

## General Review Of New ISUE Personnel, Administration

In an atmosphere suggesting improvement in patterns and channels of communication for the academic community — students (first), faculty members, administrators and their assistants, staff, operative personnel, and secretaries — ISUE is opening the 1969-70 school year with new administrators and administrative personnel.

Employees with instructional responsibilities are presented elsewhere

in this issue of The Shield in a story explaining instructional titles, office numbers, and introductory suggestions to students about first steps necessary in degree planning (major and minors) and curriculum analysis.

Also elsewhere in this issue there is presented the results of a student survey related to lines of administrative policy-making authority and academic-instructional job description.

Organization of the Evansville campus is divided into four areas: (1) Office of the Dean (Dr. David Rice) (2) Business Office (Business Manager Byron Wright) (3) Instructional Affairs Office (Dr. Donald Bennett) (4) Five Academic Divisions: Business (Dr. Edward Marting, Acting), Social Science (Dr. Dan Miller), Education (Dr. Ted DeVries), Science and Mathematics (Dr. Rolla Dyer), and Division of Humanities (Prof. Jimmy Blevins).

Instructional Affairs Office is responsible for coordinating student affairs. Personnel and departments of student affairs are as follows: Prof. Gerald Alstadt, Director of Sports; Mrs. Jo Ann Boullie, Nurse and Director of Health Services; Prof. Clem Lawson, Director of Admissions; Prof. Donald Small, Counselor; and Mr. Elmer Sander, Financial Aids. Miss Marsha Volkman is scheduled to direct student activities.

Prof. John Deem replaces Miss Pamela Woods as Registrar. He will also serve as Acting Dean of Students.

### Bennett, Woods Undertake New Responsibilities

Official announcement that Dr. Donald Bennett, Assistant Dean of Campus, is to fully assume his assigned responsibilities, after one year of studying the total profile of the Evansville campus, indicated that the Evansville campus is assigning the problems of growth, academically, to his office and to his leadership.

Dr. Bennett is to be in charge of the following: (1) Responsible for coordinating and providing leadership for academic programs. (2) Responsible for convening and coordinating Divisions Chairmen's Council. (3) Providing leadership for academic programs and development and stable progress. (4) Recommending faculty appointments. (5) Coordinating recommendations for evaluation and promotion of faculty members. (6) Assist Division Chairman in program planning. (7) Curricula coordination. (8) Development of the Student Affairs area.

In addition to his appointment as Registrar, Prof. John Deem, formerly a mainstay of the Division of Business, is to serve as Acting Dean of Students. This means Prof. Deem is to serve as a "sort of 'ombudsman' to make certain that the faculty and administrative offices are cognizant of the needs and responsibilities relating to students and student life."

Miss Pamela Woods who served as Registrar last year has been transferred to work as Assistant to the Dean. Her job description and responsibilities include: (1) Special assignments from the Dean. (2) Collation of data for North-Central Accrediting Association reports, long-range academic planning. (3) Coordination and supervision of preparation of school calendar. (4) Represent the Office of the Dean on committees, correspondence, and initial interviews.

In addition, Miss Woods faces the problem of "relating to the channels of communication within the ISUE community through which employees and friends of the university can learn about their duties and obligations in relation to the economic, academic, administrative

purposes, as well as express their feelings and sentiments about their methods and conditions in a work-live situation."

This responsibility Miss Woods faces calls for her awareness of "a set of four terms used to describe the processes of personnel communication — (1) the TRANSMITTERS of information on the ISUE campus. (2) The problematical errors and mal-interpretations of the RECEIVERS of information on the ISUE campus. (3 and 4) The grapevine of COMMUNICATORS and COMMUNICATEES" who are being subjected to interpretations suitable to their purposes in the ISUE patterns and systems of communication.

Moreover, Miss Woods faces the responsibility of "determining the INITIATOR of information, because first in the process of communication is the ORIGIN which is the source of any mal-impressions and the source of the stimulus leading the INITIATOR to initiate the communication."

### Student Registration For Frat Begins

Sigma Tau Epsilon, social fraternity, recently has set up rush registration tables to take the names and addresses of any young men wishing to participate in Sigma Tau Epsilon's fall rush program.

Anyone who failing to register at this time may still do so by contacting any member of the fraternity or by calling the fraternity house at Ph. 425-4847 between September 10 and 20.

Only those young men taking advantage of these opportunities to register with the fall rush program will be eligible to attend the fraternity Smoker September 20.

The Smoker will be at the Sigma Tau house and will be an opportunity for those who wish to pledge to the fraternity to view the house and become acquainted with the active members. The Smoker will last from 7 to 9 p.m.

Personnel in the main executive office of the Evansville campus includes Miss Kathy Will, secretary to the Dean; Miss Pamela Woods, assistant to the Dean; and Mrs. Duffie Barton, Administrative Secretary.

In the Business Office Mr. Tom Boyd is Bursar. Data processing manager is Elizabeth Renz. Mary Patterson is in charge of personnel.

Under the authority of the Business Office are the following: Physical Plant, Mr. Paul Grimes, Superintendent of Physical plant; Mr. Charles Board, Supervisor of Safety and Security; and Mr. Ted Scheller, Supervisor of Custodians.

### BUS TRANSPORTATION

Students interested in bus transportation to and from the new campus should contact the secretary from Will Coach Lines who will be at the new campus during the two days of registration, September 15 and 16.

According to Mrs. Duffie Barton, administrative secretary, Will Coach Lines plans for a bus to leave Third and Main each morning at 7:30 a.m. every hour going to the campus. The last bus departing from the campus heading back into town will leave the campus at 10:15 p.m. each evening.



Prof. Elmer Road Runner (front right) explained that he is to be on campus "for the duration." He announced that he wished to advise he would be more than willing to discuss degree-planning with any student within, or outside of, his Discipline. Amazed, but listening, is Jim McDaniel (left), junior, who warns that if you are mis-advised that you may spend up to an extra year in college. Randy Nixon was told by Prof. Road Runner to follow the catalogue of the university he intended to transfer to and graduate from.

# The Shield

INDIANA STATE UNIVERSITY-EVANVILLE

A Student Newspaper

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## Don't Become A Victim of Mis-advising

In this, the first edition of THE SHIELD, we, the staff, are trying to keep the new students in mind. We are trying to familiarize them with our new campus and with college life in general.

It has been found that one important aspect of attending college at ISUE in previous years which has been close to the point of complete chaos is counselor advising. It appears that on this campus we have many ill-advised students with either too many hours, which will not apply in their major or minor areas, or students with not enough hours to graduate in four years - all due to the fact that they were poorly advised.

Advising at ISUE seems to be a task that the instructors find to be a nuisance. They perform it, but do not investigate each individual case separately and advise according to the needs and requirements of that individual's area of study. Does it make sense for a business major to take twelve hours of science that are not required by general education courses and will not apply on his major? Instead he should be taking twelve hours which will apply toward his degree.

Students must learn immediately to read their college catalogue correctly and then follow it throughout their school years. Know which courses are required and which can be taken as electives in your major or minor areas. Also learn to know the difference between a Bachelor of Science degree and a Bachelor of Arts degree; this alone can save you from taking unnecessary hours which will not apply toward obtaining your degree.

As veteran students at ISUE, we have learned that the best way to get along with an advisor is to humor him. Make him think he knows what he's doing, then go and check with your catalogue and make sure your schedule is correct. They'll never know the difference and you'll be one hundred per cent better off for double checking.

### Attention

#### Students and Faculty!

Got something you want to sell? Want something but don't know where to find it? The Shield can solve your problem simply through its classified ad section of the newspaper. Send or call in your ads to Dennis Orsburn, ad manager, at 608 Berkeley Avenue (422-5071). It's the only way to communicate with the entire student body.

### The Shield

The shield is solely the product of students of Indiana State University - Evansville. Its editorial comment and news content is produced and edited by the views of the paper and represents the views of the editor and staff and not those of any department in the University.

The editor invites any reader to comment on editorials or to express individual opinions through letters to the editor or to editors. All letters should be typewritten and signed. No unsigned letters will be considered for publication.

# BASS-ACKWARDS

BY RANDY NIXON

Well, I woke up this morning at 5 a.m. and had two eggs and three strips of bacon. Immediately following this sumptuous feast I readied myself for the first day of school. I completed my many tasks and was on my way. As I drove west on Highway 60 I began to notice that singing birds filled the sunny sky above me, and the windshield before me.

I made a left turn onto what was supposed to be the new ISUE campus, and to my amazement, behind large boulders of dirt, I beheld a magnificent castle with huge oaken gates. Directly in front of the huge oaken gates sat a very large and impressive stone with these words engraved upon it "Whosoever shall pull the sword from the stone shall reign as King Camelot of ISUE." There was no sword to be seen.

Nevertheless, I ventured inside to inquire about what had happened to the magnificent campus that had apparently disappeared overnight, and to find out what had happened to the sword that was supposed to be in the stone. Upon entering I was confronted by two guards armed with rulers bearing the Golden Rule. After apprehending me it was decided to take me before the King for sentencing of my heinous crime of trying to burn down the library which is not yet built.

Upon entering the throne room I was quite surprised to see Dr. Rice sitting on the spacious throne with dear Duffie Barton sitting at his side. It was at this moment that a guard hit me on the bottom and sent me sprawling to the floor. King Rice then immediately went into a frenzy and began jumping up and down yelling "hit the hippie again."

But thanks to my foresight and courage, I had worn my green tennis shoes and white socks; I was able to dodge the next vicious attack on my person. Three tranquilizers later, the King calmed down and told me to come before him and kneel. I did. Without any warning whatsoever, he reached to his side and brought up the sword previously in the stone touching me once on each shoulder and saying "I dub you Sir Greensneaks, arise." I must say that I was surprised.

After this rather impromptu ceremony was performed King Rice and dear Queen Duffie took me on a guided tour of Camelot ISUE. Queen Duffie pointed out such absurdities as the paved parking lot which will never get muddy and the fact that snow will never fall anywhere on the campus because of the year-round temperature ranging from 68 to 72 degrees.

King Rice then mentioned that the Hitchcock birds on campus bred by the Biology department under the direction of Sir Denner have been a complete failure in that they are very stupid and will insist upon flying into shiny auto hubcaps and peoples hair. He also added that there would never be any more than 12 frogs permitted on campus at one time because of the distraction they provide for the entire student body. Also, since the school employs only one nurse everyone would not be able to receive proper medical attention for their warts.

The King went on to point out the fact that this being a brand new-old castle everyone should treat it as such. Castles are not exactly cheap to build, you know. Why the oaken gates alone cost over 45 cents a piece - not including the installation fees, and with the state legislature getting stingier every year ISUE could be in big trouble if too many unforeseen expenses of this size pop up without any warning. So fellow students, please take it easy on these oaken gates.

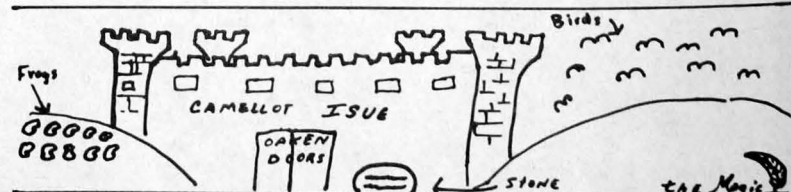
This brought me to asking King Rice about what had become of the modern campus and efficient staff to be expected by all. He only replied that Merlin, the school's leading academic magician, had changed it all because he felt that the campus would act older if it looked older. Perhaps he is right.

The point . . .

Although the ISUE campus is not actually an old castle, perhaps it would still be wise for each student to heed Merlin's advice. For acting older may result in increased school pride, team spirit, and a closer knit student body.

So come on team let's work together and hear it one time for King Rice, dear Queen Duffie, Merlin the Wise Magician, and Sir Greensneaks.

Rah?



from beginning to breakthrough

# Dream Of New Campus, Curriculum Materializes

The beginning of the fall semester will mark many firsts for Indiana State University Evansville and will mark the end of the temporary campus in the old Centennial School building.

What began as a dream in the minds of many Evansville residents at the beginning of this decade is rapidly becoming a reality.

The 1965 session of the Indiana General Assembly issued a mandate for the establishment of a four-year degree program and contributions of time, effort and energy on the part of many area people have made possible partial fulfillment of a dream.

From meager beginnings in 1965 of two full-time faculty members and 30 part-time faculty teaching a total enrollment of 412, ISUE begins a new era with a completely filled faculty and an estimated 1900 students.

Not all of the ISUE growth has been in the areas of faculty and student enrollment. This fall, classes

will be conducted in the new multi-million dollar campus located west of Evansville.

The two-building complex is located on a 300 acre campus site which is surrounded by 1200 acres of virgin land including dense woods, ravines, and streams owned by Southern Indiana Higher Education, Inc.

The new complex will have 123,000 square feet, including 18 general classrooms, three lecture rooms and seven science labs. Classrooms, labs, faculty offices, a greenhouse, a student activities area and bookstores will be housed in one three-story building. The other building of the complex will include the administrative wing, temporary library, audio-visual center and lecture rooms.

The next step in the growth of the physical campus is the construction of a library building.

ISUE has grown in another area other than physical, that is of more importance to the students of the university than the physical growth. That area is the expanded curriculum. ISUE reached a milestone last spring when third-year courses were offered for the first time in biology, business, English and history. This fall, course expansion includes four-year programs in chemistry, business, English, history, life science and mathematics.

Additional course expansions have been made in the areas of art, physical education, music and teacher education.

Dr. David Rice, dean of the campus, says the faculty additions reflect more experience and academic preparation for higher education responsibilities. Twenty-three members of the faculty have terminal degrees.

Dr. Rice also noted that the 58 members of the faculty and administrative personnel represent 31 institutions of higher education.

What does the future hold for ISUE and its students?

With the increase in the state appropriations for ISUE for 1969-71, a graduating class in 1971 becomes a reality. Not only did the increase from the state aid in this area, but more importantly it reflected a policy of the General Assembly to expand educational facilities in the state by taking education to the people through regional campuses.

Long range plans for the physical growth of the campus include the construction of additional classroom buildings, a student union building, technology buildings, a service center, a performing arts building, faculty offices, graduate and undergraduate lab buildings, a gym, an administration building, ample parking areas and a seven and one-half acre man-made lake.

In the area of curriculum development, there is the legislative mandate for a comprehensive four-year degree campus and the State Policy Commission on Post High School Education's recommendation for the campus to be developed with "masters' degree work".

ISUE has come a long way from the beginning in 1965, but a lot of hard work on the parts of the faculty, students, and residents of Evansville still lies ahead if the dream of the early sixties is to become a reality in the 1970s.

Of course, moving into the new campus will solve many problems for both the faculty and students of ISUE.

One problem that has been with the school from the very beginning — traffic — will continue to be with us at the new campus, at least for a while.

By the time classes begin this fall, the main roads of the campus will still be under construction. Dr. David Rice, dean of ISUE, asks that the students be forgiving, for a new campus complex is more important to all than a paved road — at least in the beginning.

As it was once said, "life is a rocky road" — well so is the road to better facilities.

# The Shield

## FALL CALENDAR

### First semester, 1969

September 9 & 10	Tuesday-Wednesday	Registration, 9 a.m. to 6 p.m.
September 11	Thursday	Classes begin, 8 a.m.
September 17	Wednesday	Last day for Late Registration and last day to add a class
September 24	Wednesday	Last day for 90% refund when dropping a course or withdrawing
October 8	Wednesday	Last day to receive an Automatic "N" grade when dropping a course or withdrawing  Last day for 60% refund on courses dropped or withdrawals. (There is no refund for drops after this date.)
November 5	Wednesday	Last day for 30% refund on complete withdrawals only.
November 12	Wednesday	Mid-Semester grades due.
November 26	Wednesday	Thanksgiving Recess begins, 11:50 a.m.
November 27-29	Incl., Thurs.-Sat.	University Offices closed.
December 1	Monday	Classes resume, 8 a.m.
December 20	Saturday	Christmas Recess begins, 12 noon
December 24-26	Incl., Wed.-Fri.	University Offices closed.
January 1	Thursday	University Offices closed.
January 5	Monday	Classes resume, 8 a.m.
January 7	Wednesday	Last day to drop a class or withdraw
January 14	Wednesday	Reading Day
January 14-21	Wednesday-Thurs.	Final Examinations
January 22	Thursday	Final Grades due in Records Office by 3 p.m.

## Sorority Experiences

### Successful Summer

By DEBI DUVALL

Tau Omega, the first social sorority of ISUE and still a quite young organization since its formation early last Spring, remained an active sorority during the three-month summer period. As a result the organization enjoyed both a prosperous and successful summer.

Previous to the summer vacation, the group headed numerous activities such as a paperdrive conducted last May which proved very successful in raising the initial funds for starting the sorority.

Then, eager to take advantage of the three-month vacation period, Tau Omega's two social chairmen began the summer activities with a car wash conducted at a Shell Service station on the corner of Middle Mt. Vernon and Sonntag Avenue. Doubling as acrobats, the girls hung a huge banner above the Diamond Avenue expressway advertising the event. And evidently the advertising worked because the girls claim to have washed everything within viewing distance from a bicycle to a Royal Crown Cola delivery truck. Nevertheless, the car wash proved to be a success not only monetarily but also socially.

One week after the car wash Tau Omega's vice-president and rush chairman worked together to formally open Tau Omega's first fall rush with an open rush tea staged for incoming freshman girls. Approximately two hundred invitations were mailed out

and the tea proved to be quite a success. The tea was conducted at Union Federal Savings and Loan on the Washington Square Mall with two spacious rooms appropriately decorated in Tau Omega's colors of yellow and white. Coffee, tea, cookies, and mints were served to the guests.

On August 23, Tau Omega closed out the eventful summer and welcomed the fall with a party at Double H and a slumber party for the sorority members only.

As school begins Tau Omega members will be clad in their easily recognizable yellow and navy uniforms to assist in the operation of opening the new school. Tau Omega looks forward to a successful school year and tentatively plans to work with the men of Sigma Tau Epsilon in conducting a Greek week in which all students of ISUE will be invited to participate.

Present members of Tau Omega include: Debi Duvall, President; Betsy Latham, Vice-president; Jenny Musgrave, Secretary; Mary Jo Holland, Treasurer; Elaine Williams, Sargeant of Arms; Nancy Diaz, Chaplain; Margi Schmidt, Rush Chairman; Carol Martin, Pledge Trainer; Linda Brackett, Corresponding Secretary; Donna Floyd, Ways and Means Chairman; Cindy Funke and Debbie Zirklebach, Social Chairmen; Rita Ohlman, Publicity Chairman and Sharon Wright, Judy Schultz, and Diane Hirsch, Standing Committee.

# Indiana Appropriations For Higher Education Discussed

By SEN. ROBERT D. ORR  
Finance Committee Member

In the light of the present student protest over tuition increases, there is merit in reviewing the actions of the 1969 Legislature in funding higher education toward clearing up a great deal of confusion and misunderstanding.

Among other aspects of the confusion is the question as to whether the student protest should properly be directed at university officials or at the Indiana General Assembly.

It is true that the Legislature did not appropriate all the funds requested by the universities. The same can be said in respect to all agencies of state government. That's the job of the legislature: to make sure that the most important needs are met by fitting those needs into available revenues. To put it another way, if all the requests of all state agencies had been approved, the biennial budget of approximately \$2,600,000,000 would have been \$1,000,000,000 greater!

## OUT-OF-STATE STUDENTS

Further analysis indicates that there is adequate funding to meet higher education needs. A big increase in appropriations by the General Assembly coupled with modest increases in tuition for out-of-state students would have provided adequate revenues for all 15 Indiana campuses. This assumption presupposes realistic budgeting by the administrative officials at each institution.

No apparent effort was made, however, to tighten operating budgets at some of the universities once the appropriation decisions had been made by the 1969 Legislature.

The other agencies of state government (who have no sources of outside income such as tuition) are forced to tailor their budgets to the funds the Legislature allocates them. They live within their means because they have no alternative. Not so Purdue and I.U., where sizable tuition increases for in-state students were made (\$300 per year and \$260 per year respectively and comparable increases on the regional campuses controlled by Purdue and IU) with statements being issued that there was no alternative.

## ISU AND BALL STATE

More modest increases in tuition of \$150 and \$128 per year were made by Ball State and ISU. It is perhaps significant that little or no protest has been made by students of these two institutions.

It has been widely indicated by university officials particularly at Purdue and I.U. that the 1969 General Assembly failed to provide adequate support for higher education. In some statements it has even been implied that funding from state tax revenues was sharply cut.

On the contrary, the recent legislative session provided far more state tax funds than ever before to higher education.

## Comparison of Funding From State Revenue Sources For Operations of Indiana Higher Education 1967-69 BIENNIUM - 1969-71 BIENNIUM

	1967-69	1969-71	Increase
Purdue - Main Campus	81,278,505	87,117,000	5,838,495
- Regional Campuses	14,675,069	18,192,000	3,516,931
Indiana University - Main Campus	76,131,517	83,275,000	7,143,483
- Regional Campus	12,810,807	17,119,000	4,308,193
Indianapolis Regional Campus (Administered by both Purdue & IU)	Included in regional figures	4,676,800	4,676,800
Indiana State - Main Campus	27,245,417	32,056,000	4,810,583
- Regional Campus	725,436	2,350,000	1,624,564
Ball State	28,897,650	35,100,000	6,202,350
Professional Graduate Schools at Indianapolis	23,235,598	25,248,200	2,012,602

## RECAP OF FUNDING INCREASES BY CATEGORY

<b>Main Campuses:</b>			
Purdue	\$5,838,495		
Indiana University	7,143,483		
Indiana State	4,810,583		
Ball State	6,202,350	\$23,994,911	
<b>Regional Campuses:</b>			
Purdue	3,516,931		
Indiana University	4,308,193		
Indianapolis	4,676,800		
Indiana State	1,624,564	\$14,126,488	
<b>Professional Graduate Schools at Indianapolis</b>			
		\$ 2,012,602	

The 1969 Legislature probably conducted a more thorough analysis of the needs of higher education than has been made by any previous session of the General Assembly. It specifically avoided intruding on those matters which are the prerogatives of university officials, such as the setting of tuition rates, but it certainly made clear its intent and the guidelines it used in reaching its financing decisions.

## FUNDING ACTION BY GENERAL ASSEMBLY

The 1969 Legislature implemented its strong backing of higher education in the following way:

1. Appropriation of state tax revenues for the operation of state universities in the 1969-71 Biennium will be \$305,135,000. In the previous two-year period (1967-69) the appropriation was \$265,000,000. That's an increase of \$40,135,000 or 15.1 per cent. These appropriations are for university operations only and do not include money for any new buildings. (The budget as presented to the General Assembly when it convened in January, as a final recommendation of the Branigin Administration, \*was for total funding from the state of only \$300,000,000.

(\*Since the 1969 General Assembly has been labeled in some quarters as being unresponsive to the needs of tuition, it may be well here to mention the extent of increased funding from state tax revenues for education at various levels. In addition to an increased appropriation of \$40,135,000 to the universities, there was increased state funding of \$3,119,425 for other higher education, \$2,440,651 for college

scholarships, and \$109,443,121 for local schools. These increases in appropriations for education at all levels total \$155,122,622. Let it also be remembered that this huge increase in support was provided with no increase in general state taxes pursuant to the oft-repeated pledge of Governor Whitcomb to veto any general state tax increase.)

2. Governor Whitcomb had recommended funding from state tax sources at \$310,000,000. The Legislature arrived at the level of \$305,135,000 because Senate Finance concluded the difference could be made up by more realistic tuition rates for out-of-state students than had been applied in the past.

3. In addition, authorization of \$47,500 was made for construction of campus buildings on all fifteen main and regional campuses. The bulk of these funds were directed to the regional campuses, Ball State and Indiana State, since the Bloomington and Lafayette campuses have a lesser need for new buildings. (The final Branigin budget called for authorization of only \$25,000,000 for construction.)

4. The 10 regional campuses got the biggest chunk of the increased operating money. Of the \$40,135,000 increase, regional campuses were allocated \$14,126,488. In construction authorizations, regional campuses received \$25,876,000.

5. The emerging universities of Ball State and Indiana State were given an increase of \$11,012,933 as their share of the \$40,135,000 increase in operating funds. Construction authorizations totaled \$11,656,000.

6. The main campuses of Purdue and IU received an increased appropriation of \$12,981,978 as their share of the \$40,135,000 increase in operating funds for the new biennium. Construction of one building on each campus was authorized with total funding at \$5,066,000.

7. The professional schools at Indianapolis received increased operating funds of \$2,012,602 and construction authorization of \$4,900,000.

8. Instead of a decrease in operating funding to the Bloomington campus and the main Purdue campus (as stated by officials at Bloomington and Purdue) the Legislature actually increased its appropriation to Bloomington by \$7,143,483 for the new biennium and to Purdue by \$5,838,495. The allocation of the funds between the two years did yield a slight decrease for the first year of the biennium at each of the two campuses. This decrease in funding for the first year has been proclaimed by university officials at Bloomington and Lafayette with little or no comment being made on the total increase for the two-year period. Why the officials at Bloomington and Lafayette chose to plead hardship and thereby justify big tuition increases is understandable but unfortunate.

## GUIDELINES FOR FUNDING BY GENERAL ASSEMBLY

The 1969 Legislature accepted the budget as enacted by the State Senate. The Senate Finance Committee (and its sub-committee on the budget) prepared this budget. It spent a very large part of its time on the budgets for the state universities. It met formally with officials from those institutions on three separate occasions. Informally it was in almost constant contact with university representatives.

Therefore, the thinking of the Senate Finance Committee, as it pertained to higher education, is relevant to the present controversy over tuition increases at Purdue and I.U.

A great deal of time and energy was devoted to wrestling with the problems of allocating resources in higher education on an equitable basis. Without question such allocations could be better made by a coordinating group for higher education functioning on a year-round basis, such as a state Board of Regents. But in the absence of such an agency, it is the total responsibility of the Legislature to analyze all the state-wide needs of higher education and through appropriations implement a program which will provide students in all parts of the state with the greatest possible opportunity to benefit from the Indiana higher education network.

After lengthy review and discussion Senate Finance determined to make a switch from the approach taken in the past in emphasis among the state universities and their regional campuses. Several previous General Assemblies had attempted to convey the message that such a switch should be made by the universities. The

# Tuition Increase Explained

messages had largely been disregarded. This time the message was sent through specific funding allocations. That may well be why officials at Bloomington and Lafayette overreacted with excessive in-state tuition increases.

The regional campuses at Ft. Wayne, South Bend, Lake County, Kokomo, Indianapolis, Jeffersonville, and Evansville were given first priority in funding.

The home campuses of the emerging universities of Ball State and Indiana State at Muncie and Terre Haute, with enrollments at approximately 16,000 and 14,000 respectively, were given second priority.

The home campuses of Purdue and Indiana University at Lafayette and Bloomington, with enrollments at approximately 26,000 and 31,000, were placed in third priority.

This approach was arrived at for the following reasons:

1. There was concern that the two big home campuses at Lafayette and Bloomington (Purdue and I.U.) are almost too large. Are such institutions too big to be manageable? Are their budgets truly under control? Are they of such size as to be too impersonal, particularly to students at the undergraduate level? Will the quality of undergraduate training suffer from sheer size? Won't quality education best be served by leveling off enrollment and concentrating on excellence of curriculum?

2. Ball State and I.S.U. at Muncie and Terre Haute should for several years be encouraged to increase in size. Doubling of present enrollment and broadening and enrichment of curriculum would seem desirable in the total concept of higher education in Indiana. Funds for both operating and capital improvements should reflect the development needs of these two emerging universities.

### GEOGRAPHICAL

3. Those students who have the greatest economic difficulty obtaining a college education should be provided the greatest educational opportunity. By enhancing the position of the regional campuses, greater educational opportunity will be geographically distributed throughout the state. Simply stated, the concept is that of taking higher education to the various population centers throughout the state. By stronger funding of the regional campuses education can be brought within reach of those students who have the most difficult time obtaining a college education. The funding of the Evansville campus of ISU is an excellent example of this approach. State funds for operating purposes at Evansville were increased from \$725,436 in the 1967-69 biennium to \$2,350,000 for the 1969-71 period.

4. Over a span of years it will probably become a feasible goal to encourage several of the regional campuses to become autonomous state universities as the demand for higher education continues to increase. Enhancement of regional campuses now will make such a concept easier to fulfill later. Therefore funding for capital development should be made now on the strongest possible basis.

5. It is the responsibility of the State to subsidize a large part of the cost of higher education for Indiana citizens through use of Indiana tax revenues. Should Indiana taxpayers be asked to subsidize out-of-state students, however? Since surrounding states have substantially increased out-of-state tuition, is it not wise for Indiana to do so, too? Senate Finance reached the conclusion that tuition for out-of-state students should approximate the actual cost of educating the student. At Purdue and I.U. cost per student was indicated to approximate \$1600 per year. At Ball State and ISU the per student cost was reported to be about \$800.

In establishing new out-of-state tuition rates, Purdue recognized the cost factor with tuition at \$1600. Ball State and ISU exceeded cost with their out-of-state tuition set at \$1080 and \$1024. Indiana University is still apparently below cost with tuition set at \$1490 per year. Out-of-state tuition at cost (\$1600) at the Lafayette and Bloomington campuses would yield at least \$2,000,000 of additional income per year at each campus.

6. Indiana taxpayers are asked to bear a big share of the ever-increasing cost of higher education. Modest tuition increases, for in-state students approximating \$50 per semester or \$100 a year, appeared equitable in sharing these educational costs between students and Indiana taxpayers. Guideline for this level of tuition increase came from one of Governor Whitcomb's first speeches to a joint session of the General Assembly early in January, at which time he recommended \$100 as the approximate amount of annual tuition increase. All calculation indicated tuition increases at this level would be adequate. In fact, no indication was given Senate Finance by the administrators of the universities that greater tuition increases than approximately \$50 per semester were contemplated for in-state students. (Apparently it can be done, for ISU has raised tuition only \$64 per semester.)

7. During its deliberations and budgetary review the sub-committee on the budget of Senate Finance frequently gave voice to the need for creation of a state Board of Regents, a body now functioning in most other states. There was unanimous agreement that budget recommendations submitted by such a statewide board operating on a year-round basis for all elements of higher education in Indiana would greatly facilitate the budgetary process. The recommendations earlier made by the Commission on Post High School Education were strong on this point. It was expected that bills introduced to create a Board of Regents would be enacted into law. That none of these bills were ever even moved out of committee came as a great disappointment to the Finance sub-committee reviewing budgets. If the rumors prevalent are true, that administrative personnel from the Purdue and I.U. campuses were lobbying to hold in committee the Board of Regents bill, it is most unfortunate that the legislative process was frustrated. A properly constituted supervising Board of Regents could greatly enhance higher education in

the state and very possibly prevent the kind of controversy now prevailing.

8. From a practical standpoint it is impossible to review the operating budgets of the state universities in detail during the brief legislative session. Furthermore, detailed budget review is actually the responsibility of the respective university administrators and boards of trustees. (Such review on a year-round basis would be a major function of a Board of Regents, incidentally.) Sources available to the Legislature moreover led Senate Finance to the conclusion that reductions in operating budgets, particularly at Purdue and I.U., could be made. Further, such cutting of overhead costs could be made without hurting the quality of education at these institutions. Senate Finance took the position that while budget cutting is never easy, if diligently and conscientiously pursued, economies inevitably would result. Such economies would make the load lighter for both tuition-paying students and tax-paying Indiana citizens.

### GENERAL SUMMARY

Perhaps the situation in which manufacturing industry often finds itself may be helpful in looking at the present controversy at the state universities. There is risk in comparing operations in higher education with industry, to be sure. The economics of education and that of business are recognized to be different. Superior public education is an essential goal of society, but that same society is likewise entitled to be sure its tax funds will at all times be efficiently

used. Detailed analysis of available budgetary alternatives is at least mandatory in higher education. In business, on the other hand, it is a requirement for survival itself.

If business finds its profits too low, it has three courses of action it can take: 1) it can lower costs by cheapening the product, but this generally backfires when customers eventually turn to better quality competitive products; 2) it can take the easiest course and raise prices, but this angle may only cause protest by the customer and eventually drive him to a competitive product; 3) it can start the hard job of pruning unnecessary expenses, particularly overhead, and by so doing make an adequate profit and still keep satisfied customers by retaining the quality of the product at a competitive price.

Maybe Indiana taxpayers, students, and parents need to ask whether "raising prices" (increasing tuition) wasn't just the easiest course of action for the universities to take.

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# Students Evaluate Authority, Policy Making At ISUE

Concerning lines of authority and policy-making at ISUE, The Shield staff called upon students trained and employed in communication's systems and mass communication, and student leaders, to evaluate the Evansville campus in order to find and present to the students a simple, straightforward explanation of Evansville campus administrative organizational authority.

Findings indicated that there are eight offices of administrative and policy-making authority on the Evansville campus. Office of the Dean is the highest office of administration and policy-making. Next is the Office of Business and the Office for Instructional Affairs. Academic-instructional matters of a paramount administrative and policy-making authority related to ISUE courses of study, degree planning, and academic acceptance and recognition is assigned to the Office of Instructional Affairs (Dr. Donald Bennett) and to the five academic Divisional Chairmen: Business Administration (Dr. Edward Marting, Acting, ROOM NO. 173), Education (Dr. Ted DeVries, ROOM NO. 71), Science and Mathematics (Dr. Rolla Dyer, ROOM NO. 73), Social Science (Dr. Dan Miller, ROOM NO. 75), Humanities (Prof. Jimmy Blevins, ROOM NO. 273).

Student opinion respects Dr. Alan Rankin, President of ISU, Terre Haute, for his ability to deal with the complexities of the overall management of a vast system in higher education accomodating a wide geographical area, and with concern for the needs of the Evansville campus.

The ISUE Faculty Council: This academic group of professors without administrative authority, according to student thinking, has a purpose to serve in making the Evansville campus capable of following the academic progress of Ball State University and other Indiana institutions of higher learning who once, like the Evansville campus, were extensions of the old and well-established Indiana State University, Terre Haute.

A quick cross-sectional survey of the long session just ended indicated that students think that the Faculty Council should explain its purpose to the readers of The Shield in order that

the Faculty Council's purpose can be clearly understood.

Students think the Faculty Council should represent the distinguished and academic influence belonging to the rights and privileges of the professorial rank.

For, after all, according to general consensus among serious-thinking students, the potential of a university, like the Evansville campus, can only grow to be what its faculty is capable of projecting, academically.

Frustrated and immature applications applied to the respectability of academic needs lead to the creation of a kind of demoralizing and inhibiting leadership confusing to the students, opinion surveys showed.

Student groups, student committees and student progress in the committee objectives could do much better without either the direct or indirect influences of the Faculty Council as a group, or its individual representation, according to student public opinion.

It could be that the Faculty Council during the 1969-70 school year will undertake to: (1) Remove any image that either the Council or any of its members have a craving for administrative power, authority, or responsibility. (2) Remove its members from committees and other office-holding positions. (3) Quit "planting" the friends of Council activists (ax-grinders) in academic, in administrative, and in student affairs. (4) Undertake to develop a knowledgeable awareness of all matters on their agenda by first seeking the opinions of the total faculty they represent. (5) Recognize the importance of emphasizing academic accomplishments, and developing fully the dignity and responsibilities of the professorial rank including the colleagues of the Faculty Councilmen as well as the Faculty Council membership. (6) Refrain from placing on the Council's agenda any administrative matter outside of the authority and jurisdiction of the Council. (7) Recognize the minutes of the Council do not explain to either the students or faculty members the thinking of either the Council membership or the administration.

## Don't Be Mis-Advised

Attention all students !!!

Do not be among the mis-advised.

The information below concerning each of the five divisions of the university - Social Science, Science and Mathematics, Humanities, Education, and Business - is presented to help you and each division responsible for your academic advisement and degree program planning.

Don't be among the mis-advised. Immediately start studying the college catalogue. At your earliest convenience see the advisor in your major and minor fields and complete the listing of the courses you should take to obtain a degree.

There are several important things you must remember when you are preparing a degree program, including your major and minor work. They are:

(1) Get your advice from a professor who has specialized in your major preference and minor preference. Do not get your advice from some professor who has had no experience in your major and minor preferences.

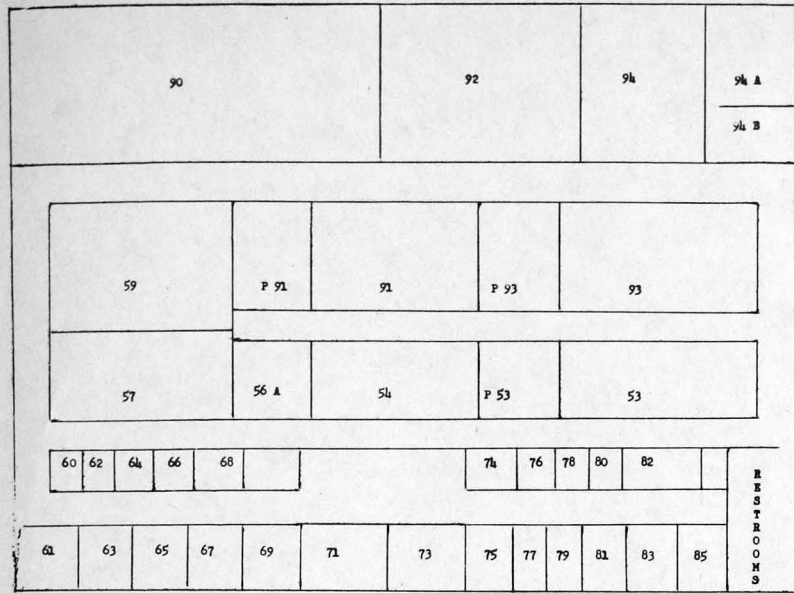
(2) Remember that the Divisional Chairman only certifies, or double-checks your degree program.

(3) If you are going to get a teaching certificate Prof. J. Maxwell Davis must certify that you have completed the necessary requirements.

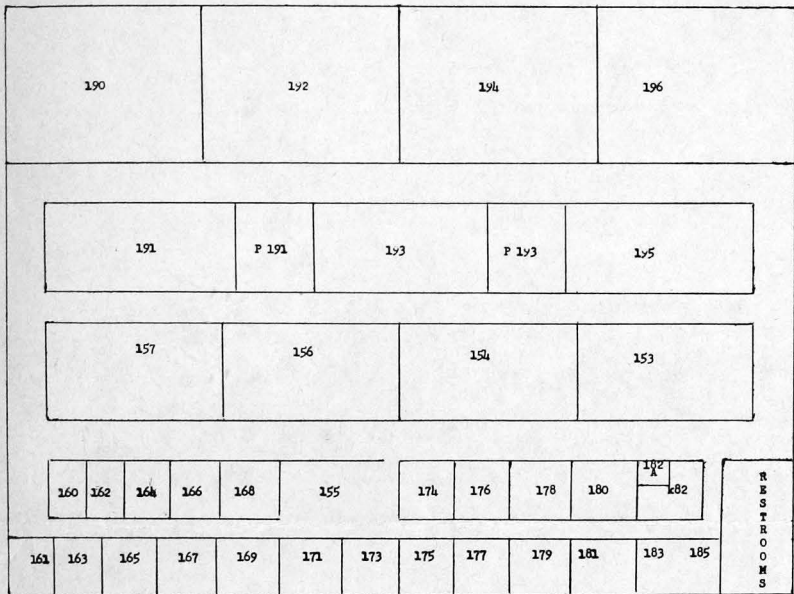
If you are among the mis-advised, read in this issue of The Shield about Prof. Elmer Road Runner.

SOCIAL SCIENCE DIVISION		
Dr. Daniel Miller	Division Chairman for Social Science and Associate Professor in History	171
Dr. Donald E. Pitzer	Assistant Professor in History	169
Mr. Kenneth Prager	Instructor in History	166
Mr. Uldis Kukainis	Instructor in History	on Leave
Dr. Eliseo DaRosa	Associate Professor in Economics	161
Mr. Wallace C. Wardner	Assistant Professor in Political Science	165
Mr. Wiley C. Smith	Instructor in Sociology	On Leave
Mr. Keith Crow	Assistant Professor in Sociology	167
Mr. Bob D. Rounsavell	Instructor in Sociology	168
SCIENCE AND MATHEMATICS DIVISION		
Dr. Rolla Dyer	Division Chairman for Science and Mathematics and Associate Professor in Chemistry	73
Mrs. Ruthann Sturtevant	Instructor in Life Science	On Leave (78)
Dr. Ben Miller	Associate Professor in Physics	75
Mr. James W. Townsend	Instructor in Life Science	79
Dr. Billy J. Fairless	Assistant Professor in Chemistry	85
Mr. J. Maxwell Davis	Assistant Professor in Life Science and Teacher Certification Advisor	69
Dr. Melvin W. Denner	Assistant Professor in Life Science	77
Dr. Howard E. Dunn	Assistant Professor in Chemistry	83
Mr. Yen-Tzu Fu	Instructor in Mathematics	76
Dr. Donald D. Bennett	Assistant Professor of Education and Mathematics	113
Mr. Charles J. Bertram	Instructor of Mathematics	74
Dr. Frank L. Stanonis	Associate Professor in Geology and Geography	81
DIVISION OF HUMANITIES		
Mr. Jim Blevins	Division Chairman for Humanities and Assistant Professor in English	273
Mr. Eric VonFuhrmann	Assistant Professor in English	277
Mr. James N. Roebuck	Assistant Professor in English	280
Miss Marion Hesler	Instructor in English	281
Mrs. Doris DaRosa	Instructor in English	283
Mr. Michael D. Waitman	Instructor in English	278
Mr. Thomas Rivers	Instructor in English	274
Miss Barbara Bernhart	Instructor in English and German	263
Mr. James Richards	Instructor in English	276
Mrs. Marilyn Lisman	Instructor in English	285
Dr. Michael Pasko	Associate Professor in English	275
Mr. William H. Sands	Instructor in English	279
Dr. Helen Sands	Assistant Professor in Speech	266
Miss Mary Schroeder	Instructor in Speech	264
Mr. Seymour Brodsky	Assistant Professor in Speech	262
Dr. Richard Mussard	Assistant Professor in Philosophy	269
Mr. Carl Sclarenco	Assistant Professor in English and Humanities	265
Dr. Lomberto Diaz	Associate Professor in Spanish	267
Mr. Enrique Pujals	Instructor in Spanish	On Leave
Mr. Charles Lonnberg	Assistant Professor in Music and Technical Services Librarian	30
Mr. David V. Deeg	Instructor in Music	261
Miss Ramona Hinton	Assistant Professor in Art	268
EDUCATION DIVISION - PSYCHOLOGY		
Dr. Ted DeVries	Division Chairman for Teacher Education and Associate Professor of Education	71
Dr. David Rice	Dean of Campus and Professor of Education	104
Dr. Donald Bennett	Assistant Dean of Campus and Assistant Professor of Education and Mathematics	113
Mr. J. Maxwell Davis	Assistant Professor in Life Science and Teacher Certification Advisor	69
Mr. Gerald Alstadt	Assistant Professor in Physical Education and Director of Sports	65
Dr. Robert Small	Assistant Professor of Education and Educational Psychology	67
Mrs. Anya Woody	Instructor in Education and Psychology	66
BUSINESS DIVISION		
Mr. Edward Marting	Acting Division Chairman for Business and Associate Professor in Business Administration	173
Dr. Barbara Marting	Associate Professor in Business Administration	175
Mr. Jack Engelke	Instructor in Business	On Leave
Mr. John Ferrell	Assistant Professor in Business	179
Mr. Donald Bates	Instructor in Business	On Leave
Mr. John Deem	Instructor in Business, Registrar and Acting Dean of Students	117
Mr. William Leedy	Instructor in Business	180
Mrs. Betty Searcy	Instructor in Business	181

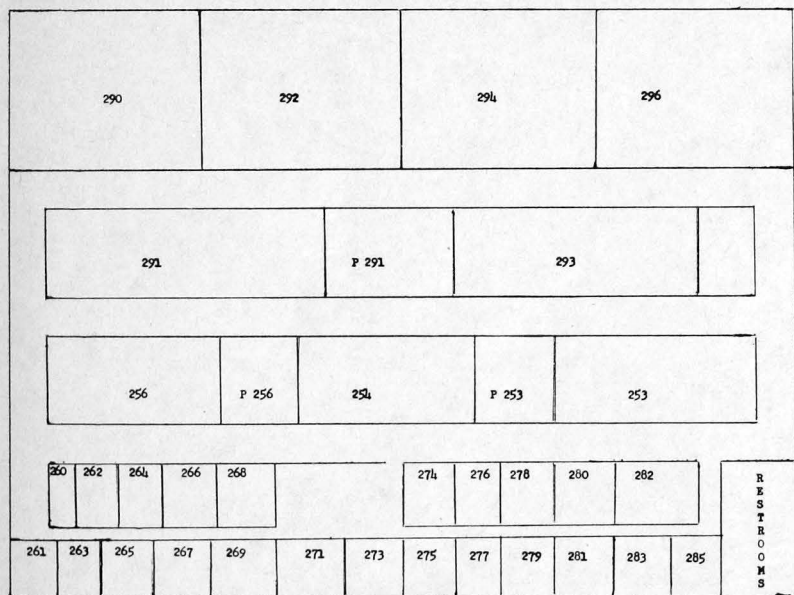
CAMPUS FLOOR PLAN KEY



LOWER LEVEL FLOOR PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN

- Room Lower Level Floor Plan
- 90 ..... Student Lounge
  - 92 ..... Study Area
  - 91 ..... Biology Lab
  - 93 ..... Botony Lab
  - 54 ..... Physiology Lab
  - 53 ..... Zoology Lab
  - 64 ..... Office of Mr. Ted Scheller & Mr. Charles Board
  - 66 ..... Office of Mrs. Anya Woody
  - 74 ..... Office of Mr. Charles Bertram
  - 76 ..... Office of Mr. Yen-Tzu Fu
  - 65 ..... Office of Mr. Gerald Alstadt
  - 67 ..... Office of Dr. Robert Small
  - 69 ..... Office of Mr. J. Maxwell Davis
  - 71 ..... Office of Mr. Ted DeVries
  - 73 ..... Office of Miss Joyce Wampler
  - 75 ..... Office of Dr. Ben Miller
  - 77 ..... Office of Dr. Melvin Denner
  - 79 ..... Office of Mr. James Townsend
  - 83 ..... Office of Mr. Howard Dunn
  - 85 ..... Office of Mr. Billy Fairless

First Floor Plan

- 190 ..... General Classroom
- 192 ..... General Classroom
- 194 ..... Closed Circuit TV & Gen. Classroom
- 196 ..... Broadcasting Room
- 191 ..... Industrial Arts Room
- 193 ..... Office Machines Room
- 195 ..... Electric typewriter & shorthand Room
- 157 ..... Manual Typing Room
- 156 ..... General Classroom
- 154 ..... Language Lab
- 153 ..... Computer Center
- 166 ..... Office of Mr. Kenneth Prager
- 168 ..... Office of Mr. Bob Rounsavell
- 180 ..... Office of Mr. William Leedy
- 161 ..... Office of Dr. Eliseo DaRosa
- 165 ..... Office of Mr. Wallis Wardner
- 167 ..... Office of Mr. Keith Crow
- 171 ..... Office of Dr. Daniel Miller
- 173 ..... Office of Mr. Edward Marting
- 175 ..... Office of Dr. Barbara Marting
- 179 ..... Office of Dr. John Ferrell
- 181 ..... Office of Mrs. Betty Searcy

Second Floor Plan

- 290 ..... General Classroom
- 292 ..... General Classroom
- 294 ..... General Classroom
- 296 ..... General Classroom
- 291 ..... Chemistry Lab
- 293 ..... Chemistry Lab
- 256 ..... Physics Room
- 254 ..... Science General Classroom
- 253 ..... Earth Science Lab
- 262 ..... Office of Mr. Seymour Brodsky
- 264 ..... Office of Miss Mary Schroeder
- 266 ..... Office of Dr. Helen Sands
- 268 ..... Office of Miss Ramona Hinton
- 274 ..... Office of Mr. Thomas Rivers
- 276 ..... Office of Mr. James Richards
- 278 ..... Office of Mr. Michael Waitman
- 280 ..... Office of Mr. James Roebuck
- 261 ..... Office of Mr. David Deeg
- 263 ..... Office of Miss Barbara Bernhart
- 265 ..... Office of Mr. Carl Sclarencio
- 267 ..... Office of Dr. Loberto Diaz
- 269 ..... Office of Dr. Richard Mussard
- 273 ..... Office of Mr. Jimmy Blevins
- 275 ..... Office of Dr. Michael Pasko
- 277 ..... Office of Mr. Eric vonFuhrman
- 279 ..... Office of Mr. William Sands
- 281 ..... Office of Miss Marion Hesler
- 283 ..... Office of Mrs. Doris DaRosa
- 285 ..... Office of Mrs. Marilyn Lisman

Advertisement for Coca-Cola. It features a glass bottle of Coca-Cola on the left. To the right is a circular logo with the text "Drink Coca-Cola" and "things go better with Coke". Below the bottle, it says "Compliments of Coca-Cola Bottling Co., Evansville, Ind."

Hand-drawn cartoon titled "CRAB" and "the Magic Feather". It shows a crab and a bird in a pond. The dialogue bubbles contain the following text:
 

- Crab: "Hi MIKE What ya going hunting for?"
- Bird: "Bud Hopper and Bird"
- Crab: "I know what a hopper is, but what is a bird?"
- Bird: "A tall Skinny Being with very fragile sticks"
- Crab: "What do you want Bird for?"
- Bird: "He mates money beating skins!"

Large logo for PEPSI-COLA, featuring the classic script font and a ribbon-like design.

## ISUE Gains Alstadt: Man Of Experience

By AARON BIGGERSTAFF

While many students were purchasing hay this summer for their favorite thoroughbreds at Ellis Park — a ridiculous habit, but an incessant one once becoming addicted — ISUE began its move to the new West side campus (and none too soon), reaching many milestones some thought were infeasible.

One goal reached — “a dead cinch hot tip” in Ellis Park terminology — by ISUE this summer, and belabored throughout the past year by this reporter, was the slow, but steady emergence of the athletic department.

This “hot tip” turned fantasy into reality with the announcement that we will have a full time athletic director, beginning this fall; Jerry Alstadt. Experience and success are difficult to conquer in the sports world, but coach Alstadt is a man who can wear these credentials with pride.

The name Alstadt is a familiar one to tri-staters who have had anything to do with sports; either participation or just reading the sports section of the newspaper. He was head basketball coach at Rex Mundi High School here in Evansville for nine successful years before taking on the challenge of becoming head basketball coach at St. Benedict's College in St. Meinrad, which was a monumental task to say the least.

Before Alstadt arrived at St. Ben's, the basketball team — if I dare call a group of players running around without a basketball, or uniforms, yet (quite embarrassing), a team — was about as languid as an inebriated freshman struggling to make it to his first exam after an all night rush party. But being optimistic Alstadt built the team into a mature athletic organization, who could compete with the best of schools their size. Unfortunately, St. Benedict's College closed its doors this year. Remember, though, as this antiquated prophetic verse states, “their loss was our gain.”

Undoubtedly, coach Alstadt will have his work cut out for him this year, rebuilding ISUE'S athletic program, but if past performances are any indication of our future successes (which, in this case I believe they are), Jerry Alstadt is the man who can “fill the shoes.”

When I say “rebuild” I mean to carry on, but on a greater plane, because ISUE did have an athletic program this past year, under the competent guidance of Professors John Deem, and Jack Engelke. They both deserve a “hearty thanks”, and a job well done, for taking time from their busy schedules to bring ISUE athletics out of its embryonic stage.

### PROPOSED SPORTS

FALL: Until school gets under way this semester no tentative plans can possibly be inacted for a fall athletic program. Alstadt stated:

“As for football this year, intercollegiate plans are out, but if we can arouse enough interest, some intramural teams will be formed.

“The main problem facing us now, as before, is the lack of necessary funds to carry out an effective intercollegiate football team. This could be several years.”

He also hinted that if more interest could be found among the student body, a cross-country team could be established this fall.

WINTER: As most of you know, with Alstadt basketball is synonymous. Basketball will be the “in” sport this winter at ISUE. The success of this program will also depend upon the amount of student interest at the try-outs. Plaguing the basketball team this year, for the second year in a row, will be the shortage of adequate facilities: The Spartans have no court of their own and won't for some time. Two sites, both on the West side, are being considered. This would be a welcome change from Plaza Park Gymnasium.

As the school progresses so will ISUE'S athletic program, and an optimistic Alstadt could see the Spartans playing next to some small college powerhouses; such as the Crusader's from Valparaiso, the I.C.C. champions last year in basketball.

If as much student interest is shown as last year, and the vast knowledge of the game in Coach Alstadt, ISUE can become synonymous with basketball also. Good luck, Coach, and be prepared, Valpo!

### FOR WHAT ITS WORTH DEPARTMENT

Watch for two coastal teams, Atlantic and Pacific, to be in this year's baseball World Series! (Could it be Frisco v. Baltimore?)

## Pitzer Joins Crowd In Welcoming Astronauts

Dr. Donald Pitzer, associate professor of history at ISUE, was among the approximate 2 million people who welcomed the Apollo 11 Astronauts to Chicago.

Dr. Pitzer along with his wife, Marianne, stood for nearly five hours in front of the Chicago Civic Center waiting to see the astronauts. He stated, “I wanted to get an especially good look at the first feet to step on the surface of the moon.”

The welcoming of the Apollo 11 crew was compared by Dr. Pitzer to the historical welcoming of Columbus after his voyage in 1492 or Marco Polo's return from Asia in 1271.

Dr. Pitzer was overwhelmed by the experience of actually viewing the men who had walked on the moon's surface. He believes that their footprints were not theirs alone but were the footprints of all mankind.

## Music Instructor Joins Faculty

David V. Deeg recently joined the ISUE faculty staff as a music instructor.

Deeg is a former director of the U.S. Army's Soldiers of Song which exists as the vocal division of the U.S. Army Field Band of Washington, D.C.

As a graduate of Indiana University with a masters degree in music, Deeg has also served with the Department of Education in Honolulu.

## Students To Start Library Fund Drive

A student drive is starting!

It's a student library drive! This is to be an all student 100 per cent participation drive.

There'll be none of that committee stuff! Every student is chairman of his own committee to raise money to buy books for the ISUE library. Send your ideas to The Shield. Address them to Randy Nixon.

No committee meetings are to be conducted and according to Randy “there'll be no rattle-head discussions.”

In the next issue of The Shield you as chairman will be advised where to leave your money, and there'll be a scroll for you to sign.

Work, drive, responsibility, individual participation, and a place to leave the money — that's all that is necessary.

What about it, you're the chairman . . . John, Susy, Bill, Frank or whatever your name is!

## Students May Join Newspaper Staff

Any student wishing to work on the ISUE student newspaper, The Shield, may do so by contacting either Sharon Wright (476-5759) or Theresa Eberhard (897-3293), managing editors.

With the exception of special issues, The Shield will consist of six pages published 17 times during the school year.

Any interested student is encouraged to participate in the production of the student newspaper.

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