

Fall 1-1-1971

Muse 1

Southern Illinois University Edwardsville

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MUSE



SIUE Fall '71

Editor's Note

The campus of Southern Illinois University at Edwardsville has seen many changes in its brief life. Changes have come about through planning, dreaming, hoping and working towards a goal. They have occurred by accident, by incident and by purposeful precedent.

By reading this issue of the Muse you are part of a change at this campus which has come about by some, if not all of the above preludes. In the past the Muse has been known as the yearbook at SIUE. Unfortunately for the publication it was not known by many. It is now known as a quarterly magazine. Quite a change has taken place in the last five to six months. The Muse has ached and groaned with pains of growth.

It's inevitable that a medium with limitless potential would finally come in contact with the unlimited talent available right here on this campus. Fortunately when this moment of contact took place there existed a catalyst to spark a positive reaction. This catalyst was a group of persons very small in number who had faith in the potential of both the publication and the talent available. Without this carrying force the publication could never have withstood the agonizing strain of transition and experimentation.

This is not to say that the problems have been solved and smooth riding is ahead for this magazine. Nothing could be farther from the truth. The Muse has been reincarnated and given a second chance to live a full life and as a newborn it will need all the help and guidance it can get.

Some of the members of that catalytic group are still here and still have the ability to make uncertain elements react and gel. But alas, catalysts are only as good as the reacting elements of which there must be no fewer than two.

One is here, the Muse, a publication created by 100% student planning, student hoping and student working towards a goal with purposeful precedent.

The other is there, on the campus, the talent that must come into contact with the medium in the presence of a catalyst. Will it come by accident or by purposeful precedent?

Will the newborn live a full life or will it pass away from the infectious disease of apathy?

Let it be known that I take great personal pride in being the editor of the first quarterly magazine and especially in the contents of it.

Enjoy!

MUSE



Fall 1971

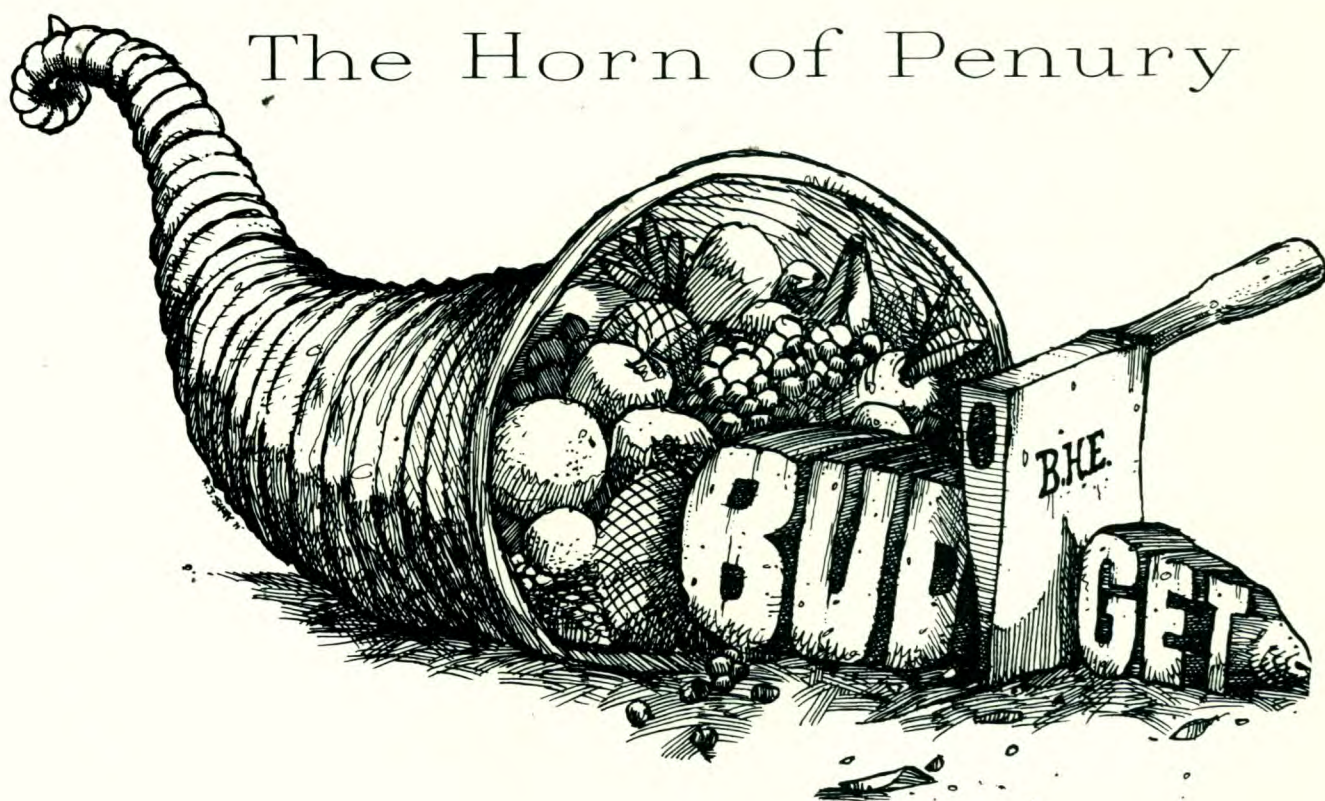
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by jim landers

Some called it a ripple effect. Another analyzed it as action-reaction. Someone else called it belt-tightening. A third-floor General Office Building seer likened it to a weight-loss program in which the fat was trimmed. A Communications Building janitor said it resembled a steamy pile of droppings deposited by a familiar animal.

No matter what terms were used to describe it, the subject of Southern Illinois University at Edwardsville's current period of budget reductions inspired verbose comments from officials reclining in their carpeted top-floor cubicles in the GOB as well as more earthy dialogue from a janitor sneaking a smoke in a basement cubbyhole. There seems to be an unwritten bureaucratic law involved: persons holding administrative stature tend to avoid words like "layoff" and subtly assume the role of a martyred official girding to battle with the political harlots of Springfield.

However, just as there is no other way to go but down from the third floor of the GOB, the dialogue and emotions on the lower levels of SIUE were more expressive and direct. Younger faculty members spoke bitterly about academic deans and department chairmen using the budget cuts as a means of ridding their staff of potential troublemakers — trouble borne of personality conflicts rather than instructional incompetence. Janitors and operating engineers referred to administrators as "rich s.o.b.'s living high off of tax money."

Several student workers, angered about limitations on working hours, sarcastically commented on the recent airplane purchase by SIU and wondered aloud if new SIUC President David R. Derge would receive the University House as a gift.

Some of the comments were thoughtful, but most were based on emotions rather than rationale; it was quite apparent that fear of unemployment and wage cuts cannot be discussed calmly.

The current period of fiscal instability in higher education is the result of political and economic conflicts that are happening across the nation. State governments have found it impossible to increase funds for colleges and universities as welfare rolls continued to expand. Illinois, in particular, has instituted a state income tax in addition to taxes on items ranging from gasoline to cigarettes and state politicians are reluctant to tax their constituents additionally. Although few state legislators will admit it, the more conservative elements refuse to increase funding to higher education as punitive action for the student demonstrations in 1970.

SIUE is but a microcosm of the total public university community. Layoffs, program cutbacks and stagnation and a declining enrollment have become part of contemporary academic life. The present situation is quite opposite from the hectic 1960s when a grassy, wooded bluff was devegetated to make room for a modern campus, parking lots, roadways and 13,000 students. SIUE reflected the spectacular growth of higher education in Illinois which saw state appropriations mushroom from \$110 million in 1962 to \$672 million last year.

But the horn of plenty is no longer. The sharps are now flat and the sweet songs are bitter laments. Educational codewords have been altered: economy has replaced excellence; productivity rather than inspiring student interest is the guideline for rehiring; market movement and academic priorities determine which faculty vacancies may be filled.

Now that the hard times have come the SIUE administrative branch has assumed supremacy in establishing the regulations and priorities which will guide the campus through the era of economic doldrums. Contrary to what many students believe, the financial squeeze has effected both the administrative and educational sections of SIUE.

By July, 1971, a total of 121 people had lost their jobs at SIUE, said B. D. Hudgens, vice president for business affairs. The business affairs division is responsible for conducting the non-academic functions of the campus. In conjunction with vice presidents Andrew J. Kochman of academic affairs and Ramon Williamson of student affairs, Hudgens is a part of the second echelon triumvirate which governs the university under the direction of President John S. Rendleman. The loss of 121 people, which is approximately seven per cent of the total work force, included fifty-one physical plant workers and nineteen faculty.

The layoffs followed a six-month skirmish with the Illinois Board of Higher Education, the Bureau of the Budget, Gov. Richard B. Ogilvie and the General Assembly. The skirmish followed some very complex maneuvering which included both political and economic considerations, but was finally resolved on an economic basis. SIUE lost.

The path between the actual formulation of the SIUE budget and the receipt of state appropriations is long and involved, but it can be superficially explained. The initial step involves the faculty which submits an estimate for the forthcoming fiscal year (July 1 to June 30). Expenses for

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Dan Ellsberg . . .

We need you!

No! . . . I don't have the authority to release it . . . besides the general public would misinterpret it . . . to be frank, I doubt your motives in asking for it . . . you might take something out of context and I'd spend the next six months trying to explain . . . I just do not have the time to defend it.

You took the easy route to fame Dan Ellsberg. The Pentagon Papers were nothing. Come on out of hiding and try to obtain a copy of that holiest of grails: a detailed line item copy of the SIUE budget.

Actually, the SIUE administrators were probably sincere in their denials to release copies of their budgets — honorable men have nothing to hide. It's just that their reasoning for keeping the budget under wraps is an insult to the Illinois taxpayers who contribute \$25 million to the operation of the Edwardsville campus and SIUE students who pay \$3.5 million in tuition.

Frank Sobkowski, dean of the School of Dental Medicine, typified the justification for denying to release his school's budget when he said that the general public would not understand why certain expenses were necessary. Sobkowski said that he wants to have as few problems as possible and public disclosure of the dental school's expenditures would cause inefficiency because he would be "taking time away" from administrative duties to justify some budget items.

The new dental school expects to receive \$427,000 for capital expenses (building and renovating) and \$1,780,000 for operations (salaries, equipment, travel etc.) in fiscal year

1973.

Ramon Williamson, Vice President for student affairs, B.D. Hudgens, vice president for business affairs and Andrew Kochman, vice president for academic affairs, were cooperative in explaining the functions and expenses involved in the operation of their departments, but none would release a copy of their budget. All three said that only James Metcalf, SIUE budget director, had the authority to do so.

Metcalf did release complete university budgets for the past two years; however, these fiscal reports were quite general. For example, SIUE will spend \$915,000 for commodities and \$814,000 for equipment but there is no breakdown as to the specific commodities or equipment.

Almost \$500,000 is earmarked for "other" — other what? So, a journey was made to Springfield, the citadel of cost analysis and computer printouts. Surprisingly, even the much vaunted Bureau of the Budget confessed that their department, which reports directly to the governor, did not know how the university disposed of its millions. James Elsass, a higher education budget analyst with Springfield bureau, said that universities do not submit equipment requests on specific items but group such fiscal requests under the broad heading of equipment.

"This is one of our big frustrations in establishing a standard accounting system," Elsass said. "I'm appalled at these budget outlines. They're masters of deceit."

equipment, travel and student workers are listed and submitted to the department chairman — i.e., speech faculty, art faculty, history faculty, etc. The department chairman adds expenditures for telecommunications (telephones), materials and contractual services (typewriter repairs, office repairs, photocopying expenses, printing costs, etc.) and submits these estimates to the dean of the particular academic division (Fine Arts, Humanities). The dean reviews the requests and passes them along to the academic affairs division. Following Kocan's review with the aid of his assistants, the requests are subject to a final scrutinization by President Rendleman and James Metcalf, budget director.

The final university budget review encompasses requests from the student affairs division and business affairs division whose components have followed the same procedures as the faculty departments.

Subsequent to the final review, the budget is submitted to the SIU Board of Trustees for approval. Once approved, the requests move along to the Board of Higher Education (BHE). Arguments, counter-arguments, debate and more arguments precede the BHE approval which is usually obtained in January. BHE staff members usually require that most SIUE budget items must be justified through various budget formulae.

SIUE's budget book passes along to Springfield, where the cost analysts of the Bureau of the Budget, following guidelines set by Gov. Ogilvie, determine whether there is any "fat" on the requests. Higher education budget requests suffered their most severe slash in 1971 when Ogilvie ordered a 22 per cent cut amounting to more than \$180 million.

The bicameral General Assembly gets the last look at the budget. It is in Springfield that the true test of a university's political clout is shown as each campus lobbies to have funds restored or save itself from additional trimming.

During the 1971 session of the General Assembly more of the campuses were unsuccessful in their quests for special considerations — everyone suffered. Unfortunately, the fis-

cal pinch was not a one-year occurrence. Lt. Gov. Paul Simon, Democratic gubernatorial candidate in this year's election, said that higher education and escalating welfare requirements cannot co-exist. The future is the present.

The various welfare programs (categorical aid, general assistance and unemployment service) are expected to surge from \$900 million to \$1.1 billion, an increase of more than 20 percent. However, state income resources are projected to increase by only five per cent.

"It is an accepted axiom that higher education is the last to be affected by an economic recession and the last to recover," Kochman said. Thus, if the national economy swings upward in 1973, universities will reap the benefits two or three years afterward.

Although SIUE fired 121 persons more than six months ago, the actual effects have only recently been assessed. Perhaps the hardest hit area on campus was the physical plant department which lost fifty-one employees. Charles Moorlegghen, director of the physical plant, explained that the surface appearance of the campus may be adversely affected.

Roadside litter along campus roadways is being removed only once each week rather than the usual three times, Moorlegghen said. Conference rooms on the second floor of the University Center are thoroughly cleaned once a week instead of daily; presently, only ash trays are being emptied during the day. Campus hallways which were formerly swept thrice daily are now cleaned twice. Also, Moorlegghen said, the parking lot lights may be turned off completely after 11 p.m. to save money. Currently, only half of the lights are used during the evening hours.

During fiscal year 1971, the physical plant employed 210 student workers but this has been reduced to 130 students. Formerly, students were allowed to work a maximum of twenty-four hours per week but a 20 hour limit has been imposed. This maximum work load is actually ten hours below the weekly hours permitted two years ago. In effect, a

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... Or does big brother want to peek?

Is it purposeful deceit or is it protection of academic freedom to refuse to provide state budget officials with itemized accounts of spending at SIUE.

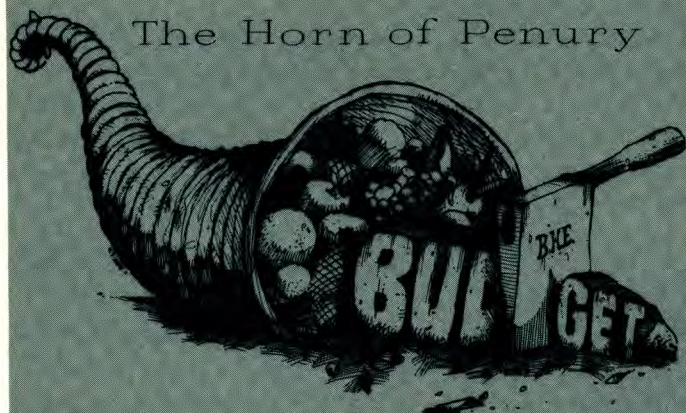
James Elsass, head of the higher education operating budget analysis section of the Bureau of the Budget, accuses Illinois college and university officials of being "very self-fish, very guarded." Elsass believes academicians should be more public minded.

"The people are disgusted with government and tired of being taxed. As it stands now, universities get their appropriations, spend them and that's that. We are asking them for information they should provide," Elsass said. According to the budget bureau, the final goal is to establish a standardized system of accounting for all state governmental bodies

so equipment purchases and all non-salary expenditures can be controlled to eliminate waste and duplication.

At SIUE, however, the effort by state officials to obtain a complete cost accounting is seen in a somewhat different light. Some people believe that strict governmental control over non-salary areas could be detrimental. Theoretically, they say, the state officials could deny funds for items such as student government convocations or lecture fees on purely "economic" grounds when realistically, the reasoning is based upon political considerations.

More importantly, some university officials feel a detailed budget list might be used to extract certain expenditures and portray a completely distorted view of SIUE spending policies.



“Several faculty members expressed a belief that the budget restrictions have fostered a more serious, more subtle psychological deterioration of the spirit of academic challenge . . . ”

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student worker is being deprived of a possible \$700 during a 40-week academic year.

Items such as unmown lawns, burnt-out light bulbs and scuffed hallways really do not seem too upsetting or relevant to education except when viewed as the forerunner to additional cutbacks. Moorlegghen said that his department had requested \$2.8 million for FY 1973 but this was slashed by \$549,000 because the projected expansion of the physical plant at the Alton and East St. Louis campuses was cancelled.

This large reduction was instituted subsequent to a BHE directive warning SIUE to trim fifteen percent from its 1973 requests of \$36.6 million. SIUE President Rendleman announced in October that \$5.7 million had been cut from the requests to meet the BHE guidelines; in December the BHE informed campus administrators that another ten per cent must be taken from the budget. The latter BHE warning has put administrators in a quandary because the valued budgetary flexibility that is built into the operating requests has been eliminated and now the university must seriously consider either another personnel reduction or a cutback in campus necessities.

The loss of the usual five per cent “cushion”, the little extra that campus officials tacitly admit adding to the needed requests, coupled with this year’s tight budget has forced the

university to postpone or eliminate equipment purchases, maintenance and repair work, said B.D. Hudgens, vice president for business affairs.

University vehicles are being driven more mileage without upkeep, Hudgens said. Roof repairs on the tract houses have been delayed for eighteen months and worn out equipment must somehow be made operable. In addition, Hudgens said, SIUE is in the process of reducing the size of the automobile fleet from eighty-eight cars by trading on a two-for-one basis. The fleet now numbers seventy-six cars. The pocked parking lots are only temporarily patched rather than completely resurfaced. According to Moorlegghen, if nature dumps a large amount of snow on campus this winter, the badly stretched budget will not allow both snow removal and parking lot repairs.

But these matters affect the average SIUE student indirectly and actually do not determine the type of educational services received nor the quality of that education. Or is there a connection? Several faculty members expressed a belief that the budget restrictions have fostered a more serious, more subtle psychological deterioration of the spirit of academic challenge, of exceeding the boundaries of normal classroom limitations and of stimulating student interest and awareness.

Job security has become a primary concern of younger

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faculty members at SIUE — keep that student quarter-hour productivity at a high level and let the administrators worry about offering quality rather than quantity. As a young second-year art instructor said: “they said last year that they had to release a certain number of people, but then they rehired who they wanted.”

An administrator ensconced in his third-floor GOB office admitted that “we will be able to keep who we want.” This control was needed, he said, to ensure that the less dedicated instructors were not retained. Because the initial decision to keep or release an instructor is made at the division level, the administrator allowed that personality differences might possibly be a factor also. Another campus official, who promised to reveal the strategy involved in the release of nineteen first-year instructors last year if he would not be identified, said that the budget cutbacks have allowed him to “trim the fat” from the burgeoning faculty bureaucracy. He explained that there was a tendency for faculty members to spend less time teaching as they advanced in rank from instructor to assistant professor to associate professor and finally to professor status. The campus administrator said that, unfortunately, the only method available to force the higher-ranking faculty to return to the classroom was to eliminate the first-year instructors. It was economical nonsense, he said, for academicians with Ph.D.’s earning more than \$15,000 to be teaching a class of ten upper-level students while a first-year term instructor earning \$9,000 was instructing eighty lower-level undergraduates.

Although only nineteen of the 550 Faculty at SIUE lost their jobs last year, the actual loss to the students was much greater as some faculty have seemingly lost interest in teaching here and appear to be biding their time as they wait for openings at universities outside of Illinois. Ralph R. Pippert, chairman of counselor education, explained that the feeling of insecurity had played a large part in his decision to take a position elsewhere. Also involved was a feeling that the budget restrictions meant that the program would stagnate rather than expand, Pippert said. He left SIUE in December.

Others are doing the same according to the monthly payroll adjustments distributed at the SIU Board of Trustees meeting. An average of seven faculty per month are resigning from SIUE to take positions at other universities. The exodus could conceivably increase if other states were not in the same financial straits as Illinois.

When a faculty vacancy is created by a resignation, or for any other reason, the academic department chairman and division dean must have justification for filling the vacancy. Vice president and provost Kochman is the final reviewing authority for approving or disapproving the request. President Rendleman has the authority to overrule Kochman, but in practice this is not done.

The problem of filling a teaching vacancy in a course that exists is minor when compared to the nearly insurmountable difficulties in establishing or expanding an academic pro-

gram. Lawrence Taliana, Kochman’s assistant for academic planning and review, indicated that fewer than one in five new program requests are actually implemented. There were thirty-six applications for new programs for FY 1972, Taliana said, but only seven were approved funding by the BHE after intensive review and justification. This year the number of requests was smaller and only four new or expanded program requests were forwarded to the BHE. Projected programs for a master of science degree in urban and environmental studies and a doctoral program in education were eliminated altogether.

The four surviving requests were recipients of severe budget cuts by university officials and there is no guarantee that the BHE will approve any of them. A \$600,000 request for an ethnic and special studies program suffered a sixty per cent reduction of \$250,000. Funds for the operation of data processing facilities were cut in half to a \$380,000 request. Of the remaining new programs, the nursing division is asking for \$175,000 and the new School of Dental Medicine is seeking \$1.8 million.

The dental school project has rankled a few professors in academic division who are suffering through the second year of hiring moratoriums and budget cuts. A history instructor teaching 300 students in four class sections had some rather unkind remarks about the faculty-student ratio at the dental school. There are thirty-four dental program instructors for a projected enrollment of twenty-four students, said Dr. Frank Sobkowski, dean of the school.

SIUE instructors and student workers have shared the agonies of budget withdrawal with the 765 civil service employees and 250 administrators on campus. A loosening of state fiscal strings awarded the 1,550 SIUE full-time employees their first pay raise in eighteen months a month ago. SIUE’s budget for FY 1973 includes requests to cover a civil service pay raise of six per cent, a faculty raise of slightly more than four per cent and general price increases of almost seven per cent. However, the moratorium on hiring is still in effect.

The next several years hold no promise of relief to ease the loss of qualified personnel and the probable stagnation of educational programs. Only the prospect of university officials justifying and defending fiscal requests to cost analysts and skeptical legislators seems assured. As the annual skirmish for funds arises during the remainder of the 70’s, many Illinois college and university chancellors and presidents will find cause to agree with SIUE President Rendleman’s lament:

“I just wish that we had some of the money back that we spent on items that were not related to education.”

State Appropriations for Fiscal Year 1972 and SIUE Expenditures

Source: The Illinois State Budget Fiscal 1972 Edwardsville Campus Budget Allocations

The following appropriations were authorized by the Illinois General Assembly during the spring session of the legislature.

Total state budget — \$5,987,300,000

Health and Social Services:	\$916,100,000
Mental Health —	\$334,600,000
Medicaid —	\$382,300,000
Other Services —	\$199,200,000
Income Support:	\$758,600,000
Categorical Aid —	\$619,300,000
General Assistance —	\$117,900,000
Unemployment Services —	\$21,400,000
Investing in Education:	\$1,839,000,000
Elementary, Secondary and Vocational —	\$1,166,600,000
Higher Education —	\$672,000,000
Transportation:	\$1,509,100,000
Enhancing the Environment:	\$272,300,000
Protection of the Environment —	\$216,700,000
Recreation and the Arts —	\$55,600,000
Administering Justice and Providing Public Protection:	\$199,800,000
Regulation and Enforcement —	\$85,800,000
Courts —	\$27,700,000
Corrections —	\$86,300,000
Elected Officials and General Government:	\$492,400,000

Expenditures for SIUE, as approved by university administrators, the Board of Trustees, the Board of Higher Education and the General Assembly are as follows:

Instruction and Departmental Research (includes all academic divisions, nursing and graduate school)	\$14,431,324
Organized Activities Relating to Educational Departments (includes clinical center, day care center, Alestle and supplemental instructional program)	\$169,552
Other Separately Budgeted Research	156,720
Extension and Public Services (includes regional and urban development studies, technical and adult education)	456,607
Libraries (includes audio-visual)	1,417,691
Student Services (includes counseling and testing, vice president's office, health service, placement service, housing, activities and student work and financial assistance)	692,501
Physical Plant (includes security office)	3,209,281
General Adaministration (includes president, bursar, architects, engineering, business affairs, etc.)	1,511,327
General Institutional Expense (includes news service, photographic expenses, receptions and meetings, and the post office)	744,572
Auxiliary Enterprises	33,558
Refunds	348,539
Student Aid (scholarships, fellowships, etc.)	149,320
TOTAL: \$23,320,992	

This \$23.3 million is divided into several major categories:

Salaries —	\$16,671,888
Student Wages —	\$1,349,532
Travel —	\$185,570
Equipment —	\$814,006
Commodities —	\$915,813
Contractual Services —	\$2,479,016
Telecommunications —	\$265,385
Automotive Equipment —	\$141,923
Other —	\$497,859

Ierinda luecking



Students attending SIUE who live away from home to be near the campus live together more for economy than anything else.

Housing at SIUE, both on and off campus, is scarce. This problem stems at least indirectly from the philosophy of the university to provide higher education at a lower cost to as many people as possible. This philosophy was implemented when SIUE was opened in 1964 by creating at Edwardsville a commuter center to allow students within a fairly close radius to attend college without being burdened by the prohibitive costs of boarding away from home. But as figures for 1970 and 1971 reveal, an entirely different picture from the one expected has emerged. Six hundred and seventy-nine single and married students who attend SIUE live in off-campus non-university-housing — more than half of the 12,856 fall quarter enrollment figure. Of that 6,800, approximately 1,500 are single students.

The capabilities of the university and the city of Edwardsville to provide adequate living facilities for the large number of SIUE students seeking housing are at present inadequate. Tower Lake has living space available for 700 married and single students.

According to a study completed by officials in the Housing Office during the past summer, an anticipated 370 students will be denied university housing for the 1971-72 academic year because of the lack of facilities. This number is roughly 68 per cent again as many students as the present Tower Lake facilities can accommodate.

Moreover, as Rex Hermsmeyer, co-ordinator of all student housing indicated applications on hand for residence in the campus apartments are only a portion of the total demand. Many students have attempted to submit applications, but are unable to do so because of the large number of students on the waiting lists.

The average waiting period for housing at Tower Lake is five or six months. Some students have had applications on file for 11 or 12 months.

At present, there are 31 buildings within the Tower Lake complex, with each building containing eight apartments of two or three bedroom units. Plans are currently under way

for construction of an on-campus housing facility for an additional 1,000 single students. President John S. Rendleman has indicated that construction of the facilities might begin in 1972 and be completed a year later. The housing will be similar in accommodations to the Tower Lake complex.

Students who live in off-campus housing in Edwardsville and the surrounding communities say they are chiefly interested in getting on-campus housing. The housing feasibility study showed that almost 60 per cent of the students now living off campus away from their parents want to relocate on-campus. President Rendleman estimated that the demand for student housing near Edwardsville will be for about 5,500 individuals by 1980, based on current statistics. Enrollment by 1980 is expected to increase to approximately 18,000 students.

During the summer quarter, the Board of Trustees approved a resolution that calls for housing no more than 20 per cent of the campus enrollment. Even if SIUE were to build on-campus housing for that per cent of the expected enrollment, there would be an additional demand for housing in the city of Edwardsville and surrounding communities for several thousand. Nearly 60 per cent of the total housing facilities classified (approved) by the Housing Office are located in Edwardsville. Alton, Granite City, Wood River, Collinsville and Highland combine for an additional 29 per cent. Tower Lake apartments provide living quarters for 4.25 per cent of the students attending SIUE.

In order for housing to be classified, it must meet minimum health and safety standards. Hermsmeyer said the Housing Office is more of a referral service than anything else because of the shortage of adequate housing in the area.

Many students complain that the Housing Office, by requiring them to live in classified housing is also forcing them to live in crowded and, therefore, inadequate housing. Other students live in unapproved housing and use their parents address for university records. However, those students who have found satisfactory living arrangements in Edwardsville or somewhere else nearby tend to remain where they are instead of trying to get into the campus complex.

student housing

To date, classified off-campus housing in the surrounding area include 435 rooms, 227 apartments, 64 houses, and 20 trailers. According to the housing report, the average monthly costs respectively are \$11, \$94-\$120, \$118- and \$85. Tower Lake housing costs \$105 per quarter or \$315 for an entire academic year for single students.

Keeping within the 20 per cent on-campus housing figure, if the enrollment by 1980 reached the projected enrollment of 18,000, the maximum campus residency at that time would be 3,600 students — about 3,000 over the existing housing capacity of 700. According to President Rendleman, even if the maximum housing capacity of 3,600 is achieved, the potential demand for housing for 5,500 persons by 1980 would still leave 2,000 students in search of a place to live on or near campus.

The Housing Office currently puts the demand for housing near Edwardsville at approximately 3,700. With the completion of a new on-campus facility to house 1,000 persons in addition to the 700 students now at Tower Lake, an excess of 2,000 students still exists. Of course, that figure will increase as enrollment increases since the second SIUE housing complex is not scheduled for completion until at least the fall quarter of 1973.

Just what is SIUE and the surrounding area to do with all of the students who want to live near the university?

At least one concerned student has come up with a solution. Lyle Hurst, and engineering student at SIUE who makes his home in off campus housing in the city of Edwardsville, has suggested that students should organize and form co-operatives to meet their housing needs. Hurst, who said he became interested in the housing needs of SIUE students because of the often inadequate accommodations that students are forced to put up with, has done much research in the area of student co-operative housing. He claims that many students are living in improperly zoned houses or houses that fail to meet safety requirements and if the Edwardsville City Council ever decides to enforce these laws, many students will find themselves without a home.

Bringing the idea of student co-ops to the local level, Hurst said that two houses for ten students each with double occu-

pancy bedrooms plus kitchen and dining rooms could be built in ESIC, the land development located between the city of Edwardsville and the SIUE campus, for \$45,000 or less. He said the venture could be financed by selling bonds or shares to the students. Hurst said that HUD has a program to help organize and finance student-owned housing by making funds available until the feasibility of the project has been demonstrated.

The obvious advantages, according to Hurst, would be a reduction of the monthly rate of rent now being paid out by students living in off campus housing and an opportunity for the students to set guidelines for themselves in terms of the types of living facilities in which they want to reside. Hurst also said that the initial investment made by the student or his parents in buying into the co-op would eventually show a return since the students share in the co-op could be sold after graduation or termination of his schooling.

President Rendleman has volunteered the services of the university in organizing the program, said Hurst. He said it is conceivable that student co-ops might be built on-campus although they would still be student-owned and operated.

According to Hurst, student-owned co-ops could lead to student-owned businesses, such as clothing and food stores to help further reduce the cost of living away from home while attending SIUE. At the moment, the direction that housing for SIUE students will take is uncertain. What is certain is that existing facilities must be expanded if housing is to be adequate for the needs of the growing campus.



Andrew Kochman dislikes power!

On what concept, then, does he run his office, the first vice-presidency of SIUE?

Kochman's answer is simple — leadership based on participation with those who can contribute to the solution of a problem. "I view my job as working with others who are part of the enterprise," he says. "By working together, each contributing his own, we can arrive at the most effective job we can get. I prefer that kind of give-and-take rather than the type of leader who raises a white banner and says, 'this is my program, and I'm going to carry it through.'"

The "why" behind this distaste for power lies in the man himself, and Kochman is the first to admit it. "Ultimately, the style of one's behavior in his administration comes from his personality or motivation," he said, relaxing in a fire-blue swivel chair. "I just don't believe I can operate from a base of power."

Nor does Kochman feel that the exercise of power can be successful. Problems can be handled with a greater delicacy, a greater understanding and a greater sensitivity, he says, when a "mutual kind of working out" is used. Such a philosophy makes Kochman a busy man. He works with the deans of the university's eight divisions, helping them with their programs and problems. He is the chairman of the Academic Deans Conference, a group that makes recommendations to Kochman's office on such matters as the university's curriculum. During the winter quarter of 1971, Kochman established weekly rap sessions for students, but lack of response caused them to be abandoned after a while. And there are always the almost endless streams of faculty, staff, students and visitors who come to Kochman for reasons ranging from what is termed "sensitive business" to a friendly chat over a cup of coffee.

But Kochman's leadership functions do not stop here. Not only must he be sensitive to the needs of the university community, but he must also give leadership in the search of changes that, as he put it, can "keep this process of education dynamic."

For Kochman, this means that barriers that have set students, faculty and administrators in different camps must be broken down and a unity in the educational process must be realized. "I prefer to look at this enterprise as mutually inter-related. We need not only a change of relationships but a change in attitude toward structural barriers. Within the university, we have General Studies and the separate divisions. Within each of these there is a faculty. Life isn't quite that simple; there's a totality. But it's very difficult to fit your courses into a whole. How are they related? We need to find better ways to relate to each other as individuals and departments."

But what are these ways? For a moment he stopped, gazing out through his large window at the students scurrying to their classes in the pelting rain. Then he began again, slowly.

"To bring about change you have to demonstrate to the people involved that a different way of doing a task is better. This brings us to the reward system — those who begin to experiment are rewarded. The other way is through demonstration. If you can demonstrate to a person that this other way of doing it is better, then slowly but surely this will overcome the old way and replace it."

Kochman cited several SIUE programs that are using this approach, trying to find new ways of education. Among these are a master's degree in regional and urban planning, a bachelor's degree in human services, the colloquia and the Deans College, along with new ideas that are developing in the physics program. Students are also playing a more significant role in planning their programs, as in the Deans College, he added. "In the best sense, the objectives of an individual's program ought to be self-realized, instead of an institution saying, 'here is your program.'"

Kochman's ultimate goal, though, is to see education accepted as a total, continuing process. "The attitude is, 'after four years, I'll be out of school.' You may be out of school, but your education isn't over. In terms of formal education, you ought not to think of it in terms of concluding."

His philosophies fit Kochman to a "T", for, like the man, they continually strive for a totality in life. It is important for him to always be caught up in the midst of things, always busy, always working, but most importantly, doing whatever he does completely. In fact, Kochman enjoys almost everything, whether it's cruising in his beloved house boat or dabbling in yoga. The only thing he does not really enjoy is inactivity. His whole life attests to this fact. In high school, he won a letter in football, was president of his senior class, and was voted the most likely to succeed. He even entered college on a football scholarship.

But Kochman did not make sports his career, although he still enjoys them. Instead, he picked theater, a choice he is

not even now sure why he made. "I suspect I got into theater because I liked it, did well, and a lot of good people encouraged me." Theater was nothing new to Kochman, though. He can still remember participating in his first play, a church pageant, when he was six years old. "I can remember the director saying to me, 'someday you're going to do Shakespeare on the stage.'"

Kochman did go on to do Shakespeare, along with the works of other playwrights. Encouraged in high school, he joined three theater groups. His interest in acting continued in college, and he met his wife in a James Thurber play, "The Male Animal." Another interest came along for Kochman at this time though — broadcasting. He worked the early shift at radio station WADC in Akron Ohio for a while before he joined the service in World War II. "If World War II had not come along, I'm not sure what I would have done." But after the war, Kochman finished his theater studies on the GI Bill.

Since then, Kochman has directed about 75 plays, but he hasn't directed for about five years since he did "the Country Wife" at SIUE. But Kochman has few regrets about not being involved in theater anymore. "After doing something like 75 plays, I was exhausted. It was pretty rough. It's even rougher on the director because you're working close to emotion. There's pretty much stress and strain."

Now the only thing he regrets about leaving the theater is the loss of contact with students. But when he rose from a teacher to dean of the Fine Arts Division to Vice-president of SIUE, he took with him mementos of those days when he worked closely in the theater with students who became some of his "dearest friends." These keepsakes are four pictures he keeps in his office. They depict scenes he directed from "Life with Father", "Hedda Gabbler", "Winterset," and "Medea", which included two of his daughters, Andrea and Deirdre, in the cast. A fifth picture is of his wife when she was a dancer years ago.

And how has it felt for Kochman to go from an instructor to a dean to vice-president? "This job gives you more gray hairs than being a teacher," he admits, "but there are days when you stand in front of 100 American Association of University Professors members, and that's exhilarating, more so than in front of 30 people in a classroom."

And Kochman's exhilaration is still there, in the way he runs his office and in his attitude toward it.

by holly hildebrand

WSIE

by bill mueller

Radio has been called a dead form of communication since the rise of television, but if it is dead, it is undoubtedly a healthy corpse. WSIE, 88.7 on your FM dial and situated on the Edwardsville campus, is proof of the resurrection in radio broadcasting.

Over the years there has been a vast wasteland in radio where a station would broadcast programs and music suitable for an audience with an average intelligence of twelve years. Audiences in the United States have been worked into a mood of indifference to world affairs and look to radio, television and other forms of communication as simply toys for entertainment.

WSIE has teamed with 105 other non-commercial stations in 37 states of the United States in joining National Public Radio (NPR) and presenting an average of 80 hours a week of informational programs with a national and international perspective. Programs such as the United Nations-China debate and the India-Pakistan conflict give an individual a more humanized view of his environment and the world around him.

This new dimension in broadcasting uses a free-form format and can afford to carry what a concerned person wants to hear with a freedom from commercials. WSIE uses the idealistic approach that a commercial station cannot take because of patronage towards advertisers.

WSIE receives and can send programs to the NPR headquarters in Washington, D.C. The "Parent-Child" series, for instance, now in its second year, is produced on the Edwardsville Campus and is heard throughout the nation.

At the present time WSIE is the only NPR network station in the St. Louis area with other Illinois stations in Carbondale, Urbana, and Dekalb. There are five NPR stations in Missouri with plans for another at the University of Missouri-St. Louis within the next year. Gregg McGee, former operations manager for WSIE, commented: "NPR is a fantastic source, it is educational and there are people who do take an interest in such public affairs programs and events."

The station, under the guidance of a professional manager and engineering staff, has a library stocked with some 6,000 albums and 65 tapes, ranging from rock and opera to the



miss vicki patterson — director of continuity

more dominant classical music. Most of the collections in the library are donated and a small minority are purchased. The Bruce Kendall Memorial Collection, containing 2,000 albums, is an example of the generous gifts from the public.

WSIE is no small-time operation, having a radius of some 85-100 miles and reaching an audience of around three million listeners. Its 50,000 watts of power serves not only the students of the Edwardsville campus but also the public of St. Louis and the Metro-East area, undoubtedly rivaling any station in the area.

Recently a few SIUE students accused WSIE of neglecting its main audience, the students, while concentrating on the middle-class listeners. Surveys and fan mail on the contrary have pointed out the quasi-professional, middle-upper class listeners as the audience for WSIE. The station's general manager, Fred Criminger, commented on the attacks: "The station programming was never intended for just a student audience and is not a campus station. It is rather a lab and an aid for students who plan to major in radio broadcasting. The student attacks, as I see it, will eventually back-

fire and we will be forced to turn to an all-professional staff, ending this aid to the students. It has already happened at Indiana University and Michigan State, among others because of similar incidents."

"My suggestion to the students is to set up a carrier-current 10-watt station of their own which will operate on student funds. We have no obligation to the student body and are actually doing them a favor by letting them work in the station."

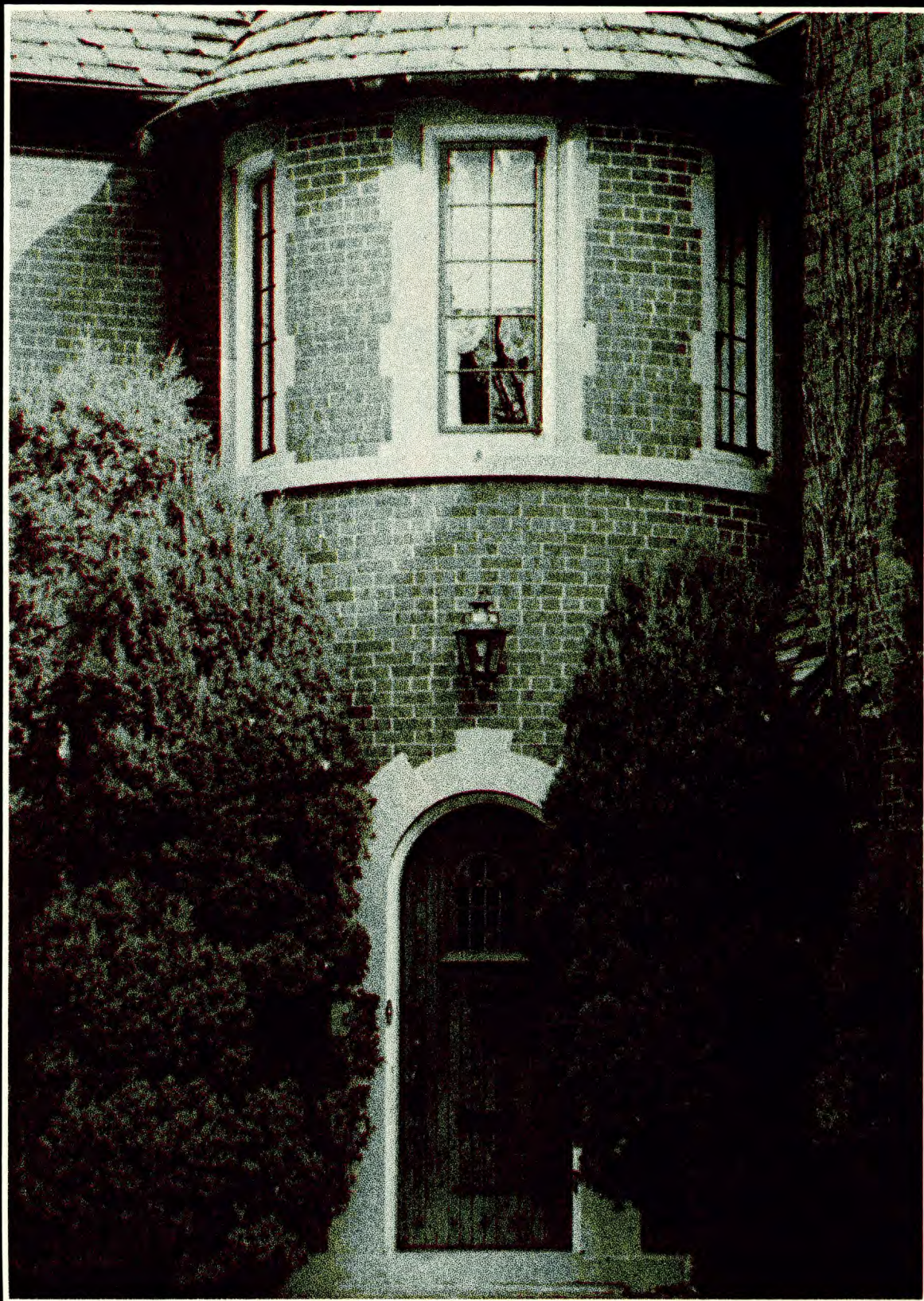
WSIE is licensed by the Federal Communication Commission as an educational station and it has lived up to its responsibilities. It fills the void that is left open by other area radio stations, presenting what an audience cannot get from a commercial station.

Town CONTRAST





Edwardsville, the campus town, as seen by a student photographer. There are many ways to view a community with a large University campus suddenly attached to it and perhaps one of the better ways is through the eyes of simplicity — the eyes of contrast.



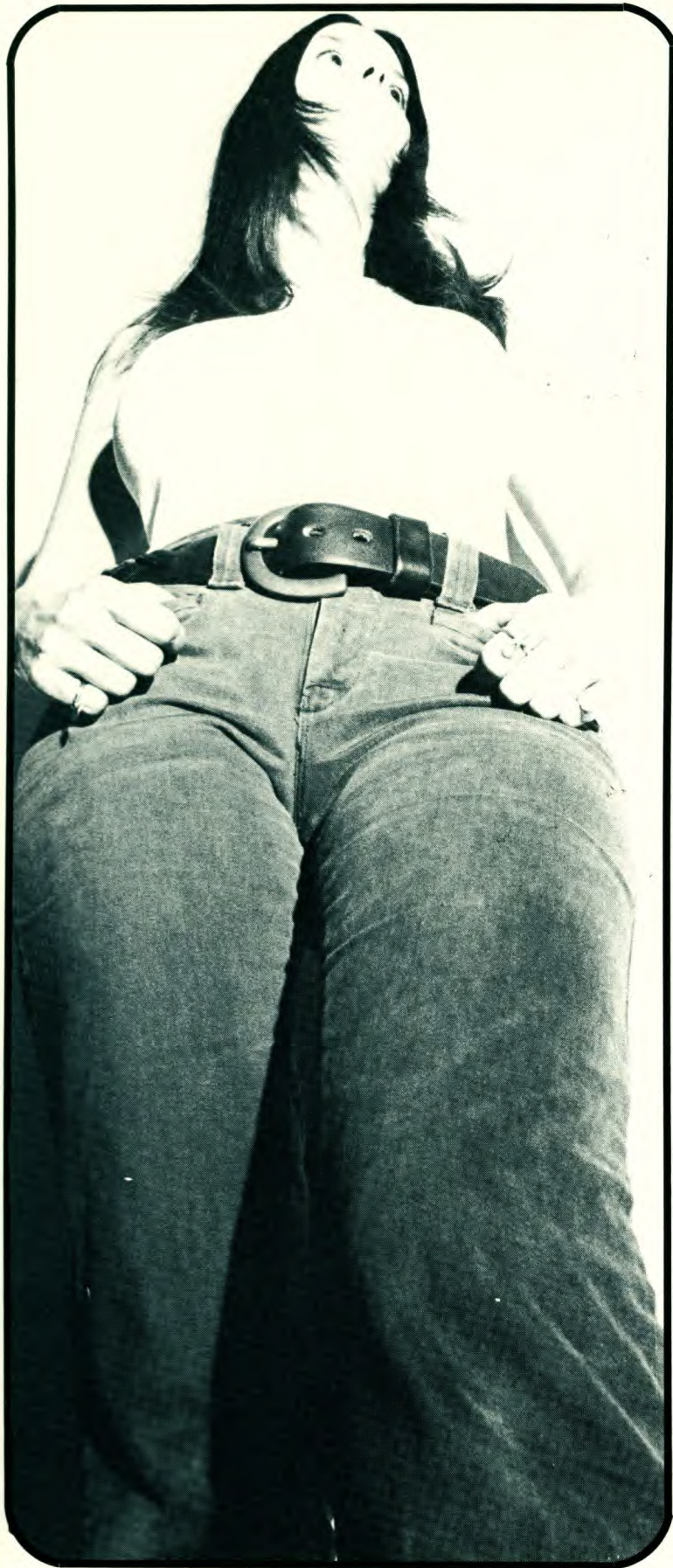






Edwardsville

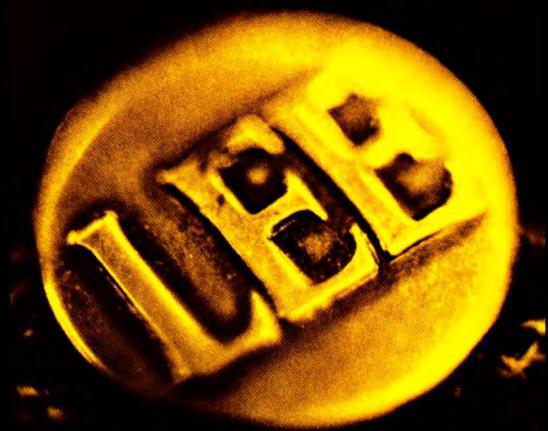


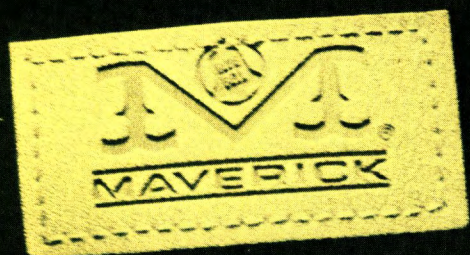


by ed korba

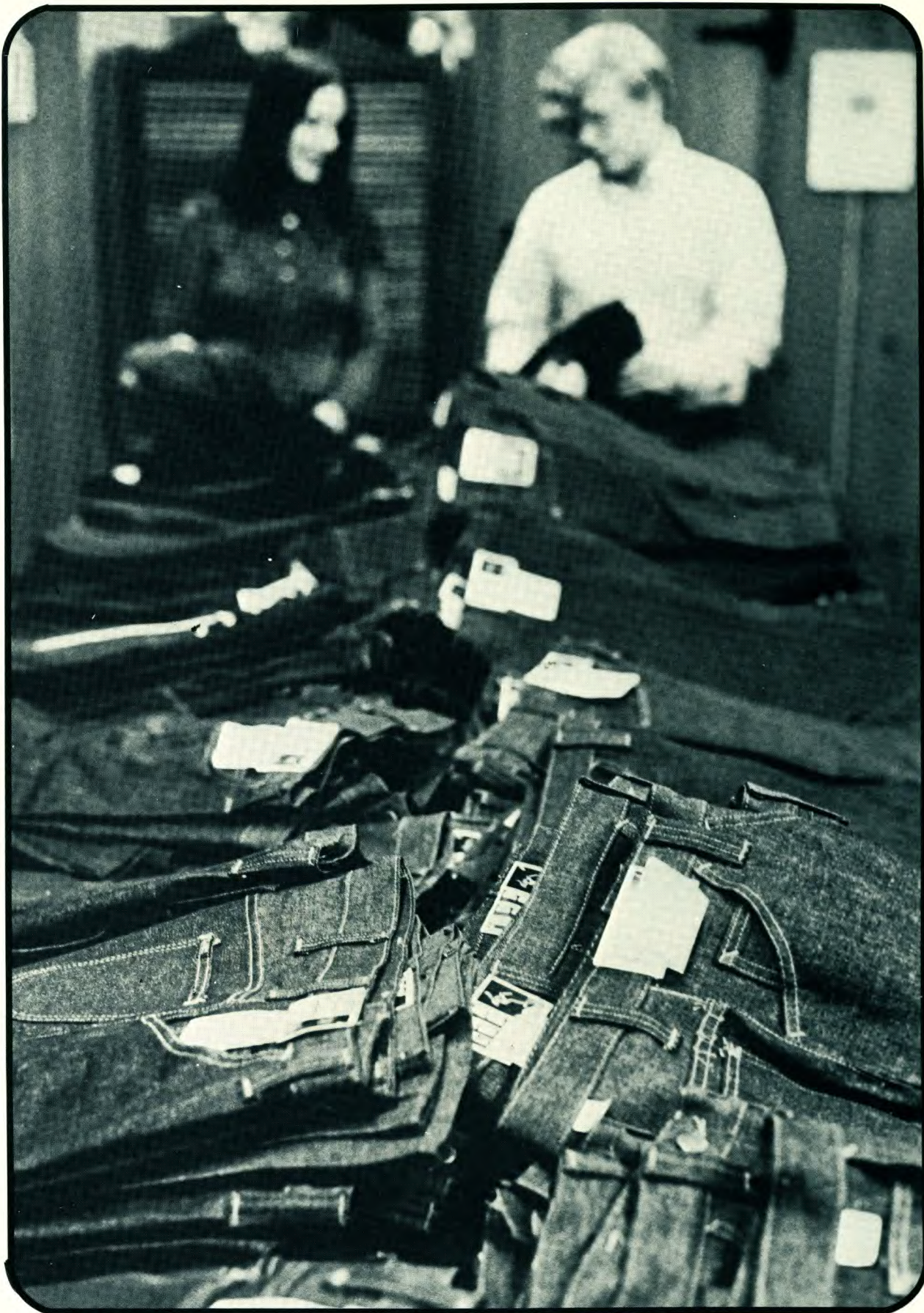
Fads and fashion go hand in hand and it would be difficult to say that the wearing of jeans and other clothing of denim material was just one or the other. Herein is an impression of the fad and fashion of the Fall of '71.

The Denim Look





LEE MA





RELI



GION



The religious center is most certainly the most photographed building on campus and the only new building to be finished on our fast growing (?) campus in three years. Here are the visual interpretations by student photographers.

photo by nick brooks



photos by j. thirion





charlie

by cathy head

"I'm a spectator of life" . . .

"I just sit on the side lines and watch the game," says Charlie Cox. A most appropriate philosophy for a photographer. But that short, stocky little man smiling back at you from the other side of the camera is as much or more involved in the happenings of this campus than any other single individual. Charlie's job as the University Photographer is to keep pictorial archives for the history and growth of SIU-Edwardsville. Hidden out in the trees along Bluff road is his office, the Photographic Service. But most of Charlie's time is spent on campus wherever and whenever anything is going on. He has photographed everyone from students to senators; everything from the beginning of the construction of the Edwardsville Campus to it's newest additions. Char-

lie's job gives him the chance to meet all kinds of people. One of the civil service secretaries on campus described him like this: "I guess I like him because I feel like he likes me. He always says hello and makes me feel that he is genuinely interested. Charlie's always in a hurry, so those few moments he takes to make a person feel important are especially meaningful."

Charlie is also respected for his professional attitude about his work. Dr. John S. Rendleman, President of this campus, said: "Charlie is not only friendly and jovial all the time, but he is extremely conscientious about his work. He is sometimes so eager to please that he lets people take advantage of him".



Charlie admits that he sometimes gets over-involved, but he says that he tries to follow the advice he was given by Bill Lyons, Director of University News Service. That is "work from 8 to 5 and then go home and forget the University until the next day. Don't take your job home with you".

Recently I had lunch with Charlie in the University Center. I noted he greeted practically everyone who passed the table. Most he knew by name, a few he did not. I kept asking myself, who is this man? What is it about him that tunes people in, really turns them on?" The answers to these questions came as I watched him working and later when I talked to people who work with him.

While we were at lunch a group of about 20 girls from Cleveland High School in St. Louis passed by on a tour of the campus. Charlie kidded the enthusiastic boys serving as their guides about the difficulties of their jobs. They kidded him back about the pin-up models he hides out in his office on Bluff Road. Charlie said "I guess you know I like to kid people.."

Although Charlie likes taking pictures of pretty faces, he says the most interesting person he has photographed is R. Buckminster Fuller, Director of World Resources Inventory at Carbondale. He has pictures of Fuller from almost all of his campus visits. "I always capture a different aspect of personality. He wears those thick-lensed glasses that seem to magnify his face."

Finishing a cup of coffee Charlie started to excuse himself for an appointment, he had to take publicity pictures for the first wedding that was to take place in the University Center Building, when Richard Madison, Assistant Director of the University Center came over to the table and asked if Charlie had his camera with him. Of course, he did. So he was

commissioned to take anti-pollution pictures of the empty trays and trash piled into pyramids on several of the cafeteria tables. Charlie had to rush to get the pictures and still make his one o'clock appointment. But he couldn't say no.

Charlie isn't really sure how he got where he is today. He says he grew up in a small country town in Southern Illinois raising chickens, cows and hogs. He wanted to be a veterinarian. During the time he served in the service he worked as a radio operator. He read a lot about journalism and commercial radio. He later graduated from the University of Illinois with a degree in Newspaper Management.

At one time, he and his wife published a weekly paper in Altamont Illinois. He liked it there, but he felt that working seven days a week without a vacation in 7½ years was too much for him and his wife.

Before coming to SIU-E Charlie served as Director of Public Relations at McKendree College in Lebanon Illinois. He wanted to get experience in dealing with the public in general. Although most of his experience prior to coming to SIU was in journalism rather than photography, Charlie said that taking pictures has been a hobby since he was 13 years old. It was an important asset to him as an editor of a small town paper. When he was a freshman in high school, he got a 35mm camera. It was one of the first manufactured in this country. Film was hard to get and even harder to have developed, so he said he shot a lot of film, but got very few pictures.

Charlie has been here for 10 years now. He can reminisce with the oldest of the old timers. But his friends include people who have been here since the start of Edwardsville Campus to the newest additions to the student body or the personnel.







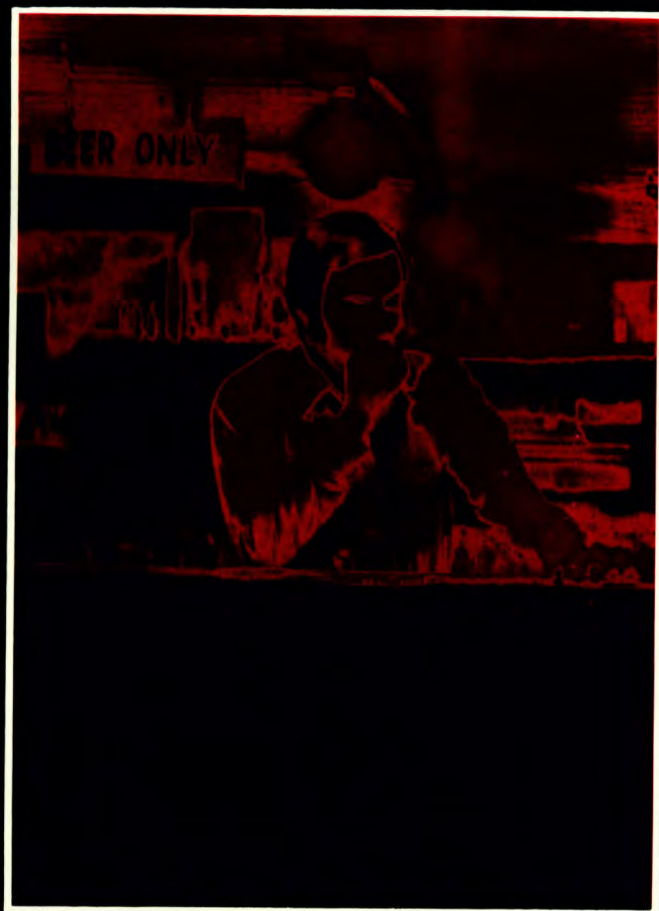
3 out of 4 students sleep in the library!



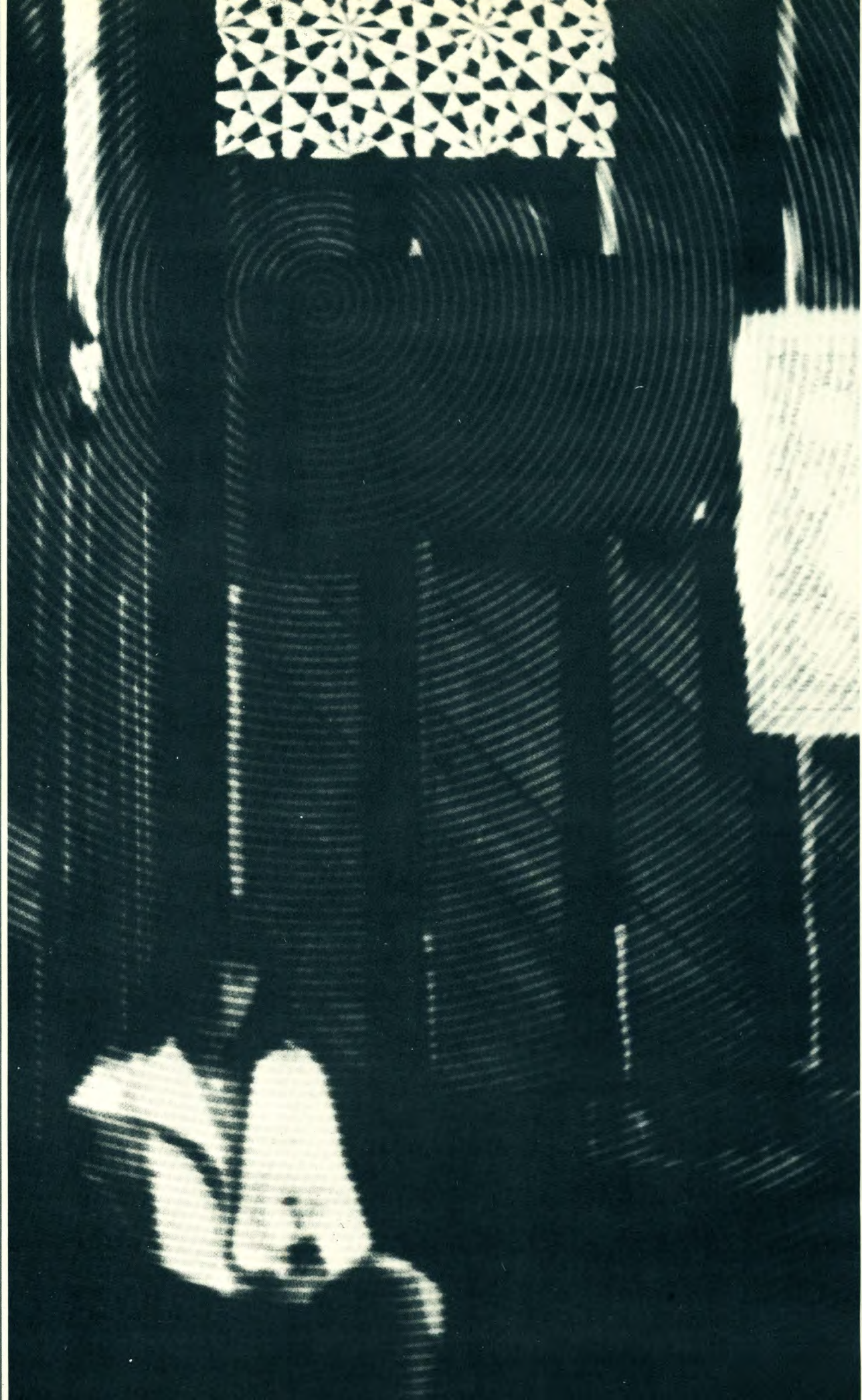
NIGHT GALLERY

MUR

granary



by rob murphy











VANZO'S





the CORNER TAVERN





I. M. C H A M P S

Season Record

C.T. vs.

- Paisanos — 49-0
- Independents — 42-0
 - Hogs — 14-0
- Paisanos — 60-0
- Independents — 41-0
 - Hogs — 18-0

1st Playoff

- Wazoos — 22-6

2nd Playoff

- Hunters — 8-6

Championship

- Warriors — 22-12





s o f c c c e r a c c e s

by willie c. riddle



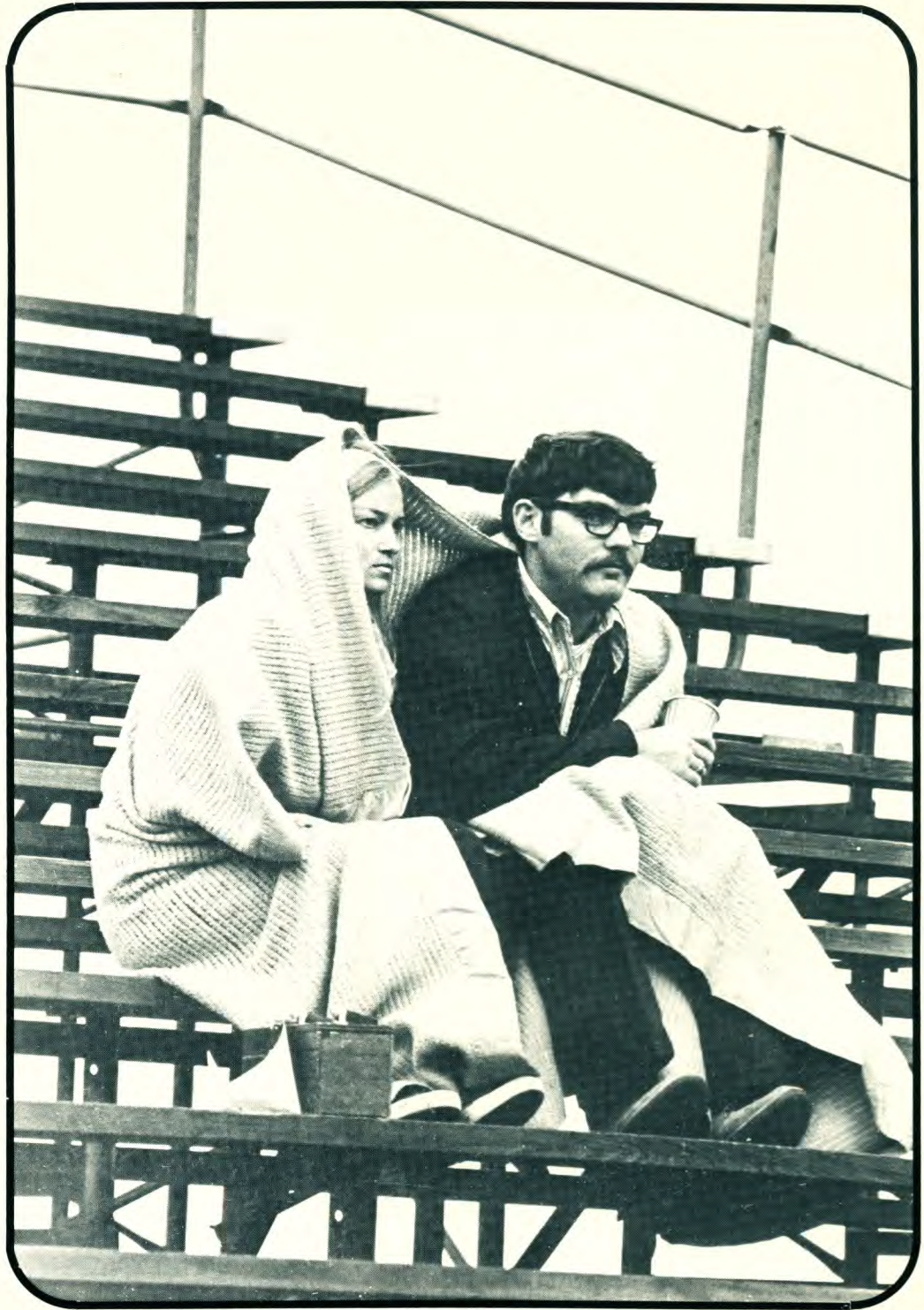
While the news services and the fans watched the game and the action Willie Riddle caught the excitement and energy in the faces of soccer at the Cougar games.

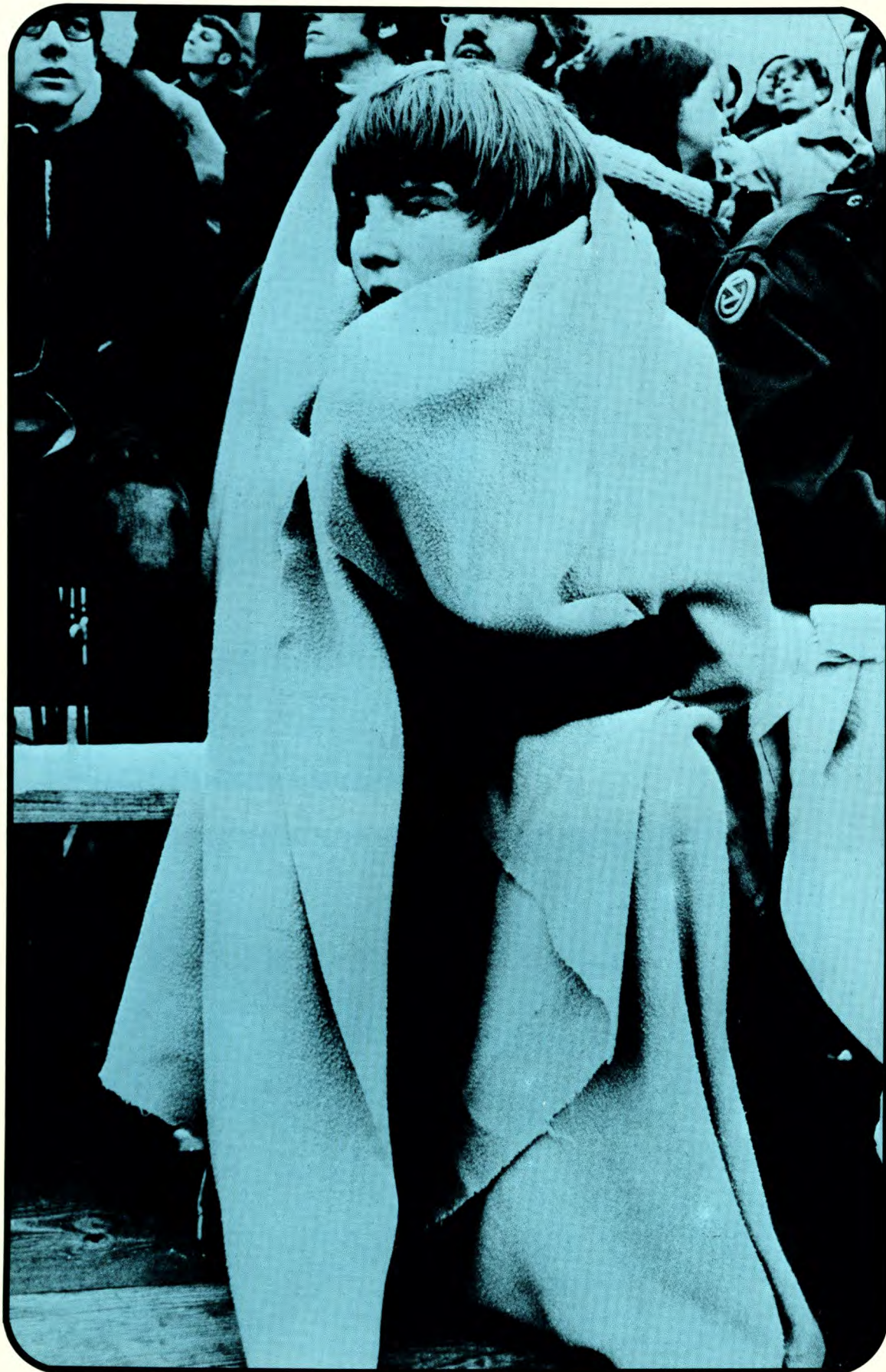






soccer faces





soccer faces





SOCCER . . .

Angry, black, malevolent looking clouds rolled over the arena as the light of day faded rapidly. A mist, not unlike those carried by ocean breezes, had begun to fall and the wind whipped itself into every nook and cranny and chilled every spectator in the stands.

On the field below, a ball was rolling, its momentum uncontrolled, its destiny unknown. It was not an ordinary ball for it had unusual markings on it. Black, continent shaped splotches arrayed in a specific pattern. It was not an ordinary ball for 22 men were seeking, indeed fighting to control it.

Now one man has checked the endless rolling of the magical sphere. One man, with the heel of his foot has given the ball a new direction, a new velocity, a new purpose. Now the man has maneuvered to the center of the field and with whiplike quickness sent the ball on its way. The sphere, filled with the awareness of its purpose and therefore its existence, for in this case its purpose was the reason for its existence, reacted appropriately and nestled itself in its long sought home. Its mission complete. Jubliation, joy, sorrow, fear, anger, despair and hope swirl around the arena like a witches cauldron at halloween. Then silence.

Any understanding of what soccer is and why it is the dominant sport at SIUE would be incomplete without a careful analysis of what the game is and how it is played.

Soccer is a game utilizing the feet, thighs, chest and head of the player. The game is played on a grass field 100 to 120 yards long and not more than 80 yards wide. A goal is set centrally on the line at each end of the field. The underside of the crossbar is eight feet from the ground and the uprights are eight feet apart.

The teams are made up of eleven players each and consist of five forwards; an outside left, center forward, an outside right, an inside left and an inside right. The five defensemen are: the left halfback, the right halfback, the left fullback, the center halfback, the right fullback, and the goaltenders.

The object of the game is simple enough, the team that scores the most goals (a goal occurs when all of the magical sphere crosses the line in front of the goal between the goal posts) in 88 minutes, wins. But soccer is more than scoring goals, it is a curious mixture of corner kicks, goal kicks, penalty kicks, direct free kicks and indirect free kicks. The jargon of soccer is made up of tackling, dribbling, charging, heading and trapping. It is a game of bloody noses, busted kneecaps and twisted knees.

Despite the appearance of the game to a layman as being helter-skelter, soccer is an extremely positional type of game with each man knowing his position and staying in it. The field is divided up not unlike a highway into lanes. The outside left, for example patrols or operates in the lane to the

outside and left of his own goal and thus receives his name. Likewise the center patrols the center lane and the outside right the right lane. That leaves the inside left and the inside right as well as the halfbacks to cover up for the forwards if they get out of their lane. This prevents an opposing player from breaking into the clear and possibly scoring a goal. This is where soccer gets its appearance of being a wide open game. Added to this is the never-ceasing rolling of the ball and the game appears to have the fluid continuation of a river. But while soccer is fluid, it still has a rhythm of its own. A rhythm that is different from hockey or football, its closest relatives in the sporting world. The rhythm of soccer is unsettling. The ball changes possession too rapidly (although not as rapidly as in hockey) and the spectator has no real chance to develop any sense of vicarious control over the rolling object that is the center of his emotions at the moment. While it is granted that in hockey the puck changes possession faster, it doesn't make any difference since the game is played at a much greater speed so the spectator has less time to become aware of this desire for possession. In football, the spectator has ample time to feel this vicarious control over the football and thus his loss is greater when his team gives up the football through an interception or some other sort of turnover. The shape of the soccer ball itself may add to this unsettling feeling, this feeling of insecurity. For the ball is almost perfectly round. Unlike the hockey puck which is flat and the football whose makeup implies that it can go in two directions the soccer ball is a sphere and therefore capable of changing its face whenever it changes its direction.

The game is divided into four 22-minute quarters. The clock controls the game, not the players, just as time transcends nature so the clock transcends the players. The game itself becomes an air bubble in the mainstream of time. It exists within the larger space-time continuum but for the people involved (both players and spectators) there is no awareness of the time outside the bubble. The very nature of the game requires that it be controlled by the clock because unlike baseball which is linear (that is it starts out at one point and progresses to point b) soccer is circular in nature. For example baseball progresses by innings which take it from point a to point b. Soccer always ends up at the point from which it started just as the sweep hand on a clock always returns to 12.

Soccer is a vastly different type of game than the usual American sport and it breeds a different type of athlete also. Unlike the American football player with his inverted pyramid physique, the soccer player is built from the ground up. Massively muscled thighs supported by piston-like calves are built up from miles of running during the course

.. COUGAR STYLE

of the season. Running is an essential part of the game and it is in running that the soccer player finds both the greatest reward and the greatest pain. For when a man is running he is most alive. Blood, muscle, bone and brain all striving to a goal, working at top speed, experiencing the pain but also feeling the joy when it's over. Just as a car engine is more efficient when he is operating at top speed.

For all their running the soccer player lacks any of the bulk of the bear-like football player and relies mainly on a keen animal instinct that becomes more and more evident as the game progresses. Starting, stopping, twisting, turning, anticipation becomes the soccer player's game. In a sense he becomes master of the second guess as he tries to out quick his opponent and gain possession of the ball. It becomes a matter of mind against muscle. Try not to commit yourself first and you won't be in danger of making a mistake for the mistake will be right out in the open. It is this fear of making the big mistake, the game breaker, by getting beat and allowing the enemy to move toward the goal unmolested, that drives a soccer player to stay in his position when the natural tendency is to search and destroy. For the soccer player, like any athlete views the contest as a personal trial, the coach is his judge and the fans his jury. It is this fear of failure and this hunger for acceptance by playing a good game and winning that may give the soccer player his cat-like stride. A stride that shows hunger for the test and for the rewards of winning.

Soccer is a unique social event at a unique university and the time has come to analyze the peculiarities of the event at SIUE. Why is SIUE (and St. Louis U.) the hotbed of soccer in the United States? Why does soccer have an obvious appeal on the Edwardsville campus and what kind of people does it appeal to?

Soccer crowds at SIUE are a rather homogeneous mixture. By appearance they are mostly white, affluent middle class Americans, but then who isn't these days. The obvious absence of blacks at the game is to be expected since there are no blacks on SIUE's team and there is little black involvement on the prep or pre-prep levels. Or perhaps blacks have better things to do than sit and become frustrated watching 20 men trying to kick a black and white spotted ball into an eight foot vagina, while two men act as loops to prevent the seed from fertilizing the egg of despair in the bosom of thermos-toting, pot-smoking, wine-drinking fans.

Why then do people fill the stands with shouts of go-Cougars-go and oh shit every time the maroon and white knights take the field? Why aren't they at home in front of their television sets or in bed with ice bags over bloodshot eyes, trying to forget the night before. Is it because Delyte Morris had a fetish for soccer balls when he envisioned SIUE and

gave Carbondale the football, basketball, baseball syndrome? Or is because SIUE is one of the largest landed universities and soccer is after all a battle for turf?

The quality of soccer at SIUE is not to be overlooked when trying to find reasons for its drawing power of other sports in the area. With the exception of Tom Twellman, the entire starting lineup is from the St. Louis area and played high school soccer for Catholic high schools in the area. Schools like Mercy, McBride and Debourg are prevalent on the Cougar's roster. The Catholic school system, long advocates of the philosophy that you must perfect the body as well as the mind, has found soccer a cheap as well as efficient way of satisfying this philosophy. The soccer player receives his first initiation into the game in grade school and progresses every year into the next age bracket, similar to the little league baseball programs. St. Louis has probably the finest amateur soccer program in the country and has supplied SIUE, St. Louis U. and the professional soccer Stars with almost all their talent.

Almost all other college soccer teams in the United States, stock their clubs with foreign born players so that names like Gwardys, Popageorge and Galenox become a WSIE sport-caster's nightmare.

SIUE is a unique school with problems that are unique to itself. Among the most prevalent is student apathy which has been kicked around so much by the press at SIUE that it has led to a sort of defeatist attitude that is self sustaining. Why should a student jump into his or her car and drive 30 miles to see a soccer game when the same person must drive that same 30 miles every morning and every evening, day after day, the miles mounting up into the ten of thousands over the course of the years? Why does soccer maintain its appeal to a respectable portion of the student body when the automobile spreads apathy like the wind spreads pollen? The answer is that the automobile and the way it makes SIUE unique in the area is the reason for soccer's prevalence of the campus. If Marshall McLuhan is to be taken seriously in his probes on the effect of the automobile, than it can be said that the automobile itself fosters an interest in soccer on campus. McLuhan said that the automobile is an extension of the legs and on a campus where the automobile is an essential element for survival, soccer may be viewed as an attempt by the spectator or player to indirectly return to nature, for the very nature of soccer requires the use of the calves, thighs and feet primarily, the very thing the automobile replaces as the chief means of locomotion. It can be noted that St. Louis U. is primarily a commuter school although not to the extent of SIUE because of its location.

by don frost

Relevancy

by pam bushnell

Students are frequently heard complaining about the lack of relevancy in their college education. Exactly what students mean by relevancy is unclear. Within the faculty of SIUE there are two extremely opposite views on the subject.

Basically, these opposite views may be represented on the one hand by faculty involved in traditional subjects, and on the other hand by faculty concerned with new community service programs.

Charles Corr, presiding dean of humanities, said relevancy is a personal question. Students want to know "who am I?" as well as "what am I going to do?". The traditional subjects, philosophy as an example, are relevant to answering "who am I?" and moral questions. Corr added that the skill of the instructor is important in making experiences vital to the student. The traditional approach is that of giving students a model problem to solve. By use of such modes, students learn basic problem-solving skill. Corr cited the basic skills of logic, speech, and composition as the goals of traditional subjects.

Robert Gilland, director of human services, has a somewhat different idea of what relevancy could be to the student. He said relevancy is giving students experiences as close to real life as possible to help them in problem-solving. Gilland said, "I can't draw a line between the theoretical and the applied . . . until you apply something to a concrete situation, it isn't learned." He also said that learning has to be personally meaningful. But the way to make it so is, not through the skill of the instructor, but through the design of curriculum. The goal of the new human services programs is to help students form helping relationships with people.

In Humanities, Corr pointed out the impracticability of training people for specific jobs. "Jobs change too fast," he said. "If we were to train people for jobs, within ten years they would be impoverished in skills."

Gilland said the new human services program came about as the result of complaints of social agencies that there were not enough qualified people coming out of the universities. Administrators were having to take time to train college graduates in the basics for the job.

The Master Plan of the Illinois Board of Higher Education favors the development of new community service programs as well as opening up the university to introduce new

segments of the population to the traditional subjects.

The plan cites some critical factors now facing universities. These factors include a job market imbalance with oversupply in some areas and critical shortages in others. For example, it is predicted on the basis of present figures that there will 100 per cent more doctorates in 1976 than there were in 1968. There will not be enough academic positions open for them, and full employment of doctorates in fields of research and development will mean displacement of qualified persons.

Another crisis facing universities is the increasing need of higher education to approach solutions to significant problems that face society. The role to be played by the Humanities and the Arts in the plan is to support research essential to relating past to the changing concerns of the present. The Humanities and Arts are also to enrich the quality of life.

The phrase quality of life is used by both viewpoints at SIUE in its rationale. Corr as dean of humanities seeks to improve the quality of life of students by making them more sophisticated. He said, "A phrase that comes to mind is concern for getting a living versus concern for living well. Our goal is to help people live well."

In the proposal for the human services program, quality of life was also discussed by Gilland. In context it means improvement of the physical and social conditions of our environment.

Neither Corr or Gilland desire abolition of any other program. However, maintaining what each considers a proper balance between the two does present some conflict.

Lawrence Taliana, assistant vice-president for planning and development, said the more extreme sides of these viewpoints among faculty creates problems in university decision-making. He said that faculty members with the more conservative views were more likely to hold positions of power in the faculty senate. Taliana said, "it is ironic when you consider that college faculty are generally liberal voters on the outside, but when it comes to changing curriculum some are incredibly conservative."

Taliana also said that the composition of the student body probably has less effect on the direction the university takes than the views of the faculty have.

Tradition surrounding the function of universities tends to

Veterans

by sanford schmidt

slow down change. Especially when the change involves values, conflict can be expected. In this instance there are differing value judgements regarding responsibility of the university, the function of the university, and methods for reaching university goals.

The goals of both sides do have similarities — to give students personal meaning in their education and to improve the general quality of life.

New programs for the university which were recently approved or are awaiting approval by the Higher Board of Education indicate the direction SIUE is moving. Approved this year were a bachelors program in sanitation and a masters program in city planning. Before the Board now are masters programs in anthropology and in instructional technology, a bachelors program in early childhood development, and a doctorate program in instructional process.

Efforts to comply with the Master Plan are progressing. As Charles Corr said the differences in viewpoints provide the "normal tension of maintaining a balance in the system."

The fact that the Vietnam veteran is a different kind of veteran should be no cause for bewilderment, if you realize he is of a different kind of generation.

There has been great concern in past months over veteran drug addiction and marijuana use. However, the fact that some veterans use drugs does not separate them from other young people.

Another baffling fact about the Vietnam veteran is that he has been demonstrating against the war he participated in.

Like most peace demonstrators, the Vietnam Veterans Against the War (VVAW) at last spring's Washington demonstrations were automatically associated with violence and radical politics. The truth is that the VVAW are not radicals.

Not many veterans are primarily concerned with ending the war. Some statistics will prove this:

— Out of 2,000 veterans at SIUE 40 are members of VVAW.

— The VFW in Alton says they signed 168 new members this year alone.

— There were 2,000 veterans at last spring's demonstrations, but there were over 7,000 veterans at last month's St. Louis veterans Job Fair.

Anti-war sentiment among veterans is running parallel to anti-war sentiment as a whole. For instance, VVAW's participation at Thanksgiving demonstrations was at a low point, just as antiwar sentiment as a whole was at a low point.

Results from a Veterans' World Project survey indicate veterans opinions are not greatly different from those of other young people. For instance:

— A slight majority felt the U.S. Government is not responding well to the needs of the people.

— Very few of them believe in the "America, right or wrong" philosophy.

— Few of them thought it was easy to sympathize with the Viet Cong.

Random interviews with veterans reveal the same problems and the same diverse interests and attitudes as the student body as a whole.

For example, most vets hated General Studies, and most had money problems. There is no question that the Vietnam veteran faces readjustment problems. But, these problems are more easily solved if the public gets away from freak images of the Viet-vet as a junkie or radical.

