is with the U.S. Weather Bureau as a meteorologist and Mrs. Prelec is a teacher in the Cleveland school system.

1947 Arthur H. Doerr has been appointed vice president for academic affairs at the University of West Florida, Pensacola, effective September 1. He has served as dean of the Graduate College at the University of Oklahoma, where he is now Regents Professor and geography department chairman. He also served as field team chief of the Rural Land Classification Program in Puerto Rico, Fulbright Professor at the University of the Philippines, and visiting professor at numerous institutions. In 1965, he received an SIU Alumni Achievement Award. Dr. Doerr holds an M.A. degree from Indiana University and a Ph.D. from Northwestern University. His wife is the former Audrey Lantrep, ex. They have a 14-year-old son, Marc.

1956 Mrs. Seymour Rosen (Linda Adams) is speech consultant in the Valley Stream, N.Y., school district. She spent the 1968-69 school year on sabbatical leave studying at the New School of Social Research in New York City and traveling in the U.S., Europe, and the West Indies. She was married last July and makes her home in New York City.

1958 Jenevie Sharkras, a fourth grade teacher in Grand Blanc, Mich., is author of an article published in the March issue of Instructor magazine. She received an honorable mention in a "Best Reports" contest for her story, "I Individualized Spelling."


1959 Charles Ronald Ayers, M.S. '60, is a stock broker with Reinholdt and Gardner. He and his wife, the former Mary Ann Smith '63, have a son, Brock, and live in Freeburg.

Charles G. Crout Jr. is chief purser for the Pacific Far East Lines, Inc. He makes his home with his wife, Sylvia, and son, Alan, in San Francisco, Calif.

Alumni, here, there...

1961 Dr. and Mrs. Thomas L. McGreal, M.S. '62 (Shirley Springer, M.A. '66) make their home in Champaign. Dr. McGreal is director of the Educational Placement Office at the University of Illinois. He received a Ph.D. degree from that school in 1968.

1964 U.S. Air Force Capt. Neil J. Buttimer is attending the Air University's Squadron Officer School at Maxwell AFB, Ala. The course consists of instruction in communicative skills and international relations.

1965 Michael J. Scroggins, M.A.
Two Alumni Features

Two SIU graduates, Joe Dill '62 and William Kroening '59, M.S. '60, have been honored by their respective academic units for professional achievement.

Dill, who is Associated Press bureau chief in Baltimore, was named 1970 Journalism Alumnus of the Year by the journalism department. He was honored during Journalism Week activities last month.

Kroening was named 1970 Outstanding Agriculture Alumnus at the SIU All-Agriculture Banquet earlier in the year. He joined the SIU faculty as an assistant dean in agriculture last August, returning to SIU from the Washington State University faculty.

Kenneth Prentice II, who was born December 18 to him and his wife, the former Susan Wallin.

Second Lt. William N. Fenton Jr. has been awarded U.S. Air Force silver pilot wings upon graduation at Randolph AFB, Tex. He is assigned to McClellan AFB, Calif., where he serves with a reconnaissance unit of the Aerospace Defense Command. Lt. Fenton was commissioned upon completion of Air Force ROTC training at SIU.

Jesus Reynaldo Gomez, M.S., was the first of four students who came to SIU in 1967 on a scholarship sponsored by the government of Venezuela to complete the academic program. In February he returned to his home country, where he planned to engage in a pioneering educational planning project.

David D. Henke has been promoted to Army specialist four while serving with the 522d Artillery Group in Vietnam. He is a clerk in the 6th Battalion of the group's 14th Artillery near Pleiku.

Max Lewis is with the Soil Conservation Service as district conservationist in Perry County. His duties consist of assisting farmers and landowners in developing and applying conservation plans on their land. He and his wife, Norma Jean, make their home in Pinecraftyville.

Lt. Thomas M. Webb has been graduated from the U.S. Air Force Weapons Controller School at Tyndall AFB, Fla. He is assigned to Duluth International Airport, Minn., for duty with the Aerospace Defense Command. Lt. Webb was commissioned through Air Force ROTC training at SIU.

Airmen James D. Whitehurst has been graduated from the U.S. Air Force air passenger specialist course at Sheppard AFB, Tex., where he was trained to schedule air passengers and cargo. He was assigned for duty with the Military Airlift Command at Pope AFB, N.C.
Second Lt. Robert A. Wilson was graduated from the Defense Information School at Ft. Benjamin Harrison, Ind. The school provides training in the principles and techniques of military information activities. He is now stationed at Robins AFB, Ga.

Marriages

DONNA WARNS '69 to Tom Connor ’69, January 9.

DEBBIE SHAW '69, Altamont, to Robert E. Deener Jr., Gibson City, November 28.

Pamela VonFleet, Oak Park, to Joseph R. Grudzinski ’69, November 7.

STEVEN P. GULON ’67, Springfield, to Terri L. Taylor in June.

KAREN ELAINE GILL ’69, Alton, to Mack Irving Jenkins, Alton, December 23.

Susan Louise Osborn, Champaign, to David Lawrence Jones ’69, Oak Park, February 14.


Karen Jo Irwin, Marion, to William John Meyers III ’68, Alton, February 7.

MARLA KAY GALLOWAY, VTI ’69, DuQuoin, to Daniel Dean Uhles, DuQuoin, February 7.

Deaths

Prof. Edward S. Sulzer, 39, coordinator of behavior modification research and training in the SIU Rehabilitation Institute, died February 28 in a Carbondale hospital. He had been under treatment for cancer.

Joseph F. Zaleski, assistant dean of students on the Carbondale Campus, died at his home March 10. He had been convalescing since suffering a severe heart attack in January. He was 57.

1993

MARY LILLY ROYALL RIFE, Anna, died January 25 at age 97. Before her retirement she was president of the First State Bank in Mounds.

1911

Benjamin Wham, ex, Evanston, November 27. Mr. Wham held a law degree from the University of Illinois and had practiced law in Chicago since 1920. He was a past president of the Illinois Bar Association and had been a district judge of the Cook County Circuit Court.

1917

Joe Frank Allen, 2, Mt. Vernon, died March 6 after being in failing health with a heart ailment for the past year. He had been a practicing attorney for 50 years.

1922

Mae Rose Stevenson, 2, Champaign, died February 25. She was a retired school teacher and had taught for 32 years at Weber School in Urbana.

1939

Jasper W. Cross, Ferguson, Mo., died of a heart attack at his home February 4. He was professor of American history at St. Louis University, where he had been a faculty member since 1947.

1944

Cameron VanBuskirk, ex, Granite City, died of a heart ailment January 29. Survivors include his wife, Georgan A. Connor VanBuskirk, ex, and a son, John.

1966

Mrs. Dennis M. Thaller (Candace Claire Lofchie), Webster Groves, Mo., died of pneumonia January 6. She had been a fifth grade teacher in Hazelwood, Mo.

1967


1968

Daniel D. Beavers, VTI, was found dead February 1 in his mobile home in Carbondale after an apparent fall. He had completed a tour of military duty in Vietnam and was enrolled for further studies at SIU.

Plc. Kenneth W. Zink, Ferdinand, was killed instantly December 9 when his auto was struck by a train near Robinson. He had been wounded in Vietnam and was stationed at the Ft. Knox, Ky., Army Hospital. He was to have been married December 13.

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

1910

Bessie Gore Arnold, 2, Olinsted.

1920

Mary C. Andrews, 2, Anna, January 9.

1928

Dorothy A. Hopkins, 2, Granite City, November 23.

1955

Mrs. Edward W. Shubert (Gladys Keller Snider) Alton, January 12.
Alumni Day Program set for June 6

In a departure from recent practice, the Alumni Day meeting of the SIU Alumni Association Legislative Council will be held in the afternoon instead of the morning.

Among other items, the Council will consider the proposed new "Constituent Society" plan of alumni organizations. The plan, reported in the April issue of Alumni News, has been approved by the Alumni Association board.

All Alumni Day activities are scheduled for Saturday, June 6, on the Carbondale Campus.

The day's program opens with registration in the University Center at 11 A.M. The registration desk will be manned by Alumni Office staff members throughout the remainder of the day.

The University Center cafeteria also will be open for lunch at 11, with lunch served until 1 P.M.

The Legislative Council meeting is set for 1:15 P.M. in Morris Library Auditorium. Class reunions and elections for all classes ending in "5" and "0" and the Class of 1969 will commence in the University Center Roman Room at 3 P.M. and continue until 5.

The traditional Alumni Banquet will be at 6:30 P.M., also in the Center. The banquet program includes installation of new officers, presentation of Alumni Achievement Awards, and presentation of the 1970 Carbondale Campus Great Teacher Award.

This year's Great Teacher presentation holds special interest because of the expansion of the program. Instead of the single, University-wide award given in past years, a Great Teacher Award for each campus is planned this year. Each will include a plaque and a $1,000 check.

The Edwardsville Campus award will be given in Honors Day ceremonies there May 17.

A complete Alumni Day program, including reservations coupon for the Alumni Banquet, is in the mail this month to all alumni.

The Alumni Association

Alumni Activities

MAY 11-12
Washington, D.C., Area Telefund Campaign.

FRIDAY, May 15
Jackson County Alumni Club meeting.

MAY 19-20
Detroit Area Telefund Campaign.

FRIDAY, June 5
SIU Foundation board meeting, Carbondale, 9:30 a.m.
SIU Alumni Association board meeting, Carbondale, 1:30 p.m.

SATURDAY, June 6
Alumni Day, Carbondale: 11 a.m., registration begins, University Center.
1:15 p.m., Legislative Council meeting, Morris Library Auditorium.
3-5 p.m., class reunions and elections for classes ending in "5" and "0" and the Class of 1969, University Center Roman Room.
6:30 p.m., Alumni Banquet, University Center Ballrooms.

FRIDAY, June 12
Commencement, Carbondale Campus, Arena. Ceremonies for graduates whose last names begin with "A" through "K" will be at 3:30 p.m., those for graduates whose last names begin with "L" through "Z" will be at 7:30.

SATURDAY, June 13
Commencement, Edwardsville Campus, 7:30 p.m., Festival site.
Honorable & Mentionable...

Charles Johnson is a 21-year-old SIU student majoring in journalism and philosophy. He's also one of the nation's newest and most promising educational television personalities.

Johnson's story goes back to 1962, when his imagination was fired by a magazine ad for a mail-order course in cartooning. He liked the idea, and signed up. It took him a year and a half to finish the course.

After three years of repeated effort and failure, Johnson had his first cartoon accepted for publication by a small trade paper. By 1966 he had become a regular staffer on his school newspaper at Evanston Township High School and that year he received his first recognition: two third-place awards in a nationwide cartoon contest.

Besides the mail-order course, Johnson recalls now, "I practiced and read every book on art in the public library. My first rejection slip was like the end of the world, but in time I accumulated boxes of them."

At SIU, Johnson has been co-creator of two cartoon strips, "God Squad" and "Trip," appearing in the Daily Egyptian, Carbondale Campus newspaper. He also is a regular editorial cartoonist on the staff of the Southern Illinoisan newspaper, and last summer worked as a reporter and cartoonist for the Chicago Tribune.

Johnson is now the author of two books on cartooning and the star of a new weekly 15-minute television series, "Charlie's Pad." The show is now syndicated, distributed throughout the Midwest by the Central Educational Network and in the rest of the nation by ETS, the Educational Television Stations Division of the National Association of Educational Broadcasters.

"Charlie's Pad" started in January as a local show on SIU's two educational stations, WSIU-TV, Carbondale, and WUSI-TV, Olney. By mid-February, word had been received that the show had been accepted for syndication.

Scott Kane of the SIU Broadcasting Service, producer-director of the show, describes "Charlie's Pad" as something more than a basic series of illustrated "how to" lessons on cartooning for fun and profit. "We call it an educational series," Kane says, "but it's highly entertaining."

Johnson's first book of cartoons, Black Humor, is scheduled for publication shortly by Johnson Publishing Company—the firm name is merely coincidental, there's no family relation—of Chicago.

The young artist has now finished a second manuscript, Laugh On, which is under consideration by the same publisher.

Although he now has published more than 500 cartoons, Johnson's only formal training in art came through the mail-order course he applied for as a lad of fourteen. That course was directed by Lawrence Larier, cartoon editor of Parade magazine.

Despite the excitement of being a successful cartoonist and a television star at an age when most students are still looking ahead to the opportunities for such accomplishments, Johnson is looking forward to an even higher point in his life: In June, he plans to be married.
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