

8-4-1969

## Print- Aug. 4, 1969

Ken Davis

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### Recommended Citation

Davis, Ken, "Print- Aug. 4, 1969" (1969). *Print (1968-1987)*. 388.  
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Chicago's Most Imitated College Newspaper

The Northeastern  
**PRINT**

VOL. 4, NO. 17

MONDAY, AUGUST 4, 1969

PRICE: 35c PER COPY



*"Jesus, or We All Have  
Our Crosses To Bare--  
Thursday, Friday, Saturday*



# A Discussion On Education And Basic Programs

**PRINT:** We have John Cargill, Gary-Dale Stockmann, Dave Kessler, Bob Wright, Andy Zelasko, Mickey Sagrillo, and Connie McNeely here to discuss the relative advantages and disadvantages of the Basic Curriculum. We'll try to figure out where everybody stands. Kessler, Cargill, Wright, Stockmann and Zelasko are student Senators, Sagrillo and McNeely are with PRINT. First, Andy. What do you think about basic curriculum? Is it necessary, and if so, what are your views about basic curriculum?

**ZELASKO:** The concept of basic curriculum is generated from an archaic attitude toward education. Its origins lie in the European system of aristocratic education where the aristocracy was assumed to need to know certain basic elements about literature, about history, about this and that so they could converse at parties and engage in all sorts of flippant discussions. This concept was simply taken at face value when America developed its educational system. And what we have left is remnants throughout the country in the form of basic curriculums and core requirements. If you examine the basic curriculums at most schools you'll find that they're totally out of whack with what the person needs to know as far as basic education. They make no attempt at establishing either academic basics or vocational basics or sociological basics. They're simply remnants of a previous era.

At this school basic curriculum is by far the most flagrant example of this attitude. You have music courses, art courses, history, geography, a little bit of everything, but it's of totally no use, in the large sense, either in academia or the world of business or the world of trade. Now, the idea, again behind the basic curriculum derives from the fact that a person should know a little bit about everything and supposedly he's going to make up his mind into which area he's going to specialize. The fallacy of that is that, when a basic curriculum is imposed instead of basic courses being offered the psychological attitude of both the students and faculty toward these courses is that they're something that has to be done, they have to be gotten through as quickly and painlessly as possible, and when you attempt to discuss what's been absorbed or learned, from people who have taken these courses, you find that very little has been absorbed, and so that the whole purpose has been negated. People have not picked up basic education; they've not developed a proficiency in a broad area.

Instead, it's a stumbling block, that has to be avoided until you can get to the really important thing, your major, and that's what you remember. It's a totally fallacious concept. It doesn't work, and it's based on an anachronism.

**PRINT:** Dave Kessler, is the basic program an anachronism?

**KESSLER:** We're talking about an idea-a concept-that means, really, we're dealing with liberal education. And if we're gonna deal with that kind of a concept then I think we have to deal with the concept that it's necessary to have some sort of understanding of different areas and different fields. And in order to have this kind of understanding you should have a wide background in a wide range of areas.

Therefore, I think basic curriculum is necessary. Not only is it necessary, I think it's an important concept, because, if you're going to limit yourself to areas that you like, which is really what we're getting down to-by eliminating basic curriculum you're going to eliminate areas that you just don't want to bother with, which means you'll eliminate everything except, let's say, if you're a history major, history - that, I think is one basic mistake in eliminating basic curriculum. I think we're talking more about, "Let's eliminate the things

I don't want to do."

**PRINT:** Gary-Dale, if we eliminated the basic program, would we still be able to provide a "wide-base", as Dave termed it?

**STOCKMANN:** Well, it's dependent on a lot of things. First of all, it's dependent on the type of faculties we could maintain. In some areas where specialization is necessary and where the number of students taking a highly specialized course was eliminated, it would be impractical in our situation right now to have an instructor teach only that course. But if an instructor could teach basics as well, our faculties could be improved, or wouldn't decay. Another factor to be considered is the desire to take the courses. Somewhere there has to be motivation to take other things, because I think we're all agreed that you can't function in this world - or you can't have any field function in this world - in and of itself. They're all completely interrelated.

A mature person who is really conscientious about his field would never think twice about planning for himself a broad education. However, that's not going to be the rule. Not all students are going to be like that. There has to be, if the basic program is eliminated, a means to motivate students to take things that, in some cases even, that they don't like at all. Not all in his experience is a snap or is easy or is pleasant. If it were, it wouldn't really accomplish much.

Earlier I think I said that one big key thing related to this would be the counseling. We'd have to maintain far more depth in our counseling. Almost, well, definitely on an individual basis.

**PRINT:** What about counseling, Bob?

**WRIGHT:** I think that, as it is now, our counseling staff is understaffed. More needs to be done. I believe that before this discussion started Connie mentioned that teachers in the Chicago area, in the Chicago school system, are required to have taken a political science course. Well, I don't think that counseling has made enough students aware of this.

But this is only part of the problem. When you get down to the point where you want to do away with all the basic requirements I think you're moving in the wrong direction. I think we have to keep in mind that our one school and our degree from our school is only one point in the entire milieu of higher education. And, if you get in the outside world with a degree from a school with no basic requirements in some sort of a broad field, you're going to find that this degree is worthless. Believe it or not, people, when they're hiring you for jobs - teaching or something like this - are aware of what the curriculum of your school is like.

Also, you have to have these things because they relate to your basic field. Dave mentioned history - let's say that if you're a History major you wonder, well, how does something like having to take mathematics relate to my field. Well, history relates to sociology, and sociology relates to psychology, and psychology to biology, biology to chemistry, and chemistry to mathematics. So I think you have to have a fairly broad knowledge of many things - you don't have to have it in depth like you have in your own field but you should have a broad knowledge of a lot of things before you go out into the business world or before you go out to teach.

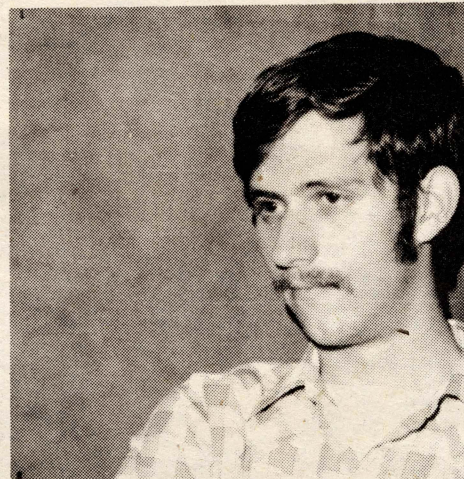
**McNEELY:** I think Northeastern has a terrible overload of required courses. Half of the hours needed to graduate I think is too much. And there's not enough concentration in the major field. Thirty hours is not enough. And I think a line has to be drawn at how many required hours we're going to have. Each department will

feel that its courses should be required. The sociology department will say you shouldn't graduate without sociology. Well, the math department is going to say

the same thing, and we're going to have more required hours than we have now.

We have to decide where the line is going to be drawn, and I think we're going too far in the amount of hours we have.

**STOCKMANN:** Two comments. First, don't take me wrong. I'm not at all for the status quo. I think that our required courses for the most part are a lot of bunk. They must be improved, the selection must be increased, the relevance of courses to other courses in the area must be tremendously increased, and another thing, in



Stockmann

comment to Bob, I'm not the least bit concerned with the practical aspects of the value of the degree whatsoever in the world outside, because that's simply a matter of beating the system. What I'm concerned with is how this education contributes to the person that comes out of it.

**ZELASKO:** In answer to a few of the points that were made, David talked about eliminating the basic curriculum, and the implication from his statement was that basic courses would be eliminated, and that's not necessarily so. Again, the concept of a basic curriculum is that there is a set of courses, a program of learning, that could cross across all disciplines, and be relevant to every single discipline.

Now, I do not reject the concept of requirements, but what I reject is the concept that you can set up broad-base requirements. The alternative that I would suggest to a basic curriculum is the one that's running parallel to our basic curriculum now and that's departmental requirements for graduation within a major. Each department has within it men who have dedicated their lives to a certain discipline. Now these men have some concept of what interdisciplinary activities are necessary for a well-functioning person within their discipline. And I would suggest that each department could set up its own core curriculum as is done in many other universities and colleges; that the concept of a broad-base, general liberal arts education

be abandoned as being nonfunctional, as being generative of empty diplomas with no substance in them, and that, instead, that when a person makes a commitment to a discipline - and he should make that decision before he enters college, not after, and shouldn't be admitted to college until he has his commitment - that once his commitment is made, he work within the department, and that, within the context of his discipline, he receive an interdisciplinary education.

Now, before the taping began, I made a statement, and that was that I thought a liberal arts degree is worthless. And I want to put that on record. The concept, again, of liberal arts is some vague notion of pursuing altruistic goals for their own ends' sake. And this does not coincide with reality. There are a variety of alternatives to education. One is the one professed by many academicians that education should be for the sake of knowledge and beauty and truth, and another aspect is that education should be solely for vocational pursuits, and you have a third alternative, which is the one I profess. It's a very old concept, it was first started in Egypt and Babylonia. It's progressed throughout history and it's a parallel of the two - it's a Hebraic concept of education. Along with studying abstracts, along with pursuing truth, that the person develop some basic vocational skill. Historically, the best example of this system was Spinoza. Spinoza was a philosopher who spent his life dedicated to the pursuit of knowledge, yet he had a vocational trade - he was a lens grinder. He could do something to earn money, and while this vocation was not an end-all to itself, it fed him, it



Zelasko

housed him, it clothed him, and it was a good balance between the realities of living and feeding yourself, and the desire of man to have some sort of higher pursuit.

An American education has not come to grasp with the necessity to balance these two areas. You're told you either have to have a vocation or you have to have enough money to pursue some sort of flimsy, idealistic goal. This does not balance out with reality.

**CARGILL:** Just briefly if I can remember the history of it, I kind of question your

Con't on page 9

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# The Print FORUM

## CHARKOVSKY WRITES ONE MORE

Editor:

This is my last and final letter to the PRINT concerning this controversy over my being retained on staff here in NISC on a tenured basis. What started out as a letter dated November 27, 1968 sent to me by Dr. Goldberg later on developed into a very unpleasant correspondence between the two of us.

After the final letter I sent to Dr. Goldberg dated December 27, 1968 was that I demanded an answer to a question concerning what I feel to be a mythical meeting concerning my situation in NISC. I must say one thing in Dr. Goldberg's favor. He acted fast. He never answered me.

By this time it was obvious Dr. Goldberg realized I was like a monkey on his back and he successfully managed to throw me off and I found I landed in an arena with Dr. R.D. Wenzlaff. Hail, most noble, and glorious Roman gladiators.

It is time for this letter writing contest to terminate. If Dr. R. D. Wenzlaff cares to talk to me, regarding my situation, man to man, he knows where he can reach me.

Best wishes to all of you people of the PRINT for a most excellent job of journalism. I hope all of you have a most enjoyable vacation between trimesters.

Thank you kindly,  
Willis Charkovsky.

## BUGG HOUSE DEFENDS POSTION

To the Campus Community:

Quite recently, a complaint was issued by some unseen faction of the right that Bugg House Square is and has been serving as an arm of the more radical factions on campus. The complaint was issued directly following a program given on July 16 by the Rapid Transit Guerilla Communications Theatre, sponsored by Bugg House.

It has been known by members of the committee for some time that eventually such a complaint would be issued. The committee feels that the complaint is totally unfounded and in reality merely a reaction to events which transpired at the afore-mentioned program.

For approximately two years now, Bugg House Square has been delivering to the students of this college a wide and diversified spectrum of programs, covering topics ranging anywhere from the existence of God to the existence of ghosts to the John Birch Society. The committee has provided information, entertainment, and innumerable opportunities for students to voice their views and challenge the views of others. It is, in fact, the policy of the committee to present all existing sides of any given issue, wherever and whenever possible. In those instances where the right, the middle, or the left oriented views have apparently not been represented, it has been because of their unwillingness to speak, not our failure to

seek them out.

It may be true that a tally of the programs presented over the past two years would seem to show a predominant number of left-oriented programs. This, however, is an inadequate test of the impartiality Bugg House has shown in its selection of programs. All of those programs were intentionally structured in order that, any member of the audience may challenge, attack if you will, leftist philosophy at any time and with any degree of fervor. Such attacks have been made and listened to time and again on the floor of Bugg House Square.

As to the mechanics of Bugg House, the committee has, since its inception, invited anyone to come to its meetings for the purpose of presenting any type of program for consideration, or to criticize, assist, or merely listen in on, the business of the committee.

Bugg House was conceived as a vehicle through which the campus community may be better informed about all facets of campus and, more important, total living. It has never faltered in its determination to function in precisely this manner. We seek controversy, both for its own sake and for the sake of bringing about relevant change, wherever and for whomever that change is needed.

Ed Shore  
Committee Member

## GI RAPS BLUETHMAN

Mr. Hal Bluethman:

Receiving the "Print" with great frequency, I continue my rundown of articles written by sheltered, unauthoritative, and one-sided persons. All of these descriptive adjectives seem readily applicable to one man: Hal Bluethman, to whom this letter is addressed. Though I know nothing of your age, experience, or behavior, I gather that you are striving for notoriety; whether it be school or city-wide is possible irrelevant. If you continue a resume of unfounded "facts", you are in for steady decline, but a rejuvenated categorical popularity. I, for obvious reasons am of a different lot. I currently serve in Viet Nam, not by choice, but by orders. I do share one or two view-points which I know to be founded, one being the Presidio incident.

Your mention of the demonstrations at the Democratic Convention result in a very narrow, poorly substantiated picture. I saw first hand, while on leave, curiously adult "children" hurling bags of human defecation, normally harmless items studded with injurious nails and razor blades, in-

sulting remarks etc., now trade marks of mob action. You either know nothing of this or are stupid enough to regard these actions as child's play.

You back certain minority groups merely for illustrative purposes. You seem to feel that in this way, you'll gather their trust, and continue your use of them as instrumentation rather than illumination. But this seems to be the earmark of most pseudo white liberals who hypocritically seek more safeguards for their clean little worlds than the equally abominable reactionary.

This past Wireless Express article was read by many men of my unit. The opinions were both pro and con, though a majority felt that you had little basis for your "Illustrations" as you call them. Let me never read again of your views on Viet-Nam and the draft until you have served, have been forced to silence under military rule, and have seen life so needlessly wasted; all these and so much more must be seen first hand in order to offer proper and knowledgeable perspective. As far as the draft question, you may one day

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

## PRINT SAYS:

### The Curriculum -- Let's Keep Talking!

During the past few weeks, there has been a great deal of discussion about NISC's curriculum. We feel that the discussion stage should not be ended yet, since there is a great deal still to be decided. We urge every student with even the slightest interest in his future to let his feelings be known - either by writing to us, or by speaking with other authorities on the matter.

Too often, we make temporary repairs in our curriculum, since we seem to be concerned only with today and tomorrow, but not with next week or next year. Why cannot all concerned groups of students, faculty and administrator come together, so that we may, between us all, decide the future of our college's academic life?

*Opinions expressed in PRINT editorials are those of the signees only and do not necessarily reflect the views of anyone else. Rebuttals may be brought to E-45.*

## The Northeastern PRINT

(Sigh) This is the last time we'll be able to bring sunshine, sweetness and light into your lives until September. Don't say good-bye, only farewell. We here at the PRINT (which, by the way is published bi-weekly during the second eight weeks at Northeastern Illinois State College, 5500 N. St. Louis Av. in Chicago) want to wish all you good boys and girls (and all you not-so-good boys and girls) a nice vacation. In September, look for our BIG contest--"What I Did On My Summer Vacation." Think hard about it during the break and we'll tell you the rules for this neat contest in our first issue.

Oh yeah, opinions that are printed within these hallowed pages are only those of the writer and don't usually represent those of anyone else in the world. Our special thanks and farewell to Rog, Bill, and all you others who won't be returning in

September. Bye!

Nizam. ....Ken Davis  
Liquidator. ....Larry Spaeth  
Skiagrapher. ....Roger Bader  
Scribe. ....Lynn Musson  
Columns:  
Wireless Express. ....Hal Bluethmann  
Nature Corner. ....RHB  
Cagliostro. ....Mondo Crypto  
Mondo Crypto. ....Gary-Dale Stockmann  
Armed Forces Radio Announcer (Entertaining our boys here and abroad). ....Bill Baker  
Member of the Fourth Estate. ....Connie McNeely  
Intermediary. ....Mickey Sagrillo  
Dissembler. ....Dr. Les Klug, PhD  
Functionaries. ....Dr. Bill Erlich, PhD  
Mr. Walter Borows  
Bagatelle. ....Arnold Wolman  
PRINTce. ....Dave Kessler  
PRINTcess. ....Sue Gaspar  
Sponsor for over a month. ....Robert N. Paine  
Sponsor on Vacation. ....E.M. Liebow, esq.



# SUMMER 1969

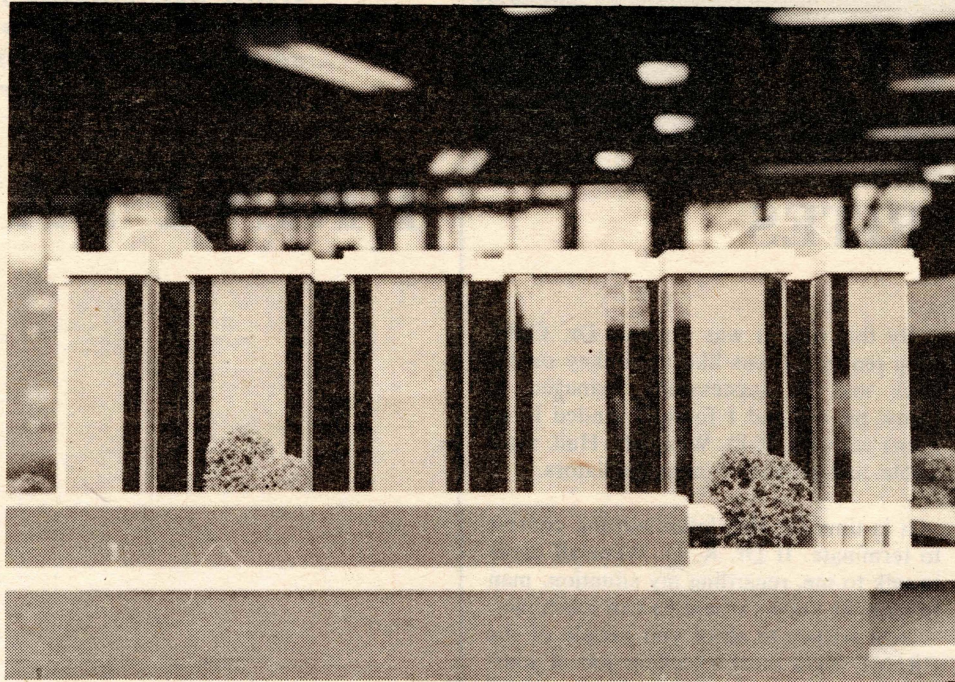
## A HECTIC TRIMESTER -- IN REVIEW

Well, it all started with a concert by the Back Porch Majority. The BPM were pretty big news back around May 12, when the first PRINT of this trimester arrived on the stands. Not much else was really going on in the way of news - people were lounging around in the grass enjoying the weather, and each other, and time ticked comfortably by.

There had just been a graduation, and the keynote speaker, Dr. Kark Ollson of North Park, had spoken on the virtues of unity, love, and other positive things. "I plead with you in the midst of this struggle for your identity not to believe that polarity and fragmentation are the ends of existence," he said.

During that week, though, there were some mumblings about a tuition hike bill, which came to be known as the Walsh bill, or House Bill 1213, in which it was proposed that all undergraduate tuitions be raised to as much as \$30 per hour by 1974. Even today, the bill has been shelved, and is awaiting the opening of the next legislative session. The tuition hike is far from dead.

But the big story that first week was language. Dean Goldberg had decided almost by himself, after some prodding from students, that language three should no longer be required for graduation. This began a flurry of courses-dropping and program changes, although no one was really sure what the mess was all about. Debates



The New Classroom Building

light about wicked administrative repression of their men.

The meeting was interesting because it was in such sharp contrast to one just like it held a month before, in the last two weeks of the winter trimester. There was no support for either Stern or Lawrence, and at least half the crowd present had

next spring, and that it would be completed by January of 1972.

The complex will rise in the present courtyard between the art wing and the A building, directly north of the present cafeteria. The four and a half million dollar building is to house 24 classrooms, 6 labs, 2 complete lecture rooms, 150 offices, and numerous special purpose and conference rooms.

The science building, costing a cool 6.5 million, will also be rising shortly, on the east half of NISC's athletic field. Ground-breaking will be this December, with completion about September, 1971.

The two buildings combined will provide the same amount of floor space available in the entire existing academic structure. The first hi-rise parking structure should be going up very shortly, providing additional

parking for almost 800 cars.

Then, one quiet morning, Olena Ostapchuck sprained her ankle. She checked into Health Services, and discovered, to her surprise, that she was the 10,000th student to check in, making her a kind of celebrity. She won all kinds of prizes, including a hair-care set, a brief case, and what Health Director Marion Etten termed "a bag of pharmaceutical goodies". Rumor has it that Olena was expecting a full complement of kitchen appliances and a trip to Hawaii.

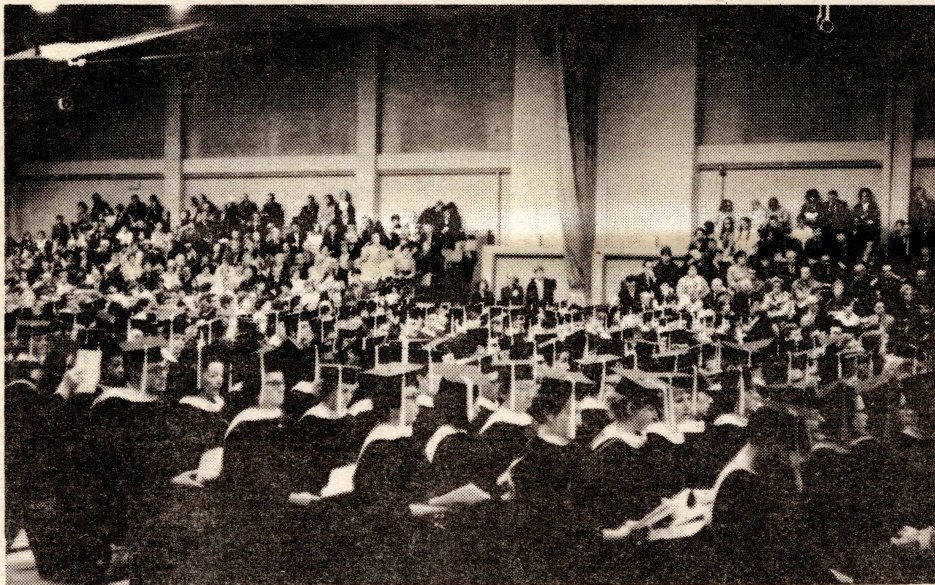
Turning to sports, Alan Ball made the news again. This time NISC's weightlifting champ broke two world's records during one match. Big Al snatched 310 on the first try and then 325, both breaking all records.

Like they say about the news business, good stuff rarely makes the headlines. Where there is controversy, there are usually reporters. During the earlier part of this trimester, a relatively new student government was taking shape, and getting involved. There were students sitting in most of the committee seats available to them, and considerable organizational work was being done.

Then something broke loose. Sam Gallucci, the SG Treasurer, announced that he would not be on campus during the summer, and had appointed a close friend, Bill Sinwell, to replace himself during that period. Another friend, Steve Weiss, had made the whole thing "official" by notarizing it (he's a notary public) and having his own mother cosign with Gallucci's father as witnesses.

This put Sinwell in the unique position of gaining virtual control of all Senate funds without having been elected, even to a seat in the Senate itself.

Tony Wiszowaty, President, refused to accept his new Treasurer. Gallucci, retaliating, saw to it that the President's signature was no longer accepted in the business



Graduation 1969

then sprung up over the relevance and necessity of foreign language training, and those debates still rage on today.

A man named Ken Lawrence had some weeks earlier engaged himself in this battle, declaring that the oral-aural technique (listening, then repeating) was not fulfilling its obligations to the NISC academic community. Instead, he urged, a program of learning by reading should be instituted here. His arguments were heard slightly louder than others', since he was a faculty member in the language department, and he claimed he was being fired for holding those views. (That was to become Big News more than two months later, however).

The language department replied that the oral-aural technique is the most modern system available, and is being used at Northeastern in accordance with the outlines of this college's Master Plan, set up many years ago. This, of course, added even more fuel to the already hot fires, and, as we said, the language controversy, like similar arguments in other departments, still continue today.

Before long, it was May 14. The campus temperature had risen two or three degrees, and it was time for a rather interesting Bugg House presentation. Steve Mandell and Bill Frappolly, two members of something called the Ad Hoc Committee to Retain Stern and Lawrence, sat at a table with Uncle Ricco Rotta, moderator, and attempted to bring some "new facts" into the

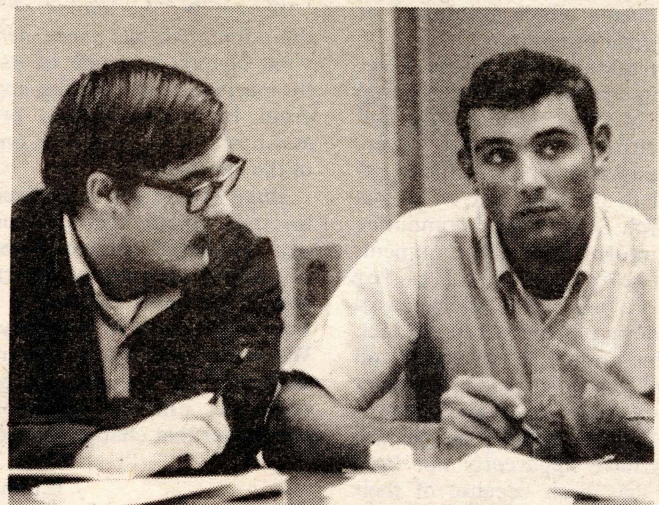
probably never heard of either man. So the Stern-Lawrence committee had its work cut out for itself.

Northeastern was clearly not mobilizing en masse to support these two professors. It was still too concerned about just completing language three and discovering it wasn't necessary. It was still too caught in the clutches of spring fever, lying in the grass instead of studying in the library, and suffering through History and Math from the wrong side of those huge glass windows.

But Dr. Farr, a Political Science prof, speaking at the first common lecture for Comparative Political Systems, revealed that he had prepared a statement for PRINT regarding the subject of political repression at NISC. The document was printed the following week, and was ignored by many. In certain circles, however, it was read carefully, and it, too, soon became the subject of lengthy debate.

At this point, people began thinking for the first time about the Stern and Lawrence cases, and the frameworks were being set up for hearing committees. Organizational hassles, though, were to delay the openings of those hearings by more than a month.

Down in Springfield, someone had decided in favor of Northeastern's new classroom building plan. It was announced that the building's construction would begin



Sinwell and Gallucci

See  
**"Jesus"**  
 Thursday, Friday, Saturday  
**Little Theatre**  
 8:15



# Hectic Summer Continues

office on expenditures for the student government. Until this time, there had been an agreement that the President should be permitted to sign for expenditures in the Treasurer's absence.

By June 5, plans had been drawn for a special Senate meet, at which the whole problem was to be discussed.

The meeting occurred, and there was

June began, with the Golden Eagles showing an overall record of 10 wins and 16 losses. Since this was only the third season of play, no one was too bitterly disappointed.

By now, hearing committees were taking definite shape, and people were beginning to think about the Stern and Lawrence things all over again.

that observers are now welcomed to the Faculty Senate.

June 18 was a clear, sunny day, not unlike many others. Some were studying for midterms, others for finals. But by 1:00 the final Campus Notebook for the day had been heard and the TV monitors around the building began forming images of the Little Theater, live. Everyone was heading for the Little Theater, where over 100 seats were available to curious onlookers. This was the hearing to decide whether or not there had been a violation of academic freedom in the decision by the language department not to retain Ken Lawrence.

The hearings ran from 1-4, to resume the next day, same time, same station.

The next day, June 19, saw the conclusion of Lawrence's hearing, and the opening of hearings for Stern. Stern's party was to run four hours the first morning, seven and a half hours the next day, and two hours the following Monday.

Every moment of the hearings was televised, and a great number of people sat spellbound in front of monitors all day, as though watching a dramatic piece of history unfolding before their eyes. Indeed, television gave these hearings the electronic, plastic status conferral ordinarily re-

that he wished to see further evidence of this infringement, and the committee met once again, this time to draft a statement. It produced for the President two documents, one an outline of its philosophy as a committee, the other a review of its findings.

President Sachs responded that he still saw no conclusive evidence that there was an infringement on academic freedom, and decided, instead, to uphold the unanimous decision of the language department (8-0) not to offer Lawrence a further contract.

Lawrence then asked for the case to be brought before the Board of Governors, and his case was scheduled to open today.

As the summer wore on, the usual talk of curriculum change sprang up. The Committee to Review the Basic Curriculum filed a report, outlining ten proposals for a new basic program at Northeastern, all of which have been under discussion since. Student government members have, in rather large numbers, supported a program of new, improved courses, but not a reduction in the number of hours required. PRINT brought as many as were available together for a discussion last week, the tape of which was transcribed, and reprinted verbatim. Student opinions are very important at this point, since the new pro-



The Caucus

considerable shouting, Point Of Ordering, and threatening. The issue became clear - what was the cause of Gallucci's distrust for Wiszowaty, and why couldn't Wiszowaty handle the Treasurer's duties during the summer, since he was already authorized to sign for funds anyway?

Gallucci alleged that Wiszowaty had been irresponsible with his power of authorization, but refused to cite specific evidence. He admitted that he had not simply turned everything over to Wiszowaty because "I didn't feel like it".

After three hours, and about ten roll call votes, it was finally decided by the Senate that it wanted Wiszowaty not only as its President, but also as its Treasurer. That meant that Tony, for the remainder of the summer, was to be the only person authorized to sign for monetary requests.

Sam Gallucci returns to his office September 1.

While twenty or thirty people were shouting at the student government meeting, several hundred were in the auditorium enjoying the Stageplayers' presentation, Archy and Mehitabel. It was a light musical thing, featuring a cockroach (Archy) and an alley cat (Mehitabel).

PRINT offered for two weeks a date with famed radio celebrity Bill Blough, but there were no takers. Bob Wright thought he was joking when he reported to the PRINT office and declared that he wanted to enter the contest. He was the first entry, so he won. It's often been stated, however, that Bob would date anything that moves, anyway.

A girl from Chicago State Hospital appealed to PRINT for donations of children's clothing, and returned the next week to pick up several boxes of it, donated by generous NISC people.

The baseball season came to an end as

Then it was announced that another faculty member, Willis Charkovsky of the music department, was also the recipient of a terminal contract. Charkovsky is a tremendously popular teacher, with a large number of professional accomplishments under his belt. Several hundred students signed petitions to retain him, but little was accomplished in terms of retaining Charkovsky.

Charges began flying that the meeting at which Charkovsky's case was considered, and at which he was voted out of the department, was, in fact, never held, and Charkovsky alleged that he was never contacted about a meeting of his department. The department itself remained noticeably silent, never releasing a statement about its decision not to retain Charkovsky. There has been no significant action in this case since then.

Three faculty members - Drs. Betz, Lease, and Welty, assigned to the newly formed hearing committee for Dan Stern, resigned in a dispute over that committee's policies, throwing the responsibility for their replacements into the Faculty Senate's lap.

Reporter Dave Green from this newspaper accompanied Senator Jay Byron the Faculty Senate meeting at which this issue was to have been discussed, and both were asked to leave. It seems that it had never been the policy of the Faculty Senate to permit outside observers to its meetings, and the few times observers had attended in the past were exceptions to the rule. The law barring observers was pointed out to Chairman Berlinger, who had little choice but to enforce it.

This began a whole series of new discussions between the student government and the Faculty Senate, which ended only three weeks ago with the announcement



The Lawrence Hearings

served for great space feats and state funerals.

But more important were the findings of the committees.

Dan Stern's was the last to wind up its business, and the first to report to President Sachs. The committee, in its report, stated that "Dr. Daniel J. Stern (should) be offered a standard, unrestricted, probationary contract for 1969-70."

The committee found that Mrs. Rose Brandzel's vote "was a valid vote in the Sociology department in the Stern case." Mrs. Brandzel was the Sociology faculty member who had voted in favor of Stern, and then had her vote declared invalid because she was considered an administrator.

President Sachs responded almost immediately, indicating that he would, in accordance with the recommendation, extend to Stern a standard, unrestricted contract. And that was that.

Lawrence's committee responded to the President one day later, reporting only that it had seen evidence that there was an infringement upon academic freedom in the Lawrence case, and had voted 5-3 in favor of his retention.

President Sachs replied to the committee

gram may go into effect as early as January, and, of course, it will affect everybody.

Now, what of the future? The events of this tumultuous trimester have brought into the open three important issues - the community constitution, curriculum, and communication (The Three C's).

Senator Andy Zelasko has proposed a massive meeting, lasting one entire weekend, at which all three issues could be discussed. If it's to be held, it must be held soon, probably during the break. But it's going to require an incredible degree of organization. So, it's been just about the most hectic trimester in NISC's history, with something important happening almost every day.

It seems incredible now to think of those charges that S&L's hearings were pushed into the summer, because everything is so quiet during that trimester.

Well, it opened with the Back Porch Majority, and it closes with something rather different: a play by Larry Marks, entitled "Jesus, or We All Have Our Crosses to Bare". It's going on right now, and it's pretty funny. It's different, but then, NISC isn't exactly the same any more, either.



Golden Eagles At Work



# PERSONALITIES

Following you will find graphs, exclusive computer service. We about these, the top eight news computer gave us these visual int

## THE PRINT REPORT

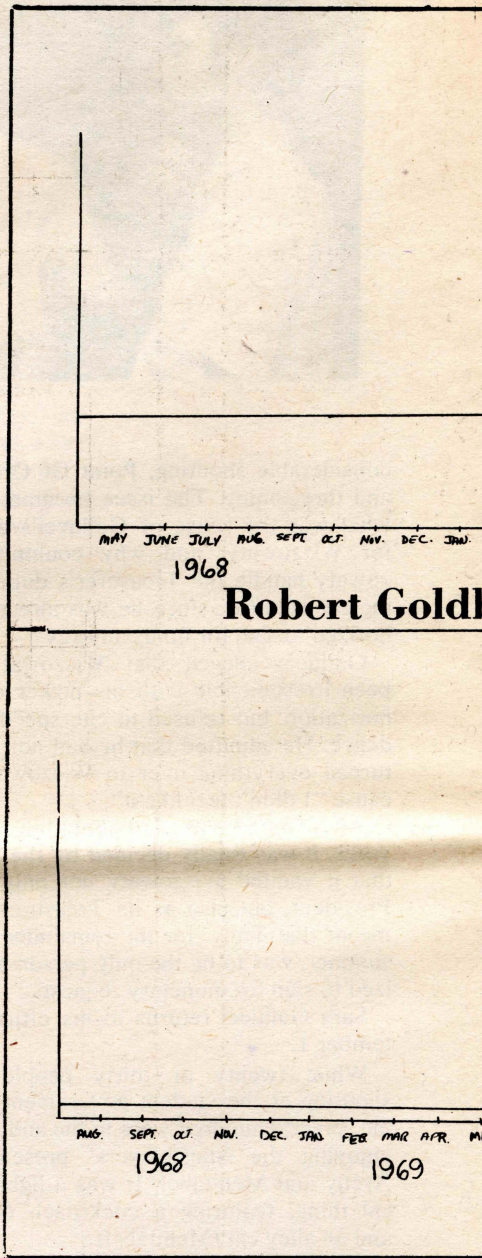
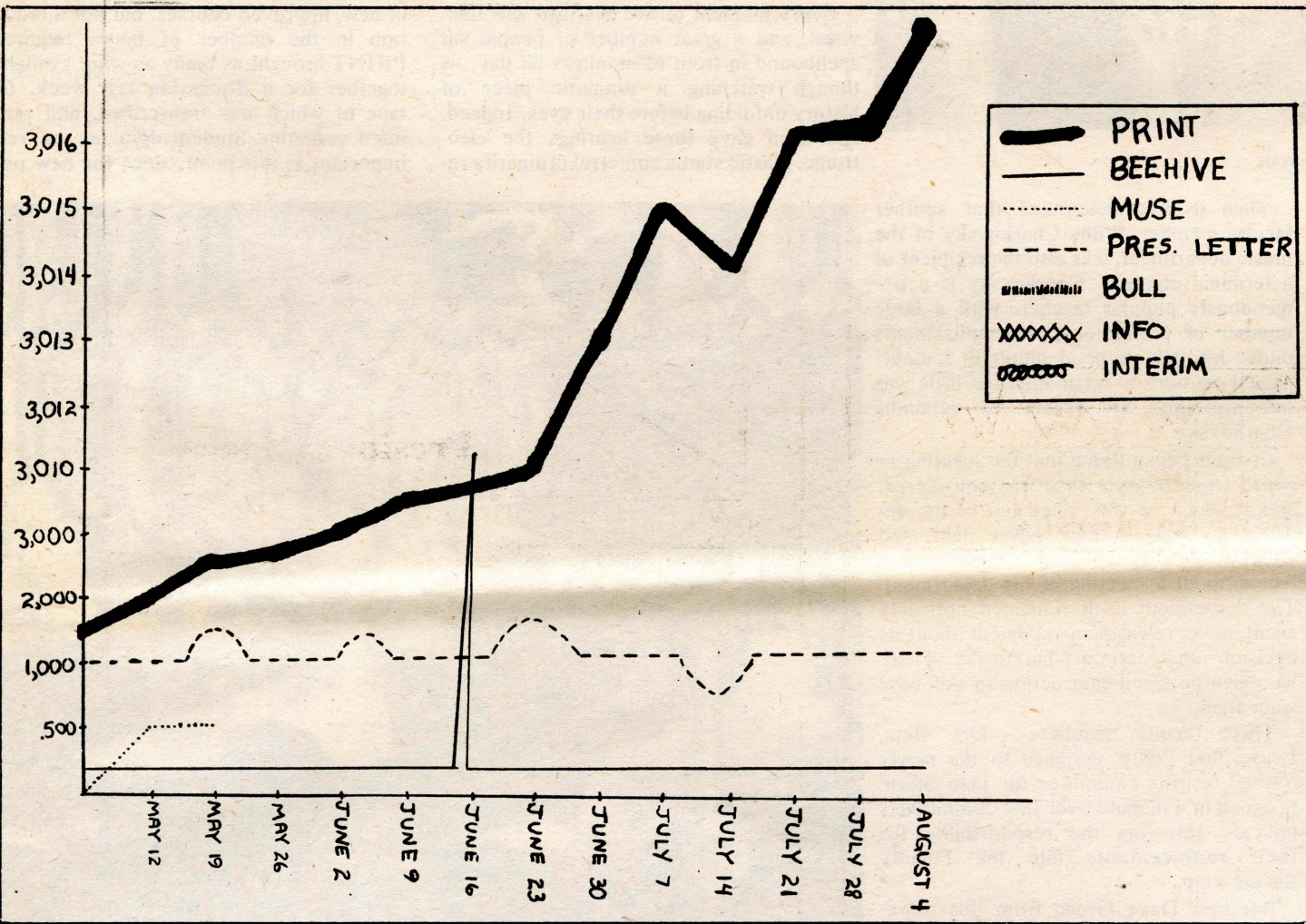
It's fashionable for big business and other members of the military-industrial complex to file a report at the end of each fiscal year to its stockholders. Since the students at NISC are truly the stockholders in our massive operation, we feel obligated to file this, PRINT's first trimester report, of, if you will, the State of Northeastern Address.

functions of PRINT itself, since quite a few people have been asking questions of late about the internal operations of this little outfit.

Second, we present a kind of "personality Parade" thing, in which we outline some important facts about the people who have made the most noise, or news, in this trimester.

As a finale, we have performed several months' exhaustive research to discover what were the most memorable things said by all these newsmakers, since we know you're interested in what they have to say. You may want to post this entire spread on your wall right next to your moonshot poster which you received free in the last PRINT. By all means, begin memorizing these quotes now. You never can tell when they'll appear on a test.

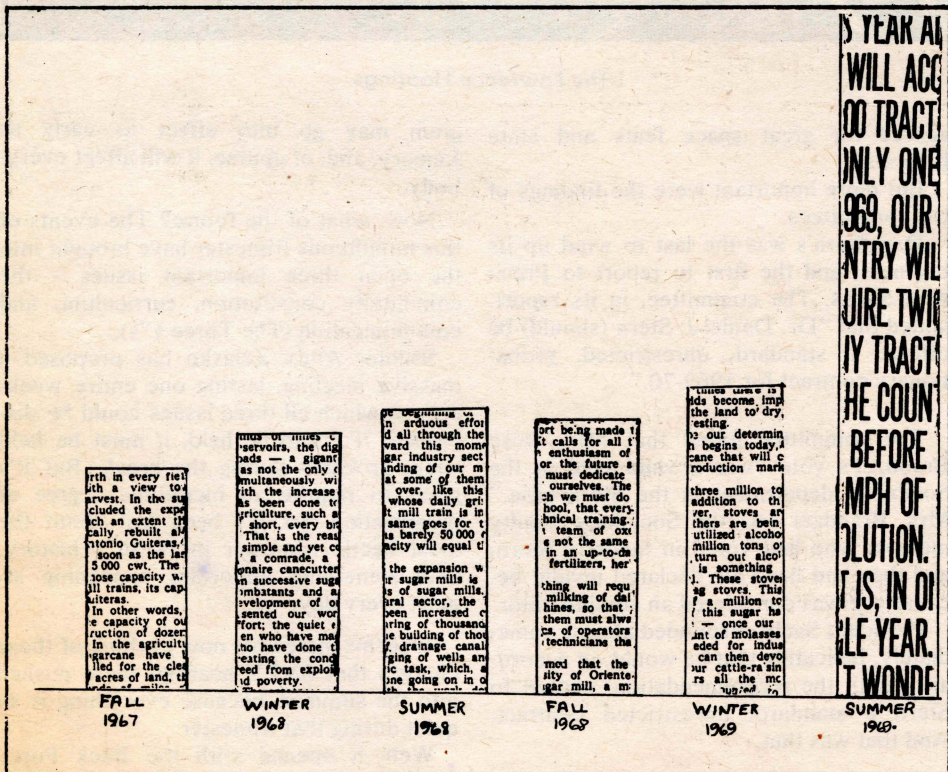
First will be a report on the internal



### CIRCULATION

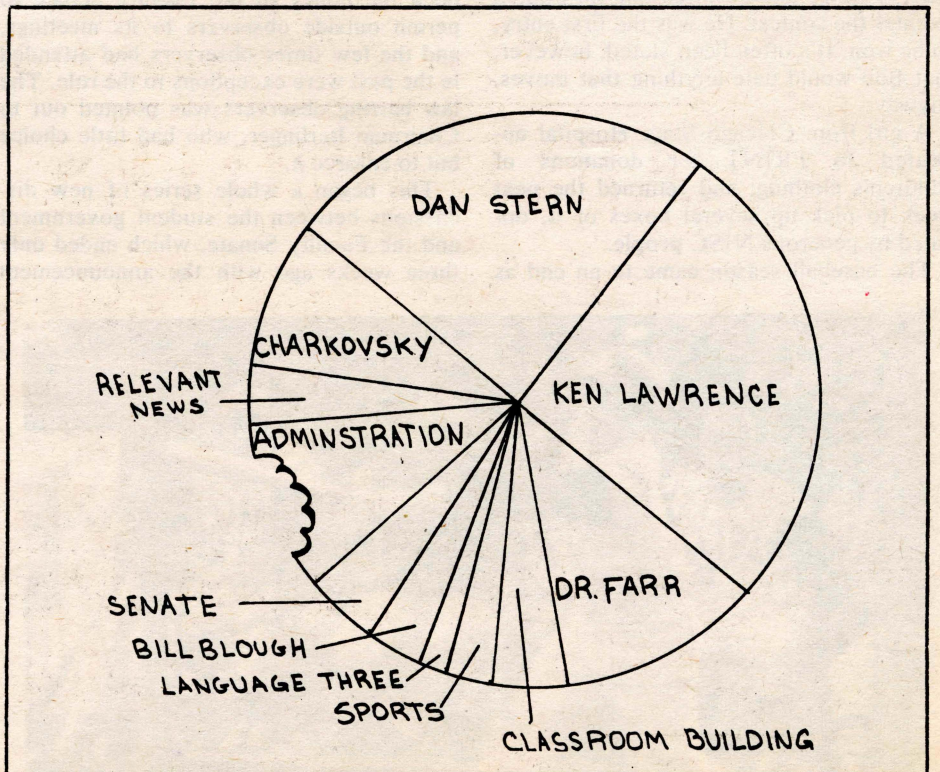
Since PRINT first burst upon the scene, its circulation has been increasing dramatically. Here is a graph illustrating the rise in our circulation this trimester, as

compared to all other leading publications at NISC. PRINT, as you can see, is definitely number one.



### NEWSWORTHINESS QUOTIENT

Summer '69, as seen in this graph, was anything but quiet. We have compared the amount of news occurring this trimester with that of previous terms, and discovered that its Newsworthiness Quotient (NQ) is by far the highest ever.



### NEWS COVERAGE

After researching our past issues, we discovered that our coverage broke down into the following basic areas, which are illustrated on this pie graph.







## Forum: Part II

(Cont. from page 3)

find that you will regard it a necessity. I don't think in all sincerity, that the "right" or "left" establishments will ever come out of their jelly-fish selves, and stand up and fight for their rights to freedom. Rights must be earned, Mr. Bluethman.

Unlike you, Mr. Bluethman, I am against all establishments and systems. You obviously savour the idea of a leftist system. That in itself is an establishment and as such a paradox; this is not surprising in someone who makes much use of journalistic contradictions.

I wrote this letter to introduce myself; you may receive my view-points again, if you so desire. Having made special men-

tion of Dr. Pellegrino's WW II participation, I feel that perhaps you may take the word of a Viet-Nam veteran, a title I feel I may claim. If you are perturbed by this letter, my condolences are offered to you; the inference drawn in this case would be that you are a phony, and dislike constructive criticism, thus showing your lack of journalistic perception.

Sincerely,

Al/c Michael Kouvelis USAF

P.S. Though my opinions of the "Print" are sometimes exaggerated, I do read it and at times regard its articles with great interest.

## What About The Buffalo

Have you noticed the flurry of activity in front of the Dean of Students office lately? Well, to accommodate Dean Howenstine, who has recently returned from Pikeville, Kentucky, the secretaries from the dean's office have been moved out into the hall. This new place in the hall was, until very recently, a student lounge.

So, take a long look at the student lounges for, like the buffalo, they will

soon be a thing of the past. Either that or, well it's just a rumor but, I heard they are planning a new lounge in the freight elevator! Oh well, there is always the yard between the "F" Building and the "A" wing. What did you say? The new classroom building goes there! Oh no, where will we go?

Bob Wright

## Richardson's Epitaph

From: Jack Richardson  
Linguistics Dept.

To: Ken Davis, Editor in Chief--Print.  
Ken, I haven't sent anything to the Print for a long while. The following limerick is both timely and clever (pardon the immodesty). And so, if the Print wants to print it, print it HARD.

Epitaph  
for an  
Unorthodox Instructor

He got what the system allows  
for causing such arching of brows.  
This fiend of skulduggery  
was captured in buggery  
With some of our most sacred cows!

P.S. Willis Charkovsky says, "Keep those presses rolling!"

## Hippies, Police, Rights, Four Letter Words and all those things

Though I've attempted to study both sides in order to embrace some philosophy I've decided that the radical left breeds the ultra right and vice versa. Dr. Kenneth B. Clark, psychologist, teacher, and author, in an article written for the November, 1968 issue of *Antioch Notes* summed up the student revolt in America this way. "As I understand what the new breed of student rebels are saying beneath the incoherence of their frustration and bravado, it is that they are no longer able to accept the irrelevance, the isolation, the preoccupation with trivia, the indifference and insensitivity to flagrant injustices that pass for academic objectivity and are offered as higher education. Beneath the din and cacophony of the righteous indignation and police sirens with which they are answered, I think I hear these students saying that they want, they demand, they are willing to sacrifice their own personal comfort and future for a morally relevant, personally fulfilling form of education."

One of the problems with the new left and with concerned students everywhere is that they have allowed inept factions such as SDS to speak for them; they have allowed SDS with their inane and unjustified ideologies to represent the sane and responsible students of America.

One example of the irresponsible attitudes perpetrated by SDS is their penchant for calling policemen "Pigs". This attitude is totally wrong; it is as biased and hypocritical as the actions that they are criticizing. People who go around calling

## Reaction To The Mini-Skirt Mixer

A mini-skirt mixer was recently sponsored by a club on campus. A half-price charge was offered to women who would wear their skirts 6 inches above their knees.

We are against, in principle, the idea that women should be payed a privilege to expose themselves. We feel this is analogous to strip-teasing, go-go dancing and prostitution because it is demoralizing to women as liberated, free-thinking human beings. By selling themselves as sexual objects women deny themselves the opportunity to become fully-actualized human beings. It is ultimately a materialistic ploy to repress the validity and vitality of women's full participation in the culture.

Susan Raiff  
Kathy Griffith  
Women's Liberation

Police ... "Pigs" are just general do-nothings. It was not the police who created segregation, unequal education, inadequate housing, unemployment and the other injustices of the United States.

SDS would do far better to begin to assist the police instead of doing everything they can to alienate them. SDS could assist the police by setting up seminars and discussions with concerned students and policemen. If the police have faults, groups such as SDS can begin to help them correct the faults. Helping police will help the country, city and state. Condemning the police isn't going to help anything.

I think that one of the primary problems that far too many of the new left have is the problem of hypocrisy. These alleged non-conformers who like to appear as anti-establishment really envy members of the establishment. For example, they use an ineffective argument for marijuana; that of the idea that pot is better than alcohol or cigarettes. The argument is ineffective because there is a wealth of information justifying why marijuana is safe. The information is there. Yet, too many people are too lazy to search it out.

Another problem is that they (many of the young) don't hold a good self-image. As a result they drop out rather than work for the things they really want. They use the Negroes as an excuse to bring about a revolution.

Another example of SDS carelessness comes into being when one reads the interview of a well known SDS member

## Radio Contest Announced

The Commission on Radio - Television of the Illinois Council of Churches announces a competition in the writing of a spot announcement for presentation on television, with sound track that could be presented on radio.

The spot announcement should deal with a theme appropriate for use during the Lenten season or highlighting a contemporary religious question or statement. It should lend itself to low production cost.

Deadline for submission is October 30, 1969.

Winners will be announced by

December 1, 1969. Two prizes of \$100.00 and \$50.00 will be awarded. All entries become the property of the Illinois Council of Churches.

Entries should be submitted to:  
SPOT

Illinois Council of Churches  
534 Iles Park Place  
Springfield, Illinois 62703

Competition is open to students enrolled in any Illinois educational institution beyond high school or any employee of any radio or TV station whose studios are in Illinois.

## Philosophy Club Gets New Leadership

Jim Hansen, an NISC student rather well known for his outspoken conservative viewpoint, has become the President of the Philosophy Club, succeeding his own brother, John.

The Vice President under Hansen will

be Bob Hill, while Linda Curren will act as Secretary.

No concrete plans have been made yet, but possibilities for the fall include studies in Nationalistic philosophies, the origin of morality, and the higher man.

Dr. Dan Stern. I say it right now: I haven't given myself the opportunity to examine Dr. Stern's classroom methods but still I disagree with his statement that most Jews are anti-black. It is a pity that the interviewer didn't ask him to support that statement. During a very brief encounter in the hall I expressed my disagreement to which he answered "Have you ever spoken to them? We did not pursue the conversation because each of us was on our way someplace. I'm sure that the conversation could be expanded but the question of whether or not I've spoken with them (Jews) is as relevant with how many and also with how many he has spoken with. I'd like to challenge him to back up his statement.

It is probably true that some Jews are anti-black, just as it is probably true that some blacks are anti-Jew. This drek that most Jews are anti-black is a reckless and rash generalization. While it is true that some of the stores in ghetto areas are Jewish owned and while it is probably true that a number of the apartment are owned by Jews, it isn't necessarily true that Jewish owned businesses are out solely to exploit the Negro.

In fact, I personally know of many cases where just the opposite has occurred; where the Jewish owned business has gone above its duty in an endeavor to be fair, but even this rhetoric isn't fair because the amount of cases that either of us are acquainted with are small, albeit the data that Dan Stern is relating to probably is larger by the very nature of his position. Sometimes prices are higher than in

comparable neighborhoods but often there are good reasons: there are many instances of thievery that occur in ghetto stores. There also are instances of vandalism. More important is the fact that throughout history it has been the Jew who, because of his own sensitivity has been able and willing to help the Negro. I think that one of the problems that come into being comes about through the failure of certain people to understand the fact that many Negroes want the same things that the white wants: they too desire to be the advertising executives, garage station managers, used car dealers as well as FBI agents, school teachers and x-ray technicians.

Often often times SDS members make statements that are just as hypocritical and non-objective as are the statements that SDS says is mistaken. I am saying that like all organizations that rely on crowd ignorance and unilateral viewpoints SDS far too often look at one side only. A case in example is the Democratic Convention of 1968.

For example, after the convention one of the more articulate leaders of SDS here at NISC said to me: "I can't tolerate anyone who thinks that the Pigs were at all right." There is no doubt that the violence that far too many policemen participated in was cruel, anarchistic and even fascistic but perhaps the action occurred because of the provocations of similar people. It may be that because of the non-tolerance on the part of too many new-left SDSers that such fascistic action will increase rather than decrease.

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# Discussion Goes On!

Cont' from page 2

statement that you espouse this so-called third idea of education because all the way along you have openly espoused the first one of a vocational type thing. You've been saying that, as far as I see it, everyone I've talked to who wants to get rid of the basic core curriculum, wants to do it because they think its wasteful or it has no bearing on the outside world, and they want to get out...

**ZELASKO:** It has no bearing on this world either--the academic world.

**CARGILL:** All right, it has no bearing on the academic world. So you've got someone who just wants to get it out of the way, so that they can get on with their major, and if they want to take a few courses which they believe --or people in their department believe--are associated with their major--which would give them a broader base, that they should take these courses. The whole idea as I see it is somewhat different. I see an education on the college level as being a preparation for life as a whole.

You can attain what you need for a vocation in a relatively limited amount of time. Perhaps not to be an M.D., but, otherwise, yes. What we're here for is not just to major. What we're here for, well, if you're going to have people going through college, as an example, and not have them learn anything about political science or history, well, good grief, the only intelligent thing to do would be to take away their franchise to vote. They certainly don't have any capability of competing with anyone who majored in political sci-

ence or history.

**ZELASKO:** Are you asserting that the average college graduate knows anything about politics?

**CARGILL:** I'm saying that he knows more than a high school graduate and he knows more than a vocational school graduate.

**ZELASKO:** That's not necessarily true, that's an assertion.

**CARGILL:** That's not necessarily true, it's an assertion made on generalities.

**ZELASKO:** It doesn't hold up to any objective study that's been made. The college graduate is just as ignorant of the political facts of life as...

**CARGILL:** Studies made by whom?

**ZELASKO:** If you had studied the area of political sciences as I have, you would...

**CARGILL:** Well, since you've studied the area, perhaps you'd like to tell me who made the study.

**ZELASKO:** There have been numerous studies. I've participated in one.

**CARGILL:** You participated in one. Who made that one?

**ZELASKO:** This was done by the Republican National Committee.

**CARGILL:** Were the results published?

**ZELASKO:** Yes, they were published within the party. And I'm simply saying that you're making an assertion that isn't based on reality. A college graduate does not know any more about life and how to live than a person who got a fifth grade education, and he's often quite hampered because he has an inflated, pompous attitude, and because he's gotten a college degree he thinks he somehow knows something, and this is simply not true. The most useless person in society is a person with a Bachelor's degree in liberal arts' field. He can't do anything.

**CARGILL:** No, not with just a bachelor's degree in the liberal arts field. If you're so all-fired hot about your major, go on above liberal arts. But by all means, get the bachelor's degree in liberal arts. If you're a science major, you'll realize that there is a world in music, and there is a world in art.

**KESSLER:** To me the most useless person in society is one who is so limited in his field that he can only talk about, let's say, biology. And not be able to relate to anyone about music or art. As far as the discussion - whether basic curriculum should be had or shouldn't be had - it's basically irrelevant to talk about the Republican National Committee's unpublished reports - what they don't know and what they do know - well, they obviously don't know anything, but anyway, that's biased - we're talking about basic curriculum. What I was saying originally was not the elimination of basic courses, but that if you give people the opportunity not to take basic courses, they're not going to take them. That's purely human nature.

**ZELASKO:** That's simply not true.

**KESSLER:** Well, if somebody...

**ZELASKO:** If a person does not...

**KESSLER:** Shut up, Andy. If someone is going to take...

**ZELASKO:** David, don't tell me to shut up, you made a statement...

**KESSLER:** You want to interrupt me...

**CARGILL:** Give him a chance to talk, Andy.

**KESSLER:** ...then interrupt me later, but you can wait two seconds.

**ZELASKO:** I'm going to interrupt you. You made a statement that simply isn't true...

**KESSLER:** Good. Now I'm going to interrupt you. You want to stop now, or do you want to wait two minutes?

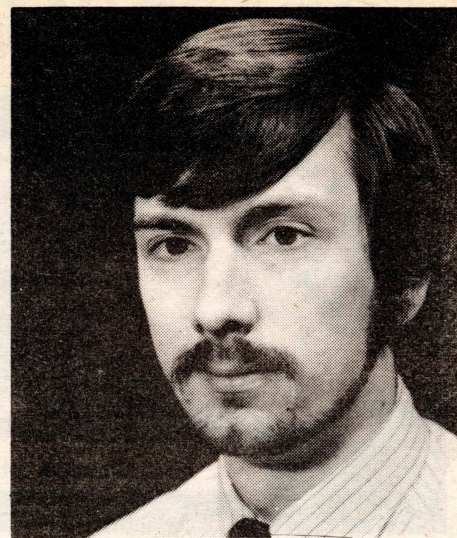
**ZELASKO:** You made a stupid statement...

**KESSLER:** Wait your chance! You've been talking for ten-fifteen minutes, saying a lot of crap, so let me say my crap, and then you can say your crap.

**ZELASKO:** Say it, Dave, put it on there and inflate your ego and think you're alive but you're dead. Your mind is dead.

**KESSLER:** Well, at least my mind's at a point where it could be dead, Andy. You never had one. But let's get back to this stuff. If a person has absolutely no interest in biology and you take away the requirement that he has to take it, he won't. That's the point.

**ZELASKO:** Why should he take it?



Cargill

**KESSLER:** I'm not finished yet. Why should he take it? Because if he's not going to take biology and he has no interest at all, he has no interest in music and art at all, he's not going to take any of these things, then he's going to be a stratified human being. He's going to be set at such a minute and narrow field of competency that he's going to be basically an incompetent human being. To me being a competent human being is much more important than having a great knowledge in the field of history. Or having a great degree of knowledge in the area of art. Beside that, if we're going to talk about curriculum, let's talk about some concrete ideas on what we should do. Complete elimination of basic curriculum at this school is completely an irrelevant topic to discuss. It's a waste of time. Let's talk about some relevant things. Let's get the basic proposals we think might work at this school. I think we should move in that direction rather than waste our time talking about complete elimination and personal insults between Andy and me, which is also a waste of time.

**PRINT:** Bob, are you going to move along those lines?

**WRIGHT:** Yea, I hope so. I think the viable alternative that we have been espousing is that we could have alternatives

Cont. to page 12

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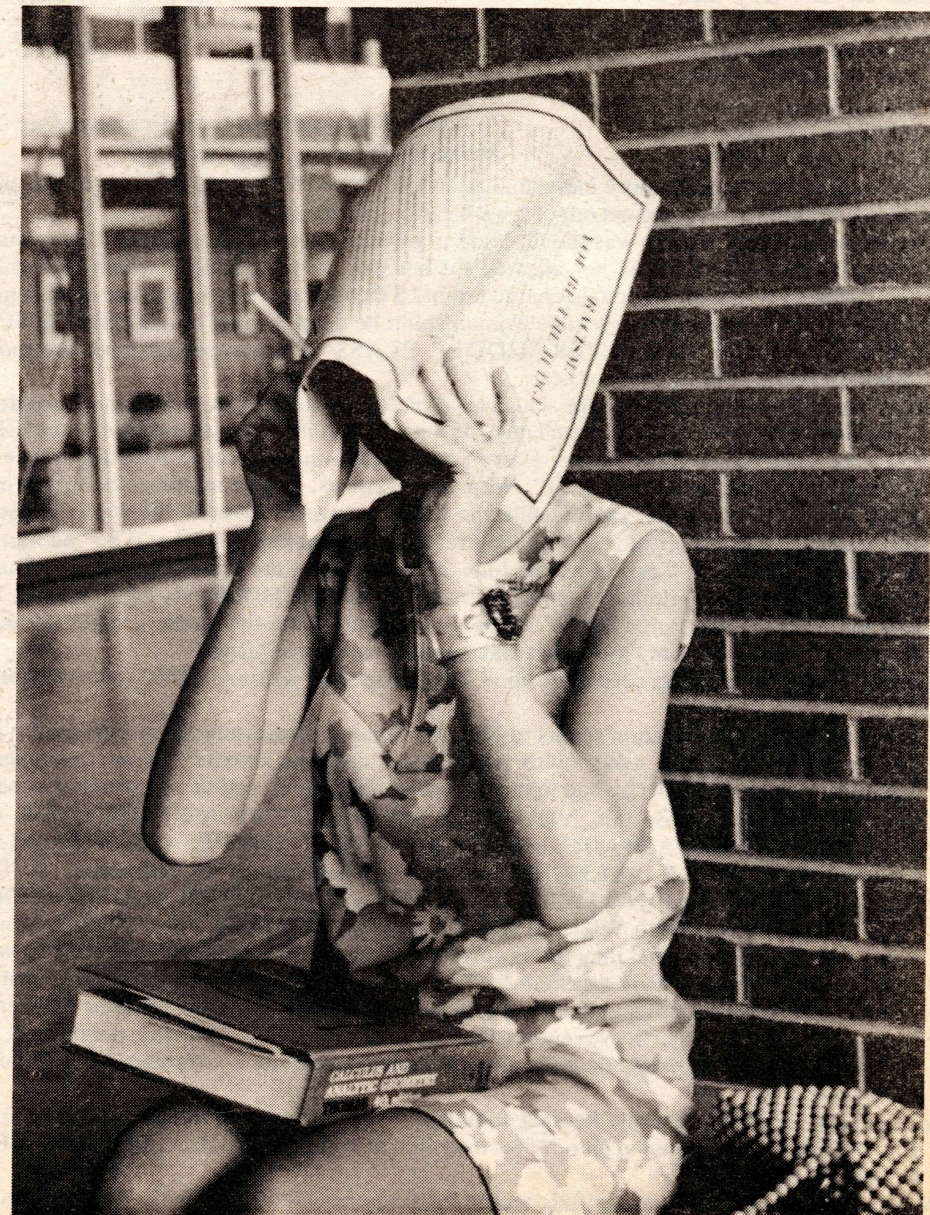
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 When are you going to get rid that shock absorber in the planter?  
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All The News That Fits



# THE WIRELESS EXPRESS



U. S. napalm attack in Vietnam

by Hal Bluethman

Thoughts to ponder on a Finals week:

If America can go to the moon, why cannot America solve the much more traditional

problem of slum housing? Why cannot the capacity for such technical achievement be implemented to rid the cities of air pollution? How about a program to supply all Americans with adequate medical services?

How does it happen that "every civil rights law is still more dishonored than honored", as Martin Luther King stated in the book **Chaos and Community**? "School desegregation is still 90% UNIMPLEMENTED across the land", states King.

Is South Africa, certainly a non-communist country, considered part of the generalization, "the free world"? According to Carl Oglesby in his well-documented book **Containment and Change**, American companies investing in South Africa have tripled since 1960. But "whites have the fourth highest standard of living in the world...where 60% of all blacks live below the bread line". After the Sharpsville massacre in 1960 the U.S. banks and firms floated a 150 million-dollar loan to bolster the government of South Africa. At the end of 1964 American investments in South Africa were 467 million-dollars.

Why is it, as reported in the last PRINT, that there is a gross shortage of jobs for graduates who have spent their time and efforts for four years in training to become teachers? It is clear that teachers in the

Chicago public schools are in most cases overloaded with students in their classes. Why then does not this city and this country utilize the growing number of graduates with teaching degrees to lower the size of classes and allow students more individual attention? Why INSTEAD do we hear the plea to chose another field and get out of the education curriculum?

On the news recently there was the report that a woman who needs a special kidney machine TO SURVIVE was not allowed further use of the machine, which she could not any longer afford. Hospitals charge around \$10,000 per year for the use of such machines. For all anybody knows this woman could be dead by now because SHE'S NOT A MEMBER OF THE UPPER-MIDDLE CLASS. It was reported there are thousands of these kidney cases per year.

After the ballyhoo surrounding the withdrawal of 25,000 soldiers from Vietnam subsided, it was reported in the Chicago SunTimes of June 18 that in reality two-thirds of the GI's "will be re-deployed to Okinawa, Hawaii, and Japan--in position to be used in emergencies anywhere in the Far East". What emergencies, maybe another revolution in someother Asian country? Meanwhile, the major networks' accounts of the President's trip to Asia indicated on July 28 that the President was making sure ther'd be "no more Vietnams". The New York Times of June 23 stated that "the first U.S. infantry battalion scheduled to be withdrawn from Vietnam IS GOING HOME IN NAME ONLY and the men are angry and bitter". "They were just fooling the public", said GI Paul Caputo, "when in fact only the colors and standards are going home".

A quote from Upton Sinclair from his book **The Goose Step**, written in 1922 as an in-depth

study of American education seems to hit close to home concerning Stern and Lawrence: "Some (professors) 'get away' with what others dare not attempt. Some spoil their chances (of advancement) by bad manners or bad judgement; and of course many others are ACCUSED of doing this. YOU WILL SELDOM FIND A FIGHT OVER A QUESTION OF ACADEMIC FREEDOM WHERE THERE ARE NOT other factors PRESENT OR ALLEGED personal weaknesses or eccentricities. IT IS ALWAYS EASY TO FIND DEFECTS IN THE CHARACTERS AND TEMPERAMENTS OF PERSONS WHOSE IDEAS ARE OFFENSIVE TO US". Yes, Lawrence and Stern teach what they feel is correct, holding Marxist and working-class views of the world. Yet they were attacked for "embarrassing students" and not being "competent", etc. It seems obvious they were chosen to be fired, however, for their different views than for the other irrelevencies that were brought in. Sinclair points out, it is easy to find PERSONAL faults in a teacher whose ideas are first startling and even "offensive".

Incidentally, Professor Stern's hearing found in favor of him and he was re-hired. Dr. Lawrence's hearing voted in favor of his retention also. WHY IS HE NOT BEING RE-HIRED?

Well, as tear studded eyes mournfully watch the Express pull out as Finals Week beings, thoughts of furture astounding and thought-prodding reports stammer the imagination. Well, as tear studded eyes mournfully watch the Express pull out as Finals Week begins, thoughts of future astounding and thought-prodding reports stammer the imagination. The engine blusters and the coal chokes the yawning metallic boiler, as future carloads of news are pondered.



"--And in 1954 a supreme court decision put an end to segregation in all our schools!"

On the news recently there was the report that a woman who needs a special kidney machine TO SURVIVE was not allowed further use of the machine, which she could not any longer afford. Hospitals charge around \$10,000 per year for the use of such machines. For all anybody knows this woman could be dead by now because SHE'S NOT A MEMBER OF THE UPPER-MIDDLE CLASS. It was reported there are thousands of these kidney cases per year.

## New Positions Open in September For Student Journalists

The Northeastern PRINT, now well into its second year of successful publication at NISC, has announced that several important positions will become vacant in September.

Two or three experienced photographers will be needed, preferably with their own equipment. One of the applicants will be selected by the editors to become photography director, replacing Roger Bader, who leaves Northeastern this week.

Two salesmen will be needed to sell advertising in local businesses. They will work with Business Manager Larry Spaeth.

One person will be trained in newspaper makeup and layout, to assist Lynn Musson, who becomes Makeup Editor in September.

Bill Baker, who has been almost a one-man sports department for the past year, will be joining the Air Force in one month. A new Sports Editor will be required, as well as a staff of sports writers to cover the widely diversified athletic activities at NISC.

The reporting staff will need to be augmented with several new reporters. Potential reporters should be either experienced, or willing to be trained.

"PRINT is hoping to improve its services across the board next trimester", explained Editor Ken Davis, "but it's doubtful that we will be able to make measurable improvement if we can't replace the valuable staff members who are leaving this trimester."

Mr. Ely Liebow, faculty advisor for PRINT, explained recently his hopes for the new 1-credit journalism courses. "They will meet at any time the group chooses, and credit will actually be given for working on the staff. This should be an incentive for bringing new workers to the staff."

An organizational meeting will be held in late August or early September, at which prospective staffers will be introduced to the paper's operation.

Those students interested in learning journalism and working with PRINT are invited to visit the office, E-45, any time this week.

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by Larry Marks

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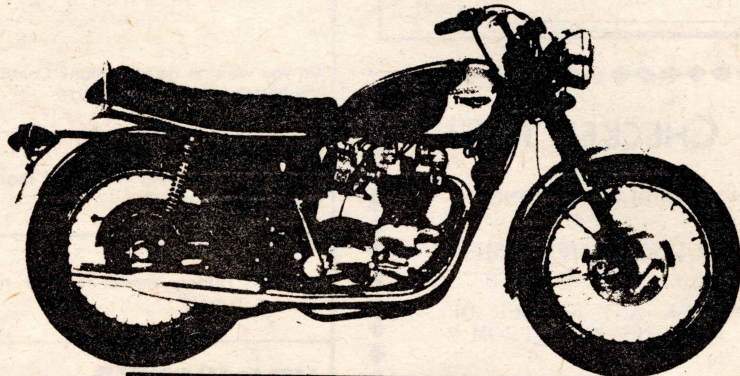
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7 DAYS





## Mondo Crypto



## Quorum Call Ends FS Meet

The Faculty Senate met last July 22 to consider several motions, including changing the titles of Mrs. Zimmerman and Mr. Pitts to "Associated Dean of Students", the changing of Mr. Poorman's title to "Assistant Vice-President for Academic Affairs".

In addition, the Senate was to consider the structuring of a screening committee to select an Assistant Vice-President for Adm. Affairs.

Before the agenda was considered, however, Senator Mitchell Vogel read the following motion into the minutes:

I move the following resolution of opinion be passed by the Faculty Senate:

WHEREAS: On April 23, 1969, President Sachs asked the Faculty Senate to "establish a hearing committee to consider the non-renewal of contract for Dr. K. Lawrence." He stated in his request that it "must be understood by all parties that this is the final hearing and this committee is the final appeal board."

WHEREAS: The Faculty Senate subsequently established this committee to investigate the following question asked by President Sachs: "Was the non-retention of Dr. Lawrence decided on grounds" such as "his politics, his lifestyle, or his academic and objective efforts to change the philosophy of the department while working cooperatively within the present philosophy?"

WHEREAS: The Ad Hoc Committee on the Retention of Dr. Lawrence as reported by the PRINT on July 21, 1969, limited itself to the above question and answered Yes. They summed up their findings by stating the "failure to retain Dr. Lawrence constituted an abridgement of Academic Freedom."

WHEREAS: The Faculty Senate has the responsibility to "Formulate educational policy in evaluation of instruction and standards for academic performance." (Items III, C, 1, "a" and III, C, 1, "d" in the Constitution.)

BE IT RESOLVED: The Faculty Senate recommend to the President that he offer a one year probationary contract to Dr. Lawrence for the academic year 1969-1970 based on the findings of the committee that it established.

There was some discussion on the matter, and a quorum was called by Dr. Wenzlaff. The meeting had one member less than quorum, so half the Senators left.

Speaking for Ken Lawrence, Marilyn Riegel of the Ad Hoc Committee to Retain Stern and Lawrence, delivered a short address to the remaining members, and it was all over.



Baker: I'm Better 'n Lujack Any Day

At 4:28 PM Thursday, July 24, with no warning and little else, Mondo Crypto turned transparent mauve, rose to the ceiling and disappeared. He did leave this one last statement of his great wisdom which I, as is my duty, bring you, dear reader.

**Aries (March 21-April 20)** Railroad bridges are not tunnels of thought. The mysteries of the universe work in peculiar ways and so do you, you racy devil.

**Taurus (April 21-May 21)** Fear not the magnitude of your existence, the sea envelopes the mighty conch, does it complain?

**Gemini (May 22-June 21)** When purity and virtue are no longer virtues remember even the lovely thrush flies from its perch in search of worms if it wants to.

**Cancer (June 22-July 23)** If your life seems to burn as a candle from both ends, remember, you shed twice the light you would if you were only burning from one end.

**Leo (July 24-Aug. 23)** One who hangs around long enough to become part of the woodwork usually gets dusted off.

**Virgo (Aug. 24-Sept. 23)** Baseball is your last manifestation of the concept Hope. There is always "tomorrow" until the season's over then there is always "next year."

**Libra (Sept. 24-Oct. 23)** You should keep one light burning in your home at all times. Ever have a burglar sue you? Anyway, it keeps the moths out of your pajamas.

**Scorpio (Oct. 24-Nov. 22)** Why not incorporate something into your personality, anything? Ever hear of the Italian ventriloquist? You can hardly see his hand move.

**Sagittarius (Nov. 23-Dec. 21)** Trees were created to fill large holes in the ground. Man was created to fill smaller ones. Doughnuts were made to fill large areas around holes. If we are part of the whole, is the universe a doughnut?

**Capricorn (Dec. 22-Jan. 20)** Don't worry about security. You keep dreaming of being in an elevator full of people and it falls, well if you're ever in an elevator and it falls you'll probably be alone anyway.

**Aquarius (Jan. 21-Feb. 19)** (A special cryptic message) Begin, start already. I'm beginning to think Aquarians, like women, never make their age known. I have faith in you - the world awaits your message and 40 million pieces of French toast can't be wrong.

**Pisces (Feb. 20-March 20)** How does it feel to follow as tuff an act as Aquarius? Fear not! You always have the last laugh.

This time you do your own thinking! Now that I leave you, you may glean your own spiritual advice from the stars just as I do. Here's how: When you have a question go outside, look up at the stars and start screaming at the top of your voice. Pretty soon someone will tell you what to do.

Remember I love you all and in my absence I appoint Larry Marks as Messiah. Follow his every action--never let him out of your sight less you miss something good.

When the golden grasshopper returns to Toledo, Mondo C will be hitchhiking back from infinity. Good-bye and don't forget to feed the cat, the key is across the hall.

Love,  
M.C.

Roger Harold Bader's

## NATURE CORNER



In compliance with a recent request I will try and shed some light on the concept of intermediary metabolism.

As the organic chemists began to identify some of the various cellular molecules it became clear that good molecules are extensively transferred after they enter an organism. In no case does a good source contain all the different molecules present in a cell. In some cases practically all the organic molecules within an organism are synthesized inside it. This is easily seen by observing cellular growth on a defined good source: for example, the growth of yeast cells using the simple sugar glucose as the sole source of carbon. Here, after its cellular entry, glucose is chemically transformed into a large variety of molecules

necessary for the building of new structural components. Usually these chemical transformations do not occur in one step; instead intermediate compounds are produced. These intermediate compounds often have no cellular function beside forming part of a pathway leading to the synthesis of a necessary structural component like an amino acid.

A sum total of all the various chemical reactions occurring in a cell is referred to as the metabolism of the cell. The various molecules involved in these transformations are often called metabolites. Intermediary metabolism describes the various chemical reactions involved in the transformation of good molecules into essential cellular building blocks.

## Staff Bids Farewell To Two Great Guys



Roger Just Never Stops Working

The operation of a newspaper is a rather complex thing, but, when its staff is blessed with such incredible talent as Roger Bader and Bill Baker, the whole thing seems somewhat easier.

Bill, with us two years, has been sports editor for that time, sandwiching his duties with us in between his various functions in the athletic department, and his responsibilities with several radio stations.

"I want to be the first disc-jockey on the moon", he said, after realizing that three astronauts had been there, stayed several hours, and had not been able to listen to the radio.

To accomplish his dream, he has joined the air force, and plans to work with Armed Forces Radio.

Bill is no stranger to the folks in St. Charles, who regularly dial into his afternoon program to hear his glib, lighthearted program. He says things like, "Markin' the merc at 81 degrees atop Radio Hill, and back to the stacks of wax - headed for the top non-stop, here's Jeanne C. Riley!"

"I'm killing Superjock out here. They love me," he said. In fact, if he can't get to the moon, he'll settle for replacing Larry Lujack. "Of course, that's only a second choice", he said.

Roger Bader has been our Photography Director for over two years. Roger was easily the most popular staffer, always smiling and never complaining about his burdensome duties. Roger singlehandedly

took every front page photo on this trimester's papers.

When asked what Roger does to keep himself so happy, he replied, "You spineless, legless grub, get outta my sight. I'm busy."

Roger often devoted long hours to his work, and it is not uncommon for Roger to still be working several hours after the page layouts are finished and into the printer.

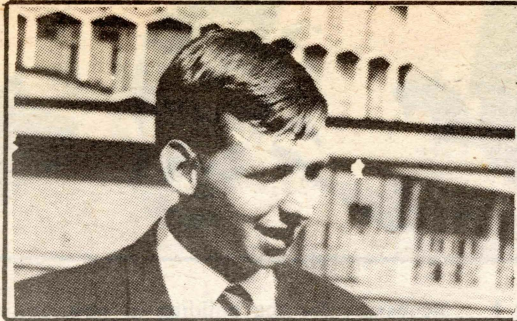
The photographers who worked under Rog always enjoyed his humor and friendliness. "You miserable degenerate maggot", he would say to his underlings, "listen to me when I talk to you."

His photographic skills are matched only by his scientific prowess. Students would frequently drop into the office to ask his advice about mushrooms and fungus, his specialty. "Does ascogonium produce chains of ascogenous cells before or after spermatization has been accomplished?" a friend recently asked. "I think it gets all sticky," was his expert answer.

Roger once explained the operation of a 35 millimeter Single Lens Reflex camera to a journalism class. "You push the thing here, and you take the film to the drugstore," he said. Roger's abilities in the scientific field are surpassed by his ability to simplify things for the common person.

Both men are going to create a great void in September. Anyone who has their jobs?





The **BILL BAKER** Report

By Bob Wright

TKE Fraternity beat AXE Fraternity 10-7 Sunday, July 27, in a softball game, played at Hinkley Field, Park Ridge. The two rather evenly matched teams played a good game all the way through. TKE got off to a quick start by scoring 2 runs in the top of the first. They later extended their lead to 5-0, but in the bottom of the second, AXE rallied and came back to make the score 5-4. In the next inning AXE made it a brand new ball game by tying the score 5-5. TKE then changed the score to 8-5 on a homerun by Rich Syverson in the top of the fifth. AXE battled back to 8-7 in the bottom of the fifth but with men on first and third, blew a good scoring opportunity

because of unfamiliarity with the rules. TKE's third baseman, Bob Dorer, let a ball thrown to him get away and the baserunners for AXE advanced but were both tagged out for advancing on a throwing error. This was the turning point for AXE. TKE scored two more runs in the top of the next inning to make the score 10-7 and that's the way it ended.

There were standout players on both teams. Bruce Alesi, AXE's left fielder and Rich Syverson TKE's center fielder, were both superb. Also, Rich Bennecke of AXE, came through with clutch hits when needed most.

It was a good close game and TKE was jubilant to win after last years 13-12 loss to AXE.

**Still More Discussion** *Cont. from page 9*

to the courses that are required. Most other schools work in this fashion. They will have a list of maybe ten courses in a certain area and you choose three from this list of ten, which differs from our system now. If you have one course now, you have to take it. This makes a little more sense. I believe it was John who said that we're not for the status quo--well that's true, but I don't think we can talk about eliminating the basic curriculum altogether. This is just ridiculous. We have to work for some sort of alternative that we can take to the basic courses. Let's say in humanities. You have to take two courses and you will have a list to pick from. This is much better than having to take one music course and one art course, and like this. I see Mickey disagrees with that.

**SAGRILLO:** Yea, you can't do that. One of the problems with the basic curriculum here at this school is that no matter what course you take in the basic curriculum it's hung up and completely based on specifics. For example, anthropology, CWC II is about the Australopithecus, etc, etc. Which is fine and dandy, for the anthropology major or sociology major. But what do I care about Austropolithicus? Let's take, instead of that, a sociology course, a general course, which is not in the sociology or anthropology or political science department, that has nothing to do with CWC--it's just general humanities, or better yet sociology, where they don't teach you specifics about this man or that man. They teach you the fundamentals of the entire system that they're working with.

**ZELASKO:** You won't get it. You will not get it here.

**SAGRILLO:** I think it's much easier to work out this sort of course than it is to go through all the specifics--to go through all the research to find out all these little min-

ute details.

**ZELASKO:** You're making an assumption about the type of faculty that's drawn to a state institution. Primarily the faculty that is drawn to any state institution is the kind who's looking for a nice, secure, well-paying job that's not going to give him any trouble. They don't want to have to engage in the academic rigors of a private institution, they don't want to worry about publishing or perishing, they sit around for three years, keep their mouth shut, get tenure and they ride on their asses for the rest of their lives getting the promotions and raises on the regular rate. You won't get these people off their asses to put together a decent program. Each department here is interested in its own self-aggrandisement and the increasing of it's budget. It's interested in getting as many majors as possible because the more majors it can get, the more money it can get. Therefore, it's going to peddle its wares, it's going to try to push its courses, and the students are going to wind up getting crap all the time, like they have now. The only way you're going to insure that any type of basic programs offered are of any high caliber is if they have to compete against each other for people to take them. If anthropology has to compete against sociology for students they're going to be forced to develop some sort of decent program. If the history has to compete against economics, they'll develop some sort of a basic program that can draw students.

**SAGRILLO:** You have got a really unrealistic view of education.

**ZELASKO:** I think it's very realistic.

**SAGRILLO:** I just have one question, Andy. If this is your view, why are you here?

**ZELASKO:** It's a state school--it's cheap.

**PRINT:** Well, we're about out of time. Let's try to keep these discussions rolling. Thanks for coming.



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