

THE SHIELD



ISSUE ONE

AUGUST 21, 1972

ISUE Part Of Statewide Medical Education System

The Indiana University School of Medicine faced with a need to educate more physicians set up the Indiana Statewide Medical Education System. Seven centers added to the already existing Indianapolis and Bloomington centers are Indiana State-Terre Haute, Purdue-Lafayette, IU Northwest campus-Gary, Ball State-Muncie, Notre Dame-South Bend, Fort Wayne center-Fort Wayne, and Evansville Center-Evansville. After admission to the Indiana University School of Medicine students may electively be assigned to the center of their choice.

Fall of 1972 is a landmark for the Evansville Center for the Evansville Center for Medical Education. Of the total 290 first year medical students registered five are attending classes here. The Evansville Center has two campuses, west at ISUE and east at University of Evansville. West campus has bio-chemistry, microbiology and physiology, while East offers the neuro sciences and the anatomical sciences -- gross and microscopic anatomy and embryology.

First year medical students also will be offered courses in clinical correlation. This can involve various medical staff activities at the three Evansville hospitals (Deaconnes, St. Mary's, Welborn-Baptist), including grand rounds, clinical pathological conferences, and lectures by visiting professors. Thirty visiting professorships are scheduled for this academic year at the three hospitals. Visitations which are one day a month include conferences, lectures, and consultation with the staffs. Visiting professors are from the Indiana University School of Medicine.

Mead Johnson, which employs a substantial number of medical scientists at the research center, is also involved with a series of seminars. First year students may attend appropriate portions.

One of the real advantages to the student which the center offers is the early exposure to clinical medicine, including an innovative course, psycho-social perspectives in medicine, under the responsibility of Dr. Corcoran with cooperation of many practicing community physicians.

Faculty for the Evansville Center for Medical Education are members of the Indiana University School of Medicine faculty and will also hold joint

appointments to the ISUE and University of Evansville academic staffs.

All first year students will spend August 21 and 22 in orientation at Indianapolis with initial classes beginning in Evansville August 24.

Evansville's three hospitals are also participating with senior electives. These courses last one month and depending upon the course are given at one or all of the Evansville hospitals. Hospitals are approved for the following areas: Community Health Services, Emergency Room Medicine, Family Practice, Obstetrics and Gynecology, Orthopaedics, Otorhinolaryngology (eye, ear, nose and throat), Pathology, Pediatrics, Psychiatry, Radiology, Surgery, Urology. Fourteen senior students for the coming year have selected one or more course offerings in Evansville. Courses are taught by practicing clinicians who are approved by the school of medicine, at the various hospitals.

The Senior year consists of eight electives which may be selected at more than one center. Electives are offered at many hospitals throughout Indiana.

The idea behind the programs is that if students can do their undergraduate work and their first year of medicine at the centers then return for their year of senior electives, they may elect to serve internships and residencies there also. Hopefully they will be encouraged to stay in the areas and help alleviate shortages in medical personnel felt throughout Indiana.

Activities Days -- A First For ISUE

This year a new program is planned to introduce new and returning students to ISUE activities and organizations. The length of the registration process this year makes the old method of display tables in the hall no longer feasible. August 31 and September 1 are Activities Days. Tables will be set up in the Forum. Information will be available 8:30 a.m. to 3:30 p.m. from the ISUE organizations participating.

Becky Brown, Activities Day Committee Chairman, reminds organization presidents that reservations must be submitted to the secretary, Dean of Students Office, by August 23.



(Dan Spindler)

ISUE Jaycees helped Troop 507 of the Buffalo Trace Council of Evansville Boy Scouts with a car wash in July. Proceeds went to Troop 507 for summer camp expenses. Jaycees, left to right, Dick Schmidt, Ralph Kent, Brad Awe, Dan Julow present a check to Don Spaeth, scoutmaster of Troop 507.

WIN A COURSE FEE

Buy A Raffle Ticket From ISUE Jaycees

In March 1972 I.S.U.E. became the first university in the state, and one of the few in the nation, to receive a charter for a chapter of the U.S. Jaycees. I.S.U.E.'s University Jaycees began with a membership of 28 university staff and students which has grown to approximately 40 persons.

One of the most important programs now underway is the provision of funds for university scholarships and student loans. This fall semester is the first effort at raising such funds. A three-hour course raffle (or to out-of-state students a \$60 refund) is being held. Tickets are available from any Jaycee during registration week.

Another university organization receiving assistance from the Jaycees this year is the Varsity Club. Jaycees have accepted the challenge of promoting athletic events and attempting to create a more

Tryouts for Mary Stuart, Theatre Grants

MARY STUART, the story of Mary Queen of Scots, will have its first performance October 26. The play, an American College Theatre Festival entry, will run two consecutive weekends a total of six performances. Tryouts for the cast of fourteen men and six women will be September 11, 12, 13 at the Playhouse on Barker Avenue beginning at 7:30 p.m. Students interested in theatre are encouraged to attend tryouts or contact Mr. Crenshaw for more information.

Theatre students are also eligible for four theatre grants of \$250 per academic year each. Tryouts will be September 7 and 8. Interested students should contact Mr. Crenshaw at the Playhouse.

spirited atmosphere for all I.S.U.E. sports activities.

The University Jaycees serve the Evansville community as well as I.S.U.E. One of the major programs now underway is a manpower assistance program for the Erie Canal District of the

Boy Scouts. Jaycees have participated in supplying manpower for a camporee and organizing a committee to work directly with the scouting administration to help local scout troops remain in operation.

ISUE Participates In NYC Goes To College

For the past two summers ISUE has been involved in a cooperative effort with the Community Action Program, Evansville and the Neighborhood Youth Corps called "NYC Goes to College". The Neighborhood Youth Corps is a youth serving agency established in 1964 and administered by the U.S. Department of Labor. Its program includes three main components: an "in-school" program designed to provide paid jobs for those youths who need some support to stay in school, a "summer program" for economically disadvantaged youth who need to earn during the summer months, and an "out-of-school" program for those who have left school and who need work experience and remedial education in order to compete in the labor market.

"NYC Goes to College" was developed in 1969 in California and extended to five other states in 1970.

Paul Bessler, ISUE Director of Admissions, feels the program leads to a definite change in the NYC students attitudes toward college and the future. As proof of this he cites the following static: "of the 22 students who participated in the program in 1971 8 are coming to ISUE, 3 to Indiana University, 1

to Fisk University, and 1 to Howard University".

The program works in this manner: First, high school counselors submit to NYC names of those students they feel would benefit from the program. NYC together with Paul Bessler, who reviews their academic record, in turn select those students who they feel will gain the most from their experiences.

After selection for the program the youths are given a summer job with the Neighborhood Youth Corps. Part of this job is attending one summer session at ISUE taking a maximum of two classes. This summer job is for approximately 30 hours per week, about one half of which are spent in school. Tuition and books are paid for by the Department of Labor and the students are paid for the time they spend in the classroom.

There are 19 young people involved in this years program.

Freshman Senatorial Elections Sept. 19

Election of freshman senators for 1972-73 Student Government Association will be held September 19.

Interested students may obtain petition information from the Dean of Students office.



(Kurt Diefenbach)

Outstretched hands mirror the crowd's enthusiasm for Mick Jagger of the Rolling Stones. This picture was taken at the Stones' Indianapolis concert July 12. The electrifying performance lasted approximately two hours.

FROM THE LECTERN

But Why Do I Have To Take English

by John H. Gottcent

About a year ago, near the end of one of my Freshman English courses, we were discussing the value of the General Education requirements at ISUE, and the students were voicing their usual complaints against the system. Perhaps the boy who most succinctly summed up the class's attitude was the accounting major who raised the old cry about the foolishness of having to take courses that did not relate to his immediate interests. "But why do I have to take English?" he asked. "I think I should only have to take courses in my major area, or courses that deal with something that I really want to learn about, like horseback riding." His remark produced a few muffled guffaws, and I made some mildly sarcastic comment and went on with the rest of the discussion.

But the student's comment stayed with me after the class had ended, not just because it struck me as wrong (though I was sure it was) but because I realized how typical was the attitude students at this university seem to have specifically defined goals; they seem interested only in their future careers as accountants, dental assistants, or second-grade teachers. These people see little or no value in studying English or, for that matter, the humanities in general. And most humanities faculty (including myself) have been reluctant or unable to defend the worth of their field, being content, as I was, to snicker silently at the inanity of the poor fools who prefer horseback riding to a good novel. The result has been that even some of the most enthusiastic devotees of the liberal arts have begun to wonder whether the students might be right -- whether the humanities are anachronisms at a contemporary university, and whether General Ed requirements should be changed to reflect this.

I am convinced that the humanities are definitely not anachronistic -- that, in fact, they were never more important to students than they are today -- and I am further convinced that it is high time for me to stop snickering at my opponents and start justifying my beliefs. I think if I were to have the chance to confront my accounting major again, I would begin by pointing out that, as important as his future profession might seem to him now, he will probably never spend more than 25 percent of his time working at it. Even were he to spend 40 hours per week on the job (probably a high figure these days), he would find that this represents less than 1/4 of the total of 168 hours in a week. That leaves 128 hours, and even were he to account for sleep by subtracting from this 128 another 56 hours (8 hours of sleep per night times 7 nights), he would still find 72 hours per week unaccounted for. In other words, assuming my accounting major to be a typical case, it turns out that the average student here today can expect to spend nearly twice as many waking hours (72) away from his job as on it -- hours for leisure, for responsibilities in the family and community, and for development of the self as a full human being. It is during these important hours that a liberal arts education with a full grounding in humanities will pay off.

My claim that the humanities can be valuable enhancers of leisure time would probably be met with a start by my student. "Why should I have to take college courses to learn how to have fun?" he might ask. "That's the one thing I can handle pretty well by myself." Only one who

has been through a good liberal arts education will know how wrong he is. I recall a conversation of a few months ago that illustrates my point. A colleague of mine from another division had a wife who was expecting a baby any day. Pain and discomfort had been keeping her awake for a few nights, and she had been passing the time reading novels. My friend noted how much better this was than for her to have been playing solitaire or watching the fifth rerun of a John Wayne epic. He attributed her ability to turn to novels at such a time to the fact that she had had some college training in literature.

Perhaps we will not all have to learn to fill in the wee hours of a morning while awaiting the birth of a child. But the point is that the humanities can open up many new opportunities for leisure time, and can enhance appreciation of old sources of enjoyment as well. If properly taught, courses in music and poetry can clue a student in to what's happening in contemporary music so that the next time he listens to James Taylor's "Fire and Rain" he can really listen to it and find out what's going on there. Courses in literature, drama, and film can show a student why a movie like "Summer of '42" can lose its appeal the second or third time around while one like "The Last Picture Show" can still be exciting after five or six viewings, despite the fact that, as one student complained to me recently, "it's not even in color." Courses in the novel can demonstrate why it would be better to tackle *Women in Love* than *Love Story*, even though the former novel is probably four times as long as the latter. In short, the humanities have an important service to perform for almost anyone who doesn't want to spend the rest of his leisure time staring at TV sitcoms or reading "Nancy" on the comics page.

But leisure is certainly not the only area in which the humanities perform a function. As their very name implies, they can help further one's understanding of human nature and so assist in the performance of responsibilities in the family and community. These responsibilities, taken together, will probably take up more time, and will undoubtedly prove more important, than the average person's profession.

My own discipline, literature, should prove especially helpful to one trying to cope with the demands of a family. I say should, of course, for there are no guarantees here. Reading Sylvia Plath will not automatically make a husband understand his wife's feminism more deeply. Reading D.H. Lawrence's "The Rocking Horse Winner" will not force anyone to learn something new about a child's relationship to his family. And undoubtedly there are people who can read *The Catcher in the Rye* three times and still not really appreciate the anxieties of the adolescent. But it is hard to believe that works like these cannot open insights for most readers who will give them a chance. And if my student were to complain that he already knows enough about women and children to get by and has no need of novels for these purposes, I would only have to challenge him to come back after two or three years of marriage and tell me the same thing, and I would be confident that once those two or three years were up he would be ready to listen. And read.

Responsibilities in the community necessitate dealing with and understanding human beings, and so the humanities play a role here too. "But," my accounting major might argue,

"I don't plan to get involved in community affairs. I'm no joiner and I'm certainly not interested in politics. When my day at the office is through, I plan to come home, plopp into my chair, and relax with a six-pack and a portable TV. Let the rest of the world worry about activism." My first response would be to present to this fellow a copy of Albert Camus's "The Guest," a story which would show him that it is impossible to escape involvement in the affairs of others no matter what one does. Then I would start to fire some questions at him: He does plan to vote, doesn't he? Wouldn't he like to base his decision at least in part on an understanding of human nature and human needs? He does plan to live in a neighborhood with other people, doesn't he? Wouldn't he like to know those people a little better -- really know them -- so he can help to make it a better community? He does plan to send his children to school, doesn't he? Wouldn't he like to find out what they really need to learn at that school and how it should be taught to them so he can squawk when things there don't go as they should? Will accounting help him do these things? Will dental assistantship? Will any technical training devoid of the humanities? I think not. The fact is that any person who plans on being more than a hermit needs to develop an understanding of humanity that goes beyond the training he gets for his profession. The humanities can foster this understanding.

There is still something else, though. More important than leisure, more important than the family, more important than the community, is a person's ability to live with himself. Plato's claim that the unexamined life is not worth living is perhaps even more true today than it was in ancient times. As Alvin Toffler argues in *Future Shock*, a rapidly changing technological society places stresses on the individual that are often almost impossible to cope with. The person who does not understand the nature of his own frustrations and anxieties, and who feels that he is alone in suffering from them, may find it difficult to even survive in this kind of world.

Again the humanities, if properly approached, can help. One of my favorite passages in "The Catcher in the Rye" aptly tells how. Toward the end of that novel, Holden Caulfield, the frustrated adolescent hero, complains to one of his former teachers about the uselessness of the education he has been receiving at the hands of pedantic instructors. The former teacher, Mr. Antonini, makes a beautiful reply. He tells Holden that once you get past the pedants and their pettiness, "you're going to start getting closer and closer -- that is, if you want to, and if you look for it and wait for it -- to the kind of information that will be very, very dear to your heart. Among other things, you'll find that you're not the first person who was ever confused and frightened and even sickened by human behavior. You're by no means alone on that score, you'll be excited and stimulated to know. Many, many men have been just as troubled morally and spiritually as you are right now. Happily, some of them kept records of their troubles. You'll learn from them -- if you want to. Just as someday, if you have something to offer, someone will learn something from you. It's a beautiful reciprocal arrangement. And isn't education. It's history. It's poetry." What are these records of which Mr. Antonini speaks? Largely, they are the novels, and the dramas, and the films, and the paintings,

and the music which comprise the humanities. They are the sources which, perhaps better than anything else, can help a person come to grips with himself.

These are the kinds of things I would like to say to my student were I confronting him again today. If you want to be an accountant, fine. Train for it, and train well. But don't spend all of your education on something which will occupy at most a quarter of your time later on. Prepare also for the many important non-working hours when you will not be simply an accountant. Learn to enhance your leisure time, learn to understand and work with the other human beings who will be in your family and your world, and most important, learn to cope with yourself. For these reasons if for nothing else, take English, and music, and art. They will help you be a person.

"But," my persistent student will rejoin, "this is all just talk. You tell me I should develop these abilities through the humanities, but I don't find them stressed in the courses I'm asked to take. How can I learn to relate to human beings through literature when my lit teacher only asks me to memorize petty passages and learn the meanings of technical literary terms? How can I find a new enjoyment in the arts when my art history teacher gives me 'D's' because of my spelling? How can I relate the humanities to myself when I'm taught to approach them as something sacred and removed?" These are valid questions, and the answers, of course, lie with us teachers. For

we have become almost as ignorant as the rest of the world of the real values and functions of the subjects we teach. Having chosen the humanities as a profession for ourselves, we assume that all our students must relate to them as professionals also. Having lost sight of the real meaning of our subject matter in terms of our whole lives as human beings, we have failed to stress this meaning in our classes. We have been content to pass on to our students the same technical approaches to the arts which we often received from our own instructors. How can we get back on the right track? It will take a lot more than a column in *The Shield* to go into that. But perhaps we can start by recognizing what has been happening, by forcing ourselves to become aware of the wide gap that often separates what we should be stressing from what we are stressing.

In the final analysis, though, any changes we teachers make will have little effect unless students are willing to go along with us. It is the students who must resist the temptation to limit their education to a narrow field of specialization, even if they are going to turn that specialization into their life's work. It is the students who must come to recognize that any technical training -- be it for accounting, or dental assistantship, or secretarial work, or school teaching, or even horseback riding -- will prepare them for only a small portion of the lives they will have to lead. By ignoring the humanities, they will be limiting their chances of developing into full human beings.

Gall Harris
Jim Belcher
Judy Snyder
Jerry Kuykendall
staff: Becky Brown, Debra Perkins, Bob Blackman
photographers: Bill Hoock, Walt Messex

editor
managing editor
feature page editor
editorial page editor

Shield Policy

1972, as a campaign year, is one of challenges, rebuttals, allegations, and denials. Moreover, in the time-honored tradition of American politics it is a year of promises. Pledges of full employment and full dinner pails emanate from both sides and the middle of the political spectrum.

In keeping with this period of promises the Shield wishes to outline its editorial policy for the coming two semesters. We wish to make a number of pledges, these not to be forgotten after November 7th.

Editorial policy number one is to remember at all times that this is your newspaper, patronized and funded by the student body. The paper will be responsible to your needs and interests, open to your suggestions and criticisms.

Policy, or pledge, number two is that the newspaper will be regular. In past years the Shield was much more flexible than it should have been in this respect. This will be a monthly publication, with distribution dates of September 20, October 25, November 21, December 20, January 24, February 21, March 21, April 18 and May 9. We will strictly adhere to this schedule. All of the dates, except for November's, are Wednesdays. November's publication is scheduled for a Tuesday due to the Thanksgiving holidays.

We further promise to seek answers to any questions you refer to us through the Letters to the Editor column at the bottom of this page. We earnestly solicit your observations, criticisms, or quandaries on any matter of interest to you as an ISUE student. If it has been a while since you had your English Composition 101 course, just ask and we'll do what we can to salvage your grammar before printing your comments.

At universities and colleges where most students live in on-campus housing it is often helpful for the student newspaper to present local news. Since ours is not a campus of that type the Shield pledges itself not to be a monthly reiteration of your local newspaper. Our news, features, and sports will involve items of interest to ISUE students. We pledge to keep you informed of issues relevant here. Non-campus news that affects our students will be presented in that context, geared to your personal interest and involvement in them.

This year we are introducing a new feature, starring a monthly "guest-journalist" from the faculty. Aptly titled "From the Lectern", the column is initiated by Dr. John Gottcent as he gives his view on the value of a liberal education. Conservation, youth communes, and consumer protection are some of the other topics faculty members will treat this year.

As stated, we pledge to make your newspaper regular, relevant, responsive, responsible and readable. We even hope to amuse and entertain you along the way.

Katharine Shepard Sees Visions As A Gift of God

On a side street in a quiet neighborhood of the south side lives Evansville's answer to Jeanne Dixon. Mrs. Katharine Shepard, who says her proper title is "spiritual consultant", rather than "fortuneteller" or "palmreader" talks to hundreds of people weekly, giving advice, consoling, foretelling the future, revealing the past.

Her following is immense, farflung and devoted, and after I talked to her myself, the reasons were readily apparent. A devoutly religious woman, she makes no bones about the fact that she considers herself merely a tool, "only an instrument that God uses to comfort His children," and with that firmly in mind, she reads for people from all over the world, from every conceivable vocation, from every imaginable social standing. When we went to see her, ahead of us in line were a dancer and her mother from Indianapolis, a black couple and their grandson from Madisonville, Kentucky, two divorcees from Eldorado, Illinois, and two ladies from

Sturgis, Kentucky who apparently make a hobby of the occult.

On the day we visited her, Mrs. Shepard had been giving readings since about 8:00 a.m. She had her lunch delivered to her consultation room so that she might eat and talk, too. According to the ladies from Sturgis, one of whom was particularly vocal, they had arrived at 9:00 a.m. and found that the waiting room, entrance hall, and porch were all packed with people wanting to see Mrs. Shepard. We entered her home a few minutes before 7:00 p.m.; there were nine people waiting. I didn't talk to her until 10:30, and there were more people coming in as we left. That night she read until 1:30 a.m., an unenviable workday few people would willingly contemplate.

Mrs. Shepard describes her unusual psychic abilities as clairvoyance and clairaudience, she sees visions, she hears names, places, and dates; she believes she is especially close to the other world where the deceased now reside. Added to

these qualities is an instinctive or intuitive something that "just tells" her about the person of whom she's thinking.

Mrs. Shepard was born in Spottsville, Kentucky and moved with her family to Evansville when she was nine years old. When she was twelve, a voice told her the United States would engage in war with Japan. Some thirty-five years later her son left to participate in that war. She became completely aware of her uncanny faculties when she was near thirty years old, and has been giving readings for about forty-eight years.

She holds several honorary degrees and titles. She is a Kentucky Colonel, possesses her ordination papers, holds a Doctorate of Divinity from the Free Universal Church in Florida, a non-denominational Spiritual Church, and holds a Doctorate of Religious Humanities. She has preached many sermons with the idea that "God is out behind the barn," meaning that people who act furtively in hopes of concealing their actions are not really hiding, even though they think they are. Her intense religious feeling is non-denominational, although she is a member of the Baptist Church. Mrs. Shepard hopes that some day the signs over churches declaring the various denominations will be taken down and that one universal religion will prevail.

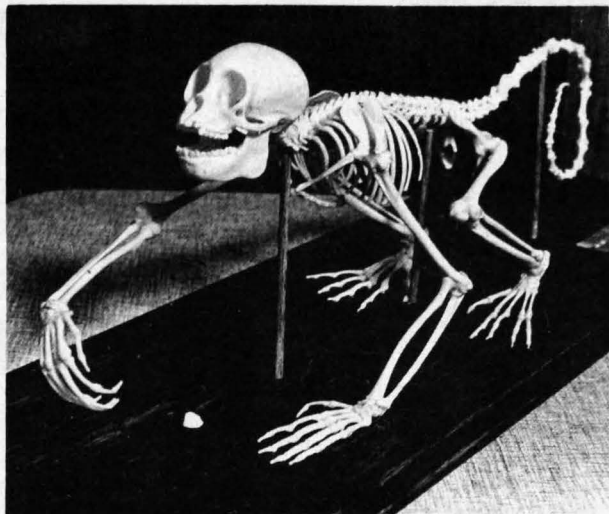
Giving readings to the general public is only a part of Mrs. Shepard's activities. She is working on a substitute for our present system of prisons and reform schools, since she believes the current arrangement makes people worse, rather than curing or helping them. She composes songs, too, but none of them have ever been published. She is also writing a book to be entitled **Psychic: The Experiences of Katharine Shepard**.

There are all kinds of stories told by the people who visit Mrs. Shepard habitually about the remarkable and, at the time, unbelievable things she has predicted. Judging from my experience, the people waiting for her beguile the time trading stories of what she told a friend of a relative of a friend and comparing their own psychic abilities. Again going by my experiences, divorcees, unhappily married women, and single girls seem to be her most frequent visitors. Counting ourselves there were present that night eleven people, nine of whom were women, and eight of those were unmarried because of various reasons.

Reactions after a reading vary. The two divorcees from Eldorado, Jerri and Barbara, are a good example. Barbara was really impressed, especially after Mrs. Shepard told her a man named Jim was trying to call her. Jim is her boyfriend who didn't know she was out of town. Jerri, on the other hand, came away disappointed. She had come for advice. She had an offer to move to Florida and didn't know whether to take it or not.

I, like Barbara, was more than favorably impressed. Mrs. Shepard told me about my family, some of my friends, and my personality with complete accuracy. She told me about my career and future family with what I hope was equal precision. Although she is not always a hundred per cent accurate in her prognostications, her predictions come true so often that one can almost absolutely count on the events she foretells.

Mrs. Shepard is frantically busy, but it is an experience everyone should have at least once.



(Daniel Radcliffe)

No Monkey Business.

ISUE senior Dan Radcliffe spent about a month constructing the monkey skeleton for Dr. Denner's Vertebrate Zoology class. The monkey cadaver was obtained from Mesker Zoo.

First Tri-State Chess Open

The first annual Tri-State Chess Open sponsored by the ISUE Chess Club was held Saturday, August 5. A total of 137 people of all ages and from the immediate Tri-State area participated in the three classes of competition. The cities of Princeton, Jasper, Elberfeld, Duggar, Cynthia, Oakland City, Poseyville, Newburgh, Winslow, Tell City, Terre Haute, and Evansville, Indiana were represented; participants also came from Madisonville, Marian, and Henderson,

Kentucky, and Robinson, Crossville, and Broughton, Illinois.

Winners and runners-up in the three classes were:

Class A - Alfred Nidermayer, 815 College Highway, Evansville 5 1/2 - 0 John Casey, Route 3, Henderson 5 - 0

Class B - Jim Webb, 7609 E. Mulberry, Evansville 5 - 0 David Boink, 2705 Bellemeade, Evansville 6 - 1

Class C - Mike Ashcraft, 1723 E. Illinois, Evansville 6 - 0 Garry Sammet, 3104 W. Franklin, Evansville 5 - 1

New Faculty & Administrative Staff At ISUE This Fall

There are a few new faces on the faculty and administrative staff of ISUE this fall. We have one new Division Chairman, one new Associate Division Chairman, three new Assistant Professors, and one new Purchasing Agent.

The new Division Chairman is Dr. Kenneth B. Settle who has been named Chairman of the Division of Business. Dr. Settle comes to ISUE from the faculty of the College of Business at Ball State University. His duties as Chairman will include the administration and development of the academic program of the Division of Business.

Dr. Settle completed his undergraduate work at the University of Cincinnati, earned his M.B.A. from the Graduate School of Business, Indiana University and completed his doctoral work at the Graduate School, University of Cincinnati.

Dr. Settle served in various academic and administrative capacities at the University of Cincinnati from 1954-1969. He joined the faculty of the University of Cincinnati in 1954 and in 1959 became Associate Dean of the Evening College. He was next appointed Associate Dean for Institutional Research and in 1967, Vice-President for Planning. In 1969 he assumed the presidency at Penn Valley Community College in Kansas City, Missouri.

Our new Associate Division Chairman is Dr. Dennis L. Letts. Dr. Letts has been appointed Assistant Professor of English and Associate Division Chairman of the Humanities Division for the 1972-73 academic year.

Prior to coming to ISUE Dr. Letts was a doctoral fellow at Southeastern State College in Durant, Oklahoma and instructor in English Literature.

Dr. Letts earned his B.A. Ed. from Northeastern State, Tahlequah, Oklahoma, his M.A. from the University of Tulsa, Tulsa, Oklahoma, and his Ph.D. in English from the University of Illinois.

The Division of Social Sciences has announced the addition of Mr. David W. Patterson as Assistant Professor in Sociology. Mr. Patterson has been a research associate at the Southwestern Correction and Criminological Research Center at Florida State

University in Tallahassee, Florida; Assistant Project Director for Western Piedmont Council of Governments in Hickory, North Carolina; and an instructor in the Department of Sociology at Lenoir Rhyne College in North Carolina.

Mr. Patterson earned his A.B. degree from Newberry College and his M.S. and A.B.D. from Florida State University. He will complete degree requirements for the Ph.D. degree in August.

Dr. David W. Kinsey has been appointed Associate Professor of Mathematics for 1972-73. Dr. Kinsey was an associate instructor in Mathematics at Indiana University in Bloomington and has been an instructor in Mathematics at Millikin University and Carthage College. He earned his B.A. from Manchester College and his M.S. in Mathematics from the University of Arizona. His Ph.D. was earned from Indiana University.

The Division of Education has appointed Dr. Jacquelyn M. Miller as Assistant Professor of Education. Prior to coming to ISUE Dr. Miller was an instructor at the University of Nebraska. While completing requirements for her doctorate there she worked with student teachers and taught classes for professors of elementary education.

Dr. Miller earned her B.S. from the College of St. Mary in Omaha, her M.A. Ed. from Arizona State College, and her Ed.D. from the University of Nebraska.

The new member of the Administrative staff is Mr. William J. Muller who has been appointed to the new position of Purchasing Agent under Mr. Byron Wright, Vice-President for Business Affairs.

Mr. Muller received his B.S. Degree in 1970 and the M.P.S. Degree in 1972 from Western Kentucky University. He has worked as graduate assistant in the recreation area of Dero Downing University Center at Western Kentucky University.

This listing of additions to the ISUE staff is not complete but unfortunately information concerning all the new faculty members will not be available to the Shield until after we go to press. Next month's issue will include information about the rest of the new faculty members.



(Bill Hoock)

An engrossed player at the August 5 chess match contemplates his next move.



(David Cline)

Dave Cline, standing, as official at the chess match, helps two participants with a problem.

Long Hot Summer For Ball Players

By Walt Messex

Happy Fall sports fans! It's been a long hot summer for the baseball team. However, although they played through a losing 10-14 schedule, there were some bright spots.

Although they probably didn't make any fortune, two ISUE baseball players did make a certain measure of fame. Gary Patton, (now graduated) who hit 3 home runs and 25 runs batted in, at a .333 clip, was second in RBI in NAIA District 21. I'm sure the baseball team will sorely miss him. Another player who made a distinction for himself in the National Association of Intercollegiate Athletics is John Warner. John's forte is pitching where he garnered 7th in ERA and was the fourth leading pitcher in decisions.

Besides the pitching staff, the regular eight consisted of John Besing (1st base-pitching), Gary Patton, Bruce Butcher (.291 - 3rd base), Tom Schapker (.289 - outfield), Bill Kothe (.267 outfield), Don Powers (.259 - shortstop), Dennis Pruiett (catcher - .250) and Gary Russel (outfield - 1st base). Other non pitching members were John Walker, Lennie Titzer, Joe Styles and Steve Hoephner.

The regular pitching staff consisted of John Warner (4-1, ERA 2.00), John Besing (2-4, ERA 3.05), and Ron Romain (1-5, ERA 5.14). Others who tried their luck at pitching were Steve Sammett (1-0, 6 innings), Tom Hammerstein (2-1, ERA 2.76), and Dave Bromm (0-3, ERA 4.33).

Overall, the team batting average was a respectable .241 with 5 home runs 75 RBIs and 13 stolen bases.

In 168 innings, the pitching staff gave up 63 earned runs, 84 walks, struck out 116 batters, and had a 3.37 ERA with 10 wins and 14 losses.

ISUE 2 ... Marian College 5
 ISUE 2 ... U of Evansville 8
 ISUE 2 ... Ky. Wesleyan 0
 ISUE 0 ... U of Mo-St. Louis 1
 ISUE 2 ... So. Illinois U-Edwardsville 1
 ISUE 1 ... Ky. Wesleyan 2
 ISUE 4 ... Bellarmine 1
 ISUE 5 ... No. Ky. State 7
 ISUE 6 ... Purdue - Calumet 8

ISUE 1 ... U of Evansville 2
 ISUE 3 ... Northwood 5
 ISUE 7 ... U of Evansville 2
 ISUE 2 ... Marian College 1
 ISUE 0 ... U of Evansville 6
 ISUE 2 ... Ky. Wesleyan 3

ISUE Film Series Starts Sept. 5

ISUE film series begins September 5. The films are shown in conjunction with Humanities 331. Open to students and members of the community showings will be Thursdays at 2 and 8 p.m. Single admission is \$1.00, a season ticket (for one semester's films) is \$7.50.

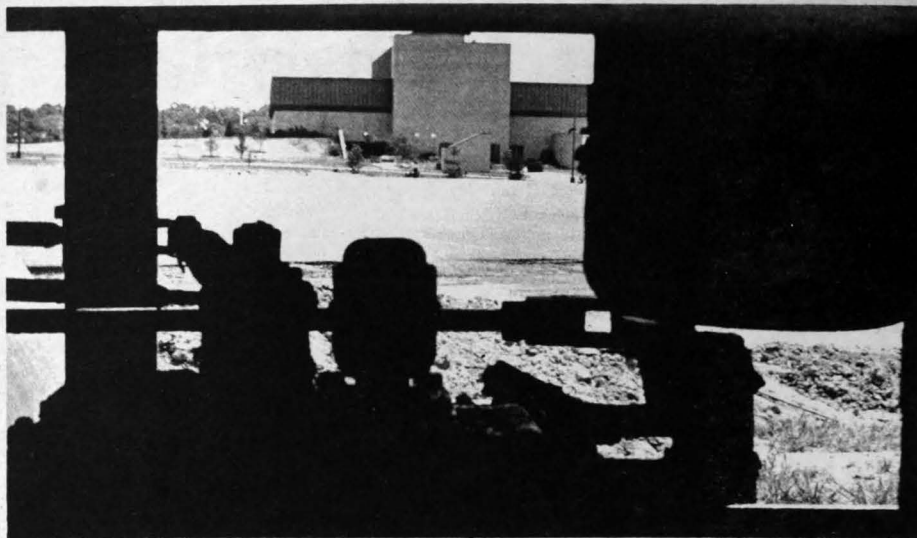
The following films are scheduled.

- Sept. 5 -- Occurrence at Owl Creek Bridge
- Sept. 7 -- Citizen Kane
- Sept. 14 -- Wild Strawberries
- Sept. 21 -- The Gold Rush
- Sept. 28 -- Orpheus
- Oct. 5 -- Black Orpheus
- Oct. 12 -- La Dolce Vita
- Oct. 19 -- McCabe and Mrs. Miller
- Oct. 26 -- Mondo Cane
- Nov. 2 -- Hiroshima Mon Amour
- Nov. 9 -- Who's Afraid of Virginia Wolf
- Nov. 16 -- The Boys in the Band
- Nov. 30 -- Brewster McCLOUD
- Dec. 7 -- Billy Jack
- Dec. 14 -- The Fox

ISUE 6 ... U of Mo-St. Louis 3
 ISUE 1 ... So. Illinois U-Edwardsville 7
 ISUE 3 ... Ky. Wesleyan 4
 ISUE 3 ... Bellarmine 7
 ISUE 17 ... No. Ky. State 5
 ISUE 11 ... Purdue Calumet 10
 ISUE 0 ... U of Evansville 3
 ISUE 15 ... Northwood 3
 ISUE 1 ... U of Evansville 0

For those of you who wish to play Fall baseball, there's a meeting scheduled for Friday, September 1st, at 2:30. For those of you who are thinking this is a misprint or that I've lost my marbles, this Fall baseball is for real. If you're interested, see the Coach, Jim Brown, in his office, room 119 in the Library. Coach Brown is currently scheduling 4-6 games including the Kentucky Wesleyan Classic, a 4 team tournament scheduled for Sept. 30th.

For the football fanatics, there will be an Intramural Touch Football organizational meeting Sept. 8 that 12 noon. Once again, contact coach Brown in his office. As of this writing, that's all that's happening in ISUE's world of sports.



The view through the machinery is the new tennis courts. Construction of the four courts located just south of the Kinder House began July 7. Completion is scheduled for mid-August. The courts will be used for instruction and will be open at various times to ISUE faculty, staff and students.

BACK

To School And Into Your BOOKSTORE
 For BACK TO SCHOOL SPECIALS

STUDENT SPECIAL



HI-LITER®

STILL ONLY
~~39¢~~ 2 for \$.59



.19 med. 2 for .29
 .25 fine 2 for .39

FREE!!! Sheaffer marking pen
 WITH EACH \$5.00 PURCHASE IN NON TEXT BOOK OR NON DISCOUNTED MERCHANDISE

!!!! BACK TO SCHOOL DISCOUNT !!!!
 This coupon may be redeemed at Kissingers Texaco Station Highway 62 West for a 2c per gallon discount on any fillup when presented with your student I.D. card or the display of your 1973 Student parking sticker.
 Expires Sept. 30, 1972

BACK-TO-SCHOOL SPECIAL

Regular \$.59

ISUE
 Composition Book
 4 for \$1.98

Save time...

Style
 Impact!
 Imagination
 FLAIR!
 is filled with...
 Brilliance
 AUTHORITY
 reg. 49 blue & black
 Special only 39¢