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Alumnus

Southern Illinois University Office of Alumni Services

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1971 Moonshooter Report: "Are Americans Losing Faith in their Colleges?"
Honorable & Mentionable . . .

Ping-chia Kuo, chairman of the department of history at Carbondale since 1967 will step down August 15 to return to writing and teaching. The onetime Chinese government official and delegate to the United Nations charter convention will be replaced by Montgomery Carrott, presently an associate professor in the department.

Kuo, a Boxer Fellowship student and Ph.D. graduate of Harvard University, entered government service in his native China shortly after the Japanese invasion of 1938. He was a foreign and economic affairs counselor for the National Military Council of China, then served as a special adviser at the wartime Cairo Conference.

After helping found the United Nations as a Chinese delegate, he helped plan the first General Assembly meeting, then served until 1948 with the U.S. department of security council affairs.

Kuo left government service when China’s mainland government crumbled, returning to the U.S. for research and writing posts at Mills College and San Francisco State. He joined the SIU faculty in 1959.

China, a book written by Kuo and published by Oxford University Press, has been edited in several languages.
The college campus today. Diversity on the campus is probably more prevalent today than ever before. Students range from revolutionists to pacifists, from long hairs to short hairs, from black to white, from capitalists to socialists and from Playboy bunnies to women's liberationists. Their economic, social, moral, cultural and political views are as far apart as nadir and zenith can possibly be.

Subject of this year's Moonshooter national report is “Are Americans Losing Faith in Their Colleges?” The Moonshooter report is designed to develop an understanding on the part of alumni as to what's happening on today's diverse campus and to show how vital to the very survival of higher education is their faith and support to the University. 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. It's good reading on page 7.

Professor C. William Horrell is a photography expert and it shows up in his pictures of Southern Illinois. Dr. Horrell's study of coal mining is an array of pictures that shows not only the special kind of work but also the special breed of men who do the work. See page 2.

Images of Coal/Black and White

Coal—the giver of heat and light.

The coal miner is a special kind of man—he is one who can tolerate the dangers and blackness of the underground. He is a man who can enter and work in a world devoid of sunshine—a world heavily laden with coal dust—a world of roaring machines—a world of a rock roof and coal pillars—a world of explosive gases and lung disease.

Many miners have been replaced by machines but men are still needed to direct and guide massive machines which uncover, dig, gather in, load, crush and transport black carbon.

Abandoned coal mines dot the countryside of Southern Illinois. Coal fields that become too costly to operate sometimes are left to the corrosion and erosion of nature. Some become instant ghost towns with tools, buildings, machines and traces of a once active mine remaining.

“Images of Coal” is a part of a larger photographic documentary study of Southern Illinois in the late sixties. It is an attempt to record Southern Illinois institutions and social practices which are changing or vanishing completely.

C. William Horrell, Professor
Department of Cinema and Photography

Short closing notices are common in the mining business. This one was posted July 25, 1966, the same day the mine closed.
This abandoned mine shows how many are left nearly intact when closed and frequently turn into "ghost towns."

A strip mine near Pinckneyville is indicative of mining "helter-skelter." Modern day mining is done in straight lines.

The dust filter is designed to help keep underground workers from inhaling coal dust. Not all wear it, however.
VTI Gets Support

Students at SIU's Vocational Technical Institute are almost unanimous in support of their institute.

Student reaction to the proposed transfer of VTI to junior college jurisdiction contained in the draft of the Board of Higher Education's Master Plan Phase III is taking the form of organized, orderly protest.

Patrick Stark, automotive technology student from Quincy, was elected at a student rally to represent them among the 30 persons who appeared at a hearing of the Board of Higher Education in Carbondale March 16. Fellow students armed him with petitions containing thousands of signatures from around the state to back up his presentation.

Student support centers largely upon the quality of programs that are offered at VTI. They point out that resources of Southern Illinois University make possible more instructors and more extensive equipment than would be available on a local basis.

A survey of student attitudes showed that 780 of 1,025 responding are residents of junior college districts and that 862 would continue to attend VTI if they had free choice between identical courses at a junior college or at Southern's institute.

The student survey cites the importance of VTI's connection with Southern in conducting programs to meeting statewide needs. Many indicated the connection with baccalaureate programs as their reason for attending VTI, with 553 of the respondents already planning to go beyond the associate degree.

Schools Progress

A master plan for SIU's new Springfield medical campus has been approved by the board of trustees and preliminary steps in establishing a law school on the Carbondale campus have been taken.

Action taken on the medical school paves the way to develop plans and specifications for the $10,320,000 project which will make up a basic instructional center for SIU School of Medicine students. First stage construction is targeted for completion in 1973, the date set for SIU's first class of medical students to arrive in Springfield for the clinical phase of their training. Undergraduate preparation will be at the Carbondale campus.

Approximately three score Springfield area physician-volunteers have received staff appointments to the School of Medicine. The physicians have titles of Clinical Associates and will serve without pay, according to Dr. Richard Moy, dean of the medical school. Each has offered to give up one-half day per week of his time to teaching, curriculum development and other planning activities.

Concerning the law school, the chancellor authorized the writing of a formal proposal for Illinois Board of Higher Education approval.

The task of preparing the detailed document has been assigned to Robert Dreher, an attorney and member of the SIU Legal Education Program Development Committee chaired by Max Turner, professor of government. Dreher is an associate professor in the SIU Center for the Study of Crime, Delinquency and Corrections. Since the proposal must spell out in exact detail the plan for the law school, Dreher said the writing will take approximately three months and will run to about 150 typewritten pages. He said that during the preparation, he and other members of the committee will seek the advice of local and state legal groups as well as a number of nationally known authorities in legal education.
The tentative target date for beginning of law instruction at SIU's Carbondale campus is the fall of 1972.

MRF Defended

The Mississippi River Festival "has strong public support that it will surmount the present crisis and become a permanent cultural asset for Southern Illinois, as well as a sound educational resource for Southern Illinois University at Edwardsville," Chancellor John Rendleman has predicted.

Rendleman's comment came at the end of a hearing by a subcommittee of the House Appropriations Committee investigating expenditures by SIU for the Festival. The subcommittee is headed by Rep. Phillip Collins (R-Chicago).

"Putting an end to the Festival, as the newspapers report Rep. Collins has recommended, might be applauded by a few people in Chicago. However, I can guarantee you that such an action would be extremely unpopular in Southern Illinois, particularly among the hundreds of volunteers who worked so hard to bring the Festival to pass. They would see the idle site this summer as a far more tragic waste than anything involved in the earlier going," Rendleman said.

Harold Fischer, chairman of the board of trustees released a statement saying that the University's contribution toward operation of the Mississippi River Festival in 1969 and 1970 was $273,630. Total operating expenses of the Festival for the two seasons was $835,572.

The remaining $561,942 in operating expense was paid for through ticket sales, a foundation grant and through contributions from SIU students, the St. Louis Symphony Society and the public.

Fischer said Edwardsville had paid $995,391 for the construction of a multi-purpose outdoor amphitheater which was used for the Festivals and has also been used for other events such as commencements, student activities and intercollegiate music festivals. Edwardsville academic facilities do not include any large auditorium.

At the subcommittee hearing, Rendleman said, "We at SIU must work to reduce social, economic and cultural differentials which have handicapped the best interests of Southern Illinois within the metropolitan St. Louis area just as they have within the State of Illinois."

Rendleman said the cultural center of the metropolitan area has shifted from Missouri to Illinois during the last two summers, and that this had never happened before.

"We used a thing like this (the Festival) to point to with pride. You can take cultural achievements for granted in Chicago, perhaps, but we have not been exposed to the same level of opportunities in Southern Illinois," the chancellor said.

Rendleman praised the Festivals for "bridging the river between the states as nothing in history. It has generated a new feeling of partnership among residents of both Missouri and Illinois. And anyone who lives and works in this area knows that Illinois stands to reap great benefits from such an atmosphere," he said.

The Chancellor cited a 33.7 per cent increase in attendance during the second season, and a grant from the National Endowment for the Arts, an agency of the Nixon administration, to the St. Louis Symphony to help meet Festival expenses, as examples of the acceptance and spreading fame of the Festival.

Rendleman quoted from a newspaper review of the 1969 season which said, "The pop-folk-rock events handled 64,000 people without so much as a scuffle, and that in itself is news in a summer that has seen bloody riots at similar concerts in Denver, Los Angeles and Newport." No arrests for disorderly conduct of any kind have been made at the Festivals.

State Senator Sam Vadalabene (D-Edwardsville) has said he will introduce legislation in the Illinois General Assembly to establish a Metro-East Exposition and Performing Arts Authority to insure the continuation of the Mississippi River Festival.

The proposed authority would put the MRF in the same category as the state-funded Chicago Symphony and McCormick Place in Chicago.

The MRF would then be financed by state appropriations rather than being dependent upon the SIU budget and private donations.
1971 Moonshooter

Many colleges and universities are being hit hard by protest again. This time though it's a passive sort of protest on the part of the general public which has resulted from campus disturbances across the country last spring. This kind of protest comes in the form of lagging support for the university—and it really hurts.

Many legislators, taxpayers and voters are disillusioned by what they saw and heard on college campuses last May, and, of course, SIU alumni were particularly concerned about the Carbondale campus. The attitude that some people have exhibited toward higher education reflects the feeling of uneasiness.

We, at the SIU Alumni Association, want to rewin the confidence and support of all alumni for the University. The following report is designed to help rebuild understanding and to show how important alumni support of higher education is.
Five years ago the idea would have been absurd. Today it is an urgently relevant question ... one that is uppermost in the minds of campus officials. For institutions that depend upon public confidence and support for their financial welfare, their freedom, and their continued existence, it is perhaps the *ultimate* question:

**Are Americans Losing Faith in their Colleges?**

A SPECIAL REPORT
Dear President X:

I am writing to explain my resignation from the Alumni Schools Committee and the regional committee of the Capital Campaign.

I can no longer make a meaningful contribution to these programs. To be effective, I must be totally committed. Unfortunately, as a result of changes at Z University over the past few years, I can no longer conscientiously recommend the university to students and parents. And I cannot with enthusiasm ask my fellow alumni to make financial contributions when I personally have decided to withhold my support.

Like many alumni and alumnae, I have been increasingly concerned over the manner in which the university has permitted the student body to take over the “running of the store.” Even worse, our colleges and universities seem willing to have them take over the country. I am not anti-youth, but I do not believe that there is something magical about being 18 or 20 years old that gives students all the correct answers and an inherent right to impose their views about everything on the rest of us. The faculty has clearly demonstrated that it is unwilling or unable to exercise moral leadership and, indeed, has often guided the students into actions that are irresponsible at best and dangerous at worst.

The university, it seems, is easily intimidated by the students into supporting strikes, canceling classes, disregarding academic standards, and repressing individuals and groups who speak for the so-called “establishment.” By failing to take a stand and to discipline those who violate campus rules, you have encouraged an atmosphere in which laws, traditions, and basic moral values are held in contempt by growing numbers of our young people.

I fear for the existence of Z University as a forum for the free discussion of ideas. A great chorus of anti-establishment rhetoric has issued from a vocal left-wing group on the campus, supported by ultra-liberals on the faculty. I am afraid the university has abandoned its role of educator, to become a champion of partisan politics. And this bodes ill for our democratic society.

All of this may sound like the rantings of a hard-hat conservative. But it is the measure of the situation on the campus that one who has always been rather liberal politically can sound like a reactionary when he takes issue with the radical students of today.

Sincerely,

Alumnus Y

Dear Alumnus Y:

I am very sorry to lose the services and support of an alumnus who has worked so hard and so successfully for Z University. I am equally sorry that you seem to have lost confidence in the university. An institution of higher education depends on its alumni and alumnae for understanding and support even in the quiet times. In troubled days like these, there is nowhere else to turn.

I won’t try to persuade you to accept any assignment or even to continue your financial support. But I do feel compelled to comment on your loss of faith in the university.

Your concern obviously centers on such perplexing and basic questions as the rights and responsibilities of students and faculty, the problems of campus governance, and the danger of politicizing the university. We certainly share your concerns. It is tempting to long for the good old days when problems
were not so complex. But in fact these are serious problems to which there are no easy answers. We wrestle with them every day.

You are certainly right to be worried about the existence of this university (and all campuses) as a forum for the free discussion of ideas. There are many who would use the American college or university in a political struggle to advance their own political ideas. Even well-meaning students would do so, because they do not understand the dangers of such action. Those of us charged with the responsibility must fight with all our wit and strength to prevent that from happening.

I do not think we can win by using force or repression. Rather, we must continue to work with students to convince them that their efforts to politicize the university can destroy it, and this would be terribly costly to society as a whole. When and if the line must be drawn, then we will draw it and deal with the consequences. But we will do everything we can to avoid actions that will limit our options and bring about the violence and polarization that have crippled some great institutions.

It is clear to me that the colleges and universities in America are, to a very considerable degree, reflecting the problems and divisions of the larger society. That can be unpleasant and painful, but it is in some ways a proper and very useful role for a college or university to play.

Consider, if you will, society's other institutions. Can you think of any that are not in similar turmoil? The church, the public schools, the courts, the city halls, the political parties, the family—all of these institutions are also feeling the profound pressures of change, and all are struggling to adapt to problems and needs that no society has ever faced before. If we as citizens and members of these institutions respond simply by withdrawing from them or repudiating them, then I fear not only for the future of our institutions but for the future of our nation. Disraeli once said, "Individuals may form communities, but only institutions can make a nation."

This university is indeed involved in the controversy which engulfs America and from which progress and constructive change will one day come. Our students and faculty are indeed concerned and vocal about the rights of their fellow citizens, about the war, about the environment, about the values of our society. If it were otherwise, our alumni and alumnae would certainly be justified in refusing to support us.

Very simply, Mr. Y, the current generation of young people will one day run this nation. They are here and cannot be traded in for a quieter, more polite, more docile group. Nor should anyone want to trade them in. This university cannot abandon them, or isolate them, or reject them. Our mission is to work with these young people, to sensitize them, humanize them, educate them, liberate them from their ignorances and prejudices. We owe that to the students, but even more to the country and to our alumni and alumnae. The course is uncharted, to be sure; it will be uncomfortable at times and somewhat hazardous in spots; but it is the only course a great university can follow.

I'm sorry you won't be on board. Sincerely,

President X
The letters on the preceding two pages typify a problem of growing seriousness for U.S. colleges and universities: More and more Americans—alumni, parents, politicians, and the general public—are dissatisfied with the way things have been going on the nation’s campuses.

“For the first time in history,” says Roger A. Freeman, former special assistant to President Nixon, “it appears that the profound faith of the American people in their educational institutions has been shaken, and their belief in the wisdom of our educational leaders and in the soundness of their goals or practices has turned to doubt and even to outright disapproval.”

The people’s faith has been shaken by many things: campus violence, student protest, permissiveness, a lack of strict discipline, politicization of the campus, the rejection of values and mores long-cherished by the larger society. Complicating the problem is a clash of life-styles between the generations which has raised a deafening static and made communication extremely difficult between students and their off-campus elders. (At one meeting not long ago, an angry alumnus turned on a student and shouted, “I just can’t hear you. Your hair is in my ears.”)

How many people are disenchanted, how strongly they feel, and how they will act to express their discontent is not yet clear. But there is little doubt about the feelings and actions of many political leaders at all levels of government. Vice President Spiro T. Agnew spoke for many of them:

“When one looks back across the history of the last decade—at the smoking ruins of a score of college buildings, at the outbreaks of illegal and violent protests and disorders on hundreds of college campuses, at the regular harassment and interruption and shouting down of speakers, at the totalitarian spirit evident among thousands of students and hundreds of faculty members, at the decline of genuine academic freedom to speak and teach and learn—that record hardly warrants a roaring vote of confidence in the academic community that presided over the disaster.”

Many state legislators are indicating by their actions that they share the Vice President’s views. Thirty-two states have passed laws to establish or tighten campus regulations against disruption and to punish student and faculty offenders and, in some cases, the institutions themselves. A number of states have added restrictive amendments to appropriations bills, thus using budget allocations as leverage to bring colleges and universities into line.

The public has clearly indicated displeasure with higher education

The chancellor of California’s state college system described the trend last fall:

“When I recently asked a legislator, ‘. . . Why did the legislature take what appears to me, and to most faculty and administrators in the state college system, to be punitive action in denying [a] cost-of-living increase to professors?’—he replied, ‘Because it was the public’s will.’

“We find ourselves confronted with a situation unlike that of any previous year. The ‘public,’ through the legislature, has clearly indicated displeasure with higher education . . . We must face the fact that the public mood, as reflected in the legislature, has taken a substantial turn against higher education overall.”

A similar mood prevails in Washington. Federal support of higher education has slowed. Congressmen who have been friendly to higher education in the past openly admit that they face growing resistance to their efforts to provide funds for new and existing programs. Rep. Edith Green, chairman of the House of Representatives subcommittee that has jurisdiction over bills affecting colleges and universities, observed during the last session, “It would be most unwise to try to bring to the floor this year a bill on higher education, because the climate is so unfavorable.”

If this apparent loss of faith persists, America’s institutions of higher education will be in deep trouble. Even with the full confidence of the American people, most of the nation’s colleges and universities would be experiencing financial difficulties. Without the public’s confidence, it is now evident that large numbers of those institutions simply cannot survive.

Three years ago, the editors of this report published a special article on the financial outlook of American higher education at that time. The article began: “We are facing what might easily become a crisis in the financing of American higher education.” And it concluded: “Unless the American people—especially the college and university alumni—can come alive to the
reality of higher education's impending crisis, then the problems of today will become the disasters of tomorrow."

Tomorrow has arrived. And the situation is darker than we, or anyone else, anticipated—darkened by the loss of public confidence at the very time when, given the best of conditions, higher education would have needed the support of the American people as never before in its history.

If the financial situation was gloomy in 1968, it is desperate on most campuses today. The costs of higher education, already on the rise, have risen even faster with the surging inflation of the past several years. As a result of economic conditions and the growing reluctance of individual and organizational contributors, income is lagging even farther behind costs than before, and the budgetary deficits of three years ago are even larger and more widespread.

This situation has led to an unprecedented flood of appeals and alarms from the academic community.

▶ James M. Hester, president of New York University and head of a White House task force on higher education, states that "virtually every public and private institution in the country is facing severe financial pressures."

▶ A. R. Chamberlain, president of Colorado State University, sees financing as "the most serious problem—even more serious than student dissent—that higher education will face in the 1970's." Many state legislators are angry, and the budgets of dozens of publicly supported colleges and universities are feeling the effects of their wrath.

▶ The smaller and less affluent colleges—with few financial reserves to tide them over a period of public disaffection—may be in the direst straits. "We are dying unless we can get some help," the president of Lake­land College, appearing in behalf of small liberal arts institutions, told a congressional committee. He added: "A slow death as we are experiencing goes practically unnoticed. This is part of our problem; nobody will even notice until after it happens."

(Few noticed, perhaps, the demise of 21 institutions reported in the 1969-70 Office of Education Directory, or that of several others which have decided to go out of business since the directory was published.)

▶ Preliminary figures from a study of financial problems at the 900 member institutions of the Association of American Colleges indicate that an alarming number of colleges are going into the red. William W. Jellema, the association's research director, estimates that about one-fourth of all private liberal arts colleges in the nation are now drawing on their endowments in one way or another to meet operating expenses.

▶ At least half of the 70 private colleges and universities in Illinois are operating at a loss. A special commission created to study their fiscal problems warned that deficits "threaten the solvency, the quality, the vitality—even the survival—of some institutions." The lieutenant governor of Illinois predicts that one-third of the nation's private colleges may go out of existence by the end of the decade, unless state governments provide financial assistance.

▶ Predominantly black colleges and universities are feeling the pinch. The former president of one such institution put the problem in these terms: "If all the black students at Harvard, M.I.T., Brandeis, and the main campus of the University of Virginia were suddenly to drop out of college, there would be headlines all over the country. But the number of black students who will drop out of my school this year is equal to the number of black students at those four schools, and nothing will be said about it. We could keep most of them for another $500 apiece, but we don't have it."

Even the "rich" institutions are in trouble. At Yale University, President Kingman Brewster noted that if the present shrinkage of funds were to continue for another year, Yale "would either have to abandon the quality of what we are doing, or abandon great discernible areas of activity, or abandon the effort to be accessible on the merits of talent, not of wealth, or of race, or of inheritance." As the current academic year began, Yale announced that its projected deficit might well be larger than anticipated and therefore a freeze on hiring would be in effect until further notice—no new positions and no replacements for vacancies. The rest of the Ivy League faces similar problems.

**Retrenchment has become a household word in campus administrative offices and board rooms everywhere. It is heard at every type of college and university—large and small, public and

*Photographs by Erich Hartmann, Magnum
private—and in every part of the country. For example:

• One morning several months ago, the trustees of a member-institution of the prestigious Association of American Universities spent several hours discussing the eventual necessity of scaling down to a small-college operation.

• Saint Louis University has closed its school of dentistry and is phasing out its school of engineering.

• Tufts University has eliminated its school of theology.

• Case Western Reserve University has terminated its graduate physical therapy program.

• A large university in the South has been forced to phase out six Ph.D. programs.

• Huston-Tillotson College has cut back on its athletic program, reduced the number of course offerings, and eliminated several faculty positions.

• Reed College has taken steps to cut the size of its student body and to raise the student-faculty ratio.

• A high-priced nuclear reactor at an Eastern state university stands idle for lack of research support and operational funds.

The Rev. Theodore M. Hesburgh, president of the University of Notre Dame, sums it up this way: “In the 25 years that I have been associated with the university . . . I can think of no period more difficult than the present. Never before has the university taken on more tasks, and been asked to undertake many more, while the sources of support, both public and private, both moral and financial, seem to be drying up.”

The financial situation is nowhere more urgent than in the medical schools. Forty-three of the country’s 107 medical schools are in such severe financial straits that they are getting “disaster grants” from the federal government this year.

Dr. John Cooper, president of the Association of American Medical Colleges, warns that “the whole financial structure of our medical schools is gravely threatened.” He blames cuts in federal funding (which provides more than 50 per cent of many medical school budgets) as well as inflation and reductions in Medicaid to hospitals.

Cutbacks in federal programs have also begun to erode the quality and effectiveness of academic science. Prominent scientists, who are not given to overdramatizing the facts, have issued urgent warnings.

Jerome Wiesner, provost of M.I.T. and former Presidential science adviser, said: “Cutbacks now in scientific research may cost the nation its leadership in science and technology, and its economic well-being in the decades ahead.”

Teams of scientists and technicians, painstakingly organized over the years, are now being scattered. Training and educational programs that provided the country with scientific manpower are faltering, and some have been forced to shut down.

Philip Handler, president of the National Academy of Sciences, has said: “Our national apparatus for the conduct of research and scholarship is not yet dismantled, but it is falling into shambles.” The universities are the backbone of that apparatus. When support of the universities weakens, science weakens.

What all this adds up to is a crisis of unprecedented proportions for higher education—“the greatest financial crisis it has ever had,” in the words of Clark Kerr, chairman of the authoritative Carnegie Commission on Higher Education.

Dr. Kerr’s commission recently determined that two in every three U.S. colleges and universities were facing financial “hard times.” Some 540 institutions, the commission estimated, were already “in financial difficulty”; another 1,000 were found to be “headed for financial trouble.”

“Serious enough to be called a depression,” was the estimate of Earl F. Cheit, professor of business administration at the University of California, who studied higher education institutions of all types for the Carnegie Commission and concluded that almost all colleges and universities eventually may be in financial difficulty. (In the course of his study, Mr. Cheit found that most college presidents believed that the loss of public confidence in higher education was, in large measure, at the root of much of the trouble.)

Alarms about higher education’s financial plight have been raised regularly over the years, simply because financial hardship has always been a fact of life for colleges and universities. In the past, the warnings and admonitions have produced at least enough response to provide some monetary relief and to forestall disaster. But the problem has grown steadily worse in recent years, and educators are pessimistic about the federal government’s, or the state legislatures’, or the alumni’s coming to the rescue this time. In fact, the turmoil on the campuses and the growing antagonism toward the academic community could result in the situation becoming even worse.
The basic fiscal problem of colleges and universities is rather simple. They are nonprofit institutions which depend for their income on tuition and fees, interest on endowment, private gifts, and government grants. Tuition and fees do not cover the cost of education, particularly of graduate education, so the difference must be made up from the other sources. For private institutions, that means endowment income and gifts and grants. For state institutions, it generally means legislative appropriations, with relatively small amounts coming from endowment or private gifts.

In recent years, both costs and income have gone up, but the former have risen considerably faster than the latter. The widening gap between income and expenditures would have been enough in itself to bring colleges and universities to the brink of financial crisis. Reductions in funding, particularly by the government, have pushed the institutions over the brink.

Federal support for higher education multiplied nearly fivefold from 1960 to 1971, but the rate has slackened sharply in the past three years. And the future is not very promising. The president of a Washington-based educational association said bluntly: "In Washington, there is a singular lack of enthusiasm for supporting higher education generally or private higher education in particular."

Highly placed Administration officials have pointed out that colleges and universities have received a great deal of federal money, but that the nation has many urgent problems and other high priorities that are competing for the tax dollar. It cannot be assumed, they add, that higher education will continue to receive such a substantial share of federal aid.

Recent actions make the point even more dramatically:

- The number of federally supported first-year graduate fellowships will be nearly 62 per cent lower in 1971-72 than in 1967-68.
- The National Science Foundation has announced that it will not continue to make grants for campus computer operations. The foundation reports that—when inflation is considered—federal funds for research at colleges and universities declined 11 per cent between fiscal 1967 and 1970.
- The Higher Education Facilities Act of 1963, which helped to pay for much of the construction on campuses during the past seven years, is being phased out. In 1967 the outlay was $700-million; last year President Nixon requested no funds for construction. Instead he proposed an interest subsidy to prompt institutions to borrow construction money from private sources. But a survey of state higher education commissions indicated that in most states fewer than 25 per cent of the institutions could borrow money on reasonable repayment terms in today's financial market. Six states reported that none of their private institutions could borrow money on reasonable terms.
- The federal government froze direct loans for academic facilities in 1968. On June 30, 1969, the Office of Education had $223-million in applications for loans not approved and $582-million in grants not approved. Since then only $70-million has been made available for construction.
- The National Aeronautics and Space Administration has reduced its obligations to universities from $130-million in 1969 to $80-million in 1971.

"Losing federal support," says a university research scientist, "is almost worse than never having received it." Since much of higher education's expansion during the '60's was financed with federal funds, the withdrawal of federal assistance leaves the institutions with huge commitments and insufficient resources to meet them—commitments to faculty, to students, to programs.

The provost of a university in the Northeast notes wistfully: "A decade ago, we thought we were entering a golden age for higher education. Now we have discovered that it was only gold-plated."

Much the same can be said about state funds for public higher education. The 50 states appropriated $7-billion for 1970-71, nearly $1-billion more than in any previous year and five times as much as in 1959-60. But a great part of this increase went for new facilities and new institutions to accommodate expanding enrollments, rather than for support of existing institutions that were struggling to maintain their regular programs. Since public institutions are not permitted to operate with fiscal deficits, the danger is that they will be forced to operate with quality deficits.

"Austerity operations are becoming a fact of life for
A growing number of institutions,” says the National Association of State Universities and Land-Grant Colleges.

Many public institutions found their budgets cut this year or their requests for capital funds denied or reduced. Colorado State University’s capital construction request for this year was cut from $11.4-million to $2.6-million in the face of projected enrollment increases of 3,600 juniors and seniors.

As state support has started to level off, public institutions have begun to raise tuition—a move that many feel is contrary to the basic philosophy of public higher education. The University of California is imposing a tuition charge for the first time in its history. The University of Illinois has boosted tuition by 60 per cent. Between 1959 and 1969, tuition and required fees doubled at public institutions.

Tuition in public institutions still does not approach tuition in private colleges and universities, which is now nearing $3,000 in many places. At these levels, private institutions are having increasing difficulty attracting applicants from middle-income families. Many small liberal arts colleges, which depend on tuition for as much as 80 per cent of their income, are losing students to less expensive public institutions. Consequently, many smaller private colleges reported vacancies in their entering classes last fall—an indication that they may be pricing themselves out of the market.

Private giving is not likely to take up the slack; quite the contrary. The tax reform laws, recent declines in corporate profits, pressures to redirect resources to such pressing problems as environmental pollution, and the mounting unrest on the campuses have all combined to slow the pace of private giving to colleges and universities.

The Commission on Foundations and Private Philanthropy concluded that “private giving is simply not keeping pace with the needs of charitable organizations.”—The commission predicted a multibillion-dollar deficit in these organizations by 1975.

Colleges and universities have been working harder in their fund-raising efforts to overcome the effects of campus unrest and an ailing economy. Generally, they have not been holding the line. An Associated Press survey of some 100 colleges throughout the country showed that most schools were meeting fund-drive goals—including some which experienced serious student disruption. Although the dollar amount of contributions has risen somewhat at most schools, the number of contributors has declined.

The consequences may go well beyond the campuses

“That is the scary part of it,” commented one development officer. “We can always call on good friends for the few big gifts we need to reach the annual goal, but attrition in the number of donors will cause serious problems over the long run.”

All of this quite obviously bodes ill for our colleges and universities. Some of them may have to close their doors. Others will have to retrench—a painful process that can wipe out quality gains that have taken years to accomplish. Students may find themselves paying more and getting less, and faculty may find themselves working harder and earning less. In short, a continuation of the fiscal crisis can do serious damage to the entire higher educational establishment.

But the negative consequences will go well beyond the campus. “What happens to American higher education will ultimately happen to America,” in the words of one observer. Examples:

▶ Much of the nation’s technological progress has been solidly based on the scientific effort of the universities. To the degree that the universities are weakened, the country’s scientific advancement will be slowed.
▶ The United States needs 50,000 more medical doctors and 150,000 more medical technicians right now. Yet the cutback in federal funds is leading to retrenchment in medical schools, and some 17 are threatened with closing.
▶ For two decades U.S. presidents and Congress have been proclaiming as a national goal the education of every young person to the limit of his ability. Some 8.5-million students are now enrolled in our colleges and universities, with 12-million projected by 1980. The Carnegie Commission on Higher Education recommends the creation of between 230 and 280 new community colleges in the next decade and an additional 50 urban four-year colleges to serve metropolitan areas. Yet federal programs to aid in campus construction are being phased out, states are cutting back on
capital expenditures, student aid programs are being reduced, and colleges are being forced to close their doors.

- Governmental rulings are now clearly directed to integrating black Americans into the larger society and creating equal educational opportunities for them and for the nation's poor. Many colleges and universities have enlisted in that cause and have been recruiting minority-group students. This is a costly venture, for the poor require almost complete scholarship support in order to matriculate in a college. Now, the shortage of funds is hampering the effort.

- An emergent national goal in the 1970's will be the cleaning of the environment and the restoration of the country's urban centers as safe, healthy, and sane places to live. With this in mind, the National Science Foundation has shifted the emphasis in some of its major programs toward the environmental and social sciences. But institutions which face major retrenchment to offset growing deficits will be seriously constrained in their efforts to help solve these pressing social problems.

"The tragedy," says the president of a large state university, "is that the society is rejecting us when we need it most—and I might add when it most needs us."

**The public's loss of confidence in the colleges and universities threatens not only their financial welfare, but their freedom as well.** Sensing the public's growing dissatisfaction with the campuses, state legislators and federal officials have been taking actions which strike directly at the autonomy and independence of the nation's educational institutions.

Trustees and regents have also begun to tighten controls on colleges and universities. A number of presidents have been fired, frequently for not dealing more harshly with student and faculty disrupters.

"We are in a crossfire," a university president points out. "Radical students and faculty are trying to capture our universities, and they are willing to destroy our freedom in the effort. Authorities, on the other hand, would sacrifice our freedom and autonomy to get at the radicals."

The dilemma for college and university officials is a particularly painful one. If they do not find effective ways to deal with the radicals—to halt campus violence and resist efforts to politicize the institutions—outside forces will exert more and more control. On the other hand, if administrators yield to outside pressures and crack down on radicals, they are likely to radicalize moderate students and damage academic freedom and individual rights in the process.

McGeorge Bundy, president of the Ford Foundation, summed it up this way:

"To the degree that violence subsides and the university community as such is kept separate from political conflict, the danger of attack upon the freedom of the university from the outside will be reduced. No institution which depends upon society for its resources will be allowed—as an institution—to choose sides in the general contests of the democratic process, and violence by the privileged is an uncommonly unpopular phenomenon. If it be true, as I believe, that both politics and violence must be restrained in the academic world for reasons that are intrinsic to the nature of the university, it is also true that when violence spreads and the university is politicized, society as a whole turns hostile—and in a prolonged contest with society as a whole, the university is not a likely winner."

Freedom would be the first casualty—the freedom to teach, the freedom to learn, the freedom to dissent, and the freedom of the academy to govern itself. Truth, objectivity, vitality, and knowledge would fall victim in quick succession. Were this to happen, society as a whole would suffer, for autonomous colleges and universities are indispensable to society's own self-renewal, its own cultural and intellectual advancement, and its own material well-being.

Samuel Gould, former chancellor of the State University of New York, once told his legislature something that is especially relevant today: "A society that cannot trust its universities," he said, "cannot trust itself."

**The crisis on American campuses has no parallel in the history of this nation. It has its roots in divisions of American society as deep as any since the Civil War. The divisions are reflected in violent acts and harsh rhetoric and in the enmity of those Americans who see themselves**
as occupying opposing camps. Campus unrest reflects and increases a more profound crisis in the nation as a whole."

Thus did the President's Commission on Campus Unrest begin its somber "call to the American people" last fall. Only greater tolerance and greater understanding on the part of all citizens, the commission declared, can heal the divisions.

If a major disaster for higher education and for society is to be averted, moderate Americans in every segment of society must make their voices heard and their influence felt. That effort must begin on the campuses, for the primary responsibility to increase understanding lies with the academic community.

Polls and studies have made it abundantly clear that the overwhelming majority of faculty members, students, and administrators are moderate people who reject violence as a means of changing either society or the university. These people have been largely silent and inactive; in the vacuum they have left, an impassioned and committed minority has sought to impose its views on the university and the society. The moderate majority must begin to use its collective power to re-establish the campus as a place of reason and free expression where violence will not be tolerated and harsh rhetoric is scorned.

The majority must also rethink and restate—clearly and forcefully—the purpose of our colleges and universities. It has become clear in recent years that too few Americans—both on and off the campus—understand the nature of colleges and universities, how they function, how they are governed, why they must be centers for criticism and controversy, and why they must always be free.

Only such a moderate consensus will be effective in restraining and neutralizing extremists at either end of the political spectrum. The goal is not to stifle dissent or resist reform. Rather, the goal is to preserve colleges and universities as institutions where peaceful dissent and orderly change can flourish. Violence in the name of reform inevitably results in either repression or a new orthodoxy.

Polls and studies show that most alumni are also moderate people, that they support most of the campus reform that has occurred in recent years, that they share many of the concerns over social problems expressed by activist students, and that they sympathize with college officials in their difficult task of preserving freedom and order on the campus.

"What is surprising," notes a college alumni relations officer, "is not that some alumni are withdrawing their support, but that so many have continued to support us right through the crises and the turmoil." He went on to point out that only one of four alumni and alumnae, on the average, contributes to his or her alma mater. "Wouldn't it be something," he mused, "if the ones we never hear from rallied round us now." Wouldn't it indeed!

Alumni and alumnae, by virtue of their own educational experience and their relationship to colleges and universities, have a special role to play in helping to restore public confidence in higher education. They can make a special effort to inform themselves and to understand, and they can share their information and understanding with their fellow citizens. Too many Americans, influenced by mass-media coverage which invariably focuses on the turmoil, are ready to believe the worst about higher education, are willing to sanction the punishment of all colleges and universities in order to retaliate against the disruptive minority. Too many Americans have already forgotten the great positive contributions that colleges and universities have made to this nation during the past three decades. Here is where the alumni and alumnae can make a contribution as important as a monetary gift. They can seek to cool passions and to restore perspective. They can challenge and correct misinformation and misconceptions. They can restore the public confidence.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the trustees of Editorial Projects for Education, a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Trustees: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial Projects for Education; CHARLES M. HELMKEN, American Alumni Council; GEORGE C. KELLER, State University of New York; JACK R. MAGUIRE, the University of Texas; JOHN I. MATTILL, Massachusetts Institute of Technology; KEN METZLER, the University of Oregon; JOHN W. PATON, Wesleyan University; ROBERT B. RENNEBOHM, the University of Wisconsin Foundation; ROBERT M. RHODES, the University of Pennsylvania; STANLEY SAPLIN; VERNE A. STADTMAN, Carnegie Commission on Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TATE, the Ohio State University; CHARLES E. WIDMAYER, Dartmouth College; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLK, Brown University; ELIZABETH BOND WOOD, Sweet Briar College; CHESLEY WORTHINGTON.
SOUTHERN ILLINOIS UNIVERSITY'S spring sports teams at Carbondale have enjoyed a great deal of success midway through their respective seasons.

Sporting the best record is the baseball squad with a 22-5 mark. Coach Richard "Itchy" Jones' club had a 13-game winning streak going at one time before Midwestern Conference foe Indiana State beat the Salukis in the second game of a doubleheader.

Jim Dwyer and Duane Kuiper have been swinging the hottest bats for the Salukis. Dwyer currently is batting .416 while Kuiper is hitting .411.

Doing most of the pitching are Steve Randall, Jim Fischer and Dick Langdon. Randall is 6-1 for the season while Langdon is 5-1 and Fischer 4-1.

SIU'S TRACK TEAM was undefeated in dual meet competition going into a May 1 meet with Kentucky. The Salukis' wins came over Florida, Indiana State and Murray State.

Coach Lew Hartzog received brilliant performances from several individuals in relay meets. Mike Bernard jumped 7-0 on three different occasions, grabbing a first at the Florida Relays and a second at the Drake Relays.

Ivory Crockett, the two-time national AAU 100-yard champion, took first place at the Dogwood Relays with a 9.3

Dave Hill has become SIU's freshman track sensation.
time. David Hill has been the biggest surprise on the team. Only a freshman, he upset several top milers on SIU's southern trip and has posted his best career time at 4:06.1.

The SIU 880 relay team recently broke a school record at the Drake Relays in Des Moines. Ivory Crockett teamed with Eddie Sutton, Terry Erickson and Stan Patterson to finish with the fastest qualifying time there: 1:24.4, breaking the old mark of 1:26.6 set in 1967. In the finals, however, the 880 team placed sixth with a 1:24.5, still better than the old record.

COACH DICK LEFEVRE'S tennis squad owns a 8-2 regular season record, with its only losses coming to tennis powers West Texas State and Mississippi State. Jorge Ramirez, Chris Greendale, Graham Snook, Mike Clayton and Ray Briscoe have been impressive for the Salukis.

In a contest that approached marathon proportions going over four hours, the SIU netters defeated Northern Illinois University at the SIU courts April 26.

The victory featured Clay Tudor winning his first match since April 8 and Jorge Ramirez dropping his second contest of the season. Tudor finally found the range and won 1-6, 6-4, 6-4. Ramirez went about as far as a tennis player can go before dropping a match. The native of Mexico City and his NIU opponent went three sets with a 12 point tie break in each set before the Huskie netter finally won out 6-7, 7-6, 7-5.

COACH LYNN HOLDER'S golf team has won five of six meets. Dave Perkins and Harvey Ott sport the best season averages—a 77.5 while Vito Saputo, Richard Tock, Geoff Young and Jay Wilkinson are close behind.

SIU'S WOMEN'S GYMNASTICS TEAM outclassed the rest of the field by a wide margin to win the team title of the United States Gymnastics Federation's Women's National Championships in Washington, D.C., April 24.
Alumni on Senate

Two alumni have been appointed to the Provisional University Senate, a "single-voice" governing body for Carbondale faculty, staff and students. This makes a total of 50 representatives from all campus segments who will serve on the newly inaugurated provisional body.

Harold Dycus M.S. '65 will fill one alumni position on the Senate. A certified public accountant, Dycus is currently vice president of the First National Bank in Carbondale where he makes his home. He is also vice president of the Jackson County SIU Alumni Club.

The other alumni member, Paul Schoen '67, is a lawyer with the Carbondale firm of Medlin, Zimmer and South. After graduating from SIU with a business degree he obtained a juris doctor degree from the University of Illinois in 1970. While an undergraduate at Southern, Schoen received the Service to Southern award, was a New Student Week chairman and a member of Sphinx Club.

The Alumni Association

Alumni Activities

MAY 10–12
Washington D.C. Area Alumni Club Telefund Campaign.
Detroit Area Alumni Club Telefund Campaign.

MAY 11–13
Saline County Alumni Club Telefund Campaign.

MAY 16
Edwardsville Honors Day.
Evansville Area Alumni Club Meeting. Executive Inn.

MAY 18
Randolph County Alumni Club Meeting.

MAY 19
Edwardsville Graduates' Banquet.
MAY 22, 24–27
Carbondale Graduates' Banquets.
SATURDAY, JUNE 6
Alumni Day.
FRIDAY, JUNE 11
Carbondale Commencement
Edwardsville Commencement
AUGUST 1–7, 8–14, 15–21
Alumni Family Vacation Camp.

A dinner meeting of the Miami Area Alumni Club featured SIU Foundation Director Kenneth Miller and brought out 29 SIU enthusiasts. Miller attended the Miami and Tampa-St. Petersburg alumni meetings on a recent trip to Florida. Pictured with him are, from left, new officers of the Miami Club: Malcolm Kahn M.A. '66, Ph.D. '69, vice president; Miller; Ron Newell '59, M.S. '62, president; and Wanda Alexander Newell '57, secretary.

Alumni Day Program

The SIU Alumni Association invites all alumni to take part in the Alumni Day activities scheduled for Saturday, June 5 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 "1" and "6" and the Class of 1970 will commence in the University Center Third Floor Lounge from 3 until 5 P.M.

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

The Edwardsville Great Teacher Award will be given in Honors Day ceremonies May 16.

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

Total Telefund Pledges
by April 28
$15,500
1932 San Jose, Calif., is the home of Mr. and Mrs. Harry R. Miller (Pauline E. Petersen). Mrs. Miller is a kindergarten teacher in the Mt. Pleasant School District.

1942 Frank L. Holloway is associate professor of international business and marketing at American University, Washington, D.C. Holloway, his wife, Alice, and son, Randall, live in Silver Springs, Md.

Lloyd V. Mitchell is a consultant research meteorologist for the USAF Environmental Technical Applications Center. Mitchell, his wife, the former Thelma Gregory, ex, and their two children make their home in Washington, D.C.

Alumni, here, there...

1944 Joseph Prelec, Jr., is a meteorologist for National Weather Services. He and his wife, Ruth Blankenship Prelec '45, live in North Olmstead, Oh.

1947 Olin W. Stratton, M.S. '49, is superintendent of Highland Community Schools. Stratton was elected president of the Illinois Association of School Administrators last November. His wife is Elaine Miller Stratton '46, M.S. '65. They have three children and make their home in Highland.

1949 Carlos R. Pleshe is director of marketing investments for Chrysler Motors Corp. He and his wife, the former Patricia Tope, and their three children make their home in Santa Ana, Calif.

1950 Harold J. Hartley has been appointed general manager of the American Agricultural Marketing Association, an affiliate of the American Farm Bureau Federation. He joined the association in 1959 as assistant director of the federation's commodity division. Previously, he had held executive positions with the Illinois Fruit Council and the National Peach Council. Mr. Hartley, his wife, the former Virginia Maze, ex, and their four children, make their home in Western Springs.

1953 Jo Ann Robertson, M.S. '59, is associate professor of women's physical education at Western Illinois University. She lives in Macomb.

1955 John A. Mueller has been promoted to commander at Whidbey Island Naval Air Station, Oak Harbor, Wash., where he is stationed. Cdr. Mueller is the commanding officer of the Flag Administrative Unit and personnel officer on the staff of Rear Admiral Earl P. Yates. With his wife, Mildred, and their two children, Cdr. Mueller resides in Oak Harbor.

1956 Clifford S. Kantor has been promoted to commander, U.S. Navy. He is operations officer of the USS Long Beach, the world's only nuclear cruiser. Kantor, his wife, Anna, and their three children reside in Vallejo, Calif.

1959 Dennis A. Ritzel has been named manager of marketing services for the McQuay-Norris division of Eaton, Yale and Towne, Inc., a manufacturer of engine components. He was previously manager of marketing services and advertising for Carter Carburetor Company. Ritzel, his wife, Kay, and their son live in Waterloo.

Paul H. Roosevelt, Ph.D., is professor of speech and director of the speech and hearing clinic at East Texas State University. He, his wife, the former Kathryn June Jack '49, and their two children live in Commerce, Texas.

1961 Robert E. Rea, Ph.D. '66, is associate professor of education at the University of Missouri, St. Louis. He was recently presented with the "Outstanding Young Educator" award of the St. Louis Chamber of Commerce for teaching ability and community service. Rea has been a member of UMSL's faculty since 1966. His wife is the former Barbara A. Breman, ex, and they make their home in St. Charles, Mo.

1962 William J. Dill has been appointed chief of Associated Press operations in Tennessee. He was previously chief of the AP Bureau in Baltimore. Dill and his wife, Marie, have four children and make Nashville, Tenn., their home.


1963 U.S. Air Force Capt. David J. Clark has been honored as an outstanding Air Training Command Junior Personnel Manager of the Year at Randolph AFB, Tex. Capt. Clark, commissioned in 1963 upon graduation from Officer Training School at Lackland AFB, Tex., was cited in recognition of the exceptional individual duty performance with ATC.

1964 Richard Madison, assistant director of the University Center at SIU, Edwardsville campus, has been selected as a regional representative for the Association of College Unions—International. He will serve as a liaison between the association's executive committee and member institutions in Illinois and Indiana.

1965 Lawrence F. Ashley is retail sales supervisor for Atlantic Richfield Oil Company. He and his wife, Kathleen Sinclair Ashley, and their two sons live in Louisville, Ky.

1966 Garry L. Jones has been promoted by Moorman Manufacturing Co., Quincy, to manage a new company division at Hereford, Tex. Jones will oversee manufacturing processes, office functions and product distribution in the Texas panhandle region. Jones and his wife, Delores, have one son, Ray.

Robert B. Keehner is a landscape specialist for the Illinois Division of Highways. Keehner, his wife, Barbara, and son, Brian, live in Peoria.

1967 U.S. Air Force Capt. Lawrence W. Hanfland has received the Distinguished Flying Cross and five awards of the Air Medal for action in Southeast Asia. The captain earned the medals for outstanding airmanship and courage on successful and important missions.
completed under hazardous conditions. Capt. Hanfland, assigned at Bien Hoa AB, Vietnam, during his combat tour, was honored at Griffiss AFB, N.Y., where he now serves with a unit of the Strategic Air Command. His wife is Mary Roth Hanfland ’68, VTI.

Sue A. Wieting is a hospital recreation worker in Southeast Asia. She helps plan and conduct activities for hospitalized servicemen. Miss Wieting has previously been a Red Cross recreation worker at Andrews AFB, Washington, D.C., and the Naval Hospital, St. Albans, N.Y.

1968 Bloomfield, N.J., is the home of Mr. and Mrs. Richard S. Bakker, M.S., (Gail M. Daley ’69). Mrs. Bakker, a former Olympic gymnastic star from Canada, is serving as a physical education instructor at Montclair State College, Montclair, N.J. She received her master’s degree at that school last year and presently has charge of the gymnastic team there. Bakker is baseball coach at Newark State College.

U.S. Air Force Sgt. Kenneth C. Brummer is assigned to a unit of the Air Force Communications Service at Hill AFB, Ut. Sgt. Brummer, a communications specialist, previously served at Fuchu Air Station, Japan.

Mark B. Collens has received the doctor of jurisprudence degree from the John Marshall Law School, Chicago. Collens participated in the Illinois Defender Project and in the Federal Criminal Defender Program in which senior law students assist in the defense of indigent defendants.

Peter L. Hosking, Ph.D., is senior lecturer at the University of Auckland in New Zealand. He and his wife, Carol, have one son.

Jimmy W. Johnson, M.S. ’70, is assistant to the field service director of the National Wildlife Federation in Washington, D.C. He, his wife, Judy, and their two daughters make their home in Springfield, Va.

Douglas C. Sommer has been named Country Companies public relations representative. He is assigned to a 24 county area in west-central Illinois, working out of Peoria. He will be responsible for conducting various public relations programs that are sponsored by the Country Companies.

Ronald G. Truitt has been promoted to sergeant in the U.S. Air Force. Sgt. Truitt is a supply specialist at Nel- lis AFB, Nev., in a unit of the Tactical Air Command. His wife is Vicki Loyd Truitt, VTI ’68.

1969 Charles C. Asselmeyer has been awarded U.S. Air Force silver pilot wings upon graduation at Randolph AFB, Tex. Following specialized training at Perrin AFB, Tex., he is assigned to Moody AFB, Ga., for flying duty with the Air Training Command.

Second Lieutenant Thomas H. Bilotti has been awarded silver pilot wings at Laughlin AFB, Tex., upon graduation from U.S. Air Force pilot training. Lt. Bilotti is remaining at Laughlin as an instructor pilot with a unit of the Air Training Command. His wife is Anne Monroe Milleadge Bilotti.

John Greksa is a management trainee at Pepsi-Cola Bottling Company, Herrin. His wife is Judith Bennett Greksa.

Army Specialist Four Daniel L. Kroeckne received an outstanding instructor award in the Department of Advanced Helicopter Training at Hunter Army Airfield, Ga. Spec. Kroeckne earned the award while assigned as a synthetic trainer instructor with the department.

1970 Mark E. Allen has been assigned as a rifleman with the 4th Infantry of the U.S. Army. He is stationed near Neckarsulm, Germany.

John S. Cline has been assigned to the 171st Infantry Brigade of the U.S. Army at Ft. Wainwright, Ak. Pfc. Cline serves as a rifleman.

Jeanne Howie is the recipient of a grant from Delta Theta Tau National Sorority. The grant was given to further education in guidance and counseling. Each year these financial awards are presented to students in the U.S. who have proven themselves in leadership, ability, and high scholastic achievement.

Major Frank I. Luddington, Jr., has received the U.S. Air Force Commendation Medal at Bien Hoa AB, Vietnam. He is assigned to Bien Hoa with the Air Force Advisory Team Three. Maj. Luddington was cited for outstanding performance of duty while serving with the deputy chief of staff for plans at Military Airlift Command, Scott AFB.

William K. McClain is a member of the 460th Tactical Reconnaissance Wing in Vietnam that has earned the Presidential Unit Citation for a third time. The award is the highest U.S. honor accorded a military organization.

Lt. McClain, an intelligence officer at Tan Son Nhat AB, Vietnam, will wear the distinctive service ribbon to mark his affiliation with the unit.

Army Pfc. Alan E. Pigg has been assigned to the 656th Engineer Battalion near Schwetzingen, Germany. Pfc. Pigg is a terrain analyst with the battalion’s 139th Engineer detachment.

Private Walter E. Saal has completed a basic army administration course at Ft. Ord, Calif. The course trains students as general clerks, clerk-typists and personnel specialists.

Pfc. Darrel L. Seim has completed a 25-week light air defense missile maintenance technician course at the U.S. Army Missile and Munitions Center and School, Redstone Arsenal, Ala. Seim learned the required maintenance standards of the Nike Missile System and associated test equipment.

Richard J. Sliwa is a purchasing agent for the Chicago and North Western Railway Company in Chicago. Sliwa, a student at the Graduate School of Business at Loyola University, is working toward a master of business administration degree.

Robert Wayne Smith is a member of the Peace Corps in San Luis de Santa Barbara, Honduras. Smith, who majored in finance, is in charge of setting up credit co-ops.

Marriages

Janis Lyn Dreyer, Carbondale, to Richard R. Berry ’70, Carbondale, February 20.

Nancy Gail Warning, Belleville, to James R. Eisenhauer ’69, Belleville, December 19.


Jean Slechta ’70, Calumet City, to Edward Lewis Kappelman ’70, Calumet City, July 25.


Mary Kay Moore ’69 Suitland, Md., to Michael G. Kelly ’69, Muldraugh, Ky., October 10.

Deanna Ulmet to James Lafikes ’70, Edwardsville, December 4.

Jacqueline Lynn Casper ’70, Carbondale, to Charles Delcommune McGann ’70, Murphysboro, December 26.

Deborah Lee Schromp, Alton, to
ROBERT HENRY McGUSKY '70, Alton, February 14.
LYNN LOUISE FORCADE '70, to Robert B. Meeker, Edwardsville, December 28.
Linda A. Hedrick, Indianapolis, to RICHARD J. SLIWA '70, Chicago, November 21.
Sharon Kay Vancil, Makanda, to JOHN EASTMAN SIMS '69, Belleville, January 9.

BIRTHS

TO MR. AND MRS. DOUGLAS W. ALRED '70 (JANET WALKER '70), Carbondale, a son, Scott Wesley, December 21.

TO MR. AND MRS. LYNDOLIS THOMAS ANDERSON '70, Marion, a son, Jared Edward, December 30.

TO MR. AND MRS. FRANKLIN G. BEATTY '68 (BONNIE J. BECKS '68), White Sands, N.M., a son, Scott Frank.

ROBERT HENRY MCCLUSKY '70, to Sherry Kay Vancil, Makanda, to JOHN EASTMAN SIMS '69, Belleville, January 9.

TO MR. AND MRS. WILLIAM H. CLOVER '68 (JANET L. WELL '68), University City, Tex., a son, Todd William, February 5.

TO MR. AND MRS. LARRY K. CONWAY, VTI '63 (MARY ANN TOLAR '62), Florissant, Mo., a daughter, Larissa Jean, August 28.

TO MR. AND MRS. CHARLES G. GROUT JR., 59, Pleasant Hill, Calif., a son, Charles Christopher, August 11.

TO MR. AND MRS. ROBERT G. DUNN, JR., 62, Viburnum, Mo., a son, Scott Alan, July 30.

TO MR. AND MRS. GARRY R. FANCHER '69, (MARGARET A. MILES '69), Columbus, Oh., a son, David Lee, January 3.

TO MR. AND MRS. TERRY FUQUA (NADA J. BUNN '59), Hopkinsville, Ky, a son, Ben, September 14.

TO MR. AND MRS. PAUL FREDERICK GALLAGHER '68 (JUDITH KAY BERNE '66), Woodriver, a daughter, Dawn Rene, December 14.

TO MR. AND MRS. HERBERT E. GILLEN '56 (ELIZABETH HOLBROOK '57), Columbus, Oh., a daughter, Kristi Jo, June 25.

TO MR. AND MRS. SAMUEL H. HILLMAN '68, M.S. '69 (BARBARA ANN PAUL '63), Decatur, a son, Todd Christopher, December 18.

TO MR. AND MRS. PETER L. HOSKING Ph.D. '68, Auckland, New Zealand, a son, James Milton, October 3.

TO MR. AND MRS. JIMMY W. JOHNSON '68, M.S. '70, Springfield, Va., a daughter, Kara Lea, September 19.

TO MR. AND MRS. TSO-HWA LEE '65 (IMAN TSCHANG '66), Placentia, Calif., a son, Paul C., July 24.

TO DR. AND MRS. WILLIAM H. PARIS, ex (MARY A. ELDERS '51), Florissant, Mo., a son, Leslie Kyle, December 18.

TO MR. AND MRS. JERRY D. PEPPLE '70, Findlay, a daughter, Joda Lynn, February 25.

TO MR. AND MRS. VICTOR H. PRANGE '68 (PHYLLIS TRUCKENBROOT '68), Houston, Tex., a daughter, Amy Victoria, December 3.

TO MR. AND MRS. JAMES REYNOLDS '64, Manhattan, Kan., a son, James, March 4.

TO MR. AND MRS. CHARLES E. RUSH '64, Troy, Ind., a daughter, Jennifer Ann, January 3.

TO MR. AND MRS. JOHN SCHEIER '70 (MARLYN J. OLSON '70), Calumet City, a daughter, Elizabeth Anne, December 6.

TO MR. AND MRS. JACK H. SCHULTZ '64, M.S. '65, Richmond, Va., a son, Scott Lee, December 1.

TO MR. AND MRS. RONALD N. SCHUETZ '59, Trenton, a daughter, Nancy Lynn, January 13.

TO MR. AND MRS. MARC SHULMAN (SUSAN BABBITT '69), College Station, Tex., a daughter, Elizabeth Erin, February 10.

TO MR. AND MRS. CHO-YEE TO '67 (PATRICIA M. WU YUNG WONG '67), Ann Arbor, Mich., a son, Wh-Yat Clarence, December 28.

TO MR. AND MRS. DALE E. VARBLE '63, M.S. '65 (MARY E. BLOEMER '65), Kalamazoo, Mich., a son, Derek Dale, August 22.

TO MR. AND MRS. RICHARD F. VORWALD '50, M.A. '52 (PATRICIA J. COLLIGAN '51), Florissant, Mo., a daughter, March 17.

TO MR. AND MRS. JAMES PETER WHITCOMB, VTI '70, (JOYCE LOUISE GIBSON '70), Chicago, a son, James Peter, Jr., January 22.

TO MR. AND MRS. JOHN M. WILLIAMSON (ANN LEWIS '65), Abilene, Tex., a son, David Lewis, December 17.

TO MR. AND MRS. RAYMOND W. WILSON '64, Toms River, N.J., a son, T. Derek, October 13.

TO MR. AND MRS. DENNIS ZORUMSKI '70 (BARBARA ZARAD '69), Alton, a daughter, Susan Kay, March 5.

DEATHS

1917 J. MILTON MILLIGAN, ex, Miami, Fla., died December 18 of a heart attack in Mercy Hospital, Miami. For the past 27 years Mr. Milligan had been personal accountant for an oil operator in Coconut, Fla. He is survived by one sister.

W. EDWARD SCHERER, 2, '38, Olney, died November 30 in Richland Memorial Hospital. Mr. Scherer was retired and had taught school for 40 years. Survivors include his wife, Grayce, and one son, Jerry.

1935 MRS. MARJORIE WEMBLE SULL, M.S. '55, Carbondale, died March 15 after a lengthy illness. She had been an assistant professor in special education at SIU, Carbondale, and had been working on a Ph.D. degree in speech pathology. She is survived by her husband, John, and two sons.

1946 OPAL CLARE CRAIN, ex, Carterville, died February 7 in Herrin Hospital after an illness of several months. She was a retired school teacher.

1947 MRS. HALLE J. HART, ex, Marion, died of arterio-sclerotic heart disease September 7. She had been an elementary school teacher.

1956 CHARLES WILLIAM THOMSON, ex, Mattoon, died February 9 as a result of leukemia. He had been a teacher at Mattoon High School, Surviving are his wife, MARY LUNDEN THOMSON '58, a son, David, and daughter, Dawn.

1957 CLARENCE HARVEY PIRTL, JR., M.S. '62, Mounds, died at Crab Orchard Lake, June 7, of a heart attack. Survivors include his wife, Dorothea, and son, Danny.

1967 GLENN GLEN ALLEN PARKS, Crete, died in Vietnam June 20. He had received an M.B.A. degree from Northern Illinois University in January, 1969, and entered the army the following May. Survivors include his parents, Mr. and Mrs. Phillip Parks.

STEPHEN CURTIS POWERS, Collinsville, died December 15 of carbon monoxide poisoning.

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


1931 GRANT MITCHELL, ex, Johnston City.

MRS. AURELLA DEUTSCHMANN PANIER, ex.

1953 MRS. CAROL MUeller WALTERS, Rantoul.

1969 MICHAEL EUGENE TERRY, Murphysboro.
"Being blind is no handicap in wrestling," says Tom Cravens, an intramural wrestler and sophomore sociology student at SIU's Carbondale campus. In the picture, Tom, face toward camera, grapples with his opponent.

"I don't practice every day. If I did, my legs would probably get all tangled up or something," says Tom Cravens. He is an intramural wrestler. And he is blind.

Tom, a sophomore sociology student at SIU's Carbondale campus, won second place in an intramural wrestling competition, 145-pound weight class, held in February.

"I could have done better if I had not gotten strains in my legs during the semi-finals," says the 21-year-old from Rockford.

Tom lost his eyesight when he was beset by a brain tumor at the age of five. While he was in the sixth grade at Illinois Braille Sight-Saving School in Jacksonville, he found his interest in wrestling.

"In a protective boarding school, you get bored. You just have to find something to kill time with," explains Tom.

Tom believes that "people should discover whatever talents they have, and use them to the best of their abilities." He says that being blind is no handicap in wrestling, because he can wrestle close contact.

"I know what I can do and what I cannot do. I think that's important," says Tom, who finds it almost impossible to engage in other sports that require speed and eyesight.

When Tom wrestles in competition, he lets the referee know that he is blind.

"But they don't treat you differently," says Tom. "You have no friends on the mat. You just have to defend yourself."

At SIU, Tom carries his cassette tape recorder from one class to another. He then types out the recorded lectures on his braille typewriter. Reading assignments are no problem, either. Tom makes the best use of Learning Resources facilities, where almost all the main textbooks are available on tape.

"The only problem is," admits Tom, "when I am typing a term paper on a regular typewriter, I have no way of checking spelling mistakes. And when someone interrupts, there's no way you can go back to check where you were."
Honor Roll of New Life Members

SIU ALUMNI ASSOCIATION

Life Memberships
Miss Marjorie A. Beck '60
Pinckneyville, Illinois
Mr. Norman W. Beck '39
Columbia, Illinois
Mr. Fred H. Becker '67, '69
Marion, Illinois
Dr. Myron V. Boor '67
Milwaukee, Wisconsin
Mrs. Juanita B. Boos '55
Sunnyvale, California
Mr. Allen R. Bright '60
Paducah, Kentucky
Mr. Robert W. Carroll '59
Homewood, Illinois
Miss Jane Crichton '42, '65
Herrin, Illinois
Mr. Terry E. Dale '66
Rushville, Illinois
Mr. Ivan A. Elliott, Jr.
Carmi, Illinois
Mrs. Rebecca R. Fixman '25-2
(Metropolis, Illinois
Mr. Stanley R. Friemann '60
Collinsville, Illinois
Mr. Roger A. Given '57
Crossville, Illinois
Mr. Harris E. Hansen '60
Youngstown, Ohio
Miss Mary L. Harres '62
Columbia, Illinois
Mrs. Richard B. Helm '67
(Edwardsville, Illinois
Mrs. Richard Hoffarth '55
(Bloomington, Illinois
Mr. Archie C. Hogan, Jr. '66
Ibadan, Nigeria, West Africa
Mr. Charles L. Holliday '47
Murphysboro, Illinois
Mr. Thomas E. Ihle '61
Murphysboro, Illinois
Mrs. James A. Lawder, Jr. '63
(Coraee Holmes
Murphysboro, Illinois
Mr. Walter Lazar '64
Newport Beach, California
Mr. Lynn C. Lemons '60
St. Charles, Illinois
Mr. John C. Loayza '69
Oak Park, Illinois
Mrs. Charles Mayfield '38
(Geraldine Morgan
Bloomington, Illinois
Miss Veda E. Miller '61
Oak Park, Illinois
Dr. Siegfried G. Mueller '68
Chicago, Illinois
Mr. Howard F. Newell '63, '65
Murray, Kentucky
Mr. Arthur E. Newman '35
Yakima, Washington
Mr. Reid K. Rihel '60
Downtown Grove, Illinois
Dr. Jo Ann Robertson '53, '59
Macomb, Illinois
Dr. James T. Robison '36
Cheverly, Maryland
Mrs. Quay Ryan '63
(Agnes Carolyn Enzweiler
Lakewood, Colorado
Mr. C. Jay Shoemaker II '65, '67
Elmhurst, Illinois
Mr. Robert S. Steiger '62
Danville, Illinois
Mr. John S. Teschner '57
Villa Park, Illinois
Mrs. Roy T. Tucker '49
(Kathryn Kristoff
LaMirada, California
Mrs. David Whiteside '67
(Juanita Beggs
Arlington Heights, Illinois
Mr. Jacob T. Williams II '63
Atlanta, Georgia
Mr. Robert E. Wilson '56
Carbondale, Illinois

Family Life
Mr. and Mrs. John M. Beatty '61
(Edwardsville, Illinois
Mr. and Mrs. Willard Carr '51
(Springfield, Illinois
Mr. and Mrs. J. Phillip Cole '52, '62
Monrovia, Liberia, West Africa
Mr. and Mrs. Jack H. DeAtley '65
(Judith Ann Reisinger '64
Champaign, Illinois
Mr. and Mrs. Edwin W. Meyer '58
(Evelyn Louise Irvin '57
Lincoln, Illinois
Mr. and Mrs. William B. Owen '61
(Dona Virgene Nelson '61, '65
FPO San Francisco, California
Mr. and Mrs. Carlton M. Randolph '60
(Shirley J. Chambers '59
Louisville, Kentucky
Dr. and Mrs. Albert J. Shafter '48, '49
(Lynette Peek ex '48
Harrisburg, Illinois
Mr. and Mrs. Lester W. Sommers '59
(Mary Ann Mesarosch '58
Carbondale, Illinois

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 $125 (minimum annual installment payment $12.50), or $150 for a family life membership if both husband and wife are alumni (minimum annual installment payment $15.00). Benefits begin immediately. Life membership payments go into a permanent endowment, the interest supporting alumni activities in perpetuity.