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Alumnus

Southern Illinois University Office of Alumni Services

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An all-out effort to save beleaguered Kaskasia Island from the rising Mississippi River got a major boost in early April from the campus of Southern Illinois University at Carbondale.

SIU-C launched an around-the-clock shuttle service to bus volunteers for sandbag-filling work on the island. Carlton Rasche ex '37, director of auxiliary and service enterprises, said the 50-seat buses ran back and forth from Kaskasia every four hours.

The operation stemmed from a plea for volunteer help at Kaskasia and Olive Branch near Cairo. More than 300 students responded and—said Jackson County Civil Defense Director Raymond Graff—"did a whale of a job."

A supervisor in Rasche's office, George Patterson was one of four campus staffers who accompanied volunteers to the flood sites.

"I've never been so proud of our students," he said. "Those kids pitched in and worked; there wasn't any goofing off. Men and women both. If anything, we had more kids wanting to help than we could carry."

A resolution praising SIU students for their volunteer work on area flood levees was approved in April by the Illinois Senate. Sen. Kenneth Bubbe, D-Carbondale, '61 noted that resolutions condemning the activities of students on the Carbondale campus were common a few years ago. He called the volunteer work done by students during the flood crisis "dawning of a new age."

Had you noticed anything different about Alumnus for the past two issues? It's the cover—we've changed it! Instead of the 80# cover stock paper you've been accustomed to for more than 15 years, we've switched to a self-cover using the lighter 70# text stock for the entire magazine.

What this means in dollars and cents to the Alumni Association is a savings of roughly $350 per issue or $2,100 per year. In this time of dwindling budgets and fiscal austerity, we think the savings is worth the change. What do you think?
Moonshooter Subject of this year's Moonshooter national report is "Can We Save the Individuality of Our Campuses?" 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. This year's topic asks if the unique and distinctive qualities of our colleges and universities can be preserved and strengthened at a time when pressures from all sides seem to be forcing U.S. higher education into a pattern of conformity and standardization. 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 interesting reading on page 7.

The SIU Merchandise Center on the back inside cover offers you chairs, t-shirts, playing cards and drinking glasses. Different products will be added as they become available, so be sure and watch Alumnus for more items.

SIU Faculty Honored

Six SIU at Carbondale faculty members have been honored by Outstanding Educators of America, according to the group's director, V. Gilbert Beers of Washington, D.C.

Chosen to appear in the 1973 edition of the awards volume, Outstanding Educators of America, are the following educators nominated by SIU-C unit heads:

Randall Nelson, chairman and professor of government who came to SIU in 1956, nominated by John Olmsted of the Graduate School.

Jacob Verduin, professor of botany who came to SIU in 1947, nominated by Dean John Voigt of the General Studies Division. Verduin's Ph.D. is from Iowa State University (1947);

Willard Klimstra, professor of zoology and head of SIU's Cooperative Wildlife Research who came to SIU in 1949, nominated by Dean Roger Beyler of the College of Liberal Arts. Klimstra's Ph.D. was conferred by Iowa State University in 1949;

Lewis Hahn, research professor of philosophy who joined the SIU faculty in 1963, nominated by Dean Beyler. His Ph.D. is from the University of California at Berkeley (1939);

Roderick Gordon, professor of music who came to SIU in 1963, nominated by Director Robert House of the School of Music. He has a Ph.D. from the University of Wisconsin, conferred in 1953;

Harry Miller, assistant professor of secondary education who came to SIU in 1970 after receiving his Ph.D. from the University of Nebraska the same year. Miller was nominated by Robert Buser, chairman of the department of secondary education in the College of Education.

The volume contains a biographical sketch of the educators, chosen on the basis of classroom talents, research contributions, administrative abilities, civic service and professional recognition.

Help for the Blind

An academic adviser and assistant to the dean in SIU's General Studies Division has come up with an idea to help blind students on the Carbondale campus.

A couple of years ago, Marion Mitchell '58, M.S. '63 took the idea of a sound beacon and Braille tablet system to Jim Rhoades, '72 then a blind student majoring in music who became an initiator, planner consultant and driving force behind the project. Others brought into the program included Edith Spees, then coordinator of Handicapped Student Services and now head of SIU's Continuing Education for Women program; Willard Hart, campus architect; Roger Green, who worked on the electronic sound device; and Ed Bryant, whose job was to get the bronze castings made up.

That was in 1970—now the idea of the sound beacon system, a project conceived, researched and developed solely by members of the SIU community, is a reality. SIU for more than a decade has taken many steps to make easier the movement of students and others with ambulatory problems.

The system has a series of stations, each with a metallic plaque mounted at a convenient height for Braille reading. The sightless "home in" on the audible signal. At the station they can read information revealing their location where they are standing, the direction a person is facing and "clock direction" to buildings, streets and other points. The sound is innocuous to the casual passerby but easily audible to the blind person attuned to it.

Architect Hart said an SIU Physical Plant crew completed the first phase which called for six signals at the most critical points on campus. He said a total of 17, which should blanket the campus, is planned.
Won't you join us for the Association's 77th annual celebration for alumni? An afternoon of activities (see page 6) climax by the Alumni Banquet has been planned for all attending. And there will be plenty of time for seeing the campus and visiting with friends. Why not make plans right now to celebrate with us?

Enclosed is my check payable to SIU ALUMNI ASSOCIATION for _______ reservations at $4.00 each, including tax, for the Alumni Banquet. Reservations must be made by June 4. Tickets will be held for you and may be picked up Alumni Day at the Alumni Registration Desk in the Student Center, Carbondale.

Name __________________________________ Year ______

Address __________________________________________

City__________________________ State ________ Zip ______

Mail check and reservation to SIU Alumni Association, Carbondale, Ill. 62901.
SOUTHERN ILLINOIS UNIVERSITY'S baseballers closed out the month of April with a 20-2 record and an 18-game winning streak, longest in school history.

The Salukis broke the old mark of 16 straight when they took the first game of a doubleheader with Arkansas State then added to that string by winning the second.

Coach Itch Jones' club lost its only two games of the year, before deadline time, during its spring trip south with both losses coming to Miami.

The Salukis were ranked ninth among major college teams in the latest polls and figured to move up in the rankings following wins over Louisville, Wisconsin, Northern Illinois and Arkansas State.

"We're shooting for a District 4 tournament bid," said Jones, whose 1971 team finished second in the College World Series.

Freshman Bert Newman of Mt. Prospect led the Salukis in hitting after a little more than a month of play. He held a .438 average, although he didn't assume a starting role until after the Salukis returned from their southern trip.

Joe Wallis, Florissant, Mo., junior who is SIU's top all-American choice, was second in hitting and led the team in stolen bases.

Mike Wilbins, a sophomore from Arlington Heights, led the team in runs batted in with 19 and doubles with six.

The Salukis had six different pitchers who were undefeated at the end of April. Jim Bokelmann (Arlington Heights) and Scott Waltemate (Steeleville) each had 5-0 records while Rick Ware (Pensacola, Fla.) was 3-0, Willie Jones (Chicago) 2-0, Robin Derry (Galesburg) 1-0 and Bill Dunning (Lebanon) 1-0.

NATE HAWTHORNE, SIU'S talented basketball forward the last three years, was drafted in the seventh round of the NBA draft by the Los Angeles Lakers. Hawthorne closed out his three-year career as the Salukis' tenth-leading scorer with 1,001 points.

"I was somewhat surprised that I was drafted," said Hawthorne, "but I'm really happy and I'm going to work very hard to make the club."

Hawthorne, from Mt. Vernon, was the only Saluki chosen to play in this year's Illinois state all-star game in Peoria.

SIU COACH DICK TOWERS labeled his Salukis' annual spring football game "as good as we've ever had, and maybe the very best."

The intra-squad contest officially closed the Salukis' 1973 spring drills.

From a spectator standpoint, the game couldn't have been better. It took a 24-yard field goal by the Maroons' Scott Ellis in the last five seconds to break a 22-22 deadlock with the Whites.

"It was an enthusiastically played hard-hitting game. A lot of big-time hits," Towers said after evaluating the film of SIU's intra-squad tilt.
Big defensive plays indirectly or directly led to all but one of the game's scores.

Towers praised the defensive play of Primus Jones, sophomore tackle from Cahokia, linebacker Craig Schuette, junior from Staunton, and Emitt Burt, senior defensive back from Muscle Shoals, Ala.

There were stars offensively too. Towers was impressed with the running and blocking of sophomore Steve Weathersby at fullback. The Chicago (Lane Tech) product carried 22 times for 83 yards.

"Steve made the greatest progress of any player during workouts this spring," Towers noted.

SIU's boss also singled out the offensive performances of tailbacks John Dismuke, Peoria (Richwoods) sophomore, Larry Perkins, Memphis (Melrose) Tenn. senior, and Joe Laws, Memphis (Douglas) sophomore, quarterback Fred McAlley, Westchester (N.Y.) juco transfer, linemen Frank Biskner, transfer from Triton Junior College, and John Doherty, sophomore from Chicago (Lane Tech), and split end Ivey Moore, sophomore from Memphis (Melrose).

Dismuke picked up 88 yards in 21 carries in the spring game. Perkins totaled 80 yards in 19 tries and Laws added 56 in five attempts.

Among the Saluki veterans Towers plans to build his 1973 team around are linebacker Gordon Richey, defensive halfbacks Bruce Corbin and Ed Bell, center Bill Jackson, and tight ends Bob Habba and Jerry Hardaway. All of them were 1972 regulars.

The Saluki mentor summed up SIU's spring ball by saying, "We still have plenty of problem areas, but overall we had a great series of practices."

A $1,882,159 BUDGET for completing the second phase of SIU's football stadium renovation has been approved by SIU's Board of Trustees.

The amount, coupled with $296,800 for an Astro-Turf installation completed last year, brings the total project cost to $2,178,959. When first planned in 1971, it was estimated at $1,800,000.

Danilo Orescanin, vice president for administration, said funds are on hand to meet the revised estimate, the bulk of it from student athletic fees. Interest and outside contributions have added to the fund, he said.

An original timetable calling for some improvements to be ready for the 1973 home football season has been set back a year, the Board was told. Architects now hope to have plans ready for bidding in August with completion set for September, 1974.

Improvements will include a new east grandstand, remodeled and extended west grandstand, and a three-deck press-radio-television center. Total seating will be boosted from 8,408 permanent seats to 17,700. New concession stands, rest rooms and dressing room facilities, public address systems and scoreboard and expanded stadium lighting also are included in the project.

INDIANA STATE WAS THE CULPRIT. The Sycamores from Terre Haute spoiled SIU's bid for a second straight NCAA gymnastics championship this year.

Coach Bill Meade's Salukis, although scoring higher than they had a year ago, were defeated in the Eastern Regional by ISU, 321.85 to 314.50. Thus SIU failed to qualify as a team for the NCAA championships in Eugene, Ore.

Four Salukis, however, did qualify for the NCAA individual championships. They were Gary Morava (floor exercise, parallel bars and all-around), Bill Beebe (floor exercise), Dan Bruring (still rings) and Steve Holthaus (vaulting).

Morava, the slick-working junior from Prospect Heights (Hersey), gained all-America honors by finishing third in both the all-around (108.45) and floor exercise (18.50) in the NCAA meet. The other SIU team members failed to place.

Meade's Salukis compiled an impressive 14-3 dual record in 1972-73 losing only to NCAA champion Iowa State, Michigan and New Mexico.

With the recruitment of six more outstanding performers to SIU, Southern's gymnastics fortunes look even brighter for 1973-74. "They represent the best group of performers we have signed in one season," Meade appraised his 1973 harvest of talent.
Alumni Day Program

The SIU Alumni Association invites all alumni to take part in the Alumni Day activities scheduled for Saturday, June 9 at Carbondale. 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 second floor restaurant also will be open for lunch at 11:30, with lunch served until 2 P.M.

The Legislative Council meeting is set for 1:15 P.M in the Student Center Auditorium. Class reunions and elections for all classes ending in "3" or "8" and the Class of 1972 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, the 1973 Great Teacher Award and the State of the University address by President David Derge.

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

The Alumni Association

'72 Graduates

Now that your year of complimentary membership in the Alumni Association is coming to a close, we hope you'll join the thousands of other alumni who are renewing their memberships in the Association and thereby their support of SIU. May we continue to serve you?

Alumni Activities

FRIDAY, May 18
Randolph County Alumni Club Meeting—contact Glen Misselhorn at (618) 826-2512
FRIDAY, June 8
Spring Commencement
SATURDAY, June 9
SIU Alumni Day
FRIDAY, June 15
SIU Foundation Board meeting
FRIDAY, August 31
Summer Commencement

Alumni Book Club Offers Varied Selections

For the past six months, the SIU Alumni Association has been offering SIU Press and University Graphics publications at 20% off the published price to Association members.

The book selection committee will be meeting again soon to decide on another group of publications. Although some of the present offerings may be included in the new group, we do not yet know which ones.

A Secret War: Americans in China 1944–1945, Oliver J. Caldwell...$4.75
The First Freedom, Bryce Rucker...$10.00
New Earth, Jack Chen...$6.35
Land Between the Rivers, C. William Horrell, Henry Dan Piper, John Voigt...$12.00
Two Planets, Kurd Lasswitz, Translated by Hans Rudnick...$8.00
The Origins of Civilization, Carroll Riley...$6.80
Think Back on Us . . . The Social and Literary Record, Malcolm Cowley, Edited by Henry Dan Piper...$8.00
The Illinois Fact Book and Historical Almanac, 1673–1968, John Clayton...$10.00
Legends and Lore of Southern Illinois, John Allen...$3.10
It Happened in Southern Illinois, John Allen...$4.60
(Both Allen Volumes with Slipcase)...$7.95
A Nickel's Worth of Skim Milk, Robert Hastings...$3.95

So, if you've been meaning to order one of the following books, please do it now as it may not appear on our next listing. We hope to have a new selection for you in July.

Make checks payable to SIU Alumni Association and send to the Alumni Office, Southern Illinois University, Carbondale, Ill. 62901. Be sure to include 5% Illinois tax and 50¢ for postage and handling.

Total Pledges Received From Alumni Association's '73 Telefund Campaign by April 23
$9,133.10
Can We Save the Individuality of Our Colleges?

Or will powerful pressures, on and off the campuses, homogenize higher education?

AMERICANS have long prided themselves on the individuality of their colleges and universities. The special ambiance of each campus. The combination of people and purpose. Spirit. The sounds and smells that make it different from all others.

And more:

... The autonomy of each institution that enables it to choose freely its own goals—and the programs to attain them.

... The peculiarly American genius for promoting the existence, side by side, of public and private colleges and universities.

... A "system" of higher education, in the best sense of the word: a group of interacting, interrelated, interdependent elements, existing in a more-or-less harmonious relationship. But intensely individual, nonetheless. Certainly not "systematized," if the word implies a lockstep, or central control, or dull uniformity.

The result is one of society's major miracles: more than 2,600 colleges and universities, each one different from all the rest. Different, yet committed to the com-
mon idea that through diversity and individuality the needs of the culture will be met.

BUT now we are encountering forces that threaten the survival of all that. For the first time in a century, serious questions must be raised about the ability of our colleges to maintain their individual distinctiveness—and of the system to maintain its diversity.

The historic immensity of what is happening is only beginning to be clear. After an era of unprecedented confidence and expansion throughout higher education, there is now a widespread questioning of higher education's place in our culture, and of its claim on our resources. And growth—which for decades has been the hallmark of our colleges and universities—is decelerating.

With these developments have come crises of size and money and quality affecting the great diversity of our system of higher education—and the individuality of each college and university within it.

### Individuality and the Changing Student Population

For the past 100 years, American higher education has been growing at an accelerating rate. Enrollments doubled every 15 years until World War II; since then, they have doubled every decade.

That is not likely ever to happen again.

The Carnegie Commission on Higher Education predicts that enrollments will increase only by one-half between 1970 and 1980, and not at all between 1980 and 1990. In the last decade of the century, they will go up by only a third.

Enrollments in private institutions actually will drop, the federal government estimates, between 1977 and 1980.

By the end of this decade, say statisticians in the U.S. Office of Education, private education's share of all college enrollments will fall from 22.3 per cent in 1972-73 to 17.5 per cent in 1980-81.

These reductions in growth hold profound implications for all colleges and universities, Notes Princeton's President William G. Bowen:

"This battle for survival [private vs. public colleges and universities] has very serious implications for American higher education in general, which draws much of its strength from pluralism; that is, from the presence of many strong private and many strong public institutions working in different ways together.

"If this diversity were to be eroded, American higher education would suffer significantly."

There is more at stake than survival: the serious question. Survival for what?

In the period of expansion, a college or university could set its goals and be reasonably assured that enough students would be attracted by them. It cannot be so confident in a period when enrollments are stable and resources scarcer. The tendency in those circumstances is to standardize, to avoid setting goals that are offbeat, to try to be all things to as many men and women as possible. Under such conditions, mere survival is not an attractive prospect.

Decelerating growth and "no-growth" have other ramifications. If enrollment levels are to be maintained, some colleges and universities will be forced to accept students who do not meet the traditional criteria for college admissions.

"Low academic ability [measured by traditional means] will be the distinctive characteristic" of many such students, writes K. Patricia Cross of the Center for Research and Development in Higher Education at the University of California at Berkeley.

"We have not yet faced the full meaning of this prediction," Ms. Cross says. Such students will require major changes in the curriculum, major new sources of financial support, and faculty members specially trained to recognize and reward the non-academic skills they bring to the campus.

Another development—the growing pressure to educate a far greater percentage of adults than presently—will change the character of many a college and university. Already, a significant number of flexible arrangements are under way—"open universities," external-degree programs, "universities without walls"—to meet the needs of those who cannot leave full-time employment to earn their college degrees.

Alterations in the traditional picture of higher education will be extensive. Says Ernest L. Boyer, chancellor of the State University of New York:

"The old model of a scattered collection of isolated enclaves, each jealously guarding its resources and minutely regulating its students, who must remain in confinement for a four-year term, is giving way to a far more complex, dynamic image—a network of learning, resembling perhaps the human nervous system itself: intricate, continually pulsating, and totally interconnected."

The individual campus, as Mr. Boyer sees it, "is becoming less a fortress surrounded by its moat and more of a supermarket of ideas, a library with easy access, or a base of operations to coordinate learning, not control it."

Few would quarrel with the aims of such programs. They offer the possibility of lifelong learning for many
citizens who have not been able to afford a college education in the past. They permit vast numbers of persons to earn academic degrees in less time with more options. Yet many observers are concerned. Supermarkets, they say, are not very friendly places. While you may meet your material needs there, your spiritual needs may be unfulfilled.

Without precautions, says Stephen K. Bailey of Syracuse University, such programs "can lead to a parade of academic horrors: cram courses organized by fast-buck proprietary schools, a deadly standardization of subject-matter, tutoring to the test."

Perhaps most serious of all, however, are fears that such programs might change the whole definition of education in our society. An individual experience, leading to the development of "whole men and women" or "good citizens," might become a purely utilitarian process of providing the credentials a person needs to earn a living.

One writer describes the new trends this way: "We don't offer extracurricular activities; we eliminate most of the theory courses; we give practical applications; and we get the students through in one-third the time. We get them through fast."

Another observer deplores the prospect: "This is the attitude of a new breed of educators, the big-business organizers, who are moving into education and turning out graduates on an assembly-line basis. Apparently they are being paid by the head count."

There are ways to broaden our commitment to educating as many people as possible, without sacrificing the best qualities of higher education that we have known in the past. They lie in more individuality for our colleges and universities, not less; more diversity in our system of higher education, not less. But, as we shall see; other forces—in addition to those accompanying the new era of no-growth—may be putting those qualities in serious jeopardy.

**Individuality and the Trend Toward Central Control**

Higher education's long period of postwar growth coincided with a long period of national affluence. As the economy boomed, tax dollars were more numerous than ever before in history—and, nearly everywhere, public colleges and universities received a top-priority share of them.

Most states still place higher education well up on their priority lists. But urgent new needs have developed in other areas—e.g., health care, aid for the disadvantaged—and the competition for tax dollars has grown.

The result: Public colleges and universities have been subjected to unprecedented demands for "efficiency"—some justified, others panicky and unwise. And to achieve that efficiency, many states are dramatically reorganizing their structures of public higher education.

Once-autonomous institutions, each seeking its own goals, are finding themselves incorporated in larger and larger "systems" of public colleges and universities, often statewide in scope. Decision-making is centralized. Duplicate functions are eliminated.

From an efficiency standpoint, the trend makes sense. "It seems to us," argue Paul L. Dressel and William H. Faricy of Michigan State University, "that higher education must be regarded as a national resource, that the roles of institutions must be determined by social need, and that resources must be allocated according to a plan and their actual use accounted for."

They add: "In moving in this direction, we are permitting the public and politicians to make decisions about the character of institutions—and their decisions may not always accord with the views of those involved with higher education."

In 1959, fewer than half the states had formal, legal mechanisms for statewide coordination of higher education. Now 47 states have such mechanisms. "Besides this dramatic increase in numbers," writes one observer, "statewide coordinating boards have increased in power in their areas of influence and in coercive potential."

The trend away from campus autonomy and toward central planning is likely to encompass many private institutions as well, when—as is happening in many states—they receive increasing support from public funds.

"Why," asks one observer, "should the non-public institutions receive tax dollars and not be subjected to the same planning and operating constraints and criteria for accountability as the public institutions? While the initial small, indirect aids may call for a modicum of state control, once the amounts become substantial, the institution can be treated in no other way than as an integral cog in the coordinated state system."

It may even be that some national system of higher education will emerge from the upheavals now occurring. Clark Kerr, chairman of the Carnegie Commission, says that education is becoming a "quasi-public utility"—especially since it, like electric power and other utilities, has become essential in the lives of people. Just as utilities require regulatory agencies to protect the public interest, says one observer, so the prospect of government regulation of higher education cannot be ruled out.

What happens to the colleges' individuality and diversity, in the wake of such developments? The president of one public institution in Ohio, Miami University, says that as the state system has developed, "we have witnessed a lockstep progression, statewide, into a common calendar, into a
common subsidy formula, into a virtually common fee pattern.” He warns:

“If diversity is coming out of the public system and is replaced with a pale, insipid sameness, and if there is a simultaneous withering of the private sector, one can question what the future holds for the very fiber of our system of higher education.”

The movement toward more centralized authority, however, seems inexorable. It is clear that the public and its elected representatives are no longer willing to let the colleges and universities, alone, decide what is educationally best for the society. “Education,” says an observer, “is too important, and too expensive, to be left entirely to the educators.”

How, then, can colleges and universities learn to live in the larger systems, while preserving their diversity and individuality? They must be ingenious enough to develop mechanisms to preserve flexibility within a highly structured whole—and that poses one of the major challenges for higher education and its supporters in the years to come.

### Individuality and the Unionization of Faculties

Until recently, the prospect of faculty members’ joining unions and engaging in collective bargaining seemed foreign to both the spirit and the reality of life on most campuses. Colleges and universities were serene havens far removed from the materialism and economic competition of the industrial world, and faculty members were thought of (and regarded themselves) not as “employees” but as individual professionals.

Although thousands of faculty members and college administrators still recoil from the notion of faculties organizing in collective-bargaining units, unionization—and all that goes with it—has made major gains on the campuses in the past five years. Most observers expect the trend to quicken rather than to slow down.

Already, the faculties at nearly 300 colleges and universities have won bargaining rights. More than half of the institutions are two-year colleges, but unionism is also gaining significant footholds in many four-year institutions, as well. Faculties at the State University of New York and the City University of New York are organized collectively, and the California legislature is considering a move to permit public employees to organize in that state.

The movement toward faculty unionization was speeded by a recent decision of the National Labor Relations Board that private institutions with annual budgets of $1-million or more fall under its jurisdiction. In the past, the NLRB excluded such institutions, so that only the public colleges and universities in states that had laws permitting their employees to organize could develop unionized faculties.

These occurrences have combined to make the debate over whether faculty members should join unions irrelevant. The issue now is, What impact will collective bargaining have on the character of our colleges and universities—and on the relationships between faculty members, administrators, students, and governing boards?

“Almost certainly,” says one observer, “collective bargaining in higher education will move to statewide or system-wide levels and, in the process, destroy much of the autonomy of the separate campuses.” He adds: “Collective bargaining in a state system of higher education will ultimately promote centralization of decision-making. Collective bargaining will contravene the individual and departmental autonomy for which many faculty members have battled so long.”

Collective bargaining’s advocates disagree vigorously. “In fact,” says one union official, “bargaining is a response to that trend. The only way faculty members can play a role, when policies are established on a statewide basis, is through bargaining and political action. Otherwise, it will just be done over their heads.”
In addition, union leaders point out, they have vigorously opposed such steps as the setting of statewide work-load standards by some legislatures.

Nonetheless, warns William B. Boyd, president of Central Michigan University, the administration of a collective bargaining contract, "with its emphasis on legalism, its grievance-laden tendencies, and its use of adversary proceedings, will almost inevitably change the tone of university administration. The last remnants of collegueship are apt to disappear. Personal relationships are almost bound to change when personnel relations are altered so fundamentally."

Can the traditional character of a college or university survive such strains? Or will the changes wrought by the unionization of faculties be a further cause of declining individuality and diversity?

**Individually and the Money Crunch**

The financial crisis in higher education has replaced student protest as the "big issue" in the eyes of the press and public. Where once the headlines told of 100 students arrested for their roles in demonstrations, they now tell of 100 colleges and universities confronting the prospect of financial disaster.

The money crisis is real and of major proportions. Some private institutions face the possibility of extinction.

The existence of other institutions—public and private—is threatened. The Carnegie Commission predicts that nearly two-thirds of the nation's colleges and universities are in financial trouble or headed for it.

One spectacular case is that of New York University—the nation's biggest private institution of higher education. After several years of backbreaking deficits, N.Y.U. announced last fall that it planned to eliminate more than 200 faculty positions, sell one of its campuses to the public system of higher education, and insist that, henceforth, every academic unit within the university be able to pay its own way plus its fair share of university overhead.

Higher education's financial crunch came on the heels of several years of student disruptions—and some observers have attributed the crisis to the loss of faith in colleges and universities that followed. But the roots lie deeper—in the end of the era of growth.

In its simplest terms, higher education's crisis has developed because costs kept rising while income did not. (There is a limit to the amount of tuition a college or university can charge and still remain competitive.*) At major universities, large research programs were initiated with federal funds. Those funds have grown scarcer as the government's priorities changed, leaving those universities with commitments they cannot afford.

The increasing costs hit both public and private institutions.

One observer says that the huge growth during the 1960's was itself one of the main causes of higher education's money troubles. Colleges and universities were all the more vulnerable, he says, because they were "undercapitalized, overextended, and moving into increased areas of responsibility without permanent financing."

Yet—while the financial crisis is real, and some institutions have been forced to close their doors—for the vast majority of colleges and universities, survival itself is not in question.

Even at New York University, with its appalling problems, President James M. Hester believes that the draconian steps he has taken will assure the university's survival.

"The disease has been diagnosed, the prescription has been made. We are taking the medicine," says Mr. Hester. "It is very painful, but it is possible."

Edward D. Eddy, president of Chatham College, puts it thus:

"Posting a death notice for all of private higher education is like shooting all the horses because some have the wheeze."

"The great majority of the institutions will survive," Mr. Eddy declares. "Despite the many predictions of their demise, surprisingly few have closed their doors. Institutions of higher learning do have a persistence and tenacity—but not necessarily a guaranteed quality. And there is the rub."

The nation's colleges, Mr. Eddy says, "by and large will survive. But the emerging question is clearly one of spirit, not just life."

The economic crisis poses one especially nettling threat to the diversity of the system of higher education and the individuality of every institution: well-meaning but potentially damaging cries for heightened efficiency and productivity on the campuses. If taken too literally, such a movement could turn the nation's colleges and universities into faceless, spiritless factories.

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* A recent study has shown, for instance, that in 1964-65 a group of representative private institutions was charging $657 more per student than a group of representative public institutions. By 1971-72, the same private institutions were charging $1,242 more per student than the public institutions.
Most observers agree that many colleges and universities can and must improve their fiscal policies. But, warns Paul C. Reinert, president of Saint Louis University, they cannot be run like businesses. “There is,” he says, “more at stake than Kleenex.”

“Efficiency in higher education remains a complex matter,” warns Howard K. Bowen, chancellor of the Claremont University Center. “Society may be in danger of trying to restrict the functions of higher education too narrowly, and to convert institutions into mere assembly lines generating credit hours, rather than allowing them to function as centers of learning and culture.

“It would be a mistake, harmful to both education and to social welfare, to turn colleges and universities into credit-and-degree manufacturers and to judge them solely by their productivity in these terms.”

Father Reinert sums it up: “We must keep in mind that there are substantive differences between a college and a business. Drive a corporation to the wall and it may make adjustments in its operations that enable it to bounce back. Drive a college to the wall and you can kill it.”

Even more controversial than the cries for efficiency are issues raised by the variety of solutions that have been proposed for higher education’s money troubles.

Virtually everyone agrees that major new infusions of public funds for both private and public institutions will be needed. But how those funds should be channeled—whether they should come from the federal or state governments, whether they should be in the form of institutional aid or grants and loans to students—produce deep divisions within the academic community.

The Carnegie Commission has argued against “lump-sum, across-the-board grants” from the federal government. They could lead to reduced state support and to the development of a “nationalized system” with strict government controls, the commission says. Instead, it favors basing federal support to an institution on the number of federally supported, needy students enrolled, with the states providing the bulk of the support.

Spokesmen for some institutions of higher education disagree. Direct federal grants to the colleges and universities, they argue, can make the difference between the survival and collapse of many of them.

Spokesmen for many other institutions have argued that new government support should come in two forms: outright grants to the most needy students and “income-contingent loans” to middle-class students. (Under such loans, how much a student must pay back would be determined in part by how much he earned after graduation.)

With most support going to students, these educators argue, both public and private institutions could raise their tuitions to a point that would more nearly pay for the actual cost of providing an education.

Such a system would best preserve the diversity of our system of higher education, says an economist from the Brookings Institution. We need, he says, “a shift to public support of students rather than the excessive reliance on institutionalized support that characterizes current public support programs.” He goes on:

“Such a program of portable aid would free institutions to develop their own conceptions of the curriculum required to produce better people and, more importantly, would give student-consumers a right to choose among alternative conceptions. The government could and should scrutinize the academic offerings for which it is indirectly paying, but the nature of such investigations would change.”

Officials at most public institutions oppose any major shifts of aid from institutional support to support of students. The necessary increases in tuition, they say, would end the nation’s long-standing commitment to low-cost higher education, and would shift the major burden of paying for education from the society at large to the individual student.

That shift, they say, would represent an end to the belief that society as a whole—not just the individual student—benefits from the higher education of its citizens.
Switching from institutional support to loans and grants "constitutes a definite shift away from public decisions and responsibility for the support and control of higher education and toward a philosophy of private responsibility and private enterprise, with major consequences," says Clifton R. Wharton, Jr., president of Michigan State University.

"The shift would transform the goals, values, and conduct of the entire higher educational system," he says.

Decisions to be made soon in Congress and the state legislatures probably will determine how much new governmental aid will be forthcoming and what form the aid will take. Alumnae and alumni concerned about preserving the qualities of higher education could do higher education no greater service than keeping informed about the alternatives, and advising their representatives of their preferences.

The economic crisis in higher education is, in a sense, the cause of all the other forces moving toward the homogenization and standardization of our colleges and universities.

Many observers suspect that neither the movement toward statewide systems of colleges and universities nor the trend toward collective bargaining among the faculty members would have gone so far if the era of great growth had not ended. Suddenly, in the economic depression that followed, higher education was no longer society's favorite place to spend money.

How, under such conditions, can colleges and universities provide diversity and individuality? Must they sacrifice their autonomy and individuality? Or can they find ways to live with the end of growth without giving way to drab uniformity?

Individuality:
All the Threats Combine

The end of an era of growth, the scarcity of new resources, the increased competition for them, and the public's changing definition of higher education's role in society have all combined to produce a major challenge for the nation's colleges and universities.

The task before them now is to meet the challenges while preserving the best of the past.

It is easy to be pessimistic about the prospects. Doom-sayers abound. Here is how some severe critics have described current conditions on the campuses:

- "Respect for universities [faculties and administrators] has been replaced by distrust and surveillance."
- "Informal procedures and policies based upon mutual respect and confidence within the university have been replaced by insistence upon due process and by formalized codes."
- "Collegiality based upon unity in goals has been replaced by identification and resolution of conflict."

Such concerns are not limited to severe critics. Theodore M. Hesburgh, president of the University of Notre Dame, speculates that "perhaps during that period of rapid growth, the institutions—the academic community—grew beyond the potential to be personal and human."

William C. McInnes, president of the University of San Francisco, says: "People will spend their money, contribute their money, pay their money for services and things in which they believe. What has happened in many cases is that people don't believe in education the way they used to."

As a result, many institutions feel more threatened than ever by the challenges before them.

One consequence has been that the conflicts between public and private higher education have been exacerbated. Once the expansion of the entire higher educational system ceased, the happy state no longer prevailed in which everyone was prospering. Now, one institution's gain may well be another's loss. Public and private education now often view progress for one as a possible threat to the other.

Says a former official of a state system of higher education: "The pleadings of the private segment for state financial aid are gaining ground—not nearly enough to save
them financially, but sufficient to reduce the direct level of funding for the public institutions."

Warns the head of a major educational association: "I am firmly convinced that the gravest danger facing us is the possibility of a serious division between the public and the independent sectors of higher education. Relatively dormant for well over a decade, as might be expected during a period of economic expansion, signs of divisiveness are again appearing as we move further into the stringent '70's."

The situation looks confused and troublesome. Higher education has reached a state where it enjoys less public confidence, has less confidence itself about what its purposes are, and faces unprecedented competition for a place on America's priority list.

Yet the need for new curricula, and for new educational commitments to new kinds of students, was never greater. How can colleges respond in innovative ways, when they must tighten their belts and curtail their functions?

Kingman Brewster, president of Yale University, sees this paradox: "Although all universities badly need funds in order to experiment with new techniques of learning and study that go beyond the library, the laboratory, and the classroom, most of the ideas for massive central government support threaten to impose a dead hand of bureaucracy, central planning, and red tape on local initiative."

Colleges and universities thus face major dilemmas:
- How to continue to be effective in a time when they need major new sources of outside support; and
- How to keep their distinctiveness in an era that requires economy and ingenuity.

No one can be blindly optimistic. But many thoughtful observers feel that the present critical stage poses not only problems for higher education, but unparalleled opportunities. The long period of expansion, they argue, put a premium on graduate education and research, and higher education made enormous gains quantitatively. Qualitatively, however, the improvement may have been insignificant. On the undergraduate level, indeed, what a student received from his institution may not have been much better than what was provided to his predecessors in earlier generations.

Now that the pressures for growth have eased, colleges and universities have an opportunity to be truly individual; to set for themselves specific, achievable goals, and to pursue them effectively.

In an era of no-growth, it is the institutions that know what they want to be, and how they are going to be it, that will survive and prevail.

Both public and private institutions will be among them. Steven Muller, president of the (private) Johns Hopkins University, notes:

"Privacy means relative independence. We have at least the freedom to choose among alternatives, restricted as that choice may be, rather than to have our decisions dictated to us by public bodies."

"Our privacy as a university thus exists only as a narrow margin. . . Our task is to preserve that narrow margin and to make the best possible use of it."

Phillip R. Shriver of Ohio's Miami University (state-supported) speaks from the public-institution standpoint:

"Each university ought to be able to develop its own personality and uniqueness. Each ought to have its own strengths. Each ought to be encouraged to develop its own individual programs."

The first task, then, for every institution of higher education—public and private—must be to develop a firm sense of what it ought to be and how best to achieve it.

Each institution must know, and believe in, its own personality and uniqueness.

A foundation official says:

"The time has come to take a total look at each of our institutions in some systematic way which relates energy and material input to learning output, and relates behavioral objectives to social needs. If we do not strenuously undertake this task and succeed, then our present troubles in a variety of areas will become far worse. Indeed, I see the specter of government or even industrial control of our colleges and universities."

Sir Eric Ashby, a distinguished British educator who has served as a member of America's Carnegie Commission, says:

"The gravest single problem facing American higher education is the alarming disintegration of consensus about purpose. It is not just that the academic community cannot agree on technicalities of curricula, certification, and governance; it is a fundamental doubt about the legitimacy of universities as places insulated

**Individuality: Can We Save It?**

Do colleges and universities—as we have known them—have a future? Or are we headed for some massive, standardized, nationalized system of higher education? Need a new vision of higher education—as a public utility that everyone can use produce an impersonal assembly line?

Put another way:

Can private colleges and universities survive in a form worth preserving? Can public institutions avoid the "pale, insipid sameness" that some see looming on the horizon?
from society to pursue knowledge disengaged from its social implications.

Ending that fundamental doubt, says Sir Eric, will require "a reevaluation of the relation between universities and American society."

In short, the American people must rebuild their faith in the colleges and universities—and the colleges and universities must rebuild faith in themselves. In doing so, both parties to the contract can assure the survival of both the vast system's diversity and the individuality of its parts.

Many colleges and universities have already begun the necessary reassessments and redefinitions. Commissions on the future have been established on scores of campuses. Faculty members, students, administrators, trustees, alumni, and alumnæ have been enlisted to help define their institutions' goals for the years to come.

Those new definitions, now emerging, recognize the end of the era of expansion and come to terms with it. Some institutions have chosen to remain small, some large. Others have chosen to focus on specific missions, e.g., ecology, health services, the arts. Still others are moving into the preparation of teachers for the two-year colleges that, in the years ahead, will attract many new students to higher education. For their part, many two-year colleges are resisting pressures to expand into four-year institutions, electing to concentrate on providing the best possible educational opportunities to their own non-traditional student constituencies.

Whatever the role they define for themselves, such colleges and universities are seeking ways to make education more individual and more rewarding.

Colleges and universities still have a long way to go before they adjust to the financial stresses, the changing market conditions, the demands for reform that have beset them. Those that adjust most effectively will be the ones that survive as distinctive, individual institutions.

Chatham College's President Eddy notes that our institutions, "swinging into the troublesome '70's from the unusually affluent '60's, resemble a middle-aged and slightly portly man who discovers that he is panting heavily after climbing a quick flight of stairs. He doesn't have yesterday's bounce."

"He has a choice. He can become a first-class hypochondriac and, in all probability, bring on the attack by discouragement and tension. Or he can diet, cut out smoking, and start some consistent, sensible exercise. He must convince himself that life is worth living—and living to the hilt—despite an occasional long flight of stairs."

The end of the era of growth has opened once more the great debate about the role of higher education (or any education, for that matter) in the lives of individuals and in the health of society. The future, in many ways, is up for grabs.

Those who care deeply about the diversity and individuality of our colleges and universities must assure that—regardless of what they become—they preserve their distinctive spirit in the changing future.

"There is little profit in licking our wounds or feeling sorry for ourselves," says Father Hesburgh of Notre Dame. "We still represent the best hope for America's future, provided we learn from our own mistakes and reestablish in the days ahead what has so often testified to the nobility of our endeavors in times past.

"All is not lost. We are simply beginning again, as many always must, in a world filled with ambiguities, the greatest of which is man himself."

This report 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 members of Editorial Projects for Education, Inc., a nonprofit organization informally associated with the American Alumni Council. The members, it should be noted, act in this capacity for themselves and not for their institutions, and not all of them necessarily agree with all the points in this report.

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1914 Mrs. Harley H. Stucker (Bertha Mabel Atkins Stucker) resides in Veedersburg, Ind., where she is a retired school teacher.

1922 Gilbert T. Carson, 2, '31, has retired from teaching. He and his wife, Maxine, reside in Winthrop, Ia.

1923 Ray Edward Hamilton, 2, lives in Haines City, Fla., where he is retired.

1926 Mrs. Oral Glen Burton (Mable Lura Grumley Burton, 2) is a farm manager in Eldorado where she makes her home. In 1969, she retired as an associate professor at SIU.

Alumni, here, there...

1931 Clyde Wesley Anderson is head teacher in the Farmingdale Elementary School in Pleasant Plains. He and his wife, Dora, have two children and reside in Chatham.

Mr. and Mrs. Hal H. Stone (Mae C. Straub '30-2) reside in Oak Ridge, Tenn., where he is a retired research associate with the Oak Ridge Nuclear Laboratory.

1932 Hannah M. Morgan has retired after 42 years of teaching language arts, 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 Mrs. Matthew J. Radochonski (Katherine V. Conte, 2) has retired from teaching and now resides with her husband in Berwyn.

Mr. and Mrs. Starlin A. Sims (Evelyn LARue Hodge) reside in Park Forest.

1940 Fred W. Banes is director of planning, evaluation and research in the career education office with the Board of Education of New York City. Banes, his wife, Eunice W. Huey Banes, ex '40, and their five children reside in Westfield, N.J.

William J. Randle is a corporate training director with Alton Packaging in Alton. Randle and his wife, Geraldine, have one son and reside in Highland.

1942 Mr. and Mrs. Alden Eldridge Becker (Marjorie Jane Jones) reside in Galesburg where Mrs. Becker is head of the art department at George Churchill Junior High School.

1945 An author of numerous professional publications and articles on science curricula and teaching methods, Mrs. Joseph Earl Dungan (Nadine W. Dungan, M.S. ’54) has received the D. C. Heath and Company Distinguished Service Award. She has been science supervisor with the Illinois State Superintendent of Public Instruction for the past nine years. Earlier, Mrs. Dungan was an elementary school teacher for five years and a biology and ninth grade science teacher in Illinois high schools at Vienna, Alton and Wood River for eleven years. She resides in East Alton.

1946 Norma L. Brown is a physical education instructor at Belvidere Junior High School in Belvidere.

Mr. and Mrs. John Russell Dine (Vivian Elizabeth Dine, M.S. ’56) and their son, John, live in Granite City where Mrs. Dine is a teacher of the educable mentally handicapped in the Granite City Public Schools.

1949 Quentin Dewitt Miskell is vice-president of sales with Welty-Way Products, Inc., in Cedar Rapids, Ia. He and his wife, Georgia, have three children and reside in Coggon, Ia.

Arch Camel Roll has retired from the U.S. Navy where he was a management analyst. Roll, his wife, Nadine, and their three children, Joan, Sheila and Keith, reside in York, Me.

Jerome Maxwell Seltzer teaches speech development and correction and speech at Pacific State Hospital in Mt. San Antonio. Seltzer, his wife, Ruth, and their son, Robert, reside in Pomona, Calif.

1951 Bob Dale Dallas, M.S. ’62, a coach at Ridgway High School for 18 years, led his basketball team to first place in the 1973 Illinois High School Association’s Class A basketball tournament in Champaign. He resides in Ridgway.

1952 Dominic Alecci is an executive office senior staff assistant with the General Motors Accounting Corporation. He and his wife, Elizabeth J. Vanno Alecci, ex ’51, and their two children, Lisa and Adria, reside in Berkeley Heights, N.J.

Paul Philip Althoff is a director of marketing services with the Chow Division of Ralston Purina. He, his wife, Ethel, and their daughter, Angela, make Waterloo their home.

1954 Mrs. Geneva Randolph Rose is an English teacher with Hopkins County Schools in Madisonville, Ky. She has one son, Coy, and resides in Madisonville.

1955 Mr. and Mrs. Robert Bowers Rogers, M.S. ’61, (Mildred L. Dean, ex ’54) and their two sons, Jack and Kent, reside in Columbia, S.C., where Rogers is director of marketing with the South Carolina department of agriculture. Mrs. Rogers is a registered nurse.

Alvina Minnie Seibert is a retired teacher. She make Lebanon, Ill., her home.

William James Young, former director of the SIU sports news service, has been selected as sports information director with the United States team at the World University Games in Moscow August 15–25. Young is currently in his 13th year as a sports information director at the University of Wyoming.

1956 Raymond H. Malik, M.S., is president of Malik International Enterprises Ltd. He resides in Chicago.

Jeff T. Smith is a regional sales director with CNA Insurance in Kansas City, Mo. He, his wife, Margaret, and their son, Stephan, reside in Overland Park, Kan.

C. Eugene Sturgeon resides in Glenview with his wife, Catheryn, and their three children, Jeff, Brad and Mary. Sturgeon is a partner in Touch, Ross, and Company of Chicago.

1957 Jack English Bizzell, M.A. ’58, Ph.D. ’66, is head of the department of political science and a professor at Morehead State University. He, his wife, Peggy, and their son, Jeffrey, make their home in Morehead, Ky.

Ray W. Fuller, M.A. ’58, is a research biochemist in the Lilly research
laboratories with Eli Lilly and Company in Indianapolis, Ind., where he, his wife, Sue, and their two children, Ray and Angela, make their home.

1958 Charles Bernardoni is director of general accounting with SIU. He, his wife, Joan, and their four children reside in Carbondale.

1959 Ronald A. Newell, M.S. '62, has been named dean of the division of University Services and Continuing Education with Florida International University. President of the Miami area alumni club, he is the author of a number of publications on education, curriculum and teaching and was an assistant professor of education in 1966 at SIU. His wife is the former Wanda Fay Alexander '57.

Mr. and Mrs. Charles Granville Russell, M.S. '65, Ph.D. '71, (Patricia Ruth Yates '66) and their three children, Scott, Carrie, and Mark, reside in Morgantown, W. Va. Russell is an assistant professor of speech communication and Mrs. Russell is a graduate student guidance counselor at West Virginia University.

1960 William A. Morgan is acting coordinator of the SIU Manpower Skills Center at Ordill. He, his wife, Virginia, and their daughter, Kristen, reside in Carbondale.

Mr. and Mrs. James Victor Sandrin, M.S. '64, Ph.D. '70, (Margie Rae Frenzke '66) and their son, Douglas, reside in Joplin, Mo. Sandrin is a professor of education with the department of secondary education at Missouri Southern State College.

1961 Mark Anthony, M.A., Ph.D. '64, is a biologist with the U.S. Army Corp. of Engineers. Anthony, his wife, Mary Lou Wright Anthony '54, and their two children, Jane and Jill, reside in Cincinnati, Ohio.

Robert G. Hays, M.S. '72, a doctoral candidate at SIU, is researching and writing a book on the history of state support of scientific research in Illinois. He and his wife, Mary, have two sons, Alan and David, and live in Carbondale.

Thomas E. Norris was released from a prisoner of war camp in Vietnam on March 13. He enlisted in the Air Force after graduating from SIU. Norris, his wife, Sharon, and their two children, Michael and Rebecca, reside in Godfrey.

Dr. and Mrs. Steven L. Stroup (Judith A. Bramlett Stroup) and their three children, Greg, Julia and Michael, reside in Biloxi, Miss. Stroup is a physician and therapeutic radiologist with the U.S. Air Force at Keesler AFB, Miss.

1962 M. Howard Cazel is vice-president of sales and marketing with F & D Manufacturers in Plainfield where he, his wife, Joyce, and their son, John, reside.

Charles W. Sutton is the owner of an auto dealership. He, his wife, Betty, and their two children, Charles, Jr., and Shaun, live in Pennsville, N.J.

1963 Gerald LeRoy Clampet is a computer systems analyst. Clampet, his wife, Mary, and their daughter, Susan, make Springfield, Va., their home.

Paul Edward Clark, Jr. is chairman of the social studies department and choral director in the Donovan Unit High School. Clark is also minister of music with the First United Methodist Church in Watseka where he resides.

Mr. and Mrs. Otto Michael Kolar (Mary Jane Burnett Kolar, M.S. '64) and their two children, Robin and Dean, live in Elk Grove Village. Mrs. Kolar is director of education with the American Dental Hygienists Association.

The Rev. Elmer J. Patterson is a retired teacher and minister. He and his wife, Jennie, live in Florissant, Mo.

John C. Reznick is state's attorney of Fayette County. He, his wife, Lynn, and their two sons, Bradley and Douglas, make Vandalia their home.

Mr. and Mrs. John Grayston Saunders, M.S. '66, (Linda Beth Sanders Saunders '68) reside in Chester with their son, John. Saunders is an administrative assistant with the Illinois Department of Corrections. Mrs. Saunders is a special education teacher.

Mr. and Mrs. D. D. Schumacher (Rita F. Brake, '62, M.S. '63) and their two sons, Scott and Todd, reside in Champaign where Schumacher is editor of the Champaign-Urbana Courier.

Roland Orloff Stiebel is a personnel officer with the U.S. Coast Guard in Monterey, Calif. Stiebel, his wife, Martha, and their two children, Marina and Eric, make Monterey their home.

Alice Nancy Swanson is an English teacher and counselor at Grant Junior High in the Denver Public School System. She makes Denver, Colo., her home.

1964 Robert Eugene England has been named a winner in the 1972 Freedoms Foundation at Valley Forge letter writing contest. England, a personnel officer at Offutt AFB, Neb., received a $100 cash award and the George Washington Honor Medal for his entry on the subject, "Freedom Has a Price." His wife is the former Patricia Ann McCluskie '62.

George Albert Peach is an assistant circuit attorney in St. Louis, Mo., where he, his wife, Mary, and their three children, reside.

Jimmy Lee Riley, M.A., Ph.D. '71, is an assistant professor of political science with the University of Nebraska in Omaha where his wife, Carole Lynne Tolk Riley '65, M.S. '71, is head of the Cathedral High School art department. They reside in Omaha.

1965 James E. Bennett is a budget and accounting officer with the Navy Medical Neuropsychiatric Research Unit in San Diego, Calif., where he, his wife, Gayle, and their two children, Vicki and Kevin, reside.

Curtis L. Rensing is director of data processing with the First State Bank in Florissant, Mo., where he, his wife, Marcia, and their two children, Christine and James, reside.

1966 Marlin Jay Barr is a junior high school social studies teacher and assistant coach with the East St. Louis School District. Blair, his wife, Nancy, and their daughter, Bethany, reside in Belleville.

Delmer H. Landis, Jr., M.S. '68, has been honored with a Young Engineer's Award at General Electric's jet engine plant in Evendale, Ohio, where he is an engineer with the Aircraft Engine Group's engineering division. He, his wife, Sue Ella Upton Landis '65, M.S. '66, and their two children, Eric and Heidi, reside in Pisgah, Ohio.

John Edward Moody is a district sales manager with the Elanco Products
Company. He resides in Peoria.

CHARLES POLLACK is a health and physical education teacher and head soccer coach at Canarsie High School in Brooklyn, N.Y., where he makes his home.

Mr. and Mrs. WAYNE PAUL SENALIK (SCOTT CHERYL SELF '67) and their daughter, Ryan, reside in Columbus, Oh., where Senalik is a technical services coordinator with Anheuser Busch. Mrs. Senalik is a volunteer teacher for mentally retarded children.

JAY ROWLAND SOLDER, M.S. '71, is a communications instructor with Central Piedmont Community College in Charlotte, N.C., where he makes his home.

LAWRENCE EUGENE Todoroff is a physical education teacher in Alton. He makes his home in Granite City.

JUDITH DIAN VAUGHN, M.S. '69, is a second grade teacher at the Washington School in Vandalia where she lives.

1967 Mr. and Mrs. William G. Billingsley (PAULINE E. KIRBY BILLINGSLEY, M.S. '72) and their three children, Roger, Myra and Gordon, make their home in Goreville where Mrs. Billingsley is a librarian in the Goreville Community School.

Mr. and Mrs. TERRY WALTER CARRON (SANDRA ALLARD CARRON) and their daughter, Jacqueline, reside in Huntingdon Beach, Calif., where Mrs. Carron is an elementary school teacher. Carron is a western regional manager with the Damon/IEC Division.

JAMES McLAUGHLIN, M.S. ’71, has been selected as the top prescription products field representative with the Glass Container Division of Owens-Illinois, Inc. He and his wife, the former JANE MARIE HUGHSON ’67, make Toledo, Oh., their home.

JAMES B. SANDFORD is an engineer with the Rohm and Haas Company in Philadelphia, Pa. He and his family reside in Cornwells Heights, Pa.

FREDERICK HUGH SCHMIDT, M.S. ’71, is doing research in reproductive biology with the Population Division at Rockefeller University in New York City.

ENGELEHARDT

1968 Mr. and Mrs. Charles Earl Beatty (JANICE LYNN DEMPSEY, VT1) live in Bushnell. Mrs. Beatty is a business manager with the Dental Group in Macomb.

E. A. ENGELEHARDT, VT1, ’72, is an airline pilot with United Airlines in Chicago. He and his wife, the former DIANA KAY TISON ’69, make Lake Bluff their home.

RONALD M. MANGANO, M.S., Ph.D. ’71, is an assistant professor in the division of technology with Central Connecticut State College in New Britain, Conn., where he and his wife, SUZANNE MANGANO ’71, reside.

EDWIN W. MURPHY has been promoted to publications program analyst with Internal Revenue Service Headquarters in Washington, D.C. He lives in Arlington, Va.

THOMAS F. MURPHY is a foreign service officer with the State Department Bureau of Intelligence and Research in Washington, D.C. He previously was assigned to Beirut, Lebanon, and now resides in Arlington, Va.

JAMES ROBERT PETZING is a district manager with the Oscar Mayer and Company Sales Center in St. Louis, Mo., where he makes his home.

1969 WILLIAM RYMOND BEQUETTE is stationed at Tyndall AFB, Fla. Bequette, a pilot, is assigned to a unit of the Aerospace Command. His wife is CHERYL JEAN BAILEY BEQUETTE ’70.

LINDA SUE COPELAND resides in Terre Haute, Ind., where she is working on her master’s degree in instructional systems technology at Indiana State University. She taught school three years in Henderson County, Ky.

MICHAEL A. GENOVA is a sales manager with the Oswego County Distributing Company. He and his wife, Janice, reside in Oswego, N.Y.

WILLIAM GEORGE WALLIS is a fellow in the Centennial Educational Program and a visiting assistant professor of music with the University of Nebraska at Lincoln, where he and his wife, Mary, reside.

1970 BARBARA ANN BOEDGES, M.MUS., is a vocal music teacher with the Waterloo Community Unit School District in Waterloo. She makes St. Louis, Mo., her home.

Mr. and Mrs. David Randle Foshee (LINDA EILEEN IVY FOSHEE) reside in Peterson Field, Colo. Mrs. Foshee is a province collegiate director with Delta Zeta Sorority. States under her regional directorship are Arizona, New Mexico and Colorado.

JOHN FRANCIS HORDON, M.A., Ph.D. ’72, is a supervisory clinical psychologist in the Veterans Administration Hospital and an instructor in the psychology and psychiatry departments with the University of Missouri. He makes Columbia, Mo., his home.

OSCAR W. MOORE, JR., M.S. ’71, is a health and physical education instructor and a head track coach in Blackwood, N.J., where he and his wife, ANGELA Y. FLOWERS MOORE ’70, M.S. ’71 make their home. Mrs. Moore is an extension home economist with Rutgers University.

JAMES L. RANNEY, Ph.D., lives in Joliet with his wife, Sandra, and their two children, James and Christine. Ranney is assistant superintendent of Troy School District.

KURT ALAN SCHWEITZER is a sales administrator with the FS Services, Incorporated Member Company. Schweitzer, his wife, Karen, and their son, Brandon, reside in Joliet.

BARRY L. STINE is a Chevrolet dealer in Selinsgrove, Pa. His wife, KATHERINE V. STINE, is director of the occupational therapy department at the Danville State Hospital in Danville, Pa. The Stines and their two children reside in Winfield, Pa.

JAMES LESLIE STOOTS is a physical education teacher in the Dade County Public Schools. He makes Hialeah, Fla., his home.

1971 STAN H. ALBRIGHT is a real estate broker in Homewood. His wife, LORENA KAYE LEE ALBRIGHT ’72, is a band director at Taft School in Lockport. The Tafts reside in Park Forest.

CHARLES R. CLAPPER is a mathematics teacher and assistant tennis coach at Downers Grove High School South. He resides in Naperville.

ARNE C. LARSEN II is superintendent of the Pershing State Park in Laclede, Mo., where he and his wife, SUSAN ANDERSON LARSEN, make their home.

GERALD LEE MYERS is an accountant with Horace Mann Educators in Springfield where he and his wife, Janet, reside.

GREGORY STUART REISK is a vocational teacher at Crete-Monee High School. He and his wife, Terri, live in

25
Park Forest.

Mr. and Mrs. John T. Robinson (Joan G. Garrison '68) reside in Salem, Ind., where Robinson is manager of the Sears catalog store. Mrs. Robinson teaches English and Spanish at West Washington High School in Campbellsville, Ind.

Linda L. Tauber is a clinical psychologist at Ridgeway Hospital. She resides in Chicago.

Barbara Ann Thompson is a microbiologist in Camden, N.J., where she makes her home.

1972 Steven Charles Anderson is a management trainee with Jewel-Osco in Darien. He resides in Evergreen Park.

Marshall L. Berman has been named an account executive of three Las Vegas accounts with Hoover-Gorin and Associates Advertising Agency. He resides in Las Vegas, Nev.

Mr. and Mrs. Russell Clayton Berry (Marilyn Louise Buchmiller Berry) reside in DeSoto. Berry is an equipment manager with the Southern Illinois Airport. Mrs. Berry is an elementary school teacher at St. Bruno in Pinckneyville.

Daniel Dwain Bishop, M.S., is a physical education instructor and head wrestling coach at Athens High School. Bishop, his wife, Sara, and their daughter, Elizabeth, make their home in Athens, Wis.

Mr. and Mrs. Joseph Robert Clements (Carolyn Marie Gruba '70) reside in Harwood Heights where Mrs. Clements is a day care teacher. Clements is a sales representative with the Metropolitan Life Insurance Company.

Ronal Foster is a member of the U.S. Marine Corps Band that played for President Nixon's second inauguration.

Ronald A. Gawthrop has been appointed research director of the Illinois State Chamber of Commerce. In his new job, Gawthrop serves as editor of Springfield Scene, the State Chamber's legislative newsletter and publishes the Chamber's weekly legislative information service bulletins from the organization's Springfield office. He and his family reside in Springfield.

Shirley Ann Gronewold, an employee with Southern Bell, is the first female cable splicer in northern Florida. She resides in Jacksonville.

Gary L. Jeffries lives in Orlando, Fla., where he is in office administration with The Hartford Insurance Group in the Orlando Regional Office.

Ensign Dennis Scott Kennedy has received his commission after completing instruction at the Naval Aviation Schools in Pensacola, Fla.

Charles T. McFarlin is a farmer and substitute agriculture teacher in Hillsboro where he and his wife Ann Howe Shepard '70, a first grade school teacher in Litchfield, make their home. The McFarlins were married August 19.

Paul Douglas Michaels is the executive secretary of the Chamber of Commerce in Murphysboro, where he lives.

William E. Morefield teaches vocational auto mechanics and small engines at Central High School in Champaign where he, his wife, Georgia, and their son, Sean, reside.

Mr. and Mrs. Thomas Lee Rapp (LaDonna Jean Weller Rapp) reside in Carbondale where Rapp is a graduate assistant in plant industries at SIU. Mrs. Rapp is a secretary in the dean of Vocational-Technical Institute's office.

Mr. and Mrs. Stephen R. Rice (Cynthia Taylor Rice) reside in DuQuoin. Rice is an office manager with Taylor Brothers Welding Service, Incorporated. Mrs. Rice is a sixth grade language arts teacher in the DuQuoin Community Schools.

Donald R. Sheets is a director of special projects with Peabody Coal Company. Sheets, his wife, Cheryl, and their daughter, Lisa, make Granite City their home.

Mr. and Mrs. Alan L. Shlachter (Pamela S. Wernick) reside in Des Plaines. Shlachter works in the commercial loan department with the First Bank of Oak Park. Mrs. Shlachter is a teacher with the Chicago Public Schools.

Gail Ann Thornhill, VTI, is an executive secretary for the assistant executive director of the Illinois State Bar Association. She lives in Springfield.

Donna Jayne Vaught is a legislative liaison with the Illinois Department of Mental Health.

Donald Franklin Vespa is a social studies and American history teacher at Kincaid Junior High School in Kincaid. Vespa also assists in coaching basketball, track and baseball there. He resides in Riverton.

Marriages

Randi Sue Detert to Gene Frederic Baltz '72, September 1.

Jean Anne McGowen '69, to Thomas Carl Bertsch, July 2.

Susan Lee Candiotta to Anthony Ronald Bove, VTI '67, August 19.

Pamela Lynne Weston '72, to Lane Delos Brownie, September 2.

Patricia Ann Lignoul, VTI '66, to Robert James Clarkson, January 6.

Patricia Ann Monte to Joseph Walton Davidson '70, M.S. '72, February 24.

Pamela Elizabeth Keil to Larry Wayne Eihlers '68, October 23.

Margery J. Gherra '65, to Edmund Fenech, November 11.

Janet M. Mische to Robert Edward Fleshood '71, December 17.

Linda Arlene Dublicy '72, to Michael Dean Fryer '71, August 26.

Catherine Rose Bergschneider to Jerry Francis Galloway '72, August 19.

Catherine Jan Schilling '72, to William B. Gile, Jr. '65, M.S. '71, August 19.

Alice Anne Foley '53, M.A. '62, to Glenn L. Hebert, December 15.

Sylvia F. Sawyer '71, to Richard G. Hyman, M.S. '72, October 7.

Barbara Jeanne Moore '72, to William Earl Jacobs '72, October 28.

Rebecca Anne Priestly '70, to Joseph Anthony Klostermann, M.S. '71, February 2.


Eileen L. Smiley '70, to James C. McKay '70, M.S. '72, August 19.

Crystal Kay Hand to J. Steven Main '72, September 2.

Rosemary Marinakos '72, to David Lloyd Mangun, August 26.

Helene Coyle to Victor Xavier Mednansky, VTI '71, February 10.

Linda N. Metallo '72, to Ron Michalak, October 27.

Lynn L. Mueller to Timothy M. Murphy '68, M.B.A. '71, August 27.

Eileen M. McGrath to Gerald M. O'Grady '72, April 7.

Brenda K. Parks '71, to William L. Raben '70, December 22.

Claude May Chong to Wayne Leroy Peterson '66, M.S. '71, December 27.

Sandra L. Petrouse '72, Brookfield,

Mary Kay Homrich to Edward S. Ripmaster '69, July 29.

Linda Darlene Butchee to Marlin Ray Roberts, M.S. '70.

Rhonda Kay Benson '71, to Adolfo Rodriguez, December 23.

Marianne Schnell to Ronald Eugene Steblein '69, December '72.

Joan Holubek '72, to Stephen L. Strobel, August 12.

LyNN Meredith Fields '71, to Orland Earl Tarbell, October 10.

Sue Schneider to David Nesbitt Thompson, VT '72, October 14.

Anne Maria Baumgartner '72, to Daniel John Vaznosis, September 2.

Gerri Sue Reynolds to James Charles Vogelsang '72, August 25.

Consuelo R. Naranjo to Forrest Gale Wisely '64, M.S. '66, December 9.

Mary Jane Wasmer '72, to Neal E. Young, January 27.

Heidi Carmen Sandrissier to Tex Alan Young '72, June 17.

Births

To Mr. and Mrs. Michael Lee Abbott '66, M.S. '68 (SANDRA SUE Marshall Abbott '64, M.S. '67), Austin, Tex., a daughter, Amanda Leigh, born December 22.

To Mr. and Mrs. Floyd Eldon Albert '65, Bethalto, a daughter, Tiffany Michele, born November 17.

To Mr. and Mrs. Gerald Anthony Altemper (Joanne Carolyn Friederich '66), Belleville, a daughter, Nicole Therese, born January 30.

To Mr. and Mrs. Clyde R. Axley '65 (FRANCES K. KNEWITZ Axley '62, M.S. '65), Waterloo, an adopted son, Ehren Ray, born December 31.

To Mr. and Mrs. Harry Dale Bennett, Jr. (Barbara Gail Nemetsky '66), Florissant, Mo., a son, Matthew Wilson, born October 24.

To Mr. and Mrs. David George Binder '61 (SANDRA KAY Schmisser Binder '61), Downsview, Ontario, a daughter, Angela, born August 16.

To Mr. and Mrs. James Warren Bittner '72, Madison, Wis., a son, Ross Eliot, born January 11.

To Mr. and Mrs. Jack David Bjorn '66 (MILICENT WILLIAMSON Bjorn, ex '66), Westmont, a son, Darren John, born September 19.

To Mr. and Mrs. James William Bodenstein (Phyllis Ann Guennewig, ex '65), St. Louis, Mo., a son, Jeffrey Alan, born July 31.

To Mr. and Mrs. Barry Eaton Brown '71 (Denice Parson Brown '68), Kewanee, a daughter, Amy Jo, born November 19.

To Mr. and Mrs. C. Dennis Burd '64 (Barbara Hawkins Burd '67), Carbondale, a son, Marc Alan, born November 21.

To Mr. and Mrs. Larry Eugene Cattles (Connie Frank Teedsale '69), Kankakee, a daughter, Angela Renee, born July 21.

To Mr. and Mrs. John Allensworth Catlett (Pamela Ann Reid Catlett '71), Langley AFB, Va., a son, John Jackson, born July 10.

To Mr. and Mrs. Robert L. Chiles '69 (Camille Kafka Chiles '69), Rochester, III., a son, Michael Aaron, born December 31.

To Mr. and Mrs. Joe Clark Cochonour (JACQUELYN SUE Kline '64), Casey, a daughter, Kimberly Sue, born December 9.

To Mr. and Mrs. Stephen Joel Cutler (KARAN ELIZABETH DAVIS '65), Oberlin, Oh., a son, Timothy Spence, born February 2.

To Mr. and Mrs. Charles David Faulkner III (Judith Lynn Franke Faulkner '72), Makanda, a son, Charles David IV, born November 14.

To Mr. and Mrs. Daniel Eugene Finke '67 (Brenda Gothard Finke, VT '68), Akron, Oh., a son, Daniel Ryan, born September 2.

To Mr. and Mrs. Stephen Albert Flickinger '64, M.A. '66, LaPorte, Colo., a daughter, Stacey Rae, born October 30.

To Mr. and Mrs. Lynn Walter Frey '63, Western Springs, a daughter, Tracy Christine, born December 16.

To Mr. and Mrs. Daniel L. Fry '71, Beardstown, a son, Daniel Lee, born July 21.

To Mr. and Mrs. Emery G. Gathers (Judith Ann Harrison Gathers '65), Martin, Tenn., a son, Adam, born February 11.

To Mr. and Mrs. Derek Rea George '67 (Donna Sue Megginson George '68), Topsham, Me., a son, Christopher Derek, born February 4.

To Mr. and Mrs. Charles Walter Hartwig '64, Slippery Rock, Pa., a daughter, Karen Beata, born March 3.

To Mr. and Mrs. James Arthur Henderson (Joan Elaine Boals '68), East Alton, a son, Jason Michael, born September 6.

To Mr. and Mrs. Allan Charles Housek '60, Madison, Wis., a daughter, Janet, born November 28.

To Mr. and Mrs. Lawrence Hall Hurley '68, Ellery, a daughter, April Dawn, born August 30.

To Mr. and Mrs. Thomas Eugene ille '61, Murphy'sboro, a daughter, Gina, born November 6.

To Mr. and Mrs. James Albert Johnson '66, Alton, a son, William Bond, born in September.

To Mr. and Mrs. Bruno S. Klaus '63 (Cheryl Beth Happe Klaus '66), Stroudsburg, Pa., a daughter, Kara Elizabeth, born December 25.

To Mr. and Mrs. Steven Darryl Korte '72, Belknap, a son, Darryl Allen, born September 24.

To Mr. and Mrs. William J. Mcgaw '69 (Judi Ann Novick McGaw '70), Evanston, a son, Darren Scott, born August 3.

To Mr. and Mrs. Robert Franklin Miller, Jr. '71 (Colleen Sue Kulla '66), College Park, Ga., a son, Gavin Robert, born December 6.

To Mr. and Mrs. Dennis William Missavage '68, Atlanta, Ga., a son, Marcus Bernard, born in January.

To Mr. and Mrs. Franklyn H. Moreno '60, M.S. '62, (Nancy A. Dukes '63), Carbondale, a daughter, Paula, born January 26.

To Mr. and Mrs. Albert Wayne Morgan '60 (Caroleane Dian Laws '61), Collinsville, a son, Carl, born in October.

To Mr. and Mrs. James Allen Morrison '69, M.S. '71 (Paulette Sue Lueker Morrison '70), Freeport, a daughter, Stephanie Leigh, born February 12.

To Mr. and Mrs. John Gregory Nemo, M.A. '66, Peoria, a daughter, Clare, born July 12.

To Mr. and Mrs. Bruce Kenneth Neudecker '68 (Judith Kay Hinnen '70), Urbana, a daughter, Michelle Rene, born October 8.

To Mr. and Mrs. Thomas C. Ohler '67, Mt. Pulaski, a daughter, Sarah, born August 27.

To Mr. and Mrs. Rodney Eldon O'Kelley, M.S. '66 (Judith Lynne Perkins '66), Terre Haute, Ind., a daughter, Shawna Lyn, born December 6.

To Mr. and Mrs. Carl William Pame (Rachele Deane Crises '63), Grissom AFB, Ind., a daughter, Carla Ann, born December 14.

To Mr. and Mrs. William F. Payne, Jr., M.S. '67 (Judith Ann Sudheimer Payne '62), a son, Douglas William, born December 27.

To Mr. and Mrs. Jon Michael Perry '70, Memphis, Tenn., a son, Marcus B., born October 26.
To Mr. and Mrs. Fred Wayne Polivka '71 (Constance Elizabeth Lowe '69), West Chicago, a daughter, Tracy Elizabeth, born September 26.

To Mr. and Mrs. Jesse A. Reed III '65, Cincinnati, Ohio, a son, Merl Scott, born February 8.

To Mr. and Mrs. Robert William Roberts '61, Wildwood, a son, Kyle Scott, born August 6.

To Mr. and Mrs. Donald Wayne Schmitz '65 (Jo Ann Jennings, M.S. '65), Cincinnati, Ohio, a son, Merl Robert, born January 11.

To Mr. and Mrs. John Gort Speckman '70, Ft. Meade, Md., a daughter, Erik Nichole, born October 22.

To Mr. and Mrs. Thomas Donald Stephens '66, Tinley Park, a son, Brian, born December 20.

To Mr. and Mrs. Bruce Wayne Summers '69 (Brenda Kay Hemmer Summers '70), DuQuoin, a son, Craig Michael, born December 30.

To Mr. and Mrs. John L. Teply '67, Portland, Ore., a daughter, Tanya Lynn, born August 16.

To Mr. and Mrs. James Warren Thies '71 (Sandra Sue Hake '70), Elkhart, Ind., a son, Michael James, born November 29.

To Mr. and Mrs. Robert Louis Tresso '64, Carmel, Ind., a daughter, Amber, born July 2.

To Mr. and Mrs. Donald R. Trowbridge '64, M.S. '70 (Laurel F. Smith Trowbridge '67), Carbondale, a daughter, Christina Anne, born November 15.

To Mr. and Mrs. Glen Richard Wankel '67, M.S. '69, Oden, Ark., a son, Rod Alan, born July 17.

To Mr. and Mrs. Vincent Joseph West '68, Miami, Fla., a daughter, Dana Michelle, born December 31.

To Mr. and Mrs. Jerold Wayne Wiley '67 (Barbara Ann Hill '67, M.S. '69), Vandenbarg AFB, Calif., a son, Jackson Scott, born September 2.

To Mr. and Mrs. David Lee Wolfe '63 (Janice Louise McMillen Wolfe '66), Dover, N.H., a daughter, Maretta Louise, born November 29.

Deaths

1921 Edna Kathryn Walter, 2, died January 20 in the Rosiclare Hospital. She had been retired from teaching since 1960. She is survived by a sister.

1923 Mr. and Mrs. Alvin Felts, 2, (Trula Betty Minton '22-2), of Johnston City, were killed February 1 in a car-truck accident in Jacksonville, Fla. Mr. Felts had been a principal and superintendent at Canton High School for 32 years. The couple is survived by a daughter and one grandson. Mrs. Felts was preceded in death by three brothers and one sister. Mr. Felts is survived by a sister.

1924 Marvin J. Carlton, 2, 34, died October 29 at Hamilton Memorial Hospital in McLeansboro. A former superintendent of Benton grade schools, Mr. Carlton had been a teacher and administrator in Franklin and Hamilton County schools for 47 years. He is survived by his son, four sisters, three grandchildren and two great grandchildren. His wife preceded him in death.

Samuel W. Howe, 2, 25, died January 9 in Lake Jackson, Texas. A former teacher at Herrin High School, DuSable High School in Chicago and Chicago City College, Mr. Howe was also co-author of two biology textbooks. He is survived by his wife, the former Lucille Lippert, ex-25.

1926 Samuel A. Lirely, St. Louis, Mo., died December 21. He was a pharmacist for many years including 18 years with Keller Apothecary and 15 years in his own pharmacy. Survivors include his wife, Dorothy, a son, and two grandsons.

Mrs. James D. McGregor, Sr., (Blanche L. Rendleman) died December 7 in her home of an apparent heart attack. She is survived by her husband, a son, and five grandchildren.

1927 Clyde Crawshaw, 2, 29, died February 4 of a heart attack. He had been a coach, principal and superintendent of the Marseilles School System before he retired in 1971. He received his M.A. degree from the University of Illinois in 1941. Mr. Crawshaw is survived by his wife, the former Margaret McAfee '32; two sons and one sister.

1932 Maud Martin, ex, died February 20 in the Avon Nursing Home in Avon. She was a retired school teacher who had taught in Royalton and Christopher.

1946 Allen L. Mulholland, ex, Sparta, died March 10 at his home. He was a retired school teacher and also a retired farmer. Survivors include a brother and a sister.

1962 Malcolm V. Winkler, M.S. '65, died February 27 of natural causes in Bucks County, Pa., an employee of the Pennsylvania Mental Health Department at the time of his death, Mr. Winkler had worked at the Elgin and Anna State Hospital and at SIU's Little Grassy Lake program. Survivors include his wife, the former Priscilla Metcalf '38, M.Mus. '60, his parents, two sons and one daughter.

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

1922 Prosper Arthur Christophe, 2, Salem, February 25.

1933 Mildred G. Cross, 2, Portland, Ore., a daughter, Tanya Lynn, born August 16.


FAC Wayne A. R. Leys, Makanda, died March 7 of a heart attack. An SIU philosophy professor at the time of his death, Mr. Leys was the first dean of Roosevelt University in Chicago. Before coming to SIU in 1964, he was vice-president, dean of faculties and dean of the graduate division of Roosevelt. Mr. Leys was a visiting professor several times at Northwestern University, John Hopkins University and the University of Michigan. Author or co-author of many books and publications, he was listed in "Who's Who in America" and the "Directory of American Scholars." Surviving are his wife, Helen, two daughters and four grandchildren.

RET FAC Mrs. James Winn (Georgia Grant Winn, Great Teacher '63) emeritus professor of English at SIU, died March 24 in Blossom, Tex. The first woman voted to receive the SIU Alumni Association's $1,000 Great Teacher Award, Mrs. Winn had been an SIU faculty member from 1947-1971, when she retired. She previously had taught at Sul Ross College in Texas, where she headed the English department, and at Slippery Rock State College in Pennsylvania. In 1961, she founded "The Search," a campus anthology of undergraduate student poetry. A specialist in dramatic literature, Mrs. Winn wrote junior and senior high school textbooks on composition. Mrs. Winn was preceded in death by her husband.
SIU Merchandise Center

SIU CHAIR WITH CREST
Captain’s chair ($42.00) or Boston rocker ($36.00) ruggedly constructed of yellow birch and finished in black lacquer with antique gold trim. The SIU seal is silkscreened in gold on the backrest. All orders shipped express collect direct to you from the factory at Gardner, Mass. Delivery in six to eight weeks. Illinois residents add 5% sales tax. Check with your local REA express for shipment costs: arm chair—33 lbs., rocker—26 lbs. (Approximate shipping cost of arm chair to Chicago—$17.40, to Washington, D.C.—$14.40, to Dallas—$21.60, to San Francisco—$27.80.)

SOUTHERN ILLINOIS UNIVERSITY GLASSES
Here’s a conversation piece with practicality that’s exclusively ours! A 12½ oz. set of glasses with chip resistant rims, weighted bottoms, and baked on crest and lettering. Safe for use in automatic dishwashers. Packed for safe shipping in cartons of eight. The price of only $6.00 includes handling charges, packaging, postage and tax.

T-SHIRTS FOR CHILDREN AND ADULTS
Adults and children alike will love these easy-going cotton knits in the SIU colors with SIU imprint—and you’ll love the price. Available in children’s (C) sizes S, M, L and Adult’s (A) sizes S, M, L, X-L.
Maroon with white letters @ $2.25
White with maroon letters @ $2.25
Maroon with white letters and edging @ $2.45
White with maroon letters and edging @ $2.45
Price includes tax, postage and handling.

SIU PLAYING CARDS
Handsome SIU playing cards feature the finest patented Redi Slip plasticized finish which resists wear and can be wiped clean with a damp cloth. One deck backed in white and gold, the other in maroon, white and gold—both with the SIU seal in gold. With an extra joker for canasta in each deck, they’re packed in a twin-tuck gold carton and mailing case. The perfect gift and only $3.00 a set. Illinois residents add 5% sales tax.

Send to:
SIU Alumni Office
Southern Illinois University
Carbondale, Ill. 62901

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Name __________________________
Address _________________________
City ___________________________ State ______ Zip ______

(Make checks payable to the SIU Alumni Association)
Honor Roll of New Life Members

SIU ALUMNI ASSOCIATION

Life Memberships

Mr. Thomas Cassidy Faculty
Carbondale, Illinois

Mr. Gary Castens '69
Valmeyer, Illinois

Dr. Michael Cremer '63
Memphis, Tennessee

Dr. Donald Christ '66, M.S. '68
Madisonville, Kentucky

Ms. Margaret Fitzpatrick '72
Dwight, Illinois

Mrs. Frank Henson '40
(Nada Grammaticoff)
St. Louis, Missouri

Mrs. Reginald Hill '69
(Marcia Gilles)
Mahomet, Illinois

Mrs. Charles Kamm '61
(Lynne Pazdera Yuill)
Lebanon, Illinois

Dr. William Lawrence '43, '50
Frankfort, Illinois

Mrs. Maxwell McCormack '28
(Bonnie Batson)
Boca Raton, Florida

Mr. Troy Mallory ex '43
Quincy, Illinois

Ms. Evelyn Miyata '58
Waialua, Oahu, Hawaii

Mrs. Sally Moyers ex '47
(Sally Gibson)
Paducah, Kentucky

Mr. Willard Murry '53, M.S. '59
Sparta, Kentucky

Mrs. George Nichols ex '43
(Vesta V. Meek)
Springfield, Illinois

Ms. Patricia Oppenheim '61
Leesburg, Indiana

Ms. Phyllis Phillips '68
Carterville, Illinois

Mr. Morris Polan ex '45
Culver, California

Mrs. C. M. Presley ex '42
(Cassandra Madge Murphy)
West Frankfort, Illinois

Ms. Phyllis Rehg '67, M.S. '70
Lisle, Illinois

Mr. John Stoddard '64
Monticello, Illinois

Dr. Richard Taylor '56, M.S. '57
Austin, Texas

Mr. J. Carl Trobaugh '48
Carbondale, Illinois

Dr. Albert Trtanj '52
Granite City, Illinois

Mrs. S. Howard Wesley '48, M.S. '57
(Billie Mae Nehring)
Vergennes, Illinois

Mr. Donald Zima '57
Ormond Beach, Florida

Family Life

Mr. and Mrs. Clyde Axley '65
(Frances Kathryn Knewit '62, M.S. '65)
Waterloo, Illinois

Mr. and Mrs. Bud Cross '53, M.S. '65
(Carol Hughes Cross '54)
Carterville, Illinois

Dr. and Mrs. Harold Elliott ex '53
(Barbara Aber ex '53)
Harrisburg, Illinois

Mr. and Mrs. Roger Gray '64
(Judith Heck '64)
Cobden, Illinois

Mr. and Mrs. Rhoderick Key '60, M. Mus. '63
(Jane Marie Crusius '62, M. Mus. '63)
Charleston, Illinois

Mr. and Mrs. H. Gene McFarland '52, M.S. '55
(Dolly Perrine McFarland '53, M.S. '56)
Charleston, Illinois

Mr. and Mrs. William Matthews '58, M.S. '64
(Ritha Mae Teegarden '59)
Carbondale, Illinois

Mr. and Mrs. Stephen Mourer Ph.D. '66
(Mary Nell Matthews Reynolds ex '69)
Tampa, Florida

Dr. and Mrs. Garland Riley M.S. '57, Ph.D. '67
(Wilma Vick Riley M.S. '61)
DeKalb, Illinois

Lt. and Mrs. Curtis Scheifinger '64
(Jeanette Anne Smith ex '65)
Champaign, Illinois

Mr. and Mrs. Michael Solidad '61, M.A. '67
(Connie Lee Mathis Solidad '62)
Carbondale, Illinois

Those listed above completed all installments for life memberships in the SIU Alumni Association during the past eight months before deadline time. If you are a member of the Association or qualify for membership, perhaps now is the time for you to consider joining the more than 1,600 alumni who already have life memberships or are working toward 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.