

Parkland College

SPARK: Scholarship at Parkland

Prospectus 1972

The Prospectus

11-14-1972

Prospectus, November 14, 1972

Charles Newman
Parkland College

Charles Studnicka
Parkland College

Dave White
Parkland College

Bob Waldon
Parkland College

David Stanley
Parkland College

See next page for additional authors

Follow this and additional works at: https://spark.parkland.edu/prospectus_1972



Part of the [Journalism Studies Commons](#), and the [Mass Communication Commons](#)

Recommended Citation

Newman, Charles; Studnicka, Charles; White, Dave; Waldon, Bob; Stanley, David; Iversen, Portia; Lewis, Jean; and Gothard, J., "Prospectus, November 14, 1972" (1972). *Prospectus 1972*. 3.
https://spark.parkland.edu/prospectus_1972/3

Open access to this Book is brought to you by Parkland College's institutional repository, [SPARK: Scholarship at Parkland](#). For more information, please contact spark@parkland.edu.

Authors

Charles Newman, Charles Studnicka, Dave White, Bob Waldon, David Stanley, Portia Iversen, Jean Lewis, and J. Gothard

PARKLAND COLLEGE
2 MAIN STREET
CHAMPAIGN, ILL. 61820



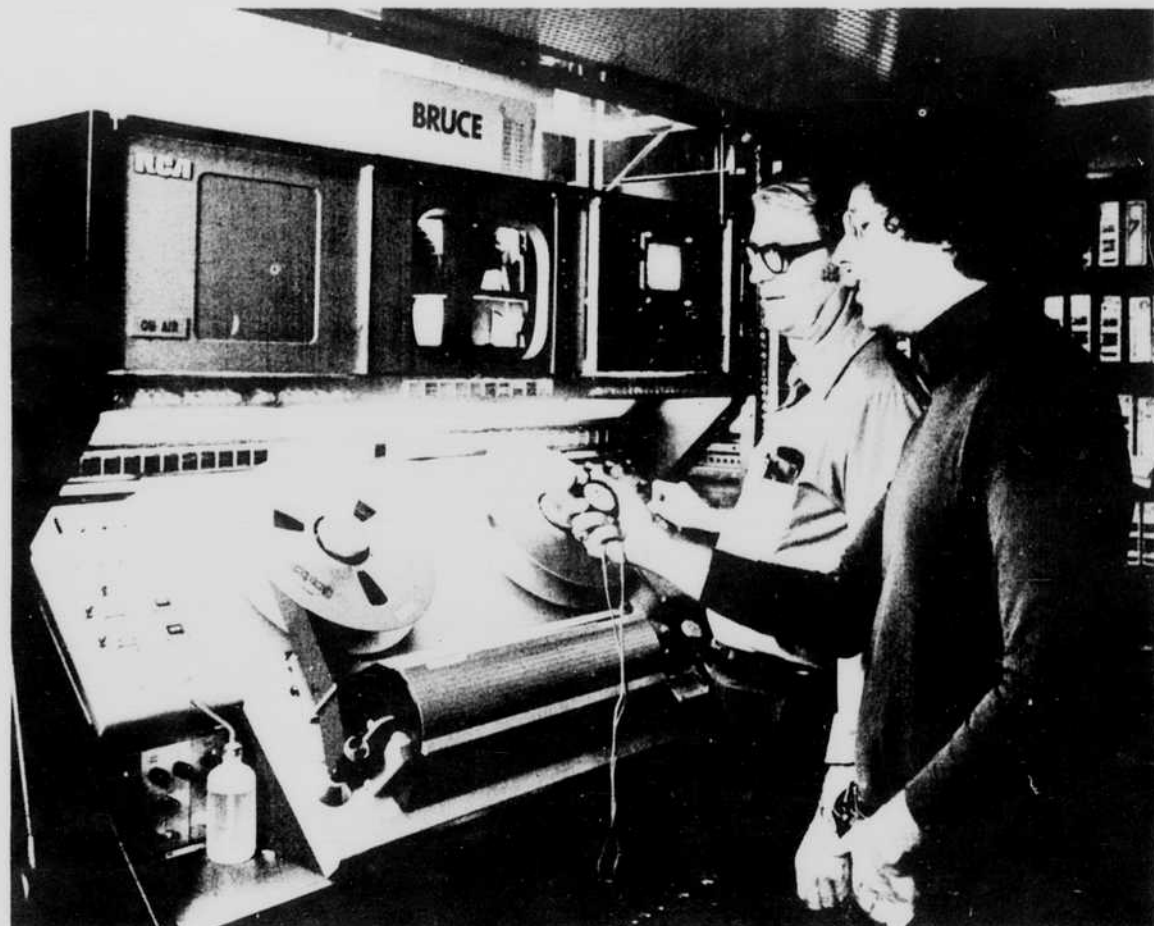
PROSPECTUS

VOLUME SIX

NUMBER

14 NOV. 1972

5



Rob Fisher (right), director of "Megahurtz," and Ralph Cox, studio engineer at WICD, prepare the multi-media event on a video equipment provided by Channel 15. Photo by Al Babeck.

'Megahurtz' at Parkland

Parkland College, in cooperation with Channel 15 (WICD), presented an unusual multi-media event entitled "Megahurtz", created by Parkland College students under the direction of Rob Fisher. This was the second in a series of productions from the new Design of Multi-Media Events course now offered as part of Parkland's Continuing Education program.

Three television sets are used in the presentation, two of which display videotapes edited by the students at WICD studios, assisted by Ralph Cox, and Kermit and Linda Gregory all of whom are on the WICD staff.

Excerpts from commercials are scrambled and re-mixed to create very humorous special effects. The television screens are designed into a Stage set which is a huge 8' x 12' cartoon of a man and wife watching television. The cartoon was drawn by Gary Hill, a Parkland College Student.

This event was a cartoon whose subject matter is television and how it affects the people who watch

Vets Used Books Store

The veterans will again operate their Used Book Store during Registration for the Winter Quarter. If you have used books you wish to sell, they may be handed in at the Veterans Affairs Office located in the Gregory School Building, Room 14, during final week (November 15, 16, 17, 20, 21, from 10:00 a.m. till 4:00 p.m.) If you need used books for your courses for winter, don't forget to check the store during registration. The used books can usually be purchased at savings of as much as 40 percent.

Some Things Go Better Than Coke

(CPS) - Coca-Cola may be insidiously capitalistic, in the eyes of most communist country governments, but the Polish government views Coke as the answer to a growing alcoholism problem in that country.

The Polish government recently asked Coca-Cola to sell their product in that country as a competitor for the large teenage beer and vodka market. Pepsi-cola will also be sold, but as the official organ of the Polish Communist Party explained, "It just doesn't taste the same."

Instructor May Lose Job for 'A' Grading

Seattle, Washington (CPS) - The University of Washington administration has begun proceedings to rid the school of an academic scourge: an instructor who gives all "A's."

Defending his grading policy, Morris claimed that "Grades destroy real incentive to learn, force students to treat their teachers as cops, and alienate students from each other by fostering competition and discouraging cooperation."

Many of Morris' students have joined him in his fight to keep his job. The mellow atmosphere in his classes, they say, is much more conducive to learning than the usual tension-filled, terror-stricken lecture halls.

Counselor from W.I.U.

Mr. Don Viar, Junior College Admissions Counselor from Western Illinois University, will be on campus November 16, 1972. He will be available to talk to interested students between 10 a.m. and 12 noon in the counseling area. Students who are interested in talking with Mr. Viar should notify Homer Foster in the counseling center or just drop by on the 16th.



Placement Services

Homer Foster has recently been appointed as Placement Officer for Parkland College. If you have any questions concerning placement services at Parkland, contact Mr. Foster. If for some reason you have difficulty reaching Mr. Foster, you can leave a message for him with Judi Koeberlein. Mr. Foster's office is located in the counseling and student activities area of the Student Center, and his phone number is 384-2274.

Contrary to any rumor you may have heard, there will be summer school this year.

In this issue..
Why women fear success
True happenings
Interview with Patty Nixon
Final exams schedule
Changes in campus communities
Student activity fee hassles

Debate Team To Visit Bradley

November 17 and 18, the Parkland College Debate Team will travel to Bradley University to compete in their first invitational tournament of the year. Approximately fifty colleges and universities will be represented in the three division tourney. Parkland will enter in the novice (first-year debaters) division.

Representing Parkland will be four debaters from the following students: Sandy Ager, Paul Walker, Dave Boston, Bill Varnum, Don Ford, Dave Lewis, or Wes Donahue. At this time other interested students are trickling into practice, but they would lack the preparation necessary to compete.

During the Winter Quarter, Parkland will compete in four more debate tournaments: Illinois State, Northern Illinois University, and two yet to be selected. The National Debate Topic for all these tournaments will be-- Resolved: The Federal Government should provide a program of comprehensive medical care for all U. S. citizens. Parkland's debaters will debate both sides of the proposition.

If any student is interested in trying out for the Parkland Debate team, either call the Director of Debate, Mr. Newman, at 384-2310 or 359-2188; stop by the Jefferson building; or enroll in Speech 202 for the Winter Quarter. No experience is necessary. Charles Newman

Parkland Choir Invites Public To Participate

Want to get in the Christmas spirit?

Erwin Hoffman, music instructor and director of Parkland College's Community Choir, invites the general public to sing in the choir's annual Christmas concert. The concert, featuring contemporary Christmas music and traditional carols, will be held December 12 at 8 p.m. at the First Methodist Church, Champaign.

Interested persons can practice with the choir for the remaining five sessions before the Christmas Concert. Community Choir meets on Tuesday evenings from 7-9 p.m. in the First Methodist Church, Room 201, Church and State Streets, Champaign. If interested, come to the next session on Tuesday.

OOPS!

The photographs of the candidates appearing in ISSUE NUMBER 4 were taken by Susan L. Wurtzbaach. It's sad we had no story but it is not the first time.

Cruisin' '72

True Happenings

Overheard in the White House: "Well, John. We have this \$10 million campaign fund, and I cannot shake the suspicion that it's going to be a campaign issue, no matter who the Democrats nominate."

"Simple, Dick. All we have to do is have a story ready for them when they start asking."

"Such as?"

"Perhaps a special show of something like 'The Decimillionaire,' in which John Barrisford Tipton hands Mr. Michael Anthony a check and says, 'This week our ten million dollar check goes to a man who, in my opinion, deserves the money in order that I'll have a better chance of hanging onto all of mine.' Then Anthony gives the check to Dick, here, who screams, 'OMIGOD, all for me!'"

"Uh, thank you, Henry, but I think we could do a little better than that."

"Well, we could have a news release ready..."

"You're speaking without your hand, Spiro."

"Sorry, boss."

"Okay. Get up off the floor and say what you had."

"Well, I was thinking that maybe we could have a news release ready stating that Earl Butz's people in agriculture have developed a money tree and our first harvest was ten million dollars."

"No, Spiro. I don't think even our Republican friends will fall for that. Uh, from now on, instead of just raising your hand to speak, I think it would be better for all of us if you did a double-back-flip and spelled 'chrysanthemum' backwards real fast."

"But, Dick, then I'd never say hardly anything."

"I know, Spiro, I know."

"Hey, Mr. President, how about having a special TV show entitled, 'Waking Up with Pat and Dick...'"

"Uh, 'Dick and Pat,' uh, if you please."

"Of course, that's what I mean, 'Waking Up with Dick and Pat.' Anyway, for the first episode, we could have you wake up, reach under your pillow and yell, 'Oh, Pat! Look what the good denture fairy left under my pillow! Ten million dollars!'"

★ ★ ★ ★ ★

IF MCGOVERN HAD WON AND NIXON WOULD NOT MOVE OUT OF THE WHITE HOUSE, A Pretend Interview With Patty Nixon: Prospectus: Uh, Mrs. Nixon, a lot of concern has been raised by your husband's refusal to leave the White House, even though his term expired two weeks ago.

Birth, Life: Overpopulation

Many persons, in one way or another, have heard about the ever-present problem of overpopulation throughout the world as well as in the United States. Oftentimes, when questioned about overpopulation as being a serious problem, people will direct their concern, perhaps, to the Vietnamese War, starvation of children, or another seemingly prevalent confrontation in order to evade the issue.

Lack of adequate natural resources, air and water pollution, and an inadequate food supply stem from overpopulation. The replacing of farmlands with dwellings and pollution could be curbed if not halted if the population growth would decrease. Many persons feel that environmental protection is a must in order for the populace to survive. Surely these persons are including (in environmental protection and preservation) "people pollution."

PN: Yes. It is really horrible the way that Dick has locked himself in the bathroom and refused to let anyone in.

PROS: I guess they're trying to get him out now. You can hear the banging of machinery all the way down here.

PN: Oh, no. That's not machinery, that's Dick's head banging against the wall. He was so upset at losing.

PROS: Mr. McGovern tried to be nice about the whole thing, camping on the back lawn like he did, but he had to move out when someone started taking pot shots at his tent.

PN: I knew I shouldn't have bought him that rifle for Christmas.

PROS: You probably see him more than anyone else. What has he been saying lately.

PN: Well, actually, I've been so busy packing towels and ashtrays that I really haven't seen too much of him lately. The last time we actually had a chance to talk heart talk was about a week ago when we were both laying in the Presidential bunkbeds.

PROS: What kind of heart talk did you have?

PN: Dick said he was going to hold his breath until his heart stopped.

PROS: What are Mr. Nixon's immediate plans for the future?

PN: Well, he is sort of working on the State of the Union address now, and figures that if he reads it fast enough, and wears a funny nose and glasses, no one will notice that he is the old President.

PROS: What if that doesn't work?

PN: Then Dick is going to leave forever, go someplace where no civilized human will ever see him again—Rantoul, Illinois.

PROS: When he picks 'em, he sure picks 'em. Are you going with him?

PN: No, he's going to leave me for good.

PROS: You mean you won't have Dick Nixon to kick around anymore?

PN: Oh, you heard about his fetish? Yes, me and Dick are splitting up.

PROS: Won't that lead to awkward custody battles?

PN: No, Dick was gracious enough to let me have custody of little Spiro.

We, the staff of the Prospectus, having a horrible blank space in our paper this week, have decided to give you a look at our campus and its history. We wouldn't do this, but the Student Committee for Inventing Propaganda (Skip) needs the practice.

Parkland College was founded in 1681 by a Franciscan Friar and 3000 bloodthirsty Indians. It hasn't changed much to this day. Until recently it was kept hidden under the Lake of the Woods, where courses in Yoga and Hold-Your-Breath were offered. Finally in 1967 it arose from the lake and migrated to downtown Champaign, where it settled in several abandoned buildings and a roller-derby rink. It is unfortunate that several of these buildings were occupied by churches, but an arrangement was worked out: If we don't pray, they won't study.

As we go around the campus, the first building we come to is the Student Center. This where lazy people like the staff of the College hang out. There is usually a nine-handed Shabango tournament going on here, and a desultory riot is usually taking place.

Moving directly north, we come to the Computer center. It is rumored that the machines are

Campus Bars Gain Popularity

Kenne, N. H. (CPS)—In an age of smoke-filled rooms, there are still college students who feel they should be allowed to drink on campus.

The student senate at Keene College recently passed a resolution calling for an on-campus "over 21" club in which alcohol would be served. The proposition is expected to be presented to the president of the college in about a month, then to be passed on to the college senate and finally to the Board of Trustees.

The sentiment among the trustees is favorable to the proposal, according to David Gagne, KSC student and Board of Trustees member.

The Plymouth State College Student Senate passed a similar proposal last year which was tabled by the Board of Trustees. Debbie Nuehauser, President of the Keene State Student Council, reported that discussion between PSC, New England College and the New Hampshire State Liquor Commission has shown the commission in favor of the on-campus clubs.

"They see it as curbing drunken driving of some college students," she said.

She also said that the commission favored the "non-profit aspect of the clubs." The money made in the clubs, according to the current proposals, would help fund the student unions of the two schools.

Sources at Keene State College say that the only real conflict is where the pub will be located, as there is some objection to placing the club in the "already over-crowded Student Union building."

Possibly, this problem will be worked out when the proposition is sent to the Student Union Board prior to its acceptance or rejection by the college president.

being programmed to take over the world, but this is vigorously denied by the director, Mr. Hitler. In the basement is a workshop for mechanics and other greasy people.

Caddy-cornered from the Computer center is the Jefferson building. It is occupied by the Parkland faculty and the Thomas Jefferson Life Insurance Co. Lately they have been griping about the faculty's pool hall and Den of Depravity. This corporation is threatening to sic the vice squad unless allowed to participate.

Two blocks north is the Gregory building. It used to be a school until it was condemned. The bookstore is located there, and many a student has been observed opening his books and saying "Aw, rats!" The cafeteria would be in this building, but the cooks died of Bubonic Plague.

One block west and 3 blocks south are two churches, they are reserved for students who need extra help. They are the Presbyterian and Methodist churches going west. They are great places for orgies if you don't mind dodging lightning bolts. South two blocks is the Episcopal Church. It is reserved for Right Thinking Students and is empty most of the time.

Away off yonder is the Science Complex. Tell us, doctor, is Frankenstein ready? Yes, he is, and he's running the college. It is also reported that these people have found the Philosopher's Stone and discovered a drug...that...will...destroy... minds. Most Parkland students have been using it for years.

Then there is the L.R.C., the intellectual bastion of Parkland. Three completely equipped expeditions have been lost while trying to figure out the system that the books are arranged by. The place is so quiet that you can hear the librarian's corset creak. They don't charge fines, they just correct your grammar. But otherwise, it is a nice place for a quick nap.

Then there are the buildings that only a professional guide can find. Taylor annex, Hickory annex, Edgebrook annex, University avenue building, where are you? O'er in the woods, or hid in the corn? When did you die, or have you been born?

And there's the gym. Are they really studying "350 ways to torture Victims?" Or does one usually play hockey with battle axes? No, that's practice to take the college over from Frankenstein.

Charles Studnicka



the Royal Giraffe
Handcrafts Unique
222 West Green Urbana

We are looking for a student to sell our 8-track tapes. We are respected throughout the country as producing a premium product, have your own thriving business. We carry almost 500 selections of all types of music: Soul, Pop, Oldies, Country & Western, Popular, etc. If you are interested call Melody Recordings, Inc. (201) 375-9430. Ask for either Mr. Jonas or Mr. Reid.

PH: 356-2720
"BIG BOB" PAYNE'S ROCKET STANDARD
WE CARE FOR YOUR CAR. MECHANICS ON DUTY
SAME BUSINESS AND LOCATION FOR 22 YEARS
BOB PAYNE
DON PAYNE
1511 W. SPRINGFIELD AVE.
CHAMPAIGN, ILLINOIS

Change in Voting Age Results in Change in Campus Communities

(CPS) — The change in voting age requirements has resulted in a great deal of controversy in university communities over such related issues as voter registration, city ward redistricting and tuition loss.

With the ratification of the 26th amendment on June 30, 1971, which grants full voting rights to U.S. citizens over the age of 18, the legality of residency for college students has come into question.

Over 33 states presently treat students seeking to register to vote in their college communities in the same manner as any other citizens. At the time of the Amendment's ratification, however, only six states recognized a student's college residence as his or her legal residence.

In the past year and a half, over a dozen court cases dealing with student residence criteria have been won on the grounds of violation of the federal constitution and the federal voting rights legislation. Several states still require that students register to vote where their parents live, despite numerous court cases and injunctions to change the law.

A recent U.S. District Court decision in Missouri enjoined county clerks from refusing to register students who reside in the campus communities and are qualified to vote. Three Central Missouri State University students filed a class action suit when they were refused registration on the grounds that they were not permanent residents of Warrensburg, the site of the university. They asked the court to declare that any student 18 years

or older, who had satisfied the state's 30-day residency requirement, be permitted to register in time to vote. The case is expected to win.

Students seeking to register to vote in university communities in states where it is legal to do so have in some cases been inconvenienced by voter registration officials. At Concordia College in Moorhead, Minnesota, a delegation of students, faculty, administrators and members of the League of Women Voters had to request the City Council to instruct the city clerk to set up voter registration booths in places convenient and accessible to students.

The city clerk, who later complied with the request, commented that "whenever we do outside registration without our own people, we have problems. We are now doing more than is required by law."

One of the Council members remarked: "If these kids can march downtown and block the bridges, they can get downtown to register."

New York is one of the few states which does not recognize student residency at a university as a legal residence.

In a case involving four State University at Stony Brook students, a Federal Court in Brooklyn, New York, directed New York State on October 3, to liberalize its voter residency requirement to allow students to vote from their campus address.

The court decision determined that the "only constitutional permissible test of residency is

one which focuses on these individuals' present intentions and doesn't require him to pledge allegiance in the future."

The court decision, however, does not stop the Suffolk County Board of Elections, where the students wish to register, from challenging residency requirements of individual students.

Twenty-five Stony Brook students tried to register October 5 and, although they were not formally denied, they were not registered. The Board of Elections stated that the final decision on what constitutes a "living community" for students rests with the Suffolk County Commissioner of Elections. The students plan to take their case into court again.

A summary of legal arguments has been put out by "Common Cause," a public interest lobby. The summary cites that when new Congressional districts and state legislative districts are drawn up, using census population figures, local communities containing a university gain representation because of university population. This is because students are counted in the census at the address where they actually live—which at the time of the census is their school address.

Included in the summary is a report of the Senate committee on the Judiciary, which states: "Forcing young voters to undertake special burdens—obtaining absentee ballots, or traveling to one centralized location in each city, for example—in order to exercise their right to

vote in the election procedures that create it, are at least inconsistent with the purposes of the Voting Rights Act which sought to encourage greater political participation on the part of the young; such segregation might even amount to a denial of their 14th Amendment right to equal protection of the law in their exercise of the franchise."

The summary concludes that "the only appropriate standard to determine residency for voting purposes" is whether the person is physically living in the community for the amount of time required by the state, and whether he or she has the intention of remaining for an appreciable length of time. This intention, moreover, must be "overwhelmingly to the contrary" before a person can be denied registration.

Because of new residency qualifications, students can now run in local elections and can have a large effect on local issues dealing with such student-related laws as local housing codes or liquor laws.

Students are now being included in city ward redistricting. In Dekalb, Illinois, the City Council is reconsidering different map plans which will either have an equal number of students and permanent residents in each ward, or have students in almost complete control of several wards.

The legalities of out-of-state tuition charges may be affected by the adult status that attaches itself to college-age students who can now vote.

A survey recently conducted by Dr. Robert F. Carbone, dean of the

school of education at the University of Maryland, disclosed that state colleges and universities stand to lose between \$250 and \$300 million in annual income if non-resident tuition is declared illegal.

The Colorado Supreme Court ruled October 2 that an emancipated minor or any person over 21 years of age cannot be denied state citizenship on the grounds that he or she is a full-time university student. Prior to the decision the universities in Colorado had presumed, under a now unconstitutional statute in the state tuition law, that all out-of-state students were in the state primarily for educational reasons and did not intend to establish residency in Colorado.

A similar statute in New Mexico has also been declared unconstitutional.

According to the dean of admissions at Iowa State University, under the new voting-rights law an out-of-state student is technically a resident as soon as he or she is qualified to vote.

"If non-resident tuition is declared illegal," says Dr. Carbone, "it is likely that the institutional response will be to increase the fees of all students to cover lost income." If this is the case, the "low tuition principle" practiced by many state universities and colleges, may no longer exist.

Other alternatives to compensate for the loss of out-of-state tuition charges include tax increases or reductions in the number of out-of-state students.

Illinois Students Fight for Activity Fee Control

Springfield Illinois (CPS) — The association of Illinois Student Governments (AISG) recently resolved to draft a position paper stating that student activities fees should not be subject to state controls.

This action follows a recent survey by a private firm on the Northern Illinois University at Dekalb ordered by NIU President Richard Nelson. The report recommended that there should be a 25 percent cut in all student government spending.

The six student governments belonging to AISG also resolved to obtain support for their position from state Senator Thomas Hynes (D-Chicago) and Michael Bakalis, Superintendent of Public Instruction.

AISG members hope to have Hynes introduce a bill in the Illinois legislature declaring student government autonomy over student activity fees. Ken Midcalf, a member of Bakalis' staff, said he would urge Bakalis to make a statement supporting the bill, and Bakalis has said previously that he would be in favor of such action.

Midcalf was optimistic about the legislature's reaction to the bill. "The legislature and university governing boards would just as soon wash their hands of the responsibility for student activities fees," he said.

"As long as those funds are considered state money," he explained, "they (the legislators) are accountable for what student governments do with them, and most think students are running amuck."

Charles Schuman, a member of the Illinois Board of Regents, said recently that he was "going to start a battle to make student fees optional."

Sources at NIU say that Schuman's reasons are that he would like to see the Board rid of this kind of responsibility, and that Schuman himself feels that students' fees shouldn't be spent when the money will be used only by a small segment of the student bodies.

The NIU student association president recently said that Bakalis' office is conducting a survey of the legal framework of the student activity fee.

He stressed that the legal status of the student fees needs clarification by either the state legislature or the courts.

Presently, the student activity fees are collected by the state and therefore are considered state monies.

Midcalf explained to the AISG that although the powers and duties of university governing boards include the right to "fix and collect student activity fees," the boards are not delegated the right to manage those funds.

As long as student fees are considered state funds, allocations made by student governments will come under the scrutiny of university administrations.

Such a conflict did arise recently when the student government of NIU hired a lawyer. Because of contractual limitations placed by the Board of Regents, the lawyer is not allowed to represent a student in court.

we walked around the ashes
enjoying the fruits of peace
peace—
to us it meant they wouldn't destroy
what had already been destroyed
ashes that could be burned no more
bodies that could be killed no more
wreckage and corpses littering a charred land
and this was the bargain we had won
at last we found peace

and from the litter arose an animal
an evil animal
a mutant child of an awful war
born of lust and hatred and prejudice
he came before the starving masses
'let me lead you!'
the masses paused and watched
'i can bring your nation prosperity!'
the masses began to smile
'i can bring your nation power!'
the masses began to applaud
'we shall be a master race!'
the masses cheered the mutant child
and the animal led the mindless children

the nation prospered
the economy was strong
the armies were mighty
the ashes and sadness were forgotten
and the animal was ready

'go forth!'
the masses prepared to march
'i do not like jews'
jews started dying
'destroy the world!'
and a war began
and the animal was happy

millions died in the animal's war
and the animal said 'it is good'
but his nation was defeated
and the animal was killed
from ashes he came
to ashes he went

mutant child



College Rec Tournaments

Your Student Services Committee and Intramural Committee cordially invites YOU to participate in College Recreational Tournaments in bowling, bridge, billiards, table tennis, and chess commencing January 2, 1973.

There will be a Mens' and Womens' division in all events. Following events will be double elimination: billiards, chess, and table tennis. You must furnish your own partner in bridge (duplicate bridge); Parkland will furnish you a partner if you've got bad breath.

Any currently enrolled student of Parkland is eligible to participate as long as he or she engages in the activity solely for the pleasure and physical, mental, recreational, and

social benefits he or she derives therefrom, and to whom the activity is nothing more than an avocation or hobby. All participants must also meet all the tournament eligibility requirements set forth by the Association of College Union-International Recreation Committee.

A minimum of eight "active" participants must compete in each event in order to enter regional tournament, with one exception, bowling. Twenty-one active participants must compete in each division. All bowlers must bowl a minimum of 21 games, with the top 12 meeting in "head-on" competition of 9 games. The top 5 will then advance to the Regionals.

Winners in each division of the tournaments will represent Parkland at the regional tournament (States of Illinois and Indiana) to be held at the Univ. of Illinois, February 15-16-17, 1973, if there is sufficient "active" participation in the respective tournament. Awards shall be presented to Parkland College Champions.

For further information and entry blanks, rush on over to the Office of Student Activities, stand on Judi's desk, and scream, "I wanna!"

by David Stanley



Cross-Country track team members: (from left to right) Hall Metz, Suerre Falck-Pederson, Joe Earle, Wayne Angel, and Frank Flores.

Feeling Left Out

Parkland College seems to have made some attempt at making available courses dealing with the historical and cultural backgrounds of minority groups which had been previously excluded in most college curriculums. An example of this is the inclusion of Afro-American history courses. However, a large and important group of people have been grossly overlooked. That group is women.

The more interested I become in the subjects I am taking, the more frustrated I become at the total lack of information about women that might pertain to the subject. It is very difficult to relate to a subject which totally ignores the role that women have played in it.

pressed group throughout history. Women have almost always been discouraged from seriously taking part in political and cultural achievements, and when they have, as in the case of Anne Hutchinson, they were harshly reprimanded and looked upon with scorn. Oppressed in this fashion, the important events in which women have played a major role were usually overlooked, underestimated, or somehow attributed to men.

It is obvious, then, that at least some part of the great lack of information on women in many of the courses at Parkland can be attributed to a lack of information available to the instructors. But the recent flourishing of what in the past has seemed to be the non-existent, distorted, or overlooked history of the Black American and the American Indian has proven to us that the histories of all people can and must be uncovered.

An example of this might be American history and the Humanities, which make little if any attempt at including women in their disclosures of events. It is a discouraging task to attempt to view social, political and cultural history solely through the eyes of men. Most of history is taught to us as if white males were the only beings which important events and achievements may be attributed to.

There are a number of reasons why women have (as have black Americans and the American Indian) been excluded from history. One of these reasons is that women have been an op-

pressed group throughout history. Women have almost always been discouraged from seriously taking part in political and cultural achievements, and when they have, as in the case of Anne Hutchinson, they were harshly reprimanded and looked upon with scorn. Oppressed in this fashion, the important events in which women have played a major role were usually overlooked, underestimated, or somehow attributed to men.

Portia Iversen

PROSPECTUS

The PROSPECTUS is printed bi-weekly from Parkland College, Champaign, Ill., by the Rantoul Press. Advertising rates will be given on request. The PROSPECTUS office is located in the Student Center, corner of Church and Randolph streets. The PROSPECTUS maintains an independent editorial policy; opinions expressed do not necessarily reflect views of the administration, faculty, or student body as a whole.

We are: Bob Waldon, editor; David Stanley, Business manager; Janie Gothard, contributing editor; LaVerne McFadden, advisor; and we are ably assisted by Judi Koberlein, Richard Karch, and our contributors—Leslie Grove, Charles Studnicka, Portia Iversen, Jean Lewis, Dave White, Chuck Newman, and Marcia Weis hidden at 2 Main who sends us those news releases.

What is really hell about having little holes like this is that its impossible for us to tell people that we wanted to publish their stories, but we "ran out of room". So if your story isn't here, we didn't want it here. Your Editor

MARV on the MOVE

Marvin Kresin, noble crusader against dirt and grime at Parkland High recently celebrated his 51st birthday in the formal lounge along with a large number of students who just happened to be celebrating his birthday on the same day.

Marv is often mistaken for his twin brother, Merv. However, the difference between the two as shown in these two pictures is quite striking. Merv (on the left) is quite a bit more blurry than Marv (on the right).

We salute you, Marvin Kresin, and are pleased to see you return our salute.



Why Women Fear Success

BY
JEAN LEWIS

The glory of a man is knowledge, but the glory of a woman is to renounce knowledge. -- Chinese proverb

Suffer women once to arrive at an equality with you, and they will from that moment become your superiors. -- Cato the Elder, 195 B.C.

Let the women learn in silence with all subjection. . . I suffer not a woman to usurp authority over men, but to be in silence. -- St. Paul

The whole education of women ought to be relative to men. To please them, to be useful to them, to make themselves loved and honored by them, to educate them when young, to care for them when grown, to counsel them, to console them -- these are the duties of women at all times and what should be taught them from their infancy. -- Jean Jacques Rousseau

Nature intended women to be our slaves. . . they are our property -- we are not theirs. They belong to us, just as a tree that bears fruit belongs to a gardener. What a mad idea to demand equality for women! . . . Women are nothing but machines for producing children. -- Napoleon Bonaparte
One must have loved a woman of genius to comprehend the happiness of loving a fool. -- Talleyrand

Women are usually more patient in working at unexciting, repetitive tasks. . . Women on the average have more passivity in the inborn core of their personality. . . I believe women are designed in their deeper instincts to get more pleasure out of life -- not only sexually but socially, occupationally, maternally -- when they are not aggressive. To put it another way, I think that when women are encouraged to be competitive too many of them become disagreeable. -- Dr. Benjamin M. Spock, *Decent and Indecent*

The great question that has never been answered, and which I have not yet been able to answer despite my thirty years of research into the feminine soul, is: What does a woman want? -- Sigmund Freud

AND
A woman's place is in the home--Housewives are such dull people--Women's talk is all chatter--Intelligent women are emasculating--If you're so smart why aren't

you married-. Can you type?-If you want to make decisions in this family, go out and earn a paycheck yourself--A smart woman never shows her brains--It is a woman's duty to make herself attractive--No man likes an easy woman--Women should be struck regularly, like gongs--Women are always crying about something--Women executives are castrating bitches--Don't worry your pretty little head about it--Dumb broad--All you do is cook and clean and sit around all day--A woman who can't hold a man isn't much of a woman--Women hate to be with other women--Some of my best friends are women.

Journalist Vivian Gornick went to visit with and interview Dr. Matina Horner, an experimental psychologist presently at Harvard, who has been doing extensive research on the relation between motivation and achievement. Ms. Gornick sought to find out from Dr. Horner if the results of her research gave any indication as to why "girls get dumber and dumber as they get older and older," not being satisfied with the traditional explanations which support the idea that women simply innately are not competitive.

Ms. Gornick began her article by citing research where women tested out abnormally high on anxiety and that psychologists dismissed the women's data as indicating a hopeless "will to fail." However, it is Dr. Horner's contention that women, in achievement-motivation tests, were not exhibiting a "will to fail" but rather an overwhelming desire to "avoid success." Dr. Horner began her research at the University of Michigan where she developed a test model based on the "expectancy-value theory of motivation" in an attempt to discover women's actual expectancies in relation to achievement. In such tests the experimenter focuses on what a subject's expectations are regarding the consequences of an action he or she proposes to take. Anxiety is aroused if the consequences are anticipated by the subject to be negative. From this emerges the "avoidance motive." This motive predicts not what a subject will do but rather what he or she will not do. Dr. Horner calls her theory based on this model "the Motive to Avoid Success." The evidence for her theory is based on a series of Thematic Apperception Tests (TAT) she administered to 90 women and 88 men, all undergraduates. The results were very striking. Over 90

percent of the men in the study showed strong positive feelings, increased striving, confidence in the future, etc., in response to the successful-male cue, e.g., "After first-term finals, John finds himself. . ." Fewer than 10 percent of the men responded negatively.

However, in response to the successful-female cue, 65 percent of the women were "disconcerted," or confused by the cue. As Dr. Horner states, "Unusual excellence in women was clearly associated for them with the loss of femininity, social rejection, personal or societal destruction or some combination of the above." Dr. Horner further noted that the fear of success was more manifest in women of demonstrably high intelligence who were from homes where high achievement was greatly valued. In Dr. Horner's view parents encourage their daughters to fulfill their entire potential and allow them some of the advantages given to men, but that this encouragement is essentially meaningless because what the parents really want, says Dr. Horner, is for their daughters to get married and find security in the belief that they cannot be happy and fulfilled unless they do so. Therefore, these young college women are caught up in a major conflict which affects almost all women at some time in their lives. That is, if the woman is too smart, too independent, and above all, too serious about her work, she is unfeminine and will therefore never get married. So the woman student comes to understand that she has really been sent to college to find a husband and must fit herself into the role of an attractive and educated "potential" wife. The obvious implication is that for women, academic achievement and femininity are incompatible.

Moreover, much of Dr. Horner's research indicates that during the 1960's where the emphasis on new freedom for women has increased markedly, the tendency to avoid success among women has not diminished noticeably. Negative feelings toward successful women have increased according to Dr. Horner's data, in what she terms a backlash, thus increasing the pressure to avoid success.

As authoress Gornick aptly points out, "Needless to say, such a contradictory state of being is unthinkable for a man, who is taught from birth that his human fulfillment and his masculine fulfillment are one and the same. While it is true that achievement-motivation work has raised the fear of success in men, that fear is always coupled with philosophical issues in the man's mind, i.e., an apprehension regarding the values of succeeding in a materialistic or socially amoral culture. It is never coupled with a deep conflict over the crucial and fundamental issue of his masculinity."

At Harvard Dr. Horner tested a group of undergraduate men in order to discover their genuine feelings about successful women. She gave them the T.A.T. cue previously given to the women at the University of Michigan, i.e., "After first-term finals, Anne finds herself at the top of her medical school class." The responses overwhelmingly were along the following lines:

"Anne is not a woman. She is really a computer, the best in a new line of machines. . . Anne rushes out of her smelly formaldehyde laboratory, and runs to the university bar where she knows she will find Bruno! The perfect man!"

"Anne is paralyzed from the waist down. She sits in a wheelchair and studies for medical school. . ."

As Ms. Gornick exclaims: "This in the summer of 1970. This from Harvard University. This from the men who will marry the girls at Michigan."

The results of Dr. Horner's research seem quite valid when we consider our society and its sexual role expectations. The sexual stereotypes are fixed in the minds of men and women from birth and the depressing aspect of the results of the data gathered so far is that these stereotypes tend to stay fixed. Granted some changes in thought are taking place currently, but the roles of women remain basically unchanged because it is men who determine the values of society. As Dr. Horner says, "What we have to do is to get to the bottom of what is genuinely natural in women. What we now call natural is only normative. It is what our

culture has defined as normal for women and normal for men, but it sheds no light on what is natural. For instance, the assertion that women have no natural aggression in them is absurd. Women can be very aggressive even while using 'passive' methods. Silence can be used aggressively. . . . 'Aggression is a desire to exercise will. Passivity is not. Well, God knows, enough women are interested in exercising their wills. So which is it? Is woman aggressive or not? What is her nature? This we know next to nothing about. It is this vast area of ignorance that we must explore."

Ms. Gornick states the case somewhat more dramatically. "Our culture has made a deep split in the souls of its women, and the result is insupportable anxiety which can bear up only by transforming itself into the malevolence of what is known as passive-aggressive behavior. Behind the 'passive' exterior of many women there lies a growing anger over lost energies and confused lives, an anger so sharp in its fury but so diffuse in its focus that one can only describe it as the price society must pay for creating a patriarchal system in the first place, and for now refusing to let it go. And make no mistake, it is not letting go."

To find out what woman's nature is, and to force the society at large to "let go," women must develop a self-determination. Freedom (to act within a society) is the product of awareness. . . awareness of choice, of possibilities for alternatives. The pursuit of freedom demands courage from all women to face change and to be willing to pay the price for it, the price of being different, of breaking the old stereotypes of femininity and, in essence, developing new identities as women.

Hopefully, research like Dr. Horner's and journalism like that of Ms. Gornick will help provide the basis on which to bring about the transformation in our society needed to make the words freedom and equality real for women, not just hollow echoes of a dream.

FOOTNOTES

1Gornick, Vivian, *Why women fear success*. In MS, Spring, 1972. Pp. 50-53.

2Morgan, Robin (Ed.), *Know your enemy: A sampling of sexist quotes*. In *Sisterhood is Powerful*. Vintage Books, 1972. Pp. 31-34.

Nixon-2; America-0

CHANCES R

Thursday
November 16
PLUSH

Friday
November 17
THE GUILD

Saturday
November 18
DR. BOP and THE HEADLINERS

Downtown/CHAMPAIGN Lincoln Square/URBANA On the Mall/DANVILLE

with love... **Sbecca**

One of the great shapes in our new young dept. in Thistle Brown, or Navy Plush and smooth combo. \$22.99.

FREE WANT ADS UNDER 30 WORDS FOR PC STUDENTS

See Prospectus

Jos. Kuhn & Co.
Downtown Champaign

Fashions For Young Men

Parkland Runners New Cross 2nd in State Country Coach

Sat., Oct. 28, Springfield: Parkland College's Cross Country team proved its worth last Saturday in the State Cross Country Championships with a 2nd-place finish. In this the first year in history that Parkland has fielded a full team, the whole squad qualified for the NJCAA Nation Championships in Pensacola, Florida. The high finish at the State Meet was led by the freshman duo of Frank Flores, and Joe Earle who finished 1 and 5 respectively. Following them the Cobra finishers were Sverre Fakk-Pederso, 27th; Wayne Angel, 32rd; and Hal Metz, 35th. The 1972 Harriers coached by Lee Labadie, who won fame at the University of Illinois by running the Big Tens 1st sub-four minutemiler, showed pro-

mise earlier in the season by finishing 2nd in the Big inter-state Black Hawk Invitational. Other Cobra efforts were stymied as in each of the other big meets were run with one of the top five missing. Injuries have cut the Parkland team from its original 10 to the 5 survivors who ran at State.

Parland just missed bringing home the State Championship trophy by losing to arch rival Lincoln land by just 4 points.

Parkland still is looking for improvement and a high finish in National Championships.

Parkland College's Cross Country and Track Teams this year are privileged to have Lee Labadie as coach. Lee, who ran for the University of Illinois for the last four years, proved in his career that it is possible to be a super runner. Being the only 4 minute miler in Big Ten and U of I History. Coach Labadie coaches with experience. His enthusiasm (he out ran the members of the team often in order to give accurate time splits) has spread to the team. His philosophy of hard work makes a winner appear to be successful as his team finished 2nd in the State Meet and his top runner, Frank Flores, won.

Coach Lee Labadie expects to have an exceptional track program this year and hopes to make Parkland a national contender in both cross country and track.

Final Exams Schedule

FINAL EXAMINATION SCHEDULE - FALL QUARTER, 1972-1973

Time and dates for final examinations will be determined by the first meeting of the class (lecture, quiz section, etc.). Final exams will be held in the same classroom where your first meeting of the week takes place.

November 15, 1972 8:00 a.m. to 10:00 a.m.	All classes whose first meeting during the week is Monday at 8 (8:15 or 8:30) o'clock
Wednesday, November 15, 1972 11:00 a.m. to 1:00 p.m.	All classes whose first meeting during the week is Monday at 9 (9:15 or 9:30) o'clock
Thursday, November 16, 1972 8:00 a.m. to 10:00 a.m.	All Classes whose first meeting during the week is Monday at 10 (10:15 or 10:30) o'clock
Thursday, November 16, 1972 2:00 p.m. to 4:00 p.m.	All classes whose first meeting during the week is Monday at 11 (11:15 or 11:30) o'clock
Friday, November 17, 1972 8:00 a.m. to 10:00 a.m.	All classes whose first meeting during the week is Monday at 12 (12:15 or 12:30) o'clock
Friday, November 17, 1972 2:00 p.m. to 4:00 p.m.	All classes whose first meeting during the week is Monday at 1 (1:15 or 1:30) o'clock
Thursday, November 16, 1972 11:00 a.m. to 1:00 p.m.	All classes whose first meeting during the week is Monday at 2 (2:15 or 2:30) o'clock
Wednesday, November 15, 1972 2:00 p.m. to 4:00 p.m.	All classes whose first meeting during the week is Monday at 3 (3:15 or 3:30) o'clock
Monday, November 20, 1972 8:00 a.m. to 10:00 a.m.	All classes whose first meeting during the week is Monday at 4 (4:15 or 4:30) o'clock
Friday, November 17, 1972 11:00 a.m. to 1:00 p.m.	All classes whose first meeting during the week is anytime Tuesday morning.
Monday, November 20, 1972 11:00 a.m. to 1:00 p.m.	All classes whose first meeting during the week is anytime Tuesday afternoon
Monday, November 20, 1972 2:00 p.m. to 4:00 p.m.	All classes whose first meeting during the week is anytime after Tuesday

Note: All examinations will be given in the same room assigned for the first meeting of the week.

Final examinations for evening classes will be during the regular final exam period (November 15, 16, 17, 20) during the regular class time.

Grades are due in the Admissions Office by 5:00 p.m. on November 21, 1972.

CONFLICTS MAY BE RESOLVED BY ARRANGEMENT WITH THE INSTRUCTOR.

Parkland College Leadership Conference

The weekend of October 28-29, 1972, Parkland College, along with Lake Land, Danville Junior College and Decatur Community College held a leadership conference—"Operation—College Bound"—at Allerton House in Monticello, Illinois. It dealt with the problems of the community college in their respective districts, programs set up by the community colleges for their students, and the hassle of recruiting leaders. Constitutions of the schools were discussed by their respective student government presidents; Lake Land led a session on Parliamentary Procedures.

The speakers were Mr. Ken Siefert, Dr. Sallie Guy, counselor at Parkland, Dr. Anthony Gregorc, principal of University High School in Urbana, and Mr. William Langas, President of Danville Junior College.

It was a good conference and there are plans for continuing the program between these community colleges on an annual basis.

J. Gothard

The Design of Multi-Media Events

WHAT? A new non-credit evening Course offered by Parkland College, under the direction of Rob Fisher, nationally known light sculptor and multi-media designer.

WHERE? The winter quarter program will meet in Room 217, Presbyterian Church, 302 West Church, Champaign, 7-10 Monday evenings. First class—December 4. Registration Nov. 27, 28, 4:30-8:30 p.m. at Student Center, 134 West Church, Champaign. People may sign up any time before Dec. 4, however.

WHO? Open to all persons including high school students. Ability to work in at least one medium is advisable. These may include drawing, cartooning, painting, sculpture, photography, film, music, graphics, theater, mime, poetry, writing, puppets, video, audio recording, lighting, stage design.

WHY? Multi-media Events are an art form of the present and the future. They synthesize many different media into one event. Their message is carried by the interaction of media with each other and their creation is and exciting and involving learning process.

Parkland College is one of the few institutions of higher learning to offer a course in Multi-media. Such is the experimental nature of the concept that one might expect to see multi-media events at the Expos, Disneyland and in cities

like New York and San Francisco. Champaign has been fortunate in having a history of events of this nature which goes back almost a decade.

Rob Fisher (whose light sculptures are in several museum collections, as well as in the lobby of Century 21 and who wrote the *Design Continuum. An Approach to Understanding Visual Form*) has been the director of many multi-media events. His most well-known works include *Exclamation Point. A Rock Opera* presented at the Krannert Center for the Performing Arts in 1970, and *Mem Brain 1*, a futuristic chamber and event which is now on its second year of touring college campuses throughout the United States.

THE DESIGN OF MULTI-MEDIA EVENTS course is a unique opportunity for area residents to work on the creation of an actual event which will be presented to the public at the close of each quarter. Participants work in their own areas of greatest strength and learn how to combine their personal medium of expression with others to form the final product. The event differs each quarter and is a function of the make-up of the class. The course develops an appreciation of many modes of creative expressions.

ENROLLMENT is limited to 18 students and advance enrollment is recommended.

Sex Education: The Role of Parents

How do I talk to my children about sex? When do I start? What and how much do I tell them? Sex Education: the Role of Parents, a new non-credit course at Parkland College, will cover possible approaches to these questions. Emphasis will be for parents of children aged 9 to 18, but all adults are welcome to attend.

The class will attempt: To bring adults up to date on modern findings in sex research as first put forward by Kinsey (for the sociological aspects) and Masters and Johnson (for the anatomical and physiological aspects); to examine individual values regarding human sexuality and encourage open communication in this area, first with the peer group in class, and then with their own children.

Topics of discussion include: female and male anatomy - physiology, puberty, masturbation, "making out" and petting, love-making and intercourse, contraception and childbirth, homosexuality, venereal disease, slang terms, and masculinity - femininity.

Part of the required reading will illustrate several types of approaches to be taken in talking with children.

A male-female teaching team, Patricia Riddle and David Manton, will conduct the class on Tuesdays from 7-9 p.m. at St. John's Lutheran Church, Room 3, 509 South Mattis, Champaign. There is a \$7.50 registration fee. Registration is on November 27-28 from 5:30-8:30 p.m. at the Student Center, 134 West Church, Champaign, Illinois.

Patricia Riddle is a physical and health education teacher at St. Joseph-Ogden High School. She developed and taught her own sex education unit for 9th through 12th grades. She is presently developing and teaching a mental hygiene course for 10th grade. She has co-facilitated a Life Planning course at Morehead State University, Morehead, Kentucky.

David Manton has taught sex education to both adults and students at the Urbana Unitarian-Universalist Church, using the Beacon Press kit, "About Your Sexuality." In 1972, he acted as consultant to the University of Illinois Housing Division in sexuality education for dormitory head residents. During 1972, he also made presentations at Adler Zone Center and at two meetings of Parents Without Partners.

Intro to Corrections

Introduction to Corrections, a four credit hour law enforcement education class, is being offered at Parkland, winter quarter. The course is of special interest to career students and students who plan to transfer to a four-year law enforcement program.

Punitive and therapeutic approaches to treatment, reform movements, probation and patrol, and problems associated with the correctional process will be investigated in this survey of the field of corrections.

The class will meet on Monday and Wednesday from 8:20-10 p.m., at Gregory School, Room 10, beginning December 4.

Registration in person for the evening program is at the Student Center, 134 W. Church St., Champaign, from 5:30-8:30 p.m. on November 27 and 28.

Population, Resources, Environment

This coming winter quarter, the biology staff will once again offer BIO 210: Population, Resources, Environment. This course is designed to comprehensively examine the worldwide crisis of overpopulation and the resulting demands on food, resources, and the environment. It is a 4-hour credit course and will include such topics as population structures and projection, environmental threats to man, optimum populations, birth control, and the report of the Commission on Population Growth and the American Future. BIO 210 is open to all students and will transfer as a biology elective. There are no prerequisites.

Guaranteed Student Loans

INFORMATION FOR STUDENTS WHO APPLIED FOR AND RECEIVED A GUARANTEED STUDENT LOAN AFTER JUNE 30 AND PRIOR TO AUGUST 19, 1972 - cpl

1. If you received a Guaranteed Student Loan after June 30 and before August 19, 1972, the Federal Government will pay the interest for you until the loan principal is due for repayment, provided the Supplemental Application Form (OE Form 1260) was fully completed and the educational institution recommended that you need a loan for educational costs. When the school recommended a loan, the interest subsidy will be paid, regardless of family income, even though the loan may be disbursed after August 19, 1972.

2. You are eligible to reapply for

either a new loan or an additional amount if, after June 30 and prior to August 19, 1972, you:

A—were denied a loan because, based on an analysis of your need, the school made no recommendation

B—were denied the interest subsidy, although your family income was less than \$15,000

C—waived the interest subsidy in order to get a loan

D—received an insufficient amount as a result of the school's analysis of your need.

3. If you are eligible to receive a subsidized loan under the present rules, the Federal Government has no objection to your using the proceeds to repay a prior unsubsidized loan received during the interim period (after June 30 and before August 19, 1972).

Nonprofit Org.
U.S. Postage
PAID
Champaign, Ill.
Permit No. 268

PROSPECTUS
2 MAIN ST.
CHAMPAIGN, ILL.
61820