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ILLINOIS STATE UNIVERSITY

STATESMAN

Fall, 1969

Vol. 2 / No. 1

University & Community...



Cooperation or Chaos?

STATESMAN

Fall, 1969

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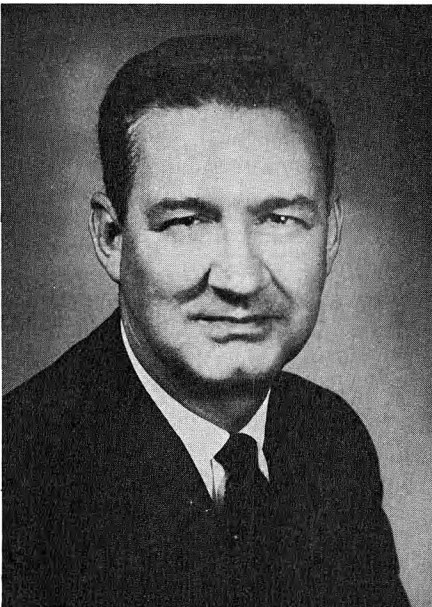
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community, unity and the University



The relationship of the community and the University will be taken up by C. Ben Pitcher, above, whose article begins on page two and Eric Johnson, below, whose article begins on page five.



"Unity" is an integral part of "community," not only in the fact that it helps to form the total word, but in the literal sense as well.

A University is a part of the community in which it is located, and it is not an exaggeration to say that part of the strength of both can be found in their union and the manner in which they cooperate to make that union work.

The home community for Illinois State University, even though it belongs to the state as a whole, is Bloomington-Normal, an oasis of new homes, businesses, culture and education in the flat prairieland of central Illinois.

In this issue of *The Statesman*, we present to you two views of University-Community relationships. The first is by a community representative, C. Ben Pitcher, executive vice president of the Association of Commerce and Industry for McLean County, based in Bloomington. The other point of opinion is that of Eric H. Johnson, vice president of Illinois State University and dean of administrative services. Community, University, and Unity; they fuse into one.

We also present for your reading interest a look at the disadvantaged student in American colleges by George Pruitt, associate director of the High Potential Scholar program at ISU; a forecast of the future of athletics at Illinois State by Athletic Director Milton E. Weisbecker; in-depth studies of three alumni who have developed highly interesting careers in widely varying fields, and a pictorial look at an unusual museum.

Points of view, points of interest. We commend them to you for your understanding and enjoyment.



Two men who are interested in the potential of students are: George Pruitt, above, who begins his article on page seven, and Milt Weisbecker, whose story is on pages ten and eleven.





By C. Ben Pitcher
Executive Vice President
Association of Commerce and Industry
of McLean County, Bloomington

View the community as parent to its neighborhoods, each with a diversity of cultural stock, a variation of wants, a multiplicity of opportunities, and a variety of possible fulfillments. Without this inconformity, the true community does not exist. Because of this inconformity the establishment of lines of communication is a primary need. This, in turn, builds a confidence in each neighborhood that enables it to feel needed and to become an integral part of the total community.

The community, as an organic entity, matures and grows, each neighborhood creating a new and significant branch, adding to the composition of the total community tree. This unbroken chain reaction requires continuous searching, reaching, and reappraising of the community as it takes a dominant place in the urban landscape.

A college, in its early development, can be likened to a small branch of a community tree. As the opportunity to nurture this addition is recognized by conscientious neighborhoods, a major university develops. In order to grow, it has its own particular needs: utilities, police and fire protection; the neighborhood social-cultural interaction; and the unity that is the essence of total community life. The opportunity for human association, query and contention extends two-way communication, and the reality of human cooperation.

This growth is tangible and it nour-

"the failure to grow weakens the total community."

ishes both the community and the university. The colleges within the university accumulate a faculty with a diversity of philosophy, purpose and achievement. Business and industrial growth provide the university a living laboratory as old industries keep abreast of changing times, new businesses challenge the market places, and local government modernizes its form of administration. And while the growth continues, an amalgamation of words, effects, advantages, disadvantages, and implications equate the community-university relationship. A separateness of identity affords a platform of communications, retains individual planning for growth, and stimulates the coordination of constructive development.

Conversely, the failure to grow weakens the total community tree. Aside from its diminished magnitude through congestion and disorganization, there is an awakening in the community to the social and economic frustration of an empty, disordered life. The causes of this weakness can vary. The university space requirements vie with the community for utilities in support of its orderly growth. Weakness can stem from outside infection, negative and damaging, which is left unchecked by the university and ignored by the community. Or, a feeling of complacency and self-satisfaction coupled with insulated minds can cause the loss of strength. No matter the cause; the university and the community are both adversely affected.

Future university-community growth also depends upon the maintenance of open lines of communications, through both the responsible awareness by local government, business and university leaders, and the alertness of the people.

The university contributes a vast

reservoir of knowledge, contained in its colleges and departments. Its new ideas and skills, fresh viewpoints, and continuous cultural talents are eagerly sought by the community. Open lines of communication and action can also be implemented by membership of university faculty in local organizations, on government boards, as advisors to business.

The community contributes, working in unison with university planners, by assuming the responsibility of imaginative land use. Blurred vision produces a color-designed report with insufficient research and analysis. Findings are short ranged—something that has plagued cities far too long. An adequate plan should include future as well as immediate needs. The community must charge itself with a sensible expansion of facilities. Expansion taxes financial resources, thereby demanding articulate evaluation of capital improvements and an adjustment of administrative and functional departments to assure adequate assistance. And, most importantly, the community must give unimpeachable local government. Without this, there can be no positive, orderly growth of the community tree.

If the community needs additional public service, the university within the community faces an identical need. When the cost of public schools goes up, the university as well is affected. A shortage of housing facilities within the community creates a problem for the university. When streets are congested and additional parking areas are needed, the university is affected. An individual problem in any neighborhood of the community has an effect on the university and the community.

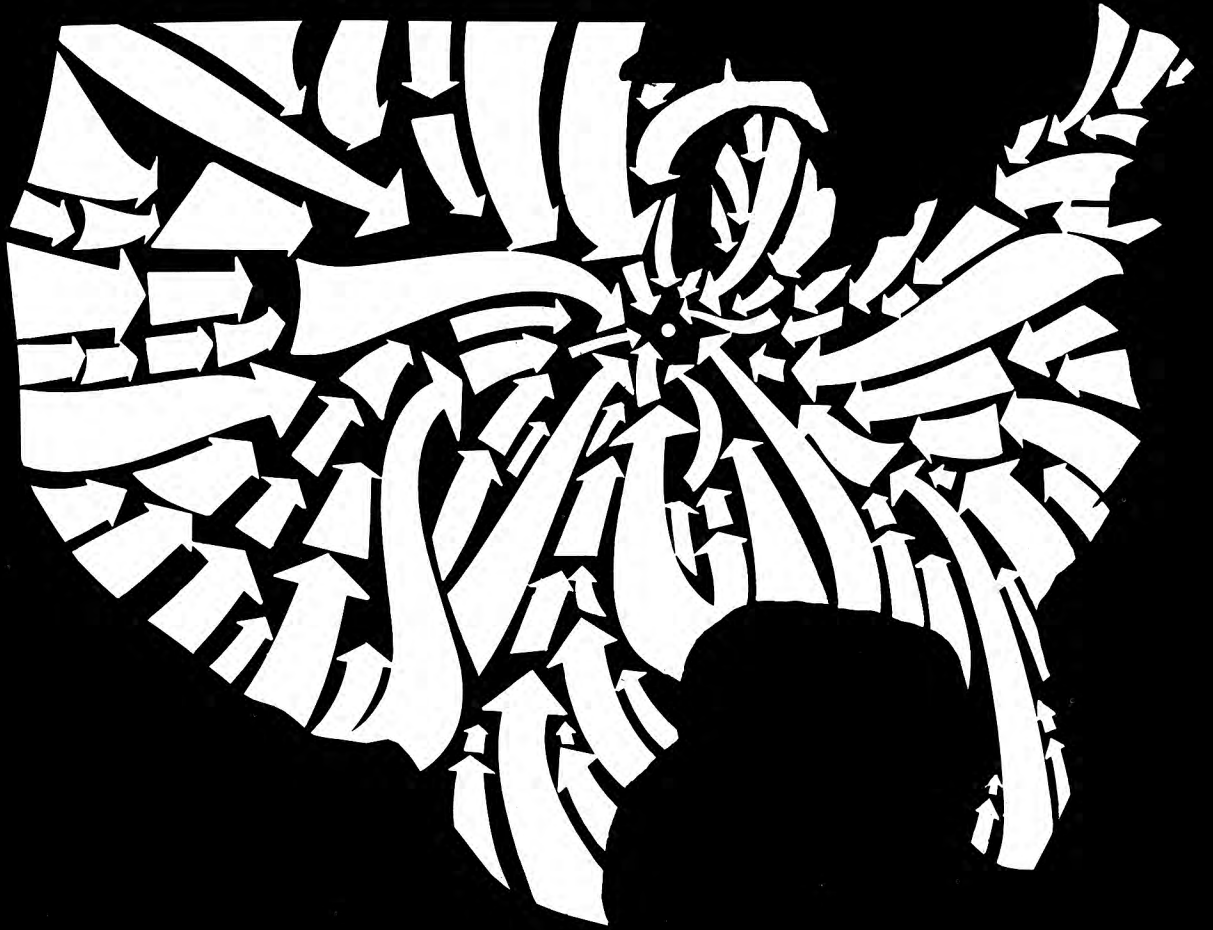
Community atmosphere is influenced by its neighborhoods and encouraged or hampered by its individ-

uals. Faculty and students, permanent and temporary, become involved. The community and business project the needs with each new migration and changing fad. As one learns from the community, makes decisions and makes a home, his total living experience, of necessity, includes parks and recreation, hospitals and doctors, lawyers and government bureaus. And, in the midst of this activity, our new citizens are developing attitudes: negative or positive, false or honest, right or wrong. The community atmosphere is a dynamic, living experience and an awesome responsibility for its leaders and neighborhoods. They must assure goodness, honesty and truth.

Good signs exist for the future of the total community, but one should not minimize the difficulties. The erosion of disintegration and decay of the community is dynamic. A constructive course of conscientious effort and intelligent cooperation by the university and the community can create solutions that resolve mutual problems.

The task is not easy and the task is ever-changing. We must begin with the neighborhood problems and special needs and then take on the task of organization for the total community. Individual units must give a part of themselves to the total community, each independently, yet each still inseparably bound to the community. Regardless of size, the community is a social-cultural group bound together by economic ties, geographic location, and a basic necessity to survive. The life-line? Open communications, with all that it implies—active participation, mutual trust and confidence, and, above all, pride of accomplishment. The university and the community will then have an orderly, balanced, and healthy growth during the challenging decades yet to come.

*“ . . . the University
regards its recruiting territory
as the entire nation.”*



By Eric H. Johnson
Vice President, Illinois State University
Dean of Administrative Services



A large, modern, multi-purpose institution, such as Illinois State University, contains many components which may be classified within the categories of "people" and "things". When a community, region or even a state looks at that institution the items classified as "things" are most apparent. It is easy to make comparisons between present and past by viewing new construction or even by height of the buildings. Enrollment increases are obvious and alumni have difficulty in finding their way around the campus. It is probably accurate to say that the greatest growth impact of a University on a community or a region is best expressed in terms of the economic activity which is developed. Increasingly larger payrolls and number of persons on those payrolls make a significant difference in the economy of an area far beyond Bloomington and Normal. While these things are important, apparent, and even stimulating, they do not represent the most significant impact of a growing University.

The most significant impact and the greatest contribution is certainly made by the faculty, staff and students who come to the community to help develop the University and to participate in community life. The heart of the University lies in its programs and the growth of the institution may well be measured by the three-sided development which has been taking place at ISU.

One side of the University's growth is most apparent. Those who have

watched this development through even the past decade are quite aware of the fact that there are now 15,000 students where there were but 3,000 a few years ago; that there are now some 2,000 faculty and staff members where there were a few hundred a few years in the past. What is not so apparent is that there are now over 30 departments and 5 colleges where there were just 18 departments in the late 1950's. This is the development which is completely dependent upon "people" as a primary requirement. The "things" as expressed by building and payrolls are secondary. It is this growth in program which is the second side of the University's impact since it represents a broadening of the scope of the institution.

The third side of the University's growth is that of depth. Where only a few short years ago the University prepared graduates from 2-year programs, as well as many at the baccalaureate level, the University now awards hundreds of master's degrees and a significant number of doctorates. This is the part of growth which is related not only to size and scope but to the depth of the institution's academic concern. All of these directions of growth are dependent upon people.

In meeting these three directions of growth the University regards its recruiting territory as the entire nation and in many instances the resources to be found in other lands. All of these human resources are gathered together in one place to develop a great University. There are no states and in all probability no parts of the world where staff members have not lived, taught or travelled. This necessary requirement for a University has the impact of providing tremendously broad human resources for the immediate community where they live, work,

raise families and participate in community and regional affairs. It is a richness which is rarely duplicated and one which adds to the stimulating experience of life in the Bloomington-Normal area. We are doubly rewarded in this community through the existence of not just one great institution but another in the accompanying development of Illinois Wesleyan University.

The people associated with the institution are likewise characterized by a continuous contact with institutions throughout the nation and the world. It is probably true that it is impossible to distinguish between the University and its people and the community and its human resources. Each one stimulates the other just as the economic growth of each has its corresponding effect within the total community.

Illinois State University has long occupied a relatively unique position among the state-supported institutions of higher education in Illinois. With one exception, it has had the distinction of being more than a regional University and numbered among its enrollees students from all counties in Illinois as well as from many other states and countries. This, too, may be regarded as a resource for Bloomington-Normal and gives us the opportunity to become acquainted with, live with, and learn from people who come from all parts of this very large state.

As one looks ahead to another 10 years, a real feeling of excitement is stimulated in wondering about what new growth, new scope and new depth in the University will do to all who participate in the life of the region. While the specific patterns of growth are unpredictable, the final return to all of central Illinois makes us anxious to meet and use those new human resources which will be ours.



“Higher education is dominated by those who define the college experience in culturally narrow terms.”

By George Pruitt
Associate Director
High Potential Scholar Program
Illinois State University

Programs for students considered to be “high risk,” “socially disadvantaged,” “culturally deprived,” and “culturally different” are in fact, for the most part, efforts made by predominately white colleges and universities to recruit and retain Black students. Whether programs were initiated as a result of Black student demands, legal pressure, or force of conscience they are usually characterized by adjusted admission standards, heavy financial assistance to the students, academic support (tutoring, reduced class load, etc.) and the availability of counseling services. Almost always the academic support services involve activities characterized as “remedial” and or “compensatory.” It is the adjustment of admission standards and the compensatory aspects of some of the educational processes that has moved many educators to question the appropriateness of having a “high risk” program in colleges and universities in the first place rather than under the jurisdiction of junior colleges.

Do “high risk” programs have a legitimate place in senior colleges and graduate schools? Those who oppose such programs typically do so in the name of a vigorous defense of “academic excellence,” “high educational standards” and “the reputation and quality of the institution.” The arguments are made on an intellectual, academic, and educational plane, and usually are devoid of social or cultural considerations. Further, inherent in our concept of mass public education is the notion that any student can make [the utmost] use of higher academic institutions given the mental capacity and proper [level of] motivation. However, the brilliance of this intellectual rationalization is severely tarnished by the fact that less than 2% of our college population is Black (excluding the traditional all Black colleges), and that student attrition rates for Black students are often two or three times that of white students. Also, the Carnegie Commission on Higher Education revealed that only 7% of students from families with income in the lowest quarter attended college as compared to 48% of students from the upper quarter. The impact of these figures raises some serious questions as to why higher education has shut out so many.

The barriers to a successful academic career for a Black student are many and complex. One outgrowth of the legal, economic and political oppression of Black people in this country has been the frustration and apathy that would not allow higher education to be placed high on their list of activities. Education was an unrealistic luxury when even survival was at question. Undoubtedly this his-

torically induced devaluation of higher education is in operation today and is partly responsible for a lower percentage of admission applications from Black students than White. Whereas a White student can look to the college experience as an investment in himself and his future, sure to increase his economic potential, economics is not a source of motivation for Black students because the informed Black student is painfully aware that a White high school graduate averages a higher income than a Black college graduate. It is understandable but unfortunate and indicting that Blacks in Chicago often refer to the Chicago post office as the “Black man’s U. of C.,” referring to the high number of college educated Blacks who have had to retreat into that system in order to feed their families. And finally, the expense of going to college is often prohibitive because of the average Black’s meager income, ghetto inflated living expenses and a well founded and justified fear of loans. Although a host of other examples are available, these points illustrate that our society has erected obvious and almost insurmountable barriers to a successful academic career for a Black student. The major point is that different motivational systems are operating in the Black community than in the White community regarding higher education.

The expected reply to the inaccessibility of colleges for Blacks is that “things have changed.” Certainly some things have changed; however, it is obvious that attitudes so slowly and painfully developed cannot suddenly change when some of the more immediate and superficial manifestations of

oppression are suddenly removed. But in a grander sense things have changed, and these changes have drawn us deeper into questioning what we're doing as educators and re-examining the very nature of the institutions that we're serving. Blacks can get grant money and low interest federal loans. A Black graduate can now often participate in an economy reflecting his level of education. However, even with these changes the gap between Black and White participation in higher education is growing instead of shrinking; the Black college student is still performing at a mediocre level of achievement; academic support services show only moderate success, and the Black community is still unexcited about higher education. Why?

Certainly there is no intention here to resurrect the old racist contentions of innate Black inferiority, or to propose any new theories about the operation of some type of mystical cultural brain damage. In fact the cause does not lie in the Black community but in the colleges and universities of the country. What has happened is that those who dominate higher education have defined the college experience in culturally narrow terms that systematically excluded any group that cannot relate, adjust, and function in terms of that white middle class cultural definition. The failure of higher education to consider and relate to the Black experience has resulted in institutions that are motivationally bankrupt for Black students. To illustrate: In the standard curriculum one takes a course called "world history" only to find that the "world" means western Europe since the French Revolution. The "survey of music literature"

surveys western European music forms. Political science means the science of theoretical models alien to the politics of depressed and exploited areas. Economics explores models that are difficult to relate to the one-owner corner grocery store. Furthermore, when we apply evaluation standards and criteria to Black students, to the 2%, we are not measuring achievement and predicting success as much as we are measuring and predicting adjustment to the narrowly defined cultural definition of the educational system. It is not intellectual inferiority. It is not an inferior secondary school. It is not lack of funds. It is the cultural shock inherent in our institutions of high learning that inhibits Blacks. These institutions provide them no handle to grasp, no place to fit, nothing to get excited about, and therefore rejecting their participation.

Part of Black student unrest on campus is a quest for quality and excellence in their education. Therefore, students are demanding that the highest possible "standards" of education be maintained. Difficulty arises, however, in defining the legitimacy of the standards which we adopt. It has always been recognized that not everyone has the biologically derived intellectual capacity to participate in higher education. Further, limitations in space, staff, and funds have dictated that not every "qualified" applicant can be admitted; it was therefore necessary to develop some basis for screening and discriminating in selecting students. It is important to realize that the single most important criterion in establishing admission standards is the enrollment capacity of the institution, and in most cases (realizing some

exceptions) schools with higher applicant pressure will reflect this in "higher" admission standards. If we think of admission standards in terms of a system designed primarily to handle the problem of over enrollment, then it becomes apparent that the devices which we've developed to support our standards such as "predicting success," "maintaining the academic excellence of institution," and "protecting unfit applicants from the frustration of failure" are merely window dressing and rationalizations. In reality we cannot reliably predict the success of student A over student B; by accepting student A over student B we do not affect the "academic excellence of the institution" and certainly we cannot categorically say that student B would not succeed and would therefore end up frustrated. All we have said in reality is that we have room for one student and A and B have applied, for some reason we have selected A because we didn't have room for both. Again, everyone does not belong in the college situation and we would no doubt severely damage some individuals if we did not apply some measurement of intellectual capacity.

What we have concluded then, is that colleges must be selective. What we are about now is the criteria by which the selection is made. Certainly students should be protected, and no one should be brought to campus who does not have the potential for success. But unfortunately, just as we have designed our instructional program in very culturally narrow terms we have been equally ethnocentric in establishing our admission criteria. We have used measures that are invalid when applied to Black people



and when their performance, according to these measures have predictably not compared favorably with those students for whom these measures were designed, we have excluded Black people from participation by labeling them sub-standard, and therefore not admissible. So in fact what we have developed is a system of standards that when applied to Black people do not predict success in terms of intellectual capacity as much as they predict ability to adjust to, and function in foreign systems. We must then ask whether it is indeed legitimate to define a "public" system in terms so culturally rigid as to effectively exclude any group that cannot or refuses to dismiss its culture in favor of shouldering a cultural mantle imposed on them by the dominant culture.

It is generally accepted by now that a great deal of the black-white conflict on college campuses is in reality a clash of divergent cultures resulting from the attempted imposition of a system on a group operating under different normative patterns. Much of the structure of the system, therefore, is rejected as illegitimate. This rejection is also applied to those standards that reflect and support the foreign normative patterns of the rejected system. Traditionally, we have evaluated ourselves on a vertical axis. If there are two of anything, it seems in our nature to immediately define some value judgment so that we can decide which one is better. We assume automatically that because there is a dichotomy, this dualism must be placed in vertical terms, i.e., higher and lower. Therefore, when standards are "adjusted" to take in the fact of cultural difference, we immediately interpret

this deviation as a "lowering" because it is different from what we are accustomed to. Inherent in coming to terms with cultural difference is the necessity to discard the vertical model in favor of a horizontal or parallel one. When we have accepted thinking in terms of parallelisms, which assuredly must be done, then it becomes apparent that the "adjustment" of a standard is not necessarily a "lowering" of the standard. Since universities seem to require standards, what is needed is a complete redefinition of many of the sacred tenets of higher education, taking into account course content and curriculum structure, as well as reassessing the qualifications of faculty, the type of proficiencies required of professors and very possibly the administrative and physical structure of the college or university itself.

It may be recalled that we started by questioning where in higher education the "high risk" program belongs. It would seem clear at this point that the so-called "high risk" student belongs at every level of higher education, in the junior college certainly, but more important in the four year senior and graduate institutions.

For what we have traditionally called the "high risk students" do not exist, only high risk colleges and universities. So the academic underachiever, the socially and economically disadvantaged, and the culturally different are necessities in higher education; not as the result of a pacification program in answer to angry students, but as an indispensable and an irreplaceable catalyst in bringing about the legitimizing of our educational processes and the destruction of the cultural racism of our institutions.

"A new conference association should not be based solely on athletic similarities but should encompass academic, research and service areas as well."

By Milton E. Weisbecker
Director of Intercollegiate Athletics
Illinois State University



Editor's Note: *Illinois State has joined with Southern Illinois, Northern Illinois, Ball State, and Indiana State universities in forming a new athletic-academic association. This will be a major status conference in athletics and ISU has declared that it will compete in NCAA major classification beginning next fall. In the accompanying article, Athletic Director Milt Weisbecker discusses ramifications of these moves.*

The question comes up frequently as to where ISU is going athletically. We constantly hear conversation on such matters as establishment of our new conference and the moving from the College Division to the University Division Status. These items have been discussed for some time by the various campus groups involved in determining athletics policy, namely the Athletic Board, University administration and Athletic Department staff.

New Conference Affiliation

There appears to be general agreement among the above groups that Illinois State should seek inter-institutional

association with other universities similar in as many respects as possible and with future development plans similar to those of Illinois State. This then implies that our new association will not be based solely on athletic similarities but will be much broader in scope, encompassing the academic, research and service areas as well as intercollegiate athletics. This type of alignment will provide benefits from mutual support programs in all areas of institutional concern. The Big Ten Conference presently provides such association for its members. The consensus at ISU is that this type of conference association would provide for greater and longer-lasting benefits to the entire University community.

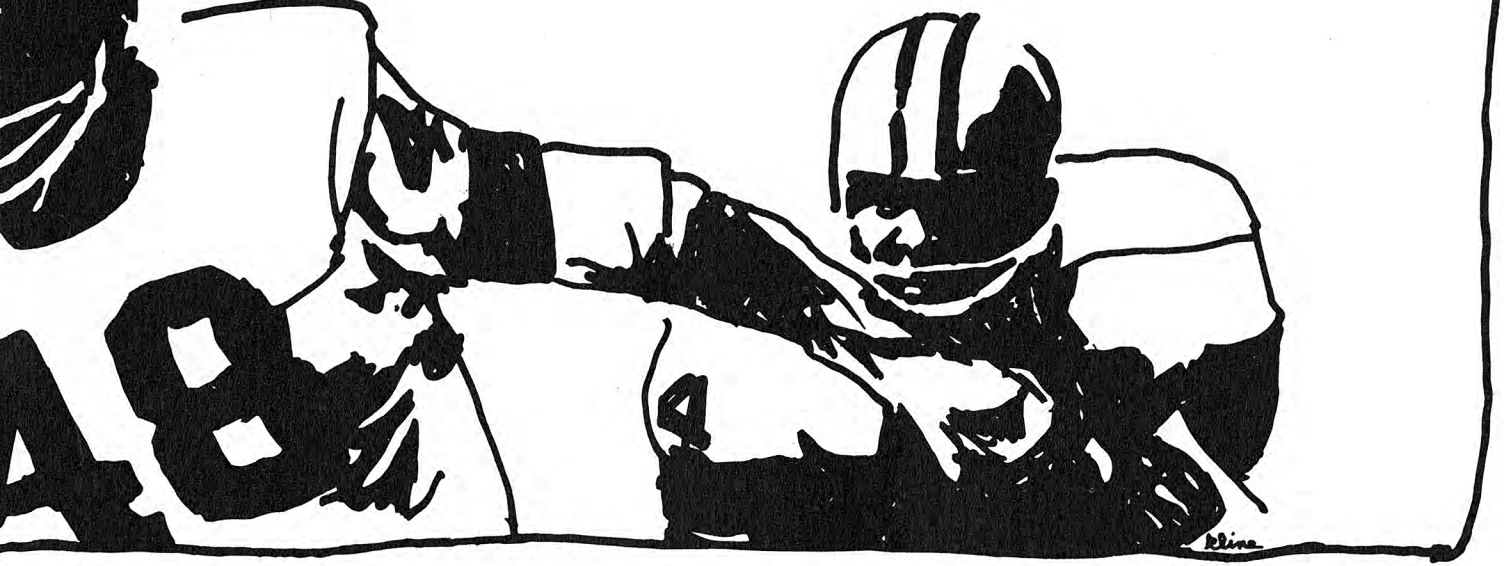
Speaking specifically of athletics, Illinois State is committed to a broad multi-sport program. Our present program encompasses ten sports and we hope to maintain excellence in each of the present sports and perhaps expand the program to include additional sports. It is our feeling our league affiliation is to be with schools which are also committed to a total well-rounded sports program.

To summarize regarding our new conference affiliation, Illinois State has associated with midwestern institutions similar in many respects and which also seek affiliation in areas other than athletics. Athletically, we will have a league that encompasses a well-rounded sports program.

College vs. University Division Status

Nationally, virtually all universities and colleges belong to the National Collegiate Athletic Association. If you are familiar with the NCAA or with the television of college football and other collegiate athletic events, you are no doubt aware that the NCAA is not only a very powerful but also a very wealthy organization. To Illinois State and its athletic program, the NCAA is an organization of rules and regulations, and one which applies control as far as our athletic program is concerned. Geographically the NCAA is divided into districts for the purpose of regional playoffs leading to representation in national championship events. It is also divided into two major classifications, University Division and College Division. At the present time there are 223 NCAA members classified as University Division and 386 classified as College Division.

Illinois State is presently classified as College Division. Many state institutions similar to Illinois State have recently moved from College to University Division status. Included in this group are Southern Illinois, Northern Illinois, Indiana State and Ball State. Naturally all teams in conferences such as the Big Ten, Mid-American and Missouri Valley are University Division. With our mushrooming enroll-



ment and recent success in College Division level competition, there is much sentiment that we should soon move to University Division and compete with the major universities. With Illinois State joining a new university association, it will certainly be at the University Division level. All of the schools in our present conference, the four-team IIAC, are College Division. It is quite possible that some or all of these institutions will be moving to University Division status.

The exact effects of moving to University Division status are far-reaching and somewhat complicated to explain. Perhaps the major joint is that the name Illinois State will be associated with those of the outstanding institutions in the United States. Competition will be keen to say the least. Such a move to University Division will naturally have great effect on our post-season competition. We will have far fewer teams and individuals represented in post-season play as qualification will be considerably more difficult. On the other hand, winning at the University Division level will be much more prestigious than at the College Division level. Certainly an institution such as Southern Illinois University could never gain the recognition at the College Division level that it has by winning the National Invitation Tournament (NIT) in basketball and the

NCAA in gymnastics, as well as having outstanding team and individual efforts in other sports.

Changes Necessary for Transition

One must ask what program changes are necessary in order to make such a transition from College Division to University Division. First, let me briefly summarize the post-season success in College Division and explain what is necessary to become recognized as University Division by the NCAA. This past year saw the following finishes nationally for the ISU Redbird Teams: Baseball, National Champions; Golf, Fourth; Gymnastics, Sixth; Tennis, Seventh; Basketball, One of Eight Finalists; Cross Country, Thirteenth. Also, the wrestling team competed in the Nationals as did a number of individuals in both track and swimming. That is nine of ten sports competing in national post-season competition. Opportunities for post-season competition in football are limited. ISU's success in national competition has increased considerably in the very recent years. We have had numerous College Division All-American performers the past two or three years.

In order to be recognized as University Division, we simply have declared ourselves as such with the NCAA in all sports that have national post-season championship events. This will include all of our sports except

football. In football it is a matter of schedule or who you play. There are 118 recognized University Division football teams. Incidentally, Northern Illinois just this year has gained the distinction of University Division status in football. To do so, sixty percent of the teams on your schedule must be from this list of 118 recognized University Division teams. Therefore, such a move will have far-reaching effects on future football schedulings. Other sports naturally will schedule more of the major University teams during the regular season. Internally, to meet this type of competition, we feel that two items are absolutely essential. First, an increase in our grant-in-aid program is necessary to the extent that it is competitive with schools of this nature. Secondly, we need realistic staff assignments that will allow our coaches assigned time for recruitment. This means reduced teaching loads. Also, we must continue to improve our existing fine facilities. In the future, we will need additional football stadium seating, and all-weather track and tennis courts are a must.

It is with much pride that I can sincerely say no school has greater student enthusiasm and student pride than Illinois State. We hope to maintain this interest and enthusiasm and to continue to develop a program worthy of an outstanding, emerging university.



*"... other schools
are catching on."*

Students at Illinois State University, like their counterparts at many colleges and universities across the country, have a vital participating role in the governance of their institution.

ISU students serve as voting members of every major advisory committee, working with faculty members to shape the future scope of ISU. In addition, through the workings of the Student Senate, students have a direct line to President Samuel E. Braden, much the same as the University Faculty Council.

The student voice in governance is not new at Illinois State, although it is at many institutions in the country. President Robert G. Bone encouraged student involvement and responsibility when he was chief executive from 1956 to 1967. President Braden has maintained and even broadened the scope of student participation.

As a consequence, ISU has been a national leader in constructive student activism and has set the pace in such areas as relaxing of curfew hours for women students (first in the nation), coeducational residence hall complexes, voting membership on advisory committees, and in numerous other areas.

And other schools are catching on.

On at least half of the 120 campuses included in an American Association of State Colleges and Univer-

sities survey this Fall, students will take their places without question in faculty and administrative councils which were unquestioningly closed to them previously.

The reason for these moves is obvious. Disorders and demonstrations occurred at 28 campuses last year, according to the Chronicle of Higher Education, resulting in the expulsion of 900 students and warnings which could lead to expulsion for 850 others. The response to these disruptions was national and immediate, and included a strong push for Congressional action to punish disrupters. An analysis published by the Office of Federal-State Relations of the National Governors' Conference showed that almost 40 states considered legislation related to campus disorders and 20 states actually enacted measures of "widely varying severity." Faced with these facts, college administrators prefer themselves to ease or prevent tensions on the campus before they reach a point where student behavior provokes harsh disciplinary or legislative action.

Says Millersville State College in Pennsylvania, a quiet college which educates many of its 4,500 students for the teaching profession: "For the first time in the history of the college, students will be allowed to sit in on meetings of the Faculty Senate and a certain number of students will be elected as official Senate advisers." Two state colleges and universities in

Kentucky have already selected voting student representatives for their Boards of Trustees and other public institutions in the state will also do so, following the requirements of a recent state law.

Students from Southern Connecticut State College, with representatives from three other State Colleges, have formed an Advisory Council to the Board of Trustees of State Colleges which will meet with the Board at least once a month and whenever necessary. Students will be present at meetings of the Board of Trustees of the University of Toledo, but may not vote. At Indiana State University, the student government president and vice president and the editor of the student newspaper will attend Boards of Trustees meetings.

The College of the Virgin Islands has set up a special Conference Group to give advice and counsel to the Board of Trustees. Four students will be elected annually to this group, serving with faculty and staff to advise the Board. Students at the college are voting members of the Administrative Council and almost all standing committees. At Towson State College in Maryland, headed by James Fisher, formerly of ISU, the president and vice president of the student body will become voting members of the College Senate. Valdosta State College in Georgia has admitted students to membership on the Academic Council. And



Humboldt State College in California, where students sit on most major faculty committees, is giving students voting representation on all major administrative bodies, including the President's Council, the faculty Academic Senate and the College Foundation.

Including students in policy-making extends to academic, curriculum and other matters as well. Two students will now serve on the Admissions Policy Committee of Georgia's Columbus College. At the University of South Alabama, where a student advisory committee has been meeting for sometime with the dean of the College of Arts and Sciences, undergraduate and graduate students will begin to serve on committees, advising the dean of the College of Education on teacher education.

Geneseo, along with four other state colleges and universities, has taken another unusual step. Beginning this fall, beer and liquor are allowed on campus. At Geneseo, the stipulation is "liquor on campus on occasions approved by the president." Another SUNY college, Cortland, announced that "provisional guidelines for serving alcoholic beverages on campus were established, including beer served in the snack bar." SUNY college Buffalo has approved the use of "alcoholic beverages" on campus, and Southern Colorado State College the use of beer on campus. Wisconsin State University at Stevens Point and

Ohio University at Athens will permit the sale of beer at the student union. The local community refused to sell beer to students, whose long-distance driving to buy it resulted in numerous accidents. "The lesser of the two evils," said Stevens Point President Lee S. Dreyfus, "is to make beer available on campus and minimize the traffic hazard."

Students have been brought into campus judicial systems, as well as their administrative processes. Students at Illinois State, for years, have sat on student discipline boards. Now, under the new judicial process instituted three years ago, a student alleged to have broken a campus regulation, can choose a panel of either students, faculty or a combination of both to hear his case. More often, they choose faculty since experience has shown students to be tougher in such instances.

The entire system is modeled after the legal court operation, with the uppermost concern for protection of the individual's rights. The university further attempts to enforce only its own regulations and not the laws of the community or state, leaving that to those particular bodies.

At Tennessee's Austin Peay University, a student tribunal, composed of both elected and appointed representatives from all major categories of students, will serve as the principal judiciary body in student discipline

cases, with authority to hear and rule on any case involving an infraction of the university's regulations. Mansfield State College in Pennsylvania, after a year of intensive study of judicial systems and codes on other campuses, established a new College Judiciary. Students at Northern Illinois University also helped set up a new judicial system and will participate in its administration.

Still other techniques are underway to maintain open channels of communication as a means of averting student unrest. Each of the 20 California State Colleges has been authorized to appoint an ombudsman, in an experiment designed to give students an effective, personal means of voicing their problems. Virginia's Radford College created a 60-member student advisory board. "The plan will keep at least 60 students completely informed of the college's policies and it is hoped that this information will be brought before the student body," says Radford President Charles K. Martin, Jr. "It will also give the administration the tremendous advantage of securing the opinions of at least that number of the student body." Composition of the committee is left to the student legislature. Plymouth State College in New Hampshire has set up a joint student-faculty-administration Advisory Group on Disruption, "established to keep the college alert to the possibility of interruption by activists."

These Flowers Never Fade

One of the growing attractions on the Illinois State campus is the unique and interesting Funk Rock Museum, located in the rustic lower level of the university's "castle," Cook Hall.

Exhibited in the museum is a display of rocks and minerals collected by Lafayette Funk of Shirley, Ill., over a period of 20 years. He presented the collection to the university in 1968 at the National Gem and Mineral Exposition held at ISU.

The collection, which achieved worldwide renown, was housed in its own building at Mr. Funk's home in Shirley before being moved to ISU.

The site of the collection is now almost as interesting as the rocks and minerals themselves. A central display hall, approximately 100 feet long and 40 feet wide, is spanned by massive brick arches. Special display cases of wood with sliding glass doors and adjustable shelves contain the rocks and minerals which are highlighted by interior lights.

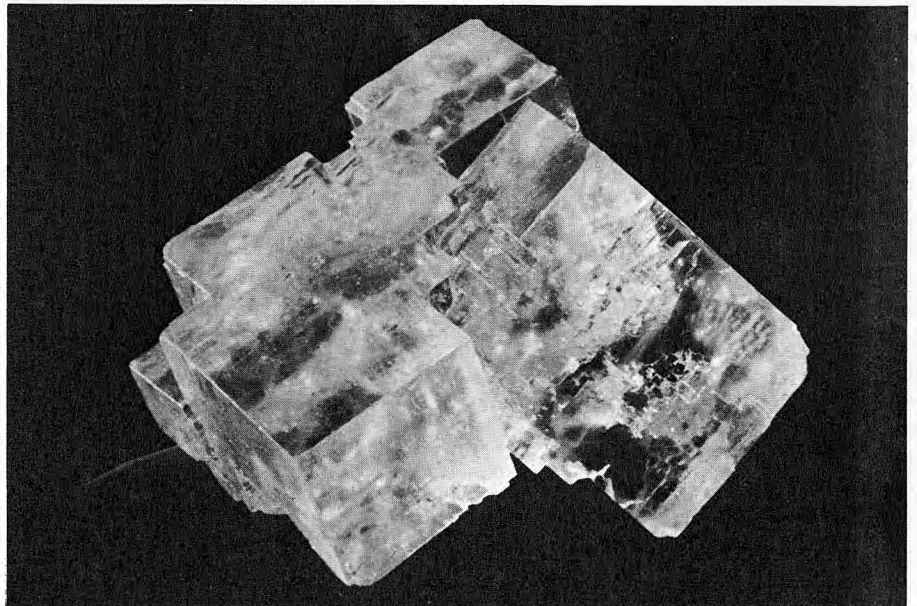
Larger specimens are placed on blocks of plastic foam, with floodlights to show them better.

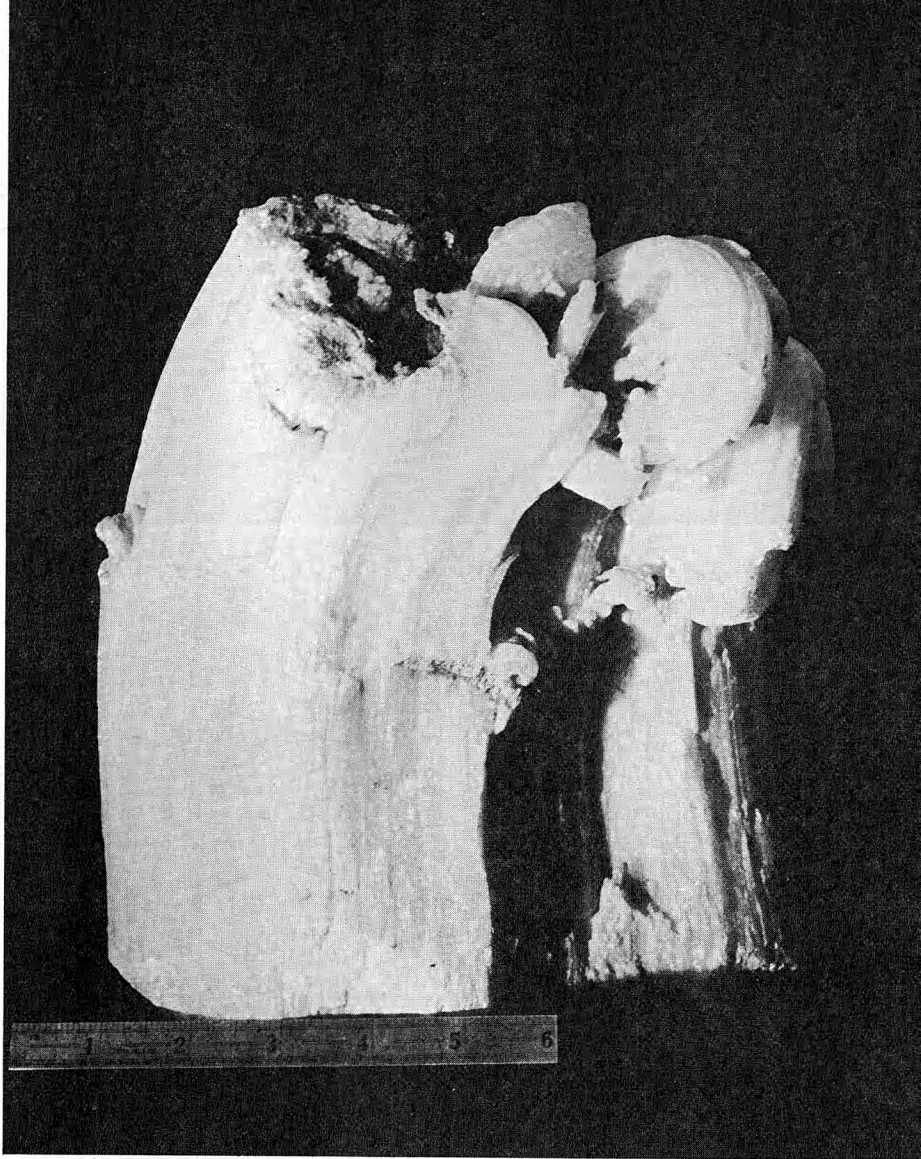
The museum is open during special hours each day and on weekends and has attracted already a large number of people.



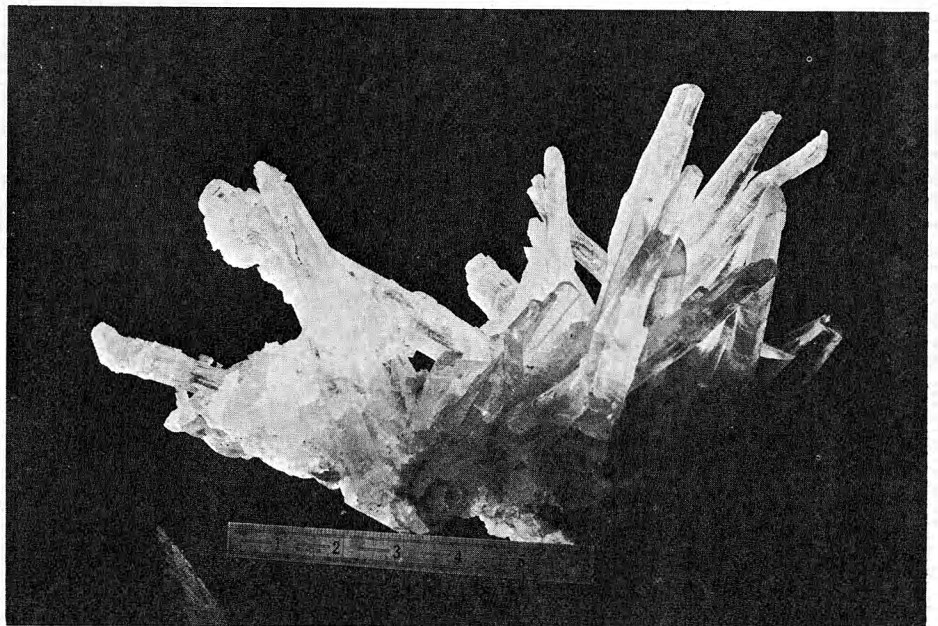
These Barite roses begin with a single crystal at the center from which others grow in an overlapping fashion forming "petals." A common use for barite is the green coloring seen in Fourth of July fireworks displays.

A year's supply of salt in just a few crystals. Although this salt formation is transparent, Halite comes in many colors including pink, red, green, yellow and purple.





This Selenite is another form of Gypsum, which is the most important ingredient in the manufacture of Plaster of Paris.



This Satin Spar is actually a form of Gypsum. Many pieces such as the one pictured are sold every year at Niagara Falls on the pretense they are native to the area. Most of the souvenirs come from Wales, however.



*“People begin to resent
a police department hemmed in
by political pressure”*

It is one of the toughest assignments I have ever undertaken.”

These were the words of Illinois State University alumnus Ross V. Randolph when he accepted the post as director of police of the City of East St. Louis on March 10, 1969. He has given himself four years to “stem the city’s rapidly rising crime tide,” or resign.

Randolph, a former teacher, deputy sheriff, FBI agent, prison warden and public safety director for the State of Illinois, ended his college career at ISU in 1932. He taught at Tunbridge rural school and served as principal at the Kenney elementary school be-

nois Director of Public Safety in fore entering the field of penology as deputy sheriff of De Witt County.

He later taught and directed education at the State Penitentiary in Pontiac and served as a state patrol agent before joining the FBI in 1941. After 11 years with the FBI, he became a prison warden at the State Prison in Pontiac. In 1953 Randolph was named warden of the State Prison at Menard, a position he held for 12 years. During that time, what had formerly been a prison noted for major convict revolts, became a model that wardens from all parts of the country came to study.

When Randolph left Menard Penitentiary in May 1965 to become Illi-

Springfield, one of the prison inmates said, “Warden, we’re glad you got promoted, but we sure hate to see you go.”

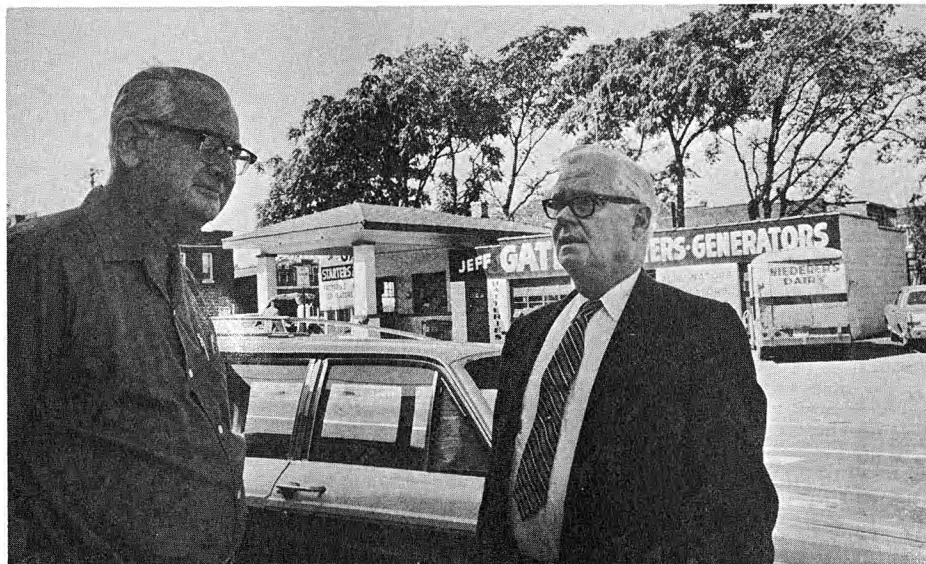
After he left his state position last spring with the change in administration, leaders in East St. Louis saw Randolph as the answer to their needs for a man qualified to rebuild their police department and bring about more efficient law enforcement.

He accepted the position offered him by East St. Louis, at the same time warning citizens not to expect miracles. “When the roots of crime have had months and years to get started in any community, it’s too much to expect a miraculous overnight change,” he commented.

"I will say at the outset that you can't stop crime completely in East St. Louis. You can't stop it entirely anywhere, but I'm going to do all I can to stop as much of it as is humanly possible."

His first important move toward reorganizing the city's police force came early in his administration when he released the chief of police and chief of detectives. "There has been too much ticket fixing and politically connected favoritism," he said. "People begin to resent a police department hemmed in by political pressure."

He introduced FBI training courses to help train policemen as well as training programs to help the police



They are learning to cooperate with police in reporting lawlessness because they are confident every effort will be made to apprehend lawbreakers and criminals.

In August this year, two Chicago Tribune reporters visited East St. Louis, talked with numerous residents of the city, and wrote a feature article for the paper headlined, "East St. Louis Crime Crackdown is Applauded."

"Crime here isn't paying the dividends it once did," they wrote, "and residents of East St. Louis say it won't be too long before the new director of police makes it downright unprofitable."

At a dinner meeting of the East St. Louis Exchange Club in mid-August, Randolph received dual honors. Club president William B. Kealey read a resolution from the Illinois House of Representatives, commending Randolph's service record, and presented the resolution to him. He then received the National Exchange Club Golden Deeds Award. The award is usually presented not more than once a year, and then only in situations of great or unusual service. It had been three years since the East St. Louis club had presented the award.

Randolph has been the recipient of many high awards and honors for achievement in penology, including the Humanitarian Award presented in 1961 by the Rabbinical Society of Greater St. Louis; Distinguished Service Award by Southern Illinois University in 1962; "Mr. Southern Illinoisan," in 1965 by the Southern Illinois Editorial Association, and the Outstanding Citizen Award presented by the Chester Chamber of Commerce in 1965.

He also has been recognized for his contributions to civic and community affairs and as a Scoutmaster and regional director of the Boy Scouts of America.

He and Mrs. Randolph have a son, Ronnie, a lieutenant in the U. S. infantry.

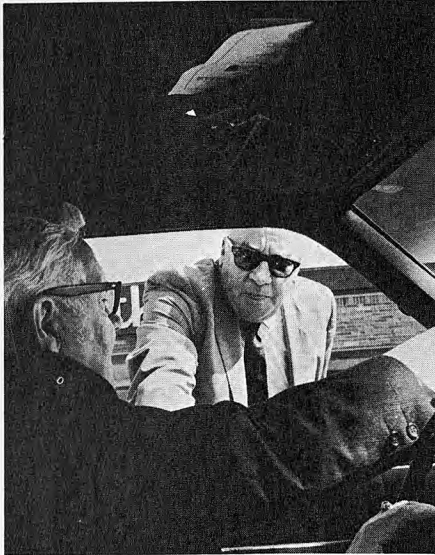


understand the problems of the people of East St. Louis and the city. After a 14-year-old boy carrying an air rifle had been killed in a police chase, he suggested that the sales in East St. Louis of air rifles and toy guns that resemble real weapons be stopped.

When a St. Louis truck driver was murdered in East St. Louis the day after Randolph arrived, he quickly acted to solve the case. "In less than three months, the grand jury received enough evidence to indict the men involved," Randolph said. "I had nine men working on the case."

Citizens have learned that crime investigation in the city is no longer a joke under the new police director.





Lee J. Kline of the ISU News and Publications Service staff, spent most of a day with Mr. Randolph, taking many of the photographs which accompany this story. Following are his observations.

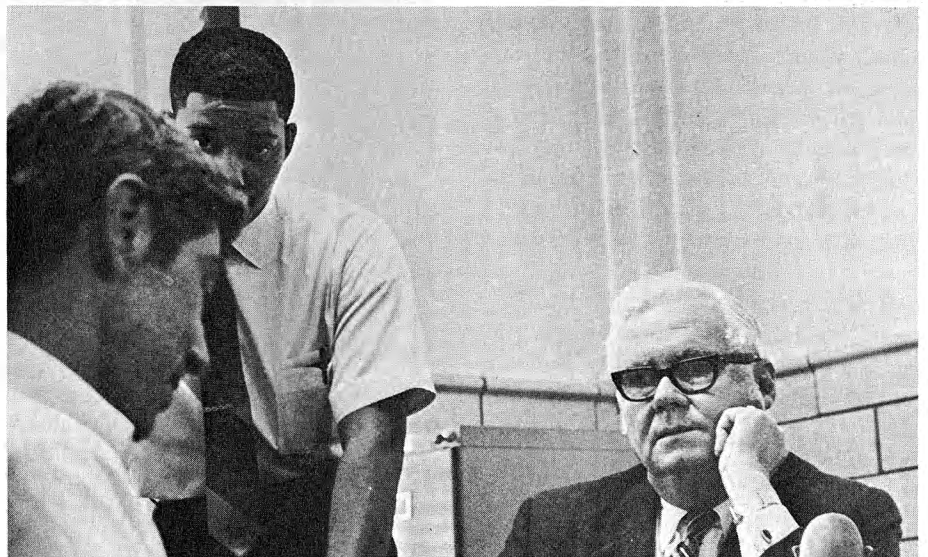
By Lee J Kline

I was with Ross Randolph when he went to three local Building Contractors and tried to sooth their feelings about the blacks in East St. Louis. A fourth contractor who was not there was said to have lost around \$30,000 in equipment by vandalism and fires. The contractors are agitated and the union is agitated and the local residents are agitated. And Ross Randolph is the peacemaker.



He also mentioned that some people had questioned whether he was the man for the job since his experience had been more custodial than enforcement. He feels that it makes him understand the criminals better. Says he has more empathy than a man who has never been inside a prison.

I watched him interview a man who had just been tried in magistrate court for carrying a concealed weapon. The man had a brother who had been under Randolph when he had been at Menard. Ross Randolph went up to see this man and asked him how his family was. They talked about the man's parents and sister. Randolph showed a genuine interest in the man



and seemed sorry to send him back to Atlanta as a parole violator.

Fred Teer, director of the Model Cities Program in East St. Louis came in to see Director Randolph. Mr. Teer wanted the Director's help organizing a group of local volunteers to act as nightwatchmen and guards against vandalism on the model Cities Construction site. These people didn't want guns; just the opposite . . . They wanted no guns allowed. They wanted to work for no pay. Randolph would tell them he thought the program was a great idea. He provided for a patrol car to come through the area every hour; he provided walkie talkies and fire extinguishers for the citizen guards.

He told me that the most important function of his job is to be a good public relations man. His job is to gain 100 per cent confidence in the police by the people.

When I arrived he was talking to two policemen about misconduct both on and off the job. They were really humble. He preached to them a five minute sermon on the importance of the policeman's image. He let them off with a warning that next time would be no holds barred.

I don't know how you can say this, and not offend, but I had the feeling that he is the most important political figure in East St. Louis. **Everyone** knows who he is.

**Our Best-Known Alum?
Stretch Miller's Career
Covers A Broad Spectrum**



*"And now, ladies and gentlemen,
Franklin Eleanor Roosevelt"*



If a survey were to be taken as to the most widely known Illinois State University alumnus, there is no doubt that Campbell (Stretch) Miller would be among the front-runners.

Stretch, now sports representative of the public affairs department of the Peoria Journal Star and weekend sportscaster for television station WEEK, is an outstanding public speaker who also has a highly distinguished career record in radio and television announcing.

The 1933 ISU graduate has been in some phase of sports for more than 40 years and is one of the few who have played, coached, officiated, written, telecast and broadcast sports.

He was a varsity performer in high school and at Illinois State, coached on the junior high level and in the service, was a football and basketball official for eight years, and has written sports for newspapers.

His sports announcing career goes back to 1935 when WJBC moved to Bloomington from La Salle and includes eight memorable years as a member of the St. Louis Cardinals broadcasting team with Harry Caray and the late Gabby Street. He has broadcast pro football, hockey, golf, boxing and wrestling, as well as college and high school basketball and football, and just a few years ago was

a member of the St. Louis Hawks pro basketball broadcasting team before the Hawks moved to Atlanta.

His television sportscasting dates to 1947 in St. Louis, when he began doing nightly sports shows. During his time in St. Louis, Stretch was broadcasting more than 300 play by play events a year, plus carrying out a nightly 15-minute sports show on radio.

In his current work with the Journal Star, Stretch is in great demand as a public speaker and averages between 90 and 100 speaking dates during a nine-month period each year. He has spoken to over a quarter-million persons at upwards of 1,250 banquets, luncheons or meetings.

There is hardly a community within a hundred miles of Peoria in which Miller hasn't appeared. High school and college sports banquets are the great occasions for most of his appearances but he is also in demand as a master of ceremonies for major events throughout the state.

He's also active in civic affairs, heading the speakers bureau for the American Red Cross and the Peoria County Diabetic Clinic, past president of the Peoria Public Relations Association, a member of the public relations committee of the Peoria YMCA, active in Bidy Basketball and Little League baseball work, and numerous other community endeavors.

If you think Stretch has been busy since he left ISU, it's really only an extension of the type of life he led while on the campus. He edited the Vidette two years and wrote sports for the paper for four years, serving also as Index sports editor for a year. He was a varsity debater for three years, had a lead in a homecoming play and major roles in other plays, was a member of Coach

Joe Cogdal's first of many championship basketball teams, and was active in intramurals. Stretch was also a class president, president of the Press Club, president of the memorable Blackfriars, a member of the Student Council and lecture board, and even sang in a homecoming play and with the Glee Club until someone discovered he couldn't read music.

"It is obvious," he says, "that in preparation for my career, I probably got more out of my extra-curricular activities than I did from my classroom work, although I can't deny that many of my subjects aided me in my chosen field."

Upon graduation in 1933, Stretch taught school for a year at Bent and Raymond schools in Bloomington, where he coached the B-N championship basketball team. He began doing play-by-play work for WJBC the following year and became a fulltime staff announcer in 1935 for the "princely" salary of \$12 a week.

Stretch has a complete volume of some of the hilarious experiences of small town radio during that era. One of these rivaled Harry Von Zell's famous introduction of "President Hoobert Heever."

President Franklin Delano Roosevelt was campaigning by train and stopping off in Bloomington. It was Stretch's duty to get a microphone onto the back of the train and introduce the president for a waiting CBS radio network hookup across the nation. As the President came forward to speak, he was accompanied by his wife. Stretch quickly began his introduction, "And now ladies and gentlemen, the President of the United States, Franklin Eleanor Roosevelt."

Stretch recalls though, that "the President made my boo-boo look a little less conspicuous as he began by

saying to his Bloomington audience, "My friends of BLOOMINGDALE . . ."

The ISU alum's radio career moved to Chicago, Champaign, Decatur and Springfield. After Naval service as a deck officer on an LST that was finally sunk at Okinawa after seven invasions, Miller joined the Cardinals broadcasting team of Caray and Street in 1946, doing other sports as well in the St. Louis area. Stretch worked for the sponsoring Griesedieck Brothers Company and when the Busch interests bought the Cardinals in 1954, he still had a contract to fulfill. After a year of doing sports other than baseball, he moved to Peoria to become an executive sports director of what was to be Channel 8 television.

The FCC ruled, however, that Peoria was to be a UHF market (Channel 8 is in the VHF range) and the channel was moved to Moline. Miller had already established himself in Peoria and stayed on as sports director of WIRL radio, doing play by play of Bradley University basketball and football and high school sports for three years before moving to WTVH-TV as sports director. The station was owned by the Peoria Journal Star and when it sold the station, he moved to the newspaper's newly formed community relations department.

"I still have a close bond with ISU," Stretch says. "I naturally have thrilled with alumni pride at its sports achievements and manage to get over to see several games every year. I have been called upon to be the principal speaker at the all-sports banquets three times in the past and hope to be again. Although there aren't too many around the campus from my day, I still have opportunities to visit on the campus and never cease to be thrilled with the rapid growth of my alma mater."



General Horace Hanes

*ISU Graduate's Military Career
A Study in Speed, Rapid Ascent*

When Horace Hanes was a student at Illinois State University in the mid-1930s, he was reaching new heights in the high jump for Coach Joe Cogdal's track teams.

The 1937 graduate of ISU has maintained his steady ascent since that depression-era day he left the campus and now, as a major general in the Air Force, with a world jet speed record under his belt, he is vice commander of the Aerospace Defense Command at Ent Air Force Base, Colorado.

General Hanes, whose wife is the former Virginia Kumler, '36, now helps direct the global air defense network guarding the nation and the U.S. Air Force component of the joint U.S.-Canadian North American Air Defense Command.

The general moved to Ent recently from a North American Treaty Organization (NATO) assignment at Brussels, Belgium. He was assistant chief of staff for operations at Supreme Headquarters Allied Powers Europe.

General Hanes, who served a three-year tour in the early 1960s at ADC headquarters as assistant deputy chief of staff for plans, has also had a vital role in development of U.S. jet aircraft.

A command pilot with more than 5,000 air hours, he was director of flight test at the Air Force Flight Test Center, Edwards Air Force Base, Calif., from July, 1953, to July, 1957.

During that time, he flew the F-100 Super Sabre, the first Air Force plane to attain supersonic speed in level flight and now a prime weapon in tactical air operations in South Vietnam.

In August, 1955, the ISU alumnus took the Super Sabre to 40,000 feet over the Mojave Desert, leveled off to maintain an average speed of 822.135 miles an hour and claimed a world record.

He received both the Thompson and

the Mackay Trophies for the most meritorious flight of the year.

Commissioned in 1939, General Hanes served in the European-African-Middle Eastern theater of operations during World War II.

He was downed over Yugoslavia and spent three months evading capture by the enemy.

He served in postwar Germany, went to March Air Force Base, Calif., and in 1949, began a three-year tour at Air Force Headquarters in Washington, where he became chief of air defense in the directorate of research and development.

In addition to graduating from Normal Community High School and ISU, he is also a graduate of the Armed Forces Staff College at Norfolk, Va., and the Air War College, Maxwell Air Force Base, Ala.

He and Mrs. Hanes have one daughter, Linda.

During his years at ISU, General Hanes lettered in basketball and track. The former Redbird has been flying higher ever since.



Trevi Fountain, Rome. Photo courtesy Pan American Airways

European Adventure 1970

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Your Alumni Association is pleased to announce a 21 day European Tour in August, 1970. Jet from Chicago to tour England, France, Holland, Italy, Switzerland and Germany (including the world famous Passion Play at Oberammergau, originated in 1634).

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