Brookens Library, shown on our front cover, is the subject of an article by HOWARD DILLON.

Dillon was the founding university librarian at Sangamon State. He holds the B.A. degree from Knox College and the M.A. degree from Indiana University. From 1961 to 1965 he served as a librarian at Ohio State University. Prior to coming to Sangamon in 1970, he was head librarian of the Graduate School of Education at Harvard University. Dillon left Sangamon State to become associate director for public services at the University of Chicago Library.

Other articles in this issue are written by:

LOUISE ALLEN, who is dean of educational services at Sangamon State. She has taught at Blackburn College, the University of Illinois, and Parkland College where she was chairperson of the communications division. Allen holds the A.A. degree from William Woods College, the B.A. and M.A. from the University of Kansas and the Ph.D. from the University of Illinois. She came to Sangamon as associate professor of humanities and director of community college cooperative programs.

GERALD CURL, who is director of advising and counseling and associate professor of human development counseling at SSU. He has worked for the Cummins Engine Co. and Illinois State University, where he was director of student financial aids. Curl came to SSU in 1970 as director of applied study and has subsequently served as dean of professional study. Curl received the B.S. from ISU and the M.A. and Ph.D. from the University of Illinois.

ROBERT POORMAN, who has been president of Lincoln Land Community College since its founding in 1967. He came to Illinois from Bakersfield College in California, where he was dean of students. Poorman has served as a director of institutional research, an associate dean of instruction, a registrar and a counselor at the college level. He has taught in high school and junior high school. In Springfield, he has served as chairman of the Governor's Prayer Breakfast and on the boards of various community organizations such as the Urban League, the Springfield Symphony, and Memorial Medical Center. He is a former chairman of the Council of Illinois Community College Presidents. Poorman received the B.S. and M.S. degrees from Ohio State and the Ed. D. from UCLA in 1964. He was a Kellogg Fellow at UCLA.

SUZANNE CROTEAU, who received the B.A. in Justice and the Social Order at SSU's 1976 commencement, where she served as a student marshal and was a student speaker. While at Sangamon, Croteau served as a student senator and as an editorial assistant for the magazine Community College Frontiers.

NANCY PIRSIG, who is a free-lance writer. She until recently served as assistant director of the department of university relations at the University of Minnesota. Pirsig's article on SSU's competency based history program originally appeared in the national magazine Change.
It wouldn't have been a Sangamon State milestone without the mixture of pride and controversy which greeted the completion of Brookens Library.

For months the concrete shell had loomed at the edge of campus like an aircraft carrier beached in the cornfield. Then, almost before we realized it, the structure was clothed in brick and glass and a line of trucks was moving the book collection across campus.

There were compliments and complaints. People from off-campus were struck by the building's impressive size and appearance. Campus people were dissatisfied with office space and moving into a still unfinished building.

The complaints have died down, but the compliments continue. The portion of the building devoted to library use is the area usually singled out as being especially functional and inviting.

Brookens has become a graceful, elegant structure sheltering us and lending an air of permanence previously unknown at Sangamon State.

In this issue we look at the planning and completion of Brookens. But, just as buildings are not of sole importance to the university, neither are they central to this magazine. So we also take a look at a history program serving students in a new way, at the peer group counseling program, and at an alumna helping people as a professional counselor. The major theme of this issue is the university's relationship to the community colleges.

As the campus changes physically, one thing that remains constant is the university's commitment to educational opportunities for a broad range of students. A welcoming open door for community college students is one way we meet that commitment.
BROOKENS LIBRARY
— Symbol of the University

Brookens Library symbolizes the purposes of Sangamon State University. It is the home of a rapidly growing collection of books, journals, and other learning materials with which students can obtain knowledge from the past and read the latest information about developments in science, the arts, social studies, and political affairs. It is a location for some two dozen classrooms and 90 faculty offices, thereby linking the individual reading and research the student will do with the lectures and discussions of the classroom and the advice and counsel he or she will receive from a faculty tutor. It is a spacious, well-lighted, comfortable building in which to read quietly, study with fellow students in group discussion areas, or engage in recreational activities in the Lower Level Concourse. As the university's first permanent building, it must serve as information storehouse, study hall, and social center. And each of these functions are appropriate to the purposes we had in our minds when plans for the Brookens Library were prepared six years ago this past spring.

Sangamon State was to be a new direction in higher education in Illinois, and the nation. In early 1970 as we gathered together — architects, librarians, planning consultants, and educators — we sought to express the purposes and direction of Sangamon State in our plans for the new library. We were convinced that a strong library collection was a requisite of a strong academic institution. The library was to be designed with an open bookstack so that students and faculty might browse and be stimulated by the variety and quality within the collection. The library was to combine the traditional services of a library with the newer functions of a media center. This combination would be almost unique among colleges and universities in that the media services would be completely integrated into the library. The result was to be a blending of the best of libraries and media centers. In retrospect, one can see that this has
occurred. Students can readily gain access to equipment to produce or to replay media materials; and faculty can, with little hesitation, expect that visual images, television productions, films, or audio recordings which will enhance the understanding of subjects under study will be made available for teaching.

The university was to be a commuter institution. This factor was one of the greatest dilemmas we had to confront in our planning. Should we assume that commuter students would not stay on campus to study and therefore reduce the seating spaces for study? We thought not. Sangamon State was to have a graduate student population of at least 40 percent. These students would surely expect to make extensive use of library resources for their work. Teaching at the new university was expected to be superior and it was assumed that this, combined with smaller classes, would reduce the emphasis on textbook instruction and increase the dependence on library use. From the outset of instruction, this proved to be true. The circulation of library materials on a per-capita basis was high, indicating that teachers were indeed driving their students into the library rather than relying on textbook instruction. The temporary library facilities had seating for fewer than 100 readers. On many occasions the building was full and, in spite of noise, crowding, and some areas of poor lighting, it was always well populated. One looks with interest to see if the Brookens Library will bring out the expected large numbers of students to occupy the seats now available.

Another element in our pre-building planning was the conviction that this public affairs university should make effective use of the publications of the state and federal governments and of the international community as reflected in the old League of Nations and the present United Nations. All too often one finds that these valuable documents are buried deep in the recesses of a library and rarely consulted by librarians or students. We were convinced that to repeat such a practice would be a mistake and inappropriate to the curriculum being planned for Sangamon State. It was, therefore, our conscious decision to place these government publications in a prominent location, in both the temporary building and now in the permanent library, where they would become better known and more frequently used. This decision has resulted in an extraordinarily high use of official government information by students.

To breathe life into the collections and to capitalize on the wealth of resources for learning which the new university was to assemble for teaching, it was resolved to hire and develop a library faculty who would go beyond the conventional limits of their profession. They were given the opportunity to join as full partners in the teaching and learning process of the university. Each would teach the use of library resources as a reference librarian, would develop the collections in assigned areas of responsibility and competence, and would interpret and promote the use of those collections through workshop instruction and the writing of guides to the source literature of individual areas of study. Brookens Library now offers the library faculty an appropriate facility in which to conduct their work. The library faculty offices, located on the main floor adjacent to the reference desk, provide convenient access for student and faculty library users with sufficient privacy for private consultation or uninterrupted research and writing.

From the outset it was the goal to build strong collections and to establish the library as a key element in the university's development. But, if the
"...we are placing the library in the center of things...

EXCERPT OF REMARKS BY ROBERT C. SPENCER AT THE DEDICATION OF BROOKENS LIBRARY

"In our concern for literacy we are placing the library in the center of things — as a resource for the entire curriculum — for all students — and for a wide variety of learning experiences and modes. It is not simply a retreat for the faculty and the systematic scholar. If our library also serves the quite traditional function of providing a site for an inexpensive date or social occasion or serves as a book-lined study hall for those who must get away from more distracting settings, so much the better. But let's get back to the meaning of literacy.

By literacy we mean a grasp of those basic skills which depend more upon the intellect than upon the emotions: the things which equip us for survival in a complex technological society which charges its citizens with ultimate choices as to who governs. These are the ability to read, to write simple sentences or a paragraph or two, to compute and reckon, to memorize a poem or the spelling of words, to learn the order in nature, and the beauty and the values in scientific things as well as artistic expression.

At a more advanced level, literacy means the ability to analyze, to argue on paper, to speak persuasively and with reason, and to be familiar with the literature and traditions that make up our scientific, literary, and spiritual heritage. Defined thus, literacy is a big obligation and I believe an appropriate one to restore to university life. We do that through the design and demands of the curriculum, by having an educated faculty committed to teaching, and by making the library a challenging and exciting world for discovery, for study, and for reflection."

The fountain in the Brookens courtyard is dedicated to the memory of engineer Charles H. Spaulding. It is a gift to the university from his family.
Among the 150 guests at the Brookens dedication: Mrs. Robert C. Spencer, Governor Walker, Mrs. Norris L. Brookens and Mrs. Charles H. Spaulding.
The heart of the old university library was the Get Help Here desk, it remains central to the library’s activity, as shown above. Located near the Get Help Here desk on the main floor of the library are the many indexes which assist students such as those shown below in study and research.
new institution required a strong library, how were we to assemble it? Clearly we needed many publications which were long out of print. We couldn’t go to the corner bookstore, or book wholesalers, or publishers for these items. They would have to be found in countless bookstores which specialized in the resale of used and out-of-print titles. And, in fact, many purchases were made in this way.

There was, however, one extraordinary purchase. In June, 1970, President Spencer stopped to make a small purchase at the Roadside Bookshop in Grafton, Vt. He made his purchase, but also came away with word that the owners wished to sell out their entire stock of more than 100,000 books. When I learned of the prospect I hurried to Grafton with my new colleague, Katherine Armitage, and we spent a day poking into every corner of the barn which was the store. That evening we concluded our bargain with the owners, and in August five moving vans filled with books to be sorted and cataloged arrived in Springfield. This purchase gave the new university library an excellent beginning in American and British history, political science, and literature.

I had the opportunity to examine the new building just one week after the library had been moved from the interim campus site. To see the beauty of the spaces, the excellence of the workmanship, and the coming to life of areas and relationships which had been burned into my mind as two-dimensional drawings throughout five years of planning and construction was a thrilling experience. My excitement mounted as I moved through the bookstacks and took in the scope and quality of the collections which had been assembled in five short years. The collections we had all browsed through and used in the temporary building were now augmented by the thousands of books which had been stored in the basement of the Capital Campus in the former Leland Hotel.

As Franklin Matsler, executive director of the Board of Regents; President Spencer; and I walked through the aisles and cast our eyes from title to title, we shared smiles of satisfaction in knowing that our decision to build this university on the bedrock of a strong library collection was the right one. It is a collection which will continue to attract talented faculty to Sangamon State, and one which will serve its students well as they pursue their studies and prepare for careers.

You alumni who have not yet had an opportunity to do so should visit the Brookens Library. You may regret that the library was not finished during your time at SSU, but you will be proud of the quality it represents and of the university it symbolizes.
Do two and two really make four?
Evidently a good many students and graduates of Sangamon State University believe they do, at least where a baccalaureate education is the issue. They are the persons who started — or sometimes started over, after a time out of school — their higher education at a community college, and later transferred to SSU.

Not surprisingly, the biggest single group of two-plus-two students have come from our neighbor and friend, Lincoln Land Community College. LLCC records, in fact, indicate that almost half of their students who transfer come to Sangamon State. But students come here from other community colleges, too — from almost all the colleges in Illinois, and some from two-year institutions out of state.


How does SSU view its relationship with community colleges? “We at Sangamon State University enjoy a special relationship with the community colleges of Illinois, and we seek constantly to broaden and deepen that relationship.” (Pres. Robert C. Spencer). “One of the most important things we do” (a vice-president). “It helps define what we are” (a faculty member). “Sangamon State University shares with the community colleges a new concept of higher education which reaches out into the community, responding in meaningful ways to the needs of today’s students and the demands of their contemporary society. Continuing the philosophy generated by the community colleges of open admissions and affirmative action, Sangamon State is providing opportunities for upper-level education to a broad spectrum of students . . .” (SSU 1975-76 Catalog, p. 12). “Sangamon State University is committed to five broad aims: . . Fourth, to be a university which clearly recognizes the intents and purposes of the community colleges, establishing an effective bind with them in all its undergraduate programs.” (SSU Long-Range Academic Plan, January, 1975).

Not just in words, but in deeds also the relationship is underlined daily, in many ways: Close personal contacts between SSU and community college people. Regular attendance of SSU faculty members at meetings of community college faculty members in their disciplines. Baccalaureate programs specifically planned to “capstone” both transfer and occupational programs offered in community colleges. Workshops and conferences jointly planned and co-sponsored by SSU and community college people. Publication at SSU of Community College Frontiers, one of the leading journals in the field. SSU’s student peer counselors visiting community college campuses, often the ones where they themselves were students. Offering of capstone B.A. programs in three fields at Illinois Central College in East Peoria, and of individual upper-division courses on other community college campuses. SSU faculty members teaching at community colleges, and community college faculty members teaching at SSU.

The relationship didn’t just happen; it was
planned from the beginning and it has evolved with the evolution of Sangamon State.

The Special Committee on New Institutions created by the Illinois Board of Higher Education said in its 1967 report to the BHE:

"The initial Master Plan proposed measures which encouraged the expansion of junior colleges...the Board's attention was then turned, during Master Plan - Phase II, toward carrying the concept of commuter colleges one step further, this time in the form of senior institutions which could function in a complementary relationship with the rapidly growing junior-college movement."

The personal faith in that proposition of the chairman of the special committee, James C. Worthy, is perhaps best attested to by the fact that he is now professor of public affairs and management – at Sangamon State.

Then began the evolution.

Originally Sangamon State's perception of the community college mandate was simply to be receptive of community college graduates seeking admission, and to make the process of transfer as smooth as possible for them.

Later, in the Academic Planning Project of 1972, this interpretation was broadened to include specially designed capstone programs, particularly in the career fields. Today the SSU Social Justice Professions Program is seen as a logical follow-up to the community colleges' programs in law enforcement and human and social services, the B.A. Nursing Program as building at least in part on the community colleges' associate degree nursing programs, the Accountancy Program as capstoning community college accounting programs among others, and the Management Program as sequential to community college programs in various business and social science fields.

Looking at SSU programs as capstone offerings opened exciting new academic challenges — how to define a B.A. degree for strongly career-oriented students, how to focus simultaneously on the liberal and the practical arts, how to meet at the junior level students whose background was at least as likely to include Psychology for the Work Situation as History of Western Civilization, and Communications Skills as Survey of English Literature.

Meeting these challenges required, on the part of SSU people, deepened understanding of the community colleges and their students: Who goes to a community college? Where do the people come from? What are their needs? their interest? their expectations? What services and classroom approaches are they used to? How do their campuses work?

To find out the answers to these questions, and to add a personal dimension to formal relations with boards and presidents, SSU created in 1972 its corps of community college liaison officers — faculty members, mostly young, mostly fairly new to SSU, and all open to new ideas.

Under the joint direction of faculty coordinators and Dr. G. Ernst Giesecke, director of educational relations, each of these persons developed direct, personal contacts with one college: each visited "his/her" college frequently, channeled news about it to the appropriate people at Sangamon State and vice versa, arranged meetings of mutual interest, and generally sought to keep in touch. The work of the liaison officers bore much fruit over the next two years. A few examples:

Ms. Nina Kasanof of the Creative Arts Program,
visiting Kaskaskia College, learned that Phi Beta Lambda, the two-year college business fraternity, needed a place for its spring meeting. She made arrangements for it to meet at SSU under the auspices of the Management Program. Now it continues to meet here regularly and maintains here a permanent display, which is transported to meetings and conferences as needed.

Dr. Malcolm Levin of the Environments and People Program helped to arrange an Applied Study Term for a Sangamon State student whose home was in Rockford at Rock Valley College, for which Levin was the liaison officer. The college later employed the student on a permanent basis.

Dr. William Martz of the Biology Program, who grew up in the Triton College district, became intensely involved with it and many others of the Illinois colleges. He has personally visited approximately 25 of them and has, with colleagues in his program, taken a leadership role in the Illinois Association of Community College Biologists.

Dr. Robert Kustra of the Public Administration Program, who came to SSU from Lincoln Land Community College, has continued to teach there part time. As liaison officer to Lewis and Clark Community College he laid the groundwork, which has since been brought to fruition by Dr. Donald Kline, for a formal articulation agreement between LCCC's Division of Business and the SSU Management Program.

Dr. Richard Bayley of the Communication Program, who visited Parkland College, and Dr. J. Michael Lennon of the Literature Program, as liaison officer to Lake Land College, became aware of a problem the colleges were having in securing state approval for courses in the mass media and in nontraditional forms of literature. They worked actively with persons from the colleges and with the Illinois Community College Board to document cases and reach a solution. The effort was successful, and a number of the colleges now have such courses approved in their transfer-oriented programs.

Meanwhile, certain general needs were being identified. One was for an Illinois-based journal dealing with community college interests and concerns. The result of identifying that need was the establishment, also in 1972, of Community College Frontiers, edited by Dr. J. Richard Johnston. The magazine is now a quarterly and enjoys national and even international circulation. Jointly sponsored by Sangamon State and Governors State University, it publishes articles, features, book reviews, and news notes from and about community colleges, many of them written by community college people.

Another need which surfaced as Sangamon State and the community colleges drew closer together was for a thoughtful, articulate statement of the educational purposes of the relationship. The second issue of Frontiers, Spring, 1973, carried such a statement in an article entitled "An Alternative System of Higher Education in Illinois," by Dr. Giesecke. Before publishing the statement, he had presented it to the Illinois Junior (now Community) College Faculty Association, where it had received enthusiastic response. The idea continues to be warmly received, and the phrase "alternative system" is now widely used to describe the two-plus-two relationship of community colleges and upper-division universities. The article describes the alternative system this way.

"The system is large...; it is vigorous, idealistic, and enthusiastic; its faculties have attracted many exciting educators of a new breed; it serves and identifies with a large population segment for whom post-secondary learning is a novel experience; it has its roots deep in the social, economic, and political life of local communities as well as in the state and its agencies and institutions; it draws more students from the established universities than it sends to them; the colleges and universities comprising it operate with open admissions policies; the two universities (Sangamon State and Governors State), denied the authority to enroll freshmen and sophomores and to control the curricula conveying students to their doors, are free-standing and independent, and they offer a new kind of linkage between the world of practical affairs and the world of the higher learning."

Yet another need which appeared as the liaison officers went about their work was for closer identification between SSU and community college faculty members at the discipline level. Consequently, in the past year or so the one-person-to-one-institution activity has gradually given way to a network of faculty contacts, scientist-to-scientist, historian-to-historian, etc. The network is now so well developed that lists of community college activities by Sangamon State people change (generally by addition) almost day to day. As a keeping-up device, the biweekly Sangamon State Journal carries a column on community college activities.

Some of the things that are happening:

Rapidly developing activities on many fronts by the Community College Coordinating Committee, created last fall by the Faculty Senate. Its members include SSU faculty members particularly involved in community college work, a graduate of a community
college appointed by the Student Senate, a member of a community college faculty, and myself as administrative representative.

Publication of a booklet, for wide distribution at community colleges, entitled *Sangamon State University Resources and Services for Community Colleges*, listing contact persons here and their locations and phone numbers, and briefly describing their activities.

Publication of a *Transfer Handbook*, to be distributed to community college counselors, listing required (very few) and recommended courses for preparation for each SSU academic program.

Federally funded projects to design a competency-based B.A. and to conduct a workshop for public school social science teachers, involving history faculty at SSU, Illinois Central College, and Lincoln Land Community College.

Articulation agreements between programs at SSU and various colleges in several fields.

Participation by representatives of LLCC on President Spencer's Task Force on the Fine Arts, which is planning both curricular cooperation and public use of SSU's Public Affairs Center, which is to open in 1979.

Membership by Dr. Giesecke, Dr. Johnston, and Dr. Robert Batson on the Diamond Jubilee Committee, which helped plan the 1976 year-long celebration honoring the 75th anniversary of Joliet Junior College, generally acknowledged to be America's — and the world's — first community college.

And of course you alumni remember using LLCC's library, and their students using ours; the joint programs for women called *The Second Time Around, Woman to Woman, Women's Worlds*, and *Women at Work*; LLCC broadcasts on WSSR-FM; and joint use of the downtown campus and the College and University Area YMCA.

Finally, the dynamics of the community college relationship led last year to the decision to create at SSU a new administrative office, for which the qualifications specified were "Doctorate or equivalent for faculty status. Administrative and faculty experience in a community college." It has been since July my pleasure and privilege to occupy that office, director of community college relations. Since I haven't had the pleasure of meeting many alumni yet, let me extend to you a warm invitation to stop by and get acquainted whenever you are on the campus. My door — like that of the community colleges and of SSU — is always open. And let me assure you that, active as SSU is in the community college field now, it's only the beginning. Two-plus-two certainly do add up to a strong four — or more.
Mildred "Mike" Meyer, a graduate of Lincoln Land Community College and Sangamon State University, has moved into the junior-college world because she "loves being a helping person" and wants "to continue helping." Mike has a background which earns the respect of her student advisees because she has combined being a parent, a nurse, a student, a volunteer, and a counselor, with a degree of success that serves as an inspiration to all with whom she comes into contact.

Ms. Meyer is a counselor at Lincoln Land Community College. Her responsibilities are varied, including: academic advising—helping students set up programs; dealing with personal problems of students; visitations to high schools to talk to prospective students; and conducting seminars and workshops in career guidance, value clarification, and human development. In addition to her counseling with students, she is involved with conducting special workshops such as the Second Time Around Workshops. These workshops are an effort to offer group facilitation to community persons at a point in their lives where they are looking at possible new directions. They help persons examine where they are and where they want to go as part of an evaluation and decision-making process.
Mike’s career in the helping relationships extends back to her nursing days. A native of Springfield and graduate of Ursuline Academy, Mike graduated from St. John’s School of Nursing. Her years of full- and part-time nursing included such positions as public health school nursing for 10 years; weekend and summer nursing assignments at St. John’s Hospital; assistant director of a nursing home; and resource person in the elementary and secondary schools for special clinics such as venereal disease, family living, health education, and drug use and abuse.

Mike knew that she wanted a career in an area of counseling, either therapeutic or otherwise, so that she could continue helping people. She knew she had the basic characteristics for success, but was acutely aware of the need for a college degree and the theoretical and practical knowledge she would gain from college work. She continued her education on a part-time basis at the University of Illinois throughout her career as a nurse and mother, earning college credits through summer school and night classes. Spurred on by the news of the planned opening of an upper-division university in Springfield, Mike completed her last 10 hours of lower-division work at Lincoln Land Community College in Springfield, and then enrolled at SSU as a full-time student in 1971. Mike expresses her gratitude for SSU because she is aware that she would have neither her degree nor her current job without SSU.

When Mike began planning to enroll at SSU, she was referred by Ann Fyans, an LLCC counselor and friend, for academic advising to Jerry Curl, who was at that time associate dean of student services for applied studies and was in transition into his new role as dean of professional studies at SSU. Jerry knew immediately that Mike was an exceptional person and that she would move rapidly and effectively through her academic program. Together they developed her program for her B.A. and M.A. degrees in sociology.

When Mike started to SSU, she was not associating a degree with a particular job. She knew that a job change would occur, but her first goal was a baccalaureate degree; and as that goal was approached, she expanded her goal to include a master’s degree. She knew that higher education made people far more tolerant and flexible and she grew to be even more concerned with others and their problems. As she accomplished her degree goals she gained more confidence in her own broad background as a basis for her move into greater depth in the helping professions. Her evaluations from faculty at SSU were consistently laudatory, describing her as an outstanding student and person.

As she completed her master’s degree in sociology, a Lincoln Land Community College counselor moved out of the city and Ann Fyans, still an LLCC counselor, suggested to Mike that she apply for the position. Ms. Fyans was in the midst of earning her second master’s degree at SSU. Mike was selected, and thus began her new career in higher education where she could continue her contributions to others.

Mike credits SSU for giving her an education background which is much broader than she would have acquired anywhere else because of the flexibility of the new university. The faculty were always available and the different techniques of a new, enthusiastic faculty provided a variety of personalities and choices for students to enjoy. Her instructors were supportive and helpful and administrators helped to cut some of the traditional red tape.

Ms. Meyer sees SSU as having assisted both young and older students. With the current economic situation, SSU has provided a hope which otherwise might not have materialized. Place-bound Lincoln Land students can now look forward to earning degrees in Springfield, so more young students are encouraged to start college. Older persons in the city who had given up on degree programs or who had been forced to postpone studies are now able to resume their academic endeavors.

Mike’s accomplishments are even more exceptional when one realizes that so many of them have followed the loss of her husband 16 years ago, at which time she was left with three children, ages two, four, and five. She credits her family for the necessary support she needed to maintain her career and rear her family until her own children could become part of her family support system. Her children encouraged her to return to school full time, and gave her support from home by “learning to be independent, tolerant, and understanding; accepting poorly planned and cooked meals; adjusting to missing buttons; and utilizing buses instead of being hand-delivered to their destinations.”

When asked about her future plans, Mike responds, “I like my happy little niche—my children will make the names for themselves and I’m happy seeing them happy.” Mike wants to continue self-growth and self-development. Certainly her family, career, and volunteer activities and accomplishments testify that her life has been one of continued self-growth and self-development and inspiration to others.

Having completed her lower-division work at LLCC and her upper-division work at SSU, Mike is particularly helpful to those students choosing the same degree path. LLCC and SSU share their pride in Mike Meyer, an outstanding graduate of both institutions.
There is a presumption present when an administrator of an institution of one type makes observations about another type. One presumption which is not made here is that the observations are necessarily about Sangamon State University. The phenomenon of the upper-level university is not peculiar to Illinois; at last reckoning there were perhaps 25 such institutions in the nation.

The history of higher education of the 1960s, when written with the perspective of the 1970s, will show that these universities grew out of a set of circumstances, only some of which still prevail. The “baby boom” had begun its impact on college enrollment. The conventional four-year institutions were building, expanding services, being looked upon favorably by general assemblies and general public alike. In an expansive mood and believing that selectivity in admissions was to their advantage, the four-year universities fostered or tolerated the development of the public comprehensive community college. Those institutions, established first in 1901, came into their own in the fifties and grew rapidly in the sixties.

Upon completion of associate degrees in baccalaureate areas, students still were required to move physically to the conventional universities for completion. It was entirely reasonable, said many, to bring those services to the community college graduates and, further, not to duplicate the freshman and sophomore offerings. “Conventional” is more than an identifying term here for the four-year institutions. Rather it is descriptive of their lack of regard, in many instances, for the transfer student if not for students generally. Students in the ‘60s were sending a message to higher education that institutions should care about their consumers.

Into this set of circumstances came the upper-level university, bent on serving community college graduates and convinced along with everyone else that they could ride a straight line projection of enrollments to a new world in higher education. In pursuit of that goal, there have occurred a series of “pulls and tugs” on this new institution, the upper-level university, for which no long-established model existed. That is at once its blessing and its curse.
To be “model-free” allows an institution to break its own ground, to make its own mistakes, to be free of unreasonable convention. To be “model-less” allows also for a wide range of expectations to be held by staff and consumer alike. Therein lies the basis for the pulling and tugging which occurs.

**Liberal arts orientation versus goals of community college transfers.** To fault the expectation that each institution of higher education should be concerned with broadening one’s perspectives of life and the world would be heresy. But to design programs entirely around that goal is to fly in the face of a frequently observed characteristic of the community college transfer—the attribute of occupational orientation. For many this is not a narrow technical goal; it does come from a feeling that “I need to relate my academic efforts to a job possibility.”

**Commuter versus residential experience.** The expectation that the upper-level university should be a commuter institution flows from the nature of many community college transfers. Many are “place-bound” and will choose the upper-level university because of its proximity. Increasingly, however, one finds examples of community college students who remained in their home towns for two years for many reasons, including economic. While high-school friends sought out the residential experience immediately after high school, they somewhat reluctantly passed up the residential experience. Upon community college graduation in a transfer program, they still felt the tug of that desire. Thus, many community college graduates living near the upper-level university still wished to “go away,” and community college graduates in other parts of the state expect that something akin to the residential experience will be available to them at the upper-level university.

**The student conventional goal versus the innovative instructional mode.** We’ve already noted that the upper-level university grew up in a period of disenchantment with the conventional university—its seeming disregard for its consumers. It is that flaw with which many students were most impatient. Many still had expectations for a recognizable structure to the college experience. The difficult task was, and is, the providing of learning experiences which are attractive to students without having them feel that they’ve missed “the real thing.”

**Breadth of offering versus “the money crunch.”** In planning days of the upper-level universities, personnel patterns were set and budgets established on existing models—conventional universities. Program selection was additive; each good idea for another student opportunity was budgeted—and demonstrated the breadth which was the mark of greatness in conventional universities. With limitation of funds, the question of duplicating programs of...
conventional universities has arisen.

And now the competition. The upper-level university and the community college find now some adjustments in attitude. Established universities have begun wondering why they helped to spawn these upstarts who now siphon off dollars from the so-called “real” colleges. They join the cry for nonduplication, bid strongly for lower-division students, and have “found” the continuing education student for whom they had disdain before.

Numbers versus demand for achievement. Recognizing the mark of distinction of the sixties—growth in numbers—both community colleges and upper-level universities fell heir to another knotty problem. To serve numbers of students was not enough; it was necessary to demonstrate institutional worth through numbers of graduates. Make degree requirements too stringent and they were being unproductive. If the achievement of a degree became too easy, question was raised about its being legal tender in the marketplace. This problem was heightened by the fact that the marketplace itself was tightened.

The “older student” versus innovation. Happily, the upper-level institutions regarded the older student as a “plus.” An untapped reservoir of interested consumers, these persons were more likely to have a fixed notion about college—one perhaps provided by the good old movies of the forties and fifties. When they found that the upper-level university was trying to improve upon that stereotype, they felt somehow deprived because the structure of the offering didn’t “fit.”

Staffing for change. The upper-level university, not being bound by models, consciously set out to employ “change agents” as faculty members. Knowing how difficult it is to change once-established academe, it set out to employ persons who were dissatisfied with the old regime. It followed the dictum, “If you wish change, employ staff for it; don’t count on changing people later.” As a personnel practice, that makes great sense. It brings with it a potential problem. If one seeks out dissatisfied persons—those unhappy with the old scheme of things—one may achieve the end by finding persons who are also dissatisfied with the new order of things.

The teaching institution without the drones. The upper-level universities proposed to give as much individual attention to students and teaching as possible—a laudable aim. After a time, the standard measures of faculty productivity were applied, and these universities came off badly when compared to the over-all production of conventional universities because they did not have the advantage of freshman and sophomore instruction performed by teaching assistants whose teaching was almost a condition of advanced study—and paid for by ridiculously low stipends.

PROSPECT

If we’ve said that the upper-level university is a product of a set of circumstances which no longer is intact, the obvious question is, “So what now?” This writer suggests that the upper-level university will remain a force in higher education through careful re-examination.

The numbers game. To be different in a time of plenty is to ride the crest of plenty along with others. The indicators are now that the pool of students available and interested in attending college is stabilizing and will further decline before rising later. To maintain the assumptions of the sixties—that the pool was limitless—is enthusiastic but unrealistic. This re-ordering of number expectations is difficult enough for the long-established institutions; it is wrenching for those still seeking breadth and greatness through numbers.

Programs offered. If the total enrollment to be served will be limited and the funds available also limited, then offerings for students must be selected with great care. It may no longer be possible to claim that every new program idea fits into some part of a “mandate.” It may even be necessary to concentrate upon a narrower band of programs than once was perceived. That may not be as devastating as some believe. The history of higher education shows success of special-purpose institutions.

The niche. If new program opportunities may be limited, and if there will be competition for dollars, what then might the upper-level universities do to develop their potential? The answer lies in part in their ability to convey to community college transfer students a sincere concern for their background, needs, and aspirations. This cannot be a public relations effort alone. An already enlightened admissions policy must be complemented now by a thorough analysis of community college students. What are their characteristics? What is it they sought and found at the community colleges—and didn’t find? The faculty members building the upper-level teaching university must relate their personal destinies to that of a university commitment to become known as the “We care!” institution. Thus, a thrust toward service to individual student may become the greatest innovation of all.

The upper-level university as a new phenomenon has made a mark on higher education but is still creating its own model. The crystallizing of that model must now be completed in light of new circumstances.
"There are times when it's easier to seek the advice of another student."

PEER GROUP COUNSELING AT SSU

The 1976-77 peer group counselors at SSU are Tom Neiman (seated in front), Toni Munn (second row, standing), Joel Huston and Judy Knuepfer (second row, seated), Pat McNary (third row, seated) and Gregg Case (third row, standing).
Coming into the SSU Capital Campus for my first day of classes, I was confused. I had made it up to the second floor without much difficulty, but had no clear idea of where to turn from there.

My unfamiliarity must have been obvious, because almost immediately someone said, “Hi there. Can I help you out?” The first thing I noticed after the person’s smile was the little button on his collar that read PEER GROUP COUNSELOR.

That first encounter quickly made me aware of the most important characteristics of the PGC’s — they work where the students are, and they are here to help.

Their history is short still. It began with a recent trend in the mental health field that proposes “talking with a friend” as one of the most helpful and comfortable kinds of counseling a person can receive. The idea of peer counseling developed and was spread through community colleges in this state partly through the efforts of Jack Reese, now director of student activities at Lincoln Land Community College, who is one of the founders of the PGC movement in Illinois. The movement was translated to the university setting when, in 1972, Rosie Roach and John Miller hired three students to work in the new Peer Group Counseling Program bringing aid to the confused of Sangamon State. (One of these three is now working in child advocacy as director of SSU’s COPE Program.)

This first group was given minimal counseling instruction and maximum information about the university, since their function was then mainly providing answers to the many questions asked on a journey through a university bureaucracy.

But the names have changed, the numbers have expanded, and so has the philosophy. There are currently nine students, a number of them from community colleges, who are employed by the program to provide human resource services to the SSU community in a wide variety of ways, both collectively and individually.

As a group, the five women and four men make themselves available for many kinds of services, from taking ID pictures at registration to staffing the polling places for student elections. They work with admissions officers and incoming students in various capacities, also.

Their help begins with traveling with the SSU
admissions van. When it goes to a community college that one of them attended, the Peer Group Counselor rides along and talks with her or his former fellow students, personally introducing both Sangamon State University and the Peer Group Counseling Program. It is basically recruitment, but also a nostalgia trip which they all enjoy.

When community college students come to Sangamon State to visit or get a feel for the place, Peer Group Counselors take them around the campus, introducing them to other students to get a first-hand understanding of the university, and getting them in touch with any faculty members they are interested in talking with about future studies.

PGC's interest in and aid to incoming students continue with helping the newcomers get acclimated to the unfamiliar and informal "upper-division" surroundings. Besides personal attention to those with problems or questions, Peer Group Counselors worked hard at the "simulation games" held twice last summer to give entering students a capsule tour of the university's many offices. The Peer Groupers helped in discussion groups and at tables, answering questions, "getting their faces known," and smoothing the transition from a community or private college to a senior institution.

They also organize one activity per semester as a group. This spring they worked on setting up a conference for Peer Group Counselors from community colleges in Illinois. PGC's and directors from such schools as Lincoln Land, Moraine Valley Community College, and College of DuPage led workshops and discussed ways to use peer counselors effectively.

Peer counseling programs at community colleges such as Lincoln Land seem to have more structure than SSU's, more information orientation. Toni Munn, one of the PGC's here, was a peer grouper at Black Hawk Community College, and remembers her experience as concentrating more on academic counseling with students, but as having more encounter group training with her fellow PGC's than she met with here.

Although the Peer Groupers are frequently engaged in service activities throughout the university, the work they feel is most important is the individual communication they establish with people. All the PGC's, seven of whom were new to the program, set some general "goals" for themselves in early fall last year in an attempt to clarify their individual roles within the group and within the university.

One of these roles is a student advocacy position when students run into problems with faculty, administrators, or the bureaucracy. PGC's seem to be able to go into administrative offices and get things done when other students are run around the red-tape, double-talk machine. Dave Lindley, who has been a PGC for almost two years, has dealt with many of the offices in the university in his capacity both as a Peer Group Counselor and as a student senator, although all the PGC's have made visits to A, B, and C Buildings (and faculty offices) to help students' problems come closer to solution.

Helping find solutions to problems or answers to questions isn't new to Dave, a graduate of Spoon River College and Western Illinois University, who edited the "Dear Woodstock" column in the SRC student newspaper, "counseling" people in a more anonymous fashion.

The Peer Counselors' experiences over the past months have helped them revise and refine their goals and to develop some specific ways of furthering them. They'll remind you quickly that those goals were proposed last fall. Jeri Johnson explained, "You can't know when you're starting out what goals to set. It takes time to get into the real feel of Peer Group Counseling." Jeri, who came to SSU from Joliet Junior College, "feels really good about the program here" because of the growth and freedom it's afforded her.

Francie Scott is one PGC who should have the feel by now. She is the other veteran of the group from last year. In contrast with Jeri's experience, Francie considers SSU to be the most structured situation of her college life, which began at Triton Community College and then moved to the University Without Walls at Northeastern Illinois University in Chicago. She has continued two projects she was working with last year: helping get the SSU Student Union together, and aiding Security, Health Services, and Student Services put together a pamphlet on rape — "what to do if it happens to you on this campus."

Two of the group, who have a common interest in the individual's spiritual expression, have been able to join their abilities to minister to students' needs — physical, emotional, educational, and spiritual. Mile Brown, who is a "street minister," remarks, "So far my job as a PGC has taken me all the way from playing bass in a jam band to performing a funeral service," which he worked on with Bobby McFerrin. Bobby, who is working toward a ministerial calling, has already set up a Christian "rap group," and would like to continue with projects of this nature.

All of the PGC's act out their belief that outreach is their most effective and important means of communicating with people who may be in need of their help. Their feeling is that you can almost identify the ones who are "hurting" by looking at them. Peer Groupers such as Pat Leitzen can often be found at work in the cafeteria, talking with a variety of people, helping them on a very personal basis with daily problems of housing, commuting, and "What To
Do in Springfield." Pat came here from Highland Community College in Freeport, where she worked part time as support staff for the counselors there. Her support work now is much more direct, and the communications she and other PGC's begin in this personal way are often on-going, with people calling them up or stopping by "just to talk." Sometimes persons respond to their friendliness and warmth by returning the favor — one man that Jeri talked with for a while came over and fixed her TV set and the refrigerator door!

Peer Grouper Victor (Ynka) Vidal is a Nigerian student who is concentrating on attention to the foreign students on the SSU campus, demonstrating through his work more of the program philosophy, which is providing friendship and assistance to all who need it. This seems particularly important with foreign students, who are far from a familiar environment, and can perhaps get lost more easily in the Sangamon Shuffle.

Toni Munn has taken up the cause of the young parent/student. One of her activities this spring was a true service to these persons. She organized a Day Care Day for Lincoln's Birthday, when all city schools had a holiday, but Sangamon State did not. She helped those who had to come to the campus and who also had to take care of their children that day, by running a free day of day-care service as well as furnishing a shuttle bus for parent/child transportation.

There are other people on this campus who need the outreach and interest the Peer Group Counselors offer. Annette Boxman has set up a program of physical fitness exercises twice a week for women only. She realizes there are some women who are nervous about meeting other people. "I'm doing this for women only," she says, "in order to reach those who aren't really comfortable with mixed groups, who won't come out for them — because they are the ones who probably most need companionship."

This is a key to the Peer Group Counselors. They are not "counseling types"; they refer heavy problems to the trained counseling staff, since they believe that too much desire to counsel interferes with the kind of assistance they provide.

What they are here to do, and what they do very well, is to be the friend we all need sometimes, the patient listener and the helpful guide. The community college PGC programs might benefit from a close look at the very personal SSU Peer Group Counseling Program. These persons have no office space, no names on a door. Their work is done by moving through buildings; talking in the cafeteria; and finding those who, like myself that first day, are in need of some kind of help.
WHAT A HISTORIAN SHOULD KNOW

Reprinted from Change Magazine

The history competency project at Sangamon State University started with one basic question: What should a person be able to do with a bachelor’s degree in history? Phrased another way: What should history graduates be competent to do? For example, should they be equipped not only to read but also to critically analyze news stories that appear in the daily papers? As many faculty at Sangamon State can attest, the answers to questions like these lead to further questions, such as: What, really, is history? Why should anyone study it? And how do you define an educated person?

The competency program in history began to take shape in 1972 in conversations between several history faculty members at Sangamon State, an upper-division and graduate school in Springfield, Ill., and an administrative team in Illinois Central College (ICC), a community college 90 miles away whose students often continue their studies at Sangamon. Faculty from those schools (and recently from Sangamon’s near neighbor, Lincoln Land Community College) are currently involved in the program. Its director is Christopher Breiseth, professor of history at Sangamon.

“I think we really started this whole thing from a gnawing sense of inadequacy of our own education, including graduate education,” says Breiseth. “It was sobering to some of us holding Ph.D.’s from very traditional universities [Breiseth’s doctorate is from Cornell.] to realize we had never systematically analyzed our profession or attempted to define, with any degree of precision, what a graduate should gain from a liberal arts education focused on the study of history. And as we searched the literature, no one around the country seemed to be asking questions quite as presumptuous.”

As faculty wrestled with what the study of history should be for the general student, one thing became very clear to Breiseth. “In everyday life situations—like reading a newspaper or listening to a political candidate—we want our graduates to be able to think analytically, recognize assumptions, investigate a complex situation, separate it into its discrete parts, and draw these together into a coherent synthesis, demonstrating an ability to recognize and defend their own assumptions in terms of the evidence.”

One task, then, has been to develop an approach to history that will help students integrate their learning and develop the real-life skills Breiseth mentions. To this end, the faculty have settled on three broad, yet intersecting, “historical understandings” or competencies which the student is expected to master: an understanding of the major forces shaping the contemporary world; an understanding of oneself in the contemporary world, as a means to understanding others in a historical perspective; and an understanding of the functions of culture in our own and other societies as they affect institutions, values, and behavior. A fourth competency serves as a necessary tool for the others—the ability to identify, locate, and interpret primary and secondary historical materials.

Students work toward these competencies in a program that requires no specific number of credit hours for graduation but is rather an alternative path toward a B.A. in history. In an initial semester-long colloquium, students are introduced to faculty members available to help them in planning a self-paced program. Each student chooses from among them a mentor/adviser with whom he or she will work closely. Together they select two or three areas that interest the student most for historical study, and go on to develop specific projects leading to the competencies. A student guide lists some of these activities: In order to gain competency in understanding oneself in relation to different cultures and times, a student might “offer an oral or written summary of three different disciplinary perspectives on the nature of perception or the nature of prejudice...or, demon-
strate an awareness of [your] prejudices as they compare with those of others in a controlled role-playing situation...or analyze the historical development and change of at least one prejudice—racial, sexual, ethnic, or class—over a period of 100 years in a chosen nation.”

In one such competency project, Scott Brooks-Miller, a Vietnam war veteran greatly interested in Southeast Asia, presented an oral overview of Vietnam in 1908, including impressions of the state of its major cultural institutions at the time, the impact of French colonialism, class structure, demography, and the country's place in Asian politics. Anne Mayberry completed a semester-long project to develop her research skills by working for the American Civil Liberties Union. Students can pursue projects through independent study or field work or through traditional courses, provided their course work leads to the stated understandings.

To date students have entered the competency-based history program by way of a freshman survey course at ICC called “The Roots of Contemporary History.” Team-taught by Breiseth and William Feipel, assistant professor of history at ICC, it draws on current newspaper and magazine articles to illuminate larger issues, with emphasis on the US and the Soviet Union. Students analyzing a news story on the energy crisis, for example, are asked to go back in time to examine the major forces that brought the US to its current situation: forces such as industrialization, nationalism, economic expansionism, anticolonialism. Along with the contemporary sources, students read from four textbooks (Nugent, Creative History; Cochran and Miller, The Age of Enterprise; Von Laue, Why Lenin? Why Stalin?; and Barraclough, An Introduction to Contemporary History), comparing the authors' ideas on the forces that shaped history.

Current events orientation is not the only departure from tradition. Students help make up tests to deepen their understanding of what they are supposed to learn and why. During the course they are introduced to the idea of what a historian does and what a competency-based program is. Their skills are assessed and those who choose to enter the program. To rate their first joint course was over, in the spring of 1974, the faculty had received a grant to pursue an interinstitutional effort to establish a competency-based bachelor of arts degree in history, and the real work began. It became necessary to think about restructuring the history curriculum, or using existing courses to meet competencies; providing learning experiences outside the classroom, including independent study and field work; finding ways to assess competencies; defining “competency credits” and basing a degree on those definitions; deciding what the student's transcript would look like; and grappling with the implications of a time-variable degree which is awarded on the basis of something other than credit hours.

And to this list, some add the need to attract more students into the project. To date there have been just six. Still, the direct results of the program affect many more students than just those who have chosen a competency-based history major. Now all history faculty at Sangamon State emphasize the educational process—how the course content affects the student—rather than subject matter alone. “We care about themes, issues, learning to think rather than strict content memorization,” says Nina Adams, assistant professor of history at Sangamon State and last year's co-director of the program. “None of the history courses come on strong with, ‘Do you remember the date of such-and-so?’ but rather, ‘What is the connection between...?’ or, ‘Compare this to that and give your reasons.’ ”

According to Adams, the project was conceived to meet the specific needs of students who come to Sangamon State from the community college. “With open admissions for all community college graduates, we found more and more students who did not... know the meaning of, ‘Organize. Synthesize. Analyze.’ When students have no library experience, it's useless to say, ‘Go look up...’ We were letting them take a drib of a course here and a drab of a course there and were assuming they had the skill and background to put the whole thing together into some sort of coherent experience that would help them in some way through life. And it just wasn't happening.

“The great attraction for us now,” she is quick to point out, “is that it works for all different kinds of students. If you have some who are highly sophisticated and skilled, it gives them a layout of what they can do, what all the possibilities are, right away, and then they just take off like rockets, and that's great.”

Other factors may help explain the ethos from which the project developed. First of all, Sangamon is a new institution, begun in 1970, without the heavy hand of tradition inhibiting fresh vision and exciting ideas. Its location in Springfield, capital of Illinois...
and birthplace of Lincoln, explains both its legislative charge to be a public affairs-oriented school and its attraction to history teachers. One Sangamon faculty member has received funds from the National Endowment for the Humanities for a major program in historic site interpretation involving six Lincoln shrines. The project is intended to "provide visitors with a vivid sense of what life was like here for Lincoln and his contemporaries and to help them better understand the enduring themes of American democracy." Another project operated through Sangamon State is the Clayville Rural Life Center, 12 miles west of Springfield. Clayville is an example of living history as taught at Sangamon: a re-creation of a total environment that involves intense research into the daily life of people in another era.

Both are examples of what Breiseth means when he says, "We have a rich series of activities here. We're not theoreticians." He points to the enviable situation of Sangamon history graduates who get jobs in surrounding communities related to their major—not just as teachers but as archivists, researchers, directors of oral history projects, museum curators and directors, and restorers of historic sites. Students in the Applied Study Term are serving internships in the state legislature, in other state and federal offices, and even overseas. With such diversified activities already established, developing a competency-based program for history students seems a much more natural task than it might be elsewhere.

Larry Shiner, dean of academic programs, explains, "The real key to competency education is achieving competency in the faculty, getting them to develop the kind of skills they need to help the student achieve competency. We are working on a faculty development plan in which there are two key elements: one, concern with the faculty member as a facilitator of learning who must be able to do things like state objectives—not only for a course but for individual students; and two, [concern with his or her] ability to assess where students are and where they've got to go. Faculty aren't really trained in assessment. They've only learned to give certain kinds of tests and grade certain kinds of papers."

What Shiner singles out as special about a genuine competency project is that "heretofore what we've done is say, 'Put together enough courses in which all these things are going on and you'll get a B.A. degree, and that in itself says you're competent.' We've never said too clearly what that meant. It could just mean that you're competent at conning professors, or after X hours of courses you're sufficiently socialized to know how to operate in the system. Now if this project or any other really comes up with new ways of assessing competencies without credit collecting, and means it, then we could really have something."

Indeed, one of the knottiest aspects of the program has been setting up a fair procedure for assessment. In the latest plan, the student directs a committee consisting of the mentor, at least one other historian, another student, and additional faculty, if appropriate, to review periodically and approve the student's program and progress and to assign competency credits according to the type of experiences and projects the student wishes to undertake.

In addition, the committee later serves as an evaluator in each of the three broad areas of competency, when a student decides to demonstrate his or her grasp of, for example, "the major forces shaping the contemporary world." The important thing is that the assessment procedure is not simply a transfer of course credits into competency credits, and the degree is not automatically granted in four years (or two years at Sangamon, which is an upper-division school).

One of the original ideas of the project was that students could earn a bachelor's degree in something less than four years. In fact, a leaflet still used at ICC is titled "A B.A. Degree in Three Years?" But faculty members have since discovered what Breiseth terms "...the illegitimacy of arbitrarily shortening a student's undergraduate career without conceptual justification. We had to ask why three years? Why not five? Or 10? We decided to stop counting hours and instead to focus on what the student must learn in college, how well, and which evaluative instruments to use in measuring proficiency."

Nina Adams brings up the negative administrative response to a self-paced degree. "There's a certain amount of resistance on the part of the administration when you start to talk about a competency project that is not time-bound. Sooner or later someone will be able to come in, go through some of these assessments in three weeks, and get a B.A. People start getting nervous about tuition money and full-time equivalents. We point out that some of the students will take more time instead of less, but they don't really believe that."

Beginning in the fall of 1976, subject to university approval, a student will be able to take a full competency degree in history, receiving competency credits not only in history but for general education competencies as well. At the same time the student will be earning ordinary course credits so at any time he or she may shift back to a straight credit-hour degree. Both types of credits will be entered on the transcript, along with an explanation of the competencies.

Feipel and Breiseth have worked together since 1973 and have team taught the freshman "Roots"
course at ICC every spring. In spite of hindsight enthusiasm for their first course together, they frankly admit that in the beginning they were put off by the difficulties of team teaching when their backgrounds were from two very different institutions with diverse student bodies. "If we hadn't received a grant, we would have dropped the whole thing right then and there." Nor were they helped by what Feipel calls "the traditional snobbery of university professors toward those who labor in the trenches of community colleges...It's most important that those personal attitudes and relationships be worked out."

Feipel travels to Springfield once a week to take part in discussions over the various decisions still confronting the project. Everyone involved acknowledges the need to end debate on some issues, stop talking and make decisions, get it down in writing. "Reach closure" is the favorite phrase among the faculty. Partly because of the 180-mile round trip, but more because of the type of school he represents, Feipel feels even more strongly about the matter.

"Community colleges tend to be very structured places," he says patiently. "At ICC we've always demanded more concrete, on-paper structure than our more eclectic colleagues at Sangamon, and that's still our goal: to see the student guide and the competencies spelled out on paper. The longer it takes, the more impatient my department chairman and dean of instruction become. Until it happens, there will continue to be some eyebrows raised..."

But he smiles as if he knows it's silly to talk about.

The reasons for the slowness, the failure after so much time and energy to reach closure on so many issues (The student guide is still in preparation; the competencies are continually undergoing revision.), might serve as warnings to those who would attempt to set up similar programs. "One of the real problems of a project of this kind, so large in nature, is the management aspect," says one faculty member. "Trying to figure out how to get everything done, how to break it into small enough pieces so you can deal with it, how to manage our thinking and decision-making has been the most enigmatic and frustrating aspect of the whole thing."

Compounding the difficulties at Sangamon has been the yearly turnover in directors. Just as each one has finally understood the enormity of the undertaking and has moved from where he or she was uncomfortable—namely with intellectual problems like defining competencies—to where he or she was uncomfortable but saw the need to go—namely into areas like credentialing and assessment—the director has changed. Outside commitments also interfere. In addition to his usual heavy load of committee work, teaching, and student advising, Breiseth is this year's chairman of the Faculty Senate.

Though he acknowledges that the project makes great demands on his time and energy (much more than the one-third released time granted him), Breiseth feels that the careful, time-consuming, democratic process "is essentially a healthy thing."

A by-product of the seemingly endless discussion is the enormous quantity of written material on various aspects of the project which have been criticized not only on grounds of volume but of unintelligibility. "The project suffers from too much planning," is the candid comment of one faculty member, "and the bulk of written material is by and for academics. So much is conceptual, academic jargon that the students can't understand it."

"We tend to come out very badly on paper," Nina Adams admits. "Even though the project is very exciting, when we put things down on paper a very strange thing happens: It looks dull as hell. We all wince. People read our stuff and are totally turned off; they come here and talk to us and to our students and get very turned on." And in spite of all the paper, there is no single document that outlines the project in toto. The closest thing to one encompassing booklet is the student guide—which has been turned over to a graduate student to draft.

All difficulties aside, the project, with its focus on understanding contemporary affairs, does generate excitement and enthusiasm. Art, anthropology, economics, politics, literature, geography—all become relevant, part of the human experience that brought the world to where it is now. Every communication skill becomes a way to relate to one's own community and other cultures. Self-understanding, a novel goal in the study of history, is a stepping stone on the way to cross-cultural understanding.

The students in the project have without doubt been excited by its approach. Anne Mayberry and Scott Brooks-Miller will graduate in spring, 1976. Says Mayberry, "I think if I were in a conventional program, I'd try to just get by. But what really makes this place exciting is that you're not learning for someone else, you're learning for yourself."

"I like above all the mastery learning aspect of competency education," says Brooks-Miller. "Given enough time and proper instruction, 95 percent of all students can master the subject...I know I would have had a very difficult time making it through a college in a traditional setting. In fact, I don't think I would have made it." He now is applying for admission to graduate school.

Theresa Tomich, in her first year at Sangamon State, explains that, "Here you have to ask yourself what education is: Do you want a degree for status, or to get a job, or should it have something to do with developing your thought processes? I may be a hard-core idealist, but I can honestly say I'm here to learn."
A Nature Trail winding through a wooded area between the SSU campus and Lake Springfield was recently opened with a ribbon cutting by James Henneberry, commissioner of public property of the city of Springfield, and Robert Spencer, president of SSU. Henneberry is an alumnus of SSU.

The trail was developed on City Water, Light and Power land by SSU student, George Newman, as an applied study project.

The entrance to the trail is at the edge of the woods northeast of the university's soccer fields.

The trail is almost a half mile in length. Along the trail various trees and bushes are identified by markers. The development of the trail was an outgrowth of a study conducted by the Campus Environmental Task Force, which has made a series of recommendations regarding the campus environment including the use of non-polluting herbicides and the development of a tree and shrub nursery for the beautification of the campus.

The Alumni Association has recently contributed an initial grant of $200 to assist the university in funding the nursery.
The Nature Trail invites rambling in the woods.

The trail passes close to Lake Springfield.

GUIDE TO THE
SANGAMON STATE UNIVERSITY

Nature Trail

The Sangamon State University nature trail is a footpath, approximately three eighths of a mile long, winding through a wooded area adjacent to Lake Springfield. The forest in this watershed is relatively young, developing after the construction of Lake Springfield in the early 1930s.

The use of the area for a nature trail was proposed by Sangamon State's Environmental Task Force in cooperation with the Physical Planning and Operations subdivision of Business and Administrative Services. Developing the area into a nature trail was the project of undergraduate student George Newman, in fulfillment of his SSU Applied Studies Term requirement. Planning and designing began in January, 1976, and actual trail construction began in March. Development of the trail was completed by the end of June, 1976.

The nature trail would not have been possible
without the support and cooperation of Commissioner James Henneberry and the City Water, Light, and Power Department of Springfield.

Along the footpath are 15 numbered points, indicated on the map of the nature trail included in this brochure. As you walk along the trail, each point is marked by a green post with the site number on it. The number on each post corresponds to the numbered description in this trail guide. The posts, from 1 to 15, start at the entrance sign and continue around the loop in a clockwise direction.
AN HONORS DINNER was held by the Alumni Association on October 21, at Baur's Restaurant, to recognize persons who have become Life Members of the Alumni Association during the past 12 months and to recognize the five new Alumni Scholars chosen this year.

Those persons honored as new Life Members include DON T. ANDERSON, JR., ANN S. GILLIES, DAVID H. HATTON, BETTY KEHL RICHARDSON, JOHN ROBERT VAUGHN.

Selected as Alumni Scholars for the current year were SSU students DENISE GREEN, BARBARA HENDERSON, CASSANDRA LADD, WALLACE PENN.

A new scholarship offered for the first time this year was awarded to CAROL SCHMIDT, graduate of Lincoln Land Community College. The scholarship is based on academic achievement and will be presented annually to a graduate from an Illinois community college. The purposes of the scholarship are to recognize merit and to encourage academically able students to transfer to Sangamon State.

THE CHICAGO SYMPHONY ORCHESTRA, the third oldest in the United States, performed in a concert sponsored in part by SSU on September 23, at Springfield High School auditorium. Sangamon State was assisted in sponsoring the orchestra by a grant from the Illinois Arts Council. The performance played to a standing-room-only audience. This was the first in a series of cultural events planned for the university this year. The second in that series was a classical dance recital by Bhaskar dancers of India. The next event scheduled is a Blackearth percussion ensemble concert on February 19, at 8 p.m.

THE EYES OF THE SCIENTIFIC WORLD will be focused on Springfield, January 10 to 14, as SSU presents the intersession "Science and Human Values."

In five intensive day and evening sessions, members of the SSU faculty and visiting scholars will explore significant discoveries in several areas of basic science research and assess their impact on human values and their impact for public policy.

Each of the four days will deal specifically with one of these sciences: astronomy and cosmology, physics, ecology, and human genetics. The final day's session will integrate the preceding discussions into a look at future prospects for science and human beings.

Among those coming to SSU for the colloquium are GERARD PEIL, president and publisher of Scientific American; WILLIAM KAUFMAN, who is currently working on the Viking Mars project; and GEORGE WALD, a Nobel Prize-winner in physiology and medicine at Harvard.

This fourth public affairs colloquium intersession is open to anyone on a first come, first serve basis. Enrollment will be limited to 200 people. As in the past, day sessions will be limited to enrolled students and night sessions will be open to the general public.

Persons wishing to enroll may do so as an auditor or for credit. Two semester hours of credit will be offered. Tuition and fees for the colloquium are $45.

Others who will be speaking for the intersession will be BART BOK, an astronomer formerly with the Harvard Observatory; DAVID PARK, physicist, Williams College; GEORGE WOODWELL, ecologist, Marine Biological Laboratory, Woods Hole, Massachusetts.

Also, LAWRENCE SLOBODIKIN, ecologist, States University of New York; HAZEL HENDERSON, United State Office of Technology Assessment; BENTLEY GLASS, a biologist from SUNY-Stonybrook; and AMITAI ETZIONI, sociologist at Columbia University.

Those SSU faculty members who will take part in the colloquium include LOIS GRAFF, BILL BLOEMER, AL CASELLA, BOB HAYNES, EARL ROLLINS, MALCOLM LEVIN, MOLLIE LEWIN, WILBUR MOULTEN, BILL SELLYEY, FRANCIS PYNE, RICHARD SAMES and JOHN TONGATE. CHARLES SCHWEIGHAUSER serves as coordinator of the intersession.

Persons wishing additional information concerning the intersession should call Bruce Holroyd, 786-6568.

THIS YEAR'S OPENING FACULTY MEETING was given a bright picture of the university's future dependent on loosening of constraints on higher education in Illinois to enable the institution to return to a growth pattern.

In a speech to all faculty launching the 1976-77 academic year, John H. Keiser, vice president for academic affairs, spoke of the challenges confronting the institution as it begins its seventh year of classes. Keiser spoke of the need to complete the university, highlighting academic program development, particularly in the area of education, health and legal studies.

He spoke of a fully-funded School of Health Science Professions engaging in the education of medical technologists, nurses, nutritionists, and others; a legal studies center that is presently being considered by the Board of Higher Education that would educate professionals who need a practical
knowledge of the law, both in the public and private sectors; and expanded programs of teacher preparation and retraining. "I can list some 20 new programs or program expansions which deserve serious consideration for approval, or funding, or both," Keiser said.

"It is true that SSU has been generously funded in the past," Keiser said. "But it is also true that for all of higher education in Illinois the share of the General Revenue Fund has declined from 22.4 per cent in Fiscal Year 1968 to 15.3 per cent in Fiscal Year 1976."

He criticized what he called "new onslaughts" aimed at higher education which seek to minimize the importance of college education. "What is needed is a clear explanation of the true merits of higher education from the highest levels of the state's educational leadership to each institution — a reminder of the value of learning to the people who support and pay for it," he said.

The new university is still incomplete in its "academic program development, student-life and its building program," Keiser said. He praised the people of the Springfield area for their support of the institution adding, "They too want SSU completed. Our unfinished business is their unfinished business."

Keiser said that all members of the university should consider themselves as "builders seeking to complete an academic base; to maintain a stable enrollment of 6,000 students by 1980 and to add both a student-life and a laboratory office building to its finished physical facilities..."

RECORDS OF MONTGOMERY COUNTY for the years 1822 through 1870 have been received by the university archives as the first deposit of county records under the Illinois Regional Archival Depository System agreement between SSU and the Illinois State Archives.

Consisting of fifteen boxes and seventy-eight bound ledgers, the records include assessors' registers, county and circuit clerk records, land records, sheriff execution orders, and other county materials. These records will be available for research after inventorying, and a more complete listing of the materials will be available in the archives office.

Other new acquisitions in the archives include the records of the Democratic National Convention and platform committee, donated by BRENT DE- LAND, an SSU alumnus and a delegate to the 1976 convention, and records of the growth of the community college system in Illinois donated by Robert Birkhimer, President Emeritus of Lewis and Clark Community College.

LOST ALUMNI

The Alumni Office is responsible for communicating with all of the university's graduates.

At the present time we have more than 3400 graduates on our mailing list. We are unable to locate about 50 persons. If you know where they are or how we might obtain a correct address for them we would appreciate your help.

Mary Anneta Hilliard
Edward V. Hiskes
Kathleen H. Hoffman
Ronald Hudson
Stephen Hull
James A. Jackson
Patricia O. Jacobson
Luann Johnson
Michael L. Johnson
Van E. Johnson
Glen H. Jones
Saurood M. Jyawood
Corinne J. Kavanaugh
Norman E. Keith, Jr.
Hugh Kemp
Lynn A. Machula
John C. May
Edward McKinley

CHRIS THE DOG is missing and presumed dead. He has not been seen since Labor Day. Chris was a member of the Spencer family and a regular visitor to campus where he attended classes, concerts, lectures and was a part of the campus community from its earliest days.
JOIN YOUR FELLOW ALUMS

SSU Alumni Association officers and directors

Chairperson
Helen J. Dunn

Vice Chairperson
Walter M. Putnick

Secretary
Janet R. Moore

Treasurer
William G. Hall

Directors
Wanda Borchelt
Rose Corgan
David B. Monson
Charles B. Williams

Executive Director
Phil Bradley
Alumni Office
Sangamon State University
Springfield, Illinois 62708
(217) 786-6716

THE SANGAMON STATE UNIVERSITY ALUMNI ASSOCIATION invites you to become a member.

The association is a nonprofit organization of more than 400 SSU graduates. Since its founding two years ago, the association has raised money through fund-raising projects, such as a regular book sale at Fairhills Mall, and through the collection of membership dues.

This money has been used to fund several projects of benefit to SSU's alumni and students. The association has hosted reunions for graduates of various programs, has presented grant money to WSSR-FM, and has participated in the reception for new graduates at Commencement time.

THIS YEAR 11 STUDENTS FROM SANGAMON STATE, DESIGNATED ALUMNI SCHOLARS, ARE RECEIVING FINANCIAL ASSISTANCE THROUGH SCHOLARSHIPS PROVIDED BY THE ASSOCIATION.

Your membership dues are tax deductible. They entitle you to participate in association activities such as our trips to Cahokia Downs and Mexico.

In addition, your Alumni Association membership card enables you to borrow books, media software, periodicals, and microforms from the SSU Library.

To join, return this blank to the Alumni Office, Sangamon State University, Springfield, Ill. 62708.

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Yes, I want to join the SSU Alumni Association. My check is enclosed.

Type of Membership
☐ Annual (1976-77) . . $5 dues
☐ Five year . . $20 dues
☐ Life . . $100 dues (Payable in monthly $10 installments)

Name ____________________________________________

Address __________________________________________

City __________________________ State ____________ Zip ____________

Phone Number ________________________________
DEAL

The Alumni Association has a deal for you — playing cards with the Sangamon State logo on them. The plastic coated cards are white with the name of the university and its emblem printed in light blue. Single decks are available or the bridge set (two decks), which comes attractively packaged in a blue case with a gold logo stamped on it.

A deal you can't refuse!

Please send me ___ decks at $1.75 each. Total $ ___
Please send me ___ bridge sets (2 decks in a box) at $4.00 each. Total $ ___

Name _____________________________________________
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If you wish us to send a gift to someone else in your name, tell us so, and we will be happy to mail them for you.
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Each month, there are summaries of important actions by the General Assembly, state executive officers and the courts. Regular columns include The state of the State, Chicago and Washington.

Subscriptions to Illinois Issues magazine are available for $15 for one year (12 magazines); $27 for two years (24 magazines); and $40 for three years (36 magazines). Send your order to: Illinois Issues, 226 Capital Campus, Sangamon State University, Springfield, Illinois 62708.