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Print- Mar. 25, 1971

Frank Konrad

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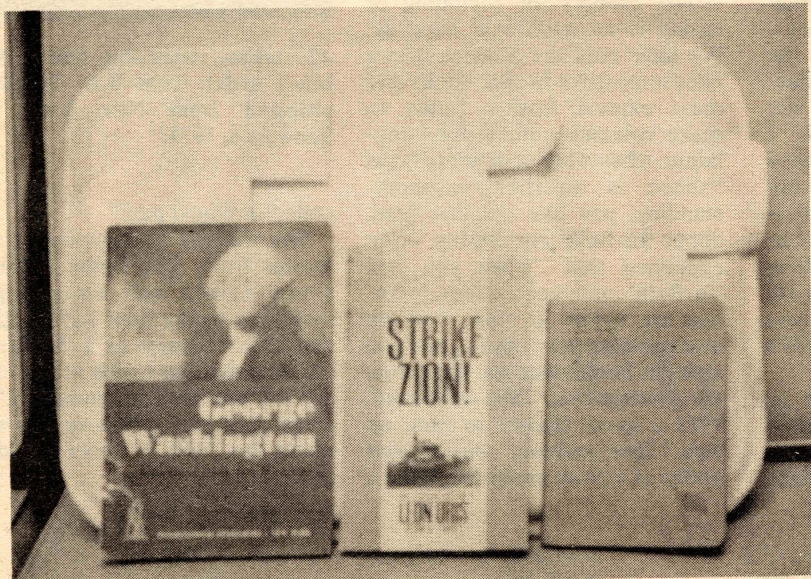
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print

Vol. 8, No. 11



Pictured are 3 examples of the Library's past purchases from Shapiro, a New York Book Dealer. All 3 of these books are paperbacks.

George Washington, a paperback printed in 1944 and purchased by NISC in October 1967, has "25c" printed on the spine of the book. According to library records, NISC has paid \$5.00 for this book.

Strike Zion, a 95c Bantam paperback published in 1967, which the library bought for \$7.00 in June 1968.

Our Army and How To Know It, is a softbound book, published in 1917. There is no price printed anywhere; the library was charged \$5.00 for this book in December 1969.

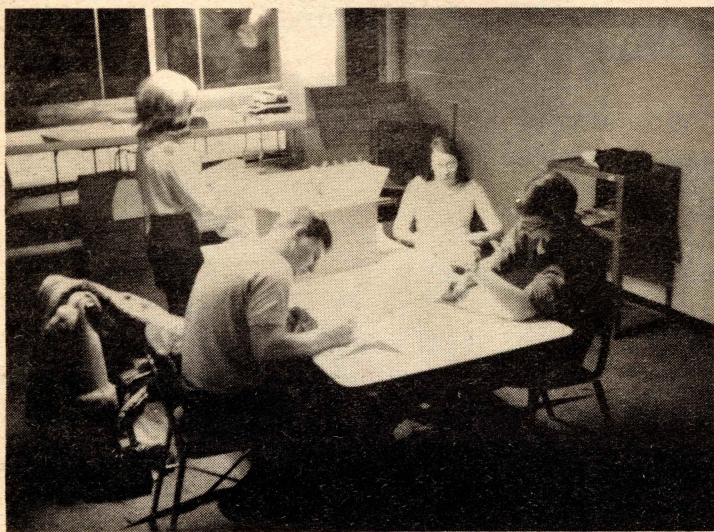
NISC may again be charged \$7.00 for 90¢ paperback

prime prices paid for useless books

story on page 2

Election Results:

List of candidates & vote count



Election Committee, working until almost midnight counting ballots for NISC's Student Senate election. The 25 newly-elected Senators will meet today at 1:00 in the Game Room to elect a Student Government President.

- | | | |
|---------------------------|------------------------------|-----------------------------|
| 1. Jules Bauck (410) | 19. Jon S. Newby (274) | 37. Linda Mickalak (170) |
| 2. Brian Kilmnick (379) | 20. Dorothy Pierpaoli (271) | 38. Gerald Daniel (158) |
| 3. George Crowley (359) | 21. Al Lamirand (259) | 39. Marsha Doonan (157) |
| 4. Kathy Moore (355) | 22. Jennefer Peodges (255) | 40. Micki Dudzik (141) |
| 5. Caryn L. Spayer (342) | 23. Steve Goldstein (244) | 41. Timothy Coogan (135) |
| 6. John Gaughan (336) | 24. Bruce J. Knudsen (242) | *42. Kathy Vick (131) |
| 7. Linda Lease (335) | *25. Allen J. Zwierzko (238) | *43. Helen Muris (131) |
| 8. Dan Creely (332) | *26. Clifford Wagner (238) | 44. Alan McDougale (125) |
| 9. James E. McGrath (310) | 27. Pat Szymczak (225) | 45. Merle Liberman (115) |
| *10. Lynn Ross (305) | 28. James H. Cunneen (216) | 46. Rich Giardina (110) |
| *11. Murry Fisher (305) | 29. Dan Chapman (215) | 47. John Forde (97) |
| 12. Gregory Kmiec (299) | *30. Paul P. Szipiera (205) | 48. Laurence Neff (96) |
| 13. John Prezekota (296) | *31. Jane McGann (205) | 49. Thomas V. Yagnisis (86) |
| 14. Carol Russell (295) | 32. Mark Fajteck (190) | 50. Roger Friz (80) |
| 15. Arnie Sandler (291) | 33. Annebel McFall (189) | 51. Marshall W. Richey (49) |
| 16. Phil Raffaelli (280) | 34. Dave Austern (181) | Write-ins: Bill Bartnick |
| 17. Mike J. Hionis (278) | 35. Bert Loebmann (180) | Andy Hill |
| 18. Chris Eirich (275) | 36. William Placzek (175) | |

*indicates recount/ number () indicates amount of votes
Top 25 are winners Tie for 25th place will be voted on by senators at meeting Thursday, 1:00 P.M. Game Room, E-205

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New Shapiro collections

By Ed Czadowski

Located at the far end of the New Stack area are several isles of shelves that are roped-off. They contain approximately 10,000 volumes that cost on the average of \$5.00 each. These books were largely purchased over a three-year period, 1967 through 1969, with the S.R. Shapiro and Bea Colbe book concerns. Many of the books that came in shipments from these dealers are decaying. Covers are

missing, pages are tattered and in at least one instance, all the pages were missing from a volume. Orders to Shapiro and Colbe were halted for nearly a year, but it is now apparent that purchases with the Shapiro firm have resumed.

As a tuition-paying student of Northeastern and a taxpayer of Illinois, I demand an explanation of certain conditions this reporter found while examining the situation in the Library.

What has been done and what will be done to return inferior books to the S.R. Shapiro Firm?

When President Sachs was informed of the present situation, he was under the impression that when we buy 'In-Bulk' purchases, we have the option to return the material that is less than satisfactory. I asked Miss Aber if we buy on consignment, and she said, "I would say so, yes." Then I asked if anything was returned for full cash refund, and she said "Perhaps." Without further elaborating, she said, "What you've done is to pull out 2, 3, 6, or maybe 10, books of poorer quality and you have forgotten about the 100's that are of good quality."

Since we were talking about the quality of the books, I asked her if we dispose of the books in extremely poor condition. She said,

"We don't throw anything out." I asked if we have to send books out for rebinding and what is done with volumes that can not be rebound. She said that books were sent out for rebinding and were cased (in a protective cover) in the event that rebinding was not possible.

The charges for rebinding or casing is an additional expense. We have paid the Shapiro firm a handsome price for the books and must expend further funds to make volumes suitable for circulation. Miss Aber commented that "there is another misunderstanding, just like the last time, about 'In-Bulk' purchasing." She explained that "when you buy 'In-Bulk' you get certain books that are worth far more than the average cost per volume, but you also get books that are far below the average cost." She continued, "It's a good chance to pick up rare, first edition, out-of-print books at a price under the value a



42 cartons containing one of the latest order from S.R. Shapiro, shipped from New York on January 8, 1971.

Why does the Library continue to Transact business with the S.R. Shapiro Firm?

Several years ago, the Faculty Library Committee reviewed the Library purchases with the Shapiro and Colbe dealers. The Committee agreed that the material that was being sent from these firms was of inferior quality for the price we were paying and recommended that we discontinue to buy books from these firms. President Sachs brought their findings to the attention of the Library and they agreed to make no further In-Bulk purchases, or purchases of collections. In my first meeting with Miss Jeanne Aber, Assistant Director of the Library, she told me she was aware of the agreement, and that "the Library has not made any 'In-Bulk' purchases since 1967-68." When I called her attention to a 42 carton shipment of books labeled German Collection with a shipping date of January 8, 1971, she said "the agreement did not mean that the Library could not order from Shapiro."

I went back to Sachs to get a clarification on the agreement, and he said "the Library was specifically told to make no more 'In-Bulk' purchases or purchases of collections." When I next met with Miss Aber, she said "they're not collections. That's what Sha-

piro calls them. They're really a group of books on a related field."

I became more concerned and asked Miss Aber if I could look at the ledger of Library purchases. She told me I was welcomed to look at it any time and directed me to go to Mrs. Swanson, Chief clerk of the Library, when I wished to see it. When I went to Mrs. Swanson a week later, she cleared an area on a desk and opened the ledger and explained how to read the entries. Then, after I sat down to begin my search for purchases with Shapiro, she closed the book by saying, "I better check with Miss Aber to see if it's all right with her." I came back an hour later and the Director of the Library, Mr. Seymour Schneider was in Aber's office. He informed me that the ledger "was not public information since it is a working document." He suggested that I write a letter explaining what I exactly wanted to see, and why I wanted to see it. He said that he "had to answer to his 'higher-ups,'" and that Dr. Lienemann suggested that the letter be written.

After following Schneider's request, I was permitted to see the ledger and found these entries in the 1970-71 general budget:

July 21, 1969	Bea Colbe	\$ 25.00
July 21, 1969	Bea Colbe	5.85
July 21, 1969	Bea Colbe	2853.81
July 21, 1969	Bea Colbe	617.10
July 21, 1969	Bea Colbe	1306.80
July 21, 1969	Bea Colbe	2225.83
July 10, 1970	Shapiro	\$ 592.10

Is there an existing Faculty Library Committee and what have they done to review Library Purchases?

In the course of my investigation, I asked several individuals if a Faculty Library Committee was in existence. No one knew for sure, but at a meeting with Sachs and Goldberg on March 23, the President offered to find out. As far as he can determine, Mr. Edward C. Uliassi, is the Chairman of the Faculty Li-

brary Committee. From a list he was given in September 1970, Uliassi, Dr. R. Bruce Kirk, Mr. Ely M. Liebow, and Dr. Harold Mohamed are some of the members. He also said that he does not know how accurate this listing is, since he was received no correspondence from the Committee since September 1970. Changes may have occurred in the listing of

committee members, but he doesn't know.

Other measures have been taken. On March 19, 1971, President Sachs contacted the Chairmen of the Departments of English and History. He requested that they appoint three members from each of their faculties to review the Shapiro and Colbe purchases that are in the closet area.

Will they also look at the 78 sealed cartons, the latest Shapiro Purchases?

Oct. 30, 1970	Shapiro	\$3050.82	300 Vols.
Nov. 6, 1970	Shapiro	2176.79	425 Vols.
Mar. 11, 1971	Shapiro	1466.50	77 Vols.
Mar. 17, 1971	Shapiro	294.25	32 Vols.

Who is responsible for the orders made to the S.R. Shapiro Firm?

Until recently, the Library had a full-time Order Librarian on its staff. Mr. Kamil Avdich served in that capacity for 2 years, but has since left. No one has been hired to take his place. Yet purchases of new and used books continues. It is obvious that someone on the present staff is placing the orders.

In addition to the German Collection, there are several other shipments that are located outside the rear door of the Library Processing Room. There is a total of 78 cartons, all from Shapiro, and the shipping labels offer the following information:

Date Shipped	No. of Cartons	Dec. Value	Description
7/9/70	24	\$2000.00	Science Collection
1/8/71	42	8000.00	German Collection
1/11/71	11	3000.00	Africa (2) Gt. Britain (3) Spanish (2) German (4)

The labels call each shipment to the attention of Miss Aber.

I asked Miss Aber about the shipments and she said that she had consulted faculty members and, for instance, said that Dr. Lorenzo Harrison approved the Spanish Collection. Dr. Harrison

told this reporter that upon viewing a list of titles, he recommended that only certain works be purchased. Another faculty member who was consulted recommended that certain Collections not be purchased. As far as I could determine, these Collections were not purchased.

One of three shipping labels from the recent orders from the S.R. Shapiro Company. The two other labels have declared values totalling \$5,000.

THE DRAFT: A STUDY IN THE POLITICS OF POWER

By Nick Stojanovic

For all of us young people the existence of a peacetime draft has been a fact of life, something we've all grown up with. The existence of the Pentagon and the Cold War, the arms race and nuclear weapons have become an integral part of our lives, past, present, and future.

What we fail to realize is that this draft and this high degree of militarism in this country is all relatively new to the American scene. Just before World War II we had an Army and Air Force composed of just over 139,000 men. Later in 1944-45, at the height of World War II, we had over 8 million men in uniform. Then after the war, around 1950, at the time of the Truman Doctrine and the beginning of the cold war, our forces numbered 600,000 (the most men we had stationed in Vietnam). Now there are over 3.5 million men under arms, and they can be found anywhere in the "Free World".

BRIEF HISTORY

We have in fact had a draft twice before, once during the Civil War and then again during World War I. But unlike the one established in 1940 the first two times that we've had a draft their enactment came **after** the hostilities began rather than before. The third time it proved to be different. The fact of the matter was that well before the first bombs fell on Pearl Harbor the U.S. had already begun conscripting men into its army.

The fight that took place on Capitol Hill showed the deep rift between the advocates (those who were influenced by the emergence of the New Civilian Militarists) and the opponents of establishing a policy of peacetime military conscription.

CONGRESSIONAL BATTLE

At the time when Congress first debated the issue of establishing a draft back in 1940, Senators such as Michigan's Aurther Vandenburg stated, "Peacetime conscription is repugnant to the spirit of democracy and the soul of republican institutions."

Other Senators really saw what the proponents of conscription really were after, such as Congressman Frank Keefe of Wisconsin, he stated, "This vast power thus granted to the military permits control over the lives and destiny of the entire registry. This control may be exercised through the allocation of men to particular industries as a condition of continued deferment and compels millions of others, regardless of will, to be subjected to the threat of conscription at any time during the entire period the law is in force. Thus it is apparent that the military forces of the Nation assume complete control over the lives and destiny, not only of those selected in the draft, but through the power to cancel or change deferment, over the lives of the entire registry. Does this great grant of power smack of dictatorship?"

The issue of military conscription became the greatest single threat as seen then by the academic community, to both political and personal freedom. Felix Morley, then President of Haverford College, wrote, "The adoption of peacetime military conscription would be a turning point,....a most destructive turn in the history of the Republic."

But despite all those warnings, the battle was won by the advocates, but only by a small margin in 1940 and it was enacted for only one year. In 1941 when the act came up for renewal, it passed in the House by only a 1 vote margin, 203-202.

The draft ended temporarily in 1947 but it was

re-established in 1948 and has been with us ever since.

EFFECTS OF A PEACETIME DRAFT

Not only does the draft effect the future and lives of the young men it holds under its authority, it also effects every other section of society as well.

For young men the draft not only serves to channel them into jobs of "national importance" it also serves to indoctrinate them into military attitudes and conditions them to accept the idea of militaristic supervision of their whole lives. The draft aggravates feelings of personal helplessness and undermines a young man's sense of responsibility and individuality.

The draft prostitutes all of the higher traits of man—duty, loyalty, and patriotism—and places them all in the unworthy service of aggression towards his fellow man. The draft accepts, perpetuates, and teaches violence. Violence perpetuates and aggravates social evils; violence divides men and delays any cooperative search for world peace. The conscripting society limits men in their rights, it interferes in their free personal decisions, thwarting morality and personal growth.

The draft damages the structures of the family, it distorts religious beliefs, and most importantly it destroys man's faith in his own ability to peaceably reason out his differences. The draft teaches men to lie, it even makes them maim their own bodies so that they may evade it. The draft teaches men that obedience to the state is more important than anything else, including life itself.

VIETNAM

It has been said that the draft has been to Vietnam what the heart is to the human body. Upon close scrutiny one can find that this is certainly true, over 90% of those fighting in Vietnam have been draftees. What's even more disturbing is the fact that in Vietnam men of color have been fighting, and dying, in numbers considerably higher than their percentage in our population, clearly showing that the draft and the Army has racist tendencies, whether intended or not.

The Draft is probably necessary if the President is to acquire the power, without constitutional amendment, **to carry the country into war without a formal declaration of war.** (this in part will bring you more wars similar to the war in Vietnam)

CONSCIENCIOUS OBJECTION

The war in Vietnam has brought up the serious question of Selective Conscientious Objection—should a man be forced to fight in a war that he feels is illegal and immoral? Today there are well over 100 young men who are in federal prisons because they feel that this is indeed an immoral war. Tens of thousands have fled to other countries in order to avoid the draft, thousands of others desert the army each year in increasing numbers because of the horrors they **must** inflict on Asian men, women and children.

The government has, thoughtfully, left an "out" for those who out of conscience and religious training and belief feel themselves unable to kill. The government sits in judgement over those who must prove that they sincerely believe that it is wrong to kill. It is ironic that the government would feel that it is qualified to judge the morality of its youth precisely at a time when the chief use of its young men is to burn villages and to slaughter, wound and make homeless the peoples of Southeast Asia.

Nun suspended in Berrigan case

(ACP)

A Roman Catholic nun has been suspended with pay from her position as art history instructor at Marymount College in New York following her indictment on a charge of participating with the Rev. Philip Berrigan and four others in a bomb-kidnapping plot to force an end to the Vietnam war. The suspension, which college officials describe as "not punitive", will remain in effect until the charges against the teacher Sister Elizabeth McAlister, are adjudicated.

REFORM

There is a pressing need in this country for many social problems that must somehow be solved. We must soon come to realize that even if it is possible, which I sincerely doubt, to wage war on distant peasants and alleviate hunger and despair here at home that the mood created by the war blocks the climate here at home which will make the alleviation of social ills a reality. Indeed we live in a time when bombs are more important than bread, when military expansion overrides the paramount importance of basic necessities of millions of poor people, mainly black and brown people here at home. It is the poor man who also gets drafted first. It is the son of a poor man who cannot afford to study full time who gets his 1-A and then his induction notice. It has long been a cherished part of our American tradition that anyone who is willing to apply themselves can move upward on the ladder of success. The draft has effectively cut the rungs off that ladder.

In the past the government has tried to make the draft 'more equitable', or 'more just', yet the fact of the matter is that involuntary servitude is slavery, no matter how you change its appearance. It is absurd logic that extends injustice in order to remove it. It is the kind of logic that claims that justice had been reached because all are treated with equal unfairness. It is the same kind of official logic which General Westmoreland used when he stated to newsmen in Vietnam that "We had to destroy the village in order to save it!" It also comes from a man who would have you believe that in order to have peace, wars must be expanded first. It is the same man who in his successful 1968 Presidential bid promised to end the draft and now promises us at least one more year of it.

THE POLITICS OF SUPREMACY

If you wonder why the draft has been kept since 1948, you must take into account a problem much larger and much more significant than the draft itself.

The problem arises from the fact that there are men among us, especially in the military, who still cling to the amazing idea that this country can act as a police force of the world. (almost understandable in the light of the immense success of the Marshall Plan and the Manhattan Project of the post WWII era)

Suddenly our military machine could provide to this nations leaders the power of unbelievable dimensions and scope thanks to a rapid increase in scientific technology. This vast new nuclear power became coupled to a system where large numbers of men could be summoned and quickly deployed, promised to give America power such as the world had never seen since the fall of ancient Rome.

THE POLITICS OF DEATH

The only point of government should be to safeguard life and it should be occupied with the task of expanding man's limitless horizons and potentials. But today our government has become preoccupied with the business of killing. Our Defense budget absorbs over 60% of the national budget, and is buying up everything in sight—banks, whole industries, and even universities. We've built the biggest government building in history for the military and to top it off we've somehow institutionalized it.

We are told that the U.S. now has the equivalent of 10,000 tons of TNT for every man, woman, and child on earth, and that our nuclear stockpile is still growing thanks to ABM. Just around the corner the promised deployment of MIRV (Multiple Independent Reentry Vehicle) will herald an unprecedented chance, more than 50-50, that thermonuclear depopulation will occur **before 1999.****

EPILOUGE

Nobel Prize winning biologist George Wald tells us that 'there is a whole semantics' involved around the existence of a draft and even the possibility of a nuclear holocaust. He says that it involves such phrases as 'those are the facts of life.' Dr. Wald says, "No—they are the facts of death, I don't accept them and I advise you not to accept them."

Footnote....

**MIRV enables any Intercontinental Ballistic Missile to carry from 1-3 nuclear payloads, and enables any Polaris Missile to carry from 1-10 nuclear payloads, each separate payload can strike a different target. This makes any future Strategic Arms Limitation Talks (S.A.L.T.) useless because there will be no way of determining exactly how many deliverable nuclear payloads the other side may have.

Source—1. THE DRAFT? Copyright 1968, Hill and Wang, Inc.
2. George Wald at M.I.T., Copyright 1969 Thirteenth Congressional District Politics for Peace. Evanston, Ill.

The Commuter Center Board of Managers solicits the names of graduate students interested in serving as members of the Board. Two members are required. If more than two persons apply, two will be selected by lottery.

Please give your name to:

Mrs. Shirley Rovner
Student Services Area
Second floor above the South Dining Hall
before 5:00 P.M. Monday, March 29, 1971

Looking Into Freshman Orientation

By Rosie Rees

Beneath the loud clamor of voices in the halls of NISC, a growing grumbling about Freshman Orientation can be discerned. A program that has been run almost single-handedly by Mrs. Zimmerman since the early 1960's, Freshman Orientation is obviously in need of renovation. Talking to freshmen, orientation leaders, and Dean Howenstein, it is clear that people are aware of the problem, and actively suggesting changes.

Freshman Orientation is a two-fold program. It begins the trimester previous to orientation, in a special, non-departmental Group Dynamics course. Certain upperclassmen are invited to train for orientation leadership after their scholastic records have proved satisfactory. Once they have stated their intentions to take the course, they cannot drop, primarily because a certain amount of leaders must be assured for the following trimester.

Attitudes toward this 3-credit course itself seem mixed. Some leaders feel that the list of readings in the study of groups, and the outlines required are worthwhile. Others feel that the readings are simply constant repetitions, and unhelpful. The group leaders themselves sometimes lacked the cohesiveness and ability to work together as a group during class sessions.

The second phase is the orientation sessions conducted once a week throughout the following trimester. Each group includes approximately 25 freshmen, and the leader. The program for each section is almost entirely at the discretion of the individual leader.

This Fall, leaders varied greatly in their programs. Some invited speakers on drugs, commuter center, sensitivity groups, movies were scheduled, skits performed. Others had these only at the groups' request, and acted mainly as advisor, able to answer questions, or refer people to those who could answer these questions.

Attendance, the freshmen were informed, was mandatory. All freshmen must pass orientation for graduation. However, this requirement was not made known to the leaders at the beginning, but was later handed down by word of mouth from Mrs. Zimmerman. Yet, when questioned about this last week, Dean Howenstein, (in place of Mrs. Zimmerman, who is taking her sabbatical) stated that he was not aware that mandatory attendance existed for orientation classes, and that certainly he had never known of anyone who had failed to graduate for not passing orientation.

Objection is very strong to required attendance, especially since no credit is given. Leaders have handled this question in different manners. Some stated from the beginning that his group need come only when they wished. Others discontinued mandatory attendance sometime during the trimester. Still others kept regular attendance sheets, and a few plagued students who didn't appear regularly, with notes and threats.

Different groups had different needs. Under the voluntary attendance, some leaders found that only 5-7 people came, of the approximate 25 total. Sometimes they were different people each week, sometimes the same. In most groups, attendance was greatest in the beginning, during registration period, midterms, and final exam week. One leader said most in his group didn't need help in these special areas, and their emphasis was more on interpersonal learning and developing friendships.

Besides their dislike for mandatory attendance, many freshmen also feel that orientation is too long a process at Northeastern. As for giving freshmen general information about courses, majors, registration, exams, etc., many freshmen felt leaders were not prepared for this. One leader had just transferred to Northeastern, and was as new to the school as the freshmen. Another leader claimed he knew as much or as little about these things as anyone walking by in the halls.

During this past fall trimester, several freshmen organized a campaign to shorten orientation, or, if that was not acceptable, to allow one credit to be given to freshmen completing orientation. Speakers appeared in orientation classes, petitions were dispersed and signed. They were presented to Mrs. Zimmerman before she left. Again, this winter, an action group from Mrs. Charlotte Waisman's speech class spoke to freshmen and circulated petitions, wishing to make orientation mandatory for two weeks, and voluntary thereafter.

These last petitions were presented to Dean Howenstein last week. At that time, the dean revealed that he, Mrs. Zimmerman, and others were very much aware of the need to relate orientation to a group of freshmen who have changed greatly from the freshmen of the early 1960's. Plans to assemble a working committee of students and faculty to evaluate the present orientation program, and develop a more viable and beneficial program were made before Mrs. Zimmerman's departure. It will begin sometime in April.

After having studied this major portion of the new student orientation program, this writer would like to make some observations and suggestions:

Among most residential colleges and universities, orientation for new students is a one to two week program. The personal adjustment to this entirely new environment is greater than the adjustment to a commuter school like Northeastern, where many freshmen are still living at home, seeing old friends, traveling to school as they did during high school. A more important adjustment at Northeastern is the understanding of the college curriculum, learning opportunities, and the much different learning environment than high school. Certainly, if residential schools (who must orient students to both new living and learning experiences) can do so in only one to two weeks, NISC needn't stipulate a four month program.



Mrs. Berniece Zimmerman Associate Dean of Students & Dean of Women.

For classes that were held voluntarily, freshmen attended especially when they needed assistance, be it for registration, or enjoying a group discussion. Forcing people to attend often creates resentment, which can only stifle the free flow of group interaction.

Although freshmen have received overwhelming attention, the transfer student, as new to Northeastern as freshmen, has been, comparatively, ignored. No attempt is made to acquaint him with pre-registration and registration procedures at NISC. Besides receiving a catalogue and schedule book, the transfer student is invited to view orientation slides and have refreshments. He is then left to muddle his way to classrooms he cannot find, counselors who send him to other counselors who send him—until he eventually arrives where someone can straighten him out concerning requirements, special programs, etc. It is almost forgotten that the transfer student is also a new student to Northeastern.

This writer would like to offer some suggestions:

1. Give the group Dynamics course a department, perhaps Sociology or Psychology, and an instructor more knowledgeable and informed in the study of groups.

2. Provide more intense personal introduction to NISC curriculum, major studies, requirements, career counseling.

3. Shorten orientation to the first few weeks of school, or begin classes each day during the week before the term starts, especially the counseling for the above. Continue group meetings into the trimester, if the group wishes. The leader should be available at a certain time throughout the trimester.

4. Provide this orientation to curriculum, courses, requirements to transfer students as well.

The orientation evaluation will soon begin. Everyone sincerely interested in suggesting new ideas, or opinions on old ones, can offer them to Dean Howenstein immediately.

SST-Super Sonic Transport or Super \$ to Them

By Dean Strassburger

The proponents of the SST are very disheartened. How could America ever be satisfied to let other countries ever get ahead of the good old U.S. in anything? It looks like to them that once the U.S. falls behind, Communism is the next step.

Last Friday, the House voted 215-204 to end government spending on the SST, now being developed by the Boeing Company in Seattle. The Senate will be voting on Wednesday, and the vote looks like it will be very close. If the Senate votes opposite of the House, that is, to continue spending, it will be returned to the House for an agreement. If the Senate agrees with the House, will Mr. Nixon listen to Congress, or will he forget his concern for the environment that he stated in his State-of-the-Union-Address, and appropriate funds from some unknown source?

Led by Rep. Sydney Yates, all of Chicago's representatives except Frank Annuzio (Dem.), and John Kluzinski (Dem.) voted to stop funding. (That leaves 6 Democrats). Most suburban representative also voted to stop funding. Rep. Yates has been fighting the SST way before ecology became fashionable, and for the past four years (how many of you knew what the SST was four years ago?) he has been fighting to reach the decision that was reached last Friday.

An acknowledged transportation expert, Prof. Richard A. Rice of Carnegie-Mellon University has figured out a formula devising the amount of fuel required to move one ton of cargo, or in the case of passengers, one person per mile. This is not only important because of wasted fuel causing pollution, but also because of shortening fuel supplies in future years, or in the case of the Trans-Alaskan Pipeline the removing of fuel from a delicate environment.

Professor Rice has devised the following figures:

Doudeck Train -	200 p.p.g. (people per gallon)
Bus -	120 p.p.g
Car -	30 p.p.g
Boeing 747 -	22 p.p.g
SST -	13.6 p.p.g

A single SST will use 80 million gallons of fuel a year. By 1990, 500 SST's are being planned, thus using 40,000,000,000 gallons a year. This amount is almost as much as the total amount of fuel used in all forms of transportation used in the entire U.S. a decade ago. It seems that the proponents of the SST are for the eradication of all of the earth's resources just to get us to Europe a few hours faster.

William Proxmire (Dem. Wis.) leads in the Senate fight to stop funding. Although the Senate Appropriations Committee voted 17-5 to restore funding, Sen. Proxmire will campaign to make the Senate go along with the House.

Our government is run by a bunch of immature egotists, that can't stand to be behind anyone else when it comes to "progress". It is time to consider that you might not be able to breathe air or drink water in the name of "progress", and I hope these politicians that want the U.S. to be the world's super-pig and "leader" are the first ones to die a slow death from their own piggishness and egotism from pollution.

Professor Rices figures were taken from a Sun-Times editorial by William Hines.

Draft loopholes closed

The Selective Service System today announced a new policy that closes two loopholes in draft regulations used by draft resisters and at the same time makes it easier for young men to be inducted in any part of the country, regardless of the location of their local boards.

A Presidential Executive Order, published today in the Federal Register, authorizes any called registrant to be voluntarily inducted at any Armed Forces Entrance and Examining Station (AFEES), provided that he reports to the AFEES prior to his scheduled date of induction, and after he has received his induction order.

The new policy removes the restriction that formerly required "hardship" or "good reason" to support a request for transfer and eliminates the administrative requirement for a delay in induction for those registrants who have moved to new locations.

The new regulations further provide that if the registrant does not submit for induction three or more days prior to his scheduled date, he must report on the date

originally indicated to the site specified on his induction order. This means that men who choose to refuse induction will be referred for prosecution in the judicial districts which service the areas of their local boards. Implementing instructions to local boards on the new regulations will be issued shortly, Selective Service officials said.

"The result of this change in regulations," remarked Selective Service Director Curtis W. Tarr, "is that men requesting transfers in good faith will not be denied this opportunity—in fact, they will have their rights to transfer broadened." He continued, "On the other hand, registrants who seek transfers only for purposes of delaying induction or facing draft law violation charges in a different jurisdiction will find these loopholes closed."

Selective Service officials said that the new regulation will not affect any cases now before the courts, or cases where violations have already occurred.

**SELECTIVE SERVICE
RELEASE NO. 71-5
MARCH 12, 1971**

"Any Civil Service employee that has not received a Constitution Election kit can get one by calling Neil Fagus at Ext. 338 or 339."

Renewed hopes for Hi Rise parking structure

By Scott Roudebush

Contrary to popular rumor, lately, plans for building the hi-rise parking structure at NISC have not been cancelled.

A recent (3/7/71) article in the Chicago Tribune, stating that the parking structure was delayed by the Illinois Board of Higher Education, provided material for conjecture as to whether or not the Illinois Board would "postpone" away the whole parking structure idea, in typical hierarchal fashion. "Not so," according to NISC President Sachs, who was interviewed March 22, on the subject.

President Sachs, who appears to be extremely sympathetic with the efforts to ease the horrendous

parking situation here, expressed optimism concerning the priority change from number 11, to number 1, of the parking structure appropriation to be set before the Illinois Board again, at the next meeting on April 6, in Springfield. If so, construction already postponed from starting this month should begin somewhere around the middle of this year, and hopefully the structure will be at least usable before the year is out. Subsequently, depending upon facility of construction, this hi-rise structure would be finished previous to completion of the new science and classroom buildings. A much-needed phenomenon, due to construction tie-ups of numerous parking spaces, as it is.

And speaking of tie-ups, we may be waiting a bit longer for the south fire lane even for partial

parking. And the advent of the work on the hi-rise structure will probably hack off another 100-car chunk of parking lot.

The most immediate, partial solution at night, to parking on the street, is the number—however sparse—of spaces in the lot that often no one gets far enough to find. And a solution to the general problem, if Mr. Royal Stipes, Chairman of the Board of Governors of State Colleges and Universities, and President Sachs succeed in convincing the Illinois Board of emergency, will be the 765-car parking structure.

For the future? Perhaps President Sachs' efforts to purchase some of the Parental School land will add further space to what will probably then, again, be a crowded situation.

Board of Mgrs. hires food consultant

The Commuter Center Board has employed the firm of LAV-ENTHOL KREKSTEIN HORWATH & HORWATH to conduct a study of our present and proposed food service. They plan

to contact several students within the next few days in regard to your opinions and suggestions concerning the food service operation. They will appreciate your cooperation in conducting this study.

CAGLA

Chicago Area Group on Latin America announces Work shops on U.S. Imperialism in Latin America.

1. March 23-Cuba: Imperialism Defeated, Linda Turner of Venceremos Brigade and People's Information Center.
 2. March 30-Culebra: U.S. Navy Bombs Puerto Rican Island, Shepherd Bliss, recently returned from Culebra.
 3. April 6-Dominican Republic: 1965 U.S. Invasion, Tom Farr of Committee of Returned Volunteers (CRV).
 4. April 13-Puerto Rico: The Struggle for Independence, Dick Levins of New University Conference, recently returned from Puerto Rico and Hanoi.
 5. April 20-Brazil: Tortured Result of Cultural Imperialism, Trudy Pax (CRV).
- Place: McCormick Seminary Library Basement Corner of Halsted, Fullerton and Lincoln 2400 North, 800 West. Each Tuesday, 7:30 P.M.

The Socio-Economic Roots of Pollution

by Jack J. Challem

A great clamor has arisen from those of nearly all political faiths regarding the destruction of the biosphere. Citizens have organized to boycott Commonwealth Edison, to place their electrical bill payments in a trust fund until Com. Ed. stops or sufficiently reduces pollution of the air and water of Chicago. Consumer campaigns are on to limit the use of detergents which are not bio-degradable. And a number of pesticides have been banned.

Congressmen have also jumped on the bandwagon. Pollution is a safe issue as long as one doesn't get specific. Yet industry has vigorously defended their "right" to pollute the people's air, water, and food. Com. Ed. had defended its "right" to pollute by saying the automobile causes more pollution. At the same time, the auto industry has defended its "right" to pollute by saying it doesn't have the technology to stop pollution.

What we have been concerned with up to this point are controversies which have partly formed a subterfuge now generally used by industry and others to evade the true nature of pollution. As long as the public concerns itself with the periphery of the problem, industry will not be effectively challenged.

People are told that auto exhaust fumes are a major source of pollution; so are industrial wastes, as are a phalanx of other sources which could be mentioned herewith. Yet the questions that few persons have asked—and few have answered—deal with the causes, rather than sources of pollution.

To recognize the causes, not sources, of the destruction of our environment, we must look into man, rather than look into his technology. In other words, we are examining the conditions in which our technology was created.

The questions we should ask are these: What exists in modern economics, in the means of industrial production—since pollution is the end result of this process—that encourages or permits the disregard which lead to the destruction of the environment? And what cultural tendencies underlie this disregard of the environment?

In the past two hundred years our nation has evolved from one of spirited capitalism and free enterprise to one which is controlled by a capitalistic oligopoly with little free enterprise. This change has transformed only the base of economic power, from the private entrepreneur to the vast and complex corporation which now dominates the American economy. Although a shift in economic power has occurred, the spirit of capitalism remains the same with nearly everyone trying to rise up in economic rank by making more money than the next fellow.

Massive production for massive consumption is the game, and its rule—if you are to win at all—is to gain profit.

Its spirit rose from Protestantism, from Calvin and Luther, from a philosophy which placed its emphasis on activity. This emphasis, occurring at the same time of early capitalism, turned to activity in work and the acquisition of wealth—not people and their well-being.

Formerly one of free enterprise, our economy is now geared to private enterprise and private gain, the enterprise and gain of a relatively few (oligopoly).

The source of profit is established through the exploitation of workers, consumers, and natural resources, and is the characteristic which differentiates capitalism from other economic systems.

We know of the exploitation of workers; we know, too, of the exploitation of consumers. These are not

our main concerns here. It should be noted, however, that as long as workers and consumers are ruthlessly exploited and manipulated, natural resources will also be. The three are related in one other aspect, since they are limited; man is dependent upon the natural resources; if they are used completely, destroyed, or wasted, nothing will be left for either the public or private good.

Private gain needlessly exploits and causes harm to the public good, of which itself is part. Such gain is suicidal; it is a short-term gain—for economic profit—but its consequences catch up to it in the long run. In the end, no one profits.

It may seem simplistic, but to overcome this our values must change. We must start valuing people more, profit and property less. As long as we continue to value profit and property more than people, we will continue along the same path.

One might argue that the Soviet Union, not a capitalistic nation, but a communist one, has its share of pollution. First, it must be recognized that Soviet communism is simply a facade for a managerial class system, much like our own. Industry is controlled by an oligopoly—hardly socialistic. Secondly, though the Soviet emphasis is not on profit, it is on production, and the means again is through the exploitation of the working classes and natural resources. Hence, both the American and Soviet spirit and means of industrial production are similar.

Inter-related to the economics of pollution is the culture and its fundamental themes from which modern economics grew simultaneously with the philosophy of Protestantism. Here, too, one might argue the differences in culture between countries which share the problem of pollution, e.g. the Soviet Union and Japan as compared with the United States.

Pollution is pervasive, and this is because our culture has extended itself across the entire world. Western culture, its Judea-Christian themes, have penetrated from geographically Western Europe and the Northern Hemisphere into Asia, Africa, South America, et. al. via trade, colonialism, imperialism, and missionaries who wanted to "civilize" primitive people and help them emerge from a pollutant free environment to ours.

The world has become acculturated to Western thought. It has become acculturated to the spirit of capitalism, the acquisition of material wealth, the value of profit and property over people. And with this acculturation the world has begun to commit suicide, a most brutal suicide—both poisoning and choking itself. Perhaps Sigmund Freud's theory of a death wish will find meaning on a societal level as time goes on.

An examination of some basic doctrines which form the foundation of Western culture reveal cultural patterns which encourage a disregard for the environment. The fundamental Judea-Christian beliefs that possess a regard for the "dignity of man" and his existence being "separate from nature" exemplify these patterns. The implication of the belief of man's existence being separate from nature is that man can exist not only in spite of, but in total disregard of it as well. Ecology, the interdependence of life, would seem irrelevant to man's dignity.

African and Oriental cultures, before Westernization disrupted them, felt man should live in harmony with nature. Westerners generally look upon animism as primitive; but worship of the trees, air, and water, showed a deep respect for nature, for all the biosphere—because man intuitively knew he was part of nature's intricate, inter-related balance, and that it

was not to be tempered with.

If we desire to preserve our soil—the source of our foods and that which determines its quality—and insure its richness, the methods of farming in the Western and Westernized countries must change. New methods of farming must reduce erosion in some areas, and reduce drought in others.

Such a change would involve the socialization of farmlands. Presently, farms and fields are square or rectangular in shape—a form necessitated by the borders of private property. Through socialization, this land would become public property in the sense that it would have a collective ownership. Under such ownership lines of demarcation would not have to be used. Hence, the land could be plowed in S-pattern form without any legal problems arising from the demarcation of private property. The reason? The advantage of S-pattern farming is that it reduces erosion of the soil and promotes more thorough irrigation.

It may seem a surprise, or at least an unusual revelation that even the way we Westerners bury our dead disrupts nature's intricate balance. The carbon cycle requires natural fertilizers to replenish the soil with what was taken from it. Organic farmers use compost and manure, but these are only a small part of what the soil with what the soil should receive in order to preserve a high quality of soil which produces a high quality of vegetation. By being buried in hermetically sealed coffins, the soil is deprived of the excellent fertilizer we are. The people we used to scoff at as being primitive buried their dead without such luxuries; in fact, they buried all the property of the deceased which was generally from organic sources, animal and plant parts—not synthetic plastic or steel.

There are other factors responsible for pollution. Over-population is one, industrialization is another. Some would say pollution came along with technology, but this is not contrary to what has been said. Technology must be viewed in the conditions which created it, and this has been what was attempted in this paper.

Like population, pollution must be controlled not by making amends for what has already occurred, but by getting to the root of the matter. Just as the solution to over-population is not greater food production, but less babies, the solution for pollution is not to be found in after-burners on autos and bans on pesticides. These are only short-term devices, tricks to stall and buy off the public while industry still makes their profit.

The long-term solutions are to be found in economic and cultural change—an economic and cultural revolution. The latter, dialectically, must peacefully precede the former. It is we who have to end the ruthless and irrational exploitation of man by man and nature by man by first purging ourselves as much as possible of the tendency to disrupt the biosphere, and then to attack and purge from our social systems the socio-economic factors which are inclined to disrupt the biosphere.

We must understand our secular and non-secular origins and reckon them with what they have caused us to wrought. We must built anew on co-operation instead of competition; our concerns must be with people instead of profit.

What this means is that we must construct a new society, a society more of man and less of materialism. If we do not, if we instead continue to travel the way we have so far come, we will find ourselves with much economic profit. But we must consider now what value profit is to dead consumers and businessmen.

northeastern print

"Freedom of conscience, of education, of speech, of assembly are among the very fundamentals of democracy and all of them would be nullified should freedom of the press ever be successfully challenged."

-Franklin D. Roosevelt

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forum

Kube challenges elections

Once again an attempt is being made to establish a "student government." I have chosen not to participate in this action for good reason. Remembering the lessons of the past, I can only label "student government" as an absurdity and safety predict its next demise.

Whom does it govern and from where does it derive its authority? The simple answer is it has no real authority to do anything. It exists solely at the whim of and for the needs of the administration and faculty.

Most of the issues raised by senatorial candidates are entirely out of their control and are of absolutely no concern to the student body at large. There is no such animal as student power at Northeastern. The same holds true for student rights. Students have no rights other than those listed in federal and state laws (hoepfully).

If the student body were not so apathetic and were able to digest more than one idea at a time, the real motive behind this whirlwind campaign would not be so easily camouflaged.

The real issue is the student fee's committee, which is the approved way of distributing a quarter of a million dollars or thereabouts every year, and the only committee of importance which

students are involved with. If one thinks that I am over emphasizing the importance of that committee of that it's influence can be minimized, may I remind you of what one of the Deans said recently "Too many have been on the gravy train too long". The fact of the matter is that too many departments and organizations continue to operate because of continued subsidies from student fees.

An interesting fact: the continued existence of "student governments" can be correlated with ups and downs of the student fees committee. As you know, the state requires us to pay an \$18.75 activity fee. They further stipulate that there should be student representation and participation in dealing with this fundage. When there is no student government or reasonable facsimile, one must be created so as to place members on the fees committee for it to operate legally. Therefore it is my opinion that the main reason why my two predecessors and especially myself were granted recognition by the administration—not for the purpose of insuring goodwill to the students and attempting to gain a stable student association, but to insure the continued flow of cash from the fees committee to the various departments and organizations. Isn't it strange that I was wisked into the presidency **before** the fees committee had met, and that I was declared illegal by a "respectable" committee (all faculty

voting) **after** all budgets had been passed. Isn't it also strange that after labeling me illegal, the Dean of Students maintained that my appointments to the fees committee **were** legal, and always were. He no longer speaks of this matter. The simple fact remains that a quarter of a million dollars worth of budgets were passed illegally and without concern for legitimate student representation. And now that the fees committee must meet again to pass new budgets, isn't it highly coincidental that we see another attempt to set up another "student government"?

Make no mistake about it, the issue is not rights or powers, its **MONEY**.

I therefore am forced to challenge this election and all subsequent appointments on the following grounds:

1. That the student elections are a fraud by default of the election committees failure to follow their own precious student constitution's written or implied procedures governing elections. (a document which by the way has not been enforced for two years)

2. I question the candidates qualifications as stated by that student constitution, and their real intentions to want to hold office.

3. The misuse of the title "Student Government", and all that goes with it.

4. I further challenge the legitimacy, legality, and authority of

this illegal body to operate for any purpose, and its claim to represent the student body.

Gene Kube

Student for Silverstein's removal

This letter is in support of the faculty and administration who are seeking to remove Dr. Sanford Silverstein from the teaching staff at Northeastern Illinois State College.

I am a student. I am writing this letter anonymously because I do not wish to hurt the feelings of Dr. Silverstein. I have known him for nearly a year and he has shown me many times that he is a gentleman and a scholar— but he has also shown me that he does not belong at Northeastern. It is a fact that in the past few weeks he has made a tremendous change in his attitude and is, in a sense, tripping over his own feet to be polite and "the perfect professor" to anyone he encounters. But I cannot forget the numerous times in the year that I have known him that he has made disparaging remarks about the students at Northeastern.

Dr. Silverstein has a lot to offer, but I repeat, he does not belong at Northeastern. I do not think he would ever really be happy here. He belongs in a big, name school

where he would be able to appreciate the students and the school. I do not believe he appreciates Northeastern. If I am wrong, I invite him to write to the Print in reply.

Tuition complaint

What is going on with this school? Just what is going to happen to our tuition?

I come from a middle class family, where the total income is (before all deductions) about \$21,000 with both parents working. Now, right away, this is too much money, and stops me from getting all scholarships, especially grants! The fact is, though, that I pay for all my tuition, books, etc., etc. My parents have not helped me for two years and I feel proud being able to do this. I would go to school during the Winter and the Fall and work during the summer semester to earn money for the coming trimesters.

This semester, I decided to go for the summer term. I decided to take one music course, worth 3 hours. Would you believe it's going to cost me \$84.50 just to take one lousy three hour course?? It's 79.50 for the course and then there's \$5.00 for student fees. Now who the hell should have to pay a student fee during the sum-

forum cont. on pg. 12

QUOTA



ordered destroyed

(ACP) A federal judge has ordered that a special state grand jury's report on the killing of four Kent State University students last May be destroyed, on grounds that it might prevent 25 indicted persons from receiving a fair trial. The judge, William K. Thomas of U.S. District Court in Cleveland, refused to halt prosecution of the 25, although he accused the grand jury of having violated its oath of secrecy in the report.

Student gets

10-year sentence

(ACP) A Washington University student has been fined \$10,000 and sentenced to 10 years in prison for his part in demonstrations against the Reserve Officers Training Corps last Spring. Michael Rodofker, 19, pleaded guilty to a charge of destruction of government property.

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NISC's new policy on academic freedom, standards of conduct and discipline

Late in 1970, the Board of Governor's in Springfield requested a statement of policy regarding standards of conduct and discipline, from all colleges under their jurisdiction. In the absence of a Student Affairs Council, Dean Howenstein prepared the following statement of policy. It is an official document unless the Student Affairs Council meets to revise it.

THE FREEDOM TO TEACH AND LEARN

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The freedom to teach depends on the same opportunities and conditions. Classroom instruction is part of the regular and essential operation of the institution, and the instructor must be free to exercise this right in a responsible manner without disruption or violence.

The responsibility to secure and respect general conditions conducive to the freedoms to learn and teach is shared by all members of the academic community. The college has a duty to develop policies and procedures which provide and safeguard this freedom. Such policies and procedures should be developed with the broadest possible participation of the members of the academic community.

The exercise of this freedom and responsibility should be expressed within the general framework of the **Joint Statement on Rights and Freedoms of Students**, adopted in 1968 by the American Association of University Professors, the Association of American Colleges, the National Association of Student Personnel Administrators, the National Association of Women Deans and Counselors, and the U.S. National Student Association—and subscribed to by Northeastern Illinois State College. The **Joint Statement** defines policies in relationship to: freedom of access to higher education; freedom in the classroom; student records; student affairs; freedom of inquiry and expression; off-campus freedom of students; and procedural standards in disciplinary proceedings. The **Joint Statement** shall be a part of the Northeastern Illinois State College regulations related to student conduct, rights, and freedoms, and its guidelines shall prevail except where there is specific disagreement in local campus regulation or state law.

STANDARD OF CONDUCT

In accordance with the foregoing statement, a student enrolling in this institution assumes an obligation to conduct himself in a manner compatible with its function as an institution of higher education. A student is subject to institutional discipline for the following acts of misconduct:

1. Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the institution.
2. Forgery, alteration or misuse of documents, records or identification of the institution.
3. Obstruction or disruption of institutional activities or of authorized activities on the campus.
4. Physical abuse of another person or conduct which threatens or endangers another, whether on the campus or at a function sponsored or supervised by the institution.
5. Theft of property or damage (other than negligent) to property of the institution, or of a member of the institutional community, or a visitor to the campus.
6. Unauthorized entrance or use of institutional facilities.
7. Violation of institutional regulations concerning registration of organizations, manner and place of public expression, and use of institutional facilities.
8. Use, possession or distribution of either marijuana and lysergic acid diethylamide (LSD), except as permitted by law.
9. Lewd, obscene or disorderly conduct, whether on the campus or at a function sponsored or supervised by the institution.
10. Possession of weapons, whether on campus or at functions sponsored or supervised by the institution.
11. Failure to comply with the direction of any authorized institutional representative, acting lawfully in the performance of his duties.

DISCIPLINARY MEASURES

Violation of the prescribed standards of conduct might bring imposition of any of the following types of disciplinary action:

1. **Official warning** - notification by the Office of the Dean of Students that the student has violated provisions of the Standard of Conduct and warning that another offense would be at the risk of serious penalty.

2. **Non-academic probation** - a disciplinary status which does not interfere with the student's right to enroll in and attend classes, but which includes some restrictions or requirements as determined in the particular case.

3. **Suspension** - a temporary denial of the privilege of continuing as a student. At the termination of the suspension the student will be entitled to resume his education without meeting any special entrance requirements.

4. **Expulsion** - a permanent denial of the privilege of continuing as a student.

STUDENT DISCIPLINARY PROCESS

With respect to academic classwork

In the case of theft, plagiarism, cheating or any other form of dishonesty related to classwork it is recommended that:

- a. The student involved receive a failing grade in the course, or any other disciplinary action deemed appropriate by the instructor;
- b. the instructor inform the Dean of Students of the occurrence;
- c. upon the second such instance involving the same student, the Dean of Students take such additional action as may be appropriate.

With respect to Non-academic disciplinary probation, suspension or expulsion

If a student is charged with conduct which violates the prescribed standard and the alleged misconduct is such that it might result in either, non-academic disciplinary probation, suspension or expulsion from the institution, then the Dean of Students shall schedule a conference with the student and shall notify him at least five (5) days prior to the time appointed for him to appear, of the alleged infraction and of the time and place at which he may appear to defend himself. The notice shall advise the student of 1) the nature of the appearance, 2) the time and place of the appearance, 3) the nature of any proposed interrogation, 4) the opportunity to request a hearing on the alleged infraction, 6) the opportunity to produce witnesses and question witnesses at a hearing if requested, 7) the right to be advised at a hearing if requested, and that, 8) failure to appear will constitute an admission of the charge.

If the student appears at the time and place appointed, and either denies the alleged infraction or requests a hearing on the charge then a hearing shall be conducted before the Student Affairs Council or its designated disciplinary committee, none of whom shall be a person who preferred the charge being heard. Such hearing shall be held within five school days after the student has either denied the alleged infraction or requested the hearing. Both the institution and the student may produce witnesses to testify in their respective behalves and each may question the witnesses called by the other. At the time of the hearing the student may be advised by counsel, but such counsel will not be permitted to cross-examine witnesses and participate actively in the hearing except in rare and exceptional circumstances where the fundamental concepts of fair play require. A record (written or electronically recorded) of the hearing shall be prepared and the cost thereof shall be borne by the institution.

In the event of misconduct which causes or threatens to cause bodily injury or property damage, or which obstructs or disrupts institutional activities or authorized activities on the campus, the Dean of Students, or the person acting in such capacity in the absence of the Dean, may summarily suspend or expel a student alleged to be guilty of such misconduct. In the case of a summary suspension or expulsion, the Dean of Students shall notify the student at least five (5) days prior to the time appointed for him to appear, of the alleged infraction and of the time and place at which he may appear to defend himself, which time shall in no case be more than one calendar week after such summary suspension or expulsion.

Upon the conclusion of any hearing relating to suspension or expulsion the disciplinary committee considering the case shall render a written decision finding that the charge is either true or false. A decision that the charge is true must be based on substantial evidence.* If the charge is found true the committee shall impose what it deems to be an appropriate disciplinary measure. The student may appeal an adverse decision of the disciplinary committee to the President of the institution, who shall consider the record of the hearing before the disciplinary committee together with any written statements submitted by either the student or the institution. The President may modify, affirm or reverse the findings and the disciplinary measures of the disciplinary committee, but no modification shall result in a penalty greater than that imposed by the disciplinary committee. The judgment of the President shall be final.

FACULTY AND STAFF DISCIPLINARY PROCESS

In the case of faculty members, civil service staff, or administrators accused or violation of the standard of conduct it shall be the duty, respectively, of the Dean of the Faculty, the Vice-President of Administrative Affairs, and the President of the college to investigate charges and take appropriate disciplinary action in accordance with developed procedures consistent with academic due process.

*Substantial evidence is defined as that which is sufficient to convince a majority of the disciplinary committee that the existence of the alleged misconduct was more probable than its non-existence.

Dr. Silverstein

These are the facts relevant to the situation now confronting Dr. Sanford Silverstein now Associate Professor of Sociology who was dismissed by the administration of this college last December 1st.

Dr. Silverstein was educated at the University of Illinois from which he obtained the bachelor's degree and master's degree in sociology. He continued his education at Northwestern and at Berkeley as a graduate student and received his Ph.D. in Sociology from Washington University in St. Louis Missouri.

Dr. Silverstein came to Northeastern as a full time faculty member in Fall of 1969 at the rank he now holds. During the first year of his teaching here he apparently created the impression among some students that he was arrogant and felt superior to them. He was considered by his colleagues and students generally however to be very well informed about developments in his discipline and he did develop a following among some students especially among sociology majors.

During the Spring of 1970 his department voted to retain him for the 1970-71 academic year by a vote of 5 to 2. Among the particular activities with students that Dr. Silverstein participated in most frequently were discussion about current social problems, suggestions of reading materials in areas of students' interest in which he was informed, counselling students who were interested in becoming sociology majors and discussing graduate school with majors who intended to continue on.

During the Fall trimester of 1970 at its meeting of November 20th the Sociology Department considered student representation. The philosophy of the majority of the Department's members was that student opinions should be considered on all issues that were relevant to students' interests and welfare. The Committee on Student Representation made a report in which its decision to take a poll on the retention of Drs. Glick and Silverstein. The procedure involved going into classes presumed to contain students having had sociology courses including majors and others. If substantial numbers of students who had had courses with either or both instructor were not discovered this way, telephone inquiries were to be made.

At the same meeting Dr. Stern offered a resolution proposing that students have two votes on the two retention decisions based on the results of an adequate poll. Dr. Silverstein seconded the motion for student participation in this important aspect of Departmental decision making.

The Student Ad Hoc committee on the retention of Drs. Glick and Silverstein indicated that the results of the poll taken in late November were that Dr. Glick was voted for retention by a large majority. In Dr. Silverstein's case sociology majors were split at about fifty-fifty while non-majors were against by a margin of 44 to 21. Since votes cast by majors and non-majors alike were counted equally the student representatives cast two votes for Dr. Glick and two votes against Dr. Silverstein. Various attempts were made recently by Dr. Silverstein and others to have a chance to see the ballots but somehow they seem to have been misplaced or disappeared. Dr. Silverstein's expressed intention in seeking to see the ballots was to see what benefit he might gain as a teacher from reading students' comments. This could not have a negative effect on any student since all ballots were filled in anonymously. One complaint he was told of related to the use of a "rough" approach to students. The other one involved absence from classes when in truth he was ill several times during the trimester and called in to report it each time. He also tried to arrange for replacements, made assignments for some days he was absent and was always ready and willing to replace another member of his own department should they be ill and unable to teach a class.

On December 1st the Sociology Department voted not to retain Dr. Silverstein **unconditionally** by a 6-1 vote with one abstention. Three of the negative faculty members spontaneously indicated they favored granting a one year terminal contract for 1971-72. With the one favorable faculty vote four of the five faculty votes cast recommended a terminal contract. In a separate memo the student representatives recommended that instructors voted no retention should be evaluated at the end of the trimester during which the vote was cast and that this should be repeated at the end of the following trimester to look for hoped for improvement in teaching.

Most importantly the Student Representatives also recommended that in Dr. Silverstein's case that if the student and faculty votes would show he was improving **he should be granted a one year terminal contract with a possible lifting of the terminal clause** if over the next two trimesters he continued to meet the criteria of the students. The intention of this recommendation was to give Dr. Silverstein the opportunity of remain-



Dr. Sanford Silverstein, Sociology Dept.

ing at Northeastern if he chose to do so. Unfortunately this recommendation was not put into effect.

On December 2nd Dr. Silverstein received a letter from Dr. Goldberg stating that his services would be terminated by recommendation of the Sociology Department. This letter did not take the expressed wish of the faculty for a terminal contract or the student representatives recommendations into account. The letter apparently was one of the usual form letters used "in such cases".

This act of the administration took place in spite of the fact that Dr. Hudson had been informed on December 1st that the department would vote a terminal contract with possible reevaluation. Also on December 2nd Dr. Stern told Dr. Hudson that there were four votes in favor of granting the terminal contract. Dr. Stern was told that this was o.k. at that time. On the same day one of the four sociology students who conducted the poll went to speak with Dr. Hudson. By this time the story had been changed and the student was told that a non vote would be considered as an abstention and therefore as a no vote on the motion. Dr. Hudson also claimed that the Sociology Department's letter was not clearly in favor of a terminal contract. Dr. Hudson also remarked that he had read the ballots, which were later lost, and was turned against Dr. Silverstein by some of the comments on them.

It is very interesting that in addition to all of the confusion on the administration's part that a non vote was counted as an abstention in this case when it was not so counted by the administration in Dr. Stern's case a year ago. Also the APTS Council has recently not so counted actual abstentions. Clearly the will of the Sociology Department that Dr. Goldberg claimed to be responding to in his letter of termination to Dr. Silverstein was being violated.

A vote of the Sociology Department of December 15th was for a terminal contract by 4 to 3 with one member not voting. The Department notified the administration that a terminal contract had been voted. Shortly afterward when asked for a positive response to the vote Dr. Hudson claimed that the memo was given him on a "purple paper" (ditto) and that he sometimes ignored communications not in "black and white." It is not clear whether the Departments wishes were even forwarded by Dr. Hudson to Dr. Goldberg. He indicated that he had an unfavorable impression of Dr. Silverstein's teaching from having read the students' questionnaires which he later lost and seem to be unavailable at present. Nevertheless several members of the department had expressed their opinion that it was unfair to let a man go without a year to find another position in the currently poor academic marketplace.

A vote of the Sociology Department on December 15th was for a terminal contract by 4-3 with an abstention. After an indecisive vote on December 15th Dr. Silverstein's case was again brought up by Sociology Department members interested in his obtaining

a terminal contract after the trimester break on January 27th of this year. Dr. Stern made a motion for the terminal contract which Dr. Glick seconded. The motion passed 4 to 3. A memo to that effect was sent to Dr. Goldberg and Dean Hudson. On the following day the memo was sent signed by five sociology department members who attended the meeting and witnessed the vote as a token of the fact that this was an expression of the department's will. The administration did not accept the Sociology Department's recommendation.

Drs. Goldberg and Hudson attended a Sociology Department meeting of February 11th in which Dr. Silverstein's case was again brought up by his department. Upon asking why Dr. Silverstein's place was to be eliminated from the Department and to be filled by Mrs. Brandzel (who decided on March 17th not to return to the Sociology Department) Dr. Goldberg said the budget had been cut by 1/2 million. Cuts would have to be made in "certain placed" and only a few new faculty could be hired. The Department nevertheless asked Dr. Goldberg for a formal written reply to its request to give Dr. Silverstein a terminal contract no later than February 19, 1971. The minutes clearly show the Department would back Dr. Silverstein in the case of a negative decision. **Dr. Goldberg made no reply in writing as requested by the Sociology Department.**

Since "purple paper" seems to get little attention or get lost the Sociology Department decided all memos to Dean Hudson will be sent in "black and white."

At the Sociology Department meeting of March 4th, Dr. Silverstein was asked by the Department what he had done to receive a one-year terminal contract. He reported having sent a letter to the Academic Freedom Committee of the Faculty Senate with copies sent to Dr. Hudson and Dr. McCall. The letter requested the Committee to open an investigation into the refusal of the Administration of this institution to issue a contract for 1971-72. Dr. Glick said he would write a letter on behalf of the Department.

At the same meeting, Dr. Silverstein was among those elected to serve on the Department's Students Greivance Committee. Among the functions of this Committee is to hear complaints by students of their treatment by the Faculty. This could be an indication of the Department's confidence that Dr. Silverstein is interested in the students welfare.

It was also proposed by the student representatives that the students write, in letter form, an evaluation (pro or con) of Dr. Silverstein's teaching ability. It was also stated that student response is most valuable. The student reps. felt that professors deserve an evaluative feedback on their courses in order to change, alter or develop their courses to meet the needs of the students. It was suggested that instructors who received a "no retention" vote be evaluated periodically in order to fulfill the expectations of the students as well as the Department's. Yet there is disagreement in the manner in which the reevaluation should be conducted. A repolling of students presently enrolled in Dr. Silverstein's class plus a random selection of former students should seem acceptable, but there is a question as to the degree by which the student reps. are bound. On March 18th, Dr. Glick introduced an amendment to the By-Laws which states that student representatives poll those students who have the instructor under consideration. If 60% of the students voted for retention, then the student representatives must vote for retention; if less than 40% vote are in favor of retention, then the representatives must vote against retention. If the poll results fall between the forty and sixty per cent, the student representatives shall vote as they see fit. Unfortunately, the amendment did not pass. It was noted by Dr. Stern that the Administration shifted its position regarding the hiring of part-time faculty. - the Department may hire up to the number hired previously for the 1970-71 academic year. This indicates that there is money available as well as a position, since Rose Brandzel has decided to remain in her present position in Students Services rather than transfer to the Sociology Department.

On March 18th, another student and I met with President Sachs regarding the present situation concerning Dr. Silverstein. As a result of that meeting, I question the entire administration's position regarding the retention of Dr. Silverstein at Northeastern. I also question the position of the student representatives to represent the students and yet not take into consideration the reactions and statements expressed by the students themselves.

Submitted by,

Linda DeTolve

Letters and petitions in favor of Dr. Silverstein

I am writing on behalf of Dr. Sandy Silverstein, whose retention at Northeastern would, I believe, be of great advantage to the school.

Dr. Silverstein has been very active in the field of Sociology, delivering papers and preparing to publish. This is a field not often appreciated by students to the degree that it should be and, alas, not always considered by faculty members who should know better. Not that I advocate a "Publish or Perish" attitude at Northeastern. Far from it. I do feel, however, that achievements in scholarly advancement should be recognized.

As for teaching ability I understand that Dr. Silverstein has come under some criticism for his methods and approach to students. In his defense I would like to say that any teacher who is honest about himself is bound to recognize that he will rub some students the wrong way. And if his (her) standard of excellence is particularly high, then a frightened and-or mediocre student is not always likely to respond positively.

Nevertheless, just because a student doesn't like a certain teacher's method, it does not follow that the methods are ineffective. On the contrary, in speaking with some students I gained their unsolicited opinion that Dr. Silverstein stimulated their thought processes a great deal. I know also that in the past year Sandy has mitigated the rougher aspects of his teaching methods, as any good teacher is bound to do in the course of time.

Northeastern already is beginning to show signs of narrow-mindedness in other areas, unbecoming a free and open collegiate atmosphere. I hope this is not another case. I feel that it would be a mistake to deny Dr. Silverstein employment on the basis of his personality rather than his academic and pedagogical qualifications.

Sincerely,
Charles M. Barber

As a Parent of one of the students attending your University, I would like to voice an opinion to you and your faculty.

Try to imagine the surprise of a Parent, Myself, of an average student who happened to pick up an issue of "The Print" and read a letter written by His own Daughter, published in the paper. A daughter who had gone to school for many years, passed thru many teachers both good and bad, yet had never dared to criticize openly any educator. That is until now. I, sir, would say this child had certainly matured mentally. As her father, I am proud to see her stand up for what she believes is right.

I am not qualified to take sides in this issue, however, I urge you to investigate this to the fullest extent. Your students want you to. Dr. Silverstein or any of your professors deserve it. You can be sure the parents demand it. It is your duty.

Sincerely,
Kenneth C. Perkins

PETITION

We the students of the ten o'clock Sociology class are in favor of retaining Dr. Silverstein at Northeastern Illinois State College. Dr. Silverstein is an asset to the Sociology Department. We the students of this Sociology class feel that Dr. Silverstein has defi-

nately presented valuable sociological information to us.

We have found through learning that Dr. Silverstein's teaching methods are valuable to us. We, therefore petition to keep Dr. Silverstein at Northeastern Illinois State College.

Linda De Tolve
Bonnie Teitelbaum
Teri Rosenbaum
Renee Wilbeck
Kathy Ryan
Elliott Hamilton
Gerald Daniel
Sue Wollin
Linda McCreary
Marcia Fendrick
Beverly A. Smith
Janice Penner
James M. Williams
Keith Brown

The Latin American students of Northeastern State College feel concerned about the recent rumors of expulsion of Dr. Silverstein of the Sociology Dept. We like to keep him here where he can do us best.

Narciso Guerra
Linda DeTolve
Laura Candelas
Cristina Moreno
Ruben D. Sanchez
Ruben Cueoas
Orlando Quintana
Sonia Torres
Jesus D. Rivera
Pedro Jimenez
Ana Sorraon

15 of the 15 enrolled students in class this day signed this petition voluntarily.

March 19, 1971

We the students of Dr. Silverstein's "Individual's, Groups, and Society" 12 o'clock class would like to see him retained.

Jack Challem
Sandy Rogover
David La Porta
Jill Peters
Bill Marquette
George Blomstrand
William Barz
Harold Wittner
Jasper Tivolacci
Susan Masters
Josephine Tivolacci
Gary Ruther
Michael J. Bailey
William W. Baldyga
Rance Lumsden

This petition is in favor of keeping Dr. Silverstein,

Jill Perkins
Dean Rolendo
Ron Kaplan
Del Breckinfeld
Lynn Mariyama
Bill Sheehen
Rosann Kaufman
Catherine M. Shamie
Pat Horton
Robert S. Shaffer
Doreen Stott
Jan Marshall
Jerome Rapacz
Karen Coyne
Ray Henriksen
Narciso Guerra
Cordell Sims
Linda Phillips
John Rafferty
Carol Cohen
Leslie Ruerbach
Mary Ann Malrsen
Wendy Ross
Debbie Sax
Mary Prylsa
Ideria A. Mason
Cordell Sims
Linda Phillips
John Rafferty
Carol Cohen
Leslie Auerbach
Mary Ann Malessa

Wendy Ross
Debbie Sax
Mary Pryka
Eileen Becker
Maxine Carsman
Debbie Bodanis
Peggy Hollingsworth
Andrea Weber
Pam Paul
Corrine Luise
Joe Stralka
Bob Rottman
Bonnie Klein
Mark Carole Cutler
Maureen Smith
Barbara Marks
Debbie Filerman
Marlene Stein
Sheila Medow
Lynne Manpearl
Caryn Karmann
Mrezory Kmiec
Dorothy Pierparli
Mark Fript

We the undersigned are in support of retaining Dr. Silverstein of the Sociology Department.

Ikena Ann Mason
Roxanne Hori
Audrey Giles
Nancy Brennan
Princess P. Thomas
Carolyn L. Crawford
Robert S. Shaffer
Thomas Yagnisis
Leroy Williams
Catherine Hanks
Vera Walker
Pamela Nance
Ersarene Harris
Wranslin Martin
Chauncey Alexander
Patricia T. Thomas
Minnie Northcut
Bobbie Kelly

Dear Sir,

I am presently a student of Dr. Silverstein. I feel that not retaining this teacher would deprive many students of a true learning experience. I have been exposed to many aspects of the field of Sociology in this course and references have been given for areas covered and those not covered for further study.

The main thrust of this course has been to gain a deeper insight into human nature. The majority of students in this class, through the reading materials and class discussions, have come to a better understanding of themselves as well as others.

What we have learned would not have, "hit home," so to speak, as rapidly or with such impact had it not been for Dr. Silverstein's somewhat unorthodox teaching method. His critical humor touches on and deals in everyday issues that anyone can identify with, thus abstract concepts are made easy to grasp due to the familiar context in which they are presented.

This sense of humor and realistic approach is not a one way street. Students soon learn that Dr. Silverstein does not hold a grade over their heads. He does not play the authoritative teacher who needs to hide behind a well rehearsed lecture. He is himself with his students and expects the same from them. He opens himself up as an example and goes out on a limb to free students from the phony facades traditional education has taught them to use in order to "achieve." "Say what the teacher wants to hear or look interested even though your bored to death", type roles do not exist in Dr. Silverstein's class. Students are free

to express their own opinions without fear of authoritative retaliation. For once students and teacher meet each other as people not role players. In my opinion this is one of the best atmospheres for learning to take place.

For the above mentioned reasons, I would like to request an open hearing on the matter of not retaining Dr. Silverstein to take place. I think a representative questionnaire to his present students should also be administered. I believe a well administered questionnaire of the recent students of Dr. Silverstein should be considered a more realistic indicator of student voice than past results which were haphazardly handled and I say this on the basis that many of us in this class alone, who are Sociology majors and have had Dr. Silverstein before, never saw one of the previous questionnaires and thus did not get a chance to be heard.

Furthermore, I think the voice of more recent students should be held in higher esteem than the opinions of his students from trimesters far past. For in teaching, as in any profession, if a man has talent in his chosen field it should improve over time through the experience he has acquired.

What can we stand to lose by hearing a representative majority of recent students of Dr. Silverstein? Nothing-but we could possibly gain an excellent learning opportunity by way of an interesting style of a very qualified instructor for many students.

Sincerely,
Josephine E. Tivolacci

3-16-71
President Sachs and Mr. Goldberg:

I am writing this letter because I feel that Dr. Silverstein's position has been misjudged.

This is my first semester with Dr. Silverstein. I have found his methods of teaching very well presented and interesting. He has helped us, students to get involved with discussions which helped us to understand the introductory course of Sociology.

I am writing this letter because I plan on taking Dr. Silverstein's course during the summer because he is a fine teacher. A teacher like Dr. Silverstein with so much knowledge and importance to his department should not be replaced.

Thank you,
Doreen Stott
(student)

Dr. Goldberg:

I applauded the Sociology Department when the students were given a voice in the matter of Dr. Silverstein's retention. I was disappointed, however, in the manner in which the poll was taken. Due to the attitude of the students involved, the poll became a smear campaign. At the time, I voted in favor of Dr. Silverstein's retention and I am doing so again.

Dr. Silverstein has always made himself available to students who have asked him for his attention. He has encouraged discussion in his classes and an exchange of ideas.

I would like to request an open hearing on the matter of Dr. Silverstein's retention.
Sincerely,
Gary Ruther

March 12, 1971
To: Dr. Robert J. Goldberg
Dr. Goldberg:

This letter is in support of Dr. Sanford Silverstein of the Sociology Department. This is my first trimester with Dr. Silverstein and I feel that during this period he has shown himself to be very knowledgeable in the field of Sociology and very concerned with communicating and teaching his students. I feel that Dr. Silverstein is an instructor who cares about teaching and that his removal would constitute the loss of a truly fine Sociology instructor.

I hope that you will reconsider this matter concerning Dr. Silverstein and his position here at Northeastern.

Sincerely,
David LaPorta

To Whom This May Concern:

Upon hearing that Dr. Silverstein was being removed from the staff of Northeastern Illinois State College, I thought I'd sit down and voice my opinion.

Dr. Silverstein is one of the most knowledgeable and gifted teachers I have had while being enrolled at this college. He is one of the few instructors I have had who has a vast amount of knowledge and experience in a great many fields. His classes are always enjoyable and interesting to attend. Dr. Silverstein has an unusually perceptive understanding of students. He also exhibits a sincere desire to motivate and help his students.

I believe that it would be a great loss to Northeastern if Dr. Silverstein was dismissed. I sincerely hope that the decision to dismiss Dr. Silverstein is reconsidered.

Sincerely,
Bob Jelen (Student)

Dear Mr. Goldberg:

Dr. Silverstein has been my professor for the past two semesters. He is one of the best teachers I have ever had, and I find him most interesting and informative.

If he is not rehired, it will be a loss to Northeastern and to the Sociology Department of Northeastern. It would also be a loss to myself because I planned on taking his classes in the future.

Dr. Silverstein is the most truthful teacher I have ever had. He is sincere in what he teaches and a fair grader of his students.

I honestly believe Dr. Silverstein should remain at Northeastern.

Yours truly,
Harold Wittner

**Letters
concerning
this issue
can be
addressed to
Print, E-214**

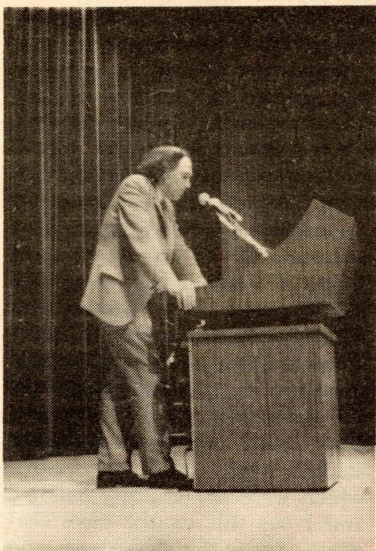
William Kunstler Speaks at Northeastern

Last Thursday night before a large crowd of listeners famous defense attorney William Kunstler spoke about LAW and Order and its ramifications in our society. Originally he was to have debated Chicago's own Howard Miller, but due to other "extenuating circumstances" Howard was unable to debate what some people call the legal spokesman for the New Left.

Mr. Kunstler's name became a household word here in Chicago after he defended the Chicago 8 here in 1969. The Chicago 8 as you remember were charged under the Conspiracy Law as a result of their political activities here during the Democratic convention of '68. As a result of many of the courtroom tactics used by his defendants he came under heavy fire from many of his colleagues. Since then Mr. Kunstler has taken on the job of defending the new Kissinger Conspiracy defendants.

Mr. Kunstler's talk centered on the tactics used by the government in the handling of dissenters here in the U.S. He spoke of the way in which he felt the government was trying to dampen mounting Vietnam protest. He made many analogies between pre war Germany

and the climate prevalent here at home. There were a few startling similarities which he pointed out, for instance the District of Columbia has enacted a new crime control program with S.S. like provi-



William Kunstler speaking in auditorium.

sions like the "No-Knock" clause. He said that Hitler enacted such measures right after he came to power.

But Mr. Kunstler made it clear

that there were too many other factors which had to be taken into consideration when drawing conclusions from those analogies. What he tried to show was a trend that he felt the government was pursuing in order for it to hold on to power, at a time when wide spread dissent seemed to be growing. He warned that all Americans should think and then decide, according to their conscience, how to act if they felt they must somehow protest unjust laws or wars. He then spoke of the Berrigans and the famous Catonsville Draft file burning in Maryland.

After he spoke there was a question and answer period in which the audience fired such questions as, "If you don't, as of yet, see the need for violent revolution what can you do within the structure to change it?", to "What do you think of Sherman Skolnick?" Many of his answers gave rise to more questions in my mind. The way in which he handled himself and the way he spoke all gave the indication that indeed he is an eloquent spokesman, as well as defense attorney, for those who are trying to find the real meaning of justice and liberty at a time when those ideals seem remote and forgotten by many.

New Program in Elementary ed

by Lynda Ann Immergluck

The Department of **Elementary Education** at Northeastern proposes to offer a program designed to prepare more effective teachers who will be able to face the demands of increasing knowledge and professional stature. The program, set to begin this fall (September, 1971) for undergrads and the fall of 1972 for graduates, consists of two major components designed to provide the students with a strong and focused liberal arts foundation combined with professional study and school experience on the **undergraduate level**, and focuses on strengthening the teachers competencies as well as encouraging the teachers to engage in action in an effort to continually update their teaching, on the **graduate level**.

In the **undergraduate program**, course work in the liberal arts component will remain in its present state: students will be required to complete the basic program, an area of concentration in a liberal arts field usually taught in modern elementary schools must be endured, and a substantial amount of electives must be taken.

The professional education undergraduate component represents a major change from the present program in that there will be more practical experiences offered to college students earlier in their academic careers, closer study of the methodology and in-

structional activities within school settings, and greater involvement of professionals (master elementary school teachers and Northeastern professors) in the planning and execution of the program of teacher preparation innovation.

The practical application of learning theory through experiences offers three main activities throughout the four year schooling. First, students will be involved from the freshman year in public school settings in a scaled and progressively more demanding series of practical experiences. This freshman experience will be of an exploratory nature designed to give students an opportunity to make a decision as to whether or not they want to continue in education. (Too often, under the present system, seniors must make that all-important career decision after their educational training is completed.) During the sophomore year, students will be assigned to cooperating schools to work with teachers as aides in non-instructional roles. In addition, students will spend one day per week in an inner-city or Uptown area school to gain experiences with various kinds of schools and with pupils of different social and economic backgrounds (as compared to west suburban communities). During the junior and senior years the students will serve as teacher assistants in supervised instructional

roles with individual pupils, small groups, and finally large groups or total classes. During one trimester of the junior year and all of the senior academic year, students will be in full time residency in the school setting.

Second, all of the professional study of education will be done on a seminar basis with the sessions being held in the cooperating schools. While the students are studying the theoretical, they will be involved with teachers and pupils.

Third, master elementary school teachers will work with college faculty in a team teaching arrangement to provide the instruction in the various academic areas. This arrangement will help bridge the gap between theory and practice.

During the first year of the **graduate** phase, the new teacher will have full responsibility for a group of pupils but will also receive extensive help from a master teacher. Thereafter, the beginner will have full responsibility for a group of pupils with assistance from Northeastern personnel until the completion of the masters degree.

(In next week's PRINT Dr. Francis X. Vogel, Northeastern's Assistant Professor of Elementary Education and instrumental in implementing the pilot program, will discuss its background and student participation for the fall trimester.)

2 art exhibits at NISC

During this month, Russell Roller, faculty member in the Art Department, is having a one man show of his art works. On display at the Campus Planning Office (3237 W. Bryn Mawr) are approximately 30 of Mr. Roller's works.

Another art exhibit at NISC is now in progress on the second floor of the C building. Diane Staubitz, an Art student, has approximately 6 oils and 10 drawings on exhibit.

All students and faculty members are invited to view these two exhibits at any time during the day.

"New Dimensions in Music" Elementary Music Workshop, March 25

"New Dimensions in Music" is the new series of elementary music textbooks published by the American Book Company.

On March 25, from 3:00 to 5:00 p.m., Miss Fedora DeMatia, nationally known music consultant for the company, will present an elementary music workshop for NISC students highlighting the many exciting features of the new music series.

Elementary music majors and students either currently or pre-

viously enrolled in **Contemporary Music Education, Kg.-3 or 3-8** courses are invited to attend. The meeting will take place in the music rehearsal room of the Music Building.

The workshop is sponsored by the NISC student chapter of MENC, Music Educators National Conference. Dr. Dolores Nicosia and Mrs. Marie McGuckin are faculty co-sponsors of the chapter.

Hujambo Rafiki

Eugene Barnes

Hujambo na dada na ndugu.

Book of The Month—Kofi Awoonor, a previous guest on the campus a month ago, is the author of *This Earth My Brother*. Doubleday and Company, Inc., 1970 published the book. This novel has definitely got to be the book of the month and should be on your personal book shelf of Black Literature classics.

Microfilm of The Week—Put neatly away in our library is an informative account of *Black Gods of The Metropolis: Negro Religious Cults of The Urban North*, authored by Fauset, Arthur H. Make it worth your while and utilize the library in viewing Fauset's manuscript.

Word of The Year—KUJICHAGULIA, pronounced, Ku-ji-cha-gu-lia. This word is a Swahili expression for (self determination). In a fuller sense it means Black people defining themselves, naming themselves, and speaking for themselves, instead of being defined and spoken for by others. Be about this kind of expression thru out the year.

Black Candidates for Graduation—All graduating Black seniors of the classes Jan. thru Dec. 1971 should contact the representatives of the Senior Banquet committee concerning their graduation status. See Carol Young or Laverne Robeson for more information. In the event you do not know who these people are. See Mr. Speller in the east mobile unit with in the next two weeks. It is of value to you to do so.

Placement Office—Again the NISC placement office is offering explorative opportunities for job selection for interested seniors who will be leaving in April or August in the Nuclear Year of 71. T. C. B. rafiki.

Feeling of the Day—Inadequate, adj. helpless, unfit, incompetent, incapable, unqualified, (Clumsiness); not enough, deficient, unequal (insufficiency, incompleteness). The New Roget's Thesaurus in Dictionary Form. If'n u feel'n dis was, recognize what the inadequacy is about. Don't take your inadequacy out on someone else. Correct this deficiency and if you can not, by all means learn to live with this clumsiness, or how ever this inadequacy comes to you. Take care of it. Dat is, if'n u feel'n dis way.

Thought for the Hour to Come—Black Truth is for Blacks, White Truth is for Whites, Black White Truth is for Black Whites, White Black Truth is for White Blacks, Human Truth is for Humans, do we have any left? American Truth is for Americans, European Truth is for Europeans, Asian Truth is for Asians, Soviet Truth is for Soviets, Latin Truth is for Latins, World Truth is for the World, will there be any left? Catholic Truth is for Catholics, Hindu Truth is for Hindus, Protestant Truth is for Protestants, Jewish Truth is for the Jew, Agnostic Truth is for the Agnostic, Atheist Truth is for the Atheists, Faithful Truth is for the Faithful, shall there be any left? Sane Truth is for the Sane, Insane Truth is for the Insane, Mindful Truth is for the Mindful, will there be any left...when the hour comes?

Students needed for summer trimester

UP-NIU (Uptown People-Northeastern Illinois University) is recruiting students for the summer and-or fall trimester. People are needed to work in Adult education or with pre-school children. You can study and work in Uptown and take these courses off-campus:

History and Culture of the Southern Mountain White (5 cr.)
Principles & Methods of Community Organizing I (5 cr.)

Seminar classes are taught in the Uptown community by Professor Stanley Newman, Anthropology Dept. Full credit is given for courses.

For information come to office C-331 on any of the following dates:

Carol Neagle—Tues. & Fri. 11 to 12
Stan Newman—Mon. & Tues. 10 to 1
Lisa Tytus—Wed. & Thurs. 12 to 1

"A VERY FUNNY, VERY INTELLIGENT, VERY AFFECTING MOVIE."
—VINCENT CANBY, N.Y. TIMES

"IT'S A MAD MOVIE, INSANE, ANGRY, DEVASTATINGLY FUNNY AND COMICALLY DEVASTATING!"
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20th Century-Fox Presents
ELLIOTT GOULD
DONALD SUTHERLAND as the Minister LOU JACOBI as the Judge
and ALAN ARKIN as the Detective

JULES FEIFFER'S
little MURDERS

A Brodsky-Gould Production COLOR BY DE LUXE

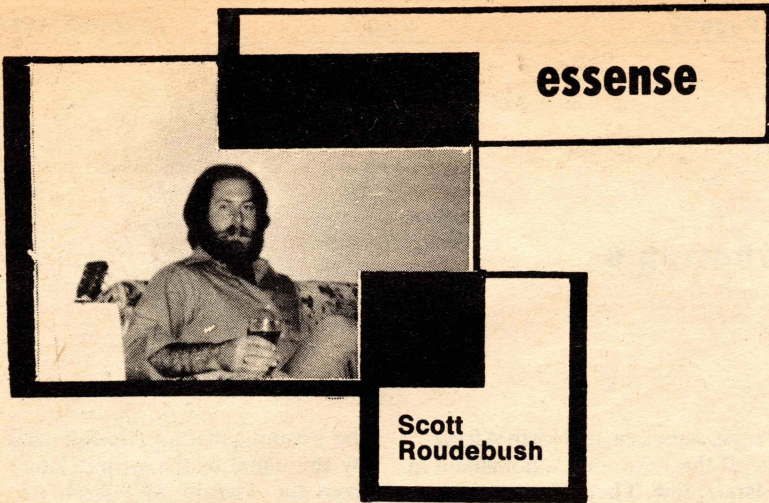
Introducing Also Starring
MARCIA RODD VINCENT GARDENIA ELIZABETH WILSON JON KORKES

Directed By ALAN ARKIN Produced By JACK BRODSKY Screenplay By JULES FEIFFER Based on his Play

STARTS FRIDAY MARCH 26

UAMARINA CINEMA 2
MARINA CITY—329-0450

essense



Scott Roudebush

"A Day in the Life" -or- "The Kimball-to-Pulaski Lost-Buck Clogged-Drain Blues

Walking down Lawndale Ave. in the middle of Saturday morning wondering, "why me?" and the last snow of spring '71 is melting into little, brown, bubbly puddles on the sunlit sidewalk . . .

Across from the park, over this winter-worn, pockmarked ribbon picturesquely called Lawndale . . . probably named by some little old lady on a Naming Committee forty years ago, before the buildings started to moulder on their foundations and years of trucks, hot rod Chevys, and Rambler station wagons left their eroding toll on the pavement . . .

Shiny faces, energetic bodies already shedding outer garments in this sun, and sixth grade inflections given to four-letter words. A man paused to let his dog visit the local fire hydrant - checking it out like a nightwatchman checking the doors before the day shift comes on - oops, except not quite . . .

He stopped. The trees stopped. He addressed the closest, likely looking Dutch Elm: "Why me?" but started up again under the steady gaze of an old woman washing mud-splattered basement windows. He didn't see her shake her head.

Rounding the corner, writing pems in his mind . . .

Do you care for me - How much? I have waited for Your touch A long, long time . . .

Poetry and philosophical thoughts on a March morning, on the way to the store to buy - drain cleaner. The ultimate demoralizer! A clogged bathroom sink on a Saturday - Saturday - morning. Caesar had his Brutus - I've got my Clogged Drain, he thought.

And then he knew "why me - suddenly, like the Aurora Borealis: REALITY. So clear, like shade-turned-to-sun-back-to-shade, again. Reality. The Everyday Problem. He pulled out his handkerchief to blow his nose at the profoundness of it all . . .

At the hardware store the woman took one look at his hair and his beard - and helped another customer. "Capitalistic -" he started, but stopped as he bumped into something - somethings - soft.

"Hi there" he said.

"Excuse you" said she. Then, "Can I help you?" She was definitely not the counter-woman's daughter.

You sure could, he thought, but said, "Cleaner - yes, drain; drain cleaner; for the uh, dr -"

"The Drano's over here . . . will this size do? That'll be sixty-two cents plus tax.

"No - wait; I'm sorry, I forgot to tell you liquid."

"Liquid . . . you forgot - oh, liquid. (sigh) O.K., the smallest size we got is this: a dollar forty-nine plus -"

"Wait, here, lemme see if - oh, shit."

"Pardon me?"

"Oh, shit. I had that dollar with this handkerchief, here . . . This is really ridiculous. I've only got change. This whole day . . . no smaller size?" He's getting red. The ears are on fire. His ears always did that.

"Nope." (sigh)

"Does anybody near here sell smaller - you know, are there any other hardw -"

"Couple of them down past Pulaski. You want the Drano?"

"No . . . thanks. I already tried -"

"Can I help you?" she was already asking a real straight-looking Abercrombie with a plaid hat and a ridiculous feather shooting out of the band.

I'll have to get myself a hat like that, he thought as he made his way back down the street.

Back at the apartment he was greeted by a gaseous gurgling emitting from the bathroom. Exultation tore at the corners of his mouths; he almost smiled.

"It worked!" he yelled, rounding the corner of the hallway too sharply and scraping the woodwork. The skin peeled up on his wrist, but he didn't even notice.

All he could do was sit there on that old toiletseat cover, running cold water down the sink, feeling the eyes of the world's ecologists on the back of his neck, but goaded by the simple pleasure of success, of uncomplicated success . . .

Later he went out in front of the building and sat in the sun.

The Big Lie

by Shi Halevi

Once upon a time, in a school called by its natives NISC, there was a student publication called PRINT. PRINT was not the most professional of all papers, but it scrupulously tried to protect the rights of its writers to say anything they wanted, as long as they made sense and were fairly interesting.

Be it as it may, one day somebody strode boldly into the PRINT office and proudly submitted a meticulously typed article which he announced was an article or a letter to the editor - wherever it could be placed. Since the piece in question was quite specious in nature and ob-

fuscatory in category it was decided to relegate it to the Forum.

The letter I'm referring to (I hate keeping you folks in suspense) is the one in the March 11 issue which tried to compare the return of the Jews to Israel to the white man's seizure of America. Some of the more interesting half-truths and outright deceptions:

"Once upon a time, men came from across the ocean and invaded a land inhabited by peaceful but disorganized natives." Let's see. "Peaceful." He didn't mean the Indians - there were many inter-tribal wars. He couldn't have meant the Arabs in Israel, as they were anything but peaceful.

"Technological sophistication enabled small numbers of the conquerors to exterminate large numbers of the natives." True in America, but false in Israel, where the only extermination was Arab massacres of civilian populace.

Let's skip ahead a little to the part where W. R., the author, (pity

he never had the guts to sign his name - or maybe for the first time he was displaying some real intelligence) states, "The natives were forced to live on reservations, or in modern terminology, refugee camps..." Well, now. Analysis time again. "Reservations" must refer to the Indians, but what's this about refugee camps? Surely he is not referring to the Arab governments who refused to give shelter in their own countries to their fellow Arabs, is he? Or is he...?

A pattern in W. R.'s harangue emerges. It is: state several facts or pseudo-facts belonging to a category most people admit is valid, then extend these facts (whenever you think you can get away with it) to any other category you choose. Add a couple of ideological cliches for spice, and presto! Instant asininity.

A final word of advice to W. R.: next time you try an analogy, don't compare the Israelis to the white men who usurped the Indians. If anything, the return of the Jews to Israel is more easily compared to the Indians who appropriated Alcatraz; a homeless people coming home.

"How to make dates & enjoy them" at NISC

Chicago, Illinois, March 12, 1971 - Dr. George R. Bach, founder and director of the Institute of Group Therapy, Beverly Hills, California, will conduct a demonstration in the management of constructive aggression and the development of greater authenticity in intimate relations, between 10 a.m. and noon, March 29, in the A lounge at Northeastern Illinois State College, Bryn Mawr at St. Louis Ave. Student volunteers will participate in the demonstration.

Bach's appearance at Northeastern is being arranged by Mrs. Rose Brandzel of the Office of Community Service.

The demonstration, more simply titled, "How to Make Dates

and Enjoy Them," is an extension of Bach's recent book, "Pairing: The Search for Intimacy", which he wrote with Ronald M. Deutsch.

He also conducts sessions in what he calls, "fight training," which is a specific therapy for destructive aggression and violence and educates persons in the constructive use of aggression. These sessions use the philosophy and techniques described in his earlier book, "The Intimate Enemy: the Psychology of Constructive Aggression."

Bach is the co-originator of the Marathon groups, a method of group learning which has been dubbed a "300 year week-end."

Guest lecture

The Linguistics Club is sponsoring a special guest lecture on Tuesday, March 30, in room D113. Dr. William Labov, a renowned socio-linguist from the University of Pennsylvania, has been invited by the Linguistics Club to present a guest lecture entitled "WHO HAS VERBAL SKILLS: a STUDY IN BLACK AND WHITE." He will discuss whether there is any evidence to support the idea that lower class Black children have not developed verbal skills because of cultural deprivation.



***** Dave Brubeck Trio with Jerry Mulligan appearing in school auditorium April 6th Tuesday at 8 pm.

Tickets available on Monday, March 29th at 9 to 12 and 5 to 8 pm. Tuesday, March 30th at 9 to 12 and 5 to 8 pm.

Students 1 ticket with ID - can purchase 2 others at \$2.25 each. Faculty and Staff ID needed for purchase of tickets up to 3 at \$2.25 each.

REMINDER:

"Honorees for the March 30, 1971 Honors Convocation please meet for a

brief rehearsal in the Auditorium March 25th at 1:00. Thank you. Honors Convocation Committee

forum

cont. from pg. 6

mer. You're only going to be there for a few hours a day, why pay all this extra money??

I looked up the old record of summer tuition. Care to see how it looks?

Spring 1970	Spring 1971
1 hr: \$15.00	1 hr: \$26.50
2 hr: 30.00	2 hr: 53.00
3 hr: 45.00	3 hr: 79.50
4 hr: 60.00	4 hr: 106.00
5 hr: 75.00	5 hr: 132.50
6 hr: 90.00	6 hr: 159.00
7 or more hours: \$97.50	7 or more hours: \$172.50

See a little increase?? That's only for the rotten few hours that you might decide to take during those hot summer months in order to graduate. Don't forget to include your student fees and your health insurance fees. Did you know, or should I say remember, that last summer, if you took 6 hrs. or less, there was no student fees?? Not anymore kiddies!

If you must go during the summer, please check your yellow cards after they have been returned to you telling you how much you have to shell out. Since I'm taking 3 hours, according to the white sheet that accompanied my advance registration forms: "1 to 3 hours use figures in Category I (which are the figures above) + \$2.50 student fees." Guess what they charged me? I'm taking 3 hours, and I got charged double that. Mistake?? Cheating?? Yeah, there's cheating. Cheating students out of money. I know, I know, Ogilvie raised our tuitions. All I have to say to you dear Gov is I hope you have plenty of shoeboxes around.

A Sophomore

Northeastern Print:

"To show Northeastern in the best light possible" is how Mr. Cannon was quoted in the article about "like it is".

It seems ironic to title a new publication "like it is", and then only print what the Office of Public Information feels is favorable to Northeastern.

Like it is - indeed!

N. Fagus

Believing that the election of Richard Friedman would be an important victory for better government, I am serving as an area Chairman in his mayoral campaign. If you are in agreement and

Princeton gov't research studied

(ACP) A preliminary report by a student-faculty committee at Princeton University has concluded that the institution should continue to conduct federally sponsored research, including studies for the Department of Defense. The committee said it found no classified research or other projects "directly and specifically related to weapons and weapons systems." The group's report said Pentagon funds accounted for 12% of all federal research at the institution.

want to transform concerned sentiment into constructive action, come to the Friedman headquarters at 3501 W. Montrose Avenue or call 267-5500.

Irwin Widen

Dr. Jerome M. Sachs, President Northeastern Illinois State College
5500 North St. Louis Avenue
Chicago, Illinois-60625

Dear President Sachs:

I realize the situation I am about to describe is not your fault, but I feel as President of the college, you should be informed of this and hopefully, can do something to rectify this problem.

This evening I arrived at the college auditorium about 7:00 p.m. in order to watch the movie, Butch Cassidy and the Sundance Kid, which was scheduled to begin at 7:30 p.m. Unfortunately, by the time I had arrived, all the seats were occupied. Therefore, I sat in the aisle. I was soon informed by a security guard that this was a fire hazard, and I was asked to leave and go to one of the lounges where the movie was being televised. When I arrived at the lounges, I found that these also, were filled to their maximum capacity.

For the four years that I have been attending this school, I have paid activity fees which have continually increased. It is my understanding that these fees are to provide entertainment for me and my fellow Northeastern students. However, on the night of March 16, and various other nights, these events, (movies, concerts, etc.), have been attended by a majority of people who are DEFINITELY NOT Northeastern students. Specifically, these people are rowdy children between the ages of six and sixteen.

The question is, although this college boasts as serving the neighboring community, who comes first: the actual registered student, or the unregistered neighbor, who enjoy all privileges at the expense and deprivation of the student?

I suggest that in the future, only Northeastern students should be permitted to attend these events, and a method for checking their identification should be strictly enforced.

Sincerely,
Margaret M. Peck

To the Editors of Print:

Two of the letters which were presented in the Forum column March 18, in response to "Migration by Might" made some serious errors. In both Sharon Sheinfeld's and William Englehart's letters, they asserted that "the Jews were the original inhabitants of the land of Judea (Palestine)." — the quote is from Englehart.

Well, bunk! The Bible, which is most often quoted as the source book for Palestinian history, states that the Canaanites lived there first and that Abraham lived in "Ur of the Chaldees" (an area near the Persian Gulf). Are the Israelis going to give Palestine back to the Canaanites (which would be hard, since the Canaanites were wiped out by Israel centuries ago)? Or are they going to claim the territory surrounding the Gulf of Persia as Abraham's homeland, and therefore property of the Israeli state?

Another error is Miss Sheinfeld's assertion, "That, if a state ever did exist there, it was only a Jewish state, never Arab . . . and that all places like Jerusalem, the hills of Judea . . . are Jewish names and Jewish places since the dawn of recorded history." This is simply not true. Jericho and Jerusalem are Jewish names, yes, but the cities that they stood for were not originally Jewish. Jerusalem was conquered by King David, and Jericho was conquered earlier by the Hebrew immigrants to Palestine from Ur.

Mr. Englehart's statement that "It was not until the Arab invasions (forceful) of 634 C.E., that the Arabs were a majority in that land. The Arabs settled the country, but ruled it as foreign conquerors." This doesn't make sense. If the Arabs settled the land, they were no longer "foreign conquerors," especially not once these invaders became the majority, which they have been ever since 634 C.E.. And if settling the land, which Englehart says the Arabs did, does not make them a native population, then the Jews of today are "foreign conquerors." Indeed, the Arabs are much more "native" than the Jews, who are mostly Europeans. The original Jews were Semites, like the Arabs. Those Jews who are settling Israel today are no more semitic than their Christian or Moslem ex-neighbors in Eu-

rope, America, or North Africa.

If the Jews want a homeland in Israel, fine. They, like immigrants to the U.S., Brazil, or anywhere else, deserve the chance to build their new land and improve themselves. But they must take pains to raise the level of living of their Arab compatriots in Israel. They must also give the Arabs equal political rights and representation. Why, in a nation of 3.5 million Jews amidst an Arab majority aren't there any major Arab officeholders? If there are any, people around the world should be informed of their existence. Otherwise, Israel will continue to be represented as a genocidal, racist state. As long as such a representation can be justified by pointing out the lack of Arab influence in government, Israel will not be supported by world opinion, and her existence will remain in doubt.

Philip O'Brien

Names for forum urged

Editor, Print
E-214
Campus

I am pleased to see that letters in

the Forum generally are followed by the name of the writer. However, the Forum of March 18, 1971, has one letter without the name of the writer.

In this letter a person's name is aspersed. A person's reputation ought not to be besmirched without the inclusion of the name of the person making the damaging charges.

I urge the staff of the Print to adopt a policy which permits the printing only of letters which include the name of the writer.

Sincerely,

Ray Harper
Chairman
Department of Elementary Education

Please bring letters to E-214

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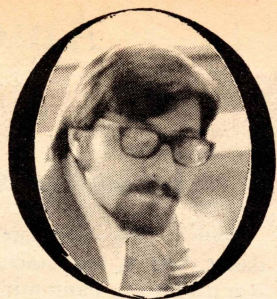
wanted

All those wishing to submit manuscripts to the Stone Wind City magazine must:

1. Submit all material by Monday, April the sixth.
2. All manuscripts must be in copies of six. These procedures are necessary so that the magazine may operate with expedience in order to make the issues appear with regularity.

Stone Wind City is a magazine published by the writing club at Northeastern State College under a special grant from that school. All manuscripts become property of the STONEWIND.

STONEWIND CITY PRESS
3307 W. BRYN MAWR
CHICAGO



Cinema
James
Martin

Each time I see a good silent film I marvel at how truly excellent so new an art form could be. Perhaps because we don't generally expect something half a century old to stand up so well; perhaps because filmmakers of that day labored without the "advantages" of sound and succeeded so well, many of the silents still make for interesting viewing today. In fact, many of the best stand head and shoulders above more recent films in their ability to visually convey in what is in essence a visual media.

"Wings", which is playing a limited engagement at the Biograph Theatre on Lincoln Ave., is one of those films which stands the test of time and is a film buff's delight. Made in 1927 with a tremendous (for that time) budget of \$1.7 million by William Wellman, it tells the story of two home town boys (Richard Arlen and Buddy Rogers) who, in love with the same girl and impatient to fight the good fight (1917), enlist in the fledgling Air Corps to fly and to fight against the Germans. The story itself is nothing unusual, we've seen it a hundred times, and in fact it often gets a little corny; but it is the incredible battle scenes that make the film outstanding even by today's standards.

Both the ground battle scenes, in which thousands of extras were used, and the aerial battles were filmed with amazing effectiveness, and make the work done in "The Blue Max" look inept by comparison. Rogers and Arlen did most of their own flying, much with cameras mounted on their planes, and captured with great accuracy what it was like to be in the cockpit as they did their dog-fighting and strafing, and I can't help but think that this film, which won the first Academy Award for Best Picture, must have seemed a colossal feat to the audiences of 1927.

"Wings" is also notable for several other things, among them: a starring appearance by Clara Bow, who plays the home-town girl in love with Rogers, and who enlists in the Women's Motor Corps in Europe to be near him, and Gary Cooper's first film appearance (don't be misled by the billing, however, he's only on screen for about 90 seconds before he meets his untimely end). The film also has a few "color" scenes which were hand-tinted in Paris, and altho the color has nearly completely faded, if you look very closely at some of the aerial battles, you will notice that the sky does in fact look a little blue.

A few scenes in "Wings" come off unintentionally humorous, but largely because of the increased sophistication of audiences over the years, and in the long-run they do nothing to detract from the enjoyment of watching the film unfold. Part of the fun in watching silent films is filling in that dialogue and action which is not given to you by the filmmaker, and in this film, like so many other silents, you know exactly what is going to happen next. But unlike so many current films, which rely heavily on sound to cover up the visual flaws, "Wings" telegraphs what it is about to do, and then does it so well.



Playing across the street from this 1927 classic at the 3 Penny Cinema, is a film of an entirely different nature, one which is set in the "not too distant future".

The film is "Ice", by Robert Kramer, and it's a slow-moving, tedious, but nonetheless often fascinating film about urban guerrilla warfare in the United States. Reminiscent of Peter Warkins's 1965 film "The War Game", but without the finesse, Kramer's film is more of an attempt to put the viewer on the inside with youthful revolutionaries who are plotting the "general uprising of a whole people", than it is to tell a story in the strict sense of the word.

"Wings" and "Ice"

Kramer's camera spends most of its time following the revolutionaries as they attend endless meetings, spout endless rhetoric, gather information, make contacts, make films, and put together plans for the "spring offensive" and other actions. Very seldom do we see the external "causes" of the underground's existence, but we hear of them in propaganda talks, and in voice-overs and inserts. So involved is Kramer in showing us into the minds and movements of these people, and so assured is he that we understand the reason's for their being, that he completely ignores that which is not immediate to the action. What he does is capture, (rather successfully, I believe) the spirit and the loneliness of making revolution; and in doing so he does not paint a very attractive picture.



A scene from Robert Kramer's "Ice."

The lives of these people who make revolution and would have a new society are in no way glamorized. We see the ennui, the weariness, the sacrifices, the violence, the paranoia, and the hide and seek existence which is led by them, and we see as well the factionalization and disagreement between the various groups involved.

"Ice" is not a film you enjoy. There is essentially no plot (rather we get fragments of lifestyles), and the film is plodding and unslick. Yet for those who care not that they be "entertained", this film more so than any other about this subject gives a sense of what it is really all about. Oftentimes the most tedious parts of the film hold the most meat and are most valuable, and are in fact, what make the film worth viewing. Kramer, who is a left-wing filmmaker not terribly unlike Godard, is at his best when he simply records. His attempts at "action" are few and generally come off poorly (ie. a few gun fights, stabbing etc.), and perhaps this is why he sticks so closely to the "inside" actions of discussion and stratagem—he has a tighter control over his film when dealing with those things he probably knows very well.

I wouldn't recommend that you attend "Ice" with the anticipation of being entertained; but, if you wish to get a glance at what the inside of an urban uprising in this country might look like, then in fact, you might find the film fascinating and frightening... and worth 2½ hours of your time.

Film Committee on "Butch Cassidy"

"My activity fee paid for that movie and I didn't even get in to see it because the auditorium was already filled with other people." Undoubtedly this was a familiar and justified complaint of many Northeastern students who came last Tuesday night to see "Butch Cassidy" and were turned away at the doors. I think everyone agrees that it was an unfortunate experience but it's time we learn from our mistakes. In order to make sure that every Northeastern student will have the opportunity to see "2001: A Space Odyssey" a

new policy for our free film series will be inaugurated by the film committee.

For the showing of "2001: A Space Odyssey" tickets will be issued to Northeastern students, faculty, and staff. One ticket will be issued per I.D. card. The dates for tickets will be announced in a later issue of Print. Doors will open at 7:00 P.M. and no one will be admitted without a ticket. Only the two center auditorium doors will be open for admittance. There will be ushers at all the doors to make sure that only these holding

tickets are allowed in.

It is the intention of the film committee to make the films available to the Student Body. The policies that will be initiated for "2001: A Space Odyssey" hopefully are a step in the right direction.

Anyone interested in the Free Film Series is welcome to attend the meetings at 4 P.M., Tuesday afternoons, above the cafeteria in E222.

NISC Free
Film Committee

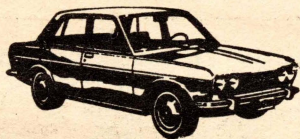
First black coach hired at ISU

(ACP) Illinois State University's new basketball coach, William Robinson, is the first black man to hold a head coaching job at a National Collegiate Athletic Association university-division institution. Mr. Robinson had coached for 38 years at the YMCA and high-school levels, where his teams won 85% of their games.

Italian III approved for spring

Italian III has recently been approved by the Curriculum Council. The course is being added to the Foreign Languages Department Spring offerings. Registration information for the course is as follows: 26-201, Italian III, 3 credits, section 01, instructor Galassi, time and days 9 TF A-125 W B-129 Lab to be arranged. It is a 16 week course (May-August)

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del

David Crosby

1970 saw the release of two near-masterpiece LPs by two C.S.N.&Y. men: Neil Young and Stephen Stills. That left only the solo debut of David Crosby. To date we haven't heard of anything about a solo effort by Graham Nash. (Thank God!)

This past month Crosby put out his first solo album entitled strangely enough "If I Could Only Remember My Name" (Atlantic SD2703).

"Music is Love" opens the album and is a totally enjoyable tune. Its' based on some beautiful 12 string acoustic guitar work by Crosby. Floating above this is a beautiful melody softly sung by Dave which progresses into a sort of "round" with the help of Neil Young and Graham Nash. This is the side of Crosby we haven't seen since his days with the Byrds. The next song contrasts sharply and is nothing we wouldn't expect from his work in C.S.N.&Y. Many parts of "Cowboy Movie" are take directly from "Wooden Ships" (first Crosby, Stills, Nash and Young album). Nevertheless it is still a pretty impressive cut. It features the gutsy blues style of Crosby reminiscent of "Long Time Gone" and "Almost Cut My Hair," backed up by some pretty nifty blues riffs copped by Crosby and Young. (Through there is no credits given on the instruments.)

All in all it captures the smooth flow that made Wooden Ships such an outstanding cut. On the strength of those 2 cuts one could reasonably assume that we have another masterpiece in the Crosby, Stills, Nash and Young circle. However the rest of the album unfortunately never quite gets above that point. Crosby just didn't know when to stop.

Most of what follows seems like an endless series of jammed segments taken from Wooden Ships-Cowboy Movie. In other words, no matter how good the rest of it sounds, most of it is nevertheless taken directly from something that either he, Stills Young or Nash have done. For instance songs like "Tamalpais High-at 3" and "What are their names" feature the same type of skatsinging-harmonies that were in De Ja Vue. Listening to these cuts, Crosby with the adie of Young and Nash could sing the best version of "Sweet Adeline." See its not that any of the music is bad, on the contrary, Crosby is backed by some of the finest musicians and singers from Joni Mitchell and Grace Slick to Jerry Garcia, Paul Kanter, Jorma Kaukonen and Jack Casady. But thats what mainly

causes the problem in the record. Crosby's music is good, but turns out to have no identity of its own. When you have such stylized and established musicians as the afore mentioned (add to the list Phil Lesh and Dave Freiberg) it stops becoming Crosby's trip and becomes theirs. As we said before alot of the songs are actually jammed instead of having set down arrangements. One good thing about this type of recording is the music produced is very spontaneous, but on the other hand drawn out drawn out instrumental sages particularly very similar in tempo start to drag as the album wears on. Also since the "name" backing musicians are free to express themselves, the songs can't help sounding like the Jefferson Airplane Grateful Dead, C.S.N.Y, etc. Since alot of the vocal support is supplied by Nash and Young, we've got that patterned C.S.N.&Y. harmony again.

In previous groups Crosby has always been the revolutionary member. His association with Hells Angels and his political slants in lyrics, supports this and tends to make him quite an interesting fellow. Much of the lyrics in "If I Could Only Remember My Name" give a good look into Crosbys head. As a result along with the fine musicianship, regardless by who its done this makes for a fairly worthwhile record.

By listening to it a few times we understand the motive behind his choosing that particular title. Somehow he keeps thinking his name is Neil Young, Stephen Stills, Graham Nash, Jerry Garcia, Joni Mitchell Jorma Kaukonen.

Lynda and Del

I really pity anyone who missed the Preservation Hall Jazz Band last week in the Auditorium because it had to be one of the most enjoyable and exciting concerts we've had. The seven musicians in the band were all over 60 years old and were the last remaining members of the original New Orleans Dixie Land Bands. It was quite an experience and privilege to be a part of the musical happening. Everyone who was there enjoyed themselves thoroughly and when they played "When the Saints Come Marchin' In" that brought the house down. It just goes to show-all thats' good music is music.

"Celebration" Opening

Two bright spots behind the scenes in the musical play "Celebration" are the choreographer Ronna Kaye and the musical director Steve Osmond.

Ronna Kaye has come to N.I.S.C. directly from Kingston Mines after choreographing their smash hit "Grease". Other credits in the field of choreography are "Kismet", "Bye, Bye Birdie", and "West Side Story." Miss Kaye has appeared in the Mill Run Children's Theatre as a dancer and an actress. She also has given dance demonstrations for Head Start and was a member of Phylis Sabold Modern Dance Co.

Asked about "Celebration" Miss Kaye said, "The show is going fine and I'm very pleased. "Celebration" is a show where anything can go and I have an opportunity to explore all possibilities using creativity and imagi-

nation. "Celebration" was a challenge to me because it is not a one person show. Everyone in the cast is included in the dance numbers."

Miss Kaye is starting a dance workshop at Kingston Mines every Monday night starting May 1st. The classes will include Body Movement and Modern Jazz.

The musical director, Steve Osmond received his training at Northwestern University. Some of his directing experience includes "Camelot", "HMS Pinafore", and "The Wizard of Oz". Mr. Osmond also helped to establish a Community Theatre Group in Northbrook. During the summer he sings with the Cleveland Orchestra Chamber choir.

Mr. Osmond said of "Celebration", "This show has a broad appeal for the audience and the participants. The music is lively and

exciting and has excellent use of chorus. I've enjoyed working with such a co-operative cast."

The results of both the musical director and the choreographer can be seen at "Celebration" beginning Friday, March 26th.

American Ballet Theatre

by Leslie Mermall

Ballet, an intricate group dance, testing the dancers use of empathy, pantomime, conventional and unconventional movements.

The American Ballet Theatre, a troupe of great insight and talented individuals presenting an esthetic view to the often forgotten showcase of ballet.

"Les Patineurs," presents the movements of all types of skaters, beginners, lovers, and a group of experts one of whom is Micheal Suim. He, dressed in a green suit developed a character all his own. His profound talent of making difficult movements seem easy and the mischevous expressions on his face helped the audience warm up to that cold winter scene. Waiting for him to provide us with a new stunt made the gliding movements, with the addition of humorous misfortunes, removed from the confines of the Auditorium to a small pond, at dusk, in the spring of winter.

The Tudor masterpiece was danced with complete precision of unconventionalism. The dancers cast off the shackles of classical importance just long enough to let the audience become completely involved with the new and exciting version of and overworked theme of a broken romance. Also adding to the cause was the costumes. The male lead was dressed in a formal suit of the era. When the curtain is dropped the story ends with the pessimistic view of society not the view of picturesque love we would like to see.

"Etudes" starts off with a line up of five adorable little girls. These petite ballerinas demonstrate the basic starting positions for any dancer. The representation of their work until the first performance gives the audience unusual insight into the work,

training and the technique of the performers and the performances they come to see. The use of practice bars and the fusion of the well fitting music of Czerny make the audience much more appreciative after the final curtain call.

An element of inner emotion made "The Moor's Pavane" a terrifying experience. The use of melodramatic lighting and equally dramatic simplicity of casting number and constasting costumes plus the hard drive of the music made the emotional problems of two married couples exceptable in any day and age.

One of the oldest ballets in the American Ballet Theatre's repertoire is "Giselle." Giselle, a quiet pheasant girl has fallen in love with a nobleman who is already betrothed. When she accidentally finds out, and dies of a broken heart the audience feels a great loss too because of the convincing performances of Carla Fracci and Eric Bruhm. There is nothing to get in the way of this performance. The scenery design is intricate and massive. Costumes changes take place even within the scenes and the unnecessary use of two dogs always bring a round of applause from the audience. The only distraction to a near perfect and convincing performance is when Paul Nickel, the lover Giselle will never know, dies and the choreography call for his to be kicked, forcing his to roll of stage. He would have been more inconspicuous if he would have gotten up and walked of the stage.

The American Ballet Theatre has no stops. All dances are done to tasteful extremes with total use of scenery, new lighting effects, and unusual costuming. Every dance, no matter how new or old is dabbled with contempory touches of splendor. Don't let the old rumors of a boring evening spoil an exciting experience.

Student named trustee

(ACP) Denison University has named a student to its board of trustees for the first time, but the trustees maintain that they are not setting a precedent to give students representation on the board. Mary

Stafford, 21, a senior, was elected to the board not because she is a student, but because of "outstanding qualifications," according to board chairman John E.F. Wood.

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corey's corner

Idle thoughts, random reflections, observations, opinions, and other desiderata:

...Slips of the tongue have intrigued psychologists and linguists for years. Some researchers believe that a mistaken choice of words often reveals a lot about a person's real feelings. Last week, a friend, referring to our continuing involvement in Vietnam, meant to say "Southeast Asia." But instead, "U-S-Asia" accidentally slipped out.

...Remember the laughing and grinning faces above the windows in the newly decorated north dining hall? The faces that were supposedly representative of students here, but were accurately described by a student as "Winnetka hippies." Panels of the six-foot faces, three male and two female members of somebody's idea of a "Now Generation," were to be repeated across the top of the wall. Plans were changed, though, and the long-haired heads were painted over. The faces are still in the neighborhood, however. The five of them are grooving in a display window of a youth-directed clothing store at Kimball and Lawrence. The group looks a lot happier and more at home amid flashy and fashionable clothes, than in our eating place. Tasteful redecorating is one matter, and straining to look hip is another.

...New word for the day: hirsute (pronounced "her suit"), adj. hairy; shaggy; set with bristles.

... "If you treat a man as he is, he will stay as he is, but if you treat him as if he were what he ought to be, and could be, he will become that bigger and better man." This quote by Goethe appeared in this column last trimester. For me, it summed up in a few words an ideal attitude for educators and parents. Something in the quote didn't feel quite right, though—the phrase "ought to be." It seemed to imply some sort of omniscience on the part of the guide. But after discussing it with a friend, a new distinction emerged for us. In helping a person grow and develop, a teacher and a parent tells him what he "ought to be" in two ways. In the early years, they guide and discipline him or her stringently, as self-control is developing. In later years, the "ought to be" decreases, while the guidance changes into "ought to do." This situation is analogous to teaching a person how to drive, and after the proper driving habits are developed, changing the teaching to advice on car maintenance and expedient routes to travel. In parental guidance, unfortunately, the "ought to be" period frequently lingers too long, and growth suffers. Anybody would appreciate hearing in advance about narrow streets, or glass and rocks in the roadway. But nobody likes to be told how to drive his own car.

...The wayfarer

Perceiving the pathway to truth,
 Was struck with astonishment.
 It was thickly grown with weeds.
 "Ha," he said,
 "I see that none has passed here
 In a long time."
 Later he saw that each weed
 Was a singular knife.
 "Well," he mumbled at last,
 "Doubtless there are other roads."

— Stephen Crane

free classifieds

Pat: is it true that if my middle name were Ulysses, you wouldn't come near me? BG

Happy 1 year anniversary, Mike.

All NISC students!: Come rap with Dick Friedman, mayoral candidate on March 25, at 9:30 PM at 2961 W. Peterson.

Happy Birthday, Janice Knox—and may you have many, many more. A Friend

Wanted & For Sale: 1 cleaning lady, see Bridgette in A-wing. Will accept trade-ins.

I like Ike. How about you, Gertrude?

The Coach House is a brand new coffee house which has just opened up and is especially designed for college students.

Where do we put the "dirty" classifieds?

Keeper's coming for a visit?

The SSt is not Super Silent Transport.

\$S&T will help many Congre\$\$man.

EF: You didn't show either Tues. or Thurs. evenings. Please meet me this evening or next Tues. same place, same arrangements & signals. CB

Be heard. Choose your own mayor. It's about time, don't you think?

VOTE FRAUD? work election day and see call IDD 235-4024

April 6, 1975—that's far away, isn't it?

Who controls Cook County? Are you affected? Call 332-0900

WANTED: political campaign workers for the mayoral election day. Call Ann at 235-4024

Patronize the Keyhole Bookstore, 3424 W. Lawrence. Your community's finest ADULT (porno) book shop. No one under 21 admitted.

O sweet! I do but love thee, and pray to be they maid until my dying day. Your Pal

Dear Irish: I love you so very much. Kel

Is there a choice? Richard E. Friedman for Mayor of Chicago.

To the mother hen in hot pants: May I pluck your magic twanger? Froggy

Anyone interested in the fields of SPEECH THERAPY? and/or audiology? Come to the meeting of the NISC speech & hearing club, Tues. March 31, 1:00 PM in room A108.

To members and those interested: At 1:00 PM, March 30, Tuesday, room A-108, the NISC Speech & Hearing Club will meet.

Arthur: Mordred is a lovely child...a little DISTANT, maybe...Gwenney

Grand Duke Jean sends his regards to the people who will be his loyal subjects soon! The tripple alliance will rule the world (Luxemburg, Lichtenstein and Andorra) Also greetings to NGD Jean's mistress.

To the best big sis a pledge could have...1418581226 luv, Marylyn

The sun is just behind the dark shadows of a world torn apart by war, skepticism, and mistrust. CELEBRATION

Any classified about us in here from N. Isn't true. R.E.K. and K.

YOU'RE WELCOME...ST. JUDE

Doorknob: Love has reasons which reason knows not. Itsy-bitsy

Your insults will get you nowhere. Just wait, all of you will be the ones to end up dead. Just wait. God

We'd do anything for you—Tim, Lynn, Cathie, Sue, Lana, Donna, Renee, Marylin, Pat, Kathy.

Morgana: When's show and tell? Rocky

Dear M.K.: Who in the hell are you? Locker No. 25

PS: The tax ambassar will be gov. general over the captured North America.. Grand Duke Jean

Nishimoto: Don't you DARE transfer!! Nan

CELEBRATION.....for the spirit of a carnival!!

To all menschen and maidelach: Is anyone ther? I'm talking laughing, dreaming in the B lounge every Thurs. from 11 to 1. Look for a tall one who wears a maroon sweater, blue jeans, and ranch boots. His name is Rich Robinson.

Intersivity PAGAN CLUB MEETING Monday 10 o'clock AM in Publications Office. Lenni, Stay cool and be good or at least be careful.

CELEBRATION

Students traveling to Europe need student ID card. Call 465-7316

COME COME COME to the car wash, Saturday, March 27, 9 to 4 at the Shell station on the corner of Peterson & Kimball. \$1.25 with a NISC ID or sticker.

Clothes hanging like a drape? Grace like that of an ape? Don't be a clod! Get to work on your bod! Let modern dance get you back in shape.

CELEBRATION opening Friday, March 26.

BEAUREGARDE—any relation to Borregarde? Fifi

Chamber Orchestra Concert

On Wednesday evening, March 31 at 8:00 pm, the NISC Chamber Orchestra, directed by William Schutt, will give a concert in the College Little Theatre. The orchestra of 18 string players is made up of both students and community musicians. Wayne Wojcik will be featured as trumpet soloist in two works "Sonata for Trumpet and Strings" by Stradella and "Prayer of St. Gregory"; a contemporary piece by Alan Hovhaness. The program also includes "Three Chorale Preludes" of Bach, "Seven Little Pieces" by Ernst Krenek, "Capriol Suite" by Peter Warlock, and George Gershwin's "Lullaby". Student members of the Orchestra are Wayne Olkowski, Michael Kiley, Patricia Ksepka, Edith Lorant, Douglas Marier, and James Rotman.

Cheap flights to Europe, Call Larry 465-7316

Have a dirty car? Come to the CAR WASH on Sat. March 27 from 9 to 4 at the Shell station on the corner of Peterson & Kimball. \$1.25 with a NISC I.D. or sticker.

Little Leslie: You are my greatest fan... Mark Farnar

Jim: Take you dogface with you to Colorado...the rest of the dogs.

Dave: What's in the room? HE-HE-HE US

Toulouse: He was right. So was Madeline Murray. Fifi

King Arthur: I love you. Guenevere

Lancelot: I love you. Guenevere

EURAIL PASS isic Cards; all travel needs. 465-7316

CELEBRATION a musical holiday!

Dear D. McW, Reading classifieds can be bad for your health.

One paint brush in the hand is better than a sponge anyway.

Mac: How could they generalize YOU? Rocky

Nan: This is a typical, old, long-practiced Greek custom—Let's fight! Effie

LITTLE SISTER IS WATCHING

TITANIC: Gotcha! Iceberg

Sweater Tip

A tip from the National Institute of Drycleaning:

Don't hang your knit sweaters on a hanger in a clothes closet. They will stretch and lose their shape. Fold sweaters loosely and arrange them in a drawer. Place white or light-colored garments on one side, dark-colored garments on the opposite side to avoid lint transfer.

Roundabout Frank's

Almanac

Commemorations of the week to aid in your imbibition:

Thursday, March 25. Ripley tells us that March 25 was a special day for Frenchman Joseph Medara; he was born, drafted and discharged from the army, married, became a father, and died ALL on March 25. He lived from 1839 to 1886.

Sunday, March 28. Dwight Eisenhower died in 1969. In his farewell address, he said: "In the councils of government we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for disastrous rise of misplaced power exists and will persist. We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted."

(On the third floor of the Pentagon there is the "Eisenhower Corridor", dedicated to the late President. President Eisenhower's Farewell Address has been inscribed in this corridor—with, however, the above passage deleted. Eisenhower has been censored by the Pentagon.)

Tuesday, March 30. This is the Islamic New Year's Day.

Wednesday, March 31. Edward Fitzgerald born (1809)

*"Awake! for Morning in the Bowl of Night
 Has flung the Stone that puts the Stars to Flight"*

Also on this day, in 1918, on Easter Sunday, Daylight Savings Time began in the U.S.

And now for our legend of the week:

Once there was a Head named Herman. Herman was just a Head, had no body at all. Poor Herman longed to be anything else but a Head. One day when Herman was rolling along to school, he prayed that he could become anything but a Head. And instantly his prayers were heard and he was transformed into a turtle. Herman was joyous; he no longer had to roll to school, but could now walk, though very slowly.

As all of us, Herman wasn't satisfied with what he was, and wished to become a frog, so he could travel faster. His wish was granted. But when Herman became a frog, and was hopping merrily along, he noticed some birds flying in the air. Yes, you guessed it, Herman became a bird. But not any kind of bird; Herman the Head became Herman the Tern.

Actually, he did very well as a tern. In tern school, Herman was voted "tern most likely to succeed" and was first in his flock.

But one day Herman wandered off from this tern friends and soon found himself surrounded by hunters who threatened to kill poor Herman unless he led them to the rest of the flock. Herman led the hunters to the other terns, and was spared.

But ever since then, he was called the "traitor tern" by all the other terns in the world (for news spreads quickly among terns). Mother terns would tell their chicks stories about Herman the Tern, holding him up as a bad example. They would show the little terns a picture of Herman the Traitor Tern and say: "See how one good tern deserves another."

Herman had to leave the terns, flying alone now, dreaming of the simple days when he was just a head and life was good. One day when he was flying, he was shot down and dying. Just before the hunters came for poor Herman, just before his last breath, a voice spoke to the unfortunate Herman; the voice said: "It pays to quit while you're a Head."



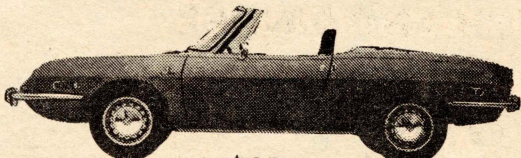
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sports

Women's gymnastic team takes second & third in sectionals

by: Sue Sherman

At 8:10 am, Saturday morning, Davie Baldauf, Teena Akiyama and Nancy Johnson were in the Concordia Teacher College's gym rearranging the gymnastic equipment to regulation heights. With the arrival of the rest of our team, Sue Schak, Wendy Zierk, Rose Tamura, coach Miss Betty Meyer and the other competing teams, the Gymnastic Sectionals of 1971 were under way.

Taking into consideration the large number of participants and

their nervousness, our girls did their best. Although only Davie Baldauf was honored for third place on balance beam in the beginner level, the composite scores of all our beginning events ranked us third in team scores in a field of 9 schools. At the low intermediate level, high honors were securely held by NISC's Rose Tamura, who took first in uneven parallel bars, balance beam, floor exercise; second in horse vaulting, and first all around. Composite scores of Rose Tamura and Wendy Zierk ranked NISC second in team

scores for the low intermediate level. A near loss of a contact lens and the sudden arrival of Lois Skiera, our top vaulter, two entries before her turn, rounded out the meet.

Other schools competing were NIU (first place team scores in both beginner and intermediate levels), Circle, Concordia, Mundelein, Wheaton, Kishwaukee, Triton, and George Williams. Our next meet will be the Illinois State Meet at NIU, Friday and Saturday, March 17 & 18.

Women's softball

begins March 30

by Greta Lindquist

Workouts for the NISC Women's Softball Team are scheduled to begin Tuesday, March 30 at 2:00 in the gym. They will be held every Tuesday and Thursday from 2:00 to 4:00.

Equipment will be provided by

Miss Meyer who will be coaching the team this season.

Anyone interested in trying out for the team or just working out is invited to sign up at the bulletin board outside the gym. No special skills or experience is needed.

Intercollegiate games will start in May.

free classifieds

FOR SALE

WANTED: Girl's bike in good condition. Will negotiate on \$. Call Jan at 637-7466 or see Frank in PRINT OFFICE.

WANTED: Boy's bicycle—10 or 5 speed racer. Call LA5-5797.

LOST: a key to a carrel in area around D-113. Key in a magnetic box. We need this key to get our books. If found or know whereabouts, please contact Chris W. in carrel No. 23.

FOR SALE: 1 electro lab amplifier. 50 watts, 3 inputs with tremelo outlet for foot switch. & 1 6-string electric guitar with hard shell carrying case. Both like new. All for \$55, cash. Call 929-6137 after 6 pm. ask for Jim.

WANTED: 3, 5 or 10 speed bike cheap. Call Don at 772-6872 from 9 to 11 am.

WANTED: used aquarium and equip. Call 267-2969 after 9 PM.

WANTED: someone to share driving to East Coast during the next Trimester break, leaving April 24th and returning May 8th. I'm headed for Charleston, South Carolina, then north to Delaware and Maryland before returning to Chicago. You will **not** have to share gas and toll expenses, I'll take care of that. It's just too much of a hassle driving that distance alone. If interested, see Larry in the TV studio or call 262-7407 after 5 PM.

WANTED: Need a ride out west—Colorado preferably—to go skiing this Spring Vacation—preferably Aspen or Steamboat Springs but anywhere will do. Will share expenses also am experienced skier & will give free lessons. Call Chip or Mary Ann at 296-8256.

FOR SALE: Hand-made, Tiffany-style leaded glass lamps. Very cheap. Call Chad at 583-4280.

FOR SALE: M.G. MIDGET AM-FM. Nothing wrong with it, I just need the bread. \$1800.00 or make an offer. Tim at 286-8814. Nite or day.

I would like to buy a copy of R. J. Gill "Economics and the Public Interest"—Call Terry 338-1528.

Wanted: Female Roommate to share with same. Call 267-2814. \$50.00 a month. Northeastern Vicinity. Ask for Ann or Teri.

For Sale: '63 Corvair Auto. 4 door. Needs starter and LR Fender. \$75.00 or offer. Marilyn AU3-8647.

Looking For Part-time Work? Set your own hours Nice income Can fit hours in with classes. For more information call: Phil Grassi 561-3376.

There is no Madeline Murray. God

Doug (Charlie Brown): Get your paint set ready for Saturday night. Lucy

John: Let's get physical. Laura

R.R.—Found any quarters lately? E.M.

G.D. Jean—When's your next trip? Your Birthday Present.

Captain Marvel: Shazam! Tootsie Woosie

R.K. Who dies your sun take after. N.H.

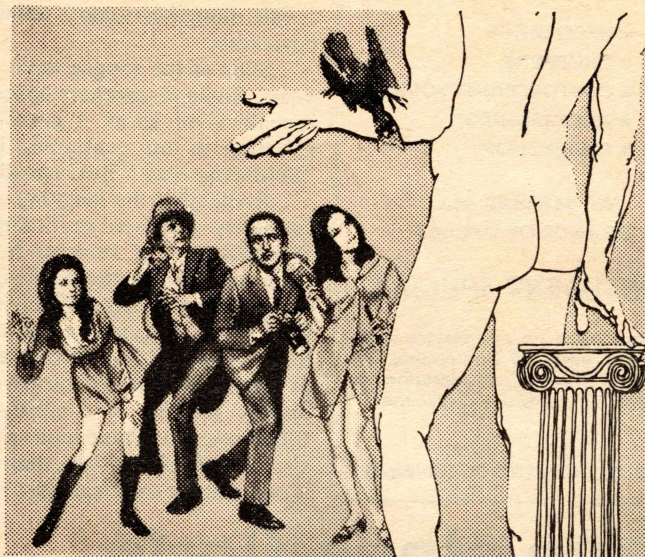
Beauregard: You're no Libra! Rocky

J.B.—Mrs. Chomsky? Really! E&N

Morgana: When

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