Winter 1971

Synergist- Winter 1971

Academic Affairs Staff

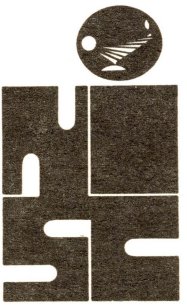
SYNERGIST

WINTER 1971

NORTHEASTERN ILLINOIS STATE COLLEGE

SYNERGIST

A Publication of the Office of Academic Affairs



NORTHEASTERN ILLINOIS STATE COLLEGE

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Volume III Number I

Synergism

is a cooperative action of discrete agencies so that the total effect is greater than the sum of the individual effects taken independently. The creation of the title, Synergist, may be technically at fault, but it is reserved as a kind of "poetic license" by the editor in the hopes that many side effects may result from its publication.

A college or university has traditionally been described as a community of scholars which, through its activities in teaching, research and writing, strives to achieve academic excellence. The role of Academic Dean often is envisioned as that of a catalytic agent who can initiate and inspire the reactive ferment to produce scholarly teaching, research and writing. The academic environment in today's world is so beset with turmoil and extra - as well as intramural problems involving students, faculty, administration, and the social and cultural revolution in our midst, that little or no time is available for serving what should be the real purpose and function of the Academic Dean.

This journal is an attempt to break away from administrative trivia which occupies the majority of our time and effort. It is a means of informing us of some of the productivity of our colleagues in the many disciplines represented on the campus. It is hoped that this will serve as a stimulus for the communication of ideas for the entire college community. To these ends we solicit manuscripts.

INTRODUCTION

As we enter our third year of publication, we are gratified by the enthusiastic response which Synergist has received from the entire academic community of Northeastern Illinois State College. Although this publication was conceived of as a strictly "inhouse publication" it has reached the attention of other than local campus readers, and on several occasions requests have come to this office for additional copies of some issues to be used for instructional purposes on other campuses.

Despite the expressed outside interest in this publication, the purpose of its existence as stated in Vol. I No. I remains to give us all insight into the scholarly areas of interests of our colleagues and perhaps to have a salutory effect on the quality of the instructional program by stimulating the production of scholarly writing by the faculty.

The continued success of Synergist is dependent upon an ever increasing flow of manuscripts. Your cooperation to this end is earnestly solicited.

Robert J. Goldberg
Vice President for Academic
Affairs and Dean of Faculty

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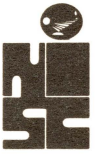

THE AQUATIC SCIENCES IN ROMANIA

By

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and

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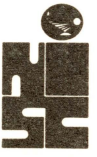

THE AQUATIC SCIENCES IN ROMANIA

By

Roger H. Charlier
and
Lorin-Radu Contescu

The senior author was the recipient of a visit grant to Romania during his 1968 sabbatical leave and returned as a visiting professor at the Agigea Marine Station in 1970. He wishes to express his appreciation for the help given to him by the U. S. National Academy of Sciences and for the hospitality and countless efforts made on his behalf by the Academy of the Socialist Republic of Romania.

This report will deal with the organization of education and current research in the broad fields of oceanology and limnology.

Geoscience and aquatic research is conducted at universities, under the auspices of the National Council for Scientific Research at the Institute of Geology and Geography of the Romanian Academy of Sciences and at the Geological Institute of the Geological Survey of Romania. The Universities and other institutes of higher education come under the authority of the Minister of Education.

In theory at least, all research of an oceanographical nature is supervised by the Romanian National Council for Scientific Research.

A good deal of oceanographic research is done by the State Committee for Waters (Comité d'Etat des Eaux). It considers itself as the main oceanographic research body concentrating on physical oceanography, and, to a lesser extent, on hydro-

biology. The Committee organized the Symposium on delta hydrology of May, 1969. Actual projects are carried out for the State Committee for Waters by the Institute of Hydrotechnical Studies and Research, housed in its impressive brand new quarters in Suburban Bucharest; much of this research comes under the authority of Dr. C. Bondar and his collaborators.

The scope of the work conducted by the Institute is rather wide. On-and off-shore observations are made: they deal with water level, salinity, temperatures, pollution, water composition and meteorological observations. Furthermore, studies are made of heavy minerals content in and near the Danube delta, of the consequences of the contact of river and sea water, of fluvial-marine currents, and of the expending of fresh water into the domain of sea water.

Sea water enters the Danube river only when the water level is relatively low; however, the influence of the winds and marine currents cause rather frequent variations of the prevailing situation.

Contact between river and sea water is gradual and salinity characteristics in the Danube-Black Sea transition zone vary according to weather conditions. Horizontal dispersion of fresh water is usually fan-shaped and the zone extends between one and four kilometers beyond the river's mouth. Conversely the saline water penetration into the Danube near Sulina has been investigated by C. Bondar and his co-workers. The practical aim of these delta studies is the design of an adequate low cost construction deep navigation channel.

Researchers have also followed the effects of dike building, which, since 1861, are often an alignment of tree trunks! It

may sound old-fashioned but the practice has not entirely been abandoned because we observed make-it-yourself breakwaters and dykes of trees and tree trunks along the shores of Long Island (N.Y.) in 1960 and on the Dutch, Belgian and French Atlantic beaches in 1968. This type of "dike" has been used in the Danube delta to line the Sulina canal, where a secondary forest of poplars and willows has now colonized the land.

Studies have been conducted by A. Spătaru concerning the effects of wharves, quays and landing jetties upon beach development. Sand accretion is most favorable where oblique waves occur. Both model and field studies took place and included spit evolution in the Razelm-Sinoe lakes complex.

Under the action of oblique waves and currents, Danube sediments are transported southwards, but the calcareous headlands of Midia and Constanta, are a succession of high cliffs, protected beaches and headlands. Sediments, here, proceed predominantly transversely towards the shore. Spataru also studied bottom particles transport.

The Institute for Hydrological Studies and Research and the Geological State Survey of Romania pursue morphological and sedimentological observations along the Black Sea coast. Recently the Geological State Survey was consolidated with the Ministry of Mines in a new "Ministry of Geology and Mining". N. and St. Panin both of the Geological Institute, also devoted time to the study of the textural, structural and mineralogical deposits of coastal and deltaic areas of Romania's Black Sea. They completed, in 1966, a preliminary sediment grain-size distribution study. A grain-size study of the upper layer of bottom sediments was made by C. Bondar and his team during the

same year. Gravels and ripple-marks have been investigated by M. Mihailescu and D. Jipa respectively.

Great concern has been shown for coastal studies; they have included loess deposits, water seepage, sand, lime and silt behavior, construction foundations on unstable terrain, and similar topics. North of Constanta the coastal processes are predominantly depositional, and only occasionally erosional; the southern beaches are built from organogenic sand and efforts have been made to increase the natural accretion process. Jetties were planned, and some constructed, thirty years ago, perpendicular to the incoming currents and parallel to the shoreline, but no appreciable results have been observed - a conclusion the senior author does not entirely agree with. Some experimental model studies of beach migration, by L. Sinoe, have had a dominant influence on Romanian thinking.

Finally, attention has been paid to field of currents, turbidity, grain size study of suspended materials and surface deposits, and alluvium migration has been followed one kilometer seawards from the Danube mouth to ascertain the influence of marine water.

Sea-going equipment appears to be quite limited. The Academy vessel has been under repairs for some time. The Agigea Marine Research Station uses a 70 ton vessel, a former fishing sloop, disposing of a fair amount of equipment. The State Committee on Waters and the Geological State Survey charter a one-hundred ton boat for their own Black Sea cruises. Depth recordings were made along standard profiles of 30 nautical miles in length; observations are usually limited to the continental shelf, though the 200 meters limit was exceeded.

Additional data was gathered on current, temperatures and superficial sediments.

Considerable attention has been paid to Romania's more than 3,000 lakes and P. Gîstescu is in the process of publishing a comprehensive study on lake types, with nearly all types present in Romania. Gîstescu studied the hydrological budget of lakes; limans and their origins, are a matter of considerable concern to him. Ada Breier deals both in limnological and meteorological problems.

Other leading limnologists include A. Savu and T. Pişota; both geographers. Statistical methods and quantitative studies are pursued by I. Zăvoianu, who also specialized in limnological and potamological fluvial terraces along the Danube.

It is thus difficult to say that oceanographic endeavors sensu stricto have been somnolent, yet, we cannot say either that activity has been considerable. One thing is certain though, there is an upsurge, principally in the biological and meteorological fields. Great names of the past include Racovitza and George Antipa, but it is Ion Borcea who left his name to the largest marine station on the Romanian Black Sea coast, Borcea, a disciple of Howard and the American school, devoted much of his work to the study of the Black Sea fauna until then mostly unknown; he founded and administered from 1926 to 1942 the Zoological (now Marine) Station of Agigea, a few miles south of the main Romanian harbor of Constanţa. Over the last 5 to 10 years, this facility accomodated on the average seventeen researchers. The total personnel (including maintenance and staff) numbered 64 in 1968.

There must be some magic which makes prisons, barracks and

hangars eventually become oceanographic stations. The University of Paris' Mediterranean station was accommodated in a former Sarracen prison, later transformed in a Russian coaling station, at Villefranche-sur-mer on the Mediterranean. The Agigea station found shelter in World War I Romanian Army barracks. Scientists took over one half of the military installation in 1926, the second half in 1956.

The station was administered, from the scientific viewpoint, by the University of Iasi but the current wave of reform brought a change in the administrative set-up; heretofore funding and budgetary administration was done directly by the Ministry of Education. New facilities have been decided upon and were originally to be completed by 1969 so as to provide the station with laboratories, a museum and a library of dimensions far superior to the existing ones. However, this expansion has eradicated the students rooming accomodations.

The station has currently a small museum for the use of the students: it houses a representative, though modest, collection of Black Sea fauna.

The present library though squeezed into crowded quarters is satisfactory as far as materials on Romanian marine biology are concerned. The library maintains an exchange service with one hundred and forty other libraries representing approximately fifty foreign countries.

At this writing, research is carried out concerning chemistry, hydrology, animal physiology, zoobenthos, ichtyology, zooplankton, phytoplankton, plant physiology and radiobiology.

The reform carried out in March 1970, has revamped the administration of the Earth and Marine Sciences in Romania.

Most of the research was done until now by the various departments of the Geological Survey and of the Institute of Geology and Geography of the Academy of Romania. Various consolidation measures have been implemented and new agencies created. Among the latter is the New Institute for Marine Research. No longer administered by the University of Iaşi, the Agigea Marine Station was taken over by the New Institute. Professor V. Jordănescu succeeded J. Andriescu as director of the station.

Financial support is now provided by the National Council for Scientific Research. The Institute for Marine Research has consolidated under its authority the former Agigea Station for Marine Research "Ion Borcea," the Marine Biology Center of the Romanian Academy of Sciences (located in Constanţa) and the Fishing Institute.

Marine geology research was inaugurated in 1969; in fact no course in that subject has been taught so far in Romania and the only notions gathered by students are gleaned in the traditional geology courses.

Substantial interest has been shown for rocky bottom biology and biogeography. In these, and other fields, it is basic rather than applied research that is pursued. Current topics include, in the field of biochemistry, the study of the proteins in marine organisms of the Black Sea; in physiology, the influence of the variation of salinity (which is far from negligible in the Danube) upon the metabolism of marine organisms; a topic originally started at the University of Cluj, but now pursued at Agigea; benthonic studies concentrate on the dynamics of infunction of hydrological factors; the ichtyologists concentrate on the trophology of fishes, and in the domain

of zooplankton, research is pursued on the nyctemeral migrations of the zooplankton. Results have heretofore been published in the Scientific Annals of the University of Iasi, however, the occasionally appearing Travaux scientifiques de la Station Biologique d'Agigea is to be published on a permanent and regular basis as of this year.

One of the few instances where a project is handled co-operatively between the Academy and a University is in progress here: the bianocoenosis of the rocky bottoms (mainly concerned with invertebrates) and the study of the influence upon life of the inflowing waters of the Danube in the Black Sea. This is a joint project of the Agigea station and the Biology Institute of the Academy of Romania.

Oceanographic work has been limited to the continental shelf. But with a sudden growth of interest about four years ago, research got a start in 1966. Obviously the meeting held that year in Bucharest by the International Commission for the Scientific Exploration of the Mediterranean Sea, gave the move strong impetus.

Though mainly concerned with research, the Agigea station assumes a considerable didactic task. It provides all fourth year students of the universities of Bucharest, Cluj and Iaşi with an internship (stage) ranging from two to four weeks. Housing is made available at no cost and board at a nominal price, an arrangement quite similar to that prevailing for instance at the University of Bordeaux "Station de biologie marine d'Archacon."

The location of the Agigea facilities is somewhat unique; indeed, though the Romanian littoral is approximately 250

kilometers long, the Agigea site is representative of all the Black Sea coast biotopes over a distance of very few kilometers. And if thus marine research is thence facilitated, the station is also within a few kilometers of several types of limans with unique biochemical characteristics. It is also situated at the crossroad of all the faunas from East Asia to Northern Europe and from Northern Siberia to the Tropics, and even on the route of migratory birds.

The site of the station is still further enhanced by a small protected natural reserve where both the vegetation of sand dunes and vestigial and endemic fauna can be studied in "an open-air museum".

Work done and observations made here are thence of considerable importance for biogeographers.

Along and close to the coast, a few other stations pursue oceanographic and cognate research. The Academy of Romania maintains a station of marine biology at Constanta, and there is in Maliuc, in the Danube delta, an experimental station mainly concerned with all facets of the exploitation of reeds.

The National Council for Scientific Research has founded in 1970 a Marine Institute in Constanta grouping all the people involved in Marine and Oceanographic research (topographers, biologists, chemists, geologists, geographers, specialists in fishing and naval industries, etc.).

Oceanographic research is hampered by the lack of vessels and, in the opinion of the senior author, by reluctance on the part of the Soviet Union to see an expansion of such activities, in the Black Sea, by other ripuarian states. Limnology, on the other hand, is very actively pursued without restrictions of any kind.

CONCLUSIONS

The scientific visitor to Romania enjoys complete freedom of movement. He is given access readily to laboratories and research centers and no restrictions are placed on his photographic inclinations. Little interest has evolved for the use of statistical and quantitative approaches, and no computer was seen by the senior author who remains unaware of a computer's availability to researchers in the fields of the geosciences. He did broaden considerably his knowledge of limans, deltas, flysh, man-made lakes, and, in the social geography field, he gathered much data on living conditions and customs.

While there were some complaints of miserly allocations of funds, it appeared that funds were rather adequate and considerable freedom of research present. Scientists were neither desk-bound, nor tied to the time clock. The senior author encountered some difficulty to judge in a limited period of time whether institutes compete or cooperate; at the surface, it did seem to him that there was little coordination and that each institute was forging ahead on its own.

Romanian colleagues expressed the opinion that contacts and exchanges with the United States are sadly handicapped by the fact that the geographic attache resides in Belgrade.

The senior author did not detect at the time of his stay in Romania any considerable influence of politics, or of the regime, on scientific research.

COMMUNITY-ORIENTED SUPER BA EMERGES FROM EXPERIMENTAL PROGRAM AT NORTHEASTERN

By

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COMMUNITY-ORIENTED SUPER BA EMERGES FROM EXPERIMENTAL PROGRAM AT NORTHEASTERN

By
J. S. Martindale

In 1971 some students will graduate from Northeastern with BAs that include up to two years of combined academic-community service experience that prepares them for work in their chosen fields with skills often not gained in graduate colleges.

These super BAs have been designed by students working in an inter-disciplinary experimental program over the past two-and-a-half years at Northeastern. Schools, hospitals, and other community agencies seem delighted to find this flow of undergraduate students to their doors. When these students graduate they will find more jobs available to them than to graduate students with MAs or PhDs, due to their academic-work experiences.

An alcohol therapy program at Grant Hospital in Chicago is one example. There are 20 students now taking training at Grant where they learn clinical techniques in the treatment of alcoholism. Their clinical training is combined with academic work at Northeastern which includes seminars in the psychodynamics of small groups. Six of these students will graduate in 1971 with two years of this experience, where they also have worked as paid aides for the hospital.

To enter the program, the students have completed (or are completing) the departmental requirements for a BA in psychology, and are enrolled in experimental courses as part of their electives. Other psychology majors are working in a combined clinical-academic experimental program at the Read Zone Center, at the Child Care Center, at Martha Washington Hospital, at

Downey and at Dunning. Some students are on work-study programs, others are volunteers, and yet others have found full-time jobs while working with an agency.

Some students in education are graduating with BAs where they have up to a year or more of work within the experimental program in special areas of teacher training. One is working at the Chicago Parental School where she is teaching adolescent youths with reading, speech and learning problems. Others have spent a term in day camps where they teach pupils and work as junior or senior counselors. Still other prospective teachers are working as elementary aides with emotionally disturbed pupils. And others have worked at a presentation school.

In all these programs, the students work under the combined supervision of a Northeastern faculty adviser and the agency where they are working in the field. Some of these experiences take the students to Wisconsin, Michigan, or to other towns in Illinois.

These experimental programs and others to be described later grew out of a conference held on campus in May of 1968. Northeastern is a member of the Union of Experimenting Colleges and Universities that now includes 18 participating institutions. Chicago State, Wisconsin (Green Bay), Minnesota, Antioch, Pacific (California) are examples of Union members. The Union headquarters is at Antioch, Yellow Springs, Ohio. Northeastern President Jerome Sachs is vice-chairman of the Union.

This conference was one of several held as part of Project Changeover that ran for three years, ending in 1969. Students from Project Changeover designed "Plan C" as a result of this

conference. Fifteen students met weekly for the following term and hammered out the foundations of the experimental program described in this paper. Currently, "Plan C" has evolved into an experimental college with its own block of credits and courses.

The present Experimental College has set aside a block of 16 courses that may be used in an experimental program. These are Pass-no credit courses, and are not used in any other way, either in traditional class work or independent study or tutor courses. Each student and his adviser decides what courses to use in the experimental college, from one of three different areas or divisions of experimental coursework. These areas are Humanities, Natural Sciences, and Social Sciences.

Here is how a student gets involved:

1. Student enrolls in a 3-credit planning course during a regular trimester, where he plans a project for the experimental program, and chooses an adviser from the faculty. The student may plan a full trimester of study, or he may just do a project for this one course.
2. If the student's planning project is approved, he may enroll in 12 credits for a full trimester of study. Student should not enroll in traditional classes during this trimester. He should have at least one adviser in addition to direct supervision of his field work, or a second adviser if the project does not include off-campus work.
3. A three-credit follow-up course may be taken after a

full trimester of experimental work. This is a total of 18 credits of Pass work that has been approved by the Steering Committee for New Programs.

Over 300 students and at least 40 faculty have participated in this program over the past 2-1/2 years in projects involving from 3 to 18 credits in the experimental courses. The range and variety of these projects reveal interesting dimensions within the program. Here are what some of the students have done or are doing:

*A political science major is working for the State Department in Djakarta, Indonesia, and taking experimental program courses in psychology and political science. She will be there two years.

*An education major worked two trimesters in Cuernavaca, Mexico, translating for a Spanish literary journal. She has returned to campus.

*A psychology major developed and produced a dance-therapy film of children under clinical treatment, which has become the basis for a grant for a larger film project.

*An undergraduate student will go to Iowa in January to study social work technique in that state.

*Several students have studied for a term or more at one of the Union centers such as Pikeville (Kentucky) or in Hawaii.

*A graduate student in education studied elementary schools in Tanzania (Africa) during this last summer term.

*Some 25 students have formed a parapsychology Club and plan an institute to study ESP and related areas such as magic and witchcraft. This is the club's second year and some of the students take experimental program work to do specific study

projects in parapsychology.

*About 15 students are organizing a study group in religion as members of the Newman Club, beginning in the January 1971 term.

*One student is working in the experimental program at the Looking Glass in Chicago, a runaway crisis intervention center for young persons. He received national attention recently when quoted on his activities in Newsweek. (Fred English, p. 68, October 26).

*Other individual student projects have included composing songs, writing poetry, starting books, and working within numerous special areas, such as a combined psychology-biology lab study project at Downey hospital.

What seems to be a major trend in this program is the number of undergraduate students seeking experience in community-oriented agencies where they can combine their classroom work with appropriate field or clinical work in the area of their academic degrees.

This program also has a graduate component: there are 28 graduates, most with MAs, enrolled in an academic-clinical experience at Forest Hospital in DesPlaines. This is training offered by the hospital's Post Graduate Center for Mental Health. These students are trained as social therapists, where they gain skills in dealing with human problems within their communities or where they work as psychologists, teachers, social workers, counselors or other related fields.

The future direction of the experimental program at Northeastern rests upon the decision of the various departments interested in developing similar or unique programs of their

own, as some have already done.

This kind of program seems to offer an unusual melding of higher education administration, faculty, students and the community in ways that directly respond to urgent social needs.

There seem to be several implications that may be drawn from this type of experimental education. One implication is that the time spent in college for many undergraduates is simply squandered, both from the academic and the student's viewpoint. Many, if not most students, if they were trained in skills that allowed them to graduate at the BA level and go out and get a job without going on to graduate schools, would chose this path.

The enormous pressures to create the opportunity for this kind of first-level college training seems so apparent as to need no further remarks. The trend may appear to be the opposite, to continue to string out the student's education onward to graduate schools. But this seems mindless and narrow since most graduate training still doesn't prepare the student with a background of actual work experience in the field of his choice.

The single outstanding theme running through survey after survey of teachers, for instance (I would include most college level occupations here), is the judgement that they should have had at least one clinical year in their undergraduate training to prepare them to become teachers.

The experimental programs described in this paper, both undergraduate and graduate, could be seen as a prototype for the concept of a University Without Walls, a plan for higher education being discussed within the Union for Experimenting Colleges and Universities.

Briefly, this "University-Without-Walls" concept includes

the idea that a student is anchored within an academic community at one of the Union institutions, and combines traditional college work with work in the field in his area of special interest, where he is supervised jointly by the agency and the college. The UWW student may terminate at the BA level, but those who qualify may go on to the PhD, bypassing the MA degree.

I believe Northeastern already has the foundation for this Union UWW, as noted earlier, and needs only to expand the prototype for realization of the program.

There seems to be yet another implication to be discussed, perhaps one of the more significant. About 75 percent of the students (or any population) have anomic personalities and about 25 percent have verbal personalities.

A person with an anomic personality (from the French ANOMIE) tends to be under-integrated in his role behavior and does not do well or learn easily in a cognitive-oriented learning situation. The anomic seems to succeed only in the affective learning processes where he has a choice in what he can absorb as a genuine learning experience.

A person with a verbal personality tends to be over-integrated with role behavior and seems to thrive on the cognitive-oriented learning environment. At least the verbal is rewarded all the way up the line from elementary through the PhD. But the verbal has problems too since he tends to take-in information without it being a felt learning experience. This is not a creative act.

If nothing else, student-designed experimental programs offer the anomic person a chance to learn and adopt new roles in his educational experience, and the verbal is invited to

abandon those roles that have little meaning to his learning experience.

Yet another implication seems obvious and reaches all the way back to the first day in elementary school: more and more evidence is available that indicates the last two years of high school should be the first two years of college. The waste of the student's time alone should be enough to compel this change, but there seems to be another force operating that will shape change in this direction in any event: the sheer pressure of money, of funds to run the educational system.

The fat's in the fire.

DIALOGUE IN HIGHER EDUCATION: FOUR NURSERY RHYMES

By
Nancy McCready

DIALOGUE IN HIGHER EDUCATION:
FOUR NURSERY RHYMES

By
Nancy McCready

Part I

(Enter: Freshman and New, Post Graduate Teacher)

Student: I have come to be a whole women
to learn about the sun and man
and all the life around-
to find what is really real...

Teacher: My dear girl, that's not my field.
Your assignments will be confined around
reading the text for class
And mastering these articles in my outline.

Student: Can I learn all about the art of men
How fine it is- what this means for man's earth
to hear the greatest ideas these men have ever had
to wonder at death and birth?

Teacher: In whatever time is left- Yes!
Understand this course comes before the other
You'll find it fills your hours up
You've quite a bit of work to cover

Student: In another year what will I know
How shall I grow more sure
And be able to show
That I am older, somehow more mature?

Teacher: Don't worry, I have told you
How to make the grade you need
Just study your course material
You'll do well indeed.

Student: I will do everything and I will read
All the things you say
I will try to find my answers
And I know I shall some day.

Teacher: That's fine, now for next week we'll do
from page one to fifty-two
There will be a quiz on chapter ten
Dismissed-until we meet again.

Part II

(Enter: Sophomore and Disenchanted Professor)

Student: I'm tired of all this routine jazz,
There's nothing here with much pizazz
What a farce this liberal arts
I'd quit if it wasn't for the draft

Teacher: Perhaps you should get out and work a while
Maybe you could improve your style
You're not ready for the academic world
Come back when you grow up and want to learn

Student: Last year I thought how great college years must be
Now who cares if you pass or fail
The union's there- the meals are free and Whee-
Once a week I get some mail

Teacher: You'll never make a man of yourself this way
Come here to school on your parent's pay
I'm not going to slave to comfort you
It's not me but you who needs the grade

Student: "Come to college, free your mind"
the catalogue proclaimed
Stand in line and register
And on Sunday watch it rain.

Teacher: It's your school, you make it work
I'm not here for pleasure
Here's the book, my syllabus
Just read it at your leisure

Student: Nothing really means a thing
It's all a waste of time
I came here naive I guess
God, are freshmen blind

Teacher: If you want to talk this way, my friend
Find someone else for this sophistry
I am only here to teach three hours
And my course is not philosophy

Part III

(Enter: Junior and Research Professor)

Student: Professor, I was wondering if I could ask
about an idea of mine
I'd like to explore this project
and see what I can find

Professor: I think if you look at this recent book of mine
You will find that pretty well covered
Here, take it and read it thoroughly
And you'll find what I discovered

Student: Well, OK, well then,
If you'd be so kind
could I talk with you about
Some other things on my mind

Professor: I'm sorry, I simply haven't the time
This research gets ahead of you
I'm afraid that I'm behind
I have a conference report due.

Student: I see, well, yes I understand
Do you know who could lend a hand
I would really like to try this out
Learning is something I've just begun to feel
excited about.

Professor: Well, try the others in the field
Perhaps to one of them this would appeal
I wish you luck with what you find
You may get help from these articles of mine

ABOUT THE AUTHORS

ABOUT THE AUTHORS

Dr. Roger H. Charlier, professor of Geology, Geography and Oceanography at Northeastern Illinois State College, holds more than seven degrees from various universities. He received his doctor's degree in Physical Geography from Freidrich-Alexandria University in Germany and has also earned doctorates in Geography and Marine Geology from the University of Paris.

Dr. Charlier's accolades are numerous. His many achievements include degrees conferred with honors, teaching fellowships and grants as well as being chosen the second most traveled teacher in Illinois by the United Scholars of America and in 1969 Dr. Charlier was knighted by France: Chevarlier dans l'Ordre des Palmes Academiques.

He has written more than 500 articles, including some 100 in U. S. and foreign scholarly journals, two novels and a motion picture script. Fifteen of his papers have been read at international congresses and four at U. S. meetings.

Dr. Lorin R. Contescu, a visiting professor from Romania, received his Doctor of Geography from the Institute of Petroleum, Oil and Geology in Bucharest.

Prior to joining Northeastern Illinois State College, Dr. Contescu has held a number of scientific posts that include: Engineer Geologist with the Geological State Survey of Romania and scientific research at the Geological and Geographic Institute of the Romania Academy of Sciences. Additional posts he held at the Academy of Sciences are, Chief of the Sedimentological Division and Chairman of the section for Stratigraphy, Sedimentology and Tectonics.

(Contescu contd)

Contescu Contd)

He is Deputy Chairman of the Sedimentological Commission and is a member of the Romanian Society for Geological Sciences, Carpathian-Balkan Geological Association and the International Association of Sedimentology.

Dr. Contescu has published 30 scientific papers dealing mainly with the theoretical and sedimentological problems of the syndiastrophic formations and with paleogeographic models and reconstructions.

Dr. James S. Martindale, associate professor of Psychology, received his Doctorate in Social Psychology from the U. S. International University.

Prior to joining the faculty at Northeastern Illinois State College, Dr. Martindale was associated with Grossmont College and California Western Campus-U. S. International University.

Dr. Martindale holds membership in the Illinois Psychological Association, American Sociological Association, American Association for the Advancement of Science and is a member of the Executive Board, Post-Graduate Center for Mental Health, Forest Hospital, Des Plaines, Illinois.

Among his many publications are two new books, "How to Avoid Therapy and Find Sex, Friendship and Love", Nelson Hall, Chicago, 1971 and "The Sexual Personalities", Nelson Hall, Chicago, 1972.

Nancy M. McCready, received her B.A. from Loretto Heights College and was a research assistant at the National Opinion Research Center at the University of Chicago when she composed the poem "Dialogue in Higher Education". Her project was one of several the Center conducted for the Carnegie Commission on Higher Education.

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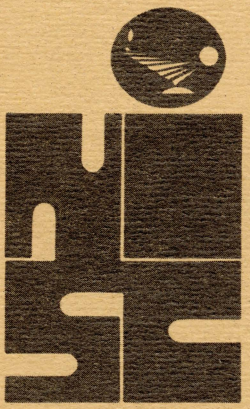

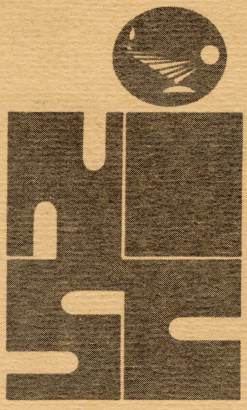

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