

4-14-1971

## Lanthorn, vol. 3, no. 11, April 14, 1971

Grand Valley State University

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### Recommended Citation

Grand Valley State University, "Lanthorn, vol. 3, no. 11, April 14, 1971" (1971). *Volume 3*. 11.  
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# LANTHORN

Vol. 3 No. 11

Grand Valley State College

Allendale, Mich.

April 14, 1971



## Grand Jury Looks at Drug Users in G.R.

There has been a great stir of controversy in the past two weeks concerning the possibility of narcotics investigations at GVSC. As in all disputed issues of importance that might be restrictive to the rights of the individual, especially in the case of an investigation of a highly secretive nature, rumor spreads widely and in a short time it is possible that many people may be moved to a state of acute irrational suspicion.

To inform people and, if possible take constructive action against a possible infringement of rights, Thomas Jefferson College held an impromptu forum Monday, April 5. The gathering was comprised of concerned people from the Townmeeting who believe the Grand Jury unjust in many aspects. Two TJC people who were present stated some of their convictions about the Grand Jury. Asked their opinion of the Grand Jury in Kent County, these people said that the reason for the investigations was fairly obvious, that is, to bust people involved with drugs. They doubted that the arrests would be restricted only to those people dealing drugs, but it would most likely involve users also. Concerning the seating of jurors, these people believed that it was most likely somewhat discriminatory and unjustly chosen. A popular belief is that the jurors were chosen from registered voter lists, and then examined by the vice squad for people biased toward drugs, these people being discarded. The constitutionality of this action was held questionable by these students, and this is the first and foremost reason for their apprehension. With regard to action to be taken by these students, a counter-investigation is being carried out and a campaign of protest will follow.

Gilbert Davis, who was present at the forum meeting

The rock opera Jesus Christ Superstar will not appear on campus as was previously announced. A performance is scheduled, however, for the Grand Rapids Civic Auditorium on June 12.

The production was originally scheduled for the GVSC Fieldhouse on June 4 with the understanding that would not be shown again in this area within two weeks of that date. When the Civic Auditorium subsequently booked Superstar for the 12th, the Student Activities Committee felt that they could no longer guarantee a full house at the GVSC performance. Since a non-refundable was necessary to pay for the show, the date was cancelled.

A limited number of tickets to the Grand Rapids performance will go on sale next Monday (April 19) at the Bookstore. Prices for the show are 3, 4, and 5 dollars.

stated, "a lot of people in Thomas Jefferson are uptight about a huge bust, and I think this fear is unwarranted. The grand jury is primarily concerned with dealers only. . . . It is a duty selected jury from a registered voter list, it is within the bounds of constitutional process." In regards to the widespread rumors, Dr. Davis said, "Rumor has a thousand tongues, and each of them speaks a different language." Vice president of student affairs, Kenneth Vanderbush was also present at the forum. He had this to say—"Police chief Johnson has no knowledge of an outright investigation of Grand Valley students per se. . . . This investigation may involve some GVSC students who are connected with drugs; the jury has gone as far as Detroit to bust people, but it is not directed specifically at Grand Valley or Thomas Jefferson College."

A widespread rumor that psychology professor James Lundy was subpoenaed to testify has been perpetuated by a number of students. Asked if this was so, professor Lundy stated, "I can't comment on that."

The purpose of the grand jury is two-fold. It can either bring forth an indictment, i.e., an arrest, or it can bring a presentment, which acknowledges an occurrence with no immediate crime. In the state

### Attention: Dorm Students

Residence hall contracts for the 1971-72 academic year will be available in the Housing Office, 164 LMH, between now and May 5, 1971 for current students living off-campus. Students who wish to reside in a residence hall must have a signed contract accompanied by a \$50 deposit on file by May 5 in the Housing Office. Because space must be held for first year students, no returning students will be able to obtain hall space after May 5 unless rooms are available in September.

Sign up for residence hall rooms will occur on May 26 and 27. At the time, students who have signed contracts may select the hall, room, and roommate of their choice. Though no final decision has been made, it is likely that two halls, Robinson and Kistler, will be coeducational. Copeland will probably be a women's residence for the 1971-72 academic year. The final decision on use of hall space will be announced prior to the date of room-hall sign up in late May.

Any students currently off-campus who wish residence hall accommodations next year must pick up a contract from the Housing Office and return it by May 5. Students currently under contract will receive new contracts via inter-office mail today, April 14. Those who wish to remain in the halls must sign and return a new contract to the Housing Office by May 5.

of Michigan information has been substituted for the indictment procedure. This substitution provides for the enhancement of the prosecutor's duties. The grand jury in effect simply takes over the job of prosecutor. The prosecutor may be thrown out at anytime, the grand jury being an independent investigative committee.

The purpose is, according to all evidence available, to provide new narcotics investigators not under the budget of the Grand Rapids Police Department. A very interesting aspect of a grand jury is that it is bounded by no rules of evidence; heresy and conjecture can be used for indictment.

To find some aspects of the functions of the grand jury, a prominent libertarian attorney from Grand Rapids, Leon Buer, was consulted. He stated, "The rules of nothing apply to a witch-hunting grand jury. They are bound by nothing. It is upon their own imagination, prodded by the prosecutor's 'witch-stinct'."

In an information-prosecution, a period of ten days is provided before the preliminary examination, which is for the sole benefit of determining probable cause while the grand jury has supposedly proven probable cause simply by the indictment. One of the great errors of this is that in a normal prosecution investigation, rules of evidence are adhered to for the purpose of determining probable cause, whereas in a grand jury, anything can be adhered to to bring an indictment.

Immunity has been a highly disputed question in regard to the Kent County grand jury. One type of immunity granted upon subpoena extends to all related questions. This is called use immunity, and the case in this particular jury, with one exception. This exception is the "pending cases" clause which does not grant immunity in regard to other related cases which the individual may be involved in. Though not total use immunity because of this exception, it is somewhat opposed to transactional immunity, which only applies to the questions at hand for which one is indicted, saying nothing of related cases which might well involve the same person.

The jurisdiction is within the bounds of Kent County regarding offenses committed there, but it is possible that a request could be made to indict someone from another county. Furthermore, information may be freely divulged to other law enforcement agencies. Much of the talk of investigation at Grand Valley appears to be well-founded, but the fear tactics used by a grand jury, this one specifically, are highly questionable.

The grand jury is in session for a six month period, after which an additional six months may be requested. The strategy will most assuredly be conducted before the present six month term expires.



Thomas Jefferson College Students discuss implications of Grand Jury investigation

## Council Adopts Racial Policy

At the final winter term meeting of the Community Council a policy was adopted denying the use of the placement service office to companies that "illegally discriminate in recruitment or employment against any person because of race, color, creed, sex, religion or national origin." Mr. George Phillips, Assistant Director of Placement, submitted the proposal as an alternative to a more restrictive policy suggested by Paul Reinhart, a TJC senior.

The debate began eight weeks before when Mr. Reinhart proposed that the Council investigate the possibility of denying the use of the placement service facilities to organizations that discriminate anywhere in the world. He noted that students at the University of Michigan established such a policy early in the year, which would have prohibited such businesses as Ford and General Motors from on campus recruiting due to their activities in the Union of South Africa. However, the Regents of that university moderated the proposal to exclude only companies that wish to recruit students for employment "in any country where discrimination is legally enforced." GVSC's new policy

forbids only illegal discrimination.

The policy, which passed 7 to 5, provides for enforcement by the Placement Service. The Service will investigate any "alleged incident of illegal

discrimination, and if the charge is substantiated, that organization would be barred from further use of the Placement Service in any manner." Also, if any such allegation is proven by any placement service in the United States, it would automatically be barred at Grand Valley.

In addition to enforcement, the Placement Service must now "inform all candidates of those organizations who engage in business operations in those countries where discrimination is legally enforced", and "encourage all organizations to develop a positive policy to eliminate discrimination."

The newspaper board has set Friday April 23, as the deadline for applying for the position of editor for the 1971-72 academic year. The board decided on the early date so that the new editor will have a chance to work with the present editor and staff in order to familiarize himself with the running of the paper.

Applications for the position should be submitted to Ken Fridman in the financial aids office anytime before April 23. The applications should include: A statement of editorial policy; a statement of management policy; a resume of journalistic experience, if any; and whatever else the applicant deems appropriate. The board will set a date for a personal interview with each applicant.

The position is opened to any GVSC student, and pays \$350 per term.

# Hear ye Hear ye

### Attention:

There will be a short meeting for anyone interested in or planning to attend Law School on Friday, April 16 at 1:00 in room 103 Huron. If unable to meet at this time, contact Dave Anacker in 165 Huron or Prof Junn, ext. 282.

# POETRY REVIEW

*Amity Avenue* is the latest release by Metamorphosis Press. This is a collection of poetry by Professor E. W. Oldenburg.

When we read on a program with Oldenburg, He recited a sustained and exciting poem that has to be his master work. The accomplishment and emotional power of Oldenburg are silhouetted by the subtlety and intimation of this illiterate, encompassing poem. *Amity Avenue*, the title poem is an engrossing work concerning a street situated in a universe of time. It remains in lethargic permanence *Amity Avenue* while charges jar its residential composition and the mentality of its residents. The world and its war move throughout and inter-personal hatred is contrasted to the mammoth impersonal hatred of war. But Oldenburg also moves mysteriously. The actual rhythm of his poem involves his juxtaposition of passages that are fierce, harsh and strait forward with "scramble verbs" and shade trees, summer days of

youth.

Another highlight of the collection is and *Elegy To Terry Sawchuk*, the former Detroit Red Wing goalie. It is fast-paced nostalgia, sometimes rampant. But we remember the enmasked Sawchuk performing dancelike gestures to preserve a record-breaking shut-out:

Ken Rabec

Three Grand Rapids area men will spend the academic year 1971-72 as Teaching Assistants or Teachers of English in Austrian High Schools. Notification of the award was contained in a letter from Mr. Anton Porhandl, Executive Secretary of the Austrian-American Educational Commission which handled the

selection for the Austrian Ministry of Education.

Anthony P. DeLeeuw of 3331 Buchanan S.W., Grand Rapids, will serve as a teaching assistant in Graz. DeLeeuw, a 1968 graduate of Grand Valley State College, spent two years in the U.S. Army and plans to continue his studies of German.

Brian M. Byrne, whose parents live at 649 Hawthorne NE, Grand Rapids, has been appointed a teacher of English in the city of Innsbruck. Byrne graduated from Grand Valley State College in 1968, studied for a year at the University of Hamburg, Germany and is currently completing his Master's degree in German at the University of Michigan.

Henry Berghoef of 1301 Franklin SE, Grand Rapids, will serve as an assistant in English in the city of Salzburg. Mr. Berghoef, who majored in History at Calvin College, attended the Hope College Vienna Summer School during the summer of 1970.

Each teaching assistant will be assigned to an Austrian high school teacher of English who will discuss with him the planning and execution of English conversation classes. A fair knowledge of German is required of the assistant in order to facilitate classroom work. The appointments are made in University cities so that the young American teacher may continue his studies simultaneously with his teaching assignment in Austria, according to Dr. E.F. Gearhart, Director of International Studies at Grand Valley State College. The teaching assignment will consist of approximately 12 hours English Conversation per week and will provide a sufficient stipend to cover living expenses. The Austrian school year runs from approximately October 1, to June 30.

Arrangements for this program were made between representatives of the Austrian Ministry of Education and Dr. Gearhart last summer.

## Miss Gingrich Gets Position

Sandra L. Gingrich of northwest Grand Rapids, and a junior at Grand Valley, has been appointed to the 1971 Summer Student Training Program at Argonne National Laboratory, Argonne, Illinois. A biology major, Miss Gingrich was recently informed of the appointment by John A. Wagner, director of undergraduate programs in Argonne's Center for

From June 14 to August 20,

Miss Gingrich will work under Dr. Carl Jordon of the Radiological Physics Division in two ecology projects. One project is concerned with the photosynthetic rate of plants, and the effect of air pollution on this rate. The other project is measuring the transpiration of plants by using tritiated water as a label.

Miss Gingrich is the daughter of Mr. and Mrs. Donald J. Gingrich, 688 Collingdale, N.W., Grand Rapids, and a graduate of Union High School.



E. W. Oldenburg

### ELEGY FOR TERRY SAWCHUK

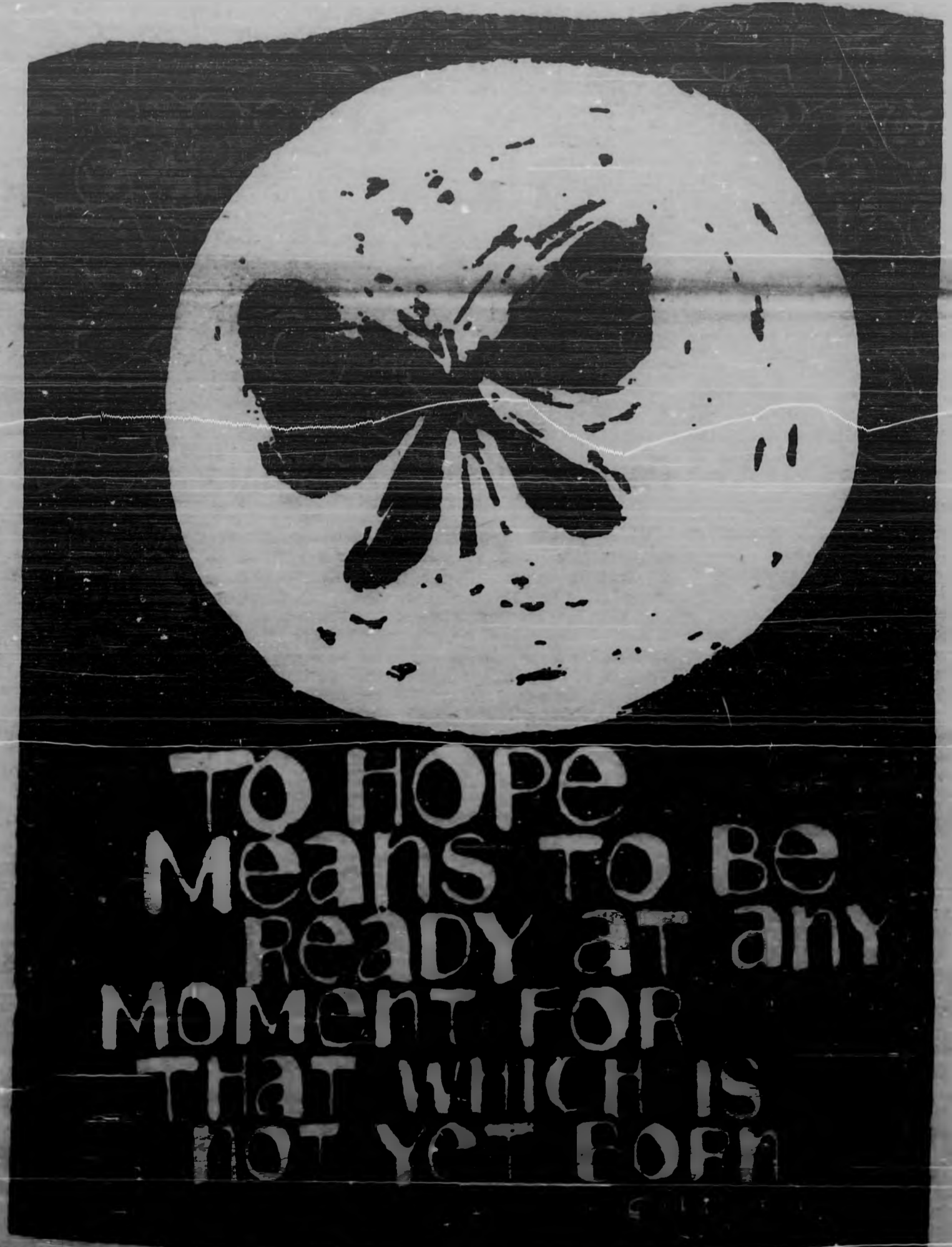
The hours crouched and waiting  
Were the hours of your glory,  
The minutes you lived  
Loved in the encircling crowd's  
Embracing roar, crouched and waiting  
For the clock to consummate your shutout,  
Crouched and waiting for the last  
Weak trickling shot before the horn,  
Before all sound pelted down  
And adulation swept you up  
And out on teammate shoulders  
For a night on the town.

They've carried you off a final time.  
Your picture in the papers shocks us:  
Boyish grin and haircut of the fifties.  
Did it hurt the worse those last few years  
When the long-haired kids,  
Half your age and less,  
Skated in and rained malicious sticks  
While the red light singed your aging crew-cut?

Was that how Death swept in—  
A parish stranger skating in—  
A fluke-deflected pass—breakaway—  
The easy deke—the last black puck  
Blurring past just inside the post  
While you sprawled scooping futile ice-chips?

Or was he an old enemy  
Skating in familiar and inevitable  
Like Rocket Richard winding up  
On the end of the Montreal power play,  
No time to move,  
Nothing to do?

No way.  
Time runs out.  
Puck in the net.  
All sound gone,  
All as silent now,  
And cold,  
As an outdoor rink  
In sub-zero Saskatchewan.



THE GRAND VALLEY CAMPUS MINISTRY

# Teacher Aide

Since many of Grand Valley's graduates plan to enter teaching as a career, this term's LANTHORN will present a series of features on the College's Teacher Education programs. In this week's article, Ron Harasiuk gives his impressions of the Teacher Aid program. Harasiuk and another aide started a special class at a Grand Rapids High school, and where later asked to leave the school. In a letter to the Grand Valley Teacher Education center, the high school reportedly asked the center not to send them any more "long haired teacher aides".

by Ron Harasiuk

All perspective elementary and secondary teachers must participate in the student-aide program as a pre-requisite to their student teaching experience. The student must have successfully completed psychology 201 and 301. The Human Development (301) course serves as a guide for those students that might not find teaching their bag, and should change their professional objectives.

The student-aide program is unique. It gives the prospective teacher an actual field experience. Seminars in the afternoons cover resources and teaching related topics. Three hours each morning are spent in the schools, observing and instructing with a professional person. An entire K through 12 experience is stressed, to see education at all grade levels. Various methods and techniques are observed. The GVSC aide program replaces the methods courses that must be taken at other colleges prior to student teaching. The emphasis is on actual field experience, observation and instruction, with the seminars reinforcing the program.

Upon meeting the criteria and deadline (stated in the GVSC catalog) the student is eligible for the aide program. He then selects those schools in which would like to be placed, the first one most desirable and then the last choices. The Education Department tries to place you accordingly. The school must be willing to accept you. Your selected school will serve as a base, from which you will venture into the K-12 system. You will be assigned to a supervising teacher as this school, and will be expected to spend more time there observing and instructing under that person's guidance.

I completed my student-aide experience last term. I devoted more time than the minimal three hours per day. I started a week earlier and usually spent 4 to 5 hours per day in my base high school.

It is not recommended that a person return to their former high school. I felt that my learning experience would be greatly enhanced working with former teachers and prospective colleagues. It was indeed a unique experience for me.

I decided that I would be myself. I kept my beard and hair, knowing that some teachers would remember me as a person. Besides I felt it would help my rapport with the students. When

the course, with the possibility of the whole class being terminated, no credit given, only students with study halls that hour could join our class, and finally all materials had to be screened prior to class use. Because of the locale of this school, we had to submit parent approval forms before we could read *Soul On Ice*. These forms were never used, I was informed that I would not be able to student teach at this high school. The other aide was assigned to another school and therefore our class was also removed.

I was informed that the high school felt I should have teaching experience in my major field and no openings were available at this school. (Originally I was to be in Social Studies but asked to be placed in English - I wonder what happened to first placement?) Since everyone had approved the former agreement, I knew that this school's administration must not have appreciated me. (The other aide, her name was not included in the letter to the education department requesting that we not come back there.)

I believe if tags were given to people in education, we were labeled "progressive." The problem was that this was a very "traditional," "staffed" high school. Our class disturbed many of these people. One teacher replied while in the faculty lounge, "I don't understand why they allowed this class, now other minority groups will also demand a class."! Since I was sitting there I asked if I could answer any questions he might have, he wouldn't even turn around and acknowledge me. Right On!

Occasionally I meet former students around the Grand Rapids area and they ask, "Why aren't you in our class anymore?" or "When are you coming back?" I feel that they are paying compliments to me as a teacher (These were comments from my English students.) Since there had been no question of my teaching techniques and ability from my supervising teacher and assistant principal I felt that was not the reason for my removal. I was removed because I saw the need for change, and those traditional people wanted me out. I interviewed I explained my reasons and was accepted.

Another aide and I decided that we would like to start a class of our own. (For those who need a guide what former aides have accomplished, one is provided by the Ed. Dept.) This had never, to my knowledge, been attempted before. Since the aide program terminates in 10 weeks, I had been granted permission to student teach at this high school. The education department, assistant principal, and supervising teacher all agreed that it would be advantageous for me to student teach in my minor, English. Our proposed class then could be continued until June.

Since both I and the other aide were only aides, the assistant principal offered to be the supervising teacher of this class. Our Black Literature was approved with certain restrictions, no unexcused absences or else dropped from

continued on Page 8



The theatre department's Motion Theatre Workshop is underway. It is a 4 week course under the direction of Sherrideth Iron which meets in the Field House from 2 to 3:30 Monday through Thursday. Each

session explores something new. Miss Irons techniques in teaching are clear and explicit. The class has been taught some basic steps, has done sensitivity exercises, especially those which encourage trust among a group in relation to dance.

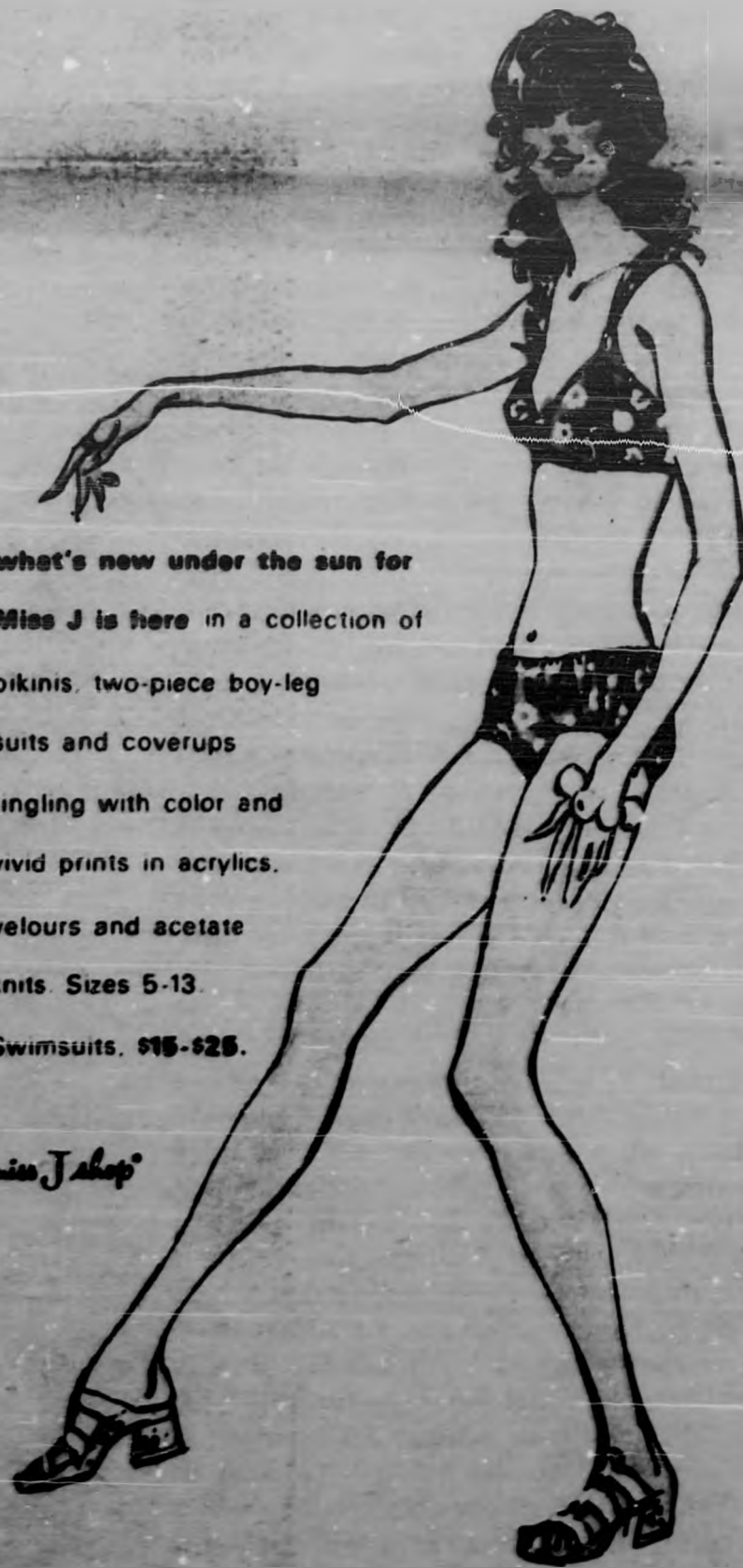
# G.U.I.S.E.

A new organization is being formed for students and faculty members interested in any area of Special Education. The group will be called G.U.I.S.E. (Gaining understanding in Special Education).

Purposes of the new organization, according to its founders, will be to: 1) provide an opportunity for its members and guests to exchange observations, experiences and ideas; 2) provide students with the opportunity to volunteer their time for a variety of programs; 3) provide at least one all day workshop per term; and 4) send delegates to various conventions across the state and possibly out of state.

In order to accomplish these goals, the group is seeking a large and interested membership, and is planning a mass meeting to introduce the organization. The meeting, which is open to all interested people, will be held April 14 (tonite) at 7:00 pm. at the College Inn, and will feature free coffee and donuts.

Founders of the group include Bob Cross and Craig Carpenter of the Teacher Education Center, and students: Derrel Derrick, Sheila Carter, Pat Arends, Martin Losey, and Les Hayden.



what's new under the sun for Miss J is here in a collection of bikinis, two-piece boy-leg suits and coverups tingling with color and vivid prints in acrylics, velours and acetate knits. Sizes 5-13. Swimsuits. \$15-\$25.

Miss J Shop

## Jacobson's

Grand Rapids and East Grand Rapids

### When Dogs Run Free

Rufus and I would like to thank the folk hero(s) who, on April 8, liberated Rufus from the clutches of the imperialistic

fascist oppressors (the dog warden).  
thank you.  
Mike and Rufus

## Science Teachers

High school science teachers from Kent, Ottawa, and Muskegon counties will take part in an Environmental Science Day at Grand Valley State College Friday, April 23. Teachers will have the opportunity to participate in technical sessions concerned with environmental education and problems, to hear outstanding speakers discuss environmental work, and view displays of subject literature and equipment.

Keynote speaker on the 23rd will be Dr. Howard Curtis, senior radiation biologist at Brookhaven National Laboratories, Upton, New York. His 10 a.m. talk in room 123 Manitou Hall is open to the public free of charge. Others speaking during the morning program will include Robert Wesley of Montague and A. Winton Dahlstrom of Whitehall, both active in environmental work in western Michigan, and a number of Grand Valley staff members.

Displays for the day have been contributed by the western Michigan chapter of the Sierra Club, the Western Michigan Environmental Action Council, the Grand Rapids Audubon Club, and other organizations.

The event is sponsored by the GVSC Department of Biological and Environmental Sciences, College of Arts and Sciences, and the Environmental Studies Institute.

- Advertisement -

No secrets - no mystery - We tell it like it is - The biggest bargains to hit Grand Rapids - Ever! The ultimate in Mad, Mod, Do-Your - Own - Thing clothes for guys! Sharp flares in stripes, plaids, denims, and cottons - By Levi, Kazoo, and Farrah. Shirts by VanHusen, Arrow, and Morrell. Plus shoes by Stetson, Stacy Adams, Ties, even suits - All priced up to 50% off. All at Auctioneer's Warehouse, Outlet - 10 Weston S.E. Behind the Y.W.C.A.

# WAR CRIME ?

Richard V. Vander Veen

The conviction of Lt. William Calley for the premeditated murder of 22 South Vietnamese civilians has caused an uproar among the American public. Many objectors have found basis for their dissent by drawing a parallel between My Lai and the frequent and indiscriminate bombing by U.S. planes which just as needlessly slaughter old men, women and children and whose pilots and crews are held blameless. Others have called Calley the army's scapegoat. They ultimately placed the responsibility on Calley's superiors (among them Col. Henderson, Gen. Westmoreland and Commander in Chief Johnson) and have substantiated their claim by naming the precedence set at Nuremberg. Still others have drawn an analogy between My Lai and U.S. bombing of Hiroshima and Nagasaki, asserting that modern warfare always necessitates indiscriminate mass killing. Finally, a few Viet Nam veterans have come forward and pointed out that My Lai was no isolated incident, indeed that "My Lai's" were (and we assume, are) common.

The Calley trial had placed the army in a dilemma. If they ignored the evidence and exonerated Calley, the American public would accuse them of merely token justice secondary to the policy "protecting their own" (Furthermore, it would completely dissolve the myth that the army is concerned with justice and just ends, identifying it rather as an institution that condones atrocities); whereas if they found him guilty, they could expect America to object to Calley bearing all the blame. Acting choice. It may be dubious, but had the army foreseen the intensity of the public's reaction, it might have created a "hole".

The above objections and the public's sentiment are of such a nature that they have lead some of Calley's apologists to declare him a "hero", but they of no legal consequence.

Without a doubt Lt. Calley is guilty, but his crimes are not ones with which he had been charged. His crimes include blind subordination to his superiors, explicit execution of implicit commands, a complete subversion of internal humanistic restraints and ultimately, getting caught. Upon examination it is evident that the first three "crimes" are at the same time, although of slightly different hue, the greatest strengths or "virtues" of the prime (and primed) fighting man. It is common knowledge that the army's structure is a hierarchical one based on discipline, that every member is sworn to obey his superior and that failures to do so result in retribution by those in command who must rely on discipline to retain their positions and who are therefore, rarely willing to approve of dissent. In addition to subordinating every member to his superior, this system of discipline by its very nature reduces both the military man's ability to think and decide for himself and his dependence on internal, moral (or ethical!) restraints. If our disciplined military man is then disoriented, cast down in a distant land whose culture is entirely strange and whose every object seems to reek of some hideous, mysterious threat; if (by being sent away) he is removed from most of the external restraints that (his) society had constantly held upon him; if he is taught to suspect men, women and children alike; and if finally, he sees his buddies being mysteriously killed in a warfare he does not understand and one that offers him no recourse against any tangible enemy - our disciplined military man, whose discipline is to kill, only physically resembles the person inducted.

These are the crimes to which soldiers everywhere are subjected and ones which the U.S. Army cannot possibly terminate (since they are inherent in the military, since they are what the military's very existence depends upon and since they are so very essential, they remain open as a defense to every war criminal). In answering one student's argument that the guilty verdict was extremely injurious to the morale and welfare of every soldier in Viet Nam (who must now further endanger himself by hesitating so as to be more before he acts), the other violently replied, "Are we then to assume that war is so hellish that no atrocity can be considered beyond the discretion of a man of common sense?" Neither realized the answer. Yes, war is that hellish. When society's only recourse is overwhelming, such an answer becomes more obvious.

Indeed as the U.S. army has begun to realize, it becomes increasingly difficult to convict a soldier for a war crime since the crime is not in the soldier but in the institution designed for war and war itself.



## Home in Manitou

*Home* is a multi-media experience in theater which is being presented in Manitou Gallery each night this week. It was written and directed and is performed by students of Westfield College in

Massachusetts. This Grand Valley production is the first production of it for an audience anywhere.

It is an unusual experience, to say the least. It is described as a science fiction experience but it probably comes closer to fantasy. Actually, at times it would seem like the writer or director must have dropped acid to come up with some of the elements of the play.

It is not really a play in any traditional sense of the word. It does not have much continuity or story line. Even after seeing it, it is difficult to say exactly what happened or what was done. *Home* is an experience, with many of the characteristics of a real life experience.

There is a lot happening in *Home*. First of all, there are the actors, who are not always doing just one scene or one speech at one time. Then, there are four screens on which various slides and movies are being shown, a different thing on each screen at any given time. Also there is recorded music and dialogue which is played intermittently.

Just as in a real life experience, then, you must always be deciding what to watch and what not to. If you decide to watch one set of slides, you cannot watch any of the other screens or the actor's faces or the other people. You decide what you will experience and you can not ever really know what you missed. Each member of the audience is actually seeing and hearing a different production.

Because of this factor, nothing is predictable and a lot of the production doesn't seem to make any sense. Most of your everyday life doesn't make sense, though, and in that fact lies the beauty of *Home*. In your life, you must make decisions, and you never know what the

things you decide not to experience would have been like. You can't do everything in real life, and you can't do everything and know everything in *Home*.

*Home* does have its faults. It is easy to become self conscious and ill at ease during the audience participations and not enough is done to overcome this. Some of the dialogue seems contrived. Often attempts are made to deceive the audience as to what is really happening. These attempts are not very successful sometimes.

All in all, however, *Home* is still a unique experience, one which I would recommend to anyone interested in what is being done today in the performing arts or anyone who is searching for his own home in life. *Home* does not answer questions, it raises them. It does not tell you what to think, it just tells you to think.

## The Great Fence Plot

And God said, "Let there be fences so that all men shall set their feet upon the paths of asphalt."

Why? To keep the appearance of the Campus from being marred by unsightly mud paths. How much more aesthetic the barbless wire fence. ("Ahhh Yess, Renstadt, I remember well the year I nearly emasculated myself on the ivy covered fences of old Grand Valley while sprinting to my seminar in Winter Cocker Spaniel.")

**FENCES ARE AN ARBITRARY INFRINGEMENT UPON NATURAL EARTH PROCESSES!** These atrocities are perpetrated by fascists of the same mentality as those who would use the grand canyon for a sanitary land fill or Lake Michigan for a holding tank for capitalist effluent. Why stop with wire? Why not chain link, or stone with broken glass? Skirmish lines of trigger happy National Guardsmen?.....

If mud is indeed the problem, why not pave the places students walk? (This solution would, of course, 1. cost money, 2. require recognition of the fact that student walking habits are not designed solely for the destruction of college property, and 3. become a never ending task as callow students, striving for identity in increasingly conformist world, blaze new trails to knowledge and intellectual fulfillment.)

Up against the wall oppressive custodial lackeys! Power to the People!

# Sometimes Racist

Few people in America today overtly advocate racism, it is thought to be the plague of another distant era that ended October 17, 1962. The college community is no exception. In the *Student Handbook 1970-71* we write, "Every aspect of college life should be free from discrimination because of race, creed, or religious belief." Sadly, however, Grand Valley State College does not live these words.

Recently, the Community Council, a clever combination of students, maintenance men, faculty and administrative personnel, passed a policy that affirms the right of discrimination to exist on campus. We decided that it is not our place to forbid companies that discriminate on the basis of race the use of our placement services even though the *Handbook* plainly states, "It is the responsibility of all members of the academic community to insure through word and action that discrimination because of race, creed or religious belief is not present in College activities or in the College community." One can only conclude that this is hypocrisy at its worst. It gives the illusion that the College has taken a strong moral stand against racism, but when confronted with an opportunity to make an affirmative application of this stand it refuses.

Hopefully, the Community

## Free Concert

A noon concert and evening dance, featuring the rock music of "Atlantic Bridgefield," are scheduled at Grand Valley State College Friday, April 23. At noon, the 6-man group will appear in concert at The Commons, and at 8:30 p.m. will highlight a dance in the Grand Traverse Room, Lake Michigan Hall. Both events are open to the public free of charge, and are sponsored by the Committee on Campus Activities.

The music of "Atlantic Bridgefield" include the styles of Santana, SRC, Neil Young, Buddy Miles, and Electric Flag.

Council will see fit to review its decision once its membership is completely elected. The question of Grand Valley's tacit sanction of legal discrimination will not disappear. As long as apartheid flourishes in South Africa and American business willingly participates in it, the issue will not be settled. William James argued that the university must be the vanguard in

attacking social corruption, not the conservative pragmatists we seem to have become. Did we name that college in his honor for the same reasons those nice things are in the handbook? Perhaps if there is such a creature as integrity, academic or otherwise, we should preface our condemnation of discrimination with "sometimes."

## draft extension?

The president's power to conscript draftees expires June 30, 1971, unless (as most predict) Congress renews the Selective Service Act of 1967.

On January 28, President Nixon asked Congress for a two-year extension of his power to induct, for certain reforms in the draft, and for improvements in military pay and benefits that would induce more men to enlist. On the same day, Senators Stennis and Smith introduced S. 427. This bill, if passed, would allow the President to draft whatever numbers of men he wants until July 1, 1973. It also would provide for the draft reforms requested by the Administration.

The bill would restore to the President discretionary authority to make rules for undergraduate student deferments, which are now mandatory for those who meet requirements laid down in the draft Act. The President has said he would use this authority to abolish all I-S deferments for undergraduates, except those for men in school before April 23, 1970; and an "explanation" by Selective Service Director Tarr, printed with the bill in the *Congressional Record*, confirms this plan. (April 23, 1970, was the date President Nixon originally asked for power to end student deferments.) Presumably no new undergraduate I-S deferments would be granted if the bill becomes law, while college freshmen and others not enrolled before last April 23 would lose their deferments. The bill would also abolish I-S(C) deferments. The bill's explanation promises that college students ordered for induction will get postponements until the end of the term, or, for men in their final undergraduate year, postponements until the end of the academic year.

For those who would act, either to prevent an extension of the Selective Service Act or to prevent certain provisions of Senate Bill S. 427, the time is NOW. Senator Hart needs some constituent prodding. Petitions urging the Expiration of the Selective Act can be signed at the GVSC Campus Draft Information Center (Seidman House - Open Tues., Wed., and Thurs.)

# Conscious Conservatives

## Blast Fieldhouse Crew

By Paul D. Wisniewski  
Dennis P. Manko  
& John M. Cook

In the past we have written about several of the offices and departments at G.V.S.C., and in the future we plan to write more - but right now it is the Phys. Ed. department's turn to come under fire. There are several things about the Phys. Ed. dept. that should be brought to light, and hopefully (though we won't bet on it) they will be taken care of.

Although there are many criticisms we could make, we are going to confine ourselves to four: Restricted use of facilities, misuse of funds, attendance requirements, and favoritism.

Although the "profs" encourage the P.E. 010 students to come to the field house and work out when they want to, it seems that there is always some team with priority using the facilities. Also, it seems that only those who have had a gymnastics class and have the permission of the instructor can use the gymnastics room. We realize that this is for one's own safety, but what the P.E. dept. fails to realize is that some students may have gotten the required training and experience of a gymnastics room work-out in high school. Those of you who have seen the gymnastics room know that it has nice new equipment. This is very rare.

Why is it rare? This is because the school allots funds for athletic teams which benefit only those on the teams. These funds would be better spent on improving the department's education program. The money could be spent on improving the existing courses, or even on adding new courses. For example: the weight room could be improved, and we would like to see new courses such as fencing and handball introduced. Although reducing the expenditures on uniforms and equipment for unnecessary teams will not finish off the field house, it might help to improve the QUALITY of the P.E. experienced by most students.

Besides the fact that there is a very limited range of classes offered, the classes themselves leave something to be desired. Although the classes are only worth 1 credit they are the only classes in the school where attendance is required in order to pass. We realize that these classes do not meet very often, but the instructors are almost pathological about attendance. Cases in point: Last term in Bowling (P.E. 029), the members of one of the teams were told by the egocentric instructor that one of their teammates would fail the course because he was absent on the last day of the class. (There was no final exam given for this course.) This term in Golf (P.E. 012) on the first day of class the instructor told the students that if they missed 2 classes (although he did make an allowance for them to make up the classes), they might just as well "keep right on going..." because he would fail them. Oddly enough, this same professor missed the second day that this class was to meet, but rest assured that he sent one of his students to the class to take roll! The prof. wasn't there, and the class was a waste of time for the beginners who needed some pointers.

As we see it, there are 3 purposes behind the P.E. program for non-majors: 1. To provide exercise, 2. To create interest in fitness and health, and 3. To instruct in the proper procedures of such activities. Of these, we feel that the latter 2 are of most importance. Therefore, if a student has proven competence in the sport upon completion of the class he deserves credit.

Another fault in the instruction is the obvious favoritism shown by the instructors toward the P.E. majors and members of the organized teams. If one is a member of one of these groups he is almost assured special treatment. The average student can hardly get the time of day from the field house gang. Not only is he ignored, but on occasion even rebuffed when attempting to obtain assistance outside the class.

And then there was the incident last week when the volleyball instructor, clipboard in hand, rode the elevator from the basement of the field house to the ground floor - and was heard within 5 minutes exclaiming how he should exercise more to reduce his paunchy stomach! With a person like this, it is surprising that his stomach is the only place where there is an excess storage of fat.

Although some of the problems that we have mentioned are greater than others, they all add up, and continue to make our P.E. dept., in the words of one of their own majors, "the worst in the state."



Photo by Mark Carlson, Tours France

# From Paris To Tours

GVSC senior Mark Carbon spent his junior year as a student in Tours, France. In the following article and in the pictures on this page, he gives his impression of education and life in Tours.

It's a very pleasant train ride from Paris to Tours. Starting in Paris' Austerlitz Station, the train travels about three hours through the farm lands south of Paris along the Loire River through Orleans, Amboise, and Tours, all for a cost of about twenty-five French francs or approximately five American dollars.

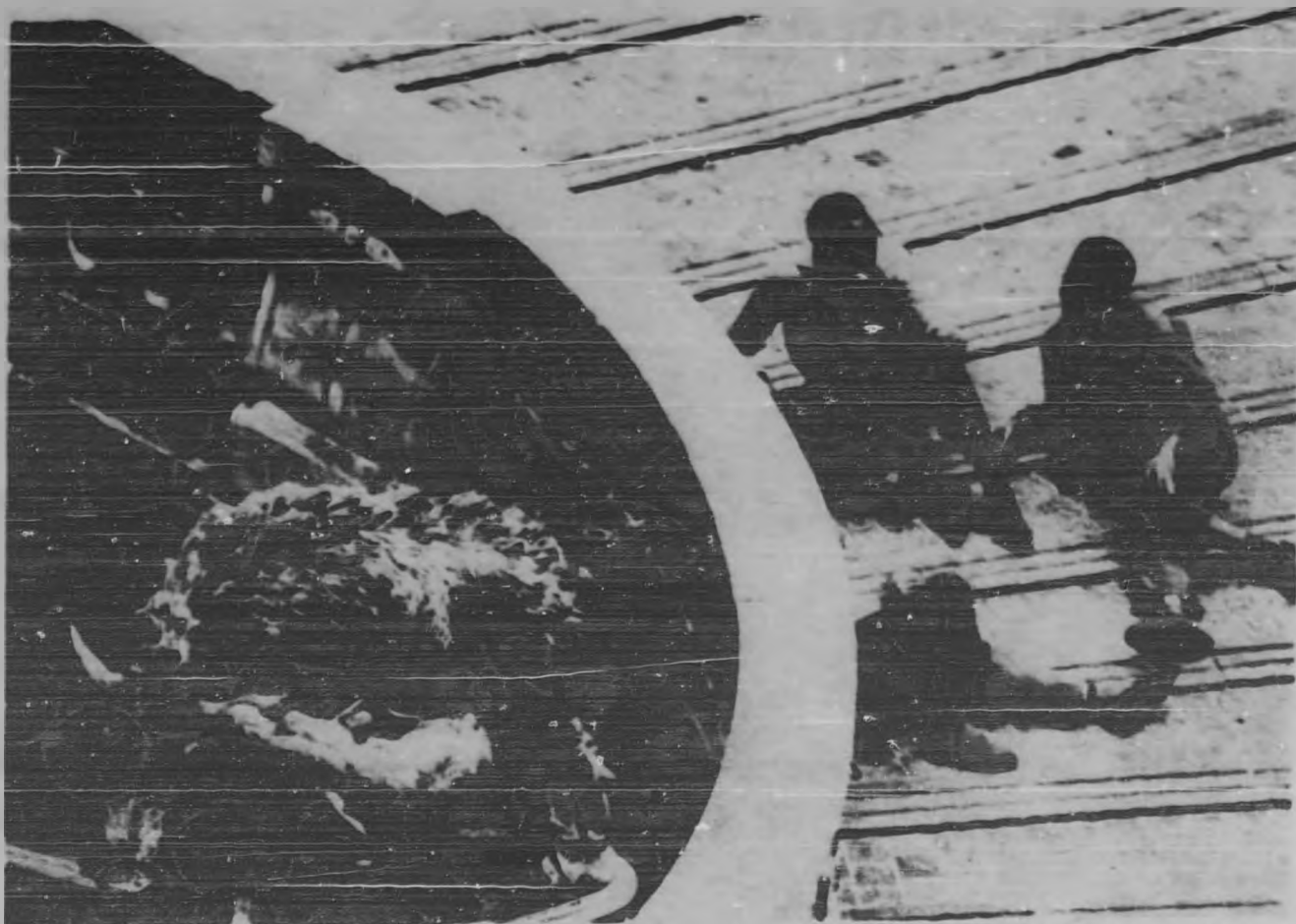
Tours is divided into two parts by the Rue Nationale and Avenue de Grammont which run due south from the Wilson bridge on the Loire. Just along side of the bridge is the site of Stanford University's French campus. East of these boulevards is the old town, west of them is the area of Chateaufort, the commercial area of Tours. During the Second World War the French Government sought refuge in the city before going to Bordeaux. The city was bombed severely. It was rebuilt and is now a mixture of different periods of architecture, from the new high-rise apartments to the cathedral of St Gatien, begun in the early 13th century and was finished in the 16th century. I found that of all the buildings in the city this cathedral was the most fascinating with its superb stained glass, and the Renaissance sculpture of the tomb of the children of Charles the eighth. West of the

north-south boulevards is the modern basilica of St Martin: his tomb is beneath the choir at the north end. It was in this building that my classes were held.

My first night in Tours I spent in a hotel across from the train station, and the following day I went to get what little paper work that had to be done out of the way. The school was well organized and the people were very helpful in getting me set up at the cite universitaire and helped get my bus ticket for the bus that ran from the dormitories down the avenue de Grammont every ten minutes. The ticket was good for anytime of day and an unlimited amount of rides.

My class was somewhat over-crowded and since I was assigned a seat in the back of the room I found it hard to hear the instructor, so unfortunately I learned very little from the classroom itself, but as I walked around Tours and spent a great deal of time talking to the local people and buying food and so forth in the market I began to pick up more and more conversational French. Towards the end of the month I attended some lectures at the institute that proved very interesting, not that I understood them completely but they were very well organized and I only wished that I could have known more French.

I lived at the cite Universitaire de Grandmount about fifteen minutes by bus or an hour walking from the institute. The rooms were modern, private, suited for one person. They were well kept, with a maid service also a community shower and bathroom. Hot plates were provided for those who wished to cook their own meals. The only thing that I really didn't care for at the cite was the fact that most of the kids there were either Americans or could speak English very well. There was very little conversational French. Needless to say I spent a great deal of my free time in town roaming around shopping and simply getting lost so I could ask for directions from a native, this



was a most fascinating way to meet and get acquainted with the local people.

I should also add that the Institute offers a number of tours to the surrounding chateaux for a very reasonable price. I took a few and was very much impressed by the art, although they didn't live up to my total expectations, mainly because they are flooded with tourists and have turned these wonderful works of art into a money making tourist traps.

All in all my experience in Tours was most rewarding. I learned a great deal about the French people, their culture and way of life, and a great deal about myself and how I can learn to adapt to a totally foreign environment.

## Foreign Study



Ezra Gearhart

A new facility to provide the student with the opportunity to study abroad is gaining interest quickly here at Grand Valley. Called the office of International Studies, it is headed by Professor Ezra Gearhart who is also the chairman of the Foreign Language Department. Professor Gearhart, who was head of the office of international education and foreign language department at Hope College for fifteen years before accepting the position at Grand Valley, stated that the program is a service for all Grand Valley students, not restrictive to those in foreign languages.

Prior to this year there was no actual program in international studies, and there was no office delegated specifically for the purpose of foreign education. Former Vice-President Potter inaugurated Grand Valley's foreign studies with the program in Lancaster, England. Professor of French Pierre Robert followed with the program in Tours, France. Also prior to Professor Gearhart's appointment to the office, the Spanish department worked in conjunction with Central College in Iowa to form an institute in Merida, Yucatan, Mexico.

A great variety of programs are offered at the foreign institutions, and a Grand Valley student can utilize all the resources of the foreign school as an extension of his studies at home. The program operates as a means to bring an international dimension to Grand Valley, and it greatly enlarges upon the curricula offered at GVSC. Professor Gearhart expressed his desire for the greater influx of foreign to Grand Valley as a means of creating a more cosmopolitan atmosphere. A great improvement over last year's program is the direct coalition between institutions, that is, a student pays his tuition and fees to Grand Valley and his credits are transferred directly from the foreign school to here. Previously a student had to transfer out of Grand Valley and back in, thereby complicating his credit hours gained and losing any financial aid he would have been eligible for had he stayed. With the new program the grades are processed and submitted by the Program Director in the U. S., and entered as GVSC credit. The status of the individual remains as a GVSC student registered in an off-campus program.

## Down the Road

"The grass always looks greener on the other side of the fence" is an expression which has been used so often that it has become trite and somewhat of a joke. Still, it points a feeling which is quite real and quite basic to human nature. When things are getting you down it often seems that the solution is to go somewhere else, somewhere new. New people, new opportunities, new work, its almost like being able to try your life again, fresh. Things will

be better if you just go down the road.

The main reason that people do not pack up and leave more often is that they have responsibilities and ties where they are. People depend on other people and it is hard to walk out on a relationship. It's hard for the person who depends on others to leave because then he will be alone. It's hard for a person on whom others depend to leave because it means hurting his friends. But when the responsibilities become too great or the ties become too painful, then there seems to be nothing else to do but leave, no matter what you have to leave behind. No matter who it hurts.

Is it possible to leave everything behind? Is it possible to forget? If it was, then maybe the grass would be greener. But it's not. You know what you have done, who you have hurt. This will be in your mind wherever you go and you can not be free. You can not leave your responsibilities behind. You cannot cut the ties completely.

If sometimes you think about leaving, you will have to do one thing. You will have to convince yourself that by leaving you are doing the right thing. You will have to believe the people you are leaving are better off because you are leaving them. You have got to not just tell yourself this, you have got to believe it in your heart. You cannot fool yourself long.

Going Down the Road, a film directed by Donald Shubb, starring Doug Mc Gray and Paul Bradley.

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# Woodstock two and Whales

It's only logical Woodstock was one of the most successful albums of 1970, although it often cost a small fortune to buy. It was a three record set, which is long but it really is only a small sampling of the sixty five hours of music which were recorded at Woodstock. Considering then the success of Woodstock and the vast amount of music left over, it would seem inevitable that there be a Woodstock Two.

And now there is. Woodstock Two came to the area stores around spring break. It is a two record set and contains music by Joan Baez, The Paul Butterfield Blues Band, Canned Heat, Crosby, Stills, Nash & Young, Jimi Hendrix, Jefferson Airplane, Melanie, and Mountain.

First of all, the album cannot be expected to be as good as the first one. The best music was chosen for the first album to make it as good an album as possible, and now we are getting the music that wasn't good enough to make a place for itself the first time. I don't think this fact will come as a surprise to very many people, though.

What may come as a surprise to some is the choice of performers on the album. As a matter of fact, the album is more notable for the groups that aren't on it than for the groups that are. The addition of Melanie and Mountain is certainly a point in its favor, but I'm sure that almost anyone could think of at least three or four acts from the first album that they would have liked to have heard more from.

A look at the list of performers on the album gives rise to an interesting idea however. Listed in alphabetical order, they go only half way through the alphabet. It is almost as if there is only half an album, with the second half yet to come. If another album does follow and if it continues through the alphabet, it might logically include such groups as the Who, Sly and the Family Stone, and Santana, among others. It is an interesting idea.

The album is dedicated to Jimi Hendrix and all of side one is given to him. Even he himself is not capable of matching his fantastic "Star Spangled Banner," at least not in the same performance. The three songs on Woodstock Two do capture Hendrix at both his most frenzied and most poetic. There was never a live album of the Experience, but I think this side of Woodstock Two at least partially fills this gap. The complete wall of sound which the Experience was capable of creating live is there. It is a sound which no one will probably ever create again.

The two cuts by the Airplane do not generate the excitement which they sometimes get going when they perform live. Airplane fans will like them however, and almost anyone will be interested in listening to Grace Slick. Apparently she was a little winded out that day. Even so, she shows that she is one of the best female vocalists around.

I never have been able to figure out what the Butterfield Blues Band was doing on the first album, unless it was to give you a break before Hendrix. Their inclusion on this album, at the expense of so many others whom there wasn't room for, is a total indictment. Even though there is a little nice guitar and

harmonica, it is essentially a wasted eight and half minutes.

Joan Baez again assumes that everyone is interested in her family and what they do. I'm not, maybe you are, I don't know. The song, "Sweet Sir Galahad," is typical Joan Baez with her strong clear voice and folk style. It is kind of lackluster however, and it probably won't move you to say "Hey, play that again."

Crosby, Stills, Nash & Young do not sound much different than they do in the studio, which is kind of strange for a live performance. It would be difficult to distinguish their three songs from their renditions of the material on their own albums.

It's a good thing that Melanie got on this album. She deserved to be on the first one. Hers was one of the very few acts to receive a standing ovation at Woodstock. She didn't just sit up on the stage and sing some songs, she made a super effort to communicate. It shows. You can almost see it.

The two songs by Mountain are a very good sample of Mountain music. Leslie West sings the first and Felix Pappalardi sings the second. Pappalardi's vocal is the best on the album as far as I'm concerned. It stands out. (Incidentally, Jack Bruce played bass and sang lead for Cream)

Bob Hite introduces "Woodstock Boogie" saying "Oh my goodness, I do believe it's a wonderful night for a boogie," and apparently it was. The song is a joy to listen to. It is the longest cut on the album, and possibly the best. Listen closely the first time and you'll light up every time you hear it come on after that.

There is very little crowd noise or announcer's jabber on the album. A short thing of the crowd doing "Let the Sun Shine In" is stuck on at the end but that's all. In that respect, this album is quite different from Woodstock.

All in all, I would say that if you've got the money and you like the groups you might as well buy the album, but its nothing that I'd eat T.V. dinners for a month in order to save enough money to buy it.

While the Woodstock Music and Art Fair was being put on, there was another live outdoor concert being given elsewhere. It is doubtful that anyone heard any of it though. As a matter of fact it is put on continuously every day of the year, but you have to have a boat and a set of hydrophones to hear it. It is performed by whales.

A live recording has now been made of these concerts so that everyone can hear it. Songs of the Humpbacked Whale is the result.

The sound of the whales at first seems to be quite similar to electronic music. If you keep reminding yourself that the notes are being produced by whales in the sea calling to one

another, you will soon realize

what a remarkable album it is. It becomes possible to imagine the mammoth animals deep in the ocean producing these eerie and powerful sounds and it is an awesome thought.

The whales display a surprising range and variety in their songs. They can sing for minutes without repeating a sequence, and yet can come back to any sequence that they choose. The songs obviously have a pattern which is quite complex.

For example, one whale by himself can provide background for his own song. He does this by bouncing notes off the bottom and then matching his song with the echo. In effect he does both bass and lead. It shows remarkable timing.

Songs of the Humpbacked Whale is obviously not an album that you would want to listen to over and over. It is a nice album to have around though, when you get sick of listening to the same old shit every day. Besides, it is really a great album to listen to when you're feelin' all right.

## FILMS

Friday and Saturday, April 16, and 17; Fri. - 7:30 and 10 p.m., Sat., 3:30, 7:30 and 10 p.m.: Hope College Student Activities Film Series: "Interlude." Hope students 25c, all others, \$1., PM 118.

Tuesday, April 20, 8 and 9:30 p.m.; Wednesday, April 21, 1 p.m.: Aquinas College. Civilization Film Series: "The Fallacies of Hope." No Charge. Wege Center Auditorium.

Thursday and Friday, April 22 & 23, 7:30 p.m.: Aquinas College Film Series: "A Place in the Sun: (USA). Admission 50c. Wege Center Auditorium.

Friday and Saturday, April 23 & 24; Fri. - 7:30 and 10 p.m.; Sat. - 3:30, 7:30 and 10 p.m.: Hope College Student Activities Film Series: "Cat Ballou." Hope College Students 25c, all others, \$1. PM 118.

Tuesday, April 27, 8 and 9:30 p.m.: Aquinas College. Civilization Film Series: "Heroic Materialism." No charge. Place to be announced.

Thursday, April 30 (Sat., May 1); Fri. - 7:30 and 10 p.m.; Sat. - 3:30, 7:30 and 10 p.m.: GVSC Thomas Jefferson College Forum: Film, "Norman O'Brown's Body." No charge. 132 Lake Huron Hall.

Friday, April 30 (Sat., May 1); Fri. - 7:30 and 10 pm; Sat. - 3:30, 7:30 and 10 p.m.: Hope College Student Activities Film Series: "Bicycle Thief." Hope students 25c, all others \$1. PM

## Theatre

Monday, April 12 through Friday, April 16; Mon. - 3 and 8 p.m.; Tues., Wed., Thurs., and Fri., 8 p.m.: GVSC Thomas Jefferson College Town Meeting presents the Black Flag Organization touring company production of "home, a multi-media science fiction experience." Tickets at the door, 75c. 301 Manikou Hall.

Friday and Saturday, April 22, 23 & 24, and Thursday, Friday, April 29 and 30, Saturday, May 1, 8 p.m.: Muskegon Community College Overbrook Players present, "The Roar of the Greenpoint - The Smell of the Crowd." Reserved seats \$1.50 Overbrook Theatre. Friday, April 30 (Sat., May 1), 8 p.m.: Aquinas College. Original plays, written and directed by drama majors. Carriage House.

## CONCERTS

Thursday, April 15, 8 p.m.: GVSC Concert featuring the Charlie Byrd Quintet. General admission tickets at \$2.50 available in Grand Rapids at Dodda, Sinfonia, Painted Caravan, and Fleming Rest; at the GVSC Bookstore and Student Activities Office, and at the door. GVSC Students, faculty and staff \$1.50. GVSC

## LECTURES

Monday, April 19, 8 p.m.: Aquinas College. Speaker, Garret DeBell San Francisco editor of "The Environmental Handbook" and "The Voter's Guide to Environmental Politics." Speaking on "Environmental Crisis." No charge. Wege Center Auditorium.

Monday, April 26, 8 p.m.: Aquinas College. Speaker, Michael Hall, Guest artist chairman of the Cranbrook Institute sculpture dept., who will lecture on the "Sculpture Out of Doors." Wege Center Auditorium.

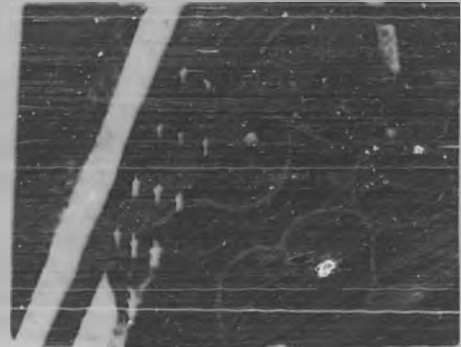
Tuesday, April 27, 8 p.m.: Aquinas College. Donald Sartaine, member of the faculty of Dramatic Arts, London, England will lecture on the theatre. Carriage House.

## For Sale,

69 Ford Torino - Indian Red fast back, radials, AM-FM, Power steering, automatic, 302, Black interior, new spare, \$1900 or best offer. Call Dan at 458-4048.

1968 Yamaha 55cc step-thru. 800 miles, excellent condition. \$90, or make offer. call 363-8377, after 6 p.m.

1966 Ford Custom 500. Excellent condition with plenty of miles remaining. Best offer takes it. Contact Ken Fridman at extension 235.



## Roomates Wanted

One (1) girl for house in Grand Rapids for \$47.00 per month. Contact Lisa McCampbell at LANTHORN. Ext. between 1 and 2 P.M.

One (1) girl to sublet in Campus View Apartments for \$57.00 per month, beginning June 15. She will be taking over the lease which expires September 15, 1971 for which the rest has already been paid. For further information please contact Phyllis Stone at 695-6761 or LANTHORN ext. 120 as SOON as possible.

## THE FACTS ABOUT ABORTION REFERRAL SERVICE

The New York State Abortion Act provides for the performance of abortions by licensed physicians in accredited hospitals and their affiliated out-patient clinics, up to and including the twenty-fourth week of pregnancy. There is no residency required for a therapeutic abortion and for those seventeen years or older, parental consent is not necessary.

The Abortion Referral Service (ARS) is a self-supporting organization whose function is to assist those women confronted with problem pregnancies. ARS makes all necessary arrangements with Board Certified obstetricians and gynecologists in fully accredited hospitals and clinics. This medical attention can be provided within 24 hours after your initial contact. If necessary, we will gladly assist in transportation arrangements.

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# Teacher Aide

continued

This article was not written with the intention of giving negative feedback from means of revenge. This is just what I experienced and most certainly does not speak for anyone but myself.

I feel that I learned much through this experience. Seeing former teachers is a different image was unique. As a student I was a jock on the best football team in the school's history. Then as I suppose now the athletic image is somehow projected as the model student. No longer could I be representative because of my appearance. I sometimes question the intent of school itself, "Are you as a teacher supposed to role play an image that the student should look up to, with the utmost respect? Or do you gain respect by being a select group?" Since is a variety of people out there in the real world, "does that make a person less respectable?" After all when the student graduates he must live in the real world and leave this beautiful created world full of respect and models and jocks. I knew I was respected by the students, only I was not given the chance by some of the adult people to be a person.

What upset me the most while at this high school was the suspension of students for cutting classes and smoking. In one of my tenth grade english classes two 17 year old boys

joined the army after being suspended. One was caught smoking. Both had had home lives, and this was their only alternative that they could reach themselves. The counselors seemed to be rapped up more in programming students, than being able to help those who needed it the most. The policy of this high school was to suspend the student for three weeks, they could not make up the work and received failures. They could not attend classes during this period. If found in your class you were to send them to the office. The school that turned some off to education, blocked the doors to those who wanted to attend classes even if they still received failures. Something must change to reach those students and turn them back on to education. Suspending them might reach some who are more stable, but what becomes of the others? What happens to their lives? I don't believe students should be mass produced like a factory, allowing for a certain number of seconds and rejects to get by the assembly line.

Again this is only what I experience while a student-aide. I hope (I know) others had a more favorable experience. These are only a few of the things I encountered, best of luck to you - prospective teachers, and may your student-aide experience be real.

## Chess

### Players:

Professor Bijkerk, Grand Valley's resident chess master, chess club advisor and a tournament chess player, challenges any and every individual on campus to play him a game of chess. Friday, April 23 at 1:00 P.M. he will speak about this fascinating game in the Seidman House conference room. Then he will exhibit his skills against all comers simultaneously. Bring a chess set so that you can play some of the other people who come after Professor Bijkerk beats you. The Chess Club meets every Friday that classes are held, from 1:00 to 4:00 P.M. in Seidman House conference room except April 16 and 30. The rest of the day we play in the Seidman lounge. Come any time. Bring a chess set, too.

## Netters Take 2 Matches

-Thanks to a couple of newcomers...Grand Valley's tennis team has gained two narrow victories after dropping its season opener last week to Aquinas College.

The Lakers' number three doubles combination of Mike Zerkich, a freshman from Warren Fitzgerald, and Dave Smith, a junior transfer from Grand Rapids Junior College, has provided the winning margin in nearly identical 5-4 decisions Thursday over Ferris State College at Big Rapids and at home Saturday over Alma College.

After three matches, Zerkich is the only Laker with a perfect singles record. Zerkich and Smith also own the team's only perfect doubles record.

Against Ferris Grand Valley

grabbed four of the six singles with wins from Rick Bylsma, Tom Crisman, Zerkich and Smith. However, the Bulldogs bounced back to take the first two doubles which knotted the score at 6-all with only the final doubles match left. Zerkich and Smith started slow, dropping the first set 6-3 to Ken Ferris and Tom Arbut. But then Zerkich and Smith fought back to win the next two sets, 6-5 and 8-6.

Grand Valley and Alma split the singles competition with Laker wins from Bylsma, Crisman and Zerkich. Bylsma and Crisman won the opening doubles, but Alma won the second doubles to even the score at 4-4. The match went into the final doubles with neither team ready to call it quits. Zerkich and Smith won the opening set, 8-6. Then it was Alma's turn as Jim Powers and Dave Stulberg won the second, 6-3. The third set, the longest for either team this season, finally went to Grand Valley, 11-9.

The Lakers, now 2-1, are idle until Friday, at which time the schedule becomes rather busy with four matches within five days. Three of those dates are on the road...Friday at Wayne State University (3 pm), Monday at Hope College (3:30) and Tuesday at Hilldale College (3 pm). Sandwiched in between is a home match Saturday with Albion College (2 pm).

## Rowers lose to elements

Regardless of the weather Grand Valley State College crew coach Paul Springer plans to have his team on the Grand River by 6 a.m. every morning this week.

Springer wants to get in as much practice as possible in preparation for Saturday's regatta on the Detroit River against Wayne State University.

The Lakers placed third in the junior varsity and freshman

classes Saturday at South Bend, Indiana against more experienced teams from Notre Dame University and the College of St. Thomas (St. Paul, Minn.)

Weather conditions on the St. Joseph's River were far from ideal for the season opening regatta for all three schools. The air temperature was about 35 degrees and the teams rowed directly into winds of about 15 miles per hour.



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