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Ken Davis

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The Northeastern
PRINT

VOL. 5 NO. 2

Wednesday, October 8, 1969

PRICE: 35c PER COPY



**CHANGING
TIMES
TODAY - 3:00**

CONFERENCE VOTE PROBABLY NEXT WEEK

The promised referendum vote, or opinion survey, to sample student reaction to the All-College Conference, will probably be taken some time next week. It had been tentatively set for tomorrow, October 9, but there has been strong opposition to the date, since many felt that enough time had not been allowed for adequate deliberation.

Reprinted in this issue are two of the proposals which were created during the conference, and finalized at the curriculum meetings in the auditorium last Tuesday and Thursday. Reportedly, at least two other proposals were in the final stages of com-

pletion, but were not available for publication this morning.

The two proposals listed here make clear their dependence on the grading systems outlined therein, and it was felt late last week that, should these be the proposals listed on the ballot, there would be no necessity for simultaneously listing the grading plans.

Mechanically, the vote will probably take the form of a paper ballot, but an all-college mailing was tentatively scheduled for before the referendum, in which would be included complete information about the issues.

THE ACC IN RETRO

Senator Andy Zelasko was Director of Communication Central during the All-College Conference. PRINT called upon Andy for a copy of his memoirs, which he compiled immediately after the event. Following, then, is about as objective and general an account of the All-College conference as you will find anywhere.

During the All-College Conference I was director of communications. This gave me the unique opportunity to study the results of the conference's meetings. What I present here is an overview of the events, ideas, problems and answers explored during the ACC. Except in a few instances all the departments discovered they had the same problems and, most interestingly, developed similar answers. We are a community in at least the fact that we all have similar problems.

Curriculum was the topic of the first day and is still a hot topic. All the proposals seem to be variants of three themes. The first two coinciding with Proposals A and B of the Committee to Review the Basic Curriculum and the third the No Curriculum-Curriculum (NC-C). Those who supported the NC-C during the conference are now backing Proposal B or one of its variations. All factions agree that the core requirements should be lowered. What is debated is by how much. Those favoring an A style core argue that the B style is too loose and that the student would become lost. Those who favor a B style program state that only with maximum choice can the student grow. The great proliferation of proposals has come from those supporting the A style. (With each proposal structured so as to favor the department that composed it.) Despite the argumentations there will be a student vote within a week followed shortly thereafter by a Faculty Assembly.

Many who are wary of NC-C or Proposal B state that they would support them if there was adequate advisement for the student. The departments and majors were unanimous in their desire for more and better advisement. None, however, offered any answers to the problem and because of this I offer this suggestion. Let each department establish an advisement council composed of the faculty and senior majors. The council would be an advisor pool with each member setting aside a number of hours each week for advisement. They would, also, compile a department handbook containing graduation requirements, suggested minors and elective, graduate school and professional standards and other information related to the disciplines freshmen and students who have declared a major would receive the handbook. When enough departments have composed handbooks they can be incorporated into the catalog.

Along with advisement many expressed the need to have majors participate in departmental decisions. Many departments have established majors' councils from which they will draw students to serve or voting members on departmental committees. Student-faculty coffee hours are also being set up; most on a monthly basis.

The second day considered the prob-

lems of education. Many students and faculty felt that a student evaluation of faculty is a good idea provided such evaluation were expertly prepared. There was a mixture of opinion, though, as to who shall receive the evaluation. Some said only the teacher, others the teacher and department chairmen and still others felt students should be able to see the results.

Student evaluation (grades) was the major topic. The traditional system, pass-fail, credit - no record, and A, B, C, optional D, no record were the main systems considered. By the end of the day two general opinions prevailed. The first that the traditional system should be used in major courses and pass - fail in electives and the second that the A, B, C, optional D, no record should be used for all courses. This question will also be resolved during the Student vote and Faculty Assembly.

Calendar changes were discussed with the consensus being that the trimester be retained but lengthened from 13 to 16 weeks. Many faculty supported a semester system and some the 4 - 1 - 4 proposal (two four month terms with a one month term for concentrated studies).

An amendment of the agenda for the second and third day was made to include a discussion of Race and Ethnic Relations. The group considered problems of housing in the adjacent community, academic and financial aid to Black students and Black-White culture differences.

Problems related to governance were considered the third day. The morning orientation defined the main areas of consideration. President Sachs opened by stating that while the Board of Governors is willing to share its powers with the college community, by law it is the final authority. Steve Weiss spoke next and suggested a tricameral governmental structure: One for Students, one for Faculty and one for the entire community. The Weiss plan was favorably received. Dr. Farr spoke, and Dr. Nissim - Sabat read a statement on academic freedom and authority.

Later in the day the group discussing Academic Freedom presented three resolutions: 1) We urge that the Student Senate and Faculty Senate investigate why President Sachs can, with impunity, ignore the findings of the Lawrence Committee. 2) We urge the College Community to initiate and adopt a new Bill of Rights for all individuals in the College Community with special attention given to the protection of the rights of students, of unpopular individuals, and minority groups; 3) the Guidelines on Academic Freedom proposed by C. Nissim-Sabat should be circulated to the College Community. The group also recommended that some judicial process be established.

Facilities for a Draft Counseling office

were recommended by those attending the meeting on Use of College Facilities. Prior to the conference the Student Senate was investigating the possibility of making the Senate office available for such use.

"Project Success" was discussed at the meeting concerned with Instructional problems and it recommended that the program be greatly broadened. The various calendar changes discussed during the second day were reiterated with the added point made for the semester system that the trimester makes it difficult for students to transfer to or from Northeastern. At once or at the most twice a year Graduation was felt by the group to be more than enough.

The overwhelming opinion of all those involved with the All-College Conference is that it was a total success. Attendance

was 1200 the first day, 800 the second, and 500 the third. In all over 2000 different persons attended at least one day.

The conference had many objectives-curriculum reform, grading changes, governmental changes-but the prime hope of those planning the event was that students and faculty would begin to meaningfully communicate. After the first series of student-faculty meeting, the universal reaction was surprise. The faculty was surprised that the students agreed with them on so many issues and the students were amazed the faculty was not out to get them and could be talked to. My hope is that we use the conference for what it was intended for: a means of establishing communications, and that the momentum for improvement that was created not be allowed to deteriorate.

SHINICHI SUZUKI HERE OCT. 15



FLEDGLING FIDDLERS CIRCLE Suzuki in string concert. Young violinists will perform at NISC at 2 p.m. Oct. 15 in Suzuki Talent Education Tour.

This is the fifth, transcontinental American tour by young Suzuki students from Japan, and they have delighted their audiences everywhere with their fine musicianship, the accuracy of their playing, and the beauty of their intonation.

The remarkable success achieved by Shinichi Suzuki in teaching young children to be fine violinists, through the method he calls "Talent Education," is now known around the world. Since 1958, when word of his success first reached the United States, enthusiastic interest among American young teachers has spread throughout the country, and today thousands of American youngsters too are learning to play the violin, and to love music, through Talent Education.

You're invited to

NEW FACES A Special Party

Friday evening **OCT. 10th** 8:30 p.m. - 1:00 a.m.

in the beautiful Gold Room, Francis I Room,
Belmont Room and Plaza Room of the

PICK-CONGRESS HOTEL

corner of Michigan Avenue & Congress Expressway

About this time each year a lot of new Alumni Club-types begin appearing on the scene - graduates and professional school students arriving for the fall term, teachers arriving for the same reason, newly graduated doctors and nurses beginning employment at Chicago's multitude of hospitals, etc., etc., etc. We have developed numerous and devious means of locating these "new faces", so we usually throw a special party to which they are invited.

This serves two functions. It's a great way for them to get acquainted with Chicagoans of similar interests and backgrounds, and it results in a tremendous party for the rest of us.

The Print FORUM

THE CONTROVERSIAL DAVE GREEN

To The Editor:

Since starting at Northeastern I have fervently awaited each Wednesday so that I could read the Print's continuing satirical assault on the English language. All of your staff appears to be well versed in this art, but none is better than Dave Green.

Each week, fronting as the Sports Editor, Green enralls his reading audience with a hilarious expose of bad English. If I wasn't convinced that no college student could write this poorly, I would believe that Dave is serious. The only fault I can find with his satire is that some of it lacks subtlety.

On the whole, however, I thoroughly enjoy his style. His tactic of purposely misspelling words is my favorite. For example in last week's edition he spelled phenomenal P-H-E-N-O-M-I-N-A-L and Von Steuben S-T-U-E-B-E-N.

Also high on my list of favorites is his indiscriminate use of capitalization. Capitalizing words like golf, mini-links, and psychological in the middle of sentences really cracks me up.

I have heard several people use four-letter words to describe Dave's column, but they must surely be ignorant. For who can deny the sheer beauty of reading a sentence where the writer shifts with unabashed ease from singular to plural and from second person to first person?

The list of his purposely committed

grammatical errors is unending. Each new paragraph is more hilarious than the last. Quotes are opened but never closed, or closed but never opened; hackneyed colloquialisms (which are obviously Dave's speciality) are generously spread throughout the column; and punctuation is either used when it isn't needed or not used when it is.

The English Department should honor Dave for his continuing fight to improve the writing habits of Northeastern's students by satirically exposing their worst habits.

I must admit that I miss some of Dave's symbolism because obviously his intelligence is on a higher plane than mine. For instance: By using the sports column his front to expose poor English is he trying to tell us that Physical Education majors are stupid? And by supporting the White Sox over the Cubs is he telling us that Sox fans are ignorant hicks?

Disregarding my inability to understand some of his symbolism, I love Dave's writing and anxiously await his next column as a child awaits Christmas.

Where else can I see English grammar satirized?

Where else can I satisfy my insatiable love for misspelled words?

Where else can I read five cliches per paragraph?

Will Wednesday never come?

Tom Raleigh

ANOTHER RAP ON OUR ERRIRS

Dear PRINT:

I am tired of the typographical errors which persistantly appear in your paper. Wren are you going to bet a proof reader? Sometimen I get so tires of lying to wread

youw ripntung knat sit my wriskly o hdnth anf ghrycvdk. Yet you never spell Wiszowaty wrong!

Yours,
Ted Agresta

LIBRARY ANSWERS AGAIN!!

Dear Miss Sonnenschein:

Regarding your comments, "Another Library Question," in the October 1 PRINT, the Library feels that nothing is more valuable than person-to-person discussion in the solution of our many problems. Perhaps your complaints are legitimate. Why not come in to talk them over with the people who might be of help to you? Who is intimidating or threatening you?--certainly not the Library. Why shouldn't students as well as faculty be able to raise pertinent questions?

As for Mr. Gruntwage, he recently had a discussion on a variety of library problems with our Assistant Director, Miss Jeanne Aber. Perhaps you, too, will take advantage of such an experience. Just stop at the Library office or call extension 341 or 344.

Seymour Schneider
Director of the Library

OPEN LETTER FROM NISC SDS

It has come to our attention that some people on campus consider us responsible for the SDS action at Freshman Orientation. Therefore we wish to make it clear that that action was carried out by the weatherman faction of SDS. Their action consisted of the undisciplined takeover of the podium for a one minute rap, the distribution of political literature, and then a hasty, disorderly exit. Immediately we must note that they made no effort to politically prepare the audience for the action nor did they remain afterwards to explain it. One could have predicted the failure of the action, for any action not accompanied by political education raises emotions, not political consciousness, and is therefore meaningless. The weatherman action also allowed Pres. Sachs to reassert his phony civil libertarian image, when in reality anyone who was on campus last trimester knows that it was Sachs who attempted to fire Dr. Daniel Stern and Dr. Kenneth Lawrence for their political beliefs. Both teachers had open hearings and both hearing

committees recommended that Sachs rehire the teachers. While Dr. Stern was retained, Pres. Sachs refused to accept the conclusion of Dr. Lawrence's hearing committee and fired him. We conclude, then, that an action that presents Sachs in a role as "defender of freedom of speech" is a bad action and present a conception of Pres. Sachs which is false. Our disassociation from the orientation action is based mainly on political grounds, for the politics and tactics employed by that faction of SDS known as "Weatherman" mistakenly lead to attacking the people, while we seek to serve the people. Because our analysis is that Weatherman politics cause them to take such "anti-people" actions and that such actions are wrong, this chapter of SDS has chosen to support the politics and tactics of the Revolutionary Youth Movement II rather than Weatherman. In order that you may begin to distinguish us from Weatherman, we now will point out the differences.

(Cont'd on Page 4)

"The theory of a free press is that the truth will emerge from free reporting and free discussion, not that it will be presented perfectly and instantly in any one account." - Walter Lippman

PRINT SAYS:

CLASSES CANCELLED NEXT WEDNESDAY Maybe

Classes may not be held next Wednesday so that NISC may observe the National Moratorium on Viet Nam!

We support this action fully.

We Support Proposal #2

Printed on page 5 are three of the proposals which grew out of the auditorium sessions last week, which were a results of ACC. These proposals are realistic, comprehensive ideas, and all three stand as much chance of implementation as the two proposals submitted by the Committee to Plan the Basic Program.

There were other proposals, but they were not submitted to the PRINT before last Monday (our deadline).

Of the proposals presented, we feel that Number 2 is most deserving of your support. The idea of NO required hours in the Basic Core may at first scare you, but you need not be frightened. With no required hours a student must choose his own courses, thus putting the burden of a student's education upon himself, where it belongs.

Proposal #2 allows a student to take a basic core of his own choosing that will better reflect his personality, and thus his interests, thereby providing a better quality education for that particular student. Proposal #2 will also force departments to take a long and needed look at their offerings to the students at the basic core level. This proposal also requires a more extensive counseling system as an intricate and essential part of the curriculum.

We have two disagreements with this proposal, however. They are as follows:

1. The issue of a grading system should not be incorporated into the curriculum proposal but should be decided seperately.

2. The idea behind the Departmental Review Boards is fine but in practice can and will get out of hand. We feel these boards could too easily become hatchet blocks controlled by a few people.

The spirit in which they were presented is well taken but something more detailed and with a better checks and balance system must be worked out.

Opinions expressed in PRINT editorials are those of the signees only and do not necessarily reflect the views of anyone else. Rebuttals may be brought to E-15.

The Northeastern PRINT

Listen, gang, as this paper goes to press, it's a cold and drizzly Monday night, and Harry Volkman said it's not going to get any better. Well, nobody is more concerned about students than we are, and your health is very important to us. We didn't want you running around in the drizzle with your paint sets, so, because of the inclement weather, we've postponed the phenomenal Paint the Pole contest one more time. Keep your paint brushes ready, though, 'cause the competition will probably be held next Thursday.

The bad weather caught us by surprise, and we didn't have the time to think up a staff box contest for this week. But we have the results of last week's contest. There was only one entry in the "Who is Bernie Farber" contest, and that was scribbled on a dirty piece of paper in illegible handwriting, which was immediately disqualified. We got more response than that in the "Who is Bill Blough" contest.

We interrupt this program for a special bulletin. The NISC PRINT is published weekly at Northwestern Illinois State College, Bryn Mawr at St. Louis, Chicago. Opinions expressed herein are those of the contributors only. Address complaints, letters, and other abuse to the PRINT office, E-45. Now on with the usual drivel.

Editor..... Ken Davis
K.D.....Conservative Intellectual
Business Manager.....Larry (Scarface) Spaeth
Make-up Editor.....Marilyn Musson

Lens cap.....Roger (numbers) Bader
Bookie.....David A. Green
Real George.....Maura
Boy named Sue.....Gaspar
Da boys.....Mike Gilmore,
Madeline Poster, Barb Sielecki, Marnie Fornier,
Frank Konrad, Al Parks and other violin cases.
Candid Blackmailer..... Bill (Fingers) Spritzer
Proofreading Tom Raleigh (Hey isn't that the guy
..... who wrote the letter in the Forum?)
Commemorative stamp.....Mickey Sagrillo

DEPARTMENTS

Corey's Place.....Gene Corey
Mondo Crypto.....Prince Baron
Prince Baron.....Gary-Dale (Flash) Stockmann
Nature Corner.....Dr. M.L. Gasfrill PhD
Wireless Express.....Hal Bluethman
Satire Staff.....
David Kessler.....Dr. Sid Sisters PhD

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Hicetubique.....Dr. Les Klug PhD
PRINTce.....Ted Agresta
PRINTcess.....Susan Suchor
Resident wrestler.....Pomparo Firpo
Banality.....Fred English
Winner of the Leo Durocker look-a-like
Contest.....Rich (Cubby) Sears
Blatant Jactitation.. Torch (look that one up Bernie)
Staff Rabbi.....Bob Hill
Winner of the Colonel Klink look-a-like
Contest.....Herst Von Clement
Chief Fooser.....Don Liszewski
Sponsor (Hey! Hey! Holy Mackerel).....E.M. Liebow

FORUM CONT'D FROM PAGE 3

Weatherman holds that both the ruling and working classes oppress Third World peoples. They contend that the white working class benefits from this oppression by virtue of their "white skin privilege." This means that they believe that in exchange for better working conditions, health care facilities, and educational institutions, the white working class oppresses Third World peoples. They therefore think that they must organize a white revolutionary fighting force to lend military aid to the struggles of the Third World peoples, but not to the struggles of working people.

NISC SDS recognizes that white skin privilege is real and that Third World peoples suffer under the greatest burden of oppression. To us this means, for example, that white workers by virtue of their color, have the privilege of getting a job which pays \$1.75 an hour in a Southern textile mill which hires whites only. This is a privilege in the sense that a black is not able to get the same job. In no way, however, does this benefit the white worker, who can not sustain a family on such a meager wage. It is to the boss's benefit to encourage white supremacist attitudes in his employees for this allows him to maintain low wages and poor working conditions in the mills by separating white workers from their black counterparts. We believe that white workers must be confronted with the disadvantages of maintaining their white skin privilege and racist attitudes for they will continue to be defeated in their struggle for better working and living conditions until such time as they join the struggles of black and brown workers. Only with the unity of all workers can the revolution be attained, and only with the leadership of the workers can it be successful.

Weatherman believes that both working class and ruling class people benefit from the attempted suppression by US imperialism of wars of national liberation fought by people of the Third World countries. They correctly see the war in Vietnam as the prime example of US imperialism in action, but we can not agree that the working class is benefitting so greatly from it. True there are more jobs for them because of the war, but it is the sons of working class families that are drafted to fight and die in that war, and it is the paychecks of working class families that are so heavily taxed to support that war. We therefore conclude that it is the ruling class alone that is benefitting from the war, that they are the imperialists, and that they alone profit and benefit from US involvement in the wars of national liberation in the Third World countries. The ruling class, through the use of arbitrary measures (the draft and taxes), force the workers to fight their war, when in reality it is to the benefit of the working class to unite with the Vietnamese and other Third World peoples in the fight to attain freedom from these imperialists. For these reasons we call for solidarity with the Vietnamese and an end to US imperialism.

It would be impossible to stress too strongly the fact that we must serve the needs of the people. To accomplish this, NISC SDS has been an instrumental force in organizing the Rainbow Food Program on campus. Through the group we help to raise funds and goods which we pass on to the Black Panther Party, the Young Lords organization, and the Young Patriots organization for distribution in their communities.

It is no secret that the city of Chicago has failed to serve the needs of the people. That not only in Chicago, but throughout the country, the ruling class has failed to

satisfy the people's need for jobs, housing, decent health care, and quality education. And it is no secret that there are black, brown, and white revolutionaries who see the urgent need for a socialist revolution, who are preparing to fight for that revolution, and who are about serving the needs of the people the ruling class has repeatedly refused to serve.

Northeastern's SDS understands that "Revolutionaries serve the people." That is why we support the Black Panther Party's Breakfast for Children Program and Free Medical Clinic, the Young Lords' Day Care Center, and the Young Patriots' Pantry Program. We see these revolutionary organizations serving the needs of the people, the first of which is defense against oppression, and we recognize our responsibility to do likewise.

Northeastern's SDS has also joined with other organizations in support of the National Action called by the Black Panther Party, the Young Lords Organization, and RYM II SDS, for Oct. 8-11 in Chicago. There will be a week of demonstrations leading up to a massive march on Saturday, Oct. 11. The theme is clear - GET THE US OUT OF VIETNAM NOW - SERVE THE PEOPLE - JOIN THE STRUGGLES OF OUR PEOPLE WITH THE STRUGGLES OF THE VIETNAMESE. On Wednesday there will be small disciplined demonstrations at draft boards, tax offices and in support of welfare mothers, the Black Panther Party Breakfast for Children Program and the Young Lords Organization Day Care Center. On Thursday there will be a high school and junior college and college boycott in the morning with a march on the board of education. In the afternoon there will be a major rally around the International Harvester Plant in support of masses of black workers who are losing their jobs and in opposition to International Harvester's recent purchase of large quantities of land in South Vietnam. On Friday there will be a major hospital action focusing on the oppression of women under imperialism and on the forced sterilization of black and brown women in the city hospitals. Finally on Saturday there will be a massive march through a working class neighborhood on the near north side marching under the main slogan US GET OUT OF VIETNAM NOW.

The National Action is the beginning of a year of decisive effort to get every last trace of the US OUT OF VIETNAM NOW. Overwhelmingly the American people have begun to learn the great lesson. The oppressed people's of the world - one after the other - are fighting for national liberation and defeating the crime of US imperialism. VIETNAM WILL WIN.

The whole people of Vietnam have made every sacrifice to win their freedom. We too have paid a terrible price - the blood of the youth of this country - to learn that the key to our own freedom lies in joining WITH the Vietnamese people in their just battle.

On Oct. 11, we will serve notice on the rich white bastards who run this country and rob the people of the world and us at home of the wealth we produce, that WE WILL NEVER FORGET THE BLOODY LESSON OF VIETNAM.

US IMPERIALISM OUT OF VIETNAM
SCHOOLS MUST SERVE THE PEOPLE
ALL POWER TO THE PEOPLE
Northeastern SDS

Note: In the next issue of the PRINT the Northeastern chapter of SDS will release a statement on the incident which occurred during the Rainbow Rally Sept. 30.

STATEMENT REGARDING CLOSING OF FRESHMAN ORIENTATION GROUPS

Steve Weiss, President of Young Republicans, has released the following statement to Mrs. Zimmerman, Associate Dean of Students, regarding the closure of Freshmen Orientation groups to representatives of campus clubs. His case was considered before the Student Affairs Council Monday.

As President of the Young Republican Club at Northeastern, thereby responsible for its success or failure, and as a representative to the Student Activities Council from YR's, thereby with the best interest of co-curricular activities in mind, I issue the following statement regarding the arbitrary closure of freshmen orientation groups to established clubs at Northeastern by Berenice Zimmerman, Associate Dean of Students.

Northeastern Illinois State College has a policy of accepting non-academic associations on this campus, thus the co-curricular activities came into existence. The intent of the policy of clubs on campus with student control is demonstrated by the granting of charters by the Student Senate. Any activity after that relating to the Dean of Women is informal, as it is the Student Body that has control over Student Activities. I will show that Freshmen Orientation Groups belong in this category of clubs and activities, and should be open to all people.

A second question to be answered is that of the prior restraint censorship exercised by the Dean of Women regarding passouts and publications (clubs and activities). It is repugnant in an institution of higher learning and academic freedom that a person has to submit copies of his clubs literature and materials to a member of the administration before it can be disseminated to people old enough to vote, have children, and die in war. There's no room for censorship.

The most pressing question, however, is the closure of the freshmen groups to the established clubs and activities on campus. The major question is whether Mrs. Zimmerman is considered the teacher of the freshmen groups, thereby insuring her academic freedom by closing the groups to outside activities; if not, is the group leader considered the teacher, or, just what are their defined positions.

Can Mrs. Zimmerman be considered the teacher of over twenty classes? I don't think anyone would admit this to be cor-

rect. She therefore must be considered as a member of the administration, or as a group adviser, where in both positions she is constitutionally unable to close an activity to any student in this school. The question then must be considered--what about the group leaders? They aren't part of the administration, that is known. They aren't considered teachers, they don't have degrees or proper certification. Therefore, they must be placed in their proper perspective, as students or group leaders, and they are constitutionally unable to close meetings to students. The question then is whether it is legal to close freshmen orientation groups to other clubs and club leaders, and the answer has to be no. This is in the domain of student activities.

A third question to be considered is if a member of the administration can arbitrarily grant or refuse rooms to student groups. It is assumed that the administration and faculty have their own space, as they are granted offices. Most student groups have no such luxury, and hence, should be assigned vacant rooms by a party fully dedicated to the interest of clubs and activities. We would suggest that the matter be handled by the Student Senate now, and by the director or assistant director of the union in the future.

Steve Weiss,
Young Republicans
9-30-69

CONGRATS ON SHEARING ARTICLE

September 26, 1969

To: Marnie Fournier
The Northeastern Print

From: Elyse Mach, Music Department

Dear Marnie:

Just a short note to congratulate you on your fine article on George Shearing. It was not only informative, but enjoyable reading as well! Needless to say, the article was excellent publicity for the upcoming concert, as well.

Sincerely,
Elyse Mach

cc: Juanita Barys
EM:LWL

ORGY OF THE ARTS
NORTHWESTERN UNIVERSITY PRESENTS
HOWLIN' WOLF
PHILIP UPCHURCH - CO-OPS
IN CONCERT
FRIDAY OCTOBER 10, 8:00 P.M.
CAHN AUDITORIUM
600 EMERSON - EVANSTON
TICKETS PRE-SALE \$3.00
DOOR \$3.50
DOORS OPEN 7:30

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THE PROPOSALS

PROPOSAL # 1

A basic program of required courses is reasonable and appropriate to meet the objectives of: (1) providing the college student with certain fundamental tools which will enable him to pursue learning, both vocationally and avocationally, with the sophistication of a mature scholar; (2) providing the college student with a broad enough background in the liberal arts and sciences to enable him to meet with demands of leadership which the society will place upon him after graduation; and (3) to orient him broadly to a complex and ever changing world in which he must interact with a variety of peoples and a variety of learning even though, vocationally, he may be functionally specialized.

It is also appropriate to recognize that an important aspect of the normal growth and development of the young adult is encouragement toward independence and responsibility for his own program of development. Through the college curriculum this can be provided, in part, by keeping specific requirements minimal and by providing as many opportunities as possible for the student to make choices in the selection of his own program of college course work.

It is with this basic rationale that the following proposal for a basic college program was developed.

(1) **Communications - 2 courses**

A minimum of 2 courses selected by the student from among a total of six courses. The six courses to be recommended as follows: 2 from English (written composition), 2 from Speech (oral communication), 2 from Linguistics.

(2) **Humanities - 2 courses**

A minimum of 2 courses selected by the student from among a total of six courses. The six courses to be recommended as follows: 2 from Literature, 2 from History, and 2 from Philosophy.

(3) **The Arts - 2 courses**

A minimum of 2 courses selected by the student from among a total of six courses. The six courses to be recommended as follows: 2 from Music, 2 from Theater (Performing Arts), and 2 from Art.

(4) **Mathematics and Science - 2 courses**

A minimum of 2 courses selected by the student from among a total of six courses. The six courses to be recommended as follows: 2 from Mathematics, 2 from Biology, and 2 from Physical Science.

(5) **Behavioral Sciences - 2 courses**

A minimum of 2 courses selected by the student from among a total of six courses. The six courses to be recommended as follows: 2 from Anthropology, 2 from Psychology, and 2 from Sociology.

(6) **Social Sciences - 2 courses**

A minimum of 2 courses selected by the student from among a total of six courses. The six courses to be recommended as follows: 2 in Economics, 2 in Political Science, and 2 from Geography.

(7) **Foreign Language - 2 courses**

Two courses of 4 hours each in a Foreign Language or two courses oriented toward either the composite culture and/or the literature (in translation) of a specific people. Language requirements shall be exempted on the basis of three years of High School language.

(8) **Physical Education - three semesters required.**

Academic credit to be determined by the physical education department.

must assume a part-time status. If and whenever he goes on probation as a full time student, he again has 12 months to complete another 30 credit hours and to make up the deficiency. If, after having gone on probation, the student fails to remove himself from probation, he will be reduced to the status of a permanent part-time student, which he may retain until he graduates. There is no probation for part-time students, but there is a limit as to how many hours he may carry. That limit is 6 credit hours per trimester. The only exceptions to the above guidelines will be official leave of absence, as decided by the All-College Review Board, which shall be composed of two students and two faculty members from each department.

2. After having completed 60 credit hours, the student will come before a Departmental Review Board in his major area, at which time his progress in his major and his future directions will be reviewed, discussed, and advised upon at the discretion of the Departmental Review Board, the student may, even though not on school-wide probation, be placed on Departmental probation or even asked to change his major. If he is placed on Departmental probation, he will be up for another review before he has completed another 30 credit hours. The precise standards of progress and probation and review will be determined by each department individually.

3. The departmental Review Board shall consist of an equal number of faculty and student majors of senior standing in that area. Each member shall have the right of voice and vote. This review board in consultation with the involved student shall also determine the structure for a departmental comprehensive "examination" which each major must take prior to graduation. (The major reason for the comprehensive is to again lay emphasis upon knowledge attained and integrated, rather than upon grades, certificates, and other external standards.)

4. Although there are officially no required courses outside of the major, a student, especially when he first enters the college, may upon advice of the Academic Counseling Services, or, departmental advice, or at his own discretion choose a more structured program of study, such as any of the other proposals included in this issue. Thus, this proposal could easily co-exist with other proposals for required courses, so long as the others, regardless of their specificity, are understood to be recommended options for those students in need of a more structured program.

5. Much of the success of this proposal depends upon a strong orientation program for incoming students and an equally strong, and continuous counseling program to be provided by the general counseling services and the departments. Information concerning graduate requirements, certification requirements, job prospects, etc. must be generally available and understood by faculty and students alike. Ultimately, in this context of information and understanding, the student is responsible for his own choices.

PROPOSAL # 3

Resolution:

Be it resolved that the members of the Mathematics department have found through its caucusing with various other departments and through its study of the minutes of other meetings that there is considerable objection to a completely unstructured no-curriculum curriculum together with the ABC, no-record grading system;

Be it resolved that the chief objection seems to take the following form; that if there are no required courses outside of one's own major department, and no basis for failure (and hence no basis for dismissal from the College) it will become possible for anyone, through careful choice of his major and careful choice of his electives to graduate from this institution. As a result, a degree awarded from Northeastern Illinois State College would become worthless, and the College would probably lose its accreditation;

Be it resolved then that the members of the Mathematics Department endorse the following proposal and seek endorsement from all other departments.

1. Within the major, the department may require at least 30 hours and not more than 48 hours of course work to be taken. Specific courses may be required in the major and related fields.

2. The grading system shall take the following form:
 a) on courses taken outside of one's major, the A,B,C, no-record system is to be used.
 b) on courses taken within one's major, the current A,B,C,D,F system is to be used.

3. A student is required at the end of his first year to declare a major which may be subsequently changed. Once the major area is declared, the student is required to maintain a C+ average in his major area. If he fails to maintain this average, he will be placed on probation. If after a period of one year (30 hours of credit), the student has failed to remove himself from probation the major department may, at its discretion and in consultation with the student, no longer permit the student to major in the department. A student may be subsequently be reinstated.

4. Each department shall establish a reviewing board consisting of both faculty and students. A student with a major in this department shall, before the end of his third year, submit his program, both completed and proposed, to the departmental reviewing board for approval.

5. The College as a whole shall establish a reviewing board consisting of both faculty and students to act as a court of appeals to the individual departmental reviewing board decisions. Decisions by this reviewing board are to be final. One faculty member and one student from each department are to constitute this board.

Details remain to be worked out by the campus community.

PROPOSAL # 2

It is man's right to seek for himself, to choose, and to become his own education; and indeed, in terms of total human well-being any other educational aim is not only a denial of fundamental rights, but a perpetuation of human suppression and unhappiness. It is the task of educational institutions, therefore, to provide an environment which at once both allows for the highest attainment of these life-goals, and at the same time recognizes that there are many levels of readiness for self-direction below the ideal -- including the total absence of any readiness at all. Moreover, this environment should maximize the intrinsic rewards of the human life-process, such as meaningful learning for the sake of the wisdom it imparts, and such as the joys of making one's own choices, of creating, and of cooperative interpersonal encounter. The environment should also minimize external and extrinsic sources of inducement such as coercion by force, pain, fear, anxiety, or failure, or such as the blind call to obedience or competition -- all of which serve merely to perpetuate or expand the personal emptiness that engulfs most of our world, and which also serves to postpone or impede the process of man becoming human. Therefore, let the student in interaction with this institution of education assess his own level of readiness for self-education, and then proceed accordingly.

1. a. Outside of the chosen major, there are no required courses.
- b. A student shall declare a major at least by the time he has completed 30 credit hours. Of course, he may subsequently change his major.
- c. Within the major, the department will specify the number of required courses and the minimum number of hours to be taken in the major area, anywhere between 24-48 hrs.
- d. A department may also recommend courses in related fields, but will not require such courses.
- e. A student may place out of any course by passing a departmental proficiency test.
- f. All prerequisites shall hence be listed as **recommendations**.
2. The grading system will take the following form:
 - a. In courses taken outside of the major, the A, B, C, **no-record** system will be used with an option on the part of the student of credit, no-record.
 - b. In courses within the major, the A, B, C, D **no-credit** system will be used. That is, in the major, a record will be kept of how many times the student attempts any particular course.
 - c. There is no need therefore for a grade of Incomplete (I).
 - d. Probation shall be of two types:
 1. School-wide, a student who declares himself as full time, must complete 30 credit hours in 12 months. Otherwise, he is put on probation as a full time student or



Print ... a breath of fresh air

SHEARING MAKES PROGRESSIVE JAZZ

George Shearing made progressive jazz in the NISC auditorium Thursday night. It went from his own composition of "Rock-in' Blues" to an improvised "Bach" arranged "Happy Birthday" for President Jerome Sachs and through the strains of the Salem cigarette commercial.

Accompanying Shearing were musicians playing the base, the drums, the zylophone and the guitar. The first half of the program included "September In the Rain," "Guess I'll Hang My Tears Out To Dry," "I'll Remember April," "The Shadow of Your Smile," "A Day in the Life of a Fool" and "East of the Sun and West of the Moon."

With flashes of wit stacattoing his performance. Shearing said, "People get married because they are in love and love is blind so marriage must be an institution for the blind. People enter marriage making 'Promises, Promises'. He said arrangements for "Lullaby of Birdland" are getting more and more difficult because it is performed so often. The intention of his version was to hide the melody. Shearing then suggested substituting the work "lunch" wherever "love" appeared. He played a "Time for Lunch" just proceeding the intermission.

The second half of the program was introduced with Shearing improvising a Bach arrangement of "Happy Birthday" in

honor of President Sachs. Shearing said Bach was prolific in more ways than one. Bach had two wives and twenty children. When it came time to send the kids to school their mothers put sandwiches in Saran Wrap. That was the first appearance of the Bach's lunch.

"Put on Your High Heel Sneakers" was accompanied by an unexpected whistle. Then came "Satin Doll" with the base and "So In Love (Lunch) with You Am I" with the drums.

The high point of the evening's performance was the playing of "What Kind of Fool Am I."

Shearing then interjected the question "What is a 'country but'? It's in 'You can take Salem out of the country but...' 'Is it like a Londonderryaire?' He ended with "My Favorite Things."

Later in the evening Shearing was surrounded by a nervously giggling gang of girl autograph seekers at the reception in the cafeteria. When asked what made him incorporate rock into his repertoire. Shearing said "There is the rhythmic interest in rock that makes it an interesting progressive piece." He remarked on "What Kind of Fool Am I" as "lending its tonalities to harmonic transition."

Shearing impresses people as having a deep love of life. He is most happy in having found a vehicle for its expression through music.

YR CON-CON MEN WIN

Two Con-Con candidates, Zeamore Ader (15th Dist.) and Dr. Roger Charlier (14th) made the November 18 election run-off with Young Republican support. The Ader campaign, where the candidate placed third, was managed by Steve Weiss, Y.R. President and member of the Illinois Young Republican Board. The campaign was also

worked by JR's Bill Sinwell, Tom Schwab, Tom Lonze, Randy Baker, Lynn Lonze, Sam Gallucci and Andy Zelasko.

Dr. Charlier, who finished a close fourth, was aided by Tina Kaszyk, John Portenlanger, and Gerry Buddenbaum in a campaign co-ordinated by Bill Sinwell.

STUFF WE'VE SWIPED FROM OTHER COLLEGE RAGS

by Barb

NISC isn't alone in its concern with curriculum change. Roosevelt University and St. Xavier's College have revised their basic programs for the 1970 autumn term.

Requirements at RU now fall into three divisions: Natural and Mathematical Sciences, Social Sciences, and Fine Arts and Humanities. One basic and extended sequence complete the first two divisions while two basic sequences and one extended fulfill the Fine Arts and Humanities. Major, minor and required supporting courses will also keep students busy. The sum of required courses equals 66 hours. However, considering that courses in a student's major and minor will satisfy up to 24 hours of requirements, only 42 remain to be tackled.

St. Xav's workload dealt with 66 hours. After a student-faculty forum last April and workshop sessions, the new curriculum is in outline form. General requirements total 33 hours and students have time for electives besides department requirements. Four basic divisions will handle presentation of courses; the task of introducing material in a shorter span of time remains.

Rejoice that you won't be one of those poor college freshmen in 1971. The University of Illinois Board of Trustees has a new admission program, sort of "first come, first served". Emphasis on high school grades and entrance exams will take second place to accepting students in the order of received applications. The Board hopes to enroll more culturally disadvantaged students while lowering the expectation of freshman success. They propose that this should raise the quality of students at Circle while admitting students at Champaign-Urbana with a "B" grade status.

Illinois State University at Normal is adding parking meters. By placing two or one-hour limits on selected campus spots, they hope to solve the parking dilemma. The meters will go into effect at the end of the semester, so if you go to ISU, make sure your watch is running.

Two people from ISU have conquered and reached the impossible dream. Ellen Crawford is a member of the "Hair" chorus while Dick Hummert is a first alternate for the Chicago cast. However, he will play in the Japanese or Canadian show if not called to Chicago. "Hair", opening October 22 at the Schubert Theatre, promises to spread "peace, flowers, freedom and happiness" to "Medium Cool" Chicago.

Charleston's Eastern Illinois University reopened its "Colony". Entirely run on donations and profits from food and drinks, the organization meets at the Wesley Foundation. Spotlights focus on folk singers, poets, and anyone having "something worth presenting," said Roger Diggle, coordinator for the group. "The Colony" opens its doors at 8:30 p.m. Saturday and a Friday session is now in the wings.

One last note from Boston University: Since students complained about the prices received from bookstores for their used books, an all-university book exchange emerged. Upperclassmen dropped off books with asking prices on envelopes. Buyers deposited cash in the envelopes. So satisfaction enveloped the original owners and new buyers.

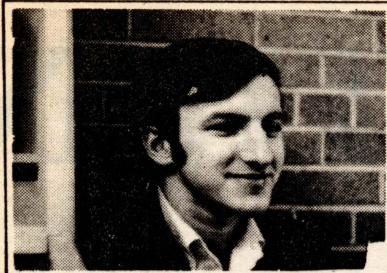


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Corey's Place

More idle thoughts, random reflections, observations, opinions, and other trivia:

Chicago extends to 138th street.

...Maybe you've wondered what the white cards with four numbers in police cars' windows are. They're the beat numbers of the cars, used for identification. The first two numbers represent the district number, of which there are 21. Northeastern is in the Albany Park district which is 17.

...The PRINT staffbox omitted its Resident Wrestler last week, which I thought was one of its finer points. They could have paid homage to such immortals as Argentina Rocca, Seaman Art Thomas, or even Art Skoaland, "The Golden Boy." Or, for you sadists, there's always "Nature Boy" Buddy Rodgers and "Killer" Kowalski. They'd usually hassle with some local loser who'd get in a few licks, until the "Figure Four Grapevine" or "The Claw," respectively, were applied. These tendon twisters were euphemistically termed "submission holds," which means they're designed to cause permanent injuries. The most colorful submission was Verne Gagne's "Frozen Arm." Verne, a good guy from way back, was always pitted against baddies. The bad guy would usually have the advantage, until Verne would latch onto his arm and temporarily paralyze it, much to the audience's delight. The best part was when he'd feign reluctance to relieve his opponent's agony, and only Verne could break the excruciating hold. But, according to good guy traditions, he always relented, in time for the car commercial.

...Thanks to your cooperation, the moratorium on fly swatting held last week was a success. Unfortunately, as a result, the fly population has increased by about ten per cent. So raise those magazines and copies of PRINT once again, and remember that the only good fly is a dead one.

Incidentally, the fly conspiracy to take over the school suffered a setback, when 300 of them were exterminated by a maintenance man in the "B" lounge while attending a lecture on "Flying Without Buzzing and Taking Off Sideways."

...New word for the day--whangdoodle--a mythical creature with undefined characteristics. (there were a few of these walking around the halls recently.)

...The longest street in Chicago is Western avenue, which runs continuously from Howard street on the north side to the city boundary at 119th street, on the south. At its farthest point (in case you wondered

... "The world is governed more by appearances than by realities, so that it is fully as necessary to seem to know something as it is to know it." --Daniel Webster

Changing Times "Get Together"

On October 8 Bugg House Square will present "Getting It Together" which will be the debut performance of The Changing Times, a new club here at NISC. It can be seen in the auditorium between 3:00 and 5:00 PM. The program will contain two solos done by Joel Hall and William Wandick. Also there will be two other group numbers which will be headed by Qwendolyn Huntington and Mary Beth Cobleigh. These will be The Woman and Lady Jane.

performance began before the end of the spring trimester, and the results have been well worth the effort. Within the next two weeks filming of the dance group will begin for WTTW TV. A representative of this station is coming to the October 8 performance here at Northeastern. Other plans being made by the group include taking a trip to New York for research in creative dance. This will be done after a permanent charter is granted.

There are twelve members now in The Changing Times, and auditions for new members will be held Saturday October 11. The club hopes to have its permanent charter by January. Work on the coming

Attending this interpretive dance presentation is well worth the time spent. There is no charge for admission and this will hopefully be a beginning for more performances in the near future.

THE WIRELESS EXPRESS

by Hal Bluethman

"You have to work your way up. Sure, I'd like to be a doctor. I'd like to be a lawyer. But you have to work for it. These people want everything at once." These were the words spoken in anger by a white construction worker. Blacks were marching, shutting down construction sites, and demanding jobs. The whites were less than happy.

The Coalition for United Community Action, consisting of 61 black organizations, has initiated this campaign against the building trades unions. This is obviously a highly representative body of the black community, and those politicians who occasionally moan that they "aren't sure who speaks for the black community" as an excuse for inaction should be fast in searching out another alibi.

The Coalition has demanded 10,000 new jobs for blacks, and control for placement and training of the new black workers. The control of training would ensure that the new black workers would not be eased out by the unions or be fired as incompetent on false charges. Perhaps the blacks should have faith in the integrity of the unions--there are 19 of them in Chicago in the building trades--but the figures do not suggest an atmosphere of trust. There are 88,325 construction workers in the 19 unions, of which 2,667 are black--3.2%; in 11 of the 19 unions less than 1% of the membership is black.

Considering the fact that blacks make up 1/3 of Chicago's population, these figures are sad, to say the least. Thus the blacks are demanding that the number of black construction workers coincide with the population ratio of the city. After such obvious systematic exclusion of blacks from these unions, control of the program seems very logical indeed.

The unions have countered the blacks' demands by saying that the government is cutting back on construction funds and that therefore they could not absorb 10,000 workers. There is no question as to where the Nixon administration stands here. It was announced in the Chicago Today, Sept. 16 issue, that 75% of federal construction projects have been cut back. The government is purposely inserting deflationary measures into the economy--which means less jobs for workers. In this way Nixon is seeking to have the workers, white and black, pay for the cost of the war. And meanwhile the corporations get richer.

So what the unions are saying is true, the federal government has severely cut funds, but this is not a good excuse for inaction. There is an answer: four days' work, five days' pay! Cut down the work-week with no cut in pay, and the new workers can be absorbed at no cost to the present work force in loss of work. The white workers, acting in their own longterm interests, should be demanding this of the companies and not be acting in resentment of the blacks. However, it is in the companies' and union leaders' interests that the level of the struggle be kept at a low level--on a racial level--for at present the workers are "day-workers", and they are not paid for any days off. This gets the maximum work from them, and keeps the work-force artificially low.

The crux of the matter is that the present conditions serve the companies' interests. The long apprenticeship programs--four to five years--result in extended low wages at the company's benefit. Further, the union leaders go along with this. The white workers are at the top of the working class in America, they consist of a Labor Aristocracy and they know it. They've worked hard for this and therefore resent the blacks who want in with special, shortened apprentice programs.

But the truth of the matter is that blacks do represent a super-exploited section of our population and their demands are just.

This does not seem to be an outright racist thing as far as the white workers are concerned, though this undoubtedly enters into it, but a concern for job security. The capitalist economy works in such a way that blacks have been a reserve labor force for the companies and whites have gotten the preferred jobs to an overwhelming extent. That these material conditions result in black demands and white resentment is only a logical conclusion.

However, there is another lesson to this matter. The unusual sight of white workers demonstrating, climbing the Picasso statue in protest, and even scuffling with police, shows that white workers are more than willing to go out in their own defense when they feel threatened. Even though misguided in this instance, it should be a warning to Nixon that even the most well-paid layers of the working class are not passive, as his administration attempts to induce a recession. And when white and black workers get together in common interest, it will be a justified time for union bosses and company presidents to shudder.

Psychology Films This Week

Oct. 10, 1969

"FROM TEN TO TWELVE"--Ten to twelve year olds are no longer boys and girls but instead young individuals who are independent, sometimes responsible, often discerning, always testing striving with deep currents of feeling often hidden from view.
"HE ACTS HIS AGE"--In a discussion of behavior patterns at certain ages, this film explains that a child's emotional development normally keeps pace with his physical growth.

8 A.M. B-110, 12 Aud., 4 p.m. A-130, 8:20 p.m. D104

Oct. 13, 1969

"FOCUS ON BEHAVIOR: THE CONSCIENCE OF A CHILD" Psychologists study the growth and development of personalities and emotional behavior in children in the laboratory of Dr. Robert Sears at Stanford University.

8 A.M. A-129; 12 A-130 & 4 p.m. A-129, 8:20 p.m. D104

Oct 14, 1969

"DEVELOPMENT OF AN INFANTILE PSYCHOSIS" Activities of a psychotic child in nursery school with scenes from his earlier childhood.
"AUTISM'S LONELY CHILD"--With a device called the "learning box", Dr. He-

wett is shown attempting to talk and to identify objects for the first time.
8 A.M. A-121 & A-130 4 p.m., 8:20 p.m. D104

Oct 8, 1969

"FOCUS ON BEHAVIOR: LEARNING ABOUT LEARNING"
Exploration of the different strategies employed in developing new theoretical concepts about man's ability to learn through the work of Drs. Howard Kendler, Kenneth Spence, Harry Harlow, and B.F. Skinner.

"TERRIBLE TWOS AND TRUSTING THREES"--The camera is trained on a nursery school play yard where terrible twos are pushing, crawling, climbing in never-ceasing activity.

8 A.M. Aud., 11-Aud., & 4 p.m. A-131, 8:20 p.m. D104

Oct 9, 1969

"FRUSTRATING FOURS AND FASCINATING FIVES"--
This film by following a small boy's cheerful, zigzag course through stages four and five, shows us a modern nursery school in operation; takes up problems of discipline and shows what may be expected in children from six to nine, this film introduces a family with three children in this age group.

8 A.M. Aud., 11 Aud., 4 p.m. A-130, 8:20 p.m. D104

REACTIONS

PRINT received last week personal accounts and reaction statements from numerous faculty members and administrators regarding the All-College Conference. Those received before last Friday are reprinted here.

RECOMMENDS OPTIONS, FLEXIBILITY



SACHS

I believe the All College Conference is already a success in several ways and gives great promise for the future when we can refine and implement many of the ideas discussed. It was successful in demonstrating concern despite the fall-off in attendance from the high of the first day. It was successful in demonstrating that students, faculty, administration and staff can plan together for the involvement of the larger community. It was successful in its flexibility, allowing for important discussions not originally scheduled. It was successful in its atmosphere of cooperation. There was a little confrontation emotion and tactics but this was lost in the obviously sincere efforts of so many to try to solve problems together. It was successful in the promotion of free avenues of communication particularly within departments and between disciplines. The committee which planned the conference should be proud of the achievements.

I have two further comments. First let us all agree that since the committee which planned the conference did so well, that committee, enlarged by invitation if that is

desirable, should handle the plans for follow-up and implementation. If this is not agreed upon we may lose the impetus of the conference in competition by many splinter groups. Second we are an experimental college; let us take advantage of this to try out many possible solutions. Why can we not have several options or many options and study the effects? In curriculum, for example, can we not build at least several paths into our basic program with evaluation expected after a year or two? Let us keep flexibility. If we can make changes which seem desirable without a complete commitment to one plan we will make future changes easier. I do not believe anyone is naive enough to think we are finding answers for all time. If we are really experimental we will be dissatisfied shortly with what looks so good to us today.

The conference showed that we have common concerns as a community and that we can work together. As a beginning, it was impressive. Let us continue to work together to bring the promise of the conference into being.

Jerome M. Sachs
President

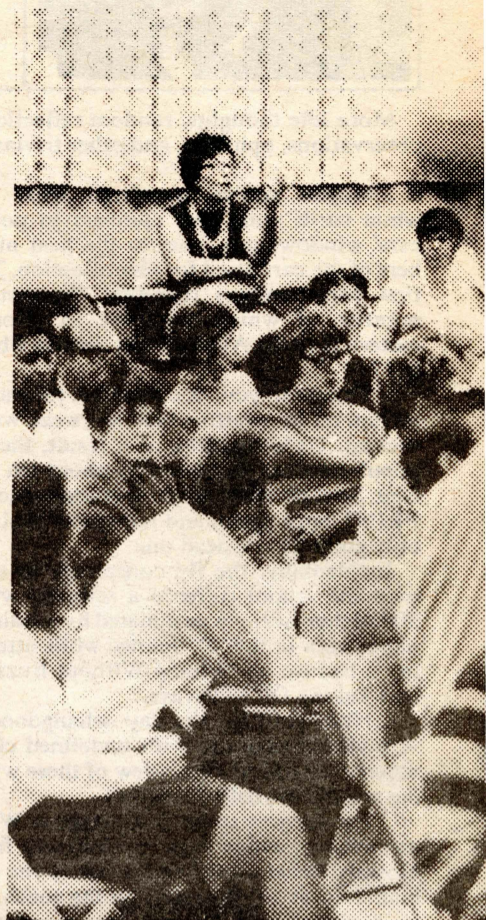
"...MOST WORTHWHILE"...

I am of the opinion that the All College Conference was a most worthwhile meeting for both the students and staff of the Geography Dept.

I was impressed by what the students had to offer. Their suggested change in curriculum, their criticism of faculty members (including myself), their suggestions for better communication between the geography students and staff and between the geography department and other departments--all of these were given in a congenial atmosphere that benefited all. We shall try to implement all these suggestions so that we are a better department as a result.

Surely such dialogue must continue in the future and should include our graduate students as well.

C.W. Diericky
Chairman, Dept. of Geography



TWO SIGNIFICANT FACTORS

To me the two most significant things about the All-College Conference are (1) the establishment of new communication lines among faculty, administration, and students and (2) the stress upon small-group communication at the department level.

It is deplored by some that the threat of action was too great, by others that insufficient action has materialized. Some regret that certain groups of the college community were in effect excluded from the conference. Others regret that certain individuals chose to exclude themselves. Some disapproved the make-up of the agenda and others disapproved proposed revisions of the agenda.

But in spite of such criticism which must necessarily follow any conference, I am thankful that the college-made this creative

attempt at new communication (and I think almost all who attended sensed the exciting dynamics of this attempt) among college groups whose inter-communication may have grown stilted and perfunctory.

Additionally, I am appreciative of the indications of renewed and more meaningful communication among students and faculty within departments. While I have many misgivings about departmentalization of colleges, the fact is that some form of decentralization within this monstrous whole is essential. Perhaps in the foreseeable future the departments will more effectively fulfill this need of providing human relationships on a human scale.

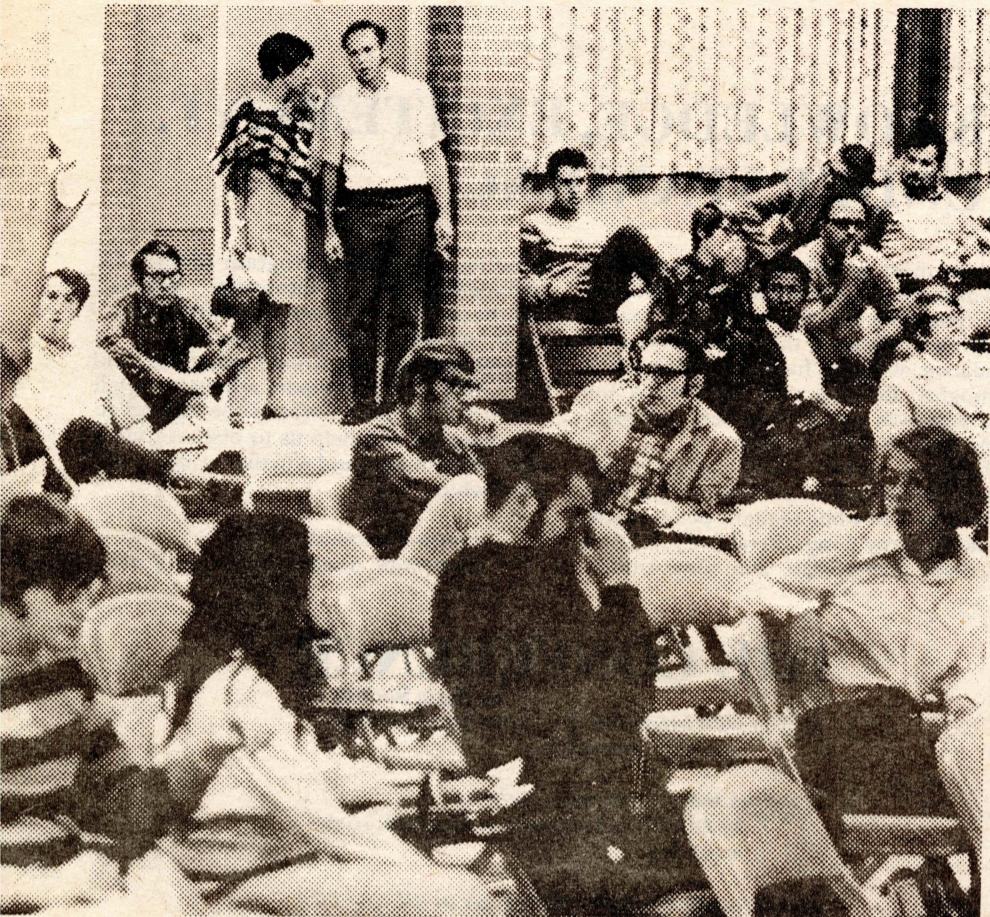
William L. Howenstine
Dean of Students



HOWENSTINE

*Changing Times
are
Getting Together
TODAY
3:00 - 5:00 AUD*

TO ACC!



THREE POINTS TO CONSIDER

I think it is much too early to assess definitively the value of the All College Conference. Although many cynics will pronounce it a failure on the grounds of poor student participation, or poor faculty attendance, or because no concrete documents emerged...others, especially those with a specific ax to grind, will herald it as a success, possibly for the very same reasons I gave above, e.g.: "It proved that the Faculty cannot be counted on to exert leadership" or "We got out of the written documents bag", etc...

There is no doubt that the Conference was of value in at least one respect: it allowed many students and faculty who had never spoken out before a forum on a multitude of subjects. Many ideas were modified in the heat of confrontation and debate and thus the Conference was a valuable educational experience for many participants. I will not list what I have learned, neither will I point out where I felt the debates were irrational or demagogic.

The conference's most glaring shortcomings were due to the unfortunate fact that it was announced to the College at large but a few days before it was due to begin. This did not allow for the prior meditation and research which are indispensable for a meaningful examination of the issues on the agenda. I suspect that some of the people responsible for the Conference wanted it that way. They wanted to take us by surprise before positions could have had a chance to harden. They should have borne in mind that gains so made often prove ephemeral.

On the other hand, better preparations would have shown that the issues should have been examined in the following order:

a) What is the function of an American College, both from the student's and Society's viewpoint? How can the College experience develop independence of mind in the student so that he may critically examine the values by which men live and, in so doing, accept those values which he deems wise and reject those which he deems unwise?

b) Where does NISC fit into that scheme? What kind of students come to Northeastern? What should the College's specific goals and objectives be?

c) What kind of governance is necessary to carry out the above objectives? How can we insure that all interests are in a position



NISSIM - SABAT

to participate in decision making?

d) What kind of decisions do we want to make now?

I believe that most NISC students come here for a specific vocational reason: they want a **diploma**, not necessarily so that they may teach, but, more broadly, so that they may get a middle class type job. We should be wary to interpret this vocational mandate much too narrowly and be content to give a student the minimum necessary for starting out on a career. In this respect our educational program might become "underdesigned": it will not give a student a solid enough basis for further individual growth so that he will be able to investigate new ideas and reformulate concepts as new circumstances evolve. The student would end up that much the poorer, and not only as far as his own career is concerned.

Furthermore, in their search for a suitable career, our students are in competition with graduates from other colleges. As things stand now, more often than not, they are at a competitive disadvantage. The fundamental question is how can we make this disadvantage disappear. This disadvantage has three separate components and usually they contribute equally:

ON A NEW CURRICULUM

Whenever a student considers registering for a particular section of a course, he usually asks his acquaintances for opinions about the instructor, just as that individual asks about the relative merits of several brands of a product before he finalizes his purchase. It seems advisable that the student employ a similar procedure in choosing a curriculum, especially if the selected curriculum is markedly different from that found at representative peer institutions, i.e., Roosevelt, DePaul, Lake Forest, etc.

When you invest four years of your life to earn a piece of paper, it is a pity to discover that the graduate school you attempt to enter or the company you thought would hire you or the school where you want to teach do not recognize the work you have done because of the curriculum. It has happened before to other students. It happened at the University of Chicago. It can happen again here.

A group of students should poll various graduate and personnel directors to determine schools/just how receptive they are to any markedly different curriculum.

There is need for change and NISC has a tradition of innovation. However, any change merely for change's sake cannot accomplish anything. Rather it could be self-defeating. Occasionally the guinea pig dies.

A curriculum modeled after those at representative peer institutions offers the stu-

dent a decided advantage: He knows that graduates from these colleges and universities are readily admitted to graduate schools and are easily employed.

R.L. Gilbert



GILBERT

the responsibility cannot be exercised always on the basis of a one man one vote formula. Still, I don't feel that any segment of the College community ought to be excluded from any decision making process.

My dear friend and colleague, Dr. Farr, recommended a structure for the College which I will call Committees of Concern: let those who are concerned about grades do something about grades. Fortunately, this was the structure adopted by the Conference. I believe that these Committees of Concern are excellent for generating new ideas. I don't believe that they can legitimately make decisions, for the reflect special interests, while a democratic structure should take into account diffuse interests as well.

I think the Conference should have addressed itself to points (a), (b), and (c) above rather than jumping into the business of making decisions right-a-way. The Black Caucus must be excepted from the above criticism. I felt that their discussions considered questions (a) and (b) and that their proposals reflect a much deeper understanding of the Social context of Education together with the specific needs of Black Students.

Finally, it must be pointed out that the mechanics of the Conference, especially Communications, were organized and executed perfectly. All those involved have my congratulations.

Charles Nissim-Sabat

NO SOLUTIONS, BUT...

The All College Conference did not find solutions to all of our problems, real or imagined. It may not have solved any, in fact, but there were some encouraging developments. There was some communication among faculty, students, and administration. Some of those communication lines are still open, especially between department majors and faculty. There was some learning also, I trust. At least, there was a rare opportunity for those with little previous experience to observe

Cont. on page 10

REACTIONS CONTINUE-

More from Stamps

cont. from page 9

that there were many diverse and sketchy ideas which could not hold up under the incessant challenge of the partisans of other ideas. In fact they should not have held up because they had not been thoughtfully developed with the predictable positive and negative implications followed through. There were some thoughtful and perhaps valid proposals which do deserve more study and development. From them, some real, positive results may ensue.

It would be unrealistic and naive to expect a three day conference, hastily planned by a very limited segment of the College Community, to result in solutions acceptable and attractive to even a simple majority of the active participants, let alone the entire College Community. There was, after all, a wide ranging set of problems an-

nounced for discussion.

To think of the conference as either an unqualified success or a dismal failure would not be moving toward constructive solutions. Rather, I hope we can accept as fact the "instant gratification" is perhaps not possible or even desirable when it comes to such vitally important areas as curriculum, governance, grading, and evaluation (of teachers and students). Let us build on what we learned from and developed in this conference to proceed toward solving some of our problems.

On a very personal level, my admiration was unbounded for the energy, enthusiasm, and interest of Ken Davis, Melodye Cobleigh, and many other students whose names I do not know, but whom I saw here, there, and everywhere during the three days of the conference.

Charles H. Stamps



STAMPS

COMPLEX EVENT

It would be very difficult to make any overall judgment about an event as complex as the Conference. One hesitates to say "success"-- or "failure." Only at some later date, when the actual results, the consequences of the meeting have unfurled, could one make that kind of relative judgment.

However, one certainly can point to this aspect or that aspect, immediately, and make pro or con observations about that particular. I will limit myself to one each.

On the favorable side, there was surely a meaningful dialogue begun among the several elements of the college community, a dialogue which no doubt was an initial opportunity for many (especially students) to so engage themselves. There was the beginning of a concerted exchange of opinion. The examination into the multifarious problems of higher education provoked closer scrutiny, more intense consideration, greater depth of understanding. Surely many a student came away with a heightened awareness of the fact that these problems are complicated, diffuse, intermeshed; and that itself is a bonus. If no easy answers were immediately forthcoming it may be that harder answers are on the horizon.

On the negative side, I would cite the poor response of the student body. Though quantity seldom, if ever, guarantees quality, in this case it seems to me that there was a definite correlation between student response and the rationale for the Conference, as well as the hoped for results. But the publicity poster proclaiming that "All"

means "Everyone" stood as an ironic symbol that, in fact, "All" meant "Some" (a relatively small percentage of the student body). The Conference planners had certainly expected a much greater turn-out hence the alarming notes about parking space and bringing one's lunch to lighten the load on the cafeteria!

The tentatively judged best possible result of the meeting? I would suggest that it could be the pattern for continuing meaningful dialogue among those several elements.

Hugh S. Moorhead



MOOREHEAD

KNOWLEDGE, EXCITEMENT, UNDERSTANDING

It was most gratifying to discover that 1500 or more persons attended the All-College Conference held last week. It was more gratifying to discover that most persons in attendance worked hard to maintain a meaningful dialogue directed toward the positive growth and development of Northeastern Illinois State College.

Obviously, there were many disagreements and some wasted hours, but that is to be expected when so many people gather to do so many things. Personally, I found excitement, knowledge, and some under-

standing in the basic program review, the campus-community minorities sessions, and the dialogue between departmental faculties and their student colleagues.

Each participant knows what he said there. Will each participant remember what others said to him? Perhaps the answer to that question will help us to discover what ACC really meant and whether or not it was worthwhile.

James Barushok,
Chairman, Speech-Performing Arts

THE CONFERENCE

by June Sochen

It was well intended, but after the first day not well attended.

Its aims were, in Greek, hubris. in Jewish, chutzpah. in English, overweening.

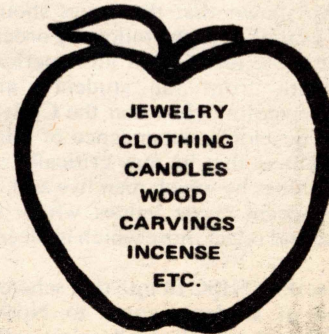
Its accomplishments mixed, as in all human enterprises.

Talking, debating, exchanging all occurred. Maybe even some listening.

In the end, a good beginning.



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THE PROGRESSIVE GENERAL STORE

Reaction of Gloom



At your invitation, I supply the following account of my personal reactions (I do not pretend to speak for my department on all matters) to the all-college conference.

My pervasive reaction was one of gloom. The original notice of the conference carried an indication that actual decisions would be reached during the conference. This raised my hopes that something might actually be done. As you know, this indication was later modified to read that students would indicate "sentiments" in the week following the conference, and final decisions would be made through the regular decision making channels, whatever these might happen to be. This depressed me, for I began to feel that we were all to be put through a meaningless charade. I am willing to be convinced that this was not the case, but I am not optimistic.

The conference affected my personal thinking in the following way. I went into the thing not caring much what curriculum change was made, so long as Fundamentals of Language (the basic linguistics course, erroneously called Structure and Function in the proposals) was restored to three hours from its present two hours. I do not see (and neither does my department) how we can get majors if the college tells all the students via the two hour requirement that linguistics is worth less than other subjects.

I came out of the conference convinced that no meaningful revision of a required course curriculum was possible short of a

complete abandonment of any core requirement. This is what I now believe. I see no valid reason to require any course of all students, nor any "selection" of courses of all students. Furthermore, the abandonment of all core requirements would I think have a very salutary effect on the thinking of students, too. Many of our courses are needless rehashes of what the student has already had in high school. Many others purport to achieve for the student what it has frequently been shown to be impossible to achieve.

On the matter of grading, I went into the conference, and came out of it, believing that a grading system roughly like the present one is beneficial to both student and teacher. I believe most students need some incentive and pressure (which marks do provide). Further, marks are a form of evaluation of achievement and worth (it is not claimed that they are infallible). All of us are subject to evaluation, and action based on that evaluation, throughout our lives. Why should college be any different? Finally, I believe that the necessity of giving marks makes the teacher prepare better and teach more effectively.

The various other matters touched upon at the conference strike me as less crucial, and I have no comments on these at this time.

Joseph C. Beaver
Chairman, Dept. of Linguistics

WOODY ALLEN DELIGHTS AT UA

The wise and wonderful world of Woody Allen is in Chicago for you to enter. Woody's new film "Take the Money and Run," is now playing at the United Artists. It is one of the freshest and funniest of the year.

Woody Allen, writer, director, and star, has combined satire with slapstick to produce the most uproarious results. The film centers around Virgil Starkwell (Woody Allen) and his experiences with love, crime,

prison and a cell. Using Virgil's life as the vehicle of satire, television, psychology, prison life, and young love are depicted in their true form. Subtle stabs are made at the sports world politics throughout.

The film has a contemporary flavor; and delightfully contains no profound message. There is for a change a film that can be guaranteed to produce an evening of entertainment.



HAPPY AND SURPRISED

The All-College Conference is not over. It has just begun. And I am happy and surprised.

I believe the Three Days were sufficiently successful to merit the words of the above paragraph. I believe concerned students and faculty will continue their search for answers to the questions that were raised. I believe we will seek answers in concert. Cooperation will take the place of coping out or passing the buck.

The friendly, informal atmosphere which prevailed will continue. We will be humble enough to learn from each other. We will be patient enough to tolerate differences. We will be tolerant enough to accept diversity and experimentation on all levels and in all colleges and departments.

But we will remain concerned until the students and faculty have a Bill of Rights, until discrimination disappears, until we lack have no basis for complaints, until I feel free to pursue truth and excellence as they understand it.

I am still convinced that this means that we will depoliticize the campus atmosphere. We will rid ourselves of organizations which do not perform the desired functions or achieve the stated purposes. We will form Councils of Students and Fac-

ulty to advise the President. We will form Committees of Students and Faculty to accomplish the cooperative tasks we set for ourselves. We will bring together the people who want to work together to do the jobs that need to be done. We will have early and thorough communication among students, faculty, and administrators in all areas of our communal life. We will try to prevent grievances from arising. We will certainly provide procedural safeguards for students and faculty who do have grievances.

Perhaps we will have no required courses in the form of a core curriculum. Perhaps we will drop the "F" from our grading system and make the "D" a matter of student option. But these specifics are not nearly as important as getting teachers, administrators, and students together to discuss amicably their common problems, hopes, dreams, and fears.

We will try to get rid of negative motivation. We may succeed. We will try to put an end to punitive actions by people in authority. We will try to return the college government to the Students and Faculty. We may not succeed.

Yes, it was one hell of a good conference. It was, if it has just begun.

Dr. Tom Farr



BEI ANNOUNCES NEW OFFICERS

Beta Epsilon Phi Fraternity, Chicago's only fraternity, (a combination sorority and fraternity), recently held elections. Along with these elections come new titles for the officers. These new titles were made possible because of the New Constitution which was accepted last April. The office titles have been changed from Chairman and Parliamentarian, to President, and Vice-President, with the titles of the other offices remaining the same.

The New officers are: President, Bob Brown; Vice-President, Chris Velissaris; Recording Secretary, Tina Alberts; Corre-

sponding Secretary, Marilyn Mink; Treasurer, Annette Guca.

The Fraternity's main objective is to help mentally retarded and handicapped children. The group plans on several social functions in the near future with the profits going to several charitable organizations.

B.E.I. will also accept pledges this semester. Pledging for B.E.I. will begin Oct. 9. All of those interested in pledging B.E.I. may pick up applications in the "A" lounge beginning Oct. 3. The Thursday Oct. 9, 1 pm. meeting in E 108 will be devoted to pledging.

NUDE NEWS OR THE NAKED CAPER

If you see a nude girl walking around the art department this week it won't be another TKE boner and it won't be another faculty protest. It will be an industrious young lady presenting herself to the art department as the first nude model in Northeastern's history. Since the beginning Northeastern has been deprived because of the absence of a nude model. Models are essential to art students but what makes it even more fundamental is when they disrobe and present themselves in living flesh. Any art student will agree when drawing a person, one wants to see

the shape, the profile, the curves, the hips, yes! even the gluteus maximus! Soon we may have to block off the art wing and seal the windows so Mitonic Aurochs and body connoisseurs do not overrun the buildings and have a be-in. We hope Conrad Pitcher doesn't think she is a Fascist just because she takes her clothes off; he'll probably think she is a 'pig' in disguise. The hours the class is scheduled are being retained for circumstantial reasons and any further information may be obtained from the Print office.

Conservative Intellectuals Disrupt History Club Meetings

At last Thursday's meeting of the History Club, Dr. Judy Smith of our Anthropology Dept. spoke on Western Man's outlook of the non-Western world. The eleven students and five faculty members present heard her mention that the attitudes of Western man are, at different times, applied to different groups, but remain basically the same. These attitudes are not basically scientific, but rather are basically ethnocentric. She stated that nothing is too horrible for Western man to believe about others, and, that people would rather believe the horrible. She then explained a few of the beliefs that our civilization tends to hold about primitive peoples (groups not highly civilized, non-literate groups, and groups with little or no contact with our civilization). The conceptions are that primitive and non-Western people are simple, have no culture, have no problems with childbirth, have small vocabularies, innocent, childlike, brutal, cannibalistic, very credulous, suspicious, follow the "law of the jungle," have no justice, are insensitive to pain, have larger genitals, etc. etc. etc. Dr. Sochen and Dr. Harris both pointed out that these and similar beliefs are not the monopoly of present day Western man, but that they have been prevalent in all past civilizations.

It was at this point that Jim Hansen, Bob Hill, Gary Klug, and Herst von Klement, all representing the Philosophy Club, walked into the meeting and proved that SDS isn't the only group on campus capable of disrupting a meeting. Jim opened by asking, "Do you unequivocally believe that all races are equal?" Dr. Smith stated that while this was not the concept being discussed at the meeting, she did believe this. Jim then countered by saying, "You do not

allow for the findings of a Physical Anthropologist." Dr. Smith mentioned that the question was not one of race. Jim answered, "You're talking about cultural relativity, which is a way around it...difference implies inferiority and superiority." Dr. Sochen then told Jim that he is a perfect example of the "Western man" being discussed who shows his "basic fears" by downgrading non-Western man. After further discussion, Jim mentioned that "...we are Romans on real issues and pay mere lip service to Christianity (one of the groups that leads in the equality struggle)". He then compared the early Christians in Asia Minor to present day hippies and said, "Hippies caused the downfall of Rome." On the beginnings of feelings of equality he said, "This egalitarian struggle began until the Bolshevik revolution, the logical inheritors of Christianity...these ideas are presented by writers who work on the idea of political expediency."

Following and during these statements, there was much argument against these ideas by other students and faculty present.

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IT'S A DOUBLE GAS

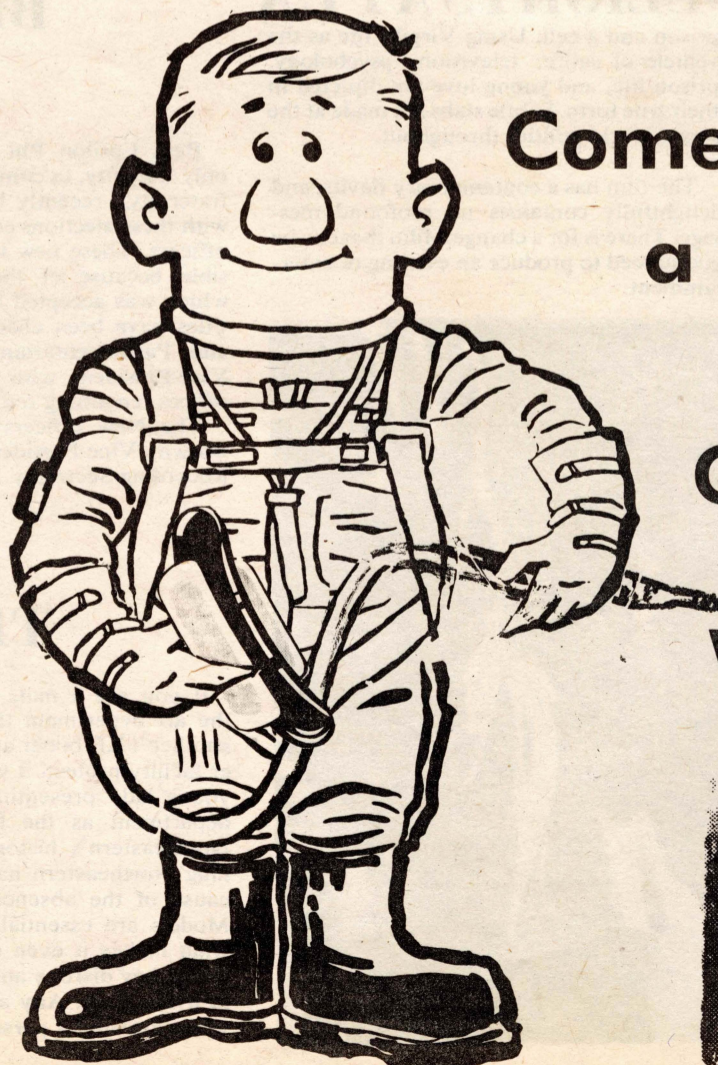
FOR YOU

FOR YOUR CAR

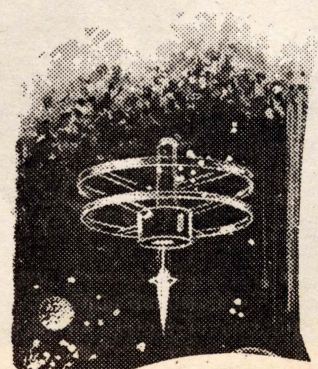


The Space Age Dog Hut
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Pulaski and Peterson

10 a.m. to 4 a.m.



Come in and try
a Hot Dog
that's
**OUT OF
THIS
WORLD**





**Maybe
No Classes
Wednesday
See Page 3**

DRAMATISTS WRITE OWN PRESS RELEASE

With understandable pride and unquestionable good taste - The Speech and Performing Arts Department at NISC announce (with all the melodrama they can muster) the opening of a script library. (Ta-Ta) Books on theater, staging, lighting, and costuming plus a various assortment of plays and scripts are available for lending.

This spectacular array of show-biz goodies can be found in room E-04 between the hours of:

- Monday 1:00-2:50 p.m.
- Tuesday 10:00-11:50 p.m.
- Wednesday 1:00-2:50 p.m.
- Thursday 12:00-4:50 p.m.
- Friday 11:00-11:50 p.m.

Not since Cleopatra has there been such an opening.

AND THEN WROTE -

Stage Players, the Old Vic of NISC, is taking the names of those who would like to prepare for greatness. Anyone interested in fame, fortune, and fun may begin their stage careers with us.

Learn about the high points of the theater, like signing autographs. Join Stageplayers now! Hit Broadway later. Room E-09 today, Hollywood tomorrow! Remember Room E-09. Come on down-it's a hee-luva place!

CONSTITUTION GROUP FORMING

Dr. Charles Nissim-Sabat of the Physics department announced last week that he and Grad student David Weiner were making plans to formula a group interested in creating a community constitution. Dr.

Nissim-Sabat may be reached at his office, 510, extension 301. His home phone is 493-1771.

Weiner may be reached at his home, at 6114 N. Damen, 764-3388.

CLASSIFIED ADS

Sorry Stan, we'll use the Big Stan Dale feature next week.

Tim, call your mother by 8:32 p.m.

Pay the \$392 Bernie.

Flowers for sale, call your Florist.

Is the Roosevelt Torch for real?

Its all happening at the zoo.

Where have you been LoopWhole?

I love you Nancy.....Don

I abhor you Don.....Nancy

Attention Conservative Intellectuals, the NISC philosophy Club provides a forum to discuss the philosophical implications of the total spectrum of today's problems.

Thursdays at 1:00 p.m. b117

ANTHROPOLOGY SPEAKER SERIES ANTHROPOLOGY: MIRROR FOR MAN

Following are 3 programs in a series of 6:

WEDNESDAY, 22 OCT.

Clyde Keeler
"Cuna Indian Art"

Medical geneticist at State of Georgia Central State Hospital, director of research, author of Cuna Indian Art

The Field Museum sponsored an exhibit on Cuna art this summer. Dr. Keeler will highlight his talk with slides and unique specimens.

WEDNESDAY, 5, NOV.

F. Clark Howell
"New Field Studies in Eastern Africa and Their Bearing on Man's Origins"

Anthropologist at University of Chicago, presenting an illustrated lecture with slides. He is required reading for CWC II-A.

WEDNESDAY, 3 DEC.

Gilbert Bartell
"American Sexual Behavior"

Anthropologist at Northern Illinois University, who has done much recent research on this topic.

AUDITORIUM

7:30 P.M.

ADMISSION FREE

DR. HUDSON BECOMES ARTS, SCIENCES DEAN

Dr. Randolph Hudson is our first Dean of the College of Arts and Sciences.

His office, in Room C309, will be open to all students every Friday from 2:30 onward.

He may become what the students have been looking for: a perennial ombudsman, who will represent their voice in administrative decisions.

Dr. Hudson feels that many students are left out in important administrative decisions, and will listen to those who wish to share their opinions.

Students who are lost in the shuffle of IBM cards, or caught in some similar bur-

eaucratic dilemma will find Dr. Hudson willing to expedite matters, rather than having the student getting lost among the normal administrative channels.

Dr. Hudson wants to help students with their problems, and hopes that he and the students who visit him reach mutual enlightenment through serious, intelligent, and rational dialogue.

Dr. Hudson's office, in Room C309, will hopefully become the students' center for intelligent discussion concerning their academic criticisms and/or problems.

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James

Occasions that deserve flowers deserve florals with flair

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PRINT BEGINS FREE CLASSIFIEDS SERVICE

PRINT, in its never-ending attempt to serve the Northeastern Community, has implemented this week a new free classified advertising policy.

Anyone wishing to place an ad in the classified section may do so by phoning or bringing it to the PRINT office no later than Friday afternoon to be included in the following Wednesday's paper.

The policy applies to all classifieds,

whether a service, help wanted, lost and found, or personal.

PRINT will include as many of the classifieds as possible each week, although PRINT does not assume the responsibility of assuring their publication the same week.

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Last week!

ATTENTION:

Candidates for Teaching Positions in Chicago Public Schools

NATIONAL TEACHER EXAMINATIONS for Elementary (K-8) and Selected High School Areas

CHICAGO N.T.E. REGISTRATION DEADLINE DATE: Thursday, October 16, 1969, 4:30 p.m.

Chicago Public Schools will use the scores as part of their 1970 certificate examinations for:

Kindergarten-Primary Grades 1-2-3 (N.T.E.—Early Childhood Education)	Homemaking Arts—Grades 7-12 (N.T.E.—Home Economics Education)
Intermediate and Upper Grades 3-8 (N.T.E.—Education in the Elementary Schools)	Industrial Arts—Grades 7-12 (N.T.E.—Industrial Arts Education)
Art Grades 7-12 (N.T.E.—Art Education)	High School Physical Education—Men (N.T.E.—Men's Physical Education)
High School English (N.T.E.—English Language and Literature)	High School Physical Education—Women (N.T.E.—Women's Physical Education)
High School Mathematics (N.T.E.—Mathematics)	

All Candidates Must Take the Common Examination and the Teaching Area Examination Relevant to the Certificate Sought

Applicants for teaching positions in the Chicago Public Schools should:

1. Register with the Educational Testing Service, Princeton, New Jersey to take the common examination and the relevant teaching area examination. **Registration for N.T.E. closes October 16, 1969.**
2. Indicate on the N.T.E. form, line 10, that scores should be submitted to the Chicago Board of Examiners, Chicago Public Schools.
3. File application for certification examination (form Ex-5) with the Board of Examiners. The following credentials should accompany the application (Ex-5), if not already on file: Official copy of birth certificate, official transcript of all college work attempted. **The application and credentials must be filed by Thursday, October 16, 1969, 4:30 p.m.**

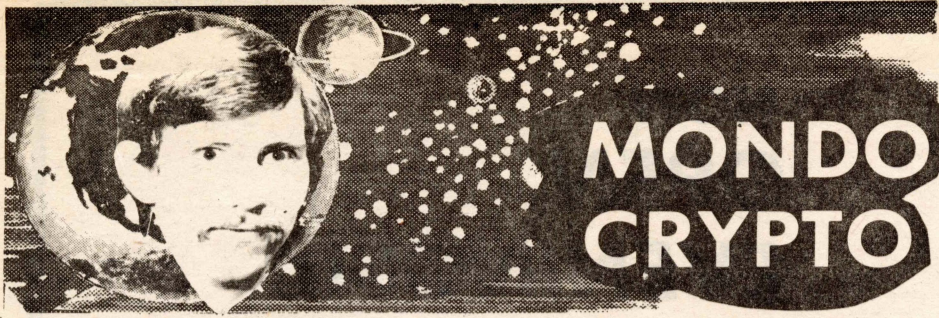
The National Teacher Examinations will be administered Nov. 8, 1969 on 400 college campuses

For additional information: Board of Examiners, Room 624
CHICAGO PUBLIC SCHOOLS
228 N. La Salle Street, Chicago, Illinois 60601
or the Office of Teacher Recruitment, Chicago Public Schools or Teacher Placement Office

Please send me information about the National Teacher Examinations for:

Kindergarten-primary grades 1-2-3
 Intermediate and upper grades 3-8
 High school _____ (subject area)

Name _____
Address _____
City _____ State _____ Zip _____
College _____



MONDO CRYPTO

Hi-ho, pals, I'm back. Had you worried, didn't I? Well, Big M.C. is back, not quite 100%, but back nonetheless. Actually Mondo is not well. Many people here came down to E-46 and said, "He must not be well." Well, he is less well than that now.

Well, I promised you a special section on Virgo two weeks ago. Here it is, more or less, more less. This is a complete roundup for Virgos for the entire rest of eternity.

Your outgoing personality will eventually lead to mites in your eyelids. If flattery is your pollen you're in lots of luck. Your Mercury is in Pisces which, I believe, is virtually impossible, and so are you. You have a vibrant personality which keeps loosening your shoelaces. All in all, you are jvery important link in the scheme of things. My only advice to you would be not to pluck chickens in the dark after eating them.

Now, on to everybody else...

ARIES: Start the week out with a bang. Don't let close friends irritate you, and as they say in the circles, do it!

TAURUS: Close your eyes and there is virtually nothing you can do, but what can you do anyway?

GEMINI: Put both of your heads together and get down to business, preferably your own.

CANCER: Many people think that Cancer is an evil sign, but it is actually the sign of the crab, so you get it one way or another.

LEO: Why is it that every place you go is infested with flies?

VIRGO: Whenever you go out with a member of the opposite sex, you always leave something to be desired. (Think about it)

LIBRAS: People's reactions to your living might seem like much to begin with, but in the long run it will seem like nothing.

SCORPIO: Don't allow strange cravings to run away with you. Run away with someone you know.

SAGITTARIUS: You've been cooped up too long. Put on your zoot suit and fly.

CAPRICORN: Latest trick for you - Have gnu will moo, how about you?

AQUARIUS: You all such wonderful, lovely, beautiful people. I just don't quite know how to break it to you. He's not on your side.

PISCES: Mouse hearts beat very fast. Pick one up and listen. It will probably piddle in your ear.

From now on M.C. will no longer publicly handle any of your sexual problems. Write Dear Sid for that. Mondo will continue to council in private, however.

All the King's horses and all the King's men had a very strange thing goin'.

Finally, remember - let your hair down, every wall should be written on at least once.

Not to be taken internally. If done, induce vomiting and call a physician.



Dear Sid:

I live in a family atmosphere that is just too much to believe. I am 18 and trying to get a college education. My mother is my greatest problem. She is always trying to get me married off to every guy I bring home. But I just want to have gobs of fun. Every guy I bring to the house never wants to see me again once MOM finishes giving him the third degree.

Last week I met a guy who really turned me on and I want her to meet him. But I am scared and don't want to lose him too soon. Besides we both have the same interest in the writings of Barry Goldwater Jr. and this type of person is hard to find. What shall I do?

Depressed and Mopping

Dear D&M:

If you found someone who likes Barry Goldwater Jr. hold on to him. He is a figure that deserves to be forgotten. But in another light (try 75 or 100 Watts) Mom has to be avoided. Have you ever tried having Dad give the Third Degree? Besides he can talk about the Chicago Bears and laugh and put the talk in a brighter light.

If this trick does not work, try the "I will never go out again in my life" trick. Mom will be petrified that her eligible girl is giving up guys. Hope this helps, if not just call me at my office.

Dear Sidney:

What can I do? Last night I had a slumber party and invited seven of my sorority sisters. About 9:00 p.m. six boys that we know and love happened to drop by. My girl friend Martha (not here real name) felt that I would get in trouble if we let them in. She was outvoted and in they came. She was right though, now I am in trouble up to my neck. My parents are very angry and will not let me go out for two months. The problem is this; I say they did not crash my party and they say yes since they were uninvited. Sid, who is right my parents or I?

Sitting in Anticipation

Dear Sitting:

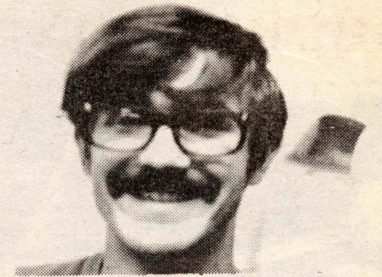
For one get up and take a jog around the block, it will occupy you for at least two weeks out of two months. Lets be honest, six guys just don't drop in when seven girls are around. Also six guys hardly get together just to drop in. As for Martha, she is right. You should not have let them in. There is a time and a place for everything. Besides, where was the seventh guy, stupid? Mom and Dad have to be placated. Give them a bottle of wine or something and promise that the next time you have a slumber party all the guests will be invited and not have to drop in only to find themselves one too few. If this does not work sneak out. Everyone else does, so why shouldn't you.

Confidentially: Your problem is very uncommon. Lions past the age of two months are very hard to cope with and soon the zoo won't buy it from you.

Aunt Alice, don't got out tonight. There's a bad moon on the right.

Just off the presses--Dear Sid's 38 page pamphlet on "How to Price Bedroom Furniture" (fully illustrated) is now available. For your copy just sent \$.74 in coin to me. Got a problem? Write to Dear Sid.

Nature Corner by Dr. M. L. Gasfrill



Nature Corner
by M. L. Gasfrill

It has come to my attention that many people are interested in re-forming the now defunct Biology Club. Several students and myself have begun the reorganization processes. We hope to hold the initial meeting soon, open to all students as well as faculty. If anyone is interested in helping iron out the red tape connected with the usual ridiculous machinery, please contact Mickey in the PRINT office.

And now, another Nature Corner first: my own personal, free classified ad section!

Wanted: daily supply of about 8 grasshoppers/day starting immediately & terminating about mid June, '70.

If no-one can answer this ad, then here's a follow-up:

For rent or lease: 1 bullfrog. Needs gd. home immediately (until mid June, '70) with plenty of grasshoppers.

Please, readers. I am desperate. Have mercy on ol' Mom Nature!

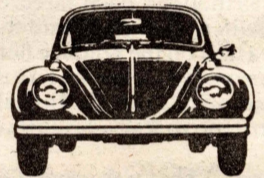
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the
Dave
Green
Report

Coach Jareczek and his Cross Country runners were put to their first test on Friday (October 26th) when they were host to the Ray Schellong Invitational. There were six other schools participating--Rockford College, Chicago State, Judson, Trinity, Aurora, and North Park. The teams placed as follows:

- Rockford - 4, 6, 9, 10, 12 - 41
- Chicago St. - 1, 5, 20, 21, 23 - 70
- Judson - 2, 25, 26, 27, 36 - 93
- Trinity - 7, 14, 18, 28, 29 - 96
- NORTHEASTERN - 11, 16, 17, 24, 31 - 99
- Aurora - 8, 22, 30, 34, 41 - 105
- North Park - 3, 19, 35, 37, 42 - 137

Chicago State had the number one individual runner with a time of 21 min. 51 sec., beating out a Judson runner by 26 sec. for the first place honors.

Larry Bernstein, with a time of 24.52 was the best runner for the Golden Eagles. He placed eleventh among the 43 runners traversing the Riverside Park course. The other NISC pacers finished thusly:

- Hans Bass - 16th - 25.33
- John Ray - 17th - 26.00
- Rich Godhin - 24th - 26.49
- Mark Kenna - 31st - 27.54
- Abraham Feldman - 38th - 30.00

The conditions at the Riverside Park course were almost ideal, the temperature was a comfortable 76 degrees and a slight wind of 16 mph breezed across the field. The course at the park is relatively flat which makes for easy running.

It seems as though Coach Jareczek has some more work to do with our runners. When I last talked with the coach he said the team is bound to improve with time, once they begin working as a unit on the practice field as well as at the meets. I also see a better future for the Cross-Country team, since we had three guys in the top twenty of the Invitational.

It is commendable that the Invitational has been renamed in memory of Ray Schelong. It is a fitting tribute to Ray who enjoyed competing for the school so much.

"I'm scared." That was coach Gulan's reaction to my question on how things look for the upcoming season. "We're small and I'm very apprehensive about the schedule." The tallest member of Northeastern's Basketball team this year is 6'3" and the schedule is the toughest the Golden Eagles have ever faced yet. "We've lost Rossi and Stubblefield, and probably Coticchio, who were all starters last season" lamented a concerned Coach.

Well, it seems that the Basketball team is really being challenged this season. They have rough road ahead if they are to continue the winning ways of past years. You know something, I think they're going to do fairly well this year. I say this because yesterday I went over to the gym and watched part of the daily workout that the team runs through. When I say run it is meant literally. Coach Gulan really has the guys hustling. He works them hard. A small team has no other choice but to out-hustle it's opponent and it seems that the coach is stressing speed, endurance and ball-handling. These are the basics of a running team. Working as hard as they are the Golden Eagles are a guaranteed exciting team. When the team starts the 69-70 season in December there shouldn't be a dull moment on the court. I, for one, am looking forward to the season if only to see if Coach Gulan has got the team moving with efficiency.

Hey, I bet you didn't know that there was a fall Baseball team here at Northeastern! I didn't. Well, there is, and from what I hear they did close to outstanding this year. Anyway, that's what Tom Shields tells me and he ought to know-he's only the Captain of the Team. Tom came down with all kinds of material (Box scores, Batting averages, and other vital stats) and it will have to be printed next week, so watch for that, horsehide fans. Actually the ball team, coached by Mr. Hale, won six games this autumn and when you consider they only played six games that figures out as one heck of an Indian Summer for the Golden Nine.

Looking to next year Tom Shields is optimistic. "The players themselves have high goals for next spring...a conference championship, a regional victory, and a bid for the N.A.I.A. championship." So when spring rolls around and the NISC knockers are out on the field catching fungoes once again why don't you stroll over and catch an eyefull of Coach Hale's team.

And speaking of baseball, baseball fans. Hey! Hey! Holy Mackerel, the Mets are going to win. Isn't that original. And to paraphrase a famous Cub we say this about the

Mets chances in the series:

*It will take seven.
to get to heaven.*

Elsewhere in sports, Northeastern has had an addition to its athletic equipment. It is a welcome addition, heralded by many to become the new mania on the campus. It is FOOSBALL. Yes, fans, that new and exciting game was just installed down in the pool hall. It is an interesting corruption of Soccer transformed into a quasi-pinball machine. It is already giving the billiard tables competition and there has been talk among the pool hall purists to sabotage the game and get it removed. One irate pool shark called the game stupid among other typically pool hall obscenities. Besides this the game is catching on and the sound of the ball foosing across the machine's table is becoming commonplace. However, the game has its dangers. Don Liszewski became the first Foosball casualty when he ventured too close to a game in progress and was struck by a moveable part of the game. When asked about the nature of his injury he refused to comment. Fred English became the second victim when he hurt his finger while Foosing. I think a set of safety regulations should be set up concerning this game. They should be worked out before someone becomes seriously injured.

Finally I would like to say something about a certain person's reaction to my column about Pool hustlers. To satisfy him I make this statement. "Jim Skonberg is not a Hustler." He insisted that he wasn't (must have a guilty conscience).

Stick with those Sox.

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