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THE FIRST FIFTEEN YEARS

by

Howard Rawlinson

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## CHAPTER I

### THE PLANT

Once an idea is expressed in words, its fruition becomes but a matter of time. When Jules Verne wrote a short story describing a rocket trip to the moon, the first moon landing became inevitable.

So it was with Silas Echols' oft-expressed hope to see a junior college housed on the Mt. Vernon Township High School campus. For years, the idea lay like a seed on barren soil, awaiting the proper conditions for germination. Then, in 1955, the General Assembly, recognizing the potential of the community college, passed an appropriation bill allocating \$100 per full-time junior college student. Shortly before the passage of the bill, Arthur Milward, who had been assistant principal under Silas Echols, returned to Mt. Vernon Township High School as superintendent. He took the idea of forming a junior college to the Board of Education, received their approval, and carried it to the community. On October 29, 1955, the citizens of the district voted a 17 1/2 cent tax rate to support the establishment and operation of a community college.

Of the 2,288 acceptable ballots, only 88 were against the proposition. A year later Jesse Bogue, Executive Secretary of the American Association of Junior Colleges, said, "I have never heard of such a great majority as there was in Mt. Vernon in voting for a junior college." To

the best of the writer's knowledge, no junior college since that time has exceeded the percentage of the establishment vote.

Shortly after the successful referendum, Howard Rawlinson, guidance director for the high school, was named dean and given the responsibility of planning for the opening of the college in the fall of 1956. Members for the faculty were selected and they, together with the dean, developed a statement of philosophy and a catalog, organized a list of courses to be offered, prepared syllabi and outlines, and planned in general for the opening of the college. On September 5, 1956, the college opened its doors to 199 students, including 96 full-time and 103 part-time students.

Of the 96 full-time students, 82 were from the 1956 graduating class of Mt. Vernon Township High School while, with two exceptions, the others came from Jefferson County high schools or from earlier graduates of Mt. Vernon Township High School.

Soon, however, the number of out-of-district students began to increase and, although no one knew it at the time, the future outline of the Rend Lake College district was being shaped. Students came in increasing numbers from Benton, Dahlgren, McLeansboro, Waltonville, Wayne City, Webber and West Frankfort, and a few began to enroll from Christopher, Enfield, Pinckneyville, Tamaroa, Thompsonville and Zeigler. Enrollments increased at a rate of about 10 percent per year until the war babies reached college age in 1964, and by 1966-67, the last year the school operated as Mt. Vernon Community College, enrollment had risen to 540 full-time students, 62 part-time day students, and 93 evening students--

a full-time equivalent of 632.<sup>1</sup> In the ten years of existence as Mt. Vernon Community College, full-time enrollment had more than quadrupled and total enrollment had increased at a rate only slightly less.

Early in the history of the college it became obvious that the local junior college was providing education to students who might not otherwise have had the opportunity. Although the percentage of Mt. Vernon Township High School graduates attending college almost doubled from 1955 to 1956, the percentage attending other institutions decreased only slightly, so most of those enrolled in the home college were obviously either those who could not afford to attend other schools or those who were reluctant to travel considerable distance to obtain an education.

An unexpected by-product of the organization of the new college was that some who had graduated from high school several years earlier became full-time students, and eventually earned an associate degree. Several of these early graduates are now teaching in the Rend Lake College district.

These first enrollees and the faculty were aided significantly by the advice of some of the early visitors to the college. At the time of its inception, two philosophies were vying for supremacy: the concept of the community college as an extension of the high school and the concept of the community college as an autonomous institution with its own faculty, equipment buildings and purposes. In the early stages the former philosophy

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<sup>1</sup>The percentage of increase in enrollment from 1965 to 1966 was the greatest of any junior college in the state.

was dominant, but visits by Jesse Bogue, Leonard Koos, Ray Young, Elden Lichty, Clarence Samford, and Francis Horn soon convinced those most closely associated with the college that the institution had a destiny of its own. Not only were these men generous with their time in discussing the future with the faculty, but both Koos and Horn offered courses in junior college philosophy and history in which many of the faculty enrolled.

With such men to point the way, Mt. Vernon Community College was quick to seek the necessary recognition and acceptance by senior institutions. Once the school was well into operation, Ward Black of the Office of Superintendent of Public Instruction accepted an invitation to visit the campus, had words of praise for the initial effort, and awarded the college a Certificate of Recognition by the State of Illinois. Southern Illinois University, the University of Illinois, Eastern Illinois University, and Illinois State University sent letters indicating that they would accept credits from the new institution on a provisional basis. Moreover, the University of Illinois was asked to send a team to visit the college, make recommendations and suggest improvements. When the same team made a second visit the following year, they recommended that the University of Illinois accept credits from Mt. Vernon Community College at full value.

With recognition from the State of Illinois and acceptance of credits from most of the state colleges and universities, the college now turned its attention to obtaining accreditation from the North Central Association of Colleges and Secondary Schools. In the spring of 1960, Candidate's status with the North Central Association was granted, and William Atkinson was

named as consultant. After more than a year of committee work, involving faculty, students, and board members, the self-study was submitted in the spring of 1961. On October 23 of that year, the North Central Committee on Accreditation approved the self-study indicating satisfaction with the institution's ability to evaluate itself and approved the school's plans for improvement, but delayed the visitation of an examining committee.

This same letter expressed concern with (a) too close identification with the high school, (b) weaknesses that hampered good administrative practices, such as little or no direct contact between the dean and the Board of Education and lack of involvement of the dean in preparation of the budget. It also commented on teaching overload and the small number of volumes in the library. After efforts were made to correct the weaknesses, the consultant recommended readiness for visitation and an examining team arrived in December, 1964.

By this time the Master Plan for formation of a System of Illinois Junior Colleges had been approved and minimum requirements for population and assessed valuation had been raised. The North Central Committee commended the college for outstanding progress, but denied accreditation, listing as reasons for the denial lack of autonomy, identification with the high school, lack of consistency between objectives and offerings-- especially vocational, size of library staff and holdings, conditions of faculty service, provisions for adequate financial support, and need for additional secretarial staff. Since the committee was aware that the college soon expected to become a part of the Illinois System of Junior Colleges,

instead of prohibiting the college from being re-examined for another three years, they recommended that the college could be revisited as soon as the conditions were corrected.

Although failure to gain accreditation was a bitter disappointment, it may have been, in the long run, a blessing in disguise. There had been talk as early as 1959 of the joining of Mt. Vernon and Centralia colleges into a single institution and when, in that same year, the General Assembly passed a law enabling such action and the Board of Higher Education recommended that the two colleges be merged and that the Salem High School district be added to the territory, several meetings took place in Salem, Centralia, and Mt. Vernon to explore the possibility of such merger. Supporters from Salem and Mt. Vernon were agreeable if a site could be selected before the establishment of a college. However, the Centralia contingent insisted that this be postponed until after the election of a Board of Trustees.

After this impasse, the movement more or less died until the appearance of the Master Plan recommendations by the Board of Higher Education. On April 21, 1964, the dean sent a memorandum to the Board of Education calling attention to the fact that Mt. Vernon was in danger of being surrounded by developments in other areas and might find itself forced to join a junior college district in the planning of which it had not participated. He recommended that "the Board authorize the collection of such data as will assure readiness for informed action by January 1, 1965, or as soon thereafter as the General Assembly approved the Master Plan . . ." The



memorandum contained 18 suggested types of information which would prove useful in preparing a feasibility survey and suggested 10 resource groups which could help in the planning.

Shortly thereafter, members of the Board of Education met first with members of the legislature from the Mt. Vernon area and later with Dr. Richard Browne and Dr. Lyman Glenny to discuss the suggestions in the dean's memorandum. These members of the Board of Higher Education confirmed the suggestions made. Soon a meeting was called and a steering committee was formed of representatives from Dahlgren, McLeansboro, Mt. Vernon, Sesser, Waltonville, Wayne City, Webber and Woodlawn.

In subsequent meetings lay and professional persons from other districts were invited to listen to proposals for an area junior college. Meanwhile, the Jaycees, under the leadership of Dr. Curtis Parker, became interested in the subject; and as groups continued to meet, the organization grew until it contained representatives from most of the districts which eventually became a part of Rend Lake College district. Charles Covington and Frank Feltmeier of the Rend Lake Conservancy District Board, spoke at Mt. Vernon, West Frankfort and Benton, offering their services in helping to form the steering committee and in working toward acquiring a site location near the shores of Rend Lake.

In a meeting on July 26, 1965, at Whittington, Paul Gayer, supported by Holland Simmons, moved that the group attempt to establish a junior college district consisting of six or more counties. The motion carried. At the same meeting a new steering committee was formed, and Curtis Parker

and Lee Browning were named co-chairmen. Each county involved was asked to name two members to serve on a steering committee and to furnish educators to serve on a professional advisory committee.

Later, September 13, 1965, in a meeting at Sesser, nine high school districts--Benton, Dahlgren, McLeansboro, Mt. Vernon, Sesser, Thompsonville, Waltonville, Wayne City and Webber Township--indicated a desire to join in the effort. Subsequently, Christopher, Enfield, Pinckneyville, Tamaroa and Zeigler-Royalton agreed to be part of the district.

The seed had not only germinated but had survived several repottings and was now ready for its final potting before transplantation to its permanent location. The faculty were nearly 100 percent full-time; the college shared only a few classrooms with the high school; the library had acquired a respectable number of volumes; and the citizens of the community were actively engaged in promoting expansion of the college to include those territories which now sent students to Mt. Vernon Community College.

The Steering Committee continued to meet frequently; volunteer speakers and panels went to neighboring cities and villages to explain the plans; the executive committee authorized the employment of the Paralex Company to make a feasibility survey. This survey was conducted by Charles Pardee, with assistance from Dr. Merle Sumption of the University of Illinois, Dr. Howard Rawlinson of Mt. Vernon Community College, and John L. Cox, graduate student at the University of

Illinois.<sup>2</sup> The Feasibility Survey was approved at the May, 1966, meeting of the Mt. Vernon Community College Board, and in August, 1966, the Illinois Junior College Board authorized the County Superintendent of Jefferson County to order a referendum on the proposed new college. The date for the referendum was set for October 22, 1966.

Following this, Steering Committee and sub-committees became quite active in carrying petitions to the citizens within the district, and a petition for approval as a college district was submitted to the Illinois Junior College Board, March 7, 1966. The Illinois Junior College Board approved the petition May 13, 1966; the Board of Higher Education, June 7, 1966, at which time they set a public hearing for July 11, 1966, to be held at Sesser, Illinois. At the public hearing several people testified for the petition but no one spoke against it.

Following this meeting, October 22, 1966, was set as the date for the referendum--a referendum approved by the citizens nearly eight to one. The Public Relations Committee, under the direction of J. L. Buford and Kay Wall, had worked hard in getting the information to the people. Shortly thereafter, the Steering Committee chose a slate of candidates consisting of one each from Franklin, Hamilton, Perry, Wayne and White counties and two from Jefferson County. They set the election date for December 16, 1966. Of the Class I junior Colleges approved to that date, Rend Lake was the first to elect a board with no opposition to the steering committee candidates.

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<sup>2</sup>Later president of the Mt. Carmel campus of Illinois Eastern Colleges.

The organizational meeting of the new board was held in the Mt. Vernon Township High School, December 21, 1966. Dr. Curtis Parker was named president of the Board; Forrest Stewart, secretary. The next meeting was set for January 3, 1967.

The Board was now faced with several important decisions to make in a relatively short time. They asked the Board of Mt. Vernon Community College to continue operation of the college until June 30, 1967, and set about to select administrative staff to the new college. In May, 1967, they employed Dr. James M. Snyder of Maricopa County Junior College District, Phoenix, Arizona, as president and later, the former dean of Mt. Vernon Community College as dean.

Shortly after Dr. Snyder's arrival on campus, he began to work with both Board and with fellow administrators to select an architect, to prepare a master plan, and to develop materials for a bond issue capable of supplying the colleges share for building purposes.

By August 26, 1967, Caudill, Rowlett, and Scott of Houston, Texas, had been selected as architects, and Fields, Goldman, and Magee, of Mt. Vernon, Illinois, as associate architects. The bond issue for \$3,100,000 was approved November 18, 1967. The master plan for the campus was approved by the Board of Trustees of District #521 on November 21, 1968; and by the Board of Higher Education, May, 1968. On June 22, as a result of a friendly suit, Judge Alvin Lacy Williams ruled that District #521 was a legally-established district.

Although the name Rend Lake College had been used in publicity prior to the elections, the name was not legally chosen by the Board

until July 18, 1967. Contracts were let and on March 27, 1969, the first ground was broken for the Ina site--a site which had been purchased by the Board November 19, 1968.

The contractors started work early that summer and the college offices were moved to the new quarters August, 1970. The fall term for the 1970-71 school year, although delayed a week in starting, began on the new campus.

Meantime, the college faculty had continued work on a new self-study and entertained visitors from both the Illinois Junior College Board and from the North Central Association of Colleges and Secondary Schools during January, 1969. At its spring meeting in Chicago, the North Central Association approved accreditation of the new institution. News of this approval was received by Dr. Snyder in time to make the announcement at the ground breaking ceremony.

Although the Master Plan for Phase II construction had been approved and the General Assembly had approved appropriations for that purpose, Governor Ogilvie froze the funds until 1972. Early in the spring, he formed a committee to re-examine the plans and made some cuts in Phase II approvals. His committee finally notified the college that it could proceed with the letting of bids. Bids were let, and construction was begun in May, 1972. Completion of Phase II construction will enable several technical programs which have been housed in other locations to be moved to the Ina campus.

## CHAPTER II

### THE SOIL

The growth of any plant is dependent, to a degree, upon the quality of the soil which produces it. And people, like plants, are a product of the land on which they live. The land which gave birth to both Mt. Vernon Community College and to Rend Lake College is more impoverished than that in the northern part of the state, for the rich deposits of soil left by the melting glaciers thinned out as the glaciers reached the southern part of the state.

The first white settlers to enter the area, aside from the French who established trading posts along the Mississippi, were pioneers from North and South Carolina who moved up through Tennessee and Kentucky. These were not the plantation owners of the South but poor, landless people who arrived in wagons drawn by gaunt mules and horses, bringing with them little more than a devotion to the work ethic and a firm faith in God. They built log cabins out of the timbers hewed to clear the lands they would cultivate. These were the people who gave rise to the saying, more popular in the later westward trek, that the cowards never started and the weak ones died along the way.

They built schools which were attended when the children were not needed in the fields and they built churches which were ministered to by preachers who had "heard the call." Many of these were of the Baptist faith

and the dominant religion still remains that of the Southern Baptist Church.

These pioneers were joined by English who had been driven out of England by the persecution of the Methodists and who had come to Illinois by flatboat down the Ohio River. As a general rule, these were better fed and better clothed than their fellow pioneers from the South, but like them, they settled on the land bringing with them customs which have been handed down through the generations.

Later, during the wave of immigration of the late 1800's and the early 1900's, peoples from the Latin and Slavic nations of Southern and Central Europe came to find work in the coal fields. Many of these were Catholic.

These varied groups retained some of their own ways but also they were able to intermingle, sharing, among other things, a belief in commitment to work and to faith. They also believed in education and several academies and colleges sprang up over the area, often sponsored by one religious denomination or another.

Rend Lake College, comprised of parts of eight counties lying near the heart of South Central Illinois, is proof that this interest in education still continues.<sup>3</sup> These counties contain 14 high school districts with the largest center of population being Mt. Vernon (population 15,980 in the 1970 census).

The major natural resources of the district are the land and the underlying minerals, primarily coal and oil deposits. Employment in coal mining, formerly one of the major industries of the district, is on the

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<sup>3</sup>A map of the district appears on page 7 of the Appendix.

decline with the advent of other power sources, and the peak of the oil boom has been passed unless new pools are discovered.

The chief use of the land is for raising corn, wheat and soybeans, with a lesser emphasis on livestock production and dairy farming. Use of scientific farming methods has dramatically increased the productivity of the soil in the past few years.

Besides those businesses which normally flourish in the economy of any region, the specialized businesses related to agriculture, mining, and oil production are operative in the district. A number of small industries are located in the area, and the development of Rend Lake promises additional growth. In 1972, General Tire decided to locate a major plant in the Mt. Vernon area.

In addition to industry, there has been some consideration of developing the area as a medical center. Already, seven hospitals are located within the district, including a State Tuberculosis Sanitarium, and the Good Samaritan Hospital, of Mt. Vernon, which has been recently expanded and which will have a heliport for quick service for emergency cases. Also, plans have been made for construction of a 500-bed hospital in the same city.

One of the stimuli for such development, as well as for future development, has been the construction of Rend Lake (approximately 90,000 acres). Plans for development of the lake area, in addition to serving as a multi-city water supply, include development of recreational and conservational areas, and an industrial park.



Already the lake is beginning to draw many tourists, and, with the additional developments, is expected to draw more. Plans are under way for construction of a convention center near the lake, and the State of Illinois will use part of the peninsula on which Rend Lake College is situated for a state park.

Approaches to the lake and to Rend Lake College lie near interstate highways 57 and 24 and not far from 64--a far cry from the forest trails by which the early settlers made their way into the territory. Interstate 57 runs from New Orleans to Chicago and is joined in the section between Marion and Mt. Vernon by I-24 which comes from Southeastern United States and leads into St. Louis along I-64.<sup>4</sup> There it connects with several interstates running west and northwest. At Chattanooga, I-24 connects with I-75 leading into Florida. These interstate highways place the Rend Lake College district at about the transportation crossroads of the United States, opening up the possibility of transportation-allied curricula for the college. Addition of new curricula in the occupational areas would help Rend Lake College to serve better the needs of the district.

Despite the interest of the early settlers in education, the southern end of the state has lagged behind central and northern portions of Illinois in formal education. Table V, page 8, in the Appendix, compares the educational level of Rend Lake College district with a similar block of five counties in the north central part of the state.

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<sup>4</sup>Interstate 64, when completed, will run from Baltimore to Los Angeles.

The figures from the table substantiate several other studies which show a definite relationship between education and income. Despite the interest citizens have shown in support of the educational referenda and bond issues, this part of the state has continued to lag behind in educational level and in income. The maps (see Appendix, pp. 9-13), taken from the Illinois State Plan for the Administration of Vocational and Technical Education in Illinois for 1971-72, show that unemployment rate is high in the district and that the number of high school dropouts is above the state average--especially in Jefferson and Franklin counties which furnish over half of the population of the district. The area also ranks high in the number of persons drawing welfare assistance.

So, the soil which first gave life to Mt. Vernon Community College, later to be transplanted as Rend Lake College, is a mixture of stong and weak nutrients. Natural resources are not great, the economy is slow, educational persistence lags behind the rest of the state, and the assessed valuation per student is one of the lowest in Illinois. Yet, there is a spirit in these people that persists in striving toward something better. Some quit the area and moved away with the decline of employment but those who remained continued to try to rise above their circumstances. From 1900 through 1970, the population figures eroded, but the people supported the two college propositions stronger than did their fellow Illinoisians in wealthier parts of the state. Moreover, they insisted that the junior college be kept free of tuition as long as possible.

### CHAPTER III

#### ROOTS AND BRANCHES

Any plant, capable of bearing an adequate quantity and quality of fruit, must have a well-developed root system as well as a sufficient number of branches. In the early stages, such development is slow in order to produce adequate support for the potential crop.

Mt. Vernon Community College began with a modest program, geared primarily toward those students who aspired to a baccalaureate degree, the only offering in the vocational field being in the area of secretarial science. Even here, the emphasis was on producing teachers of secretarial subjects.

In fact, a large percentage of those enrolled in the college during the first year expected to become teachers, for the State of Illinois, at that time, issued elementary teaching certificates to students with but two years of college training. Consequently, the first year's curriculum consisted solely of first year offerings in English, history, accounting, art, biological sciences, chemistry, economics, engineering, French, health, mathematics, music, Spanish, and secretarial science. In the second year sequential courses were added along with a few other courses normally taught in the lower division of universities and colleges.

No vocationally-oriented courses were added until the fall of 1961 when the School of Practical Nursing was established due to the hard work

and persistence of Howard Jones, vocational director of the Mt. Vernon Township High School. Actually, the nursing school remained under the aegis of the high school until 1965. Graduates of the nursing school, since its creation, have ranked high in performance on the licensure examinations, ranking first in the state in 1969.

In addition to his duties as Vocational Director, Howard Jones was also director of a fine adult education program which he had built up since becoming a member of the Mt. Vernon Township High School staff. Both he and administrators of the college felt that it was best to leave this program under the supervision of Mr. Jones, so the only early offerings in the evening by the college were courses which were a part of secretarial science or of the baccalaureate-oriented programs. One unique feature of the evening program was the establishment of community orchestra and chorus groups, made up partially of students working toward a degree and partially of citizens in the community with an interest in music who merely sought an opportunity to express this interest. Some members of the original groups were still part of the groups 15 years later although the nature of the orchestra group had changed.

This remained substantially the evening program until after Eltis Henson became superintendent of the Mt. Vernon Township High School and Community College in 1961. He moved the School of Practical Nursing under the college in 1965 and that same year the college offered a few short courses in art, automotive skills, bookkeeping, carpentry, electricity, conversational French, homemaking, meatcutting, shorthand, typing, police

science, welding, and woodworking. By the next year, however, it was obvious that the area junior college would be established, so most of these courses were moved back into the high school adult education program and the college continued to offer only transfer courses, police science, and hospital administration in the evening program.

Since the visits by Bogue and Koos, the faculty had firmly believed in the need for adult education and community service, but they did not feel a need to duplicate services already being offered and they were also deterred by lack of adequate financial support. However, when the college became Rend Lake College and a Dean of Vocational and Technical Education, Ronald Kruppa, was employed to begin work in July, 1968, the new dean was also assigned the responsibility of promoting an adequate adult education program.

The following fall, the college offered in the evening school, in addition to the usual transfer courses, courses in private pilot's in ground school training, hospital administration, and income tax preparation. In 1969, James McGhee was named Dean of Adult Education and Community Services. He developed 16 curricula in the Adult Education area but not all of these were offered immediately. However, the program now began to take on the aspects of a true adult education program with offerings in transfer courses during the evening, courses of a vocational nature, hobby and recreational courses, and courses of general culture not tied to the traditional pattern.

In 1971, the General Assembly dealt this part of the curriculum a severe blow. Since the passage of the Junior College Law, the Illinois Junior College Board had helped finance all programs offered by the junior college. In 1971, the Walsh Amendment ruled out hobby courses and recreational courses, creating some confusion as to which courses were eligible for state reimbursement and which were not. The Board of Trustees of District #521 agreed to finance such courses on a fee basis, but the number of offerings and the extent of enrollment both suffered.

Under Mt. Vernon Community College, except for participation on the part of individual members of the college staff in community activities, the college had participated only in the Community Development Program for Mt. Vernon and in the establishment of the community chorus and orchestra. It was not until after the formation of Rend Lake College that there came an increase in community service activities. When William Hazelbauer joined the staff in 1968, the scope of the orchestra was broadened and became the Rend Lake Symphony partially financed by the organization and partially by the college, with Rend Lake music instructors providing the leadership role and college students becoming members of the symphony.

The college again broadened its community service when in 1969 the government discontinued its financial support of Project Uplift, an audio-visual program which had been developed under the leadership of Ogie Ellis, County Superintendent of Schools. The program had been so useful that the elementary schools, high schools, and Rend Lake College

agreed to participate in keeping many of the services active. The college has continued to cooperate, with James McGhee serving as a member of the Project Uplift Board. The ultimate expectation is that the college may eventually take over this function and extend it to the other schools within the Rend Lake College district.

Later, in the fall of 1971, the college began a regular series of art exhibits which soon came under the supervision of the Dean of Adult Education and Community Services. These included a photographic exhibit by John Sgutt, art instructor at Rend Lake College; an exhibit of water colors by Mary Lou Parker, evening school art instructor for Rend Lake College; an exhibit of water colors by Walter Johnson, art professor at the University of Illinois; an exhibit of 14 different artists from the University of Illinois staff; an exhibit of the paintings of Edward Betts of the University of Illinois; an exhibit of various art media by members of the Mt. Vernon art guild; and a display of the work done by Rend Lake College art students.

During the same year, the addition of anthropology to the baccalaureate-oriented program resulted in cooperative effort on the part of Rend Lake College day and evening students, Southern Illinois University, and the Illinois Association for the Advancement of Archeology in an archeological dig on a site near the college campus. Eleanor Hall, instructor in anthropology, and Jerry Elliston, instructor in an evening course on the pre-historic peoples of Southern Illinois, were the driving forces behind the dig--a dig which resulted in finds dating back more than 2,000 years, including partial remains of human skeletons. Most of these finds were from the middle and late Woodland

cultures, but there were some traces of the Hopewell culture. Permission has been received from the State of Illinois to continue the dig during the 1972-73 school year.

Anthropology was one of the few additions to the baccalaureate-oriented curriculum after the college became Rend Lake College. Other additions included philosophy, journalism, creative writing, oral interpretation, physical science, contemporary history, and an expansion and revitalization of the music curriculum, but the major thrust of the new institution was toward the development of curricula in the vocational-technical area.

Prior to the creation of the Master Plan and the passage of the Illinois Junior College Law, there had been a close fight on whether or not the Board of Higher Education of the State of Illinois would recommend a series of vocational institutes or the system of junior colleges. The existing junior colleges had offered lip service to the philosophy that junior colleges should be contributing much in the way of occupational courses, but, like Mt. Vernon Community College, most of them offered very few curricula in this area.

After the arrival of Dr. Snyder on the campus, the Board of Trustees employed Howard Jones, Vocational Director of the Mt. Vernon Township High School, to act as advisor until a dean of technical and vocational curricula could be employed. In consultation with the president and the dean of the college, and as a result of surveys conducted by Mt. Vernon Community College and by the curriculum subcommittee of the Steering



Committee, agriculture was among the first to be considered. Three programs in agriculture were planned--one in agricultural business, one in agricultural production, and one in agricultural mechanics. Ardell Kimmell was employed as chairman of the agriculture department and, together with Mr. Jones, he planned the course offerings. The programs were submitted to and approved by the Illinois Junior College Board and were initiated in the fall of 1968. The curriculum in Mechanical Technology was approved for offering in the same fall.

By the time these programs were under way, Ronald Kruppa had been employed, and he began planning curricula in automotive mechanics and in beauty culture. The former was initiated in the fall of 1969, but the beginning of the beauty culture course was delayed until January, 1970, because of a law suit which was finally resolved in favor of the college. In the meantime, certificate programs were approved for some of the vocational programs which had previously been approved only as degree programs.

When Mr. Kruppa resigned in August, 1970, Ardell Kimmell was named as his replacement. A certificate program in Operating Room Technology was approved for offering in the fall of 1970, and legal and medical secretary options were added to the secretarial science program--options which will probably eventually become separate curricula. At this point a freeze was put on new programs, and there was almost a year's delay before a program in architectural technology was approved. It will be offered for the first time in 1972. Application for a program for a curriculum to train physician's assistants was delayed until the legislature had

had time to study the problem and decide who should train such personnel. Approved for the fall of 1972 was a program designed to try to aid high school dropouts and get them back into school and on the road to a rewarding occupation. This will be a work study type of program in which part of the time is spent on the job with prospective employers.

The curriculum which has given the most difficulty has been the general studies program. From the very beginning, the faculty of Mt. Vernon Community College recognized an obligation to provide a program for those students who had not succeeded academically but who had a genuine desire to further their education. Many experimental attempts were made--especially in English--to provide such background. A non-credit English was offered as was a five-hour course for three hours credit; then faculty committees studied the problem and came up with a total program recommended for general studies students. None of these seemed to achieve the desired result. Dropout rates remained high, and very few of these students managed to achieve success in the baccalaureate program--their expressed desire.

It was recognized quite early that part of the difficulty lay in the reading ability of the general studies students. When Rend Lake College became a reality, plans were laid for the addition of a reading instructor to the faculty and for the offering of individual instruction in reading.

In 1969, Lois Mackey was employed for this purpose; and some of the students profited from the opportunity to improve their reading skills, but many, either failing to recognize their reading disability, or reluctant to

admit to it, failed to enroll.

More recently a committee has made a two-year study of the problem and has come up with suggestions which include orientation classes on the development of specific study skills as well as reading. However, this program also calls for a work-study program, a very expensive program unless some way can be found of obtaining financial support from other than the regular sources.

So the plant which had started with a small root system and a bare minimum of branches had added many branches through frequent repottings and fertilization and there was evidence of new buds where other branches might appear in the future. All that was needed was additional nutrients.

CHAPTER IV  
THE GARDENERS

Even in a good soil, replete with nutrients, better fruit can be obtained if proper attention is given to cultivation. The gardener needs to stir the soil deeply around the roots to provide proper aeration, and care must be taken to protect the plant against insects and diseases which might have a deleterious effect upon the proper maturation.

There were plenty of gardeners the first year, but none--not even the dean--gave full time to the affairs of the college. All of the faculty were teaching part-time in the high school--usually more than in the college. This was a situation that continued through several years even though the planning committees continued to call attention to the need for a more unified institution. It was not until the North Central Association denied accreditation that the move toward a full-time college faculty was made in earnest. Prior to that time there had been some advances--although sometimes gains made one year were lost the next--but in 1955, the General Assembly had decreed that the Board of Education, even though it also served the high school, must meet in separate session to consider the affairs of the college and must keep a separate set of minutes and a separate budget for the college.

By 1966, the 22-member, part-time faculty of ten years earlier had grown to a full-time faculty of 30, plus 10 persons still teaching a single class or an evening class.

With the formation of the new district, the separation became complete, and the staff now included 30 full-time instructors and three administrators. The next year, with the addition of new vocational classes and the employment of Paul Fitch and Ronald Kruppa, the staff grew to 41 faculty members and five administrators. The faculty count includes one counselor and two librarians. By 1969, the administrative staff had increased to six and the faculty to 49.

The following year, Imogene Book was made part of the administrative staff; three additional instructors were employed; and, in January, Bernard Witunski was employed as assistant business manager. In 1971, two more were added to the instructional staff, but enrollments were disappointing, and it was necessary to release one of the instructors at the end of the year because of overstaffing.<sup>5</sup>

Of the 20 instructors who served also on the Mt. Vernon Township High School faculty, only one did not have an earned Master's degree and 14 had taken work beyond the Master's, although not all were teaching in the area in which the Master's had been earned. With the addition of the vocational curricula, a few more without the Master's degree were employed, although they were well-trained for the program in which they were teaching: for example, registered nurses in the nursing school.

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<sup>5</sup>The number of instructors for each year appears in Table VII, page 18, of the Appendix.

As the faculty grew in dedication to the junior college program, many of them began to take courses on junior college philosophy and history, especially after Professors Koos and Horn taught courses at Southern Illinois University. By 1971, many instructors had had one or more courses related to the junior college.

As time went on, the faculty became more and more specialized in their fields. Imogene Book was awarded the Advanced Certificate in Library Science from the University of Illinois in 1966. In 1969, both Eugene Estes and Barbara Luchsinger received Doctor of Philosophy degrees, Dr. Estes from Southern Illinois University and Dr. Luchsinger from the University of Iowa. The following year, Richard Doherty,<sup>6</sup> who had earned the Doctor of Philosophy Degree in June of that year from Ball State University, and Evelyn Claxton, who had earned her Ph. D. from the University of Kansas the same year, were added to the college teaching staff.

In the beginning, there was no faculty organization as such. All members met frequently with the dean, and everyone contributed ideas toward the planning and organization of the college; but, shortly after the opening of the Mt. Vernon Community College, the faculty and administration saw a need for an organization through which the faculty could make recommendations to the administration and the board of control.

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<sup>6</sup>Dr. Doherty replaced Glen Dare as chairman of the Social Science Department, Mr. Dare having become the first member of the college staff to retire.

Thus, the Faculty Advisory Council came into being. The purposes of this organization were (1) to hear reports of the actions of faculty committees, (2) to suggest problems which needed exploration or to assign priorities to problems already presented, (3) to study the reports of faculty committees and to make recommendations to the faculty or administration for action, and (4) to review periodically the written statement of school philosophy.

The Faculty Council was organized with the librarian representing the library, the counselor representing student personnel need, and four members elected from the faculty at large serving as chairmen of the Policies and Procedures Committee, the Curriculum Committee, the Public Relations Committee, and the Facilities Committee.<sup>7</sup>

After the establishment of Rend Lake College, the faculty was reorganized with the same general objectives, but all offices became elective and work was begun on a constitution. The new organization contained the following committees: curriculum, policies and procedures, learning resource, welfare, and social. At this writing, the faculty are still working on the By-Laws, and the constitution has not yet been submitted to the Board of Trustees for approval.

Although counseling was early recognized as one of the main functions of the community college, most of the counseling during the first few years was done by the dean and by Betty Ann Ward who doubled

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<sup>7</sup>Members of the Faculty Council are listed in the Appendix, page 21.

as an instructor. It wasn't until 1969 that two additional full-time counselors were added to the staff. In the meantime, Mrs. Ward's teaching load had been reduced and Mr. Yates, from the time he became registrar, also had served as counselor.

So, as the size of the garden plot grew, so did the number of gardeners--gardeners who accepted their obligation to keep the soil well-stirred, to identify diseases and destructive insects. The suggestions of the faculty have played a major role in the growth and development of the college.



## CHAPTER V

### THE FRUIT

The fruit of an educational institution must be found in the students, their growth and their accomplishments. As with any plant, the quality of the fruit will vary from branch to branch and season to season.

The students of Rend Lake College and Mt. Vernon Community College represented a cross section of the communities from which they came. As with most junior colleges, the high school records of those students enrolling in Mt. Vernon Community College and Rend Lake College are somewhat below the records of their fellow students who have elected to enroll in senior institutions, partially because these senior institutions are restrictive in their admissions policies while the junior college attempts to find some way of being of service to all students. The same thing is true of the students' scores on standard test batteries. Yet, these colleges have received some of the top students from the high schools in the community.<sup>8</sup>

From the inception of Mt. Vernon Community College to the present, an effort has been made to involve the students in the growth of the college, and to attempt to give them a voice in what happens in the institution.

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<sup>8</sup>In 1965, Mt. Vernon Community College enrolled seven of the top ten students who had graduated from Mt. Vernon Township High School in June.

In Mt. Vernon Community College, in addition to the formation of a Student Council (later called the Student Senate) to represent the students in school affairs, students were named to the curriculum, library, facilities, policies, and public relations committees. At one time the structure of such committees consisted of separate student committees with the chairman of each serving as a voting member of the faculty committee. At present, students serve on the Faculty Council. At the end of the 1971-72 school year the Council voted (subject to faculty approval) to give elected student representatives voting privileges. (They had been serving as ex officio members but not as voting members.)

This practice has enabled the college to become aware of the feelings of students and, often, to anticipate situations before they developed into problems. The worth of such practice is borne out by the fact that at no time has Rend Lake College been affected by the kind of student protests which have plagued other institutions. The pride these students take in their institution is illustrated by the fact that in the two years on the Ina campus, on only one occasion has there appeared the kind of graffiti which deface many institutions--educational or otherwise.

This does not mean that students are always granted what they request. In 1971, they protested the removal of trees for one of the future buildings, and were allowed to explain their position at length to the Board of Trustees, at which time they learned why it was almost impossible to change the campus planning at that date. In 1972, they protested the dismissal of an instructor whom the college was planning to release because

that teacher was the last one employed and the college was obviously over-staffed. Again, they expressed their opinions in mature rhetoric and, on the basis of the explanation offered them, accepted the decision without further protest.

Many graduates have expressed their appreciation of the kind of personal attention received at the college. Teachers keep regular office hours and willingly meet with students to discuss any problems that the student wishes to discuss. The dean has met frequently with randomly-selected groups of students to learn their ideas and their feelings and has been able to provide solutions to problems he might not otherwise have known existed. Students are welcomed into the president's office and into the offices of the other administrators when they request an audience.

From the inception of Mt. Vernon Community College, an attempt was made to provide students with more than just classroom exposure. In the newly-purchased apartment building, a lounge area was created where they could have an opportunity to relax and exchange ideas. Early in 1956, the Student Council was formed. Members of the first council were William Shields, Gary Purdy, Benny Jackson, Jerry Nance, Carole Russell, Mary Lou Parker and Judy Talbert.

Other student activities include the Science Club under the sponsorship of James Love, then later, of Eugene Estes; the formation of an honorary scholastic society, Phi Theta Kappa, in 1968 by William Farmer; the Veteran's Club, sponsored by Arthur Samford, in 1970; the SOBU (Student Organization for Black Unity) in 1970, under the sponsorship of

James Kangles, later of Carolann DeSelms; and the Baptist Student Union, organized in 1961, with Reverend Everett Lemay acting as sponsor. When this organization started meeting on campus, faculty members served as co-sponsors.

In 1969, Heinz Bachmann and Carolann DeSelms conducted tours of Germany and France, respectively, during which students spent eight weeks in language study and touring. Students from the automotive department participated in trouble-shooting contests, winning third in 1971 and second in 1972.

A basketball team was organized in 1956 with J. D. Shields as coach. Members of the first basketball team were Larry Martin, Kim Driggers, Dick Graham, Bob Nichols, George Humphrey, Gene Brookman, Halsey Dulaney, Ronald Howard, Wayne Diel, Ronald Brown, Gary Ellis, Bill Wood, David Lustig, Gary Purdy, and Charles Sargent.

During the first year there were music concerts presented by the orchestra and chorus, and art displays presented by the art department. Members of the art department also collaborated in the production of a film called The Designing Woman. Near the end of the year, faculty and students joined in a picnic at the Sportsman Club.

During the second year, the first for both freshman and sophomore classes, the first yearbook was published under the sponsorship of Barbara Luchsinger.<sup>9</sup> The same year the Student Education Association was organized by Imogene Book who still acts as sponsor. Officers were

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<sup>9</sup>Editors of student publications appear in the Appendix, page 22.

Jerry Nance, president; Dick Graham, vice-president; Mildred Baker, secretary; Charles Porter, treasurer; Lucy Baker, librarian; and Gene Fairchild, parliamentarian.

From time to time, a mimeographed newspaper, prepared by students of the Secretarial Science program under the direction of Charles Wagner, appeared, but it wasn't until 1965 that a newspaper staff was organized and a printed newspaper was published. The paper staff were under the sponsorship of Barbara Luchsinger. The first editor was Janice Abraham. The name of the first newspaper was The Pyramid Press, later changed to The Pyramid Times, then to The Pressing Times which name it still carries.

The first variety show, Variety A-Go-Go, appeared December 3, 1965. The first dramatic production, under the sponsorship of Thomas Allemang, was Mr. Roberts. Lead cast members were Jim Little, Larry Kite, Terry Pigg, and Mickey Barton.

In the spring of 1958, the college held its first formal dance. Mary Tinsley of Woodlawn was elected queen. Members of her court were Sally Skinner, Phyllis McGill, Carol Hood, and Judy Bailey.

Many of the graduates of Mt. Vernon Community and Rend Lake colleges have gone on to success in various fields. Some of these achievements include earning of the doctorate and university teaching or administration, the composing of operas or other musical forms, and participation on senior college sports teams. Numbered among the teachers in high schools and elementary schools of the Rend Lake College district are more than 40 persons who obtained their first higher education work at one of the two colleges.

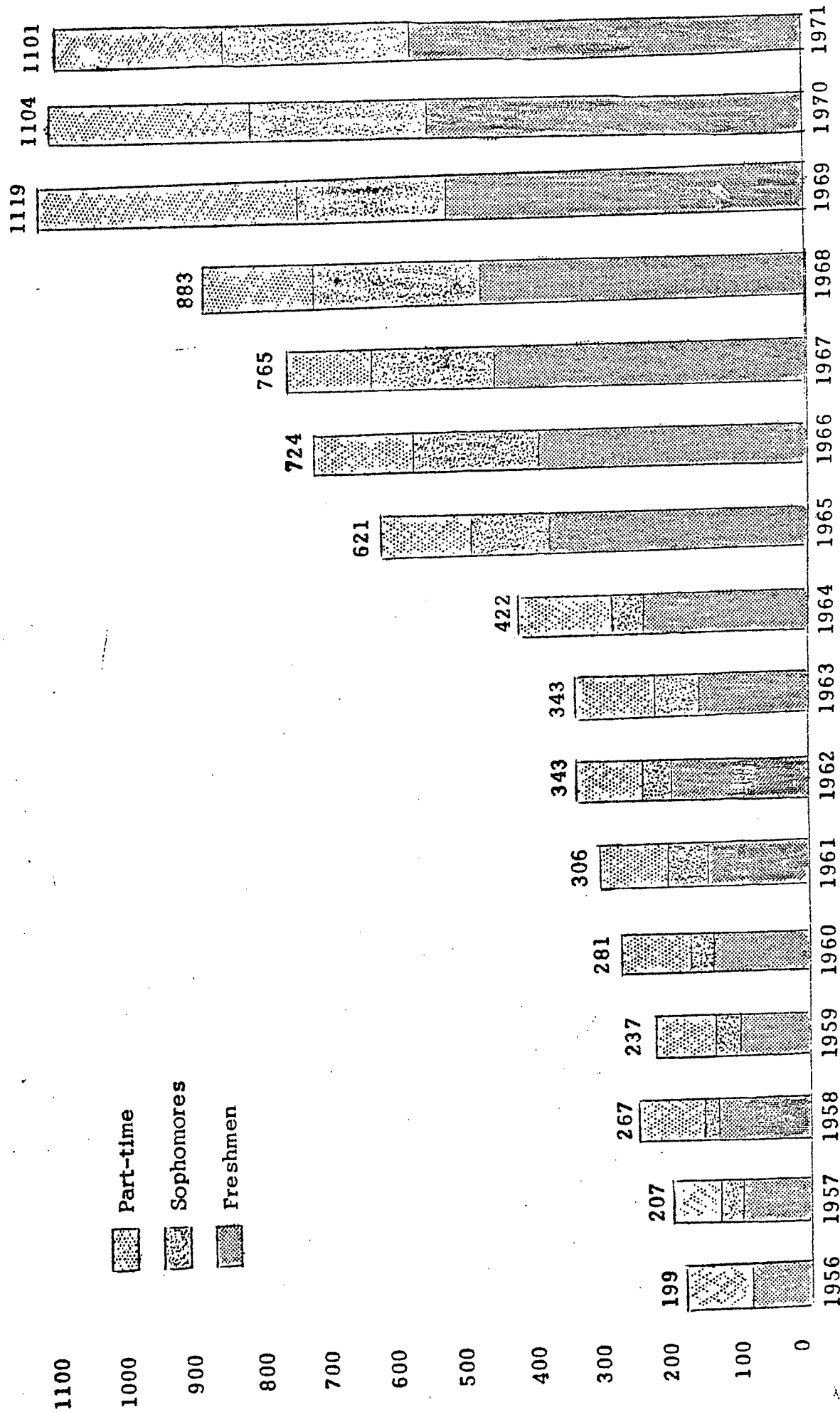


Figure 1. Fall Enrollment in Mt. Vernon Community College and Rend Lake College, 1956-71

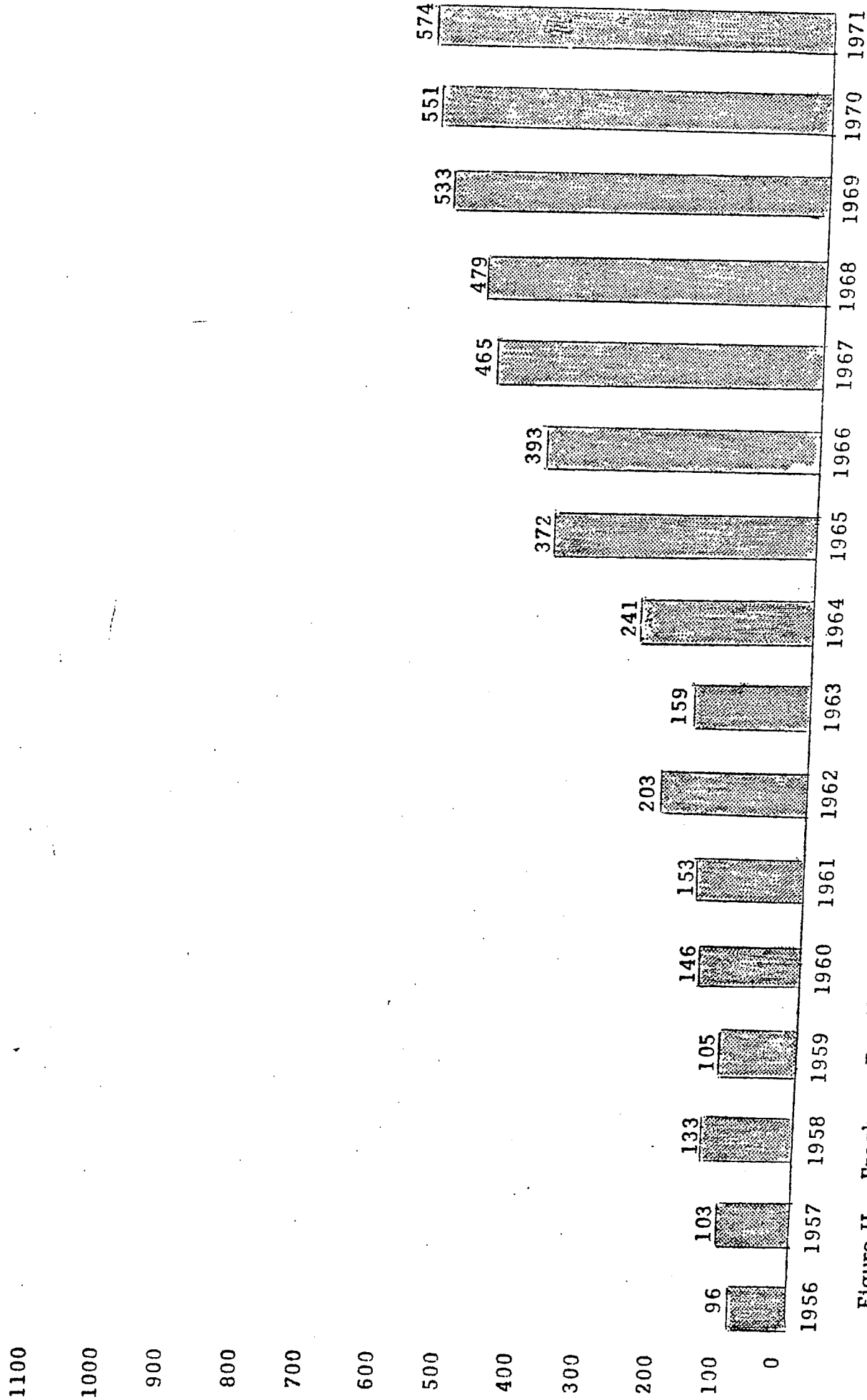


Figure II. Freshman Enrollment in Mt. Vernon Community College and Rend Lake College, 1956-71

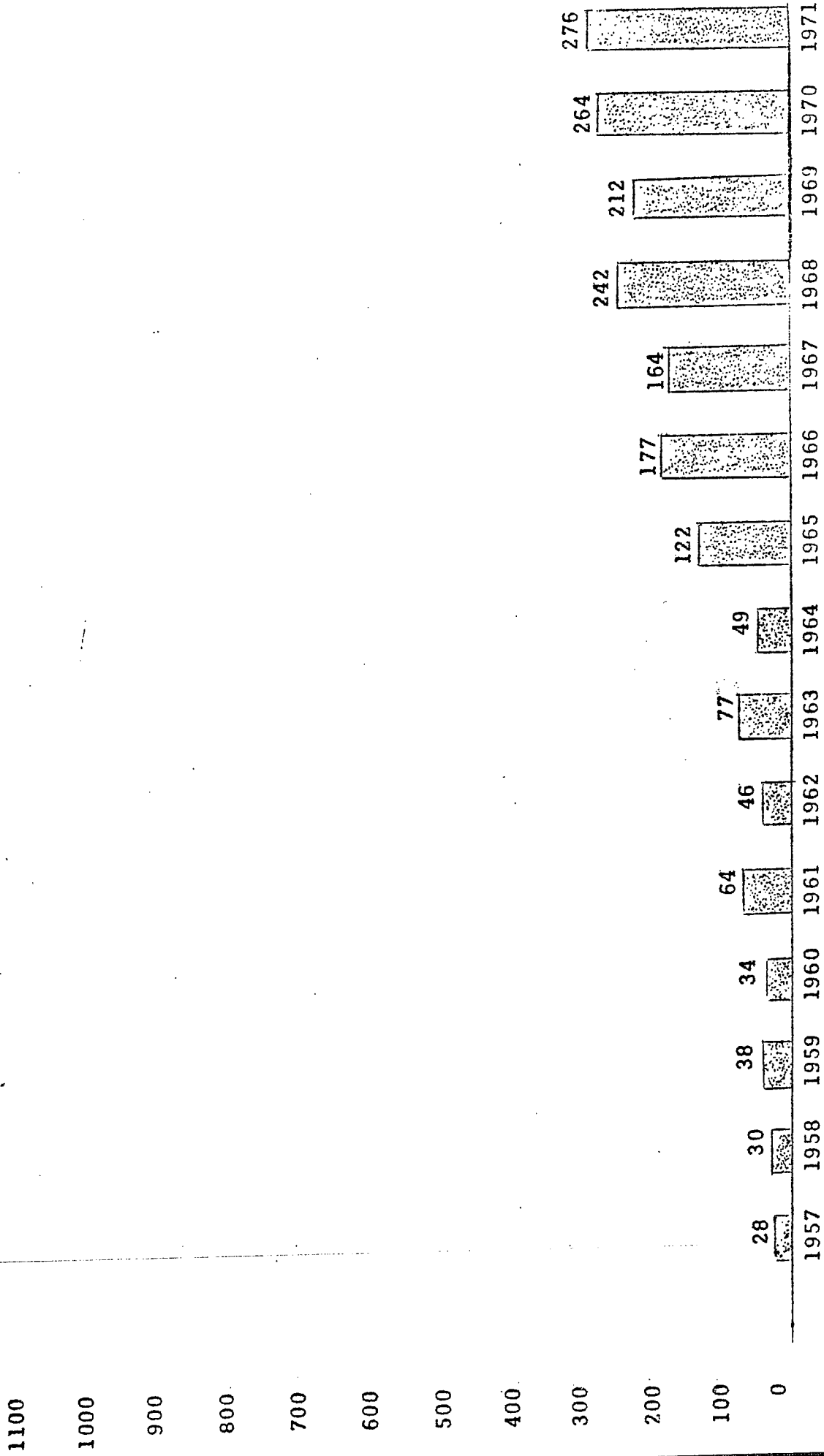


Figure III. Sophomore Enrollment in Mt. Vernon Community College and Rend Lake College, 1957-71



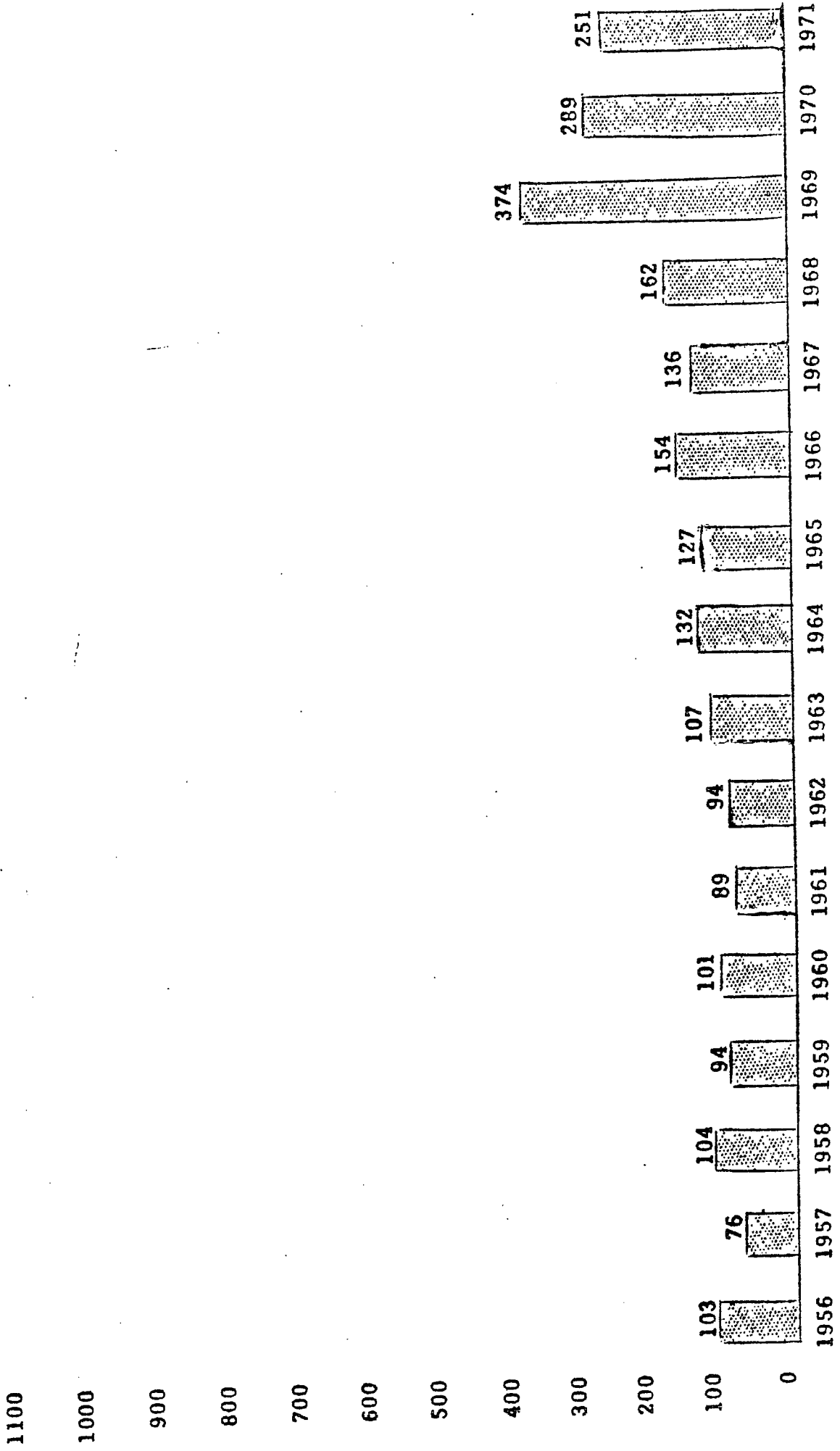


Figure IV. Part-time Enrollment in Mt. Vernon Community College and Rend Lake College, 1956-71

## CHAPTER VI

### THE OVERSEERS

Although it is the gardener who cultivates the plant, there is need for an overseer to do the long range planning to determine what shall be planted in each field and when and how much fertilizer must be applied. With each of the colleges, the administrative staff have been responsible for such planning and operation.

The philosophy has not changed much from that hammered out by the original group of faculty members and the dean of the college. The scope of the mission has widened, has been extended to more people, but the general direction has remained much the same. This philosophy includes not only a desire to provide citizens of the community with an opportunity to acquire an education at a reasonable cost but also a desire to provide the first two years of general education for those aiming toward professional training, to provide an opportunity to develop saleable skills in vocational and technical fields, to offer adult education and community services, and to offer another chance for those students who have not previously been academically successful but who desire additional training. In addition, it was realized that all four groups need counseling and guidance.

Implementation of this philosophy requires several levels of control. Ultimate control rests with the Board of Higher Education, a board created

by the legislature and appointed by the governor. Reporting to the Board of Higher Education is the Illinois Junior College Board which is charged with planning for future junior college development, with making appropriate studies, and with gathering pertinent information to show that the junior colleges are performing their functions satisfactorily. In general, this Board handles state funds appropriated to the junior colleges and exercises the power of the state over the local college.

Local authority rests with the governing board of the individual junior college. Prior to the passage of the Junior College Law, the power of the state rested in the hands of the Superintendent of Public Instruction, and it was to this office that the Board of Education of Mt. Vernon Township High School applied when the original application to establish a college was made. Members of the Board in 1955 were Earl Hanes, George Heidenreich, Clarence McCauley, D. M. Rutherford, Helen Turner, Gilbert Wood, and Guy Wood, Jr.<sup>10</sup>

Without a willingness on the part of the Board of Education of Mt. Vernon Community College to give up its own college and to join in an effort with other communities to provide broader educational opportunities for more students, Rend Lake College, in its present form could not have come into being. Members of the Board of Education who approved such a move and who mobilized the community to support the proposed new college were William McAtee, president; Guy Wood, Jr., vice-president; V. N. Chaney;

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<sup>10</sup>A list of all board members and length of service appears in the Appendix, page 23.

Janice Dixon; Robert Lipps; Jack McDonald; and Ben S. Martin.

By the time application was made for the creation of Rend Lake College, the Illinois System of Junior Colleges had been established, so application was made to the Illinois Junior College Board, and the election for the governing board of the new college was under their direction. A slate of candidates was proposed by the steering committee, and these men ran unopposed for election to the Board. The first members were Curtis Parker, president; Forrest Stewart, secretary; Melvin Farlow; Harry Irwin; Allen Baker; Carleton Apple; and Holland Simmons.

When these men were elected in December, 1966, they drew lots for length of term, and Curtis Parker and Holland Simmons were re-elected for three-year terms the following April. At that time Dr. Parker was renamed president and Forrest Stewart, secretary. Melvin Farlow was elected vice-president, an office not considered necessary during the first four months of the existence of the Board. On July 27, 1969, Holland Simmons drowned, and shortly thereafter Forrest Stewart moved out of the district. Marie Simmons was appointed to serve out her husband's term and Huel Cross to complete that of Forrest Stewart. Both were re-elected in 1971.

In the spring of 1970, at the completion of his term of office, Dr. Curtis Parker chose not to run for re-election. Albert Gulley was elected to fill the vacated position. For the first time, more than one candidate ran for the vacated position. At the reorganization of the Board, Melvin Farlow was elected president.

That same year, Mr. Farlow suffered a heart attack, and although he continued to serve out his term, he declined the presidency for the 1971-72 school year. Dr. Allen Baker was named president in his place. In 1972, neither Melvin Farlow nor Harry Irwin were candidates, and William Moore and B. B. Connaway were elected to the Board of Trustees. Dr. Allen Baker was again chosen president, Marie Simmons was re-elected secretary, and Carleton Apple was elected vice-president.

Meanwhile, Dr. Baker, who had been vice-president of the Illinois Community College Trustees Association since its founding, was elected president of that organization in the spring of 1972.

One of the first acts of the Rend Lake College Board, after its election in 1966, had been to make an agreement with the Board of District #201 to operate the new college until June 30, 1967, while they set about selecting a president for the new college. After examining a great many applications, they finally chose, in May, 1967, Dr. James M. Snyder of the Maricopa County Junior College District in Phoenix, Arizona. Dr. Snyder was to assume his duties as of July 1, 1967.

Dr. Snyder, who earned his Ed. D. at the University of Cincinnati, had begun his higher education at Sinclair Junior College, an institution of which he later became vice-president. He moved from Sinclair to become the first president of Daytona Beach Junior College, Daytona Beach, Florida. Later, he became president of the junior college at Muskegon, Michigan, and then moved to the three-campus junior college district of Maricopa County, Arizona, where he was instrumental in planning and revising new

campuses. While employed at that institution, he became a member of a 64-man group of educators who took an airborne tour of several junior and senior colleges throughout the United States. The tour was jointly sponsored by Stanford University and the Ford Foundation.

In July, Dr. Howard Rawlinson, who had been dean of Mt. Vernon Community College since its inception, was named dean of Rend Lake College. Rawlinson, a native of Crossville, Illinois, had been a teacher in both Mt. Vernon elementary schools and in the Mt. Vernon Township High School where he became Guidance Director shortly before being named dean of the college. He had completed his doctorate in 1963, his dissertation dealing with evaluating how well a junior college is able to serve the needs of its community.

Shortly after Dr. Snyder assumed his duties as president, James Yates, who had been registrar of Mt. Vernon Community College, was named the third administrator of the new college, being given the title of Dean of Student Personnel Services. Mr. Yates, born in Cambria, Illinois, had earned a Master's Degree from the University of Illinois and sufficient hours beyond to qualify as a Specialist in Guidance. He had taught at several Illinois high schools, including Mt. Vernon Township High School.

The following year, Ronald Kruppa, a graduate of Duquesne University with a Master's Degree in education, who had helped plan the Las Vegas Technical Institute, Las Vegas, Nevada, was employed as vocational director. Mr. Kruppa had also been employed by Triton Junior College in Illinois.

In December of that same year, Paul Fitch who had served part-time as business manager for the college the previous year, was employed full time. Mr. Fitch had been named treasurer of the Rend Lake College Board at its original organizational meeting and had been active, both as treasurer and board member of the Mt. Vernon Township High School. Mr. Fitch is a native of Salem, Illinois.

In 1969, James McGhee, born in Ripley County, Missouri, became the sixth member of the administrative staff when he was named Dean of Adult Education and Community Services. Mr. McGhee had spent seven years with McDonald Douglas Aircraft Company before returning to Mt. Vernon as a member of the high school staff. In 1966, he joined the college staff as instructor in art and pre-engineering.

In August, 1970, Mr. Kruppa resigned as Dean of Vocational and Technical Education, and Ardell Kimmel, who had been chairman of the agriculture department, was named as his replacement. Mr. Kimmel, born in Murphysboro, Illinois, had been an instructor of agriculture in several Illinois high schools and had established a reputation with other instructors and with the State Board of Vocational Education. He obtained his Master's Degree in Agriculture from the University of Illinois.

In 1970, Robert Webb, a graduate of Mt. Vernon Township High School, who had been chief engineer for the high school and, prior to that, for the City of Mt. Vernon in the utilities area, was named Director of Buildings for Rend Lake College.

Imogene Book, a graduate of Mt. Vernon Township High School, had returned to that school as a teacher of English. When the college was formed, she became the first librarian, having earned her Master's Degree in Library Science at the University of Illinois where she later earned the Advanced Certificate in the same field. In 1970, she was placed on a 12-month basis and made a part of the administrative staff.

In December of that same year, Bernard Witunski of West Frankfort, a graduate of Southern Illinois University, was employed as Assistant Business Manager. Before joining the Rend Lake staff, Mr. Witunski had served as operations manager for Montgomery Ward and administrative accountant for the Southern Illinois University.

Howard Rawlinson resigned as Dean of the College, effective August 31, 1972, and Dr. Philip Ward was employed as his replacement. Dr. Ward came to Rend Lake College from Cleveland State University where he had served as Director of the Division of Academic Centers. Prior to that time he had been Assistant to the President at Montcalm Community College and Associate Professor and Assistant Chairman of the Department of Social Science at Macomb Community College.

Since Mt. Vernon Community College had been organized under the Superintendent of Public Instruction and Rend Lake College under the Illinois Junior College Board, their organizational patterns were, necessarily, somewhat different. The first had been under the direction of a high school superintendent, retitled president after the passage of the Illinois Junior College Law. He had control of budgeting financial



arrangements, while the dean of the college was given responsibility for the instructional program.

In Rend Lake College, the president, under the Board of Trustees, was given responsibility for the total program. Under him, the dean, who acted as president when the latter was off campus, had responsibility for the instructional program with the deans of Vocational and Technical Education, Student Personnel Services, and Adult Education and Community Services, reporting directly to him. The Business Manager reported directly to the president as did the director of Physical Facilities. Both of these--especially the Business Manager--worked closely with the dean of the college.

All administrators sat on the President's Council which Dr. Snyder had organized shortly after his arrival on campus. In addition to the administrators, representatives of the faculty (the president of the Faculty Council) and of the students (usually a member of the Student Senate) also sat on the Council, thus establishing a liaison between all parts of the college with no one operating in a vacuum.

In addition, the Dean of the College sat with the Faculty Council, thus broadening the avenues of faculty and student communication since members of the student body also sat on this Council. The Dean also met regularly with department chairmen.

## CHAPTER VII

### THE NUTRIENTS

No plant can attain optimum growth without a sufficient amount of moisture and nutrients. No matter how rich the soil, the growing plant will die without a supply of moisture; no plant, no matter how adequate the moisture or how careful the cultivation, can attain the potential within the seed unless the soil contains a balanced supply of nutrients.

So it is with an educational institution. Unless adequate finances are forthcoming, the institution cannot realize the promise of its structure regardless of the quality of faculty and staff, regardless of the care in planning or the calibre of the student in attendance.

From the inception of Mt. Vernon Community College, financial support became a problem and remained so through the development of Rend Lake College despite the few years when the increased revenue made it appear less so on the surface. With a tax base hovering around \$60,000,000, expected income from taxes for Mt. Vernon Community College was less than \$100,000 per year, the established tax rate being 17 1/2 cents per \$100 assessed valuation (raised to 25 cents per \$100 in 1965). This amount, plus governmental assistance, was the major source of income since the philosophy of the college from the start was that students should pay no tuition.

When the college began operation in 1956, the State of Illinois was supporting junior colleges at the rate of \$100 per full-time student. In 1957, this figure was raised to \$200 per full-time student. Later, with a full-time person in the Office of the Superintendent of Public Instruction, it was realized that the semester hour presented a better basis for state support than the full-time student basis, and state support was raised to \$7.60 per semester hour, provided that the student remained in school until after the midterm of the semester. With the passage of the Junior College Law in 1965, this level was changed to \$11.50 per semester hour for Class I colleges while the Class II colleges received \$9.50 per semester hour.

By 1971, the rate had been raised to \$15.50 and in 1972, it was raised again to \$16.50 per semester hour with an additional \$2.50 for students enrolled in vocational curricula.

Meanwhile, both Mt. Vernon Community College and Rend Lake College had received some support from state vocational funds, both for instruction and for equipment, most of these funds authorized by the 1965 Higher Education Act. However, the fund for Illinois remained at a more-or-less constant level while the number of institutions making claims from this fund rose, so the result was a lowering of the total amount available for each institution.

Nevertheless, funds from this source enabled Rend Lake College to start some of its vocational curricula. If the United States Congress approves full funding for the Higher Education Act which was recently passed, more funds of this nature may be available in the future.

When Rend Lake College supplanted Mt. Vernon Community College, the new governing board agreed to follow the practice of not charging tuition to in-district students, even though it would be necessary to operate for the 1967-68 school year with tax funds from the former Mt. Vernon Community College district since taxes from the larger district would not become available until 1968. Nevertheless, in the feasibility survey, they had pointed out that charging a small tuition fee might become necessary in the early 1970's. By the spring of 1971, it was felt that it would be wise to charge a tuition fee, and this was placed at \$2.50 per semester hour, a figure which made it possible for the college to draw equalization funds from the State of Illinois. At this writing, it appears that enrollment will be down somewhat for the 1972-73 school year. Since decline of enrollment is a national trend, it is difficult to determine how much of the drop in enrollment has been caused by the situation in Viet Nam and the change in draft status, how much by the economic condition, or how much, if any, has been caused by the imposition of a tuition charge.

There is, perhaps, a question of whether or not either college has taken full advantage of possible Federal grants. From time to time, it has been suggested that employment of a full- or part-time person to work with Federal grants might be advantageous, but, since most Federal grants call for additional expenditure by the college and since many of these funds help start programs for which the institution has to carry the full burden after a few years, it remains doubtful whether or not the colleges could have made use of many such grants.

In 1965, Mt. Vernon Community College made application for work-study funds and continued to use such funds until its demise in 1967. Since the Mt. Vernon Community College District had become a part of the Rend Lake College District, the new college was permitted to continue to participate in that fund under the former college's application.

The amount of money received from the government under this program has grown from year to year, but it still amounts to only slightly more than \$15,000.

Mt. Vernon Community College also made application under the 1965 Higher Education Act for funds for upgrading the instructional program, both for the library and for the science department. Since it was agreed between the Boards of Education of Districts #201 and #521 that such furniture and equipment remain the property of Mt. Vernon Township High School, it was necessary for Rend Lake College to purchase both new equipment and new furniture.

Rend Lake College, at the urging of the secretary of the Illinois Junior College Board, made application for a Federal loan for part financing of the Phase I construction, but when it was learned that applications had been made for far more monies than were available to the State of Illinois, the application was withdrawn.

Equalization funds had been provided for both elementary and secondary schools, but it was not until 1971 that the State adopted a policy of equalization for junior colleges. In that year Rend Lake College received \$3.53 per semester hour, a figure which has been raised to \$3.77

for 1972. In developing a formula for calculation of equalization support, it was agreed to use the tuition charge as a part of the local contribution, thus creating the necessity to charge a tuition fee at Rend Lake College.

Another source of income, but one which does not add to the college's ability to support its programs, lies with scholarship funds. However, this source does make the college more attractive to some students and, in this way, adds to student enrollment. Since the inception of Mt. Vernon Community College, students have been eligible for teacher scholarships and for scholarships from the State Scholarship Fund. The fact that the college charged no tuition, however, made these scholarships nominal. In addition, several organizations such as the Elks, Federated Civic Club of Mt. Vernon, Mt. Vernon Women's Club, Business and Professional Women's Club, Amvets, and Geo-engineering have established small cash scholarships. In addition, graduates of Mt. Vernon Township High School were eligible for the Silas Echols Scholarship.

In 1966, Glenn L. Dare, former instructor in Mt. Vernon Community College and in Rend Lake College and, prior to that, instructor in the Mt. Vernon Township High School, and his wife Dorothy, established the Glenn L. Dare Scholarship Fund for a graduate of Mt. Vernon Township High School who wished to enroll in Rend Lake College in pursuit of a career in Social Sciences. In 1971, the Faculty Wives Association of Rend Lake College created an annual scholarship of \$100.

During the 1969-70 school year, the Continental Bank of Illinois established scholarships for all junior colleges, making it possible for

one man and one woman in each college to receive an award of \$100, the same student being permitted to compete on a regional level for a \$250 award, and, if a winner at the regional level, to compete on the state level for a \$1,000 award. Winners for Rend Lake College were: in 1970, Linda Atchinson and William Moore; in 1971, Courtney Cox and Sherry Wilson; and in 1972, Steve Morris and Janet Rainey. Steve Morris also won the regional award.

Due primarily to the efforts of Curtis Parker, first president of the Board of Trustees of Rend Lake College, a Foundation was established as a non-profit organization with the State of Illinois. Registration of this Foundation has been kept current, but, to date, no activity has been forthcoming to develop it, other matters having been of greater priority. With Phase II construction under way and tuition being charged, the time might be ripe to develop the potential of this Foundation.

The one variable which seems to lie more under the control of the local citizenry than any other source of finance relates to funds derived from taxes. Federal and state funds will be forthcoming as a result of cooperative effort with administrators and officials of other junior colleges within the state. It is doubtful if the efforts of any one college without the support of the other colleges can be very effective. The growth of tax funds differ, for they will depend to a great degree upon the efforts of the citizens within the college district.

It appears at this writing that the potential development brought about by the creation of Rend Lake has just begun to happen. If, as many

citizens within the district believe, the Lake will attract more business and industry to this part of the state, if the income of the citizens rises as a result of reaching a higher educational level, if new homes and businesses are built, then the assessed valuation of the district is sure to rise. Unless the enrollment of the college outstrips the growth of the district, then the assessed valuation per student should also rise. In the long run, it is the number of dollars available for educational effort for each student that defines the kind of program which can be developed.

Now that the tender plant which was Mt. Vernon Community College has become Rend Lake College, has survived several transplantings and is situated in its permanent location, now that strenuous rain dances have been performed and sacrifices have been made to propitiate the proper gods, some rain has fallen--not so much as one would like--but there are new rain clouds on the horizon and, hopefully, the plant will receive sufficient moisture and the proper nutrients can be added to guarantee strong and healthy growth for the future.



## CHAPTER VIII

### PLANTING POTS AND SEED BEDS

During the first few years of its existence, the Mt. Vernon Community College was transferred from one space to another like a seedling being transplanted from one pot to another, each pot larger than the one which preceded it. Only after the creation of Rend Lake College was it transplanted to permanent quarters.

During the first year of its existence, the seedling college, with the exception of a remodeled apartment building, shared all of its facilities with the parent high school. The apartment building had been remodeled to contain a small student lounge, two classrooms, a room which was divided to make offices for the dean and the guidance director, and a room which served as a faculty lounge.

It soon became apparent, however, that these quarters would not suffice, and a dwelling just south of the apartment building was purchased. This dwelling housed the offices of the dean and faculty while the two rooms used for this purpose in the apartment building became classrooms.

Growth of the college was more rapid than had been anticipated by the Board of Education, and it soon became evident that more space would be needed. A \$2,000,000 bond issue for the purpose of razing Building B which had been declared unsafe and for construction of a new

college building in the same block as the apartment building was submitted to the voters, but this was rejected, partially because many of the citizens wanted to preserve the original high school building and partially because interest was already beginning to appear in the creation of an area junior college.

Later, this proposition was resubmitted at about half the original figure, with the razing of Building B being omitted from the plans. The new construction, aimed ultimately for usage by the high school (Building G), contained chemistry and biology laboratories designed specifically for college classes and a physics laboratory to be shared with the high school.

Because of the condition of Building B, however, the new construction gave only temporary lease. For a time, demolition of Building B had been discussed; but when it became evident that the citizens wanted to preserve the original building, application was made for Federal assistance in remodeling the building exclusively for college usage. A grant of \$41,497 for reconstruction and \$17,074 for furniture and equipment was approved and the building was remodeled by removing the heavy slate roof, rewiring the entire building, and complete renovation of the walls and floors. In December, 1964, the students were delighted to move into an attractive building in which none of the quarters, except for a small gymnasium, were shared with the high school. The building contained eleven classrooms, two very large rooms to be used by the library, offices for the counselor, the registrar, and the dean, and a much larger student lounge area as well as an adjoining faculty lounge.

But since the college enrollments continued to grow, in 1966, the Board of Education purchased the old First Baptist Church and two frame buildings. The frame buildings became faculty offices, and the church building was used to house the library and library offices on the first floor while the basement was converted into two classrooms, an additional lounge for students, and office spaces for the college newspaper and the student yearbook.

By this time, Rend Lake College was approaching reality, and, shortly thereafter, it became an established fact. An agreement was made between the two Boards of Education for the Mt. Vernon Township High School to continue to furnish space while plans for a new campus were being consummated by the Board of District #521.

Meanwhile, the new college was adding new programs of a vocational nature, and the college rented the old Bonnie elementary school building to house temporarily the agriculture department. At the same time, they leased space in the Emerson Hotel to serve as temporary quarters for the Mechanical Technology program. With space in the high school buildings at a premium, they also leased the Armory for temporary usage for physical education and music classes.

In 1969, a building in Benton to house the new program in Beauty Culture and another Benton building to provide temporary quarters for the automotive program were leased.

Meanwhile, the architects were busy on plans for the new campus. On November 18, 1967, the citizens of the district had approved a \$3,100,000

bond issue for purchase of a campus and construction of a new college plant.

Three days later the master plan for construction was approved by the Illinois Junior College Board, contracts were let, and, on March 27, 1968, ground was broken for the new campus just south of Ina, Illinois, approximately the geographical and population center of the district.

Phase I construction included four buildings: a classroom building, a science building, a gymnasium, and a combination faculty office and student lounge building. The classroom building, in addition to 12 classrooms, a reading laboratory, a language laboratory, and a large secretarial science area, housed temporarily the administrative quarters and a bookstore.

The science building held four science laboratories, a large lecture hall, a demonstration classroom and served as temporary housing for the library. One of the rooms used by the library was designed to be used eventually as an additional science laboratory. The space used by the library will, with some remodeling, become the quarters for the School of Practical Nursing during Phase II construction.

The gymnasium has roll-away bleachers on two sides, thus providing not only spectator space but also furnishing the only space on campus in which convocations for the entire student body can be held. It also doubles for usage on such occasions as graduation and other events which attract larger crowds. In addition to the usual gymnasium facilities, the building houses temporarily the quarters for the music and art programs. Space used by these two departments will become additional classroom space after Phase II construction is completed.

The fourth building was designed by the architects from ideas provided by the faculty and student body. It holds 34 faculty offices, two secretarial spaces, two conference rooms, and two lounges for students, one furnished with tables for dining while the other is furnished with more-or-less casual furniture.

In addition to these four buildings, fan-shaped parking lots were provided east and west of the cluster of buildings with sufficient spaces to serve both faculty and students. A metal building 60 x 160 feet was constructed to provide space for storage and work of the custodial force.

In August, 1970, the Administrative offices were moved to the new campus, and although the beginning of the school year had to be delayed, classes for all baccalaureate-oriented programs began on the Ina campus on September 21, 1970. Students and faculty alike evidence pride in their new buildings. Helen Wood was employed to supervise the Oasis and her careful attention, close cooperation of the maintenance staff and the drive on the part of the students to establish a tradition of pride in the appearance of the buildings has continued to this day.

Fire destroyed the maintenance building on February 4, 1972, and that building was replaced by another just like it, but the interior was changed in order to provide space for the Mechanical Technology program. Later, that same spring (April 13, 1972), a tornado destroyed part of the Bonnie facilities and temporary arrangements had to be made to complete the year's program. That fall of 1972 all of the agriculture programs except for the shops in agricultural mechanics were moved to the main campus.

Not all luck that spring was bad. The governor finally ended his freeze on construction funds which had been appropriated two years earlier, and after a review of the plans with a committee of architects appointed by the governor, Rend Lake College was given the green light for Phase II construction. Contracts were let to S. M. Wilson Company as general contractor, Ideal Electric Company of Champaign, Illinois, France Plumbing and Heating Company of Edwardsville, and G. L. Sweazy of Mattoon, for plumbing and sewers. Work began in May of 1972, and the contractor expressed the hope of having three of the buildings ready for occupancy by the beginning of the spring semester in 1973 and the other two buildings completed by September, well ahead of the February, 1974, deadline.

Phase II buildings are five in number: an additional Oasis, a vocational technical building, a student center, an administrative building, and a combination building which contains the Learning Resource Center, and a little theater in addition to studios for art and music.

The Oasis will be essentially a replica of that constructed in the first phase. It will, however, contain a suite of offices for the guidance department and quarters where students who become ill may rest.

The Vocational Building will contain classrooms and shop areas for the agriculture and mechanical technology program. It will also house the heating and air-conditioning plant for the Phase II buildings.

The student center will contain on the first floor a cafeteria and ample seating space for students and faculty, a bookstore and an office for the Student Senate. On the upper floor will be a game room and offices for student publications.

The administration building will contain offices for eight administrators, adequate secretarial space, and a reception area. In addition, there will be space for storage and a room for reproduction and preparation of materials.

The largest building on the completed campus will be the learning resource center which will house not only the library but also a little theater, which will seat about 350 persons, and studios for art and music.

Design Associates, Ltd., of Dolton, Illinois, were employed to assist in the purchase of equipment and to design color schemes and make suggestions on other matters of interior decoration. Phase I buildings contain a variety of attractive colors, and buildings are carpeted except for science laboratories. The same firm has been employed to suggest design and color for Phase II construction.

In addition to the buildings and parking lots, the campus contains tennis courts, a baseball field and adequate space for expansion of recreational area or addition of new curricula.

The campus has been attractively planted with trees and shrubs around the parking lots and around the buildings. The Board of Trustees has already approved plans for planting the northeast quadrant in trees and prairie grasses to serve not only to beautify the campus but also as an arboretum of native trees and outside laboratory for the biological sciences. An attractive sign has been proposed to be placed on the east boundary of the campus where it will be easily visible to travelers on Interstate 57.

The campus may be approached by leaving I-57 at the Ina interchange or by leaving at the Whittington exchange and using Illinois Route 37 and the Jefferson-Franklin County Line Road. The Corps of Engineers has agreed to cooperate with the college in building a road from the Ina interchange to the edge of the campus. Efforts were made to get the Federal and State governments to agree to an interchange at the County Line Road. So far, these efforts have been unsuccessful, but they have not been abandoned.

The library, perhaps because it relates to the total program, should receive some special attention. When the Mt. Vernon Community College opened its doors, there were no books and acquisition rate the first few years was slow. Shelving for the first library, a single room in Building C, were constructed by the high school vocational department instructors and only a charging desk was purchased. Later, the library was expanded into an adjoining room and more shelving was made. In 1964, when the library was moved to Building B, it was also necessary to move it temporarily into the high school cafeteria.

When, in 1966, it was moved into the renovated church building, new furniture was purchased under a Federal grant, the grant supplying nearly 100 carrels and some audio-visual equipment. In 1970, it was moved again, this time to the Rend Lake campus and all of the high school furniture and equipment were replaced with new materials. One more move remains for the staff--a move into the Learning Resource Center which will meet the needs of the library for some time to come.



So, at length, the seed which had lain so long on barren soil, had not only sprouted, but had survived several transplantings, and has become a flourishing healthy plant. Once construction is completed, the administration and board will be able to devote much more time to pruning the branches and encouraging more and better growth.

APPENDIX

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TABLE IIMPORTANT DATES IN THE HISTORY OF  
MT. VERNON COMMUNITY COLLEGE

September 10, 1956	First Classes
October, 1956	Visit by Jesse Bogue
November 29, 1956	First Basketball Game
December, 1956	Art and Music Show
January, 1957	Recognition
March, 1957	Open House
December, 1957	Organization of SEA
December, 1957	First College Dance
March, 1958	First Annual
May, 1958	Recognition from U of I
June, 1958	First Graduating Class
1959	First Foreign Student
September, 1960	Purchase of White House
December, 1960	Start Self-Study
December, 1960	Faculty Advisory Council
October 11, 1961	Mimeographed Newspaper
October 4, 1962	Loyalty
December, 1964	Move to Building B
Summer of 1965	First Summer School
December, 1965	First Variety Show
March, 1966	First Dramatic Production
March, 1966	First Printed Newspaper
November, 1966	Dare Scholarship Fund
June, 1967	Final Commencement

TABLE IIIMPORTANT DATES IN THE HISTORY OF  
REND LAKE COLLEGE

July 26, 1965	Steering Committee for Rend Lake College Formed
September 13, 1965	First Nine High Schools Commit Themselves
May, 1966	Feasibility Survey Approved
May 13, 1966	Petition for Establishment Approved by Illinois Junior College Board
June 7, 1966	Petition for Establishment Approved by Board of Higher Education
June 11, 1966	Public Hearing on Rend Lake College District
October 22, 1966	Referendum Approved
December 16, 1966	First Board Elected
December 21, 1966	First Organizational Meeting of the First Board
May, 1967	First President Employed--Dr. James M. Snyder
June, 1967	First Dean Employed--Dr. Howard Rawlinson
July 18, 1967	Name Given to New College
July, 1967	First Dean of Student Personnel--James Yates
August 26, 1967	Architects Chosen--Caudill, Rowlett, and Scott
November 18, 1967	Bond Issue for Building Approved--\$3,100,000
May, 1968	Board of Higher Education Approved Master Plan for Rend Lake College
June 8, 1968	Flag Donated to Rend Lake College by Daughters of the American Revolution
June 22, 1968	District #521 Declared Legal
July, 1968	First Vocational Dean--Ronald Kruppa
Fall of 1968	First Vocational Program Approved
November 19, 1968	Site Purchased
December, 1968	First Business Manager Appointed--Paul Fitch
March, 1969	Accreditation Received from the North Central Association of Colleges and Secondary Schools

TABLE II (continued)

March 27, 1969	Ground Breaking Ceremony for Phase I Construction
April 18, 1969	First Musical Play--Little Mary Sunshine
April, 1969	First Baccalaureate Program Approved for Rend Lake College--Music Curriculum
July, 1969	First Dean of Community Service-- James McGhee
May, 1970	Librarian Made Part of Administration
August, 1970	Kimmel replaces Kruppa as Dean of Vocational and Technical Education
August, 1970	Move to Ina Campus
December 6, 1970	Open House
September 26, 1971	Dedication
May, 1972	Phase II Construction Begins
July, 1972	Dr. Philip Ward Replaces Dr. Rawlinson as Dean of the College

TABLE III

## REND LAKE COLLEGE STEERING COMMITTEE

<u>Name</u>	<u>District Represented</u>
FRANKLIN COUNTY	
1. C. B. Pierce	Christopher
2. Barnie P. Genisio	Benton
3. Robert M. Munday	Thompsonville
4. Clyde C. Corn	West Frankfort ✓
5. William L. Ramsey	Zeigler
6. Gene D. Allsup	Sesser
7. R. A. Bonifield	West Frankfort ✓
8. Paul Gayer	Zeigler
9. H. L. Browning	Valier
10. Holland Simmons	Benton
HAMILTON COUNTY	
1. Charles M. Raglin	Mt. Vernon
2. J. A. Tucker	Dahlgren
3. Jasper Goin, Jr.	Dahlgren
4. Rev. Edward Minor	Dahlgren
5. Carl E. Nation	McLeansboro
6. Ernest L. Hood	McLeansboro
7. Russell Pemberton	McLeansboro
8. Clyde Summers	McLeansboro
9. Russell Monroe	Dahlgren
10. Willis R. Gholson	McLeansboro
JEFFERSON COUNTY	
1. Frank Chornak	Waltonville
2. Roy Stafford	Woodlawn
3. Van McGill	Bluford
4. Eltis L. Henson	Mt. Vernon
5. Dr. Howard Rawlinson	Mt. Vernon
6. Katherine Wall	Mt. Vernon
7. Bill Steffy	Mt. Vernon
8. J. L. Buford	Mt. Vernon
9. Dr. Curtis Parker	Mt. Vernon
10. William Moore	Mt. Vernon

TABLE III (continued)

## PERRY COUNTY

1. John Qualla	Tamaroa
2. Glen Goforth	Tamaroa
3. Sylvester Malinski	Tamaroa
4. Hugh Malan	Pinckneyville
5. Winton Bigham	Pinckneyville
6. Dr. Allen Baker	Pinckneyville
7. John Stumpe	Pinckneyville
8. Gail Hicks	Pinckneyville
9. Dean O. Smith	Pinckneyville

## WAYNE COUNTY

1. Warden White	Wayne City
2. Robert Beehn	Wayne City
3. Everett Kittle	Wayne City
4. Conrad Allen	Wayne City
5. Harry Irwin	Wayne City
6. Dr. Charles Jennings	Fairfield

## WHITE COUNTY

1. Carleton Apple	Enfield
2. Clarence Dauby	Springerton
3. Ernest E. Fechtig	Enfield
4. Bernard Mitchell	Enfield
5. James Simmons	Enfield
6. Vincent Fyie	Springerton
7. Carl Edmonston	Enfield
8. Clifford Edwards	Enfield
9. Oscar Funkhouser	Enfield
10. Chelsea Erkman	Enfield



TABLE IV

## REND LAKE COLLEGE EXECUTIVE COMMITTEE

FRANKLIN COUNTY

1. Holland Simmons
2. William L. Ramsey
3. Gene D. Allsup

HAMILTON COUNTY

1. J. A. Tucker
2. Clyde Summers
3. Russell Monroe

JEFFERSON COUNTY

1. Eltis Henson
2. Dr. Curtis Parket
3. Emil Norris

PERRY COUNTY

1. Dr. Allen Baker
2. John Qualls
3. Dean O. Smith

WAYNE COUNTY

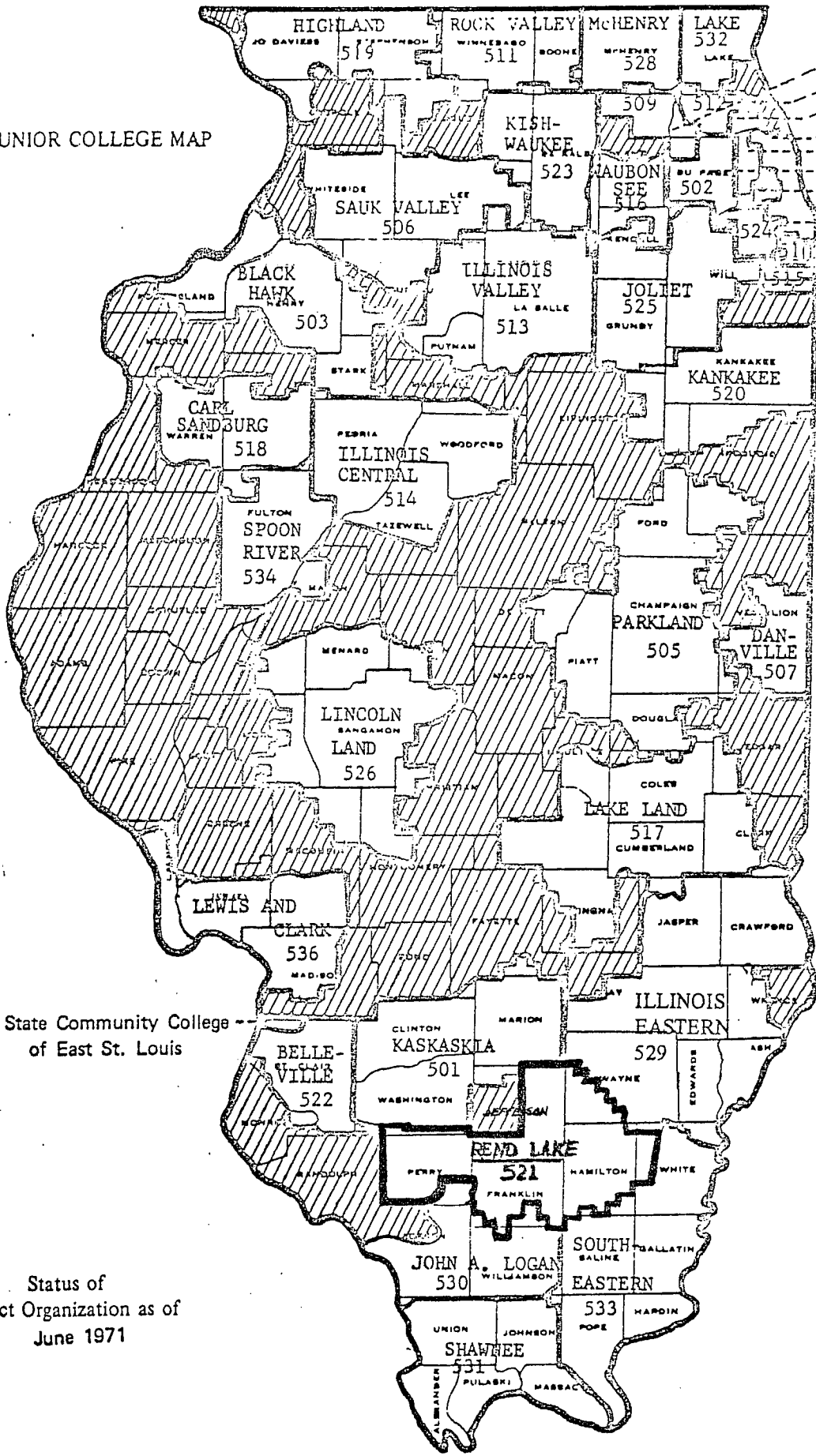
1. Warden White
2. Robert Beehn
3. Everett Kittle

WHITE COUNTY

1. Carleton Apple
2. Clarence Dauby
3. Ernest E. Fechtig

Map I

ILLINOIS JUNIOR COLLEGE MAP



- ELGIN 509
- WM. R. HARPER 512
- OAKTON 535
- CHICAGO CITY 508
- TRITON 504
- DUPAGE 502
- MORTON 527
- MORAIN VALLEY
- THORNTON #10
- PRAIRIE STATE 515

State Community College of East St. Louis

Status of District Organization as of June 1971

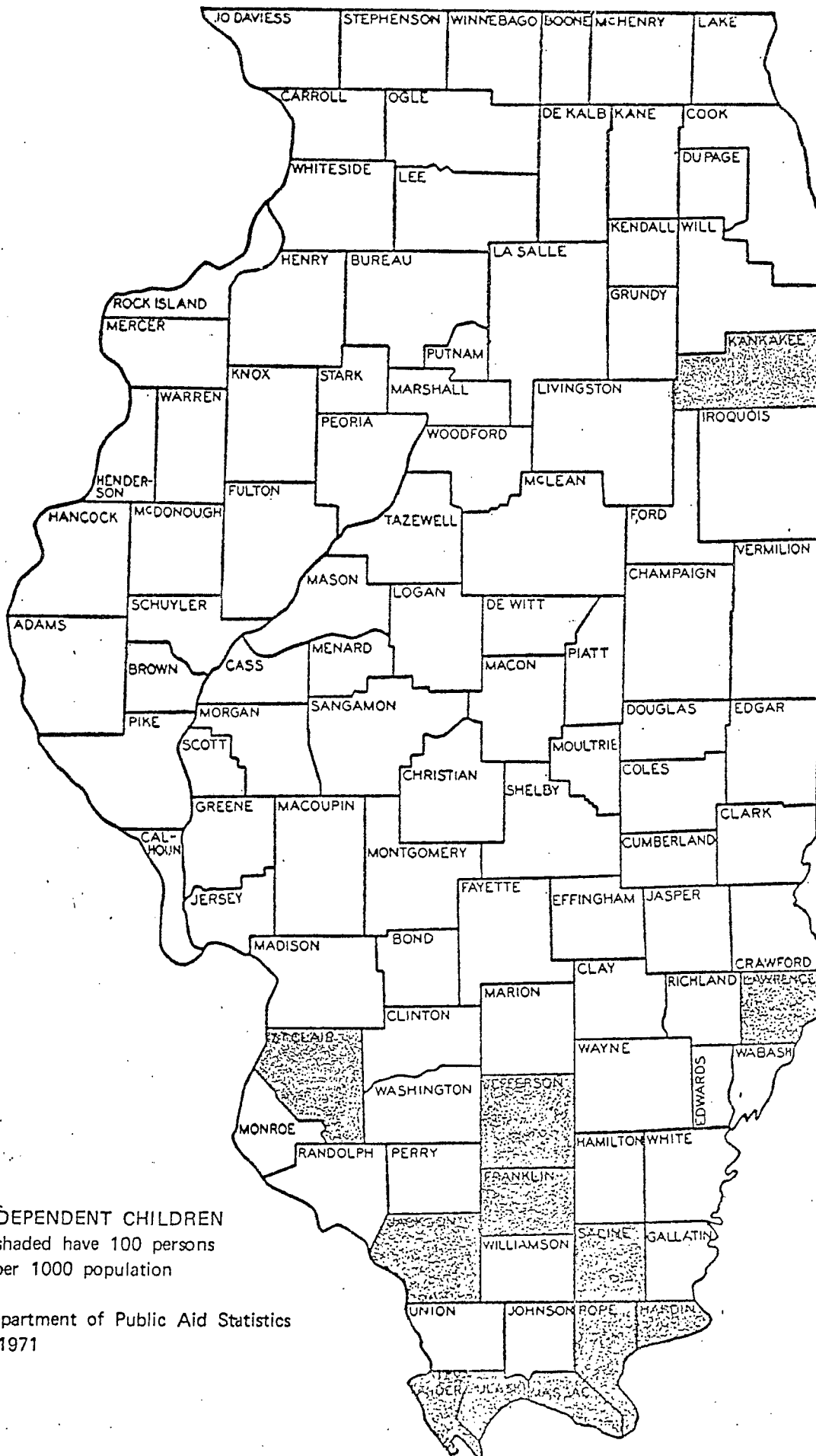
TABLE V

COMPARATIVE MEDIAN FAMILY INCOME AND MEDIAN EDUCATION FOR PERSONS  
OVER 25 IN SELECTED COUNTIES IN SOUTHERN AND NORTHERN ILLINOIS

Southern County	Median Income	Median Education		Northern County	Median Income	Median Education	
		M	F			M	F
Franklin	\$4,092	8.5	8.7	Bureau	\$4,883	9.7	10.9
Hamilton	3,284	8.6	8.7	DeKalb	5,952	11.1	12.1
Jefferson	4,418	8.7	8.9	Kendall	6,371	10.7	12.0
Perry	4,358	8.7	8.8	LaSalle	5,108	9.6	10.2
Wayne	4,081	8.6	8.7	Lee	5,402	9.0	10.7

Source: United States Census of Population, 1960, Illinois, General Social and Economic Characteristics. U. S. Department of Commerce, Bureau of Commerce, Bureau of the Census.

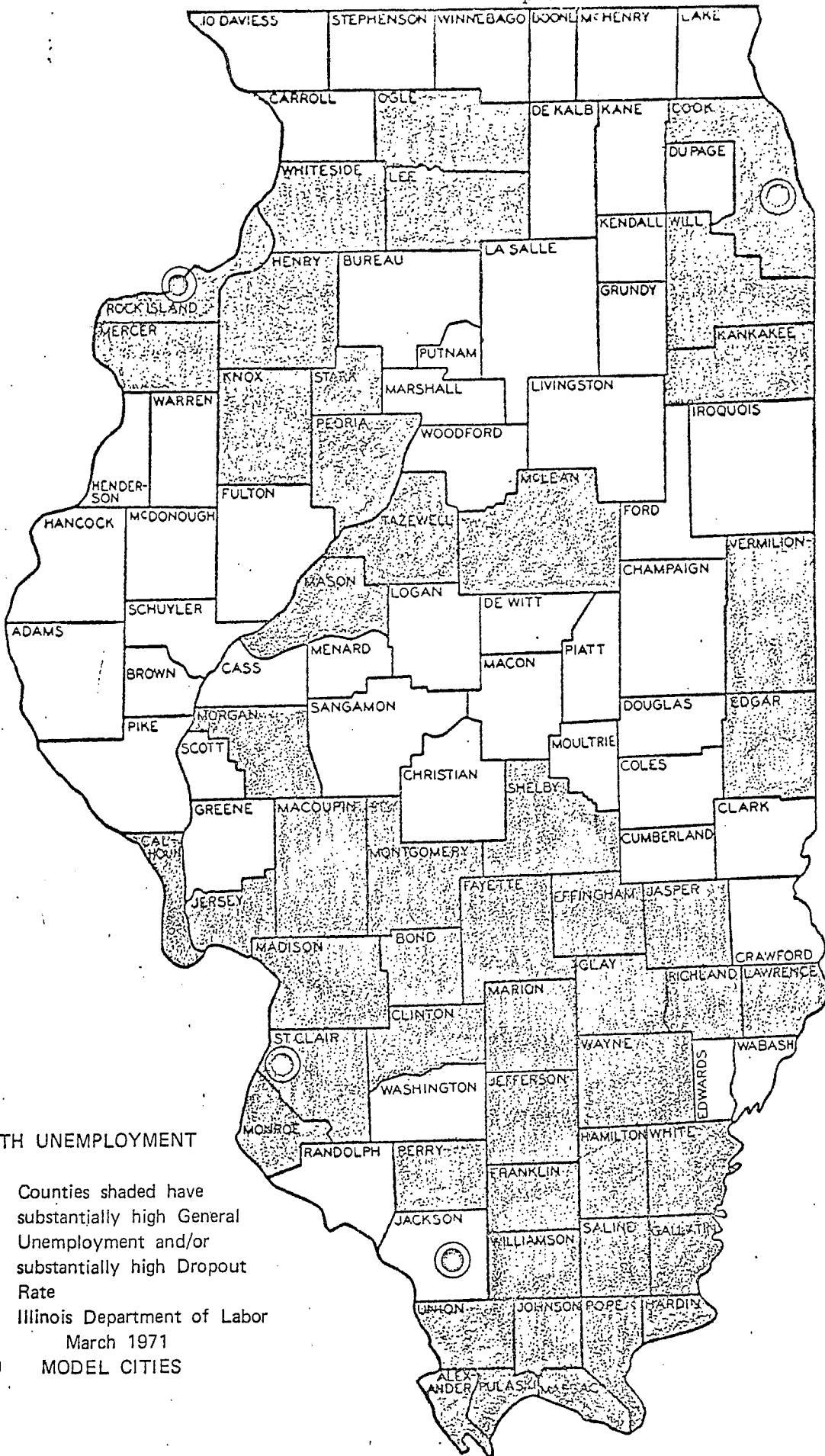




**AID TO DEPENDENT CHILDREN**  
 Counties shaded have 100 persons  
 or more per 1000 population

Illinois Department of Public Aid Statistics  
 February 1971





HIGH YOUTH UNEMPLOYMENT

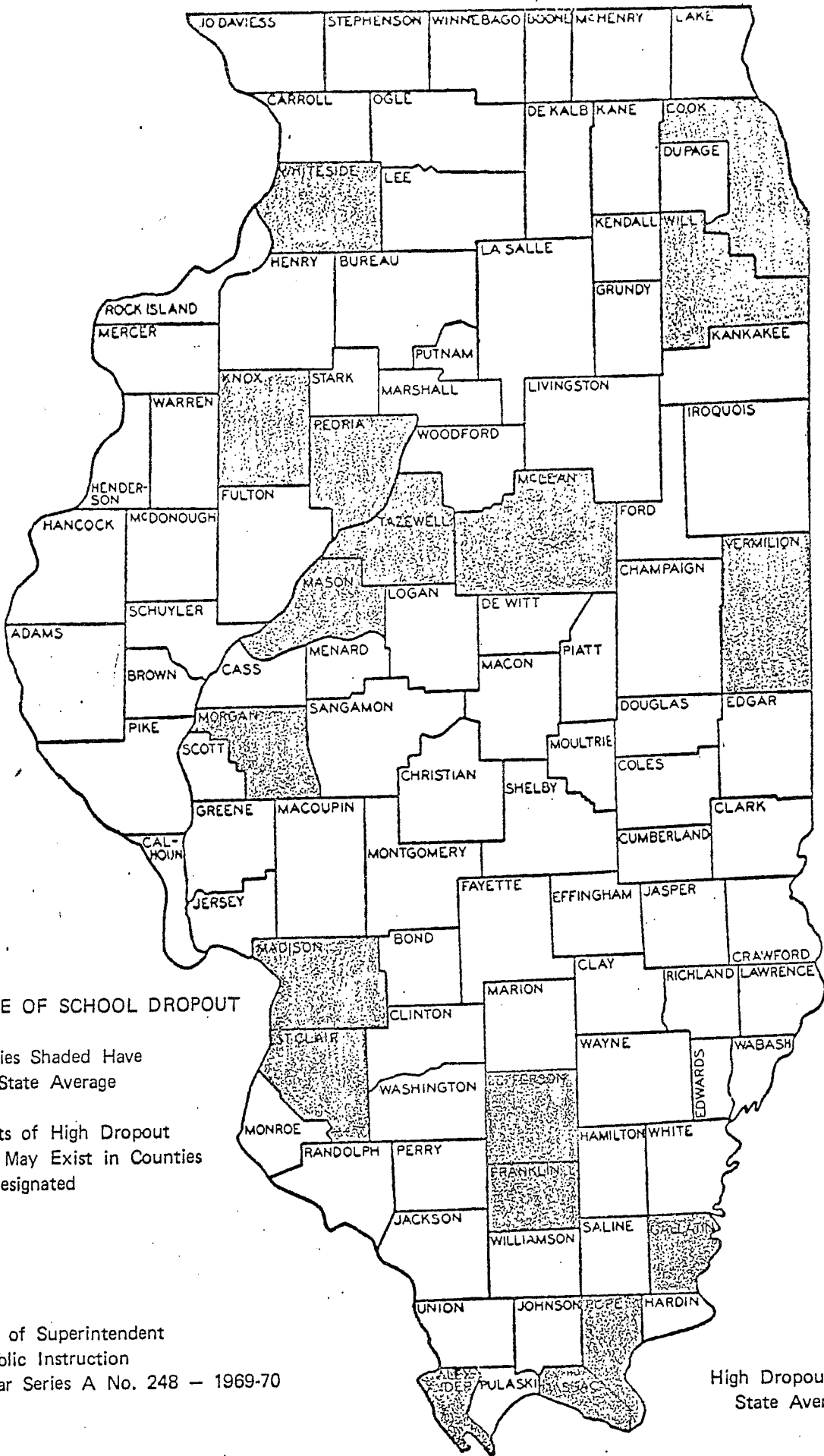
Counties shaded have substantially high General Unemployment and/or substantially high Dropout Rate

Illinois Department of Labor

March 1971

MODEL CITIES





HIGH RATE OF SCHOOL DROPOUT

Counties Shaded Have Over State Average

Pockets of High Dropout Rates May Exist in Counties not Designated

Office of Superintendent of Public Instruction  
Circular Series A No. 248 - 1969-70

High Dropout Rate Over State Average 6%



TABLE VI

DAY-TIME AND FULL-TIME STAFF  
MT. VERNON COMMUNITY COLLEGE AND REND LAKE COLLEGE  
1956-1972

For the first several years, teachers divided their time between the high school and the college. Those who taught classes in the daytime often taught the same class at night. It was not until 1966 that anything like a full-time faculty was approached. Therefore, those who are listed for the early years may have taught only one or two classes in the college.

<u>Instructor</u>	<u>Department</u>	<u>Service</u>
Allemang, Thomas	Communications	1964-66
Anderson, Terry E.	Agriculture	1970-71
Arnold, Wayne	Physical Education	1963-72
Barrett, Dorothy Ellen	Communications	1965-67
Beck, Roy	Communications	1957-60
Beckmeyer, Wilfred H.	Music	1956-68
Benard, Barbara	Secretarial Science	1967-69
Beninati, Marguerite	Communications	1960-61
Biagi, Alma	Art	1956-67
Binns, Judith	Practical Nursing	1969-70
Boekmann, Heinz K.	Communications	1968-70
Bonebrake, John	Science	1966-67
Book, Imogene	Librarian	1956-72
Brammeier, William T.	Communications	1969-72
Brandon, Max	Social Science	1965-72
Brush, Homer	Science	1956-57
Bundy, Charles	Communications	1963-64
Burke, Thomas R.	Communications	1968-72
Cain, Vincent	Social Science	1970-72
Chen, Katherin	Mathematics, Science	1969-70
Chornak, Frank	Physical Education	1957-63
Claxton, Evelyn	Communications	1970-72
Copple, Kenneth	Social Science	1957-63
Cormier, Gene	Social Science	1966-69
Cummings, Margaret Ann	Communications	1956-67
Dare, Glen	Social Science	1956-70
DeSelms, Carolann	Communications	1968-72
DeWitt, Judson	Social Science	1965-72
Doherty, Richard P.	Social Science	1970-72
Dressel, Floyd J.	Communications	1970-72

TABLE VI (continued)

DyReyes, Felix	Business Administration	1965-68
Estes, Eugene	Science	1960-72
Farmer, William L.	Communications	1967-69
Foley, Cheryl Merkens	Communications	1968-72
Foley, Myron	Business Adm., Mathematics	1968-72
Freeman, Edward	Business Administration	1964-65
Gieselmann, Edwin	Engineering	1956-65
Goin, Gela Riley	Secretarial Science	1965-72
Greenlee, Warner	Business Administration	1956-57
Gregg, Charles	Music	1956-58
Hall, Eleanor	Social Science	1965-72
Hamilton, Alberta	Physical Education	1956-59
Harmann, Carl	Business Administration	1956-58
Hazelbauer, William	Music	1968-71
Heaton, E. Richard	Science	1971-72
Hollada, William	Communications	1960-62
Jay, Charles	Communications	1963-64
Jennings, Danny	Automotive Mechanics	1971-72
Jones, Robert L.	Social Science	1969-72
Kamm, Adrian J.	Social Science	2nd sem. 1965
Kangles, James A.	Art	1969-71
Kelley, Emily	Communications	1956-59; 1960-62
Kern, Mark S.	Agriculture	1968-72
Kimmel, Ardell W.	Agriculture	1968-70
	Dean of Voc. & Tech. Ed.	1970-72
Kolkhorst, Imogene	Secretarial Science	1969-72
Kownacki, Edward	Science	1957-72
Ksycki, Mary	Practical Nursing	1961-72
Lee, William	Physical Education	1957-63
Levesque, Jullian J.	Mathematics	1967-72
Love, James	Science	1956-60
Luchsinger, Barbara	Communications	1957-60; 1965-72
Mackey, Lois M.	Communications	1968-72
Mayberry, Joanne	Communications	1964-65
McBride, Oren	Mathematics, Science	1966-67
McClure, Mike	Physical Education	1971-72
McGregor, Dorothy	Physical Education	1963-65
McHaney, Shirley	Practical Nursing	1967-72
McKemie, Robert E.	Auto Mechanics	1969-72
McReynolds, Janet	Social Science	1971-72*
Monken, Georgine Hawley	Communications	1967-72
Muench, Karen	Practical Nursing	1970-71
Myers, William	Mathematics	1956-72

TABLE VI (continued)

Oliver, Charles	Communications	1962-65
Partridge, Melvin R.	Mechanical Technology	1968-72 *
Patton, Wm. David	Audio-Visual Librarian	1968-72
Perrachoine, Richard	Mathematics	1965-72
Pettit, Rebecca	Physical Education	1959-62; 1964-72
Phifer, Larry D.	Music	1970-72
Pohnka, Otto	Communications	1966-67
Priest, June	Communications	1962-64
Priest, Rita	Physical Education	1962-63
Proffitt, Ronald R.	Mathematics, Science	1970-71
Ray, Janet	Operating Room Technology	1971-72
Rea, Judith	Communications	1969-72
Rothe, Michael B.	Communications	1967-68
Samford, Arthur	Social Science	1958-72
Schultz, Robert	Science	1960-62
Scott, David	Agriculture	1969-72
Sgutt, John	Art	1971-72
Shields, J. D.	Physical Education	1956-63
Sistler, Bettye	Communications	1967-68
Sistler, Jack	Mathematics, Physics	1967-69
Sivia, Evelyn	Communications	1956-57
Smith, Robert	Social Science	1969-70
Smith, Tal	Music	1959-68
Swayne, Julius R.	Science	1967-72
Tandy, D. Edward	Music	1971-72
Tanner, Dinah	Physical Education	1957-61
Thompson, June	Practical Nursing	1961-72
Thompson, William	Business Administration	1956-64
Tomek, Barbara L.	Counselor	1969-72
Turner, Carroll	Agriculture	1968-72
Traver, John	Communications	1965-72
VanCleve, Sandra	Practical Nursing	1966-67
von Schlutter, Charles	Counselor	1969-72
Wagner, Charles	Bus. Ed. & Sec. Science	1957-66
Ward, Betty Ann	Counselor	1956-72
Wasson, Dale	Business Administration	1964-65
Waugh, James	Physical Education	1966-72
Webb, Betty	Cosmotology	1969-72
Wilson, Ronald	Communications	1963-65
Wilson, William	Science	1964-65
Woesthaus, Rita	Communications	1961-62
Woodrome, Archie	Social Science	1956-59
Yarber, Marion	Communications	1958-61

TABLE VI (continued)

Yates, James	Business Adm. & Sec. Sci.	1956-67
	Registrar	1967-72
Yeargin, Shirley	Practical Nursing	1970-72
Younghusband, William	Business Administration	1965-72
Zuberi, Rosemary	Science	2nd sem. 1966

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\*These instructors will not be teaching at Rend Lake College during the 1972-73 school year.

TABLE VII

NUMBER OF PART-TIME AND FULL-TIME  
FACULTY AND ADMINISTRATORS PER YEAR  
1956-72

<u>Year</u>	<u>Faculty*</u>		<u>Administrators</u>	
	<u>P</u>	<u>F</u>	<u>P</u>	<u>F</u>
1956	16	4	2	-
1957	16	4	1	1
1958	18	4	1	1
1959	18	4	1	1
1960	19	4	1	1
1961	23	4	1	1
1962	18	7	1	1
1963	16	10	1	1
1964	14	15	1	1
1965	11	28	1	2
1966	7	31	1	2
1967	3	29	1	3
1968	5	37	-	5
1969	22	48	-	6
1970	22	52	-	7
1971	26	53	-	8

TABLE VIII

## STUDENT SENATE MEMBERS

1956-1971

- 1956 William Shields, Gary Purdy, Benny Jackson, Jerry Nance, Carole Russell, Mary Lou Parker, Judy Talbert
- 1957 Jim Burns, Jerry Fraxier, Larry Martin, Jerry Nance, Jeanette Rutherford, Billie Joe Shields, Sally Skinner
- 1958 Jim Brown, Jerry Frazier, Jimmy Glover, Mary Kiefer, Kent Piper, Sally Skinner, Mary Tinsley
- 1959 Deanna Arnold, Al Farmer, Jean Hutchison, Mary Kiefer, Bill Randall, Don Reed, Gary Sweetin
- 1960 Dennis Best, Janet Gowler, Laura Jones, Brenda Lappin, Don Reed, Roland Webb, Ronald Wilson
- 1961 Sherry Bohlen, Dorina Briscoe, Nancy Flanagan, Larry Karch, Bill Lawrence, Nancy Martin, Roland Webb
- 1962 June Collins, Pat Higgins, Larry Karch, Peggy Manion, Ronnie Martin, Jerry McAdoo, George Ralph
- 1963 Loren Boyd, Rita Firebaugh, Annette Funkhouser, Bob Hicks, Gene Purdy, Karen Richardson, Roger Taylor
- 1964 Kathleen Abraham, Jim Burton, Dexter Edmison, Janet Harp, Joe Murphy, Teresa Puntney, Roger Taylor
- 1965 Janice Abraham, Robert Brown, Terry McCullough, Mary Jane Moss, Teresa Puntney, Ronnie Storment, Alan Wiley
- 1966 Connie Bancroft, James Houseworth, Cheryl Martin, Mary Jane Moss, Terry Pigg, Linda Presley, Jane Windhorst
- 1967 Connie Bancroft, Stu Chase, Kay Fowler, Rick Heaney, Vicki Hill, Linda Presley, Sue Waite
- 1968 John Anderson, Connie Childress, Shelia Dodson, Rick Heaney, Gaynel Sherer, Larry White.
- 1969 Linda Atchison, Joe Cooper, Joyce Dillingham, Nick Evanchik, Tonya Ford, Wilbur Franklin, Steve Henderson, Kathleen Kenney, Vicki

TABLE VIII (continued)

1969 (continued) LaLumondier, Debbie Pullis, Vernon Sweetin

1970 Jesse Bee, Diane Clark, Nancy Dilley, Jean Beth Dodds, Diane Edmison, Bob Frick, Brett Gibbs, Kathleen Kenney, Nathan McClintock, Bill Moore, Jerry Walker

1971 Jesse Bee, Diane Clark, Duff Cooper, Donna Kimmel, Cathy Kirkpatrick, Steve Korris, Dewain Ritchason, Carl Skorcz, Kurt Strothmann, Pam Stewart, Janice Webb

TABLE XIFACULTY COUNCIL MEMBERS\*  
1961-1971

- 1961 Chairman Glenn Dare, Imogene Book, Margaret Ann Cummings, Charles Wagner, Betty Ann Ward
- 1962 Chairman Glenn Dare, Imogene Book, Margaret Ann Cummings, Charles Wagner, Betty Ann Ward
- 1963 Chairman Glenn Dare, Imogene Book, Margaret Ann Cummings, Charles Wagner, Betty Ann Ward, James Yates
- 1964 Chairman Betty Ann Ward, Imogene Book, Margaret Ann Cummings, Ron Wilson, James Yates
- 1965 Chairman Wayne Arnold, Imogene Book, Margaret Ann Cummings, Judson DeWitt, Ira Large, Betty Ann Ward
- 1966 Chairman Wayne Arnold, Imogene Book, Judson DeWitt, Mary Ksycki, Edward Kownacki, Barbara Luchsinger, Betty Ann Ward
- 1967 Chairman Wayne Arnold, Imogene Book, Judson DeWitt, Edward Kownacki, Mary Ksycki, Barbara Luchsinger, Betty Ann Ward
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- 1968 Chairman Barbara Luchsinger, Imogene Book, Eleanor Hall, Max Brandon, Mary Ksycki, William Myers, Betty Ann Ward
- 1969 President Eugene Estes, President-elect Thomas Burke, Wayne Arnold, Max Brandon, Gela Goin, Ardell Kimmel, Edward Kownacki, Barbara Luchsinger
- 1970 President Thomas Burke, President-elect Eleanor Hall, Max Brandon, Myron Foley, Gela Goin, Robert Jones, Edward Kownacki, Barbara Luchsinger
- 1971 President Eleanor Hall, President-elect Evelyn Claxton, Max Brandon, Thomas Burke, Carolann DeSelms, Myron Foley, Robert Jones, Barbara Tomek

\*Howard Rawlinson, Dean of the College, served as ex officio member on all Faculty Councils.



TABLE X

## PUBLICATIONS EDITORS

Yearbook Editors

1958	Jeanette Rutherford
1959	Darleen Malcolm
1960	Jean Hutchison Shirley Payne
1961	Ron Wilson
1962	Peggy Simmons Jean Ann Beal
1963	Caroline Baker
1964	Susie Baker
1965	Sue Ella Waters
1966	Elaine Faulkner
1967	Peggy Yates
1968	Warren Wright
1969	Karen Prasuhn
1970	Paula Mitchell
1971	Jean Derges
1972	Dianne Hill

Newspaper Editors

1966	Janice Abraham
1967	Mike Aaron
1968	Diana Ferguson
1969	Ollie Karen Dowler
1970	Kathie Estes
1971	Rick Nance
1972	Karen Book

TABLE XICOLLEGE BOARD MEMBERS  
1958-1972

- 1958 Earl Hanes, George Heidenreich, Clarence McCauley, D. M. Rutherford, Helen Turner, Gilbert Wood, Guy Wood, Jr.
- 1959 Earl Hanes, George Heidenreich, Clarence McCauley, D. M. Rutherford, Helen Turner, Gilbert Wood, Guy Wood, Jr.
- 1960 George Heidenreich, Ben Martin, Jr., Clarence McCauley, D. M. Rutherford, Helen Turner, Gilbert Wood, Guy Wood, Jr.
- 1961 V. N. Chaney, Robert Lipps, Ben Martin, Jr., Clarence McCauley, D. M. Rutherford, Helen Turner, Guy Wood, Jr.
- 1962 V. N. Chaney, Robert Lipps, Ben Martin, Jr., Clarence McCauley, D. M. Rutherford, Helen Turner, Guy Wood, Jr.
- 1963 V. N. Chaney, Jan Dixon, Bob Lipps, Ben Martin, Jr., Clarence McCauley, D. M. Rutherford, Guy Wood, Jr.
- 1964 V. N. Chaney, Jan Dixon, Bob Lipps, Ben Martin, Jr., Clarence McCauley, D. M. Rutherford, Guy Wood, Jr.
- 1965 V. N. Chaney, Jan Dixon, Bob Lipps, Ben Martin, Jr., William McAtee, Jack McDonald, Guy Wood, Jr.
- 1966 V. N. Chaney, Jan Dixon, Bob Lipps, Ben Martin, Jr., William McAtee, Jack McDonald, Guy Wood, Jr.
- 1967 V. N. Chaney, Jan Dixon, Bob Lipps, Ben Martin, Jr., William McAtee, Jack McDonald, Guy Wood, Jr.
- 1968 Carleton Apple, Allen Baker, Melvin Farlow, Harry Irwin, Curtis Parker, Holland Simmons, Forrest Stewart
- 1969 Carleton Apple, Allen Baker, Melvin Farlow, Harry Irwin, Curtis Parker, Holland Simmons, Forrest Stewart
- 1970 Carleton Apple, Allen Baker, Huel Cross, Melvin Farlow, Harry Irwin, Curtis Parker, Marie Simmons
- 1971 Carleton Apple, Allen Baker, Huel Cross, Melvin Farlow, Harry Irwin, Curtis Parker, Marie Simmons

1972 Carleton Apple, Allen Baker, Huel Cross, Melvin Farlow, Albert  
Gulley, Harry Irwin, Marie Simmons.

TABLE XII

## CAMPUS QUEENS

Spring Formal Queens

1958	Mary Tinsley
1959	Mary Kiefer
1960	Carol Cowen
1961	Dianne Gregory
1962	Nancy Flanagan
1963	Peggy Manion
1964	Pat Lemay
1965	Kathleen Abraham
1966	Janice Abraham
1967	Pat Marlow
1968	Pat Thompson
1969	Kathy Herzing
1970	Janice Eater
1971	Debbie Auten

Christmas Queens

1965	Joyce Bullard
1966	Donna Wesdell
1967	Donna Arnold
1968	Sheila Dodson
1969	Verna Auxier
1970	Kathleen Kenny
1971	Chris Jones

TABLE XIII

ASSESSSED VALUATION PER FULL-TIME EQUIVALENT STUDENT\*  
1956-1971

<u>Year</u>	<u>Assessed Valuation</u>	<u>FTE</u>	<u>Assessed Valuation per FTE</u>
1956	\$ 54,569,638	125	\$ 436,557
1957	55,874,146	148	377,528
1958	60,564,545	206	294,003
1959	60,259,225	171	352,393
1960	60,815,030	222	273,942
1961	60,508,785	255	237,289
1962	60,742,820	291	208,738
1963	61,520,890	309	199,097
1964	60,747,075	394	154,180
1965	58,833,820	578	101,789
1966	58,916,280	659	89,403
1967	59,534,755	718	82,917
1968	235,213,381	777	302,719
1969	233,010,393	883	263,884
1970	236,876,084	955	248,038
1971	217,763,307	989	220,185

\*This table shows the assessed valuation and the assessed valuation per full-time equivalent student for each of the years of operation. The assessed valuation is given for the year previous to the school year as the taxes are always levied in one year to be collected in the following year. The FTE figures for the first few years are estimated, but they are very close to the actual figure. With the exception of the 1960 assessed valuation, the other figures came from the Office of the County Clerk of Jefferson County or from the Rend Lake College treasurers.