

## SIX COUNTIES TO DECIDE COLLEGE'S GROWTH

### Students Reply

#### "What Have You Gained?"

Rend Lake College English teachers recently asked some of their classes the question, "What have you gained from having a community college near you?" Here are some of the responses:

**J. G. Clark (2) Wayne City:**

A chance. A chance to learn what I should know, whether I liked it or not. A chance to gain knowledge from a school with a small school atmosphere, instead of being just another number. A chance to gain a background in college life and work with a college personnel.

All I ask from college, any college, is a chance. A chance to live in the highly modernized world of today. I believe Rend Lake College can give that chance.

**Pat Thompson (2) Sesser:**

My greatest gain from attending Rend Lake College is two years of general studies without the pressure of a large university. The atmosphere is relaxed and friendly.

**Mark Bradley (1) Marlon:**

Since I'm on my own five days a week, I've learned to accept responsibilities which I wouldn't have at home. I've learned to meet new people and study on my own.

**Gary Hefner (2) Mt. Vernon:**

I think this school has a very good curriculum and a well qualified staff of instructors. I feel it is equal to and in some cases above the first two years of another college.

**Joe Shovan (2) Valer:**

The college gave me a place to advance my education. I might not have gotten this chance at Southern or the University of Illinois.

**George Morgan (1) Waltonville:**

I think that having the junior college this close to home it is easier on me economically, in that it would be difficult for me to pay the cost of a college away from home.

**Diane Clark (2), Wayne City:**

I think if the student is from a small high school, a small college is a better place to start his education than a large university.

**Becky Noel (2), Mt. Vernon:**

I feel the most important value of the Junior College is the fact that it acts as a transition between high school and the larger university.

I have enjoyed my time at this Junior College and have

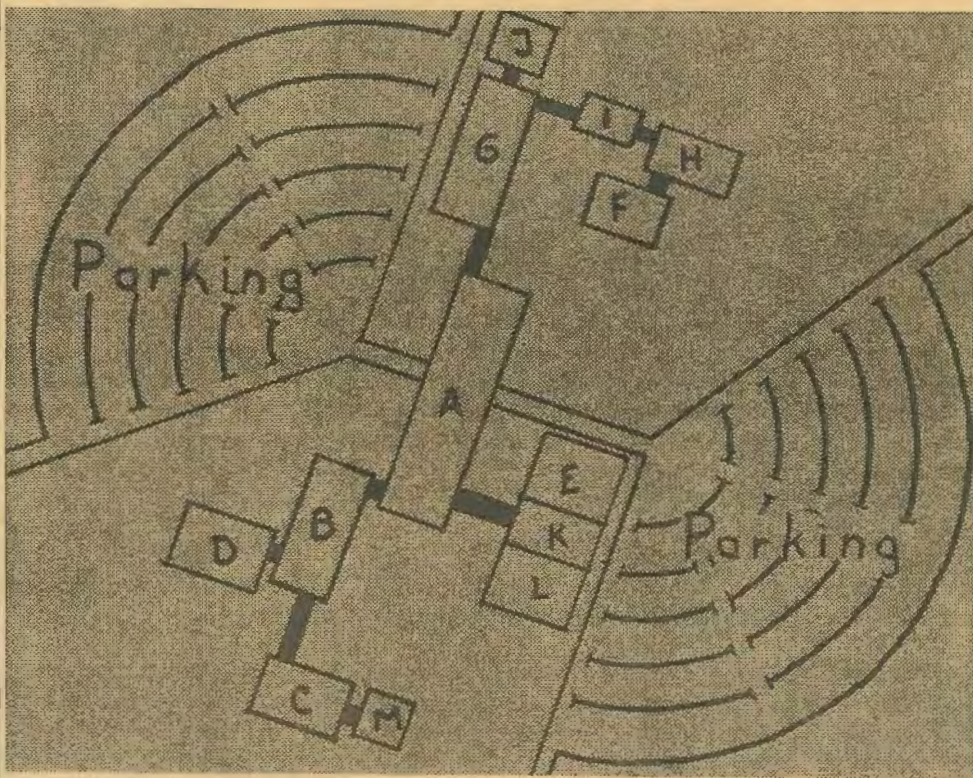
no regrets for attending here. There is a definite change between high school instruction, material and attitudes and that of a larger institutions.

I feel that fewer students would flunk out and/or "go wild" morally if they attended at least one year of junior college. A junior college is a place for individual achievements, apart from the popular cliques of high schools and larger universities.

Furthermore, since the option on the proposed site is for one year only, there is added urgency to vote in the bonds.

Dr. James Snyder, administrative president, summed the worth of the Nov. 18 Referendum in this statement to the Pyramid Times:

"The project is good, sound, practical in every way. It is just a matter of informing the public as to what this means to the future of the young people of the area."



**PROPOSED CAMPUS OF REND LAKE COLLEGE** is in the general shape of a clover leaf. The heart of the campus is the academic building. On either side of the academic building will be fan shaped parking areas, four feet below the raised plateau level of the pedestrian campus. The first phase of building will include the structures A (academic), B (science), and C (physical education). This first phase is scheduled for completion in 1970. Phase two will include the buildings D (paramedical), E (library), F (Little Theatre), G (vocational technical), and H (art). Included in phase three will be the buildings J (building service), K (administration), L (student center), and M (physical education). The projected date for the completion of the campus is 1975.

The new Rend Lake College south of Ina will be built in three phases at a total cost of \$9.5 million dollars, if the local share is raised November 18 at an election on a proposal to issue \$1 in tax bonds.

A total of 13 structures are planned in a campus which is shaped like a four-leaf clover.

The total local share of construction is estimated at \$2,798,800. With the approximate \$250,000 cost of acquisition of the campus site, the cost would go over the \$3 million mark.

The state and federal share of the cost would be an estimated \$9,647,000.

**3 Buildings First**  
The first phase of campus construction, scheduled for completion in 1970, includes three buildings — academic, science and physical education.

Construction cost is \$2,973,300 with the local share \$926,300.

The second phase would include construction of six buildings — paramedical program, library, Little Theatre, vocational, technical art, and business.

The second phase would cost an estimated \$3,782,000 with the local share \$1,195,500.

Third phase construction would include four buildings — building service, administration, student center, and physical education.

The cost of the final phase is an estimated \$2,107,000, with the local share \$677,000.

**\$2,230,000 Allotted**

The state junior college board has already approved an allotment of \$2,230,000 for the college for the next biennium.

The state allotted \$125,000,000 to Class I junior colleges for the next biennium. Allotted funds not used by districts which fail to provide local funds will be divided among other college districts of the state.

## "Showtime, USA" Is This Saturday Night At 8

"Showtime, USA," the first Rend Lake College theatrical production, will be presented to the public on November 18 at 8:00 P.M. in the high school auditorium, under the direction of Mrs. Betty Sistler and Mr. William Farmer.

All types of acts will be presented; for example, there are folk-singers, rhythm and blues vocalists, interpretive dancers, a combo, vaudeville-type performers, vocalists with selections from Rogers and Hammerstein, a clarinet soloist, and more.

All of the work on the show aside from the directing is being done by students. Stu Chase is the M.C.; Bob Greene, head of advertising; Larry Dolvig, stage manager and head of the pro-

duction crew; Jerry Johnson, house manager and head usher.

Singing performers include: Cynthia McReynolds, Rose Bland, Betty Huston, Ruthie Black, Becky Noel, Jane McDowell, Rick Myers, The Christiannaires, Cynthia Ramsey, Jane Gray, Stan Tinsley, Dick Fortune, Jeanne McCartney, Butch Harris, David Ripplinger, and Tom Anderson.

Sheila Dodson and Janet Fields will accompany various groups.

Frank Jones and Wilbur Nailing will perform instrumentals along with dancing by Cheryl Irwin and Vanda Brown.

Larry White, Connie Bancroft, Gene Porter, and Donna Arnold head the list of comedians.

Comedy sketches throughout the show will be performed by Penny Dycus, Rick Heaney, Debbie DeWitt, Susie Stephens, Dick Martin, Darla Lovin, and Randy Winn.

About 65 students are working on the show either by selling tickets, placing posters, appearing on the TV program "The Hour" on channel 3 on November 9, or participating on the panel for the show "Meet Your Neighbor" on WFIW in Fairfield; students are also writing invitations to the private performance on November 17.

Reserved section tickets went on sale on November 1. In most of the towns in District 521, there will be a group of students selling tickets downtown so that the townspeople will have a chance to buy advance reservations.

Tickets go on sale at the box office at 6:30 the night of the performance. Students will also sell the tickets door-to-door in each of the towns in the area.

Prices for reserved tickets

are lower than box office prices. Section A tickets are \$1.25 reserved or \$1.50 at the box office. Section B tickets selling for \$.75 reserved will be \$1.00 at the box office.

### Coming Events

Convo—Jan Berkshire	Nov. 15
Ball—Greenville—HERE	Nov. 20
Convo—Roger Conklin	Dec. 7
Christmas Dance	Dec. 9

## A Mighty Challenge: Work Ahead

By DIANA FERGUSON

On November 18, 1967, the fate of the Rend Lake College will be put into the hands of the voters. That statement is a gross simplification, for there is much more involved. There are state and federal funds, taxes, phases, bonds, and expansion. But essentially, the first statement is true; the bond issue must be passed by the citizens of six counties, or Rend Lake College will become "The Impossible Dream."

There is a real need for a junior college in this area, and evidence of this is in the statements of several students who are now attending Rend Lake College. These students say that they are receiving a first-rate education at a minimum of cost. The college is close to home. There is less pressure on the student in a junior college, his instructors are friendlier, he makes friends easier here than at a large university. He is able to work and go to school. And as a Wayne City student puts it, Rend Lake College gives the student a chance—a chance to go to school, a chance to grow, a chance to become a better person.

If the college bond issue is defeated, the student's chance is also defeated. It is urgent that the November 18 Referendum pass. As we all know, the state funds will not be available if the issue does not pass. But as a student, I prefer to look ahead to see a beautiful new campus with expanded technical and academic facilities BECAUSE the issue passed. I am proud of what our fine new college will be.

But even when the bond issue has passed, we must all work hard in order to make the new college a success, for as Dean Howard Rawlinson challenged in a recent interview:

"There is work ahead. You can't build something by wishing it were there. Things don't happen because you want them to happen. They happen because you make them happen. It takes effort on the part of anyone to make something."

## Cheerleaders Debut Nov. 20

When the Warriors hit the court against Greenville on Nov. 20, six new cheerleaders will also make their debut. The girls were chosen on Wednesday, Nov. 1, on the basis of their

ability, voice quality, and their ability to lead the students. From the nine girls trying out, Miss Rebecca Pettit, cheerleading sponsor, released the names of the following six girls as the new Warrior cheerleaders:

Jean Holding, a sophomore from Mt. Vernon, is one of the two returning cheerleaders from last year. Jean is currently the Sports Editor of the Pyramid, the college yearbook.

Brenda Andermatt, another soph, is a cheerleader for the first time in college, though she was on her high school squad for two years. She is a graduate of Waltonville High, where she is now employed. Brenda was

### Correction!

There was a misprint on the Rend Lake College calendar printed in the last issue of The Pyramid Times. Christmas vacation will start at the beginning of the day Thursday, December 21, 1967.

### We Remember . . .

All Americans have been touched in one way or another by the war in Vietnam. Rend Lake College has felt the conflict deeply. Last year came the loss of L/Cpl. Jack E. Crouch.

Now, two more former students of Mt. Vernon Community College have lost their lives in the conflict. These young men are Lowell Ray Lloyd and Stephen Smith. Lowell attended the college briefly; Stephen graduated. Though their loss cannot be expressed in words, we can take pride in knowing that they died so that others might live.



**HAPPY WINNERS** are the new Warrior cheerleaders, (front row) Nancy Carnahan, Diana Ferguson, Debbie Stanton, (back row) Brenda Andermatt, Christie Bourlank, and Jennie Holding.

# A College Meets Needs

No matter what field he enters, there are, in a modern society, certain areas of knowledge with which the individual must be familiar, if he is to fill his place in society and lead his life to the fullest. (Stated, Feb. 1962).

1. An understanding of the basic principles of the society of which he is a part, of the privileges that society offers to him, and of his obligations to the society. He also needs enough background to understand the threat to his way of living from other societies and from influence within his own society.

2. He needs enough command of his language to convey his thoughts to others and, in turn,

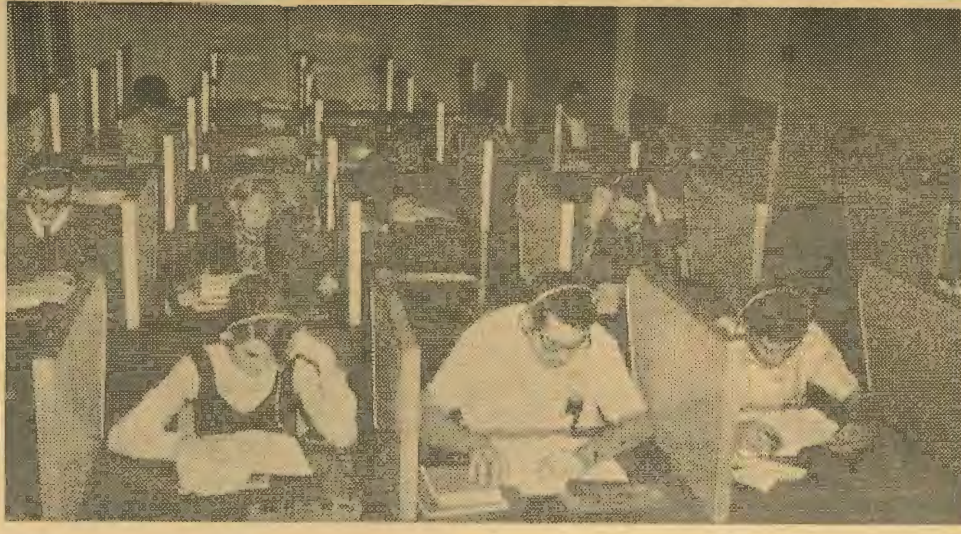
to interpret the spoken and written thoughts of others with whom he will come in contact.

3. He needs a salable skill which will enable him to be a contributing member to the society instead of a burden upon it.

4. He needs to have sufficient computational skill to meet the ordinary challenges of usage of his income.

5. He needs to understand the broad principles of science which affect his life and that of the society in which he lives; also, he needs to learn to apply the scientific method of problem solving to his own personal problems.

6. He needs to understand the principles of health sufficiently



WHETHER CONCENTRATING ON FOREIGN PRONUNCIATIONS or piloting a burning jet to safety, area collegians will find the job much simpler in a language lab of their own instead of playing co-pilot.

# A College Meets Needs

(Continued)

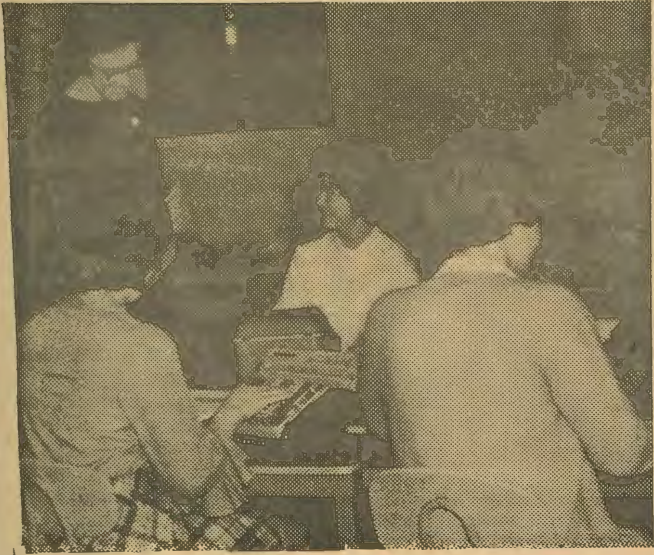
well to enable him to maintain a healthy mind in a healthy body.

7. He needs to develop his aesthetic senses to the extent that he gains some appreciation of the beautiful and knows methods of increasing his aesthetic satisfaction.

8. He needs to develop a system of ethical values which will be acceptable to himself as a person and to society.

9. He needs understanding of the value of time and of the benefits which can come from wise use of it.

10. In short, college needs to serve the entire person, as an individual, and as a useful, contributing member of society.



SOUTHERN ILLINOIS meets to learn in a room with new business machines. At least there was room for Rosemary LeGrand, Mt. Vernon; Gloria Elam, West Frankfort; Carolyn Gage, Dahlgren, and Miss Gila Riley, instructor.

# To Be Ourselves, A College

One Rend Lake College student recently said:

"The one big mistake or handicap of the junior college is the close contact of the college and the high school.

At present Rend Lake College is renting facilities from the Mt. Vernon Township High School. By renting from the high school, Rend Lake College is able to use the modern laboratories, such as language, chemistry and zoology.

Yet being on the same campus as the high school does not allow the proper growth of either institution.

One of the greatest problems of any institution of higher education is prevailing upon its students to drop the immature attitudes of high school and begin to adopt attitudes consistent with their developing maturity. This problem is more

than doubled when the two student bodies use the same physical facilities simultaneously.

Second, the organization of college work is quite different from that of high school. Trying to develop the usage of classrooms and facilities along double lines usually results in one or the other—usually the junior college because of the sheer weight of numbers—having to have second choice of available space and time.

Third, the history of individual junior colleges shows that once the colleges become separate institutions in separate buildings, both their growth and their maturity as institutions increase.

For this reason, Rend Lake needs to have a separate campus where it can grow and where its students can develop on a more mature level.



PARAMECIUM? ALGAE? Maybe. However, these "scientists" might be discovering a solution for college laboratory equipment instead of borrowing from the preps. Could the answer be a "Yes" vote on November 18?

# Rend Lake . . . It's Meaning To Me

"In the last two years I have attended two colleges, Southern Illinois University and Rend Lake Junior College. I have found that Rend Lake Junior College gives the student an easier way of learning and studying. By using the term "easier way" I do not mean that Rend Lake College has easier courses than S.I.U. I mean it has a much closer teacher-student relationship. I do not feel like a number on an enrollment sheet..

"Upon my graduation from the West Frankfort Community High School, I felt, like many students, the uncertainty of entering a university. There were many reasons for these doubts which I had. Although my grades had been good in high school, I wondered if they had been good enough to meet the

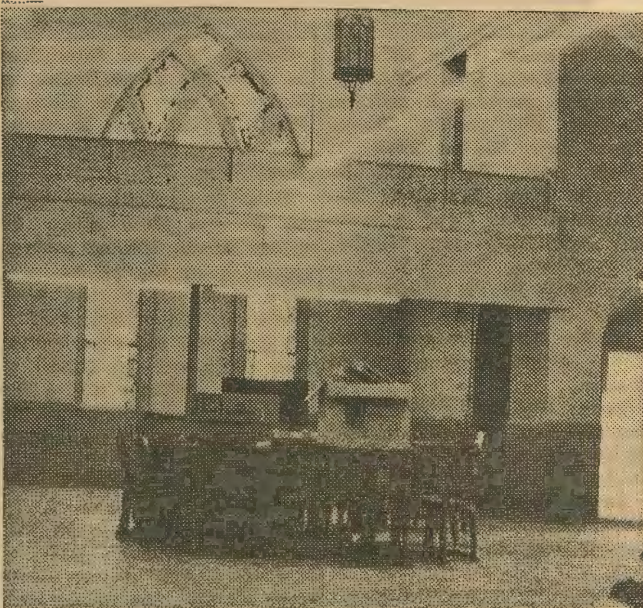
standards necessary to maintain them at a university.

"There was also the problem of expense; and most important of all, there was my desire for a smaller school, which would possibly fill the gap from high school to a university. Rend Lake College has solved these problems, and I am very pleased with the decision, which brought me here."

"After I left high school, I didn't know what I was, where I was, or who I was. Not knowing this is like stumbling in the dark, wandering throughout life not knowing why you were born. born.

Having an institution of higher learning at my doorstep was like a miracle. This was my chance to find myself at no expense whatsoever to me. Now I know what I want, where I am to go, and who I am."

These are the words of Rend Lake College students.



STAINED GLASS AND PACKING BOXES wait in the winter sun for the students who will find at least a stopgap, as the college again tries to expand on its limited Mt. Vernon campus.

# Nov. 18 Will Decide:

Because of the relative importance of the November 18 Referendum, I have devoted this column to speaking on its behalf.

As most of us are aware, the state is providing \$2,230,000 at the outset of construction of the new Rend Lake Junior College. However, in order to receive this state aid, local sources must match it with approximately \$3,000,000—the amount of the bond issue that the governing board has set to be voted in the November 18 Referendum.

The passage of the Referendum will mean a better college

# A Challenge to SEA'ers

By DOUG BOOK

In a personal interview with Douglas Book, freshman at Rend Lake College and SEA member, Mrs. Thelma Davis, a member of the Executive Committee of the National Education Association, and past president of the NEA Department of Classroom Teachers, gave the following statement for Book to relate to the College:

The Challenge

"This is a personal challenge to you students preparing to be the educators of tomorrow. This means you have the opportunity to serve in a way, in a day, in a world few men may experience.

For this is a day of education. The taxpayer shows interest by offering the financial basis for education.

"To students, I say, get all the preparation offered to a degree that your influence will be felt in class, the school, the community, and the world. I challenge you to become involved."

The Student Illinois Education Association held its twentieth annual convention Friday and Saturday, Oct. 27, 28. Western Illinois University, Macomb, was host.

Built around the theme, "Catch the Spirit of Involvement," the convention included informal seminars and dis-

cussions led by nationally known leaders in education.

Each participant was free to choose the seminar he wished to attend. Participants then reported proceedings to their own schools. Seminars included: "Why Not Train Them to Be Teachers," a discussion of ills and suggested remedies for troubles in the teaching profession, led by Dr. Kevin Ryan, Director, Master of Arts in Teaching, University of Chicago; "Time to Teach," a review of recent research by the National Education Association for Classroom Teachers, led by Mrs. Thelma Davis, teacher from Griffin, Georgia.

Seminars

"Teaching . . . Where the Action Is," an account of changes going on in schools around the world, led by Mr. James Olivero, Assistant Secretary, National Commission on Teachers' Education and Professional Standards.

"College Tutorial Programs," a discussion of what is currently being done in state tutorial projects, Mr. Peter Lewis, Executive Director, Governor's Committee on Literary and Learning served as leader; and "Why Be Half a Teacher?" report of present issues facing teachers, led by Mr. William L. Hodge, Midwest Regional Director, N.E.A.



STUDENTS AND FACULTY relive the proud ordeal of last winter when all of the books in the library were moved across the campus to the new temporary library in its quarters in the renovated church building.

# Acknowledgment

Pictures on these pages do not pretend to cover all areas of Rend Lake College. They do, the Staff hopes, give a fair sampling of course offerings as they now stand, and show the need for a new campus with increased facilities and added course offerings.

For the explanation of what a junior college should be, the Staff has borrowed heavily from the writings of Dean Howard E. Rawlinson.

Dr. Rawlinson's research, based on intensive observation and study of course offerings of junior colleges throughout the nation, and on repeated surveys to determine specific needs in our own particular area, Southern Illinois, gave the foundation for the above articles on the function of the junior college.

### Free Public Ed. Needed Longer

To divide education at the end of the twelfth year is much like trying to draw a line between a river and the ocean at the point where the two meet. There exists a definite area of intermingling.

In the first place, it is generally recognized that the first two years of senior college are devoted to general education.

Thelma Bogue (The Community College), sums up a discussion of the attitudes of educators by saying, "Present day thinking points therefore, in the direction of free public education through the fourteenth year."



IT'S QUITE EVIDENT that nothing is wrong with the present classrooms; EXCEPT, that darn pole in the middle of the room, that inadequate amount of lighting, those close quarters between fellow prodigies, and the absence of good ventilation.

### To Develop Citizens

Many students who enter junior colleges do not know in what area they want to specialize. The need for vocational guidance is immense. Tied directly with vocational guidance is educational guidance. Many students do not recognize the need for subject matter outside their field of specialization, and many are unfamiliar with the prerequisites of senior institutions to which they wish to transfer.

Student life is as important a part of education as is the formal program of study. The student who continues to hold adolescent attitudes because of forced college life in a high school atmosphere is being deprived of one of the fundamental advantages of a college education.

- 1. The concept of democracy; how it differs from other Societies.
- 2. The rights and obligations of living in a democracy. The right to vote and the need to use it. How to make intelligent choices in elections.
- 3. The reason for taxes.
- 4. The rights of minority groups.
- 5. The institutions of democracy.
- 6. The roots and development of the struggle for freedom.
- 7. Heroes of the democratic movement.



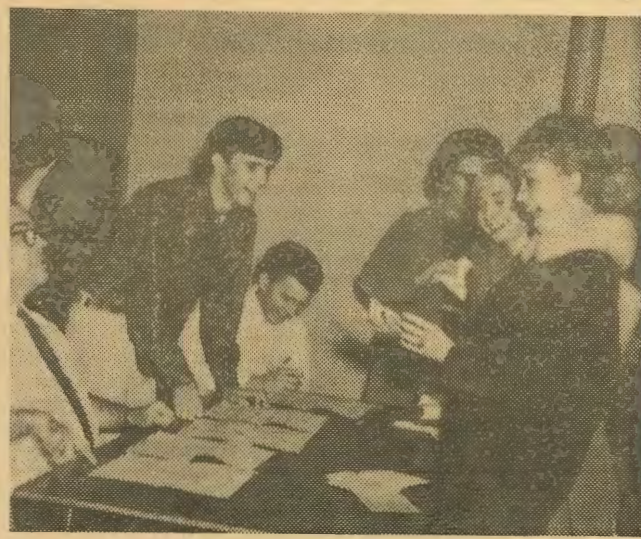
CONVERSING IN THE STUDENT LOUNGE IN "BUILDING," freshmen and sophomores alike relax from the tensions of the day. Larger "recuperating" areas are needed, though, as the college enrollment increases year after year.

### A College with a Mission

Education in the United States has always progressed along the same pathway: widening of the scope and extension to larger segments of the population. The Latin Grammar school and the academy fell by the wayside because they failed to keep pace with the citizenry.

But for World War II the high school would have suffered the same fate. The junior college has attempted to meet social and economic changes with a four-way program: university-parallel education, technical-vocational education, adult education, and community service.

- 1. The effective community college meets needs in all areas of community living.
- 2. The effective community college centers on people and their universal, social, community, and individual needs.
- 3. The effective community college is guided by the welfare of the whole community rather than merely by the special interests in the community.
- 4. The effective community college practices preventive education in the community in addition to remedial education in the school.
- 5. The effective community college aids in assessing the needs in the community and alerts the people to the findings.
- 6. The effective community college uses its educational tools to change both individuals and the culture.
- 7. The effective community college creates awareness in the community of all the possible ways that needs may be met.



"COULD THAT BE ME?" exclaims a junior college freshman as yearbook advisor John Traver, RL English instructor, hands out the annual's pictures. The yearbook was begun in 1961 at MtVCC and has been continued to become Rend Lake's yearly publication.

### Can RL College Grow?

At the new site. Although I am fully aware that most of us will be beyond the junior college level of education by the time that the new college is completed, I still firmly believe that we should place the responsibility upon ourselves to see that the bond issue is passed when it is placed before the voters of this district on November 18. Just think what the college will mean to our younger brothers and sisters, and even perhaps to our own children. What would it mean to us if we were on the new campus right now? Think about it.

Such a possibility of a better college for this district is within the realm of reality; that is, if the Referendum is passed, this area will be benefited greatly by an improved institution of higher learning.

We all can do our part in getting the issue passed; we can inform our mothers, fathers, neighbors, friends, relatives—everyone—about what a wonderful thing this new campus development will mean to the entire geographical area. This informing of the public is so little to ask of us, but it can mean a whole lot in the future educational advancement of this area.

Let's all do our part—Urge the voters to vote in favor of the Referendum on November 18.

By ROSE BLAND

### Who's Who Honors Mrs. W. A. Book

The Rend Lake College library represented directly and indirectly in the 1968 listing of Who's Who of American (and Canadian) Women. Mrs. Imogene I. Book, librarian, and Mrs. Harriet McCracken, mother of assistant librarian, Mrs. Paula Dulaney, appear in the current listing. When the reporter asked Mrs. Dulaney how she felt about her mother's honor, she said, "I'm for it!" Mrs. Book passed her honor to her own parents: "They are the ones who really should be listed. They have made possible what we have done."

#### SEA Sponsor

On the faculty of the Mt. Vernon Community College at its beginning (1959-60), Mrs. Book has guided the library through its steady stages of growth and its frequent moves: sponsor of the Student Education Association, Mrs. Book has seen many of her members

move into state offices.

Active in professional organizations both on campus and throughout the State, Mrs. Book has served as secretary and as president of the Jefferson County Teachers' Association; as president of the Mt. Vernon Education Association, and is a member of the NEA and the newly-established chapter of the Illinois Association of Higher Education of Rend Lake College. She has received membership in Delta Kappa Gamma, national professional honorary society for women teachers, and has served as vice president and recording secretary of the Alpha Gamma Chapter.

Mrs. Book is a member of the Advisory Council of Rend Lake College, continuing to fill a position she entered in 1961 as Council member for the Mt. Vernon Community College. She has served also on the advisory council of the Graduate

School of Library Science, University of Illinois, Champaign.

The wife of a secondary school administrator, W. A. Book, principal, Thompsonville High School, Mrs. Book reports that she gets a good mealtime account of school happenings in Southern Illinois. The Books have two children, Karen Lynn, a sophomore at the Mt. Vernon Township High School, and Douglas Keith, freshman at Rend Lake. Mrs. Book's parents are Mr. and Mrs. Keith Clark of RR6, Mt. Vernon.

#### Mrs. McCracken

Mrs. McCracken, active in community and civic affairs, was from 1955-58, recording secretary for the Rend Lake Conservancy District. Her other activities include a past-presidentcy of the Business and Professional Women's Club, and membership in Beta Sigma Phi, professional social-service organization.



THE CO-LEADERS of this year's Pyramid Times Diana Ferguson and Rose Bland beam proudly at the thought of some day in the future reading the first issue edited from the proposed college site.

### Students Come from Many Towns

Joyce Nociar, Ina (2) I, as an individual, have been able to receive a two-year general education from a college within easy access of my home and at a very limited cost to me.

Tom Anderson, Marion (1) I chose Rend Lake because it is a recognized junior college, and the semester hours I will take here can be transferred to the University of Illinois.

Glen Wright, Sesser (2) My experience at Rend Lake College have been very rewarding, worthwhile, and enjoyable. I have gained much knowledge here and have grown to appreciate, admire, and respect the faculty. Rend Lake College has provided me with an ample opportunity to further my education at a low cost. I have grown accustomed to the "rush and roar" of college life. This should prove beneficial to me

when I transfer to a university next year. I can now understand myself and fellow students more clearly. In my opinion, the greatest asset of Rend Lake College to me has been the size of the school, the friendliness of the students, and the well-trained faculty that tries to give each person an "even-break."

Brenda Andermatt, Waltonville (2)

Probably had it not been for this community college, I would not have been able immediately to attend college any place else. I would have had only three months between high school and college to save money. Insufficient funds would have kept me from going to college immediately. Being close to home, I can work toward going to a larger university next fall, and still forward my education in this junior college.



ONE OF THREE PARKING LOTS for Rend Lake students. There's always an available spot . . . that is, providing the driver is there by 6:30 a.m. and has power steering for those tight squeezes

