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Building Use Only

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"sometimes,
you think you've lived before
all that you live today;
things you do,
come back to you,
as if they knew the way" ...
Now is the accepted time.
—II Corinthians 6:2
The Night has
a thousand eyes,
The Day but one;
—Bourdillon
Life is something living things can't do without.
Take from me the hope that I can change the future and you will send me mad.

William Shakespeare
Moving in:
co-ed dorms, bare walls and bulletin boards
pan pizzas, soybean burgers, 36 can refrigerators
Illini guides, resident advisors, house mothers
hitting the bars
The Quad:
free kittens, finding a "Pal", flipping a Frisbee
more DI pushers, Dixieland band, Houndog Moses
frollicking dogs, lazy bods, bikes and Illi cops
ice cream cones
Registration:
lines, lanes, and signs
crowds, checkpoints, computer cards — in order
DI hawkers with free coke — cold
bookstore mobs, and bills, bills, bills
What a hassle!
Robert T. Swengel, King Dad

Dixieland Dads
They came in swarming masses
And dispersed to various places
Screaming, yelling, “Go Illini Go”
Devouring hot dogs and hot coffee
Agonizing as Ohio State conquered Illinois
Treating a desperate dormie
To real restaurant food
(Reminding the starving of Mom’s best meals)
Dads worked up an appetite
For a night in Champaign.
Dooley’s, Red Lion, Whitt’s, Second Chance . . .
Shooting craps at the Union Casino . . .
Spinning the dazzling wheel of fortune . . .
Drinking beer to smooth the edges . . .
Dads and daughters rapped and laughed;
Dads and sons ogled the girls.
Then — back to a dad’s life
Money extended “to help with expenses,”
“Don’t study too hard” — a parting remark
They went
Younger in spirit and glad to be Dads.
fall
says it all
in a whisper of warmish wind
in a jumped-in pile of leaves
in the echoing practice sounds of the band
in a casual rap session par terre
in a quiet pause to think alone
in football’s raucous voices and noises
gather your pep
for a breathless bike ride
for a last-minute fling
before Interloper Winter steals the scene
Nancy Fulton, 1971 Homecoming Queen
Yes, there was a Homecoming '71

A queen reigned
Nancy Fulton of Pi Beta Phi
But who really cared who the queen was?
House decs went up
And came down
Many never got past the planning stage
Alums arrived
Perused Diana
Inspected new buildings
And brought that Old College Spirit along

Did anybody notice?
Faithful alums jammed the stands
The thrill of Big Ten football
Stirring in them once more.
The Alumni Band played on the field
As veteran Chief Illiniweks
Relived the passion of a wardance.
The Illini topped Purdue after six losses
And began a five game winning streak
That brought hopes of a '73 Rose Bowl.
Homecoming 1971 —
The ecstasy of a long awaited victory.
Try it, you’ll like it and you will see
A sorority girl’s the girl to be.
So through pouring rain and rivers of mud
Curious rushees trudged through the flood.
Fraternities also gave fall rush a try
And to their amazement the weather was dry.
They shined their mugs and waxed the floors
But very few rushees appeared at their doors.
Buses, trains, planes, cars, motorcycles, and "thumbs" help students home. Weary, bleary-eyed, hung-over, cold, sleepy, and hungry they push, then pull, their luggage home.

A rest, . . .

a break
from the tedious grind.

Some food and sleep,
the recovery's slow.

Revived again,
. . . the slow trip back begins.
softly, silently
falling, drifting, making a
white, wonderful world
dizzy patterns
swirling
through our world of rhyme
we watch, listen —
waiting for the +50° warm
to melt our fantasies
or the -15° biting chill
to freeze them motionless.
ever mind.
Papers, exams, and projects
Professor Haight's chemical wizardry

Blinking lights and tinsel
Loud parties far into the night

Candles, carols, and wine
Quiet talks by the tree

Santa's spirit steals over the campus
Copacabana, International Week, the Student Blood Drive, and Illini basketball games lent spirit to the frost-bitten campus.
Couples, harmony,
Holding that special person,
In your own love-world.
Allerton in winter—
a stark wonderland, beautiful
silent with a crystalline stillness:
the slightest sound is shattering
it reverberates, rattling a million icicles.
the formal gardens, now empty and whitewashed,
save the stone beauties gracing their tall pillars.
immense fields shrouded in snow,
whose bright harshness
is softened by the intricate filagree of bare branches.
Allerton in winter—
beautiful.
The Illini Onion
The Union
$150,000
In the red.
Criticized for
Inflated prices.
Struggling to
Survive.
But still the place for
Bowling, or pool, or
Just sitting.
And still famous for
Delicious chili.
Dirty Harry
The Seven Minutes
Lady and the Tramp
Hello, Dolly
Night of the Living Dead
Pardon
The Hellstrom Chronicle
Midnight Cowboy
Nicholas and Alexandra
Death in Venice
The Mephisto Waltz
Dagtime's Hot Pants
Alice's Restaurant
Lovers and Other Strangers
Man of the Wilderness
The Great Escape
Citizen Kane
I Am Curious (yellow)
In the Wild
The Wild Bunch
Umbrellas of Cherbourg
Sometimes a Great Notion
Little Fauss and Big Halsy
The Strawberry Statement
The Godfather

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Spring
a gentle metamorphosis
the permeating warmth of the sun
the flight of a long-tailed kite
the thrill of a first cycle ride
the plip-plop of a tennis ball
the seeming eternity of wet feet
the earth's regeneration
The two big events last spring:
Not riots
Not a National Guard invasion, but
A different kind of blood bath, plus
The end and a beginning.

May 1 — the Wabash Cannonball is junked,
As Amtrack takes over.
No more five-hour delays (hopefully),
But impossible hours
Make train-catching just as hectic.

May 10 — a blood bath in the Armory
Sponsored by the Red Cross.
The anxiety of watching IT drain out
Rewarded with good cookies, and
The pride of that bandage on your arm.
Take one mother; add a flower show, Atius Sachem Sing, Terrapin Show; and Mame. Mix gently.

To revive mother supply with generous quantities of footpowder, a warm bath, and a comfortable bed. Let rest overnight.

Feed well the next day and send home, contented, until next Mom's Day.
Laugh, scream, do your own thing
Paddle boats, golf, even swings
Run, play, jump, and hide
Don't forget the giant slide
Watch the squirrel as it scurries
Forget all about your worries
Go to Lake of the Woods
“Dooley’s is a fraternity-jock place where the guys are looking to pinch and grab a little” . . . “UJ’s is about the only place that has decent food after 1 am” . . . “Stan’s is a go-meet-a-person place” . . . “Papa Del’s has good pizza, but it ages in the delivery” . . . “Tuna’s has a real homey atmosphere — grit on the floor and sweat on the walls” . . . “At House of Chin, a dinner for two is enough for three . . . or four” . . . “Second Chance is warm and nice — a classy joint” . . . “I’ve always had a good time at Whitts” . . . “Uncle John’s is buddies and pals — like the mess hall in Girl Scouts all over again” . . . “I like Dooley’s because it has Right Time — and the possibility of being picked up” . . . “The best place to meet people is the bathroom — anywhere” . . . “The Red Herring is just what the name implies — an odd place” . . . “At Second Chance if you break a mug you feel like you have to apologize” . . . “Bubby and Zadies has things to eat you’ve never heard of before” . . . “I like MacDonald’s, but you can’t say anything flamboyant about a hamburger joint”
Journey through the ages searching for identity and the simple reality of life through Folk.
Loyal Winnipeg Ballet

Andre Watts

UI Jazz Band
Ian Anderson
of Jethro Tull
Family Portrait

Armory Theatre

The Cage
Will Rogers, U.S.A.

Heidi
Black art

Neon Sculpture
time will tell
whether the issues we focused on today
will have been important...
round and round ten speeds knap sacks white yellow blue bent bodies tied up bell bottoms cross country cross campus old and silver paint job red white and blue fat tires millions and millions baskets one speed day after day class after class bike paths need stop lights railroad crossing guards locks and chains fail to yield rush bikes first churning air riders on the quad flashlights license fines collision broken bones and books.
Once upon a time, in a far away land, lived a very happy family. They began each day the same way. The mommy would get up first to fix her family awakening vitamins and she would pick rangles so that her family could have fresh rangle seeds every morning. She wanted her family to have the best and to be happy at all times. The school mobile picked up the oldest children and the baby stayed home to keep mommy company all day. The daddy drove his super deluxe WHT to the SURVIVAL COMPLEX where all good daddies went each morning. Fortunately, this daddy had an important duty and its complexity grew as the years passed and he never grew tired of it. As a matter of fact he seemed to be more interested in his duty at the COMPLEX more than anything else, but that is getting ahead of the story. Now mommy found life a very rewarding thing indeed. How many mommies could say they had three wonderful children and a good daddy that provided well for his family? What more could a mommy want? What joy, what sheer happiness she got from degerming her house, preparing cell foods, cleaning the families clothes, sterilizing the eatery, driving her children to learning practice and to body training, activating the mind-stimulates for the baby, and shopping for nutrition pills every week. And oh, what satisfaction mommy got from making clothes for her family, fixing their broken learning devices, and baking them sweet bits. For the daddy she'd make delicious nutrition capsules that often took the whole day to mix and prepare. Just before daddy got home from the COMPLEX she would put the news-o-caster just where he liked it and she made sure his relaxer shoes were ready too. Why sometimes she wouldn't leave the house for weeks on end, she was just too busy. And they all lived happily every after . . . well, not quite. Something happened to mommy that drastically changed the course of events for her little family.

Mommy's mind began to do strange things. It began to laugh at her. Everytime she went to degerm or cook, it would start to laugh. Now mommy thought this very disturbing and she went to see a mind-digger. And the mind-digger said: you resent your family and daddy. You hate your house and you are tired of life. You are sick to death of doing the same things day after day. Deep down you are a screaming and raving mommy. You feel you are being denied something and your mind is laughing at you because it thinks you are a fool. Mommy thought: I need a vacation, so she went to the MIND-REVITALIZING CLINIC to have a vacation. Mommy was anxious to get back to her house and in a few hours the vacation reviver was removed. To her great surprise she felt no better or happier. Could the mind-digger have been right? Was she really tired of being a mommy? She thought about her years of training and how she and all her friends had planned their families and daddies years in advance. And hadn’t everyone been thrilled to become a family-keeper — a mommy? Why should she suddenly begin to resent her life and her duties and the idea that she stayed at home and did the same thing day after day? She felt her mind to be playing tricks on her and she put all these strange thoughts out of her mind so she could devote her energies and thoughts to keeping her family in good shape. But mommy knew that deep down there was something very wrong.

One day baby ate a degerming pill that mommy had put on the bathroom floor. Mommy had forgotten that the mind-stimulant game was over and that baby would be crawling around. She rushed baby to the CURE-COMPLEX and it was in this unlikely place that mommy had a mind-awakening experience. The curer for her baby was a woman! As the curer applied different soothers and cures for the degerming pill, mommy could not contain herself from asking the curer questions. The woman curer explained to her that she had gone through years of mind-training and had gone to many learning centers and that she had begun to dread the thought of being only a mommy with a daddy.
and a family. She thought it was fine for some and a very rewarding life for some but she had liked the thought of being a curer and helping people and so she had overcome the great odds of passing the computer screenings and the CURER LEARNING CENTERS to become a woman curer. And besides, there was no reason why she could not also have a family and a daddy. She wanted to use her mind-training and her great interest in the art of curing, and she had done it.

And as in all good fairy tales there should be a happy ever after ending — which only mommy could supply. She, who had become so used to the life of a family-keeper, began a mind-search to find what else she wanted to be. Her memory, once opened, easily reminded her of her love for VERBATTLES (verbal battles, courtroom debates). So mommy went to all the proper VERBATTLE LEARNING CENTERS and she was soon a computer-approved verbattler. Baby was enrolled in a MIND-STIMULANT CENTER and mommy found time to verbattle in the MIND-PUNISH-

ING CENTERS for those who did not think they deserved a mind-punishment. To daddy’s great surprise mommy wanted him to do some of the degerming and cooking and teaching to the children. But of course, it was only fair, and it was soon perfectly correct to say that they all lived happily ever after.
University and Community ... building
ridges instead of walls...
can you build a better mousetrap ...

On March 26, 1971, Governor Ogilvie was due to make a speech at the graduation exercises of the University's Police Training Institute. A campus organization, Youth Against War and Fascism, thought this would be a good place to show Ogilvie that they didn't accept his form of law enforcement by repression, brutality and disregard for individual freedom. The specific action they were protesting was Ogilvie's decision last fall to send state police into racially troubled Cairo, Illinois.

The protestors gathered at the Union and then marched to the Law Auditorium where the speech was in progress. They formed a picket line outside the building and then moved inside. John Scoufass, Associate Dean of Students, told them to stop the demonstration. They continued to demonstrate, and one girl was arrested. While she was being taken out, a fight broke out. Plain-clothesmen and uniformed police arrested six others.

Many cries of police brutality and suppression of the right to dissent were heard. This year during the trial many more allegations of suppression of one's rights were brought up because of the way the trial was handled. All seven pleaded guilty to lesser charges and were convicted. Can you really build a better mousetrap?
Most of the old, familiar faces are still there. There are some new faces too, but the reconstitution of the Urbana-Champaign Senate resulted in fewer changes in the body's senators than many had expected.

It was not so long ago that membership in the senate was the exclusive right of every full professor on campus. This gave the senate a theoretical membership of 1,200.

But in April of 1966 the senate opened its statute to give full voting privileges to assistant and associate professors elected from their academic units, which decreased its size considerably.

This old senate, incorrectly known as the Faculty Senate, conducted most of its business behind closed doors.

In December of 1967, the senate opened its meetings experimentally to the press and public, but closed them again shortly thereafter.

In the fall of 1968 and again in 1969, The Daily Illini protested the closed meetings since decisions the senate made affect students' lives directly, and public bodies are required to have open meetings.

The 1969 protest became a full-scale campaign and in December of 1969 the senate finally opened its doors to the public.

Several times students massed at the meetings to make their point that students should be represented on the senate.

But it took the 1970 spring strike and the anti-war actions to bring student interests before the senate. Here is where 50-50 student representation was first taken seriously. Here also is where many students first realized that the Senate existed and started showing an interest in what was happening at their meetings.

Finally the senate voted to completely restructure itself, with 50 student senators and 206 faculty, all elective posts.

But where has it gone since that historic move of 1971? Not although some important decisions have been reached this year.

After a disappointing compromise of only 20 per cent representation, instead of the hoped for 50 per cent, the elected students didn't know what to expect their role to be. Their biggest task was to gain the confidence and interest of the students and establishing their own identity as students in the previously all-faculty body.

They didn't want to be considered token representatives but surprisingly didn't feel that more representation was their foremost objective. The attitude taken was to establish a good relationship with the faculty senators and gain their confidence during this first year.

The students can be proud of their first year's accomplishments. The academic calendar was finally changed, graduation credit for ROTC courses was ended, the Rhetoric requirement was cut, a three-year undergraduate program was approved, many curricula were either added or updated, and the discipline procedure was significantly altered. Many more issues were presented to be decided in the future.

Considering the volumes of red tape it could be said that the Senate did an outstanding job this year. This is the project that should have first priority in the years to come. Namely, eliminating much of the unnecessary procedure contained within the committee system.

No one knows when, why or how the senate became so burdened with committees (29 total), but they retain some of the strongest power in the academic governance of the University.

"Nobody has, to my knowledge, ever examined the whole committee structure," Roger Finley, professor of law and chairman of the statutes and procedures committee said.

The committee structure of many groups may be good, and acceptable reasons may exist for the size of some committees, but eliminating overlap is important. Many of the functions of many committees are duplicated elsewhere in the University's governance structure.

Currently the Committee on Committees and the Statutes and Procedures Committee are conducting an inquiry into the committee structure, hoping to streamline operations wherever possible. Much more work in this area is needed.

"An endless transitional maze of procedure and legal intrigue." This statement, taken from the official minutes of the Urbana-Champaign Senate meeting of January 10, 1972, best describes exactly what the Senate is. With the high hopes of a 50-50 senate dead for now and the incredibly slow history of change and progress, the Senate still has a long way to go to achieve what had started out to be major restructuring.

But more change will come. It seems a University's prerogative is to move slowly and deliberately. Eventually a 50-50 Senate should and will be achieved. The mass tangle of legality and paperwork now contained within the Senate's structure will be slowly unwound and a truly restructured Senate will emerge.
Less new senators than expected.

'Early calendar' for 1973-74 passes U-C senate easily.

Senate okays rhetoric reduction.

UC Senate committees hold power.

Senate defeats PE requirement.
Changes, bringing on mixed reactions, occurred during the past year in the draft laws. Not only was there a drop in the number of men being drafted, but also a three month period during which no one could be drafted, putting all men with low numbers who dropped their deferments in December on ice, gambling on whether or not they’d be drafted. To the dismay of students, the Selective Service discontinued issuing school deferments. However, a new classification was created. The new classification, 1H, is being issued to all men who turn eighteen during and after 1972. The 1H classification would be changed to 1A only if the man’s lottery number fell below the announced cutoff number. For college men, the problem of renewing their 2S deferments would be replaced by the fear of getting a low draft number. With the drop in the number of men being drafted, there was an increase in the number of advertisements for military enlistment. The Army even changed its traditional Uncle Sam Wants You, to the present slogan The New Action Army Is For You. Instead of making it seem like an obligation to join, there was a sense of choice over whether it was good enough to join. The decision is yours to make.
housing...?
A lot of people like it... a lot of people don’t; many are undecided, but the Greek system goes on and on. Because the system goes on and on, and has been going on for nearly eighty years, many people object to its traditionalism, which, some believe, is out of style today. Being somewhat out of style, the limelight has dimmed on the Greeks in the past few years. The growing trends in apartments, co-ops, and “doing your own thing” have added to the low popularity period and the subsequent closing of some Greek houses.

But, most of those who try it, really like it. Many students who are members of Greek houses have found an aspect of college life which cannot be equaled. The social life, service projects, scholastic affairs, and home-style atmosphere all add to the uniqueness of fraternities and sororities. The personal gratification and close friendships which can be had with Greek living are important on a large, impersonal campus. What the Greeks have to offer has become an attractive and unique part of Illinois’ personality. It also has earned a reputation for this campus as the Greek capital of the world.
Residence Halls

BAH,
HUMBUG
E.S.
In loco parentis, a parent away from home, that's the idea behind the residence halls at the University of Illinois. The housing department places a student (as close to his preference as possible?) into his own little look-alike cubicle, they give him meals (after waiting in long-g-g lines) three times a day, and then try to give him security or at least four doors to unlock before he can reach his cubicle. Yes, everyone is thrown into the same situation giving them a common bond and a hard struggle for autonomy.

Things are changing this year and hopefully more in the next two years. Many different types of living are starting to be offered. A student has the choice of living in a co-ed dorm, of fixing his own meals and now there is an experiment combining three rooms into suites. If the housing division continues to display flexibility in their policies, they may even be able to make the dorms an attractive commodity on the housing market, but much change is needed.

Twenty-four hour visitation and who should have to live in dorms were two heated issues this year. Most people think they should have the right to entertain friends twenty-four hours a day if they want, and most agree that the dorms are a good place to meet people if you’re a freshman, but after they’ve tried it the choice to remain should be theirs. After all most students come to college with the idea that this is their time to develop their own personalities. They’re not looking for this home away from home.
The housing situation concerning apartments and houses at the University of Illinois can best be described as 'unapproved'. The Housing Division has claimed apartments for anyone under twenty-one and not a senior unapproved. Approximately 300 students facing expulsion know that's the word for it. Anyone who is apartment hunting may begin to believe that unapproved would be a good way to describe their feelings.

The criteria behind the obvious conclusions are the scarcity of available housing in Chambana, high rents, poor location, and cramped living conditions. Trends are changing though. A building boom is going on in this area now causing landlords to lose control of the market. More apartments will lead to more competition, lower rents, better living conditions, and may even influence the University in its reformulating of policy concerning unapproved housing.

If a person is lucky, even now he'll find a cubby hole that fits his aspirations (or at least a few of them). Then he can assert his independence and finally show that he can take care of himself.
The Urbana-Champaign campus system of conduct governance is under the direction of two bodies, the Conference on Conduct Governance (CCG) and the Committee on Student Discipline. Both groups are connected with the Board of Trustees through their mandate to perform administrative functions.

The conference was established in 1970 to coordinate campus rules of conduct. It consists of six faculty members, four undergraduates, two graduate students and a professional college student.

All campus regulations are referred to the conference after being established by administrative bodies. The conference reviews them and passes them on to Chancellor J.W. Peltason with its recommendations. Peltason can immediately act on the rule or return it with his comments. The conference studies it again and returns it to Peltason for final action.

The judicial branch of the system is under the control of the discipline committee, composed of five faculty members, five deans, an undergraduate and a graduate student.

All complaints involving students are received by the dean of the appropriate graduate school, or, in the case of undergraduates, dean of students, Hugh Satterlee.

In the Dean of Students' office the students are interviewed, and it is then decided whether to draw up charges and submit the case to the Referral Committee, consisting of three faculty members and two students chaired by John Scouffas, associate dean of students. The student appears before the committee, which decides whether or not to send him on to some judicial body.

The case goes to either Subcommittee A or Subcommittee B on Undergraduate Conduct (formerly Undergraduate Discipline Committee).

Subcommittee B consists of four faculty members and three students. It has jurisdiction over minor infractions of the law, sexual misconduct, violation of liquor laws and violations where there is no house judicial body. It also hears appeals from housing unit judicial boards, the Board of Fraternity Affairs and the Student Traffic Appeals Board.

It may, by a majority vote, give reprimands of record or not of record, place a student on probation or require him to pay reimbursement for damage done.

Subcommittee A consists of six faculty members and three students. It has jurisdiction over damage or theft of University property, misuse of University documents, mob action, assault or other serious violations of the law and academic irregularities involving dismissal. It hears appeals from cases in which Subcommittee B had original jurisdiction.

It may dismiss a student, readmit him or deny him readmission, or place him on suspended dismissal by a two-thirds vote or apply any lesser sanction by a lesser vote.

During the past year the most controversial cases heard by the subcommittees were the 33 students arrested at the Illini Union sit in and the cases of the students allegedly living in unapproved housing. In the first instance five of the students eventually got their financial aid revoked by Chancellor J.W. Peltason. In the second case, handled by Subcommittee B, they refused to hear the cases because they thought the rule unfair, and the cases were left to Dean of Students Hugh Satterlee to handle.

Subcommittees A and B meet on a weekly basis, and most cases are disposed of in one meeting. Usually cases are referred to them only if there is no doubt of the guilt of the student. In both subcommittees at least one student must be present to make up a quorum.

Students cannot be permanently dismissed from the University, and can apply for readmission to Subcommittee A at any time.

The graduate and professional colleges operate on a parallel, but fairly autonomous system, in which most cases are handled administratively.

The discipline committee is the final appeal in the system. Its only connection with Peltason is through Peltason's power of summary suspension.

The committee will form a subcommittee within 24 hours consisting of a dean, a student and a faculty member to decide whether the suspension should be continued until they can be processed through the judicial system.

The system has no procedures currently for handling problems of "massive defiance". In the past, incidents have either been referred to a professional hearing officer for recommendation or have been handled through Subcommittee A. Neither method has proved particularly effective.

Students who participate in "disorderly" activity are also subject to having their state and federal financial aid revoked. However, this decision must be made by Peltason or his delegate. It is purely an administrative decision and not subject to the discipline system.
OFFICE OF SENATE COMMITTEE ON STUDENT DISCIPLINE
RM 331
CVR: COALITION FOR VOTERS REGISTRATION

During the past school year the Coalition for Voters Registration has made important progress for the students of U. of I. A student can now use a school ID as proof of residency for Champaign County voting. Registration vans have also been made available on campus. The struggle to gain this was an important step in student legislation.

The idea of a Coalition for Voter Registration was first conceived during the summer of 1971 by four Illinois students (Jim Young, Keith Patten, Lynn Carpenter, and Jack Boyer), all members of the Center for Non-violent Social Change at the University YMCA. Through the guidance of an Alinsky organizer’s workshop, the Coalition was made ready.

The first action was taken in late August. Patten and Boyer took seven students down to the courthouse to see if they could be registered. Six of the students were from Illinois, one was an out-of-state student. She had, however, lived in Illinois for two years, was 25 and financially independent from her parents. Nevertheless, all seven were turned down by Bing on the basis of being students. They signed depositions, had them notarized and sent to the Council on Illinois Government in Chicago for possible court action, in cooperation with the ACLU.

The organizers then began contacting the leaders of various campus and community groups interested in forming a coalition to get students registered in their college towns. The first meeting was held September 3. Since then approximately forty groups have officially joined the Coalition.

The next stage of activity included meetings with various state legislators and officials to gain endorsement and literally “test the temperature” on the student voting issue. A meeting was also held with County Clerk Dennis Bing to state the Coalition’s position and to request that he send the mobile registration unit to Parkland and the U. of I. The request was denied.

CVR’s third major action was to sponsor a 3-day Mini Drive to test Bing’s response to that opinion. Approximately 100 students went through the registration process between the days of October 13-15. CVR later discovered that many of these students were in fact being shuffled into an incomplete file and letters were being sent to the students to that effect.

On Friday, October 15, CVR filed a writ of mandamus on two counts against County Clerk Dennis Bing. The two plaintiffs were Mary Ellen Janik, whose registration was placed in an incomplete file on the basis of questions not asked, and Richard Pope, who was refused the right to even sign an affidavit. The hearing date was set for November 1. The court ruled in favor of Mary Ellen Janik, but ruled against Richard Pope.

Another major action included lobbying the members of the House Committee of Constitutional Implementation about the student voter
bills that came up in their committee. Fifteen CVR members went to Springfield October 20, primarily to lobby with committee members against the Hirschfeld Bill (H.B. 3651). On October 21, two more CVR members went to the statehouse to monitor the Clabaugh Bill which was to come before the Elections Committee. It was, however, never filed. On Friday, October 22, five members of CVR testified before the Committee on Constitutional Implementation.

Three bills were introduced before that committee. The first bill, sponsored by Rep. Dyer (R-Hinsdale) in its original form would have allowed county clerks to demand such evidence of "residence" as draft board registration and driver's licenses. However, after consulting with the county clerk of her home county, legal experts, and CVR members over the summer, Rep. Dyer changed her amendment by deleting the discriminatory provisions. The revised version of H.B. 3021 was essentially in agreement with CVR's position and states that "residence" is that one place "in which an individual intends to live for an indefinite period of time." Unfortunately, there was still one provision in the bill which could be used as a loophole by county clerks for the purpose of conducting prolonged "investigations" of an individual's residency status. Rep. Harold Katz (D-Chicago) proposed that the bill be amended to prevent lengthy investigations from disenfranchising students.

The second bill, H.B. 3625, sponsored by Rep. Gerald Bradley (D-Bloomington), and Rep. Howard Carroll (D-Chicago) was perhaps the most closely allied with the recent Supreme Court decisions and the position advocated by CVR, that residency is primarily to be determined by the intent of the individual who has met the state's residency requirements (6 months in the state, 30 days in the precinct). Some of the language in the Bradley Bill was found to be vague and was to be reworded before it was voted on the floor.

The third bill, H.B. 3651, sponsored by Rep. John Hirschfeld (R-Champaign), was blatantly discriminatory against students. It would have required anyone who was declared an exemption on another person's income tax form to vote at the same location as that person.

Although Hirschfeld's bill passed the committee on a final 12-9-3 vote, the margin of victory was much smaller than the other two bills and was a moral victory for CVR. During the initial roll call it appeared as though the Hirschfeld Bill would be doomed to defeat as many Republicans voted "present" instead of "aye." However, Rep. Hirschfeld made an emotional plea, reminding his colleagues that "we had made an agreement to pass all three bills through committee." Sufficient members, notably Rep. Dyer, changed their "present" votes to "aye." Rep. Donald Henss (R-Moline) changed his "present" to an "aye" after saying "I've voted for one bad bill today so I might as well vote for another bad bill."

CVR lobbied actively in the House for more than two weeks against the Hirschfeld Bill, which was defeated there, and for the combined Bradley-Carroll-Dyer Bill, which passed through the House, with bipartisan support, 154-0. Then CVR turned its attention to the Senate where the bill did not fare so well. In spite of CVR's attempt to create a bridge between the SenateGOP Staff and Democratic sponsors of the bill in the Senate, communication broke down along party lines. The Senate Republicans attempted to amend the bill, putting discretion back on the county clerk's shoulders on the basis of answers to 13 questions lifted from a recent New Haven court decision on the subject.

The final split came over the amendment. The Democrats thought the amendment gave too much freedom to the clerks, while CVR stood somewhere in the middle, frantically trying to get the language of the amendment cleared up before the vote. The 13 questions in and of themselves were not objec-
tionable to the Coalition.

The vote came on Saturday, November 13. The Senate Democrats voted against the amendment; Republicans then defeated the unamended bill.

The Coalition held its first Voter Registration Drive November 1-5. On Monday a rally was held featuring Mrs. Paul Simon as speaker. The group then walked to the courthouse where 100 attempted to register. In two hours only 25 got to speak to a registrar. On Thursday a bike-in to the rally was held. The story was essentially the same. A total of 32 students were actually registered during the entire week — and there was no logic to these registrations.

On January 26 CVR won a federal court suit in Danville against Dennis Bing. The suit stated that Bing had to ask students only those questions that he would ask any other resident of Champaign County. This suit gave way to the registration period of February 10-21. During this time almost 4,000 students registered to vote.

—peggy boyer

cvr chairperson
STUDENTS CAN NOW REGISTER TO VOTE IN CHAMPAIGN COUNTY.

and... MORE VICTORIES TO BE WON...

- STUDENT REPRESENTATION IN COUNTY GOVERNMENT.
- QUALITY, LOW INCOME HOUSING.
- ENVIRONMENTAL CONTROL
- DAY CARE FACILITIES

YOU MUST REGISTER TO VOTE FEB. 10-21

for assistance call Coalition for Voter Registration: 344-1351
John Corbally
At the completion of his first year as president of U of I.

February 4, 1972

ILLIO: President Corbally, what sort of transition did you experience when you came from Syracuse, the university of one campus, here to the U of I, the university of three campuses?

CORBALLY: Well, it was a little easier than it might have been if I hadn’t been at Ohio State for 14 years. I was very familiar with the mission of a land grant university and with the Midwest, so that part of it was easy. I did, however, have to change my response to some kinds of problems. I had been used to being in a position where I was directly responsible day to day for the operation of a campus and, therefore, had to make decisions relating to that campus. In our system the Chancellors need to be the ones doing that, and I had to hold myself back a few times as we got started to make sure that I wasn’t intending to do things the Chancellors should be doing, but it was an easy transition. There are a number of good people here, with whom to work so that as we had problems, we worked them out rapidly. I found it a very easy transition. President Henry and I worked together for two months last spring before I really was officially on the job, so that gave me a good orientation period.

ILLIO: Do you think there would be any benefits in splitting up our three campuses and having a separate president for each one of these campuses?

CORBALLY: This is part of the committee and study of the State Board of Higher Education and some other related studies. I don’t think there would be an advantage, and I try to be careful to look at it in principle rather than from any self-interest concern. We, as a system, have a number of things that we have done among the three campuses. There are many more things we could be doing. One thing that I am very pleased to see is the new calendar on the Urbana campus which is proposed, either the next year or the year after which ends the first semester in December. Now this means that it will be much easier for students, for example, to spend the semester in Urbana and two quarters in Chicago, or the other way around, a quarter in Chicago, and a semester down here and the same for faculty members. By bringing the calendars a little more in line, even though there are still quarters and semesters, I think we can make the system more practical. I can’t think of any real reason that there is an advantage to separating the University of Illinois as long as we recognize that the three campuses are different and recognize that within the general framework of the University of Illinois, we have to decentralize to the Chancellors. The main task of the central administration is to find ways for students, faculty members, and the people of the state to benefit from the opportunities of using the resources of the three campuses. I’m not sure we have always made that as easy as we should have or could. This is one of our tasks at the moment, to see if we can’t improve that.

ILLIO: What are the differences in the administration processes between a private and a public university?

CORBALLY: Well, the internal processes on a private campus, such as Syracuse, and the University of Illinois are very similar. That was a big university of about 25,000 students. We had two campuses, one at Utica, New York, about forty miles away. The process of working with the university senate, which was a senate that had student and faculty, members, and administrators working with deans, is very similar from the public to the private. The real differences come externally. We did not deal very extensively with the legislature or the governor in New York state. Our board selected itself. It was a self-perpetuating board, sixty members on the board. It was a large board. The reporting requirements to the state, a number of relationships with the state that a public university has to maintain, you just did not have to deal with at Syracuse. At Syracuse, you deal a great deal more with private dormitory owners who are interested in supporting programs of one kind or another, and the time that you have to devote here at Illinois to governmental relations was used up pretty well at Syracuse by working with other county boards. The board is different; the relationships with the state are different. How the institution works inside is very similar, very similar.

ILLIO: What were the differences in the financial aspects of the universities?

CORBALLY: Well, one major difference would be that tuition at Syracuse was $2600 a year, which is a slight difference. About 80% of our income came from tuition. The balance came from gifts and grants and a small amount from the state of New York. So, the problem, number one, of finding scholarship funds to enable a university with a high tuition like that to have a mix in it student body was a very difficult one. Then we were also scrambling very hard to get this private corpor...
spend, particularly when legislative sessions are getting near, a good deal of time not only with the Bureau of the Budget, but with the staff members of the committees of the General Assembly, appropriation committee in the House, both in the minority and majority. Each has a staff, and we have to respond to questions from them. I suppose that 80% of my time is devoted to what you might call external relationships of the university.

ILLIO: What is your role in relation to the Chancellors here on the campus?

CORBALLY: Well, I suppose the crucial and most important role that the president plays with the chancellors is, as it was recently at the Chicago Circle due to the retirement of Mr. Parker, when it becomes necessary to get a new chancellor that the president work with an advisory committee from the campus to find a really top flight person to be a chancellor. And then, secondly, I guess, the key thing the president has to do is have the ability to delegate the responsibilities of operating that campus to the chancellors, trying to work with the chancellors to coordinate the programs so that the university is a real system rather than just a federation of three campuses. I think the chancellors are extremely important administrators on the campuses. I find that there is some confusion about that. About half of the mail I get asking me to look into something or see if I can’t do this or do that, we simply respond to the people indicating that these are campus operational problems and that the responsibility for reacting to these problems is the responsibility of the chancellors. Now, they delegate a great deal too, but it is a very important administrative position and we need to preserve it.

ILLIO: There is some talk about the future of the chancellor positions lading out. Now you have just stated that it was needed to be preserved, exactly how important are these roles?

CORBALLY: As I have just said, I think their roles are crucial, and if anything we need to find ways to make sure that we strengthen the role of the chancellor rather than phase it out. I am going to be developing and recommending within another couple of months some sort of minor revisions in our administrative structure, but the thrust of all these recommendations will be to strengthen the roles of the chancellors both as campus executives and as general university administrators. When I sit down and talk about university policy, I want those three chancellors to be the people that I am sitting down working with.

ILLIO: You said strengthen, how, what do you mean by strengthening the roles of the chancellors?

CORBALLY: I think that we need to insure that a chancellor’s decisions are . . . need further approval in the minimum of cases. The kinds of decisions that a chancellor makes that have to be referred to the president or be referred to one of the system officers or referred to the board, should be kept at a minimum. The chancellor should be able to make decisions related to his campus without having to say to somebody, ‘I am prepared to make this decision but I have to check it with the president,’ or ‘I have to check it with the vice-president.’ In as many cases as possible he will have to report those decisions to the president. The president and the board will be trying to evaluate what is going on, on the campus, and if the campus is becoming a mess, then the thing to do is to find a new chancellor, but not to develop a system where you try to second-guess chancellors in advance all the time. Now the decentralization of the University of Illinois has really been going, I think, about six years. The chancellor system has really been in full development since the circle got started, and the delegation of the chancellors is good, but we’re working to make sure that we have delegitated it as much as we possibly can and still maintain a system.

ILLIO: What is your role, how is it related to the students here on the campus? How do you think you
should be related to the students or vice-versa?

CORBALLY: Well, I have a very key task, one of my major tasks, I think, is to evaluate the success of various things that are going on on the campuses and in the entire university structure. Now I get a lot of reports from people, formal reports, informal reports, for example, we get an annual report each year from every college on the three campuses and these are good. I find them useful, but if I am going to really be able to evaluate what is going on, to anticipate problems, to kind of nudge people to look at things that need to be looked at, I have to get much more information than I simply get through formal reports. So it's very important to me that I have opportunities to meet with students on the three campuses both in formal groups and in informal groups so I can hear what students, and the same thing with faculty, and with staff members, are saying about what they like, what they don't like. If I begin to hear a complaint or a problem, as I move around the campus with students I begin to hear the same problem described in a number of places, I know that it's something that we have to pay attention to and need to get some action on. So, it's very important for my own knowledge and my own information as I evaluate things that I have lots of opportunities to spend unstructured time, if you will, with students. That's why we try to the farthest extent possible to go out and have different kinds of student groups, in fairly regular. We try to have as many opportunities as we can where we're listening. I always try to take Mrs. Corbally with me; she is another good listener. When we are listening, they can talk. I don't learn anything while I am talking, so we try to have these opportunities to listen. Now, it's a misunderstanding can enter in because going back to our conversation about the chancellors, when I listen and I hear that there are problems, then it is my task to make sure that the chancellors be asked to work with the right people on their campuses to analyze the problem and come up with a solution. We would be weakening the chancellor system if somebody comes to me with a problem, and I say, fine, here is what we are going to do, and I make a decision. If I do that in a few cases then the chancellor ought to say, well, if you are going to make the decisions for the campus then I shouldn't worry about them, and we lose the strength of the chancellor system. So, I listen and learn and get an understanding of problems and then ask that the chancellors be responsible for trying to deal with them and reporting back to me on what they've been doing so I can evaluate if there are any problems and changes made.

ILLIO: What sort of a role do you believe the students should take in the community of Champaign-Urbana? How involved do you think the students should get here?

CORBALLY: I think that many communities tend not to understand that the presence of the university in the community is a real advantage and not just a financial thing. The community does gain from the payroll that the university has and from all the money that students spend buying things. And most communities recognize that, but the resources of students, who in a community such as Champaign-Urbana, you go around looking at various voluntary activities, and look at various things that go on in the community because of the work of students. They benefit a great deal from the presence of the students and I think it is important for students. You have much more to learn from the university experience than you get from a classroom, in the laboratory, and in the library. Most university students are in an important period in their lives. They are from 18-21-22, it's a period of very rapid maturation and development, and their educational learning is really enhanced by their trying to work out in the community, trying to do things with people, and I think that probably in most cases, students are more willing to do that than the community is willing to open up and let them do it. I was just talking on the phone this morning to a man who was working with one of our volunteer social agencies in Champaign-Urbana, and he was proposing that some students be put into the Board of Directors of this agency because students were doing as much as half of the volunteer work. He was having trouble and wanted a statement from me about this, and I was very pleased to endorse the concept because students are doing the leg work, but they should have a chance to learn about running such a voluntary agency as well as working for it. Sometimes students are more willing to participate than the community will let them and it's to the mutual advantage of the students and the community.

ILLIO: As you stated earlier, the budget and all its publicity lately and the recent tuition hikes, what exactly were the reasons for these?

CORBALLY: It became very clear that the state board, I don't know what you would call it, criterion or figure, that is very common nationally, that students should pay roughly one third of their instructional costs. The only magic to that figure is that it is being used all over the country, so people figure it must have a rationale. It was clear that this was going to become a driving rationale in Illinois. The Board of Trustees had resisted that last year, but it became apparent that we simply would be required to raise about that kind of income from tuition. We decided that we might as well act within that framework early enough to let students know what their tuition would be. So, we have raised tuition to the point where it is just slightly below one third of instructional costs based on the 1968 cost of these. So, it is a little behind because of inflation. It just seemed clear, that one third target was going to be necessary funding for it.

ILLIO: What restrictions have been placed on the budget so far this year?

CORBALLY: This academic year -- well, there have been a number of effects this year. This year we had a lower, smaller number of tax dollars in 71-72 than we had in 70-71 so there have been some definite influences there. Most of them have been in the non-academic area. We have deferred a great deal of maintenance that we really can't deter
by long. We have attempted to cut down on some of our administrative and service operations. We have had to cut back in some academic areas such as library acquisition funds which is very regrettable. We have added on the three campuses some position freezes so that people that have retired or resigned are not filled, positions both in academic and non-academic areas. So here has been a real effect this year, but I think that by large the budget reductions have been handled this year in a way that we hope we can handle them next year so as not to reduce the academic quality of offerings. I think probably we can get by with that for another year. I would feel that a third year in a row we would begin to start dealing in major ways with such things as faculty-student ratios, library acquisitions, in rather sizable amounts, and other things that would begin to reduce the quality of the university’s offerings. I’m persuaded that we won’t have to do that because I don’t think that the people in the state of Illinois, as I talk to them, want that to happen.

ILLIO: By the present cut-backs a lot of departments are holding off on a lot of facilities that students were used to before; how severe do you think this is going to be; will it be getting lightened?

CORBALLY: I don’t think it will ease in the coming year for 71-72, but I think through some combination of funding sources at the federal and state level that we should see an easing the year after next. There are good signs that federal aid to higher education will be coming along. That will provide support. There are some signs that the Illinois economy is recovering even better than some had anticipated, so I think that our state revenue will be better a year from now. The interesting thing is the ability of state and federal governments to solve the financial problems related to welfare and public aid, that ability is crucial to higher education. It is the requirement of public aid funds which has put the terrible squeeze on state treasuries which has led to much of our problems. I’m fully supportive of a need for public aid programs, so I don’t say that to indicate that they get rid of them so the university can have more money, but some way to help public aid would be of major help to public education and particularly the major industrial state where our public aid programs are much more extensive than they are in other states.

ILLIO: Recently you have called for an increase in enrollment, here at the university despite the Higher Board of Education. They don’t want this. Why did you call for this, and how do you think the board will react to this?

CORBALLY: We think that we have the resources and the capability to deal with a slow but steady increase in enrollment at the Champaign-Urbana campus, a slightly larger increase in enrollment at the Chicago Circle campus, and through the developments of Peoria, Rockford, and Champaign to have increased enrollment in all of the Health Science areas. We think that we have the resources to do this, and we think it is our commitment to offer educational opportunities to as many people as we reasonably can handle. It just seems very foolish to cut back on the University of Illinois enrollment at the same time that you are starting new universities. Instruction at any of our campuses is much less expensive than is instruction at a brand new campus which has heavy start-up costs. If you’re in a financial bind, it seems as though you would be better off to handle as much enrollment as you can at the place where the unit costs are a little lower.

ILLIO: Recently there have been suggestions going around about student representation on the higher board. What is your opinion of this, are you in favor or are you opposed?

CORBALLY: The higher board has a so-called student advisory committee which is made up of representatives from all of the campuses in the state. There has been some controversy between the higher board and the student advisory committee. I feel a student advisory committee could be a very important part of the state board and should be in the same way that I would hope that university parents could be of help to the state board rather than always seeming to confront them. The main problem that I detected in my short time here is that the state board has the tendency to use its advisory committees and its university presidents to react to proposed solutions rather than to attempt to design solutions to define the problems. Instead of saying, now we have got a problem, and you people have the knowledge to try to design solutions, would you try to help us come up with some ideas. They say that now here are some solutions we propose to some problems, what do you think of them? Then we start arguing about whether there really is a problem or not.

I think that the involvement of students with the state board through an effective advisory committee mechanism is a good involvement. I don’t really think that it would serve any real great purpose for students or anybody else to have a student sitting on the board. This advisory committee has the possibility of as many as 25-30 members. At the moment they are designated by the student governmental organizations, undergraduate and graduate. I think it gives a much better representative input into the state board, and in some way or another they found a way of having a student or a couple of students.

ILLIO: Lately the university has added a new College of Medicine here. What are your impressions on this college and how successful do you think it is going to be?
CORBALLY: The College of Basic Medical Sciences down here which is really teaching first year medicine is, I think, a very exciting idea in that the first year of medicine has generally been what's known as the basic medical sciences - anatomy, pathology, and all of these sciences. The student completes these and then he moves into clinical years where he is actually working with patients in hospital settings and so forth. The idea that we're trying is to take a small number of students to start and have them do their first year of basic medical science with medical practitioners, and have them study their pathology and their anatomy and so forth by working in medical problems and seeing what they need to know about anatomy and pathology to deal with those problems, and then learning the anatomy and pathology as they go along. It involves a very few structured classes. There's much more simply one-to-one relationships between a student and an appropriate physician or faculty member. It should give a student a real jump into his clinical years in that he will have had some experience in clinical activities. It's, very frankly, an experiment effort that nobody is sure if it will work or not, but it has very strong feelings that it will work and will be a very effective way to handle the first year of medicine. It may work well enough that it would shorten the requirement of clinical years by shortening the amount of time needed to do what we're now doing in the clinical years.

ILLIO: Turning now to the long-range goals of the university. What are your long-range goals in light of the enrollment? How much do you see it remaining the same, increasing, decreasing, or what?

CORBALLY: Well, in terms of enrollment, all the data that we have about the population tend to indicate that we will have a slight increase up until about '83-'84, then there will either be a leveling off or a slight decrease through 1980-81, then there will be a slight increase up until about '83-'84 then there will be a sort of steady decrease in terms of numbers of 18-22 year-old people in the population. Now, nobody is sure at the moment, that is one piece of data. If a higher percentage of college age young people go to college then enrollment might continue to increase. If a smaller percentage of college age youngsters decide they want to come to the university, then enrollment would decrease even if population increases. Or you could follow the same trend and it would follow this kind of level up-down that we are talking about. I have the feeling that what will probably happen with the growing community college system is that our enrollment will reach some level in the '78-'79 period of time and will then probably for a ten or fifteen year period tend to level, not to decrease but not really increase very much. This means that we need to project being ready for slight increases over the next five or six years, but we need to be very careful that we don't, that our projections are based on the probability of a leveling off at about 78% so we don't get a growth momentum that we have to sustain. You were talking earlier about a private higher education. One real problem that we find in higher education is that if 80% of your income is from tuition and you are living in an inflationary economy, then there are only two things you can do, you can increase tuition or you can increase the number of students who are paying that tuition. Hopefully, not increasing the costs proportionately. Many private institutions did survive for the last ten years because they could put small increases in tuition plus increases in enrollment to keep even. The last few years they have had dropping enrollment so they have had to increase tuition and every time they increase tuition, they lose a few more students. So they don't really get any more money and that's a real problem. We don't have quite that problem, but we do need to make sure that we don't do all of our planning on a perpetual growth basis because we should count on a leveling off.

ILLIO: What are the long-range goals in light of the new construction? Will the campus be enlarging in size, keeping the same, or will the older building be torn down and new ones rebuilt or what?

CORBALLY: Well, I would guess on the Urbana-Champaign campus, with certain exceptions, we are hoping to have a law building addition so that we can handle students in law; this is a very popular field now and will continue to be. We have an addition in veterinary medicine, the large animal clinic, that we hope will get unde
way very soon. There are some other projects on this campus, but I would see the major capital expenditures for the foreseeable future being for renovation or remodeling the existing buildings rather than adding new ones. The Circle campus has a capacity of approximately 30,000. With the buildings it now has, it needs some additions to its library, and some additional classrooms and office facilities. I don't see any major building there once that is accomplished. The medical center is probably the most serious in terms of capital needs. The university hospital is, I don't want to say bad, but let's say is not in good shape, and there are some very severe capital needs there, but in general it's not going to be a period of time with great expansion in buildings. It just doesn't make sense. Nobody knows what is going to happen over the next ten years. I have a feeling that fewer and fewer students are going to be interested in remaining in dormitories and that we have to contemplate what we might do in the next ten to twenty years if we suddenly find ourselves with dormitory facilities that need to be used for something else. They can be used for a number of things, and it would be silly to ignore that possibility as you look at capital in the future. We really have to stay very loose with the use of our buildings without planning on adding a lot of new buildings.

ILLIO: There's also been some talk around of making the U. of I. in the near future, a college just for upper classmen, probably graduates only. What are your ideas on this? Do you think that will ever come?

CORBALLY: No, I don't support that idea. I think that a university such as ours should have both lower division and upper division undergraduate education. I think that because of the community colleges and the obvious fact that we will have more transfers into the university at the junior level, that the mix may change somewhat. We may get a larger percentage of juniors and seniors and a smaller percentage of freshmen and sophomores, but I don't see any expectation, nor does it make sense to me, to count on eliminating any of our classes or groups.

ILLIO: Do you have anything else to say, Dr. Corbally?

CORBALLY: I've enjoyed it, the only thing that I keep saying, and it may be partly facetious, because it is probably impossible, but you always hope that you can come and have a nice low-profile, non-controversial period of time for a while, and then you get all geared up ready to fight whatever has to be fought and it was I think. Only the second week I was here we were over in the legislature trying to over-ride the governor on his salary reductions. So my low-profile, non-controversial period was fairly short. I've had a great time.
Campus activist movements, some say, have gone the way of the crew cut and bobby sox. And that springtime, which used to mean student and police confrontations, is once again peaceful. This spring saw the rise of a new activist movement that confronted students with the person Jesus. Unlike the social change projects, the Jesus revolution advocates transforming man's basic self-centered nature, because real social change can only occur as a result of this transformation.

People became aware of the Jesus movement as a result of the Jesus Festival in February. June of 1972 will see 100,000 Christians gathered in Dallas for the International Student Congress on Evangelism (EXPLO '72), an explosion of training in strategies to evangelize the world. EXPLO '72 will be a forerunner to smaller area conferences scheduled for late August 1972. The Illinois area conference will be held at the University of Illinois. Each convention delegate will be challenged to recruit five others for the August conferences, making it possible for 500,000 people to be trained by the end of summer.
earthweek

maintaining the stability of global resources  
april 16 to april 22

127
1972

What has it achieved?
Some Things Change...
and Some Things Don't!

PERSONNEL SERVICES
BLACK STUDENTS
dance
body aesthetics
in blacks
an art
in any form
CK STUDENTS
The mainstream of black cultural affairs.
black students united for a common cause.

(Rehahj) Pledge (Ahadi)
WE ARE THE FIRST AND THE LAST
THE ALPHA AND THE OMEGA
WE PLEDGE TO
THINK
SPEAK
ACT
BUY
PRAY
LIVE

WE WILL DO BLACK THINGS TODAY
TO ASSURE US OF A BLACK TOMORROW!

Here and sisters are being redeemed
in your eyes and see
are on the way to being free!

amen.

FREE ANGELA

B.S.A.
The Black students in the dorms fought for both separation and representation. In Garner Hall they organized a "fifth floor" in order to operate as a separate floor for administrative and social purposes. They had their own officers including a judiciary board and a floor representative to negotiate at Hall meetings. After the breakup of the PAR Council composed of student governments in Bissell, Babcock, Saunders and Carr Halls, the Black Students Committee demanded equal representation in separate hall and floor governments. They held a meeting in which they invited white residents to discuss reconstituting the hall governments to achieve their goal.
The Black students in ISR held a fashion show in which the students modeled clothing characteristic of their heritage but with a modern touch.
love.
BLACKS BLACKS BLACKS BLACKS BLACKS
June 10, 1972 — the commencement date for over 200 black students from every college. The class also includes the first graduates of the Educational Opportunities Program (EOP). Four years ago standard college entry requirements were lowered and a financial aid program was set up to help 500 blacks gain admittance to the University through the program then called the Special Educational Opportunities Program (SEOP)-Project 500. Given such an opportunity some blacks felt obligated to take full advantage of it. They graduate this June. They endured for four years, the frustrations that accompanied their transfer from black ghettos to a totally white environment — the University of Illinois. They discovered that they were extremely diverse, socially, culturally and politically — much more so than academically. In an academic sense, black students generally agreed that the U. of I. was a good school. It stood on a good reputation and they wanted its prestigious degrees. But for them social aspects definitely falter.

This year's black graduates remember well the incident in the Illini Union four years ago where many of them were arrested after demonstrating for better housing and financial aid packages. It occurred during New Student Week — classes hadn't yet begun and the University was already attempting to stifle black expression. The incident indeed had an adverse effect on black students. They were afraid to express themselves politically and culturally as openly as they would have liked to. Realization that the University tried to oppress any initiative black students demonstrated beyond their academic facilities wasn't long coming. From time to time the white students showered them with sympathy. No doubt the black students were more than irritated by the facade the whites wore when they claimed that they knew "how it was" be-
cause they happened to have one very close black friend back home. Black students were hemmed in by false sympathy from the whites and at the same time, criticism of any attempt to isolate themselves from the white environment.

Needless to say, black students have moved in a more positive direction socially, culturally and politically in the last four years. Black graduates will admit though, that black students have yet to achieve among themselves the unity which is so necessary to express themselves as a whole people. Perhaps their growth in this aspect has been somewhat retarded by their unique ability to represent themselves in large numbers only at parties.

So this year's black gradu-
and its values of materialism, imperialism and racism, or will they surmount to fashion a new mold dedicated to the axiom, “we hold these truths to be self-evident that all men are created equal?”
What Happens to A Dream Deferred?

Does it dry up
Like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
Like a syrupy sweet?

Maybe it just sags
Like a heavy load

Or does it explode?

Harlem
by Langston Hughes
An Interview With Bob Blackman

or A Clockwork Orange Coat

ILLIO: Being so successful at Dartmouth, why did you choose to come to Illinois when victories were few and far between?

BLACKMAN: I think there is no easy answer to that, kind of a combination of things. I've been at Dartmouth a long time, a much longer time than I anticipated, sixteen years. I've had a number of opportunities each year of going to different schools, and in every case, I've thought, 'Well, the time, the situation isn't just right.'

But, I think this time it was a combination of factors. I think one thing was that we felt there wasn't much else that could be accomplished at Dartmouth. We had been fortunate the previous nine years in having three undefeated and untied teams, six championship teams during that last nine year period; and we kind of reached the point where we thought it would be a bad year if we lost one game. But, I think there were other things. The fact that our daughter was in her senior year in college, our son had graduated, and we didn't feel quite as tied down — but then, I think much more important than any of these things was just the University of Illinois itself. For some reason this is a school that has always appealed to me. The first five or six years of my life were spent living in Illinois. Although I was born in Iowa, my family moved to the Chicago area when I was very young. So, as a younger, the Fighting Illini was a name that appealed to me and I had always thought a lot about. And then, of course, there's no school I think has had greater football traditions over the years. The mere fact that they were way down, and it so happened that at every school I've coached at — whether it was at Dartmouth, or University of Denver, or Pasadena City College, or even high schools — were always teams that were way down when I went there. The fact that Illinois was down and had been so for many years, seemed like a special challenge of a school that had so much going for it to get back on top.

I felt I never wanted to coach any school where I really couldn't be proud of the school when talking to its young men and be able to really stress the outstanding academic reputation. I knew how high Illinois rated in many different departments in the nation, one of the fine educational libraries in the world, and so on. All of these things put together — the attractive campus, the athletic plan, and so on, made me feel this is the spot that I certainly wanted to try.

ILLIO: You've always said that you have wanted to return to Illinois its great football tradition. What are your goals in order to reach this statement?

BLACKMAN: Well, I'd say a combination of things. I truly believe that the whole state plays as good of football in high school as any place else in the country. And right now, when people think of great football, I think they particularly think of the state university. And so, Nebraska, Oklahoma, Texas, Arkansas, Penn State, Ohio and Michigan are the ones that come to their mind. We hope very much that in the future years, they'll also think of Illinois right in the same category. I think that we'd like to have some of the truly great players as Illinois has had in the past years. Probaly, in all times, there's no more famous football player than Red Grange. And down through the years, Buddy Youngs, J.C. Carolines, Dick Butkus, Jim Grabowskis, and so on. Naturally, we'd like to have some more players like that. But, I'd say our favorite objective, needless to say, is to have a representative team every year, and hopefully to win that Big Ten Championship and go out to that Rose Bowl game!

ILLIO: In what areas do you think the Big Ten Commission holds restrictions on its athletes?

BLACKMAN: Among rules, along that line, I think some years it would be a shame if only one Big Ten school could participate in a postseason game. This year, for example, in the Big 8, Nebraska, Oklahoma, Colorado, and Iowa State (four of the eight), are going to bowl games. Now some years, it is very possible that two Big Ten schools may go through the year undefeated until they play each other in the final game of the season, and conceivably, could rank 1 and 2 in the nation. It would be a shame for only one to go to a bowl game. The other should have the opportunity to play, whether it's in the Cotton Bowl, Orange Bowl or Sugar Bowl; it would bring that much more prestige to the Big Ten and certainly, bring needed finance to the schools involved, also. And, so, I think that's one of the first things I hope will be changed. We felt that last year this had really been established at basketball, where for the first time they allowed the runner-up in basketball to go to the NIT tournament. And so, hopefully, that will be one rule that will be changed.

There are other rules that I have mixed emotions about. Now, for example, the rule on red-shirting. There's no question, this really hurts the Big Ten in comparison to schools like the Big 8, that can hold out some of these youngsters as they mature and develop. We have some young men on our team right now that we'd sure like to have one more year. We think they are just beginning to come into their own. On the other hand, I think it is bad when a school deliberately holds back a young man's academic pro-
I think somewhere in between there can be a right medium where a boy is not forced to red-hirt and he has the opportunity to graduate in four years, if this is what he wants. And, yet, if that young man would like to play one more year, just when he is reaching the stage of his development where he can be outstanding, then I think it should be allowed. Of course, this would be a big help. There are a lot of little things, but I think these are probably the main things to answer your question.

ILLIO: The team seemed to be better after every game it played. What do you attribute to our slow start?

BLACKMAN: It's a rather complex combination of circumstances. Obviously, we were teaching an all new offense and an all new defense. You hear so much about a disciplined football team. This is one that just doesn't make any mistakes; it does everything exactly the same way, and it comes only with a great deal of experience. Not just experience in football, but also knowing the system; having grown up through that system during their freshman year, two or three spring practices, and so on. So, our youngsters were still learning the system. And then, what complicated it much further were two other major things: First, that we have an extremely young and inexperienced team; and second, that we had the shortest pre-season practice in the history of the University of Illinois. Due to the addition of an eleventh game added on to the front end of the schedule, it gave us less practice time than any previous Illinois team ever had. We talk about a young team — this is a statement that coaches often use to refer to a team that is not very experienced — and, yet, without an exaggeration, I think that, very possibly, in the history of major college football, there has never been a team that had as young an offensive line as Illinois had this last year. Just about eight or nine days before our season ended, our offensive Captain, Larry McCarran had a birthday and we were a bit surprised to learn he was just turning twenty! And, we checked back over our offensive line and found that our Grand Old Man of the offensive line, John Bedlow, had reached twenty late last spring and that other than John, we had six teenagers in our starting lineup all season! This just doesn't happen very often and so, it was a young line, and had a great deal to learn.

And, of course the one thing that made a big difference on the start was just the caliber of the schedule. Now, again it sounds like an exaggeration, but from what I understand as far as they have been able to check, it's very possibly the first time in the history of major college football that a team has ever, on seven consecutive Saturdays, played an opponent that at the time of the game was ranked in the top twenty of the nation. So, we met week after week with very strong opponents and the combination of these other things combined with that, got us off to a slow start. We just have to be very proud of these young men — they maintained their morale during this time and kept working for improvement and came back the way they did.

ILLIO: What constitutes your 'ten-point' offensive rule chart and how successfully was it executed by the team this year?

BLACKMAN: Well, we use all sorts of psychological gimmicks to try to stress to the team the things that have to be accomplished to try to win football games. So, we have a big chart up in our dressing room — one for our offense and one for our defense. The ten objectives that we would like to see them strive for in every game. Now, as an illustration, we feel a good football team, hopefully, is going to make at least 350 yards total offense. That's a high objective because lots of football teams don't reach that. That's one of the things that we hope we can do each week. We hope, while we are punting for example, when the offensive team punts, that we are going to hold opponents to less than 5 yards average per punt return. Now, this really hurt us a couple of times during the year; in the Washington game, I think the punt returns were a big difference because we didn't come close to reaching that objective.

We have other things. We want to complete 50 percent of our passes. Certainly, probably the most important thing of all, is the matter of turnovers, how often you lose that ball during a game because of fumbles or intercepted passes or so on. So it's just a whole group of things you want the players to be conscious of and try to achieve. In most weeks, when we started off, we'd accomplish only one of them. In the Wisconsin game, we accomplished all ten of them. This is really a rarity! Really, for the offense, it was almost a perfect game. And we had the same type of thing defensively, and they progressed, certainly, as the season went along also.

ILLIO: Of our eleven games, which one game did the team work at its best?

BLACKMAN: Well, it would be hard to pick one, because you have to always put it in relation to your position. A number of games we had individuals play well and we had certain little things that hurt. For instance, that Ohio State game, where we made some very crucial mistakes in the first four minutes of the game and made well over 400 yards that day — and held Ohio State to 200 — and so it was a fine game; and yet, we made those earlier mistakes and it cost us the ball game. So we can't say that was the best one.

I suppose it would be somewhere between the Purdue, Northwestern, or Wisconsin games. Those were all very key games for us. Certainly the final game against Iowa was too, for we made 515 yards of total offense and when you have that much, you have a tremendous day. We also blanked Iowa, prevented them from scoring, and it was the only game all year that Iowa didn't score. And yet, it is hard to say that was the best one, because Iowa wasn't as strong as many of the other teams we played. So, it would have to be somewhere in that Purdue, Northwestern or Wisconsin game.

ILLIO: Which players most impressed you on our offensive team and defensive team?

BLACKMAN: Well, it would be awfully hard — again, each position is so different. I'd have to certainly start with our offensive captain, Larry McCarran, because Larry is really Old Mr. Reliable there
at center. Larry is just a young man who only knows one way to go in practice or in a game, and that's 110 percent. He gives everything he has of himself, works extremely hard, is a fine blocker, and during the entire season, he was in there to snap the ball on every punt, every field goal attempt, every extra point, and didn't make a bad snap all year long. And, so, I think Larry McCarren would have to be a strong contender as All-American center next year.

There were certainly other fellows. Mike Wells just made such tremendous improvement that — Mike, no question, just got off to a bad start this year, and due to a combination of things, it certainly wasn't all Mike's fault. The offensive backfield, the fact that they were young and were making a lot of mistakes and this certainly doesn't help a quarterback's confidence. He's not sure where they're going to run on certain plays. The fact that Mike didn't completely know the system yet, the complication in the backfield, and the fact that he didn't have real confidence, all prevented him from throwing well. And, then, as he progressed, we really feel in the last half of the season that Mike was the best quarterback in the Big Ten. And so, he made tremendous progress.

I think when you're talking about standouts in offense, there is one more that must be mentioned, and that is Mike Navarro. Because Mike doesn't really look like he has the speed to be an outstanding Big Ten fullback. And, yet, Mike, just every week, gets the job done. He played with a number of minor injuries, yet he averaged better than 5 yards per carry during the season; he did a great job of blocking and certainly he was instrumental.

Then, just the way George Uremovich improved as the season went along, and the fine running of Johnnie Wilson and a lot of those young linemen, I think all these things made a difference in our offense as the season progressed.

Defensively, I suppose we'd have to pick out one man. There's no question that Tab Bennett with his tremendous quickness had to be the real standout. Tab was named first-string All Big Ten. And yet, certainly, very close to Tab was Dave Wright. Dave was a very pleasant surprise, because we hadn't heard very much about Dave as we analyzed our material before we got started. But, Dave improved during spring practice and really worked this summer, came back in great shape, and wound up leading the team in tackles. So, he did an outstanding job.

The fact that Willie Lee, the one junior college transfer that really played some ball for us this year, progressed so rapidly that we were able to move Tab Bennett out to defensive end. This helped the team a good deal.

We felt we had good play from our linebackers, most of whom were relatively inexperienced. I think they came through well — Larry Allen and Chuck Kogut, Moe Kelly and John Wiza, Octavus Morgan, each one of those fellows. Certainly, Greg Colby at that defensive rover spot, played well. So, it's hard to single out individuals because a number of fellows improved as the year went along and made a real contribution to the success of the team.

**ILLIO:** How much did injuries hurt the team this year?

**BLACKMAN:** Well, I think all-in-all, we were fairly fortunate in remaining free of injuries. We had a lot of very serious blows at the start of the year. A couple of young men that we had really counted on didn't return to school for various reasons. During the summer, we had learned about three fellows that were ineligible and just the week before the Michigan State game, there were four others that we had really counted on that were ineligible. Then we had a few pre-season injuries that really hurt. I think number one was Tom Mullin who had earned the starting tight end position and was looking very good when he fractured just a small bone in his foot. That put him out for the entire season. Then, after our Southern Cal game, we felt that Dave Zochert had suddenly come into his own. He had played a great game against the Trojans and we felt he was going to be a standout there at offensive right tackle, and then that next week, on the Friday, in a very light workout, the day before our Washington game, Dave, just going through an agility drill, happened to catch his foot in a dummy and tripped and reaching his arm out had a shoulder separation that put him out for a year.

During the course of the year, we had some other key men that missed from time to time, yet I think our team was in very good condition and actually we weren't hurt too much by injuries, and all-in-all we were fairly fortunate.

**ILLIO:** Terry Masar was recently voted the team's MVP. Who will we have to replace him next year?

**BLACKMAN:** Well, there's no question that Terry was just a key man to us from every standpoint. I think in judging a punter, I'm sure there are some punters that punt some longer on occasions, but they also slice some out of bounds on occasions. The thing about Terry is that he was so poised all the time. He had great consistency. You knew he was always going to do well regardless of the conditions; he was fortunate in never having a bad snap from center, but if he did, he knew how to react back there. And he is a key man to replace. We had two other fellows in the squad that we felt had the potential to be good punters in Jim Bienberg and Jim Rucks, who will both be seniors next year. And then there is one younger on our freshman team — a boy by the name of Ken Falk from Dixon, Illinois — that we think has great potential as a punter. So we just hope one of them will come along and really improve and be able to fill Terry's shoes.

**ILLIO:** Tab Bennett was voted to the All-Big Ten team defensive unit — what will you expect of Tab next year?

**BLACKMAN:** Well, I feel that if Tab can just keep improving and can stay healthy, he can have a great season. Obviously, there are always "ifs" involved, but if all these things come out, I think Tab can be a strong All-American candidate next year. He is a big, strong individual, but the best thing he has going for his is his great quickness. And along with this, Tab is a highly intelligent young man. He spends a great deal of time, just like Dick Butkus used to do, studying opposing films for any little thing or a tip.
Of that might help him in a game. As I say, I'll be disappointed if Tab is not one of the fine players in America this next season.

ILLIO: Who would you say was the most improved player?

BLACKMAN: Well, again it's difficult to single out one. I suppose if I have to go to one fellow, it would probably have to be Dave Wright. Because, as I mentioned, we had heard very little about Dave. We had a list of what the previous coaching staff said about the players and he just wasn't expected to be that much of a standout, he wasn't really that big as far as Big Ten linemen go. But, as I mentioned earlier, Dave improved throughout spring practice and did a fantastic job all fall — very consistent — and actually wound up making more solo tackles and more assists than Tab. He was the number 1 man on our team in the number of tackles during the season.

ILLIO: Having a young team, how great of a help will the new sophomores be to the team?

BLACKMAN: Well, I think they'll be of considerable help. We felt that although we didn't have real outstanding running backs on our freshman team, we have a number of men who have the potential to be good Big Ten players. And, hopefully, some of them are going to develop and come along rapidly enough that they're going to be in contention in a hurry for a first-string spot. This is a healthy situation, when you have players returning that should improve, but know they'd better improve because there is going to be a sophomore breathing down their necks and going to be competing for that starting berth. And, I do think there are a number of sophomores that will be making a real fight for position.

ILLIO: What is your opinion of the fan support and what sort of support are you looking forward to next year?

BLACKMAN: Well, certainly, we'd like to see it even better next year, although we were pleased with it this year. I think the student body as a whole had a very fine spirit. I think there's no question — You know, of the old Joe College, rah, rah stuff might be a little bit out — yet, really supporting the team is nothing more than taking pride in their University and I hope this is something students will always continue to do and I think it's important that we have a few pep rallies this next year, because young men — it's no question that football is a game of emotions — and if you really get psychologically wound up, it's going to help you in a ball game. I think some of the things that we found so far were that some of these things weren't done because no one knew who was supposed to do it. Hopefully, in the off season, this is something we are going to discuss, and I'd like to think we can set up a couple of big pep rallies where the whole student body would like to come out and it would really do a lot to charge the team up emotionally for some of those big ball games we will be playing.

The other thing, as far as support around the state, I think that in the stands this year, our support was great; and yet, being very blunt, if you look, for example, at Ohio State, they have a stadium that seats about 85,000, they had to return money this year for season ticket sales because they couldn't take them all. Our season ticket sales doubled in the first year here — went from about 3,000 to 7,000, and yet this is very small for a state university. With the completion of Interstate 57 and 74, that makes the transportation to Champaign so much easier now. We have just this next season what is the most attractive home schedule in America. When you think that people coming here, the first game they will see will be against Michigan State; the second week, the Southern California Trojans; then after we get back from playing Washington, the third home game will be against Penn State that's currently ranked fifth in the nation; the next home game is Michigan, they're seeing the very best in the nation. So with this combination of things, very frankly I'll be disappointed if we don't have about 40,000 season ticket sales and really have people out there supporting the Fighting Illini much more this next year.

ILLIO: We had quite a rough schedule this past year, but what about our schedule for next year?

BLACKMAN: Well, I think, beyond a doubt, Dave, it's — it has to be ranked among the toughest in the country. I think earlier we mentioned the fact that this year our first seven games were conceivably the first time in football history that a team had been beaten ranked in the top twenty in the nation on seven consecutive weeks. It's very possible our first six opponents next year will all be among the top ten in America — the first six games we play. So we are meeting the best, and this is just that much more of a challenge. We hope that this is something our young men will look forward to.

ILLIO: What about your orange coat? Will it be proper attire for next year?

BLACKMAN: Well, I think it was the fine play of the young men on the team that won games, rather than the orange coat. On the other hand, the football coach can't afford to try to tempt fate. And, as you know, the day I received the orange coat, just a day before our game against Purdue, we defeated Purdue and Northwestern. Then we went over to Indiana, and it was a very snowy and rainy day, and I put on just a rain suit to go out there on the field. We trailed at half-time when I put the orange coat back on, and we came back to win the ball game. So I wore it for the rest of the season during the last five Big Ten victories! We're going to put it in very safe keeping and not use up any of that good luck and hope it will come through in a lot of ball games next year.

Interview by Dave Hill
November 26, 1971
The hurdles keep getting bigger for Coach Maxwell Garret's young University of Illinois fencing team, but the veteran fighting Illini mentor figures his unbeaten squad is "at the turning point" in the season this weekend.

Illinois will battle Big Ten opponents Ohio State and Minnesota, plus St. Thomas (Minn.) and Illinois Chicago-Circle, at the Circle Competition beginning at 10 a.m. Last weekend the Illini, led by defending league champion Michigan State, 17-10, and polished off the University of Chicago, 21-4, to run their record this season to 6-0.

Garret labels the Buckeyes as "very, very strong... If not stronger, then equal to Michigan. Our chances of improving last year's fourth-place finish in the Big Ten are looking better, but we'll know a lot more about our team after this weekend."

The Illini remained undefeated last weekend after the two dual meets to compete in the Amateur Fencers League of America Division I A Open Tournament and came home with a pair of champions and several high placers in the open competition. In epee, SId Milstein took first, while mates Clyde Other and Nate Haywood finished second and fourth, respectively. Former Illini Dave Myers took third. In foil, freshman Dave Littel took first and Other finished fourth. In sabre, veteran Al Oerstrom, who missed the dual meets because of graduate school entrance examinations, took third.

Several Illini can reach important milestones this weekend. Captain Dave Kronenfeld needs eight wins to reach the career 125-victory plateau in foil, while Littel needs 15 40 wins in the same event and Acker needs but one win in sabre and Nate Haywood three wins in epee to break the 30-win mark.

Illini fencers to meet OSU, 3 other teams

The Illinois fencing team will take on a formidable foe this Saturday when it battles Ohio State. In addition to Ohio State, the Illini will meet Minnesota, St. Thomas, Chicago Circle in Chicago.

Illini fencing coach Maxwell Garret referred to the match with Ohio State as "the battle of giants." The Illini are undefeated in dual-meet competition, while Ohio State has dropped only two contests.

Ohio State boasts a tall epee squad which features two fencers measuring in at 6'7 and 6'8. The Ohio roster also includes Mitchell Crouse, last year's Big Ten champion.

The meet is scheduled for 11 a.m. (CST).
Illini to play Michigan away

By TOM CARKEEK
Assistant Sports Editor

The Illini practiced Thursday afternoon in Huff Gym to prepare for Saturday's conference game with Michigan State. The game is the third in a string of seven home games for the Illini and the last in a streak of three straight losses.

Michigan State record 2-3, and eclectic conditions may prevail. Bill Morris, the basketball coach, tied and Morris Schmidt said. "He told Morris to start and a good enough of it."

The effects of the squad. But the team is pretty much against the Wolverines are against Johnson, and 6-10 in the forefront. The team in the

We were dejected after our loss to Purdue, but we're coming back," said Orr. "We're going to win at Purdue. Anyone who played against Illinois last time will go back to the bench. But Orr is undecided about his lineup for Saturday because Lockard aggravated a knee injury and may not be up to par. But we're right back in the race.

"We're looking forward to a real battle against Illinois," he continued. "We beat Illinois last year. We played them (Jan. 11 in the Assembly Hall) on the great performances of Johnny Lockard and little Dave Hart. We played our best game of the year against Illinois."

Michigan lost to Purdue, 84-74, on the Bolder-makers' home court last weekend.

Northern Illinois will provide the opposition for Coach Jack Robinson's University of Illinois wrestling team in a triple-dual meet Saturday in Men's Old Gym Annex.

Competition gets under way at leading the break offense. Once in the game, the players have averaged 29.9 points per game, while giving up an average of 38.5 points per game.
“I'll be disappointed if we don't have about 40,000 season ticket sale and really have people supporting the Fighting Illini much more this next year.”

—Blackman
Football... began and ended with great expectations... new leadership... changed offense... Young team faced tough schedule... defeated in first six games... discouragement... frustrations... Experience gained as season progressed... First victory over Purdue... sweet!... on to five straight... Fans optimistic for '72... "Rosebowl, Rosebowl!"
It's A Whole New Ballgame!
3-9 season record . . .
Illinois second
at MacMurray
Invitational
. . . Illini tromp
Ohio State and
Eastern . . .
Enos Brownridge hosts
14-3-1 record . . .
Mayer excels at 126 . . .
Klaas standout . . .
190 lb. class . . .
Grapplers gain
experience.
Fencers first in Big Ten...
Illini first in Illinois Invitational...
sport 15-3 record...
Dave Littell boasts 49-8 over-all mark...
Nate Haywood epee champ...
Alan Acker best in sabre...
Littell second in NCAA...
third in Big Ten...
Dave Kronenfeld foil hero with Littell...
Haywood Big Ten Champ...
Hopes high for next season.
Tankers start practice in Huff Pool...
Move to IMPE Building... permission for two hours per day...
later three... What next, six?
300 yard breaststroke team—
Steffensen, Gaynor, White—
first at ISU Relays...
Coach Sammons hopes for improved season.
Gymnastics

Gymnasts end season 2-7 . . .
Sixth in Big Ten Meet . . .
Ken Barr first in Side Horse . . . Close scores enhance excitement . . .
Paul Hunt claims 9.5 in floor exercise . . . Ken Barr 9.45 in Pommel Horse . . .
Still Rings star Dick Nagel . . .
Illini Finish Fourth in Big Ten

LaBadie Breaks Four-Minute Mile

Finest season in years . . .
LaBadie first sub-four-minute miler in the Big Ten . . .
3:58.8 . . .
Dozier, Mango, Phillips, and LaBadie world's best two mile relay quartet . . .
7:21.5 . . .
Ron Phillips sole Illini to win the "All American" selection for 1971 . . .
Illini first team to post 100 victories at the Drake Relays.
Golfers Gain Confidence

Most successful Big Ten season since 1941. Started strong in conference meet, stayed within five strokes of 1st place after three rounds. Illini finished among top four leaders in conference. Loss of graduates Pat Keen and Butch Regoraro for '72 season. Four returning lettermen and several other strongholds. Coach Ladd Pash optimistic for 1972 season.
Defeated no. 1 team University of Michigan . . . first time in 26 years . . . Schroeder and Harris finalists in Big Ten Championship . . . Team finished 5th in conference . . . Individuals show fine records . . . Maxwell and Schroeder go 7-2 in Big Ten competition . . . Miles Harris completed 13-3 overall record . . . Individuals combined talents . . . Results . . . A winning season.

Two Reach Big Ten Finals
Rugby Club Successful

Both Grads and Undergrads combine efforts for year of rebuilding... Majority of club returns for Spring season... Harold Walsh elected A-Team captain... A-Team completes 4-3 record while B-team sports 7-1... Doug Goodman, Steve Hummel, Barnie Klamecki, Dennis Sullivan, and Harold Walsh provide A-team strength... Team generally satisfied with outcome of season.
November... ice rink ready... season tickets sold early... face off at center
ice... Hockey club off to slow start... injuries to key men...

Tougher competition... penalties and power plays...

Hockey fans cheer club on... check against
the boards... gloves off... 5 minutes in the box...

Illini charged... 12-1 romp over ISU...
overtime... E.J.'s slapshot and

goal!... Illinois hosts Big Ten Tournament...

Unblemished 6-0 conference record...

Bobby Torkar lead scorer...

MVP Eddie Jo Lipinski...

Four consecutive seasons with 20
or more goals.
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Big Ten Standings
1971-72 Illini Basketball Team from left to right —
Senior Manager Paul Zubinski, Head Trainer Bob Behnke, Greg Wilson,
Captain Jim Kelle, Garvin Roberson, Jed Foster,
Nick Weatherspoon, Bill Morris, Coach Harv Schmidt, Jim DeDecker,
Nick Conner, Mike Wente, C. J. Schroeder,
John McBride, Jim Rucks,
Larry Cohen, Ass't. Coach Dick Campbell.

1971 Illini Track Team from left to right — Front Row: John Durkin, Phil Loughman, Mark Kos
ter, Herschel BenBerry, Al Smith, Ken Howse.
Second Row: Larry Cobb, Harry Booker, Ken Peck, Mike Fuller, Rich Brennan, Greg Pivovar,
Bruce Kaplan. Third Row: Rick Gross, Bruce Finney, Mike Kanapicki, Lee LaBadie, Jim Fasules, Mike Kay, Larry Dykstra, Dave Burgener, Steve Edwards, Tom Kubala, Sam LaFrank. Fourth Row: Don Langston, Dick Babb, Gayln Sweet, Rob Mango, Bill Allen,
Mike Newman, Randy Brown, Ron Phillips.
Top Row: Manager Tom Stocker, Kim Hiserote,

**I-M CALENDAR**

**FIRST SEMESTER, 1971-72**

### COLLEGE SPORTS

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<th>Sport</th>
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### WOMEN'S SPORTS

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**MURAL ACTIVITIES**

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<tr>
<td>Nov</td>
<td>Indoor Track Relay Carnival</td>
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<tr>
<td>Nov</td>
<td>Shooting</td>
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<tr>
<td>Nov</td>
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**FACILITIES**

- East Education Building
- West Education Building

**DIVISION OF INTRAMURAL ACTIVITIES**

For further information, please visit the Division of Intramural-Physical Education Building, 170 Intramural-Physical Education Building.
CALENDAR
SECOND SEMESTER, 1972

† Registration is open in Intramural Office, 172 Intramural-Physical Education Building, 123 West Locust Street, Madison. For further information, or if you have any questions, please contact us.

Entries are taken in the Intramural Office, 172 Intramural-Physical Education Building. For further information, please do not hesitate to contact us.

*U-1 16" Softball
Frisbee Throwing
Two-Pitch Softball
Individual Golf

* GRADUATE AND UNDERGRADUATE COMBINED.

Entries
Mar. 13-17
Apr. 24-28
Apr. 24-28
Apr. 24-28
Intramural Softball...
sixteen inch... U.I. ... Peps 2 ...
Alpha Phi Alpha in fraternity
orange division...
Newman 1 in IHA.
Twelve inch... Theta Chi
fraternity blue... Scott 2E win
in MRH division... U.I. ... S.A.M.
... Newman 3 in IHA...
Beta Sigma Psi... fraternity orange
... Allen Aces triumph in powderpuff.
SOCCER

Dorms:
Garner 4E

Fraternity Blue:
Evans Scholars

Fraternity Orange:
Alpha Delta Phi
Gizz Kids
—24th Year

Behind the bright lights and crowds of the stage, there is a frantic world completely separate from any other. The world of props and greasepaint, costumes and lights. Theatre 142 deals with one of the facets of this complex world — that of stage makeup. In their private domain using themselves as models, they work to learn the mysteries that add so much to the enjoyment that the audience gets from a performance.
Secondary Education 101 and 240
Take 30 nervous Secondary Ed. juniors
Look to Alan Madson for guidance
Place in Champaign Central High School
Add 40 sophomores
Divide into four groups
Blend in films, drama, writing
Combine with discussion
Introduce correct grammar
Mix gently
Repeat four times weekly for nine weeks
Aviation 105

The mind soars higher than the machine,
The blood rushes faster than the wind,
The eye sees and attempts to comprehend,
Time stands still,
Silence surrounds,
Solitude encompasses,
Man, machine, and nature competing and working together.
Chemistry 337

Chemistry 337 is a laboratory class consisting of a series of six synthetic organic experiments, an independent special project, and laboratory lectures. The main purpose of the course is to introduce a number of techniques for the purification and characterization of organic compounds, to provide the experience needed to carry out a wide variety of synthetic reactions, and to increase proficiency and independence in performing basic laboratory operations.
Music 263: Men’s Glee Club

What is it that we’re living for?
Applause, Applause . . . Nothing I know brings on the glow, like sweet applause . . . You’re thinking you’re through, that nobody cares then suddenly you hear it starting! And somehow you’re in charge again and it’s a ball. Trumpets all sing, life seems to swing, and you’re the king of it all, ’cause! You’ve had a taste of the sound that says, Love Applause, Applause, Applause.

Lee Adams

227
Animal Science 330

Same as Dairy Science 330. The anatomy and physiology of reproduction in farm animals, the principles of artificial insemination, and the factors affecting conception in natural and artificial breeding. 3 hours, 3/4 unit. Prerequisite: Zoology 104 and either Dairy Science 100 or Animal Science 100. GRAVES.
The PE requirement, like required language, has come under attack as unnecessary and expensive in light of the universities fiscal problems, and may soon follow the path of required chapel and ROTC. But, hanging on are the Athenian athletic ideals of ancient Sparta, where new born babies were left to sleep their first nights on the outdoors as a test of strength. People still value a sound mind in a sound body.
Art 152: Skulpture II

The artist does not see things as they are, but as he is.

Alfred Tonnelle
The rehabilitation students on the campus lead normal academic lives. They attend classes, labs, and are represented in every other phase of academic life. Through the work of the Rehabilitation-Education Center and with the cooperation of the University, the campus has been set up to make life easier for the rehab student.
Kind of an Ode to Duty

O Duty,
Why hast thou not the visage of a sweetie or a cutie?
Why displayest thou the countenance of the kind of conscientious organizing spinster
That the minute you see her you are aginster?
Why glitter thy spectacles so ominously?
Why art thou so different from Venus
And why do thou and I have so few interests mutually in common between us?
Why art thou fifty percent. Martyr
And fifty-one percent. Tartar?
Why is it thy unfortunate wont
To try to attract people by calling on them either to leave undone the deeds they like, or to do the deeds they don’t?
Why art thou so like an April post mortem
On something that died in the autumn?
Above all, why dost thou continue to hound me?
Why art thou always albatrossly hanging around me?
Thou so ubiquitous,
And I so iniquitous.
I seem to be the one person in the world thou art perpetually at or to who;
Whatever looks like fun, thou art standing between me and it, calling yoo-hoo
O Duty, Duty!
How noble a man should I be, had thou the visage of a sweetie or a cutie!
Wert thou but houri instead of hag
Then would my halo indeed be in the bag!
But as it is thou art so much forbiddinger than a Woodhouse hero’s forbiddingest aunt
That in the words of the poet, When Duty whispers low, Thou must, this erstwhile youth replies,
I just can’t.

Ogden Nash
FINALS:

Nor ear can hear nor tongue can tell the tortures of that inward hell.
Honor's Day

Friday Afternoon, April 30, 1971, at 1:30

ASSEMBLY HALL
If the day and the night are such that you greet them with joy, and life emits a fragrance like flowers and sweet-scented herbs, is more elastic, more starry, more immortal — that is your success.

—Thoreau
Board of Trustees: Donald R. Grimes, Ralph C. Hahn, Roger B. Pogue, Earl M. Hughes, president, Russell W. Steger, Timothy W. Swain, William D. Forsyth, George W. Howard, Earl L. Neal, Earl W. Porter, secretary, Richard B. Ogilvie, member ex officio, Michael J. Bakalis, member ex officio, John Corbally, president, University of Illinois.
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John Ehrrott
H. Karl Hunttoon
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Kim Klickna
Leslie Lehr
Robert Mango
Robert Merrick
Peter Metz
Sidney Milstein
Fred Nessler
Victor Sage
William Scott
James Taraboti
Richard Wack
John Welsh
David Wright

Sachem

Jay Adams
David Burgener
Ken Claypool
Lawrence Cohen
Alonzo Conner
Rich Covington
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Susan Smith
Jacqueline Senopoli
Linda Taylor
Paulette Thomas
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Marcia Wijas
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<td>Stuart Lubin</td>
<td>Gregory Zick</td>
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<td>Paula Lunde</td>
<td>Deborah Zancho</td>
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<td>Paul Marshall</td>
<td>Marilyn Zoellick</td>
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<td>Marsha Massingill</td>
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Pam: Steve, you live in an apartment now; you did live in a Greek house; you moved out of the Greek house; why; what did you like about the Greek house; what do you like about the apartment?

Steve: For a social atmosphere, I think a Greek house is fine. I gained a lot by that... just having the opportunity to interact with people and having the party atmosphere—that's a very enjoyable part. One of the reasons I moved out into an apartment was because I lived in a Greek house for three years and I wanted a change of scenery. An apartment is a wonderful change. I really enjoy cooking for myself, and the independence that you have in an apartment that you didn't have in the Greek house.

Pam: Would you say you're anti-Greek now?

Steve: I'm definitely not anti-Greek. I'm very much Greek still.

But I think it only serves a purpose for so long. I'm still affiliated with that house. I go over to the house for parties and things.

But it's nice to be able to get away and go back to my own apartment and have the independence that you can get in an apartment... It's kind of hard to get to know the people in the apartments next door, but you can if you want. It's like that wherever you live.

Pam: Did you ever live in a dorm?
Steve: No, I didn't.

Am: Sandy, what about dorm life? You haven't lived anywhere else. What do you think of it?

Sandy: I originally came to the dorm because I'm from out-of-state and had never seen the campus. There wasn't much choice involved. I guess the thing I dislike most about it is that it's kind of hard to get any privacy at all. There are always people around and if they happen to be people you like, great, but if they're not, they're always there anyway.

Am: Do you plan on staying there next year?

Andy: Yes.

Am: Did you ever consider an apartment or Greek life?

Andy: Well, I don't happen to like Greeks.

Diane: Why?

Andy: They seem kind of snobby to me.

Am: Do you know any of them? Why don't you like Greeks?

Diane: What's your image of them?

Lila: If you got to be one of the nobs, though, would you then like Greek life? Is it more or less because you feel outside of it? If you were on the other side of the fence would you then feel that it was a good way of life?

Andy: No. It seems like a real clique to me.

Dave: That's what most people think about it. I think when we were all outside we disliked them. I'm definitely not anti-Greek. Since I was part of them I found I did like them.

Pam: That's the way I was, too. Before I got to know any I thought, "Why would anyone want to become a Greek?"

Lila: ... Because you're on the outside you feel that there's a wall between you and maybe that that side of the fence is a little bit greener than the one you're on.

Ruth: A lot of times, too, when you actually get in the situation you begin to assume the role and behavior that you want to project into this certain type of life.

Undergraduate students are unsatisfied with what the university has to offer them in the way of housing rules and regulations. This discussion among seven students from different campus experiences held on February 8, 1972 was on the problems of undergraduate living.
You begin to like it or dislike it. But you never really know unless you have a chance to get to know something about it.

Lita: Definitely. I think that's one of the reasons why I moved out of the house. You do tend to assume the role of the people that you're living with. If you're affiliated with a house you don't like, you get the image anyway. If you don't like the house that has or that Greeks have, then you want to get out...

Pam: So then you were in a house and moved out because of that?

Lita: Yes, but I thought it was an excellent experience, and I think everybody should go through it. First of all, it's difficult for forty or fifty girls to live together and supposedly have a feeling of sisterhood. There's just no way that that many people can get along. You can't feel that you're a sister toward fifty girls. That to me was what I had hoped that Greek life would be like — sisterhood. I found that in most of the fraternities and sororities on campus sisterhood and brotherhood were a facade.

Steve: You were saying that one of the reasons you moved out of the house was because you couldn't fit in... As a member of that house aren't you part of creating an image? When you move in, every individual in the house should affect it...

Lita: It's this image that's forty-nine girls strong and you're one person in it. People can know you for yourself... I just think that you tend to act the way that people in your house act if you're living with that many people. I didn't like the way I saw other people looking at my house in my situation.

Ruth: I think that's an important point. It's one of the reasons why people have been moving away from the Greek life. They don't want to be identified with a particular image or a particular group of people... People want to be known for themselves... They don't want to assume a certain type of life style or personality that they don't feel is really them.

Dave: The Greek image has changed.
"The Greek image has changed."

Steve and I have seen it change since the time we were freshmen. In our house when we were freshmen the fraternity man conception was still the pipe-smoking, V-neck sweater, cuffed trousers, saddle-shoed individual. Now there are guys with short, curly hair and with long hair that's parted in the middle. We've got people who still wear cuffed trousers, we've got people with bell-bottoms, we've got long-hairs, we've got jocks. You can find all kinds of fraternity men now.

Pam: A lot of people that are on the outside of Greek life make all these wrong assumptions about the houses. If you really look at the houses they're just a bunch of kids living together, basically.

Dave: I'd say that those are valid assumptions. I think up until three years ago those were valid assumptions when you could see a person and could tell by the way he dressed that he was a fraternity man.

Steve: But just the same, anytime you bring together a large number of people you're going to have a hard time not putting one image on it.

Dave: The image has been broken down. I don't think there is an image anymore, but I think there was.

Lita: When the cuffed trousers and saddle shoes went out so did a lot of the brotherhood. When you have a diverse group of people living together, you're going to find friction because their life styles are different. There's going to be friction between the two ideologies that rule their lives. With the fraternity man image went a lot of the brotherhood, as far as I can see.

Dave: I think our reason, Steve, for moving out was largely financial. We were paying what was comparably a very high house bill to live in the house...

Lita: The living conditions are better in an apartment, too. The apartment is more attractive. At my house we had good food and a social budget, but it just doesn't compare to having your own privacy and a nice apartment you can call your own.
Dave: The generation of fraternity houses thirty years ago was the most attractive because the houses were a lot stronger financially. A lot of them are in trouble now. When the houses get in trouble they cut back, a lot of times on food. They become even less and less attractive.

Ruth: I think another reason that people prefer living in either a rented house or an apartment is because a lot of the facilities now are better as compared to thirty or forty years ago . . . Apartments are really springing up all over the C-U area and people are drawn to the idea of having a modern, efficient apartment . . . They can have their own type of life style. They don’t have to be regulated by other people’s rules.

Lita: That’s a very important point. That’s the main reason I moved out of the house. The trend in undergraduate students is that they want to do what they want to when they want to . . .

Pam: As far as dorms go, what did everyone think of the dorm?

Lita: I enjoyed it very much. I think when you’re in college you should get a taste of just about every kind of life you can. I think I gained a lot from all three experiences.

Pam: Did you ever think that you didn’t have enough privacy in the dorm?

Lita: No, I loved it. I was a gung-ho freshman. There were millions of kids on the floor and everybody had friends, and the friends were right there. Everybody went out drinking . . .

Dave: . . . and in February everybody pledged, too . . .

Lita: Yeah. Right. Right. And everybody went their own ways. But you can gain some very rewarding experiences.
It’s there that you learn there are other people from different types of towns than the one you grew up in. I think that’s the greatest reward I got from living in the dorm.

**Ruth:** I agree. You’re able to just find out about other people... It’s a really interesting experience when you first move into a dorm. But after awhile, too, it can get on your nerves. People can be constantly coming in to talk to you about anything or everything.

**Pam:** Living in an apartment, do you find that you become isolated from people not living with as many people as you did in a dorm or house?

**Dave:** Lita and I can tell you a lot about that one. Last year I was still in the house. I had a lot of other friends, I talked to people everyday. Lita lived in an apartment with four other girls who were never there, so she was at home quite often by herself. I was over at the house with my fraternity brothers... it was too bad that I couldn’t come over to see her at times when I was at the house. She’d say she was cut off, to a certain extent.

**Lita:** Yes, but it depends on what you want.

“Did you ever live in a dorm?”
You know as many people as you want by this time. You have your close friends and don't necessarily need anymore acquaintances. There is an atmosphere of seclusion to some degree, though.

**Dave:** When Steve and I can't find anyone to associate with we go to the house and see what's going on over there.

**Pam:** So then you've got a pretty good situation. You've lived in a house and have had the Greek experience. Plus you do have privacy now living in an apartment, and you have all those friends.

"... people ... don't want to be identified with a particular image..."

**Ruth:** From living here in this independent house in apartments I've noticed that some people here complain that they would like to meet more people in the building. I think it's a drawback in this situation for someone who enjoys the social atmosphere of a house or a dorm. One thing I've often wondered about is how people view the situation where they as an individual, in a dorm, house, or apartment, have to get along with other people.

**Steve:** I think you can have a little bit of a problem there. You have that anywhere you go.

**Ruth:** If people with different life styles find it hard to get along with other people, is this a reason for moving out of a certain type of living unit?

**Lita:** Living in a university this size, depending on your life style, you can always find somebody else who shares that same view. You can get out of a conflicting situation if you want to.

**Pam:** Even then, the conflicting situation can help you become open-minded and more tolerant of people with views and life styles that are different from your own. So generally any type of housing can be a useful and rewarding experience.
"The trend in undergraduate students is that they want to do what they want to when they want to..."
Dear Mom and Dad,

My first week here at the apartment has been nice. We cook our own meals and there is nobody to tell us what to do.

I haven't tried studying here yet because I've been getting rides into the city every day.

P.S. We have brought in some friends to reduce costs in renting.

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Sandra Gustavson, freshman, Liberal Arts and Sciences
Diane Johnson, sophomore, Education
Steve Salstrom, senior, Liberal Arts and Sciences
David Strube, senior, Liberal Arts and Sciences
Ruth VanderLaan, sophomore, Liberal Arts and Sciences
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Did you see all the roads tangled
down in the valley?
Did you know which way to go?
Oh the mountain stream runs
pure and clear
and I wish to my soul
I could always be here.
But there's a reason for living
way down in the valley
that only the mountain knows.

John Henry Bosworth
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