What Is a College Degree Really Worth?

With All Their Successes, Why Are Colleges So Broke?

How Can Anyone Pay for College?

Are Students Taking Over?

What Is the "New" Student?

What Will We Do With Kids If They Don't Go to College?

What Is the Best Preparation for a College Teacher?

What's the Best Way to Teach — and to Learn?

Should Campuses Get Bigger?
Among the many letters we've received at the Alumni Office was this recent one from Mr. and Mrs. Raymond Crocker '14-2 of Scheller. Mr. Crocker writes; "Several of our family have gone to school at Southern Illinois University. My brother attended in 1910. My wife's mother attended in 1890. Her sister was there in 1909, while her brother attended in 1920. All of our five children went to Southern and so far three of our grandchildren have attended SIU."

The Crocker's, whose family has certainly patronized the University since the school's early days and continues to do so even now, have also been annual members of the SIU Alumni Association for 25 continuous years.

S.R.B.
Moonshooter Subject of this year's Moonshooter national report is "13 Big Issues for Education." The Moonshooter report is part of a cooperative, nonprofit effort in which several hundred colleges and universities join forces to keep the nation's college and university graduates informed about developments affecting higher education. It asks 13 questions that alumni and alumnae everywhere are asking about higher education. It then answers them, with authority and candor. 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.

Something's Changed! A new change sheet to aid in notifying the Alumni Office about marriages, births, deaths, promotions, address changes, etc. is provided for you in the classnotes section near the back of the magazine. Such good response was obtained from the first coupon appearing in March Alumnus that the form will be included in future magazines for your convenience. Just fill out, clip and mail. What could be simpler?

Crisis Intervention

On 750 occasions last year someone dialed the telephone number 457-3366 in Carbondale to utter a "cry for help."

Twenty-five times the cry came through as a tight announcement: "I’m going to kill myself."

Far more often, though, the caller needed to be helped through an interlude of depression, loneliness, anxiety. In every case he got it from an unpaid volunteer who has been trained in the fast-growing service called Crisis Intervention.

News of the Campus

There are about 1,000 such telephone hotlines in the U.S. today, all of them more or less patterned after the pioneering Los Angeles Suicide Prevention Center started in 1957.

Nowadays, hardly any call themselves suicide lines, because the work itself tends to discourage callers who may not exactly want to do themselves in, but who may nevertheless require some quick counseling assistance.

The Crisis Intervention Center on the campus of Southern Illinois University at Carbondale was set up last year by faculty psychologist Thomas Schill as an extension of the University’s Clinical Services Center. Schill figures the shoestring operation (two phones, an electronic answering service for after-hours, and some advertising change) has cost about $1.35 per day for help. He figures it’s worth every cent and plenty more.

Like the time the girl had the gas turned on, or the other time the girl slashed her wrists. CIC alerted ambulance service, and later, the girls were talked into therapy. They're okay.

Or the woman who called, ostensibly to seek help by placing her baby out for adoption. The CIC volunteer was able to discern after some minutes that the caller was actually threatening suicide. She refused to say where she was, and at one point her only response to questions was heavy breathing. While one CIC worker kept her on the phone, another one contacted city police, who effected a trace. “She’s still among the living,” says Schill.

The system works with approximately 50 trained, available volunteers, most of them SIU graduate students in psychology. They work two at a time in two three-hour shifts between 8 p.m. and 2 a.m. That’s when people need the most help, especially since other counseling agencies are usually shut down.

Boy-girl breakups account for the most number of calls, next to general depression.

“A student away from home is away from a primary family group, he already may feel alienated. Then when a relationship goes to pot he may panic. He needs help.”

Somewhere between the extreme of suicidal intentions and the heavy blahs are serious emotional problems that CIC people deem demanding of speedy therapy. There were 42 of those last year.

In many cases, Crisis Intervention teams will go to the person and stay with him through the night, if necessary, and then get him into psychological counseling the next day.

The week before winter term final examinations—that seems to be the year’s heaviest crisis period. Schill says that by the time tests actually begin, many uptight students seem to resolve their problems—“they make up their minds to do one thing or another”—and the anxiety index subsides.

Bad trips from drugs triggered only 18 crisis calls last year, but another campus-related service, Synergy, deals exclusively with that problem.

Callers have been equally divided between men and women contrary to the experience of outside clinical agencies, where two-thirds of the clients are female. Schill believes the anonymity afforded by the hotline system encourages men to shed their tough-guy roles, and to bare their tortured chests.

More women than men will call with suicide on their minds, but men tend to be more serious about their intentions, according to Schill. So far, no one CIC at SIU has talked to has ever carried out the threat.

A problem for the service, and a source of understandable despair for the volunteers, are crank calls. But, as Schill says, they’re trained to handle every caller’s problem as if it were real and immediate.

In fact, the very first call CIC ever got was an obscene one. “I’m glad it came to us,” says Schill. “At least he wasn’t bothering someone else.”

Back to School

Anyone who has ever complained it is too late to get an education should try convincing 71-year-old George Gregory, a spring quarter freshman at Edwardsville.

“It’s never too late,” said the retired railroad agent. “I know a 95-year-old cabinet maker, and he’s a darned good one.”

Gregory is registered for classes at SIUE, and unlike many freshmen, knows exactly what he wants to study. He is willing to do whatever is necessary to complete that goal.

According to assistant registrar D. W. Wilton, Gregory is the oldest entering freshman ever to attend SIUE.

“I want to study anthropology,” Gregory said, “because I have al-
Columnist Jack Anderson delivered the 19th annual Elijah P. Lovejoy Lecture in Journalism at the Carbondale Student Center. He talked on several subjects, one of which—the ITT case—has put him in the news recently. (photo by John Lopinot)

Perplexing Plants

Is it possible that common plants have feeling and emotions? That they can literally be terrorized with fear, or sympathize with their floral brothers when they are threatened?

A New York polygraph (lie detector) expert named Cleve Backster thinks they can indeed; he has performed experiments which seem to show plants behaving under stress the same way humans do.

According to the Wall Street Journal, Backster has pulled some eerie results from his tests.

Example: He attaches polygraph electrodes to some vegetables and an assistant selects one to drop into boiling water. Even before the doomed specimen is touched it registers an abrupt leap on the polygraph chart, as though it had fainted. The other vegetables don’t react.

Example: Six students draw straws to see who will destroy one of a couple of plants in a room. Later, the six re-enter the room, one by one. The surviving plant stays calm until the sixth man—the “killer”—enters. Then it “faints,” according to the lie detector read-out.

He’s also detected heart-beat-like pulsations in grocery store eggs that are unfertilized; he claims that eggs, too, get excited when they are about to be broken, or when another egg is threatened.

Fascinating stuff, and according to the Journal, Backster is being very careful to report his observations only, and let the scientific community do the detailed research. He says that such research is going on at “25 or 30 universities.”

One might expect instant skepticism, if not outright pooh-poohing from the scientific community. But at least one member of it isn’t about to put him down—in fact, he is “delighted” that Backster’s work may popularize one aspect of plant physiology that has been known about and studied for years.

John Yopp, SIU at Carbondale botanist, has more than a little experience with the electrical impulses sent out by some plants. One, in particular, is so nervous that Yopp has trouble finding out what he wants to about it. It’s called Natelle, an algae with enormous cells—some are four inches long. There is a 120 millivolt difference between the electrical field outside the plant and inside it.

Back in 1774 a scientist noted that the flow of cytoplasm in a Natelle-like plant stopped immediately when it was touched, a phenomenon says...
Yopp, related to the electrical potential across plant membranes. In 1940, Stanford scientist L. R. Blinks did the most respected research confirming the existence of electrical fields around plants—“bioelectricity.”

“Our own library is loaded with studies on it, and I’ve done many shifts, even a strange noise. Any or articles on it myself. “I’d be surprised if Backster’s polygraph studies didn’t show something like this,” Yopp said.

Well, then, how explain the sharp reactions of Backster’s plants when they’re in a room away from the event. Or to the presence of a person who did something bad? Or in anticipation of something bad?

A polygraph is an instrument that picks up changes in the electrical potential of organisms. Yopp says these changes can be affected by the minutest environmental signals—a change in light intensity, the slamming of a door, temperature shifts, even a strange noise. Any or all can conspire to set off the electrical field change in certain plants.

Okay, what about those eggs?

Yopp is intrigued by this one, particularly since the yolk of an egg can be considered as one single, jumbo cell—just like that jumpy Natelle plant. “It may be that the electrical potential across that large membrane can be changed by the slightest stimulus. I don’t know.”

Neither does he know whether—as Backster seems to suggest—there might be something going on between the human brain’s alpha waves and the electrical potential that plants are known to have. It’s all part of the electromagnetic spectrum.

But he’s happy Backster is doing his work and that he is relying on other laboratories to confirm or deny. “Certainly, some of the things he’s reporting can’t be simply random happenings. There is a proven physiological basis for what he’s picking up; that’s no mystery.

But the possible “wave” interaction between living things always has mystified us. I think he’s doing a great service by popularizing this study in the careful way he has. I’ll say one thing, this is the sort of stuff that turns on botany students, and I’m for that.”

E’ville Ambassadors

“I really enjoyed (sic) the tour. Espelly (sic) the cougar.”

“Thank you for letting us holded (sic) the snakes.”

Sometimes the University Ambassadors at Edwardsville receive more conventional letters of appreciation, but none mean more to them than the ones like these, from grade school children whom they have taken on campus tours.

The Ambassadors are a small, energetic group of students who donate their time to take visitors around the campus. Their volunteer work is directed by the University Information Center.

Twenty-six students are currently active Ambassadors. In the past 12 months, they have conducted more than 4,000 visitors on more than 100 different tours. In addition, they have served nearly 3,000 persons as unpaid hosts and hostesses for scheduled campus events.

Many are members of other campus organizations—fraternities and sororities, clubs, the Student Senate—and one, Miss Debra Bobo, is Miss SIUE.

Associate Program

Students, especially freshmen and sophomores, are faced with the problem of adjusting to a strange environment and other specific worries when entering college. To help alleviate this condition more than 75 faculty and staff members at Carbondale are working with students on visits to residence areas.

Depersonalization and alienation are usually problems confronting students at any large institution and SIU is no exception. There might be problems connected with dating, money, staying in school, or possibly drugs.

In what is called the University Associate Program, University faculty and staff members, who come from various departments, have volunteered or acted upon request to work informally with students. It was started on an experimental basis last summer in the Brush Towers dormitory complex and the past fall was expanded to include both on-campus and off-campus student residence areas.

Mrs. Julia Muller, M.S. ’67, co-ordinator, Office of the Dean of Student Services, said the Associate Program is coming along “slow, but well.”

She said the purpose of the program is to help eliminate the depersonalization students living in residence areas may feel toward the University as well as help students cope with personal problems by providing opportunities to relate informally with faculty and staff members.

Through periodic informal meetings with students, University Associates learn more about student problems and the way students live. Associates are given a floor or a wing of a residence hall and become acquainted on an informal basis, unlike that found in the classroom, with the students who live there.

Mrs. Muller said informal contacts help do away with “we-they” labels, and students and Associates see each other for what they really are—human beings. Many worthwhile friendships are formed once communication is established, she said. Activities vary from informal discussions to field trips or campus events. The activities list is endless and each Associate makes plans with his student group to suit their own interests.
WITH 34 LETTERMEN returning, including 16 starters, the number one worry for SIU at Carbondale football coach Dick Towers in spring drills will be finding a quarterback to run his triple-option offense.

Prime candidate for the vacancy left by two-year starter Brad Pancoast is seldom-used junior Larry Perkins. Perkins showed speed and ball handling skills while seeing limited action in 1971 but his size (he stands only 5-9) makes his passing suspect.

The only other contender for signal-calling duties is freshman-to-be Leonard Hopkins, a strong-armed 195-pounder.

Otherwise, Towers has the remainder of his 1971 backfield intact. They are fullback George Loukas, a 195-pounder, tailback Thomas Thompson, a 210-pounder, and flanker Phil Jett.

Loukas was the Salukis' leading rusher and scorer, grinding out 1,052 yards and scoring 11 touchdowns. The faster Thompson provided several big plays en route to his 641-yard season.

Defense should be Southern Illinois' strong suit with nine starters returning. The entire linebacking corps of Mike O'Boyle, Bob Thomure and Norris Nails is back, plus 1969 and 1970 starter Brian Newlands, who missed last season due to a hand injury.

And all four of SIU's deep defenders--seniors Russ Hailey, Emmit Burt and Jim Powell, and junior Dennis O'Boyle--return.

A prime concern will be the replacement of All-American Lionel Antoine, who roamed from offensive tackle to tight end to defensive end.

Bill Story, a talented 245-pounder who spend last season at offensive guard and tackle, will be given a trial at defensive tackle in the spring.

Top Saluki newcomers include offensive lineman Craig Schuette (245), defensive lineman Bill Crutcher (212) and wide receiver Willie Turner.

SIU AT CARBONDALE HAD JUST WON the 1972 NCAA Gymnastics Championships at Ames, Iowa and Saluki coach Bill Meade declared, "this is the best SIU team I've ever had."

That means this year's Salukis were "real good" considering Southern Illinois has produced three other NCAA championship teams, and finished runners-up on five occasions.

The national crown climaxxed an almost perfect season for Meade's Salukis.
They also won the Midwestern Conference championship, scored the highest team score ever recorded in a dual meet (167.90 points versus Illinois State) and compiled a 14-1 dual meet won-loss record.

SIU's only dual loss came at the hands of defending NCAA champion Iowa State in early January.

So the NCAA crown proved sweet revenge for Meade's Maroon and White troops, since Iowa State finished in a distant second-place.

When the last event was concluded in Ames, Southern had tallied 315.925 points. Iowa State had 312.325 and Penn State finished with 311.25 points.

SIU had won similar championships in 1964, 1966 and 1967.

And Southern's impressive showing at Ames was more than team victory since Saluki standouts Gary Morava and Tom Lindner led all contestants in the battle for individual honors.

Lindner, a senior from Milwaukee, Wis., won the Nissen Award, a large trophy which goes annually to the outstanding senior gymnast in the country. He also captured horizontal bar title and finished fourth in the all-around competition.

Morava, a sophomore from Prospect Heights, was the only collegian to qualify for the finals in four events.

He finished first in vaulting, fourth on the horizontal bar, second in all-around competition, tied for fourth in the floor exercises and sixth on the parallel bars.

Other members of SIU's championship team were Bill Beebe, junior River Grove, Jerry Boddy, senior from Rochester, N.Y., Dan Bruring, junior from Zion, Steve Duke, senior from Pikesville, Md., Jeff Farris, freshman from Arlington Heights, Ed Hembd, freshman from Arlington Heights, Steve Holthus, sophomore from Wheeling, Jack Laurie, freshman from Los Angeles, Calif., David Oliphant, junior from Park Forest and Jack Willard, junior from Wheaton, Md.

Allen Greenlee, who shot a sensational 89 percent from the free throw line for Danville Junior College this past season, and John Strubberg, 6'5" scoring ace of the Belleville St. Mary's prep basketball team have signed letters of intent to enroll at Southern Illinois University at Edwardsville.

The 6-4 Greenlee averaged 19.9 points per game in high school prep play and pulled down 21 rebounds in a contest. At Danville J.C., he shot a sensational .743 from the floor.

Said Cougar cage coach Jim Dudley: "Greenlee has great jumping and ball-handling ability. He's a great outcourt shot and passes real well. He has fine potential to fit in at a wing position in our offense."

Strubberg led all Metro East scorers the 1971-72 season with a 30.6 per game average, up from his 24 points per game in his junior year. He is also deadly accurate from the free throw line.

Strubberg was picked on the Chicago Daily News All-State first team in the Class A division and was picked on all four Metro East second teams, including both Class A and Class AA schools.

Dudley was jubilant at Strubberg's decision to cast his lot with the Cougar cagers. He said, "John will give us a front-liner whose prep record indicates he can score."

Edwardsville's baseball team which stood 14-7-1 for the season at deadline time faced the grim prospect of playing eight more games in the next seven days.

SIUE's Coach Roy Lee, a pro left-handed hurler for 17 years in major and minor league baseball, certainly wouldn't quarrel with those fans who say that pitching is at least 80 per cent of a winning team's success. The Cougar mound staff, headed by Don Rains, 4-0, got its biggest test of this season during that stretch.

Those seven games were crucial to SIUE's chances of receiving its third straight bid to the post-season National College Athletic Association midwest regional tournament since only eight more games remained after that on the Cougars' schedule.

Pitching will tell the story.
13 Big Issues for Higher Education

Higher education has entered a new era. Across the country, colleges and universities have been changing rapidly in size, shape, and purpose. And no one can predict where or when the changes will end.

Much of the current debate about higher education is prompted by its success. A century ago, less than 2 per cent of the nation’s college-age population actually were enrolled in a college; today, about 35 per cent of the age group are enrolled, and by the turn of the century more than half are expected to be on campus.

The character of higher education also is changing. In 1950, some 2 million students were on campus—about evenly divided between public and private institutions. Today there are 8.5 million students—but three in every four are in public colleges or universities. Higher education today is no longer the elite preserve of scholars or sons of the new aristocracy. It is national in scope and democratic in purpose. Although it still has a long way to go, it increasingly is opening up to serve minorities and student populations that it has never served before.

The character of higher education is changing far beyond the mere increase in public institutions. Many small, private liberal arts or specialized colleges remain in the United States; some are financially weak and struggling to stay alive, others are healthy and growing in national distinction. Increasingly, however, higher education is evolving into larger education, with sophisticated networks of two-year community colleges, four-year colleges, and major universities all combining the traditional purposes of teaching, research, and public service in one system. The 1,500-student campus remains; the 40,000-student campus is appearing in ever-greater numbers.

Such expansion does not come without growing pains. Higher education in this country is losing much of its mystique as it becomes universal. There are no longer references to a “college man.” And society, while acknowledging the spreading impact of higher education, is placing new demands on it. Colleges and universities have been the focal point of demands ranging from stopping the war in Southeast Asia to starting low-cost housing at home, from “open admissions” to gay liberation. Crisis management is now a stock item in the tool kit of any capable university administrator.

The campus community simply is not the same—geographically or philosophically—as it was a decade ago. At some schools students sit in the president’s office, at others they sit on the board of trustees. Many campuses are swept by tensions of student disaffection, faculty anxieties, and administrative malaise. The wave of disquiet has even crept into the reflective chambers of Phi Beta Kappa, where younger members debate the “relevance” of the scholarly organization.

At a time when all the institutions of society are under attack, it often seems that colleges and universities are in the center of the storm. They are trying to find their way in a new era when, as “the Lord” said in Green Pastures, “everything nailed down is coming loose.”

A Special Report
What Is the Role of Higher Education Today?

"Universities have been founded for all manner of reasons: to preserve an old faith, to proselytize a new one, to train skilled workers, to raise the standards of the professions, to expand the frontiers of knowledge, and even to educate the young."—Robert Paul Wolff, *The Ideal of the University*.

As higher education grows in public visibility and importance, its purpose increasingly is debated and challenged.

It is expected to be all things to all people: A place to educate the young, not only to teach them the great thoughts but also to give them the clues to upward mobility in society and the professions. An ivory tower of scholarship and research where academicians can pursue the Truth however they may perceive it. And a public service center for society, helping to promote the national good by rolling forward new knowledge that will alter the shape of the nation for generations to come.

The role of higher education was not always so broad. In 1852, for example, John Henry Cardinal Newman said that a university should be "an Alma Mater, knowing her children one by one, not a foundry or a mint or a treadmill." In those days a university was expected to provide not mere vocational or technical skills but "a liberal education" for the sons of the elite.

In later years, much of university education in America was built on the German model, with emphasis on graduate study and research. Johns Hopkins, Harvard, Yale, and Stanford followed the German example. Liberal arts colleges looked to Britain for many of their models.

The explosion of science and the Congressional passage of the Land-Grant Act also created schools to teach the skills needed for the nation's agricultural and industrial growth.

Today it is difficult—if not impossible—for most colleges and universities to recapture Cardinal Newman's idea that they know their children "one by one." The impersonality of the modern campus makes many students, and even some faculty members and administrators, feel that they are like IBM cards, or virtually interchangeable parts of a vast system that will grind on and on—with or without them.

Still, the basic role of a college or university is to teach and, despite the immensity of the numbers of students crowding through their gates, most manage to perform this function.

There is a growing belief, however, that higher education is not as concerned as it might be with "learning"; that the regurgitation of facts received in a one-way lecture is the only requirement for a passing grade.

Faculties and students both are trying to break away from this stereotype—by setting up clusters of small colleges within a large campus, by creating "free" colleges where students determine their own courses, and by using advanced students to "teach" others in informal settings.

There is little question that students do "know" more now than ever before. The sheer weight of knowledge—and the means of transmitting it—is expanding rapidly; freshmen today study elements and debate concepts that had not been discovered when their parents were in school. At the other end of the scale, requirements for advanced degrees are ever-tighter. "The average Ph.D. of 30 years ago couldn't even begin to meet our requirements today," says the dean of a large midwestern graduate school.

The amount of teaching actually done by faculty members varies widely. At large universities, where faculty members are expected to spend much of their time in original research, the teaching load may drop to as few as five or six hours a week; some professors have no teaching obligations at all. At two-year community colleges, by comparison, teachers may spend as much as 18 hours a week in the classroom. At four-year colleges the average usually falls between 9 and 16 hours.

The second major role of higher education is research. Indeed, large universities with cyclotrons, miles of library stacks, underwater laboratories, and Nobel laureates on their faculties are national resources because of their research capabilities. They also can lose much of their independence because of their research obligations.

Few colleges or universities are fully independent today. Almost all receive
money from the federal or state governments. Such funds, often earmarked for specific research projects, can determine the character of the institution. The loss of a research grant can wipe out a large share of a department. The award of another can change the direction of a department almost overnight, adding on faculty members, graduate students, teaching assistants, and ultimately even undergraduates with interests far removed from those held by the pre-grant institution.

There is now a debate on many campuses about the type of research that a university should undertake. Many students, faculty members, and administrators believe that universities should not engage in classified—i.e., secret—research. They argue that a basic objective of scholarly investigation is the spread of knowledge—and that secret research is antithetical to that purpose. Others maintain that universities often have the best minds and facilities to perform research in the national interest.

The third traditional role of higher education is public service, whether defined as serving the national interest through government research or through spreading knowledge about raising agricultural products. Almost all colleges and universities have some type of extension program, taking their faculties and facilities out into communities beyond their gates—leading tutorials in ghettos, setting up community health programs, or creating model day-care centers.

What's the Best Way to Teach - and to Learn?

Over the years, college teaching methods have been slow to change. The lecture, the seminar, and the laboratory were all imported from Europe after the Civil War—and they remain the hallmarks of American higher education to this day.

Some colleges, however, are sweeping the traditions aside as they open up their classrooms—and their curricula—to new ways of teaching and learning. The key to the new style of education is flexibility—letting students themselves set the pace of their learning.

One of the most exciting experiments in the new way of learning is the University Without Walls, a cooperative venture involving more than 1,000 students at 20 colleges. Students in UWW do most of their learning off campus, at work, at home, in independent study, or in field experience. They have no fixed curriculum, no fixed time period for earning a degree. They work out their own programs with faculty advisers and learn what they want. Their progress can be evaluated by their advisers and measured by standardized tests.

The students in UWW, of course, are hardly run-of-the-mill freshmen. They include several 16-year-olds who haven't finished high school, a 38-year-old mother of three who wants to teach high school English, and a 50-year-old executive of an oil company. Their participation underscores a growing belief in American higher education that learning is an individualized, flexible affair that does not start when someone sits in a certain classroom at a fixed time or stop when a certain birthday is passed.

The UWW experiment is financed by the Ford Foundation and the U.S. Office of Education and sponsored by the Union for Experimenting Colleges & Universities. Smaller-scale attempts to launch systems of higher education
## Higher Education's Soaring Seventies

### Enrollment

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### Earned Degrees

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### Staff

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<tbody>
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<td>Other instruction</td>
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<tr>
<td>Other professional staff</td>
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<td>Public</td>
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<td>Private</td>
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<td>4-year</td>
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<td>2-year</td>
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### Expenditures

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<th>1979-80</th>
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<tr>
<td>Total expenditures from current funds</td>
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<td>Student education</td>
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<td>Organized research</td>
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<td>Related activities</td>
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<td>Capital outlay from current funds</td>
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### Student Charges

<table>
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<tr>
<td>All public institutions</td>
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<td>Other 4-year</td>
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<td>2-year</td>
<td>957</td>
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<tr>
<td>All private institutions</td>
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<tr>
<td>Other 4-year</td>
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<tr>
<td>2-year</td>
<td>2,064</td>
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</table>

### Source

U.S. Office of Education
involving “external degrees” and “open universities” are sprouting across the country.

The new trend to flexibility started by killing the old notion that all students learn the same way at the same time. With that out of the way, colleges have expanded independent study and replaced many lectures with seminars.

Some colleges have moved to the ultimate in flexibility. New College, in Florida, lets a student write his own course of study, sign a “contract” with a faculty adviser, and then carry it out. Others give credit for work in the field—for time at other universities, traveling in urban ghettos or AEC laboratories. Still more are substituting examinations for hours of classroom attendance to determine what a student knows; some 280 students at San Francisco State, for example, eliminated their entire freshman year by passing five exams last fall.

Another trend is the increasing use and availability of technology. At Simon Fraser University in British Columbia, among other institutions, students can drop into a bioscience lab at any time of day, go to a booth, turn on a tape recorder, and be guided through a complicated series of experiments and demonstrations. The student there has complete control of the pace of his instruction; he can stop, replay, or advance the tape whenever he wants. One result of the program: students now spend more time “studying” the course than they did when it was given by the conventional lecture-and-laboratory method.

The computer holds the key to further use of technology in the classroom. The University of Illinois, for example, is starting Project Plato, a centralized computer system that soon will accommodate up to 4,000 users at stations as far as 150 miles from the Champaign-Urbana campus. Each student station, or “terminal,” has a keyset and a plasma panel, which looks like a television screen. The student uses the keyset to punch out questions and answers, to set up experiments, and to control his progress. The computer responds to his direc-
Should Campuses Get Bigger?

At the University of Illinois in Champaign-Urbana, midterm grades in some courses are posted not by the students' names but by their Social Security numbers. At Ohio State, a single 24-story dormitory houses 1,900 students—more than the total enrollment of Amherst or Swarthmore.

Across the country, colleges and universities are grappling with the problem of size. How big can a campus get before students lose contact with professors or before the flow of ideas becomes thoroughly clogged? How can a large campus be broken into smaller parts so students can feel that they are part of a learning community, not mere cogs in a machine?

Increasingly, parents and students are opting for larger campuses—both because large colleges and universities provide a good education and because they usually are state institutions with lower costs. A few years ago the National Opinion Research Center in Chicago conducted a national survey of the alumni class of 1961 and found that the graduates did not even have "much romanticism" about the advantages of small colleges. Only one-fourth of the respondents thought that a college with fewer than 2,000 students would be desirable for their oldest son—and only one-third thought it would be desirable for their oldest daughter.

Size is only one of several factors involved in choosing a college. Others include cost, distance from home, the availability of special courses, and counseling from relatives and friends. A choice based on these factors leads to a college of a certain size. Choosing a highly specialized field, or one requiring much laboratory research, usually will mean choosing a large school. Trying to save money by living at home might mean attending a public (and large) community college.

Large colleges, of course, have advantages—more books, more distinguished professors, more majors to choose from, more extracurricular activities. They also have longer lines, larger classes, and more demonstrations. Three years ago a study of student life at the University of California at Berkeley (pop. 27,500) by law professor Caleb Foote concluded with the opinion that human relationships there "tend to be remote, fugitive, and vaguely sullen." Students and faculty were so overwhelmed by the impersonality of the university's size, said Foote, that the school failed even to educate students to "respect the value of the intellect itself."

By comparison, relationships at small colleges are almost idyllic. For example, a study of 491 private, four-year nonselective colleges with enrollments under 2,500 found that students and faculty there usually are on familiar terms and tend to be absorbed in class work. "The environment," said the study's authors, Alexander Astin, director of research for the American Council on Education, and Calvin B. T. Lee, chancellor of the University of Maryland campus in Baltimore County, "is cohesive, and the administration is concerned about them as individuals."

The greatest problem is to strike a balance, to make the campus big enough to enjoy the advantages of size but small enough to retain the human qualities. "I guess the trick," says the president of a small liberal arts college, "is to get big enough so people know you are there, and small enough so it's hard for things to get out of hand."

The Carnegie Commission on Higher Education recently studied campus size in relation to institutional efficiency. The optimum efficiency of a college, according to the commission, is when costs per student stop going down with increased enrollment—and when greater size starts to erode the academic environment.

It proposed that the best size for a doctorate-granting institution is 5,000...
to 20,000 full-time students; for a comprehensive college, 5,000 to 10,000 students; for liberal arts colleges, 1,000 to 2,500 students; and for two-year colleges, 2,000 to 5,000 students. The commission also noted that it realized that some institutions would not be able to reach the sizes it suggested.

In an effort to reduce the impact of large size, many colleges have tried to organize their campuses around a series of clusters, houses, or mini-colleges. At the University of California at Santa Cruz, for example, students live and study in 650-student colleges; as the university grows it simply adds on another, virtually self-contained, college. Each college has its own identity and character.

As long as the population continues to grow, and the proportion of young people going to college increases, large schools will get larger and small schools will have trouble staying small. The answer will have to be the creation of more colleges of all kinds.

What Is the "New" Student?

The youth counterculture flourished on the campus long before it spread to the rest of society.

The counterculture brought a new sense of community to the campus, a new feeling for a physical dynamic and for the visual world. Academicians spoke of the university's "new feel," where students preferred films to books and spoken poetry to written, and where they tried to rearrange things to fit their own time frames.

At first, universities and the new students didn't seem to mesh. Universities are traditional, reflective institutions often concerned with the past. Many of the new students wanted to look to the future. What happened yesterday was not as "relevant" as what is happening today, or what will happen tomorrow.

Margaret Mead looked at the new students and described them as the young "natives" in a technological world where anyone over 25 was a "foreigner." As a group, the new class seemed born to the struggle, more willing to challenge the ways of the world—and to try to change them—than their predecessors. And they felt fully capable of acting on their own. "Today students aren't fighting their parents," said Edgar Z. Friedenberg, professor of education at Dalhousie University, "they're abandoning them."

On the campus, many presidents and deans were under pressure from the public and alumni to stamp out the counterculture, to restore traditional standards of behavior. By the end of the Sixties, however, most students and faculty members alike had come to believe that off-campus behavior should be beyond a college's control. A national survey in 1969 found that only 17 per cent of the faculty members interviewed thought that "college officials have the right to regulate student behavior off campus."

Attempts to regulate behavior on the campus also ran into obstacles. For the past century, college presidents had exercised almost absolute control over discipline on campus. In the last few years, however, the authority of the president has been undercut by new—and more democratic—judicial procedures. "Due process" became a byword on new student and faculty judicial committees. Court decisions construed college attendance as a right that could be denied only after the rights of the accused were protected. The courts thus restrained administrative impulses to take summary disciplinary action.

Partly in response to the demands of the times, partly in response to court decisions, and partly in response to the recommendations of groups such as the President's Commission on Campus Unrest, many colleges now are creating entirely new judicial procedures of their own. Students are represented on campus judicial boards or committees; on a few, they form a majority.

At the same time, colleges are turning over to outside police agencies and civil courts the responsibility for regulating the conduct of students as citizens. On few, if any, campuses are students provided sanctuary from society's laws. For its part, society has developed a far greater tolerance for the counterculture and general student behavior than it once held.

"The trend," says James A. Perkins, former president of Cornell University and now chairman of the International Council for Educational Development, "is toward recognizing that the student is a citizen first and a student second—not the other way around. He will be treated as an adult, not as a child of an institutional parent."

That is a trend that more and more students heartily endorse.
Are Students Taking Over?

The greatest struggle on many campuses in the past decade was for the redistribution of power. Trustees were reluctant to give more to the president, the president didn't want to surrender more to the faculty, the faculty felt pushed by the students, and the students—who didn't have much power to begin with—kept demanding more. Except for the presence of students among the warring factions, struggles for power are as old as universities themselves. The disputes began more than a century ago when boards of trustees wrestled authority from chartering agencies—and continued down the line, only to stop with the faculty.

In the late 1960's, students discovered that they had one power all to themselves: they could disrupt the campus. Enough students at enough campuses employed confrontation politics so effectively that other elements of the college community—the administration and the faculty—took their complaints, and their protests, seriously.

By the end of 1969, a survey of 1,769 colleges found that students actually held seats on decision-making boards or committees at 184 institutions of higher education. They sat on the governing boards of 13 colleges. Otterbein College includes students with full voting power on every committee whose actions affect the lives of students; three are members of the board of trustees. At the University of Kentucky, 17 students sit as voting members of the faculty senate.

On the whole, students appear to have gained influence at many schools without gaining real power. For one thing, they are on campus, usually, for only four years, while faculty members and administrators stay on. For another, they usually constitute a small minority on the committees where they can vote. Frequently they do not have a clear or enthusiastic mandate from their constituency about what they are supposed to do. Except in periods of clear crisis, most students ignore issues of academic reform and simply go their own way.

Even when students do have power, they often act with great restraint. "We have students sitting on our faculty promotion committees," says an administrator at a state college in the Northwest, "and we're discovering that, if anything, they tend to be more conservative than many of the faculty members."

What Is the Best Preparation for a College Teacher?

Ten years ago, the academic community worried that there would not be enough Ph.D.'s to fill the faculties of rapidly growing colleges and universities. Efforts to solve the problem, however, may well have been too successful. Today people talk of a glut of Ph.D.'s—and men and women who have spent years in advanced study often can't find jobs. Or they take jobs for which they are greatly overqualified.

Over the years, about 75 per cent of all Ph.D.'s have joined a college or university faculty, and most still go into higher education. Due to the rapid growth of higher education, however, only 45 per cent of faculty members in the U.S. actually hold that degree; fully one-third of the 491 colleges that were the subject of a recent study do not have a single Ph.D. on their faculty. There is still a need for highly trained academic talent—but most colleges can't afford to expand their staff fast enough to provide jobs for the new talent emerging from graduate schools.

In addition to the problem of training a person for a job that is not available, many academics are wondering if the Ph.D. degree—traditionally the passport to a scholarly life of teaching or research—provides the best training for the jobs that exist.

The training of a Ph.D. prepares him to conduct original research. That ability, however, is needed at colleges and universities only by people with
heavy research commitments or responsibilities. Once they have earned their doctorate, some Ph.D.'s will gravitate toward doing more research than teaching; others will choose to emphasize more teaching. Yet the preparation is the same for both. Moreover, although research can improve a professor's teaching, the qualities that make him a top-flight investigative scholar are not necessarily those required for effective classroom teaching.

Across the country, the demand is growing for an alternative to the Ph.D. One such alternative is the M.Phil., or Master of Philosophy, degree; another is the D.A., or Doctor of Arts. A D.A. candidate would fulfill many of the requirements now expected of a Ph.D., but would attempt to master what is already known about his field rather than conducting his own original research. He also would spend time teaching, under the direction of senior faculty members.

Many colleges and universities have already opened their doors and their classrooms to teachers without formal academic preparation at all. These are the outside experts or specialists who serve briefly as "adjunct" professors on a college faculty to share their knowledge both with students and with their fellow faculty members. Many administrators, arguing that faculties need greater flexibility and less dependence on the official certification of a degree, hope that the use of such outside resources will continue to grow.

How Can Anyone Pay for College?

The costs of sending a son or daughter to college are now astronomical, and they keep going up. The expense of getting a bachelor's degree at a prestigious private university today can surpass $20,000; in a few years it will be even more.

The U.S. Office of Education estimates that average costs for tuition, required fees, room, and board in 1970-71 were $1,336 at a public university and $2,979 at a private university—or 75 per cent more than in 1960.

Some schools, of course, cost much more than the norm. Tuition, room, and board cost $3,905 at Stanford this year; $4,795 at Reed. Harvard charges $4,470—or $400 more than a year ago.

State colleges and universities are less expensive, although their costs keep rising, too. The University of California is charging in-state students $629 in tuition and required fees; the State University of New York, $550. Other charges at public schools, such as room and board, are similar to those at private schools. Total costs at public institutions, therefore, can easily climb to $2,500 a year.

Some colleges and universities are trying new ways to make the pain bearable.

Last fall, for example, Yale started its Tuition Postponement Option, permitting students to borrow $800 directly from the university for college costs. The amount they can borrow will increase by about $300 a year, almost matching anticipated boosts in costs. (Yale now charges $4,400 for tuition, room, and board.)

The Yale plan is open to all students, regardless of family income. A participating student simply agrees to pay back 0.4 per cent of his annual income after graduation, or a minimum of $29 a year, for each $1,000 he borrows. All students who start repayment in a given year will continue paying 0.4 per cent of their income each year until the amount owed by the entire group, plus Yale's cost of borrowing the money and 1 per cent for administrative costs, is paid back. Yale estimates that this probably will take 26 years.

The Yale option works for a student in this way: If he borrows $5,000 and later earns $10,000 a year, he will repay $200 annually. If he earns $50,000, he will repay $1,000. A woman who borrows and then becomes a non-earning housewife will base her repayments on half the total family income.

Many students and parents like the Yale plan. They say it avoids the "in-
stant debt" aspects of a commercial loan, and repayments are tied directly to their future income—and, hence, their ability to pay.

Parents also can pay college costs by taking out commercial loans; most banks have special loans for college. The College Scholarship Service estimates, however, that the effective interest rate on commercial loans runs from 12 to 18 per cent.

The federal government also is in the college loan business. President Nixon has declared that "no qualified student who wants to go to college should be barred by lack of money." Last year the U.S. Office of Education helped pay for higher education for 1.5 million students through federally guaranteed loans, national defense student loans, college work-study programs, and educational opportunity grants.

The federally guaranteed loans are the most popular with middle-income parents. A student can borrow up to $1,500 a year at 7 per cent interest and start repayment 9 to 12 months after he graduates from college. He then can take 10 years to repay.

Most students still need help from their families to pay for college. According to the College Scholarship Service, a family with a $16,000 annual income and one child should be able to pay $4,020 a year for college. A family with a $20,000 income and two children should have $3,920 available for college.

One result of rapidly rising college costs is that most students work during the summer or part-time during the year to help pay their expenses. Another is that an ever-growing number seek out relatively inexpensive public colleges and universities. A third is that students—acting as consumers with an increasingly heavy investment in their college—will demand greater influence over both the form and content of their education.

Is Academic Freedom in Jeopardy?

If complaints filed with the American Association of University Professors can be taken as an indicator, academic freedom is in an increasingly perilous condition. Last summer the AAUP's "Committee A on Academic Freedom and Tenure" reported that it had considered 880 complaints in the 1970-71 school year—a 22 per cent increase from the year before.

Many of the complaints involved alleged violations of academic freedom in the classic sense—sanctions imposed against an individual for utterances or actions disapproved by his institution. It is not surprising that such controversies persist or that the actions of professors, trustees, students, and administrators might come into conflict, particularly in the increasingly politicized modern university.

As the title of the AAUP's committee suggests, academic freedom increasingly has become identified with guarantees of permanent academic employment. That guarantee, known as tenure, is usually forfeited only in cases of severe incompetence or serious infractions of institutional rules.

Because of the requirements of due process, however, disputes over academic freedom and tenure increasingly involve procedural issues. Some fear that as the adjudication process becomes increasingly legalistic, the elements of academic freedom in each case may be defined in ever-narrower terms. Robert B. McKay, dean of the New York University School of Law, warns that colleges should pay close attention to their internal judicial procedures so that outside decisions—less consistent with academic traditions—do not move into a vacuum.

The concept of tenure itself is now under review at many institutions. Many faculty members and administrators realize that abuses of tenure through actions that are not protected by academic freedom threaten the freedom itself. Such an abuse might occur when a professor uses class time to express a personal point of view without affording students an opportunity to study other positions, or when a faculty member fails to meet a class—depriving students of their freedom to learn—in order to engage in political activity.

Because these examples are not clear-cut, they are typical of the academic freedom issue on many campuses. It is also typical for academics to resist regulation of any kind. The President's Commission on Campus Unrest noted that "faculty members, both as members of the academic
community and as professionals, have an obligation to act in a responsible and even exemplary way. Yet faculty members have been reluctant to enforce codes of behavior other than those governing scholarship. They have generally assumed that a minimum of regulation would lead to a maximum of academic freedom."

Political events—often off the campus—have made academic freedom a volatile issue. Occasionally a political figure will claim that a university is too relaxed a community, or that it is the hotbed of revolutionary activity. Institutions of higher learning have been thrust into the political arena, and academic freedom has been abused for political reasons. On some campuses, outside speakers have been prohibited; at others, controversial faculty members have been fired.

What Is a College Degree Really Worth?

COLLEGE CREDENTIALS, says HEW’s Newman report on higher education, “are not only a highly prized status symbol, but also the key to many of the well-paying and satisfying jobs in American society.”

The problem today is that colleges have been producing graduates faster than the economy can absorb them in challenging jobs. The members of last spring’s graduating class found that, for the first time in years, a degree was not an automatic passport to a job and the good life.

Job offers to graduates were on the decline. At Louisiana State University, for example, there were only half as many job offers as the year before; even the recruiters stayed away. At graduate schools, job offers to new Ph.D.’s plummeted 78 per cent, and many might well have asked if all their years of study were worth it.

In the long run, higher education does pay off. Last fall a research team under Stephen B. Withey of the Institute for Social Research at the University of Michigan reported that male college graduates earn $59,000 more in their lifetimes than male high school graduates.

A higher income is only one benefit of a degree. Withey’s report also concluded that college graduates held jobs with fewer risks of accidents, fewer physical demands, more advancement, and “generally more comfort, psychic rewards, stimulation, and satisfactions.” The report also found a direct correlation between college attendance, enriched life styles, and satisfactory family adjustments.

The nation’s work ethic is changing, however, as are the values of many recent college graduates. To many, the tangible rewards of a job and a degree mean less than the accumulated wisdom and experience of life itself. Sociologist Amitai Etzioni recently commented: “The American college and university system is best at preparing students for a society which is primarily committed to producing commodities, while the society is reorienting towards an increasing concern for the good life.”

Even when they can be defined, the nation’s manpower needs are changing, too. Last year Dartmouth College’s President John G. Kemeny asked, “What do we say to all our students when we realize that a significant fraction of them will end up in a profession that hasn’t been invented yet?”

Many educators now are urging employers to place less emphasis on the fact that a job applicant does or does not have a college degree and to give more attention to other qualities. Many also urge a review of the “certification” functions of higher education—where a degree often signifies only that the holder has spent four years at a given institution—so that society can operate more smoothly as a true meritocracy.
Should Everyone Go to College?

Higher education, says Princeton's Professor Fritz Machlup, "is far too high for the average intelligence, much too high for the average interest, and vastly too high for the average patience and perseverance of the people here and anywhere."

Not everyone, of course, would agree with Professor Machlup’s assessment of both the institution of higher education in the United States and the ability of the populace to measure up to it. But trying to draw the line in a democracy, specifying who should be admitted to higher education and who should not, is increasingly difficult.

What, for example, are the real qualifications for college? How wide can college and university doors be opened without diluting the academic excellence of the institution? And shouldn’t higher education institutions be more concerned with letting students in than with keeping them out?

Public policy in the United States has set higher education apart from elementary and secondary education in size, scope, and purpose. All states have compulsory attendance laws—usually starting with the first grade—requiring all young people to attend public schools long enough so they can learn to read, write, and function as citizens. But compulsory attendance usually stops at the age of 16—and free public education in most states stops at grade 12.

Are 12 years enough? Should everyone have the right to return to school—beyond the 12th-grade level—whenever he wants? Or should “higher” education really be “post-secondary” education, with different types of institutions serving the needs of different people?

Increasingly, the real question is not who goes on to higher education, but who does not go. In 1960, for example, about 50 per cent of all high school graduates in the U.S. moved on to some form of higher education. Today about 60 per cent go to college. By 1980, according to the U.S. Office of Education, about 65 per cent of all high school graduates will continue their education.

Today, the people who do not go on to college usually fall into three categories:

1. Students with financial need. Even a low-cost community college can be too expensive for a young person who must work to support himself and his family.

2. Students who are not “prepared” for college by their elementary and secondary schools. If they do go to college they need compensatory or remedial instruction before they start their regular classes. They also often need special counseling and help during the school year.

3. People beyond the traditional college-going age—from young mothers to retired executives—who want to attend college for many reasons. During the Sixties, most of the efforts to open college doors were focused on racial minorities. To a degree, these efforts were successful. Last year, for example, 470,000 black students were enrolled in U.S. colleges and universities.

The explosive growth of two-year community colleges will continue to open college doors for many students. Most community colleges have lower admissions requirements than four-year schools (many require only high school graduation); they charge relatively low tuition (average tuition at a public community college this year is $300), and most are in urban areas, accessible by public transportation to large numbers of students.

Community colleges will continue to grow. In 1960 there were 663 two-year community colleges in the U.S., with 816,000 students. Today there are 1,100 community colleges—with 2.5 million students. A new community college opens every week.

New patterns of "open admissions" also will open college doors for students who have not been served by higher education before. In a sense, open admissions are a recognition that the traditional criteria for college admissions—where one ranks in high school, and scores on Scholastic Aptitude Tests—were not recognizing students who were bright enough to do well in college but who were poorly prepared in their elementary and secondary schools.

In the fall of 1970, the City University of New York started an open admissions program, admitting all graduates of New York high schools who applied and then giving them special help when they were on campus. There was a relatively high attrition rate over the year; 30 per cent of the “open admissions” freshmen did not return the next year, compared with 20 per cent of the “regular” freshmen. Even so, many university officials were pleased with the results, preferring to describe the class as “70 per cent full” rather than as “30 per cent empty.”

The lesson is that, as higher education becomes more available, more young people will take advantage of it. Open admissions and other more democratic forms of admissions should not only make for a greater meritocracy on campus, but also lead to a better-educated society.
What Will We Do With Kids if They Don’t Go to College?

“They are sick of preparing for life—they want to live.”—S. I. Hayakawa.

No one knows how many, but certainly some of the 8.5 million students now on campus are there for the wrong reasons. Some are there under pressure (if not outright duress) from parents, peers, and high school counselors; others are there to stay out of the armed forces or the job market. Almost all, even the most highly motivated, are vulnerable to pressures from parents who view college attendance as a major stepping-stone toward the good life.

One result of these pressures is that college teachers are often forced to play to captive audiences—students who would rather be someplace else. Walk into almost any large lecture in the country and you’ll see students doodling, daydreaming, and nodding; they come alive again when the final bell rings. Many are bored by the specific class—but many more are bored by college itself.

Acknowledging the problem, the Assembly on University Goals and Governance has proposed that new kinds of institutions be established “to appeal to those who are not very much taken with the academic environment.” Other proposals call for periods of national service for many young men and women between the ages of 18 and 26, and for greater flexibility in college attendance.

Steven Muller, president of the Johns Hopkins University, proposes a four-part national service program, consisting of:

- A national day-care system, staffed by national service personnel.
- A national neighborhood-preservation system, including security, cleanup, and social services.
- A national health corps, providing para-medical services to homes and communities.
- An elementary school teacher corps using high school graduates as teacher aides.

President Muller also proposes that two years of such non-military service be compulsory for all young peo-
pie. The advantages of mandatory national service, he said, would range from reducing enrollment pressures on colleges to giving students more time to sort out what they want to do with their lives.

The Carnegie Commission on Higher Education has suggested at least a consideration of national service plans and proposes that colleges make provisions for students to "stop out" at certain well-defined junctures to embark on periods of national service, employment, travel, or other activities.

The commission also advocates reducing the time required to earn a bachelor's degree from four years to three, and awarding credit by examination, instead of measuring how much a student knows by determining how much time he has sat in a particular class.

Some of these ideas are being studied. Institutions such as Harvard, Princeton, Claremont Men's College, New York University, and the entire California State College System are considering the possibility of three-year degree programs. Others, such as Goddard, Syracuse, and the University of South Florida, require students to spend only brief periods of time on the campus itself to earn a degree.

A MAJOR TREND in American higher education today is toward greater flexibility. Last year two foundations—the Ford Foundation and the Carnegie Corporation of New York—provided $2.5-million to help start a highly flexible series of experiments in New York State, including:

► A program of "external degrees," offering bachelors' and associates' degrees to students who pass college-level exams, even if they have not been formally enrolled at a college.

► A new, non-residential college drawing on the resources of the state university' 72 campuses but maintaining its own faculty to help students in independent study at home or at other schools.

► A "university without walls" including 20 institutions but with no fixed curriculum or time required for degrees; outside specialists will form a strong "adjunct" faculty.

These and other alternatives are designed to "open up" the present system of higher education, removing many of the time, financial, geographic, and age barriers to higher education. They should make it easier for students to go to college when they want, to stop when they want, and to resume when they want. A bored junior can leave the campus and work or study elsewhere; a mother can study at home or at institutions nearby; a businessman can take courses at night or on weekends.

The alternatives emphasize that higher education is not limited to a college campus or to the ages of 18 to 24, but that it can be a lifetime pursuit, part of our national spirit. The impact of these changes could be enormous, not only for the present system of higher education, but for the country itself.
With All Their Successes, Why Are Colleges So Broke?

In a recent echo of an all-too-common plea, the presidents of six institutions in New York warned that private colleges there were on the verge of financial collapse and needed more money from the state.

The presidents were not crying wolf. The Carnegie Commission on Higher Education reports that fully two-thirds of the nation’s 2,729 colleges and universities are already in financial difficulty or are headed for it. “Higher education,” says Earl Cheit, author of the Carnegie report, “has come upon hard times.”

At most schools the faculty has already felt the squeeze. Last spring the American Association of University Professors reported that the average rise in faculty salaries last year had failed to keep pace with the cost of living.

The real problem with college finance is that costs keep rising while income does not. It is compounded by the fact that the gap keeps growing between what a student pays for his education and what it costs to educate him.

The problems are great for public colleges and universities, and for private institutions they are even greater. About one-fourth of all private colleges are eating up their capital, just to stay in business.

As the Association of American Colleges warns, this is a potentially disastrous practice. As its capital shrinks, an institution then loses both income on its endowment and capital growth of it. The association sees little hope of a reprieve in the immediate future. “Most colleges in the red are staying in the red and many are getting redder,” it says, “while colleges in the black are generally growing grayer.”

Many of the traditional methods of saving money don’t seem to work in higher education. Most colleges can’t cut costs without excluding some students or eliminating some classes and programs. There is little “fat” in the average budget; when a college is forced to trim it usually diminishes many of the programs it has started in the past few years, such as scholarships or counseling services for low-income students.

Most colleges and universities have tried to raise money by increasing tuition—but this, as we have seen, is approaching its upper limits. Private institutions already have priced themselves out of the range of many students. Trying to set tuition any higher is like crossing a swamp with no way to know where the last solid ground is—or when more students will flee to less expensive public colleges. The competitive situation for private colleges is particularly acute because, as one president puts it, public colleges offer low-cost, high-quality education “just down the street.”

The problem is worse this year than ever before. The total number of freshmen in four-year colleges has actually declined. Colleges across the country have room for 110,000 more freshmen, with most of the empty seats found in private schools. The decline in enrollment comes at a particularly bad time: many colleges are just completing large—and expensive—building programs that they started in the booming sixties.

Public colleges are not immune from the academic depression. They receive about 53 per cent of their income from state and local governments, and many are suffering from a taxpayers’ revolt. Some state legislatures are cutting back on funds for higher education; others are dictating ways money can be saved.

Public colleges are under pressure to raise tuition, but many administrators fear this might lose students at the cost of raising dollars. Tuition at public colleges and universities is relatively low, when compared with private colleges, but it still has doubled in the last decade. The National Association of State Universities and Land-Grant Colleges warns that if it keeps going up it could lead to a “serious erosion of the principle of low tuition, which has been basic to the whole concept of public higher education in the United States.”

Most college administrators, therefore, are looking to the federal government for help. The Carnegie Commission estimates that the federal government now pays about one-fifth of all higher education expenditures in the U.S.—or $4 billion a year. The Commission says this must increase to about $13 billion in five years if the nation’s colleges and universities are going to be in good health. It is only problematical whether such an increase will occur.
Are Alumni Still Important?

Alumni may return to the campus for reunions, fund-raising dinners, or occasional visits, but often their closest contact with their alma mater is the plea for money that comes in the mail.

When student unrest erupted a few years ago, however, college administrators quickly realized that alumni could make their opinions felt. Thousands of telegrams and letters flowed across the desks of presidents and deans in the wake of sit-ins and demonstrations; some alumni withheld money even though they had given before, or made their unhappiness known in other ways.

In the campus preoccupation with internal power struggles, alumni and alumnae usually have been bystanders. They are rarely involved in day-to-day life of the campus; unlike students, faculty members, and administrators, they are not present to exert an immediate influence in the struggles that often paralyze a school.

Many colleges now are searching for new ways to involve their alumni, particularly those who feel estranged from the contemporary campus by a growing gulf of manners, morals, and concerns. The impact of alumni, however, will grow as their numbers grow. It probably will be channeled into the following areas:

As voting citizens: Alumni will have an increasing influence as voters, as more and more of the questions affecting higher education are decided by elected officials. Even private institutions will receive more financial support from state and federal sources in the next few years. Congressmen and legislatures will, through government loans, grants, and institutional aid, make more and more decisions about who can attend college and where. In the 1980's, colleges and universities may value their alumni as much for their votes as for their dollars.

As donors: No matter how much more they receive from tuition or from governments, America's colleges and universities will not have enough unfettered money to do all the things they want to do. Contributions are still the best means of giving them a chance to experiment, to perform with extraordinary quality, and to attract new kinds of students.

As parents: Alumni will have vast influence over the education of their children. By encouraging new approaches to teaching—and by encouraging their children to take advantage of them—alumni can help broaden the structure of higher education. They can give their sons and daughters additional opportunities to appraise their future careers and make more efficient and intelligent use of college and university resources.

As employers: Alumni influence the qualifications that are demanded for entry into many jobs. They can help eliminate some of the current educational overkill now demanded for many occupations, and they can provide on-the-job apprenticeships and other opportunities for employees moving up in the system.

As citizens: Alumni can lead in efforts to make elementary and secondary education respond to the needs of all children, thereby reducing the burdens placed on colleges to provide remedial help. They can make sure that the public education serves the public at all levels.

As members of a changing society: Alumni can develop tolerance and understanding for change in their own colleges, and prepare themselves for new opportunities in society.

As partisans of their colleges: They can increase their effectiveness by remaining alert to the changes in higher education, placing the changes at their own college in the context of broad structural changes in colleges across the nation.

As educated men and women: They should hold on to their faith in learning as a hope of civilization, and their faith in colleges and universities for nurturing that hope.

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, INC., a nonprofit organization formally 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; ROBERT E. LINSON, Ball State University; JACK R. MAGUIRE, the University of Texas; JOHN L. MATTILL, Massachusetts Institute of Technology; KEN METZLER, the University of Oregon; JOHN W. PATON, Wesleyan University; ROBERT M. RHODES, Brown University; 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 (emeritus). Illustrations by Jerry Dadds.
Alumni Day Program

The SIU Alumni Association invites all alumni to take part in the Alumni Day activities scheduled for Saturday, June 10 on the Carbondale Campus.

The day's program opens with registration in the Student Center at 11 A.M. The registration desk will be manned by Alumni Office staff members throughout the remainder of the day. The Student 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 "2" and "7" and the Class of 1971 will commence in the Student 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 1972 Carbondale Great Teacher Award.

The Edwardsville Great Teacher Award will be given in Honors Day ceremonies May 21.

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

Alumni Activities

SATURDAY, May 13
Jackson County Alumni Club Meeting. Special Guest: Carbondale President David Derge
FRIDAY, May 19
Randolph County Alumni Club Meeting
SATURDAY, May 20
Union County Alumni Club Meeting
MAY 20, 22, 23, 30, June 1
Carbondale Graduates' Banquets

SIU Press Books
Offered at Discount

In an effort to be of continuing service to members of the SIU Alumni Association, the Alumni Office is setting up a program offering Association members the chance to buy books from the Southern Illinois University Press at large discounts.

The first publication offered, Land Between the Rivers is about the Southern Illinois country and may be purchased by Association members only at a 20% discount.

Authors of the book are three SIU at Carbondale faculty members: C. William Horrell '42, professor of cinema and photography; H. Dan Piper, professor of English; and John W. Voigt, professor of botany and dean of general studies.

Land Between the Rivers is the first in a series of SIU Centennial publications with at least three more to follow.

Be sure and read all the details for ordering your copy on the back cover of this magazine. And watch for more book discounts in future publications.
1899 Mr. and Mrs. Stuart Brainerd (Ethel Cruse, ex) continue to make their home in Denver, Colo. Mr. Brainerd is retired.

1917 Charlotte Grinnell Robertson has retired after having been a teacher and assistant county superintendent of schools in Vienna. Mrs. Robertson has four daughters and makes her home in Vienna.

1922 Joseph C. McCormick, 2, is a farmer. He and his wife, Mary, make Olmstead their home.

Alumni,

here, there...

1924 George L. Hall is retired. He and his wife, Nina, live in Evansville.

1927 Mrs. Kenneth Runion (Annie Loa Batson, 2, ’29, M.S. ’56) makes Pinckneyville her home. She has been retired for one year.

1929 Frank B. Allen is chairman of the mathematics department at Elmhurst College. He, his wife, Eleanor, two daughters and one son reside in Elmhurst.

1930 Thomas Newton retired last August after 40 years of teaching. He and his wife, the former Ruth Berry ’32, make their home in Downers Grove.

1932 Hanna M. Morgan has retired after five years of teaching English, music and social studies in the Elmwood Park Schools. Miss Morgan, who holds an M.A. degree from DePaul University, makes her home in Oak Park.

1933 Miss Virginia L. Marmaduke, ex, is retired and makes her home in Pinckneyville. A former reporter for the Herrin Daily Journal, Miss Marmaduke was a feature writer for the Chicago Sun-Times and later served on the editorial staff of the Illinois Council for Mentally Retarded Children. Miss Marmaduke, who has been the subject on Ralph Edwards’ “This Is Your Life,” was Director of Special Events, Illinois Exhibits, New York World’s Fair and worked part time for the State of Illinois on the Sesquicentennial Legislative Commission. A former recipient of the Association’s Alumni Achievement Award, Miss Marmaduke had a radio program on WMQR and a television show on WBKB.

1935 Mr. and Mrs. Harrison M. Eaton (Ethel Trout, 2, ’32) make their home in Sullivan, Mo. Eaton is self employed as director of a funeral home in Sullivan.

1937 Wesley G. Bovinet, director of personnel services for the Glenbrook High Schools, will retire June 30. Bovinet, who has taught in four Illinois schools, also has served as assistant superintendent at Glenbrook and principal of Sesser High School. He is a former president of the Chicago Area Alumni Chapter. His wife, Virginia M. Lindsey Bovinet, ex, is a first grade teacher in Hickory Point School.

1938 Maurice Clark, M.S. ’53, represented SIU at the presidential inauguration at Elmhurst College, Elmhurst. Clark, a past president of the SIU Alumni Association, has served as superintendent of schools in Western Springs for the past 15 years.

1939 Dr. George L. Boomer, M.D., is a surgeon at Defiance Clinic, Inc. He and his wife, Geraldine, and two sons, Stephen and David, make their home in Defiance, Oh.

Mr. and Mrs. Harland R. Cade make their home in Hoopeston. Cade is a distributor with Gulf Oil Company.

1941 Samuel W. Davis, makes his home in Los Angeles, where he is a teacher in the Los Angeles City Unified School District. He received his master’s degree in education at Loyola University in Chicago.

1942 Wallace W. Price has been appointed assistant vice-president of personnel, training and community relations at Seatrain Shipbuilding Corp, after being employed seven years with the Olin Corp. He, his wife, Hortense, and their three children make Teaneck, N.J. their home.

1946 Helen J. Blackburn, M.S. ’47, is assistant professor of mathematics at Pan American University in the Rio Grande Valley. Miss Blackburn, who has held this position for 16 years, makes her home in Edinburg, Tex.

1949 Robert K. Gay, M.S. ’53, is assistant superintendent of elementary education in the Marion Unit District #2. He and his wife, Juanita, who have two sons, make Marion their home.

1950 Mrs. Ralph Turnbull (Betty Reaoads) has retired after teaching school in Menomonee Falls, Wis., and Champaign. She, her husband, and their two children, Peggy and Thomas, make their home in Menomonee Falls.

1951 John J. McCarty, M.S. ’54, is vice-president and director of the management division with Cunningham Enterprises Corp. in Anna. He has served as an employee and consultant to various sales, manufacturing, governmental, educational and religious organizations. McCarty taught at SIU from 1957 to 1967.

1954 James B. Misenheimer, Jr., a member of the North Texas University English faculty, participated in December ceremonies at Westminster Abbey in London, commemorating the death of Dr. Samuel Johnson, lexicographer and literary critic. A teacher of graduate courses, Misenheimer has been at North Texas since 1968. He received his B.A. from Baylor University in Waco, Tex., and his Ph.D. degree from the University of Colorado. His wife is Carolyn Cowart Misenheimer, M.S. ’55.

Major Wayne A. Nast, who has completed a tour of duty in Vietnam, has been assigned to Charleston AFB, S.C., as a navigator with a unit of the Military Airlift Command which provides global airlift for U.S. military forces.
1956 WILLIAM G. SAMPSON is an operations director with Capital Improvements Building in Indianapolis. He, his wife, Barbara, and one daughter, Maureen, reside in Indianapolis.

1957 WILLIAM C. CLEM is a senior sales representative with International Business Machines. He and his wife, Janelle, make Windermere, Fla., their home.

Mrs. Richard G. Enochs (DORIS J. DUNKIRK) is a counselor at Eastern Illinois University, the school from which she holds a master's degree in education. She and her husband make their home in Hillsboro.

1958 WILLIAM M. EPPERHEIMER, who was journalism instructor and Daily Egyptian business manager at SIU for more than six years, has resigned to become publisher of the Mt. Pleasant Iowa News. Epperheimer has worked as editor and manager of the Carterville Herald, advertising manager of the Vandalia Leader and Union, manager of the Tribune-Press in Gouverneur, N.Y., and executive secretary of the board of student publication at the University of Florida.

1961 HOWARD BUNTE, M.S. '64, represented SIU at the inauguration of Donald Charles Kleckner as President of Chapman College on April 7. Bunte, who is teaching in El Roble Jr. High School, Claremont, Calif., is president of the Los Angeles Area Alumni Club. His wife is the former JOAN GAIL SHEPLEY '62.

1962 W. A. BUTTS, M.A., Ph.D. '68, represented SIU at the inauguration of the new president at Delta State College, Cleveland, Miss., in April. Butts is head of the Division of Arts and Sciences at Mississippi Valley State College in Itta Bena, Miss. Mrs. Butts (CLAIRA COLEMAN BUTTS, M.S. '68) is an English teacher there.

1963 Mr. and Mrs. ALEXANDER J. CAPUTO (SANDRA HORNING CAPUTO '64) and their three children, Gina, Alexander and Jennifer, live on Long Island, N.Y. Caputo is a demolition supervisor with C. B. Caputo Wrecking and Lumber Company.

Jo Ann Hummers, M.S., is employed as a counselor and researchist at Western Illinois University. She received her Ph.D. degree from New York University in 1970.

HORACE H. LOOK, U.S. Air Force Captain, is a security police officer with a unit of the Pacific Air Forces. The captain, who was commissioned through the Air Force R.O.T.C. program at SIU, is married to the former MARGARET ANN GREGG, ex.

HOWARD RAWLINSON, Ph.D., has announced his resignation as dean of Rend Lake College, effective August 31. Rawlinson, a former guidance director at Mt. Vernon High School, was dean of Mt. Vernon Community College from its founding until he resumed deanship of Rend Lake College when it was formed.

1964 WILLIAM A. BANNISTER has joined the Chicago sales staff of Blair Radio as an account executive. He formerly served for four years in sales with the Monsanto Company. His home is in Chicago.

1965 DAVID P. REEB has been appointed associate administrator of Creighton Memorial St. Joseph Hospital, Omaha, Neb., after serving as assistant administrator since 1969. In his new position, he has operational responsibility for the 600 bed facility—the largest private hospital in Nebraska. Reeb, who earned a master's degree in hospital administration from St. Louis University in May of 1969, also served as director of sanitation at St. Elizabeth Hospital in Belleville for two years. He, his wife and two children reside in Omaha.

1966 JAMES H. BURCH is an assistant systems analyst with Continental Oil Company. He, his wife, the former LYNN D. SPRINGS, a son, David Hal,
and a daughter, Debra Lynn, make their home in Ponca City, Okla.

Michael Haley, M.S., is chairman of the health and physical education department at Kellogg Community College, Battle Creek, Mich.

William J. Loll, his wife, Judith, and their two children, Patricia and Kristin, live in Highwood. He is a systems analyst with Allstate Insurance Company.

Mr. and Mrs. Willison Clark Marsh live in Utica, Mich. He is an environmentalist with the Macomb County Health Department.

Savo C. Vguelmo is a sales representative with Bell Fibre Products. He and his wife, Nirtaut, live in Western Springs.

1967 Keith R. Hennessy has been named marketing services supervisor at the Louden Division of American Chain and Cable Company, Inc., Fairfield, Ia. Hennessy, who joined the Louden Division upon graduation from SIU, previously served as a mechanical design draftsman.

1968 Stephen A. Darr, VTl, is in the U.S. Navy Air Force and is aboard the U.S.S. Kitty Hawk. He and his wife, Regina, were married in December.

Carol Sue Dickson, M. Mus., resides in Fairfax, Va., where she is a music teacher in the Springfield Estates Elementary School.

Lt. Frederick Hurdman is in the U.S. Army, serving as an aide to Major General George L. Mabry, Jr., commander of U.S. Army Forces Southern Command.

Gary C. Kidd is a manager for TransAmerica Title Insurance Company. He and his wife, Charlotte Cleveland Kidd, live in Grand Rapids, Mich.

David B. Pariser, Ph.D. ’70, represented SIU at the inauguration of Thomas J. Clifford as President of the University of North Dakota on April 14. Pariser is assistant professor of economics at the University of North Dakota.

1967 HENNESSY

1968 DARR

Captain Robert J. Robinson has received the U.S. air force commendation medal at Tan Son Nhat AB, Vietnam. He is a communications-electronics officer and was cited for his outstanding performance of duty at McClellan AFB, Calif. Robinson, who was commissioned through the U.S. Air Force R.O.T.C. program at SIU, is now at Tan Son Nhat with a unit of the Air Force Communications Service.

1969 Robert D. Cureton, M.S., received the army commendation medal at Ft. Richardson, Ala. Cureton was cited for meritorious service as a personnel officer with the Headquarters and Service Battery, 1st Battalion of the 37th Field Artillery at Ft. Richardson.

Richard E. Ellison, M.S., ’70, is an associate physiologist in the aerospace medicine department of McDonnell Douglas Astronautics Company in St. Louis. He and his wife, Sharon, make their home in Cahokia.

Michael A. Emmrich was recently assigned to the 32nd Army Air Defense Command in Germany, where he plays alto saxophone in the commands band near Kaiserslautern.

Ronald L. Stempfloski is a residential builders representative with New York State Electric and Gas Corporation. He and his wife, the former Cheryl Leigh Johnson ’70, live in Corning, N.Y.

1970 Loretta J. Agnew is a manager of the catalog department with Montgomery Ward. She makes her home in Peru.

Belleville is the home of Mr. and Mrs. Michael G. Meyer (Susan Diane Luritz). Meyer is a microbiologist with McDonnell Douglas.

John W. Booher has been awarded silver wings upon graduation from U.S. Air Force navigator training at Mather AFB, Calif. Lieutenant Booher remained at Mather for specialized aircrew training before reporting to his first permanent unit for flying duty.

Airmen William P. Cassin has arrived for duty at Bentwaters RAF Station, England. Cassin, who previously served at Beale AFB, Calif., is an inventory management specialist.

The Rev. Jesse W. Garrison is the pastor at Mill Creek Baptist Church.
Second Lieutenant Zane J. Lemon has been awarded silver wings at Webb AFB, Calif., where he will fly the F-4 phantom aircraft with a unit of the Tactical Air Command.

1971 Christopher Allen was one of 25 media representatives in the U.S. invited to attend a 10-day seminar in Israel. He is a member of the staff of radio station KGRV-FM in St. Louis.

James P. Anthony won first prize in the Eighth Annual Wine Art Competition sponsored by Chicago's Foremost Liquor Chain. He and his wife, Linda, have one child and reside in Hannibal, Mo.

James G. Courtney has completed a 10-week medical corpsman course at the U.S. Army Medical Training Center, Ft. Sam Houston, Tex. He received basic training at Ft. Polk, La.

Thomas L. Cox completed nine weeks of advanced individual infantry training in the U.S. Army at Ft. Polk, La. Pvt. Cox received basic training at Ft. Polk, La.

Robert C. Davis is an insurance consultant with Metropolitan Insurance Company. He and his wife, Leslie, reside in St. Charles, Mo.

Sergeant John D. Early was recently named soldier of the quarter for Ft. Devens, Mass. Early earned the title while assigned as a demolition sergeant in Company D of the 10th special forces group at the fort.

Taras Fylypowycz is employed in the editorial index department of Encyclopaedia Britannica. Fylypowycz resides in Chicago.

Harvey E. Ferguson Jr. is an account executive at KSDK-TV, St. Louis. He was formerly on the sales staff of WRTH Radio in St. Louis. Ferguson and his wife, Judy Kay Mooney Ferguson, M.S. '70, live in Fairview Heights.

Steven Jay Fred has been commissioned an Air Force Lieutenant at Mathers AFB, Calif. He and his wife, the former Martha Ellen Gray, were married in December and make their home in Rancho Cordova, Calif.

Margaret Lynn Hastie lives in Mt. Vernon where she is a physical education teacher.

Van J. Klutzz has completed a 10-week military journalist course at the defense information school, Ft. Benjamin Harrison, Ind. During the course, he received instruction in the preparation of news and feature stories, photography and speech. Klutzz received basic training at Ft. Dix, N.J., and was last stationed in Arlington, Va.

Michael L. Marberry has been appointed associate editor of the Waverly Tennessee News-Democrat. He was formerly a wire and feature editor and photographer for a daily newspaper in Marion. He and his wife, Dianna, live in Waverly.

Richard T. Newkirk, M.A., is an administrative officer at Beale AFB, Calif. He was commissioned through the U.S. Air Force R.O.T.C. program at SIU.

Mrs. Marshall L. Scott (Joyce M. Greer) is an office employee for Van Gay, Inc. She and her husband reside in Mt. Vernon.

Robert Steinberg has been appointed floor manager and assistant merchandise manager for the Myers Brothers' store at Springfield. Steinberg, who was formerly assistant manager of Myers Brothers' store in Mattoon, participated in a training program at stores in Missouri and Iowa.

Private Lawrence A. Theivag has completed eight weeks of basic training at Ft. Jackson, S.C. He received instruction in drill and ceremonies, weapons, map reading, combat tactics, military courtesy, military justice, first aid and army history and traditions.

Fred J. Wilke was commissioned an army second lieutenant upon graduating from the Infantry Officer Candidate School, Ft. Benning, Ga. Wilke completed basic training at Ft. Jackson, S.C.

Ronald E. Wilson has been awarded silver wings upon graduation from U.S. Air Force pilot training at Williams AFB, Ariz. The lieutenant was commissioned through the Air Force R.O.T.C. program at SIU.

Donna McMaster, Sparta, to Marvin L. Campbell '69, Coulterville, December 18.

Cynthia Lynn Bartlow, Danville, to Terry Lee Cooper '67, Champaign-Urbana, September 18.

Sharilyn Kahle Waldron, Carterville, to Randy Joe Glisson, VTI '69, Cambria, January 8.

Vicki Worshill to Joseph A. Goldenberg '70, August 21.

Lynn C. Glaves '71 to Lawrence A. Green, August 21.

Rebecca B. Jacobs to August R. Greitens '71, August 29.

Julie Suzanne Blauert, VTI '71, Forest, to Harold Stephen Hackmeister, Champaign-Urbana, October 16.

Dorothy Juanita Davenhower, Ivesdale, to Gerald E. Henry '68, Tolono, November 21.

Vicky Kowalewski to Jack Herr '70, Homewood, July 2.


Karen Polak to John Hunt '71, Salem, August 7.

Sharon Rae Fears, Cobden, to Michael Ray Jackson '70, Cobden, February 19.

Marcia Ann Sweder '70, M.S. '71, to David F. Johnson '68, M.S. '71, Berwyn, October 23.


Jane Margaret Hadden, Rantoul, to Alvin William Kreher '71, Waterloo, December 18.

Mary Frances Batty, Champaign-Urbana, to Stephen Louis Leming '71, Gifford, September 4.

Barbara R. Rainey to James F. Mayo, VTI '66, November 20.

Patricia Duffey '71, to John B. Murphy Jr. '70, July 30.

Susan Jane Guthrie '71, to Anthony Nocic '70, August 7.

Births

To Mr. and Mrs. Alex Garnett '68, M.S. '71, Harrisburg, a son, Jason Chandler, born in February.

To Mr. and Mrs. Charles A. Gauer '67 (Julie Jacks Gauer '67), Westland, Mich., a daughter, Krista Marlene, born December 20.

To Mr. and Mrs. Alex Hardy '69 (Sarah E. Warnke '69), Fl. Worth, Tex., a daughter, Elizabeth Ann, born December 12.

To Mr. and Mrs. Bobby W. Howard, M.S. '64 (Gay E. Ford '62, M.S. '64), Chicago, a daughter, Rhonda Denise, born December 28.

To Mr. and Mrs. Marvin K. Kaiser '63 (Carolyn A. Tillock '63), Albuquerque, N.M., a son, Clifton Kurt, born August 7.

To Lt. and Mrs. Dick C. R. Little '68, M.S. '69 (Karen G. Metzroth
Deaths

1926 Elbert Fulkerson, a former SIU faculty member, died April 2 of a heart attack. Mr. Fulkerson spent 54 years in education, his last position being that of associate professor of mathematics and secretary to the university faculty at SIU. His educational contributions include founding the high school at Tamms, instituting the first busing of rural students in Illinois, helping to start the Southern Division of the Illinois Education Association and publishing the first divisional newsletter of IEA. Mr. Fulkerson was a life member of the National Education Association, the Illinois Education Association and numerous other honorary fraternities and organizations. In addition to his wife, Emma Grace Fulkerson, ex '23, he is survived by six children, all who received undergraduate degrees at SIU.

1927 Clarence K. Shoop, Jr., 2, '30, Cicero, died February 7. He had served as a principal in the Cicero Public Schools for over 30 years. Mr. Shoop was married to the former Eldadeane Korando, 2, '24, '26.

1928 Dr. Jesse D. Hayes, Sr., East Chicago, Ind., died February 14. Dr. Hayes, who held the M.D. degree from Meharry Medical College, Nashville, Tenn., had been a practicing physician in East Chicago from 1946 to 1970. Survivors include two sons, one daughter and eight grandchildren. His wife preceded him in death.

1933 Eugene M. Goforth, Staunton, died January 20. Superintendent of the Worden School District near Edwardsville, Mr. Goforth served in various capacities at the Trico Community Schools for 24 years. He had been principal and basketball coach at Campbell Hill High School and was superintendent of elementary schools at Anna. Survivors include his wife, Juana, a son and a daughter.

1940 Charles Strusz, assistant track coach at Herrin High School, died when he suffered a heart attack during track practice in the Herrin City Park February 16. Also a business teacher at the high school and head cross country coach, Mr. Strusz had taught in the Herrin School System for 17 years. He also had taught in Carbondale, Murphysboro and Carterville, and he served as principal of Carterville High School in 1961-62. For five years he had operated the Crab Orchard Camp Sites on Crab Orchard Lake and ran a private camp for youngsters. Mr. Strusz, who held track records at SIU, was publisher of Whistle magazine and in 1967, he served as an official at the Pan American games in Canada. Survivors include his wife, the former Fern Dale, ex, two daughters and one son.

1947 Mrs. Jessie Lee, ex, Pittsburg, died of a heart attack February 5. A retired school teacher, Mrs. Lee had taught for 35 years in the Williamson County schools. Survivors include a son and two grandchildren. Her husband preceded her in death.

1949 William Hurley, Hampton, Neb., died March 3, after a short illness. He was superintendent of the Hampton Consolidated Schools. Survivors include his wife, Myrtle, three daughters and two sons.

1951 Peter J. Notaras, Darmstadt, Germany, died February 20, after a long illness. Mr. Notaras, who had taught at DuQuoin High School for 10 years and at SIU for nine years, was a member of the faculty of the University of Maryland, European Division in Germany for the past five years. He is survived by his mother. His father and one sister preceded him in death.

1959 Robert E. Birkheimer, M.A., professor at SIU, was found dead in his Makanda home, January 23, the victim of an apparently accidental gunshot wound. Joining the SIU faculty in 1966, Mr. Birkheimer was assistant professor of instructional materials and library and audio-visual technology and was head of the order department at Morris Library. He had acted as a consultant in Menard Penitentiary, establishing a training staff for a small library, and he organized a two-year associate degree program in library and audio-visual technology at VTI. Mr. Birkheimer held a master's degree in library science from the University of Illinois. Survivors include his wife, Barbara, his parents and one sister.

1968 Bill Peters, Carbondale, had been dead about 7-10 days before his body was found in the Mississippi River near Chester, January 23. Mr. Peters, a social worker, formerly served as a case worker with the Audy Home in Chicago, a county institution for children temporarily removed from parental custody, and later was employed with the Southern Illinois Work Release Program in Carbondale, a work residential center for low risk inmates from area prisons.

1970 U.S. Air Force Lieutenant Michael W. Hodge was killed in the crash of a C130 at Little Rock AFB, Ark., on November 12. A graduate of Air Force pilot training at Laughlin AFB, Tex., Lt. Hodge was assigned to the 16th Tactical Airlift Training Squadron. He was commissioned through the Air Force R.O.T.C. program at SIU. Survivors include his wife, Joyce, and 11-month-old daughter, Lori Michelle.

Mrs. William R. Stull (Brenda J. Sadler), Jonesboro, died February 8 from injuries received in a head-on collision. Mrs. Stull, who was a second grade teacher at Jonesboro Grade School, had taught at Titus School in Mounds and was coordinator of the Head Start program at Jonesboro. Survivors include her husband, William, her parents, and grandparents.

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

1913 Mrs. Elsie Mann, 2, Roseville, Calif.

1921 Earl Howard Lavender, 2, Christopher.

1923 Mrs. C. W. Melvin (Beatrice E. English), Mayfield, Ky., July 30.

1926 Mrs. Frances Waldschmidt Simmers, 2, December 31.
Honor Roll of New Life Members

SIU ALUMNI ASSOCIATION

Life Memberships

Mr. Webster Ballance ex '32
Carbondale, Illinois

Mr. Kenneth Black '56
Staunton, Illinois

Mrs. Paul Banks '60, M.S. '68
(Linda Jennings)
Herrin, Illinois

Mr. William Barnhart '56
St. Louis, Missouri

Dr. Theodore Bookhout '52, M.S. '54
Worthington, Ohio

Mrs. Lawrence Brault
(Alice Elaine Parsons '42)
Homewood, Illinois

Mrs. Nella M. Bryant '21-2
Carbondale, Illinois

Mr. Robert Connell '61, M.S. '64
Elsah, Illinois

Capt. Robert Connelly '62
Laughlin AFB, Texas

Mr. Steve Cortelyou '64
Jerseyville, Illinois

Mr. William Dirmittroff '61
Granite City, Illinois

Mr. Louis Fegan '65
Christopher, Illinois

Mr. John Finch '60
Normal, Illinois

Mr. J. C. Garavalia '56
Herrin, Illinois

Mrs. Maryann Grinstead '62
Waynesville, Missouri

Capt. Jesse Harris '66
Laredo AFB, Texas

Mr. James Hart '67
Ballwin, Missouri

Mrs. Arthur Herbert
(Cleda Klotz ex '29)
Belleville, Illinois

Mr. Herbert Hertenstein '57, M.S. '62
APO New York, New York

Mr. Wallace Hunt '61
Rockford, Illinois

Miss Joann Jackson '68
Alton, Illinois

Mr. Frank Johnson '57
Crystal Lake, Illinois

Mr. Joseph Johnson
Austin, Texas

Mr. Clifford Kahre ex '51
Centralia, Illinois

Mr. Edwin Krutsinger '55
Fairborn, Ohio

Dr. Jefferson Lindsey, Jr., Faculty
Pomona, Illinois

Mr. John Lobenhofer '49
Arlington Heights, Illinois

Mr. William McBay '58, M.S. '59
Janesville, Wisconsin

Dr. Glendon Miller '60, M.S. '62
Wichita, Kansas

Mr. John Miller '61
Pleasantville, New Jersey

Mrs. Emilyn Snow Morris '45, M.S. '57
Carbondale, Illinois

Mr. Martin O'Neill '68
APO San Francisco, California

Mr. Delmar Owens '66
Carbondale, Illinois

Dr. Robert Rea '61
Maryland Heights, Missouri

Dr. John Rendleman ex '50
Edwardsville, Illinois

Mr. George Simpson '63
Benton, Illinois

Mr. Grover Sloan '49
Carrie Mills, Illinois

Mr. Wayne Stumph M.S. '63, Ph.D. '70
Belleville, Illinois

Mr. Adam Suchomski '59
Springfield, Illinois

Mr. Berl Tate '50
Smyrna, Georgia

Mr. Arthur Towata '62, M.S. '63, M.F.A. '71
Alton, Illinois

Mr. Charles Tragesser '70
Collinsville, Illinois

Mrs. Lindell Triplett
(Betty Kaye Barkley '65, M.S. '68)
Carlinville, Illinois

Mr. Robert Tune '63
Lincoln, Nebraska

Mrs. Jack Widener
(Pauline Durham '59)
Elmhurst, Illinois

Family Life

Mr. and Mrs. Harold Carr '56, M.S. '58
(Patricia Mezo Carr '58, M.S. '63)
Columbus, Ohio

Mr. and Mrs. Jerry Cummins '62, M.S. '63
(Susan Leslie Easterday '62)
Metropolis, Illinois

Mr. and Mrs. Raymond DeJarnett M.S. '51, Ph.D. '64
(Fern Berdell Moye '55)
Carbondale, Illinois

Mr. and Mrs. William Doris '57
(JoAnn Striegel '57)
Springfield, Illinois

Mr. and Mrs. David Fleming '61
(Felma Hunter '62)
Litchfield, Illinois

Mr. and Mrs. Larry Jacober '62, M.S. '65
(Judy Rae Schneider Jacober '63)
Carbondale, Illinois

Mr. and Mrs. Robert Leathers '46, Ph.D. '64
(Bonita Walter Leathers '62)
Radford, Virginia

Mr. and Mrs. Melvin Lockard ex '24
(Zella M. Lockard ex '23)
Mattoon, Illinois

Mr. and Mrs. Rymer Maxwell '60
(Rita Ann Moll '61)
Ashland, Kentucky

Mr. and Mrs. Clemens Moore '62
(Mary Ellen Tretter '62)
Cahokia, Illinois

Mr. and Mrs. Michael Moore '64, M.S. '68
(Judith Lynn Davis Moore '64, M.S. '68)
Jacksonville, Illinois

Mr. and Mrs. Ronald Plumlee '60, M.S. '66
(Lois B. Plumlee '66)
Yonkers, New York

Mr. and Mrs. Richard Small '58, M.S. '65
(Margaret Ann Wilson '56)
Springfield, Illinois

Those listed above completed all installments for life memberships in 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.
Now, for the first time ever, SIU Alumni Association members can buy an SIU Press book at a 20% savings. It's only one way you'll benefit from belonging to the SIU Alumni Association.

Land Between the Rivers is a 9 x 12 book containing 224 pages with over 300 photographs, 30 of which are in full color.
The list price of the book will be $12.50 when it is published in August. Starting in January 1973, the price will go up to $15.00. But, members of the SIU Alumni Association may order this outstanding book for just $10.00 through the Alumni Office.

Only 5,000 copies of the book will be published and there will be no reprint.

All books must be ordered by mail through the Alumni Office. Reserve your copy now by filling out the form below and sending it to the Alumni Office, Southern Illinois University, Carbondale, Ill. 62901. The book will be forwarded to you as soon as it is published.

Remember, there are only 5,000 copies, so order now!

Please reserve ______ copies of Land Between the Rivers for me. I am enclosing $______ for _______ books ($10 per book) plus 50¢ per book for postage and handling. (Illinois residents add 5% sales tax.)

Please send my book to the following address:

NAME

ADDRESS

CITY

STATE ZIP

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Land Between the Rivers

The Southern Illinois Country

By C. William Horrell, Henry Dan Piper, and John W. Voigt

Illinois, like Caesar’s Gaul, is divided into three parts: Northern, Central, and Southern Illinois. Of these, Southern (or “Egypt” as it has been called now for over one hundred and fifty years) is the oldest and the most sparsely populated. It has no major cities, and few of its towns contain more than ten thousand inhabitants. It is not only the least-known region of Illinois but—in the opinion of Southern Illinoisans as well as an ever-growing number of newcomers and tourists—it is the most scenic, and perhaps the most beautiful.

Most of Illinois deserves its nickname of “the Prairie State.” But the great ice sheets that smoothed out the upper Midwest, and helped make the prairies, stopped in Southern Illinois. Southwards they left a broken, heavily-forested terrain that contrasts dramatically today with the rich flatland farms and the bustling cities to the north. This land of steep hill farms, rocky ravines, and long blue vistas is a wilderness paradise, a land between the rivers, “the Southern Illinois Country.”

On the east, south, and west, Southern Illinois is bordered by three well-known rivers: the romantic Wabash, the beautiful Ohio, and the mighty Mississippi. The northern border is harder to define so precisely. It is generally agreed that Southern Illinois begins where the smooth prairie farmland gradually changes to rolling hills and wooded ravines that grow steeper and more forested as you travel south. Putting it another way, Southern Illinois consists primarily of the land south of U.S. Route 50 (the east-west highway from Vincennes, Indiana, to St. Louis, Missouri) and also includes the tier of counties bordering Route 50 on the north.

These thirty-four counties make up one-fourth of the area of the state, and contain about one-tenth of the population—something over one million inhabitants. Southern Illinois covers approximately ten thousand square miles—an area as big as Belgium, or the states of Maryland or Massachusetts. If Southern Illinois were a state it would be larger than ten other states, including New Jersey, Vermont, and New Hampshire. It is twice the size of Connecticut.

—From the text by Henry Dan Piper