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## Print- Sep. 9, 1968

Ken Davis

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# AN ALTERNATIVE TO THE VALEDICTORIAN

REPRINT OF  
CHARLOTTE ANDERSON'S  
GRADUATION ADDRESS

## An Alternative to the Valedictorian

In a bit of campus graffiti I recently saw scrawled what I suspect was a student's joyous discovery. The forceful lettering proclaimed, "Yes, there is an alternative to Professor Blah."

It is the alternatives which make life endurable if not excitingly challenging. Tonight I would like to propose an alternative which I am certain would make a graduation ceremony even more of an exciting challenge. I propose that "Yes, there is an alternative to the valedictory address." My position goes even a step beyond this for I suggest we should be able to say, "Yes, there is an alternative to the valedictorian."

I am not certain that the image of the cloistered, ivy-covered walls in which the scholar pursued pure knowledge undefiled by the world beyond was ever any more than a myth. But certainly today the picture of the swaddled student contemplating a theoretical navel is a far cry from reality as we know it. The other image of the goldfish-swallowing, phone-booth-stuffing, panty-raiding Joe College of the big Homecoming spectacular has also faded as the sharper image of today's student comes into focus.

This past year the news media have covered the demonstrations and activities of this new student as he has sought to make his perception of a meaningful educational experience a reality. Scholars have debated all aspects of these manifestations of student unrest. Parents and fellow taxpayers have written sometimes vitriolic, often anguished, always concerned letters-to-the-editor demanding, "This nonsense must stop!" or simply asking, "Why?"

Weeks of news space and news time have been devoted to the sit-ins at Columbia, Northwestern, Howard. Closer to us and receiving local coverage was the Roosevelt student sit-in in response to an administration-faculty conflict. And many of us here tonight can vividly recall an afternoon this spring when this auditorium was packed with Northeastern students wrestling with their minds and consciences to reach a moral stand on issues and actions which cut through and effected this entire campus community.

Armed forces recruiters set up their tables outside the coffee shop and the Peace Council demonstrates and offers draft counseling. An awareness grows that there are more black students on campus now than three years ago and suddenly you are confronted with a dramatic demand for the recognition of the Black Caucus. You absorb a lecture on 19th century nationalism and subsequent world wars then walk into the B Lounge to find a young war veteran involved in a heated discussion of the legitimacy of the United State's policy in Vietnam. You sit down for a cup of coffee and are drawn into a fascinating discussion of a student's research work among the hippies and a street gang. You learn he is a street worker and himself an ex gang leader as he tells you of fellow students with whom he once rumbled.

There is an urgency about the student today. He will not allow his college years to be a vacation from life or even a preparation for life. This is life.

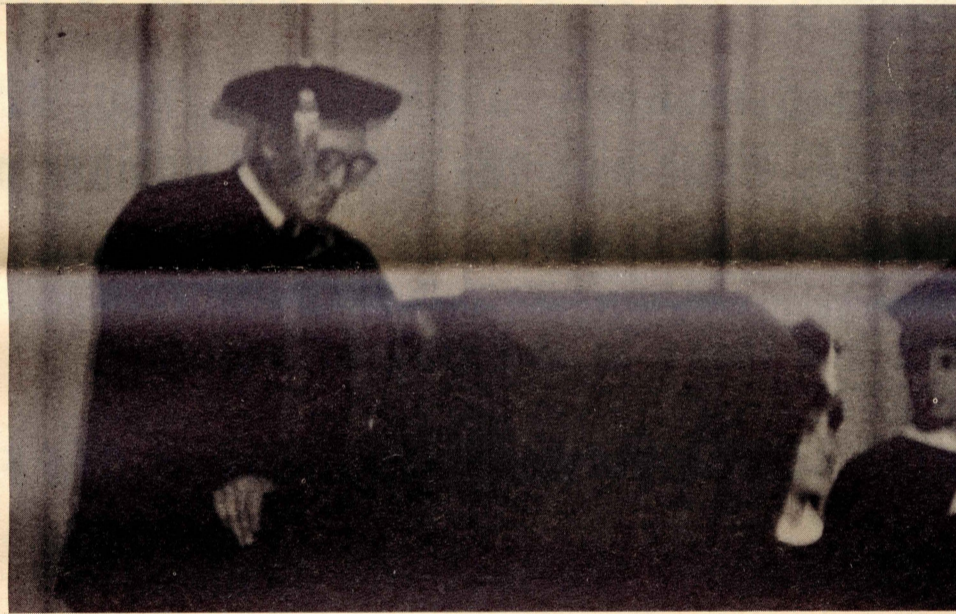
If I read him right, I see him holding up and with the meticulous care of the scientist examining the old values, the old symbols of our society. Those that pass his stringent test are kept or, perhaps, altered to conform to his design. Those which he finds hollow, without substance, he—often brutally—casts aside.

To this student I submit for his merciless scrutiny the tradition of the valedictorian. Actually, most, if not all, of us here tonight have already weighed

and rejected the basis on which the the valedictorian is named—the grade-point achieved. We have agreed in countless discussions, repeated many times in our college careers that grades are in themselves meaningless, arbitrary symbols. But having rejected their value we collectively shrug and capitulate to the system. There is no simple alternative to the grading system and, thus, it will take quite some time to alter. But I suggest there is a relatively simple alternative to the valedictorian.

As I have noted, the student is seeking thoughtful solutions to the problems confronting mankind. He wrestles with them and he glows inwardly when he finds what for him is an answer. Oh, it isn't a world-shaking answer to an overwhelming question, but that isn't the point. He has come to terms with himself on one, however minute, issue. Many of us—I would hope all have experienced it in some measure—have faced an assigned paper or project with a feeling of inadequacy but as we researched and read and finally wrote we found we had wrung from ourselves a work of which we could be proud. Of course we always knew it could be improved with more work and with direction from our professor, but that didn't take away from the fulfillment of the creative experience we had had.

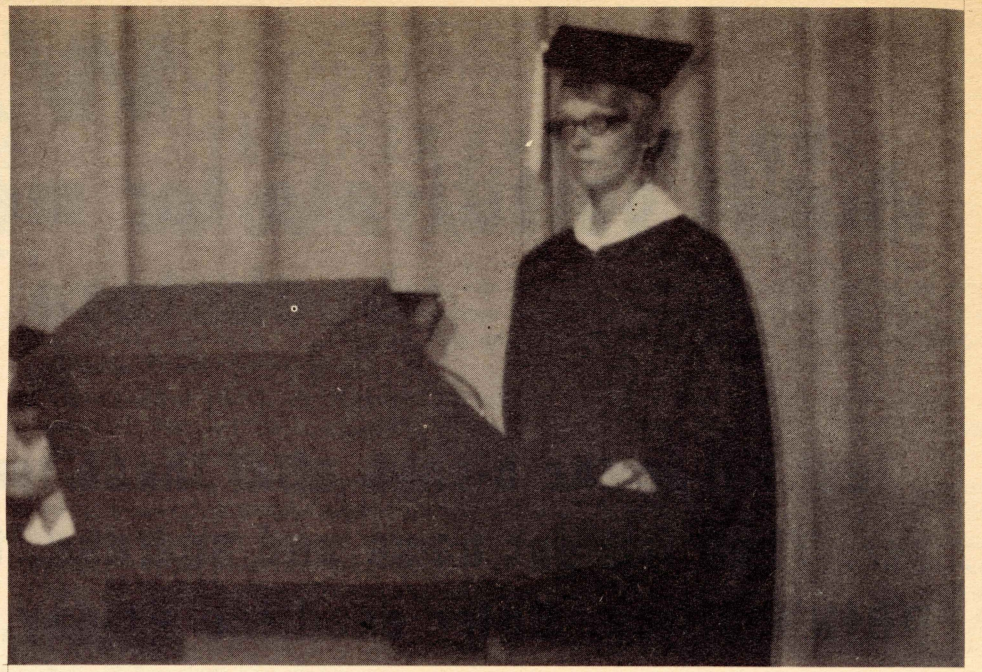
I propose that as an alternative to the valedictorian all members of a graduating class be invited to submit



PRESIDENT SACHS

a paper. A board of judges would then select the best to be delivered at the commencement exercises. Such a competition could be set up in various ways. Perhaps each department would select a student's paper for consideration. The subject could be prescribed and the papers written especially for the occasion. Or, the papers may have been written for another purpose such as a class assignment.

The range of interests and experiences of the students on an urban campus such as Northeastern suggests many possible topics for exploration. Let us imagine for a moment that the broad subject "Socialization of the Urban Child" has been chosen for the three graduating classes of 1968. Out of the work in a course such as Urban Ecology could come the germ for an analysis of the effects of varying population density on the early development of the ghetto child as compared to the suburban child. The humanities student may explore the effect of the child's increased vicarious experiences through such technological developments as television and paperback books on his willingness to accept and explore myriad possible life-styles. The psychology student may share his findings in case studies of socially maladjusted children in our city's institutions. The fine arts student may scrutinize some aspect of that program in our public schools. Or he may seek to ask questions such as "What is the effect on this urban child of the relentless barrage of often tasteless, even grotesque visual images in building



## The Northeastern PRINT

Monday, Sept. 9, 1968

Vol. 2, No. 3

## GRADS ATTEND SPLIT CEREMONY

cations, benedictions, and main addresses. The members of the cloth represented four different faiths: Buddhism, Catholicism, Judaism, and Episcopalianism. Most invoked the Lord in a more conventional manner, although the Episcopal vicar took the occasion to reprimand the middle class bigots.

The main address of the earlier commencement was given by President Sachs. It was titled "The Process of Change", and, as is evident, it had a timely and common message—change must occur. It is not only impossible to call a halt to change, but also quite undesirable.

Dr. Sachs discussed the means available and the relationships between the necessary steps, so that harmony, rather than anarchy or chaos, will result. As may be expected, the main area of concern was the institution of higher learning. Dr. Sachs said that free and open discussion is the glory of the academy, that compassion and understanding were the most necessary elements.

The presentation of degrees followed and the program ended with a benediction by a member of the Buddhist clergy.

The latter program occurred at 8:15. A special note of interest was added by the guest speaker, William Clark, the Attorney General of Illinois. He was glowingly introduced by Mr. Gus Ziagos. Mr. Clark launched into numerous details of his whistle stop tour of the state in his train. His address followed, although it was felt by many that his offering was entirely political. Some questions were raised as to the appropriateness of a political address at a commencement.

One of the most outstanding features, and probably the best, was the valedictory address. It was given by a young woman with an astounding educational background, Mrs. Charlotte Chaimberlain Anderson. She spoke of today's student and his quest, and his new outlook on his world. She spoke of his desire to do away with all the trite little conventions of today's society, including the valedictorian!

She suggested as an alternative a paper to be submitted to all prospective graduates. From all of these, one was to be selected as the best example of knowledge gained in the process of achieving a degree. The speech was followed by resounding applause.

The presentation of degrees, this time all bachelors, and the benediction brought the program to an end. A reception in the gym followed.

In keeping with the increasing enrollment, this trimester's graduating class was so large that it had to be split into two exercises.

The earlier program took place at 6:00 p.m. Most of these were Master's candidates, although there were a number of Bachelor candidates present also.

Both programs followed the usual commencement procedures, with invo-

designs and advertising. What does this mean for the child's perception of beauty, his appreciation of art?" The student teaching experience provides an excellent laboratory from which the student gains new insight into the child's educational needs in our urban world. These gleanings could well be tapped through this mechanism of commencement papers.

In the effort of all of us to produce such a paper, the emphasis would be not on past performance but on what the student can produce today for tomorrow. These thoughtful, articulate papers would be concrete examples of the student speaking to the needs of man today. In sharing his response to this need with a magnificently diverse audience such as yourselves, he would reap rewards seldom available to him. For his ideas, his enthusiasm, his concern would be funneled out through you to all areas of daily living. I am certain today's student would find such a commencement paper no empty symbol but rather, an organ with viable substance speaking to his needs and to the world's.

# WIN

## A gift certificate for merchandise from Follett's bookstore worth \$50!

Just fill in the blanks after these ten questions with the appropriate number. Then fill out name and address, tear out this page, and bring it to the PRINT office. Entry deadline Friday, September 13, 12:00 NOON. In case of ties, the winner will be drawn from all correct entries received. Print staff members ineligible. Enter as many times as you wish.

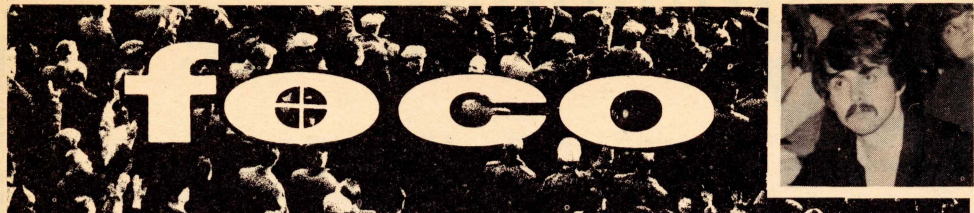
Name \_\_\_\_\_ Student  Faculty

Address \_\_\_\_\_ Phone \_\_\_\_\_

1. If a record were cut to play at 45 r.p.m. and it lasted 2 min., 45 seconds, How many grooves would you expect to find on it? \_\_\_\_\_
2. PRINT first appeared in April, 1968. Since then, 13 issues have been published, What was the greatest number of pages ever to appear in a single issue? \_\_\_\_\_
3. How many colors are there in the flag of Monaco? \_\_\_\_\_
4. How many minutes elapse between eruptions of Old Faithful? \_\_\_\_\_
5. Northeastern's Zip Code – the last two numbers – 606 \_\_\_\_\_
6. How many hours ahead of Chicago time is time on Gardiner's Island, U.S.A.? \_\_\_\_\_
7. What is the Illinois route number for Chicago's North Ave? \_\_\_\_\_
8. What is the office Number of faculty member Eli M. Liebow? \_\_\_\_\_
9. Find the serial number of Pool table number 4 in the basement below the cafeteria. Add the numbers, then place the total in the blank. \_\_\_\_\_
10. How many times a year does the Beehive yearbook publish? \_\_\_\_\_

Now, total up your numbers, and place the total in Box.

**TOTAL**



by Conrad Pitcher

Greetings; at this juncture in your education, you have no doubt received ample official literature expounding upon the merits and methods of Northeastern Illinois State College—sufficient literature at least, to introduce you to the sluggish consistency of the administrative bull every Northeastern student is forced to contend with.

Well, relax; "foco" is not another unimaginative regurgitation of official college policy. "foco" is not designed to tell you how to conform, how to dehumanize yourself, how to prostitute your identity, or how to "make it" as a graduating cog in some technocrat's teaching machine. What this column is designed to do, what it will attempt to do, and hopefully what a wide active spectrum of on campus student groups will also attempt to do in this and consecutive trimesters, is to present to fellow students information and hypotheses about the manner in which decisions are made at Northeastern Illinois State College, and how such decisions affect the quality of Northeastern's educational experience.

To date, the official literature of the college revolves about one basic theme: what you, as a student (Northeastern's lowest of the low), must do and say to fit into the Beehive's bureaucracy. This is a fairly simple point, once one becomes aware that the following generalizations hold true in the Northeastern experience:

- (1) Its overriding purpose is not to stimulate independent thought, but to turn out graduates who will have the technical skills and the adaptive personalities needed by large business corporations, the Government, and Dick Daley's school board.
- (2) It is so committed to the status quo in this country, and so dependent on the approval of those who will employ its graduates, that the needs of these institutions are the basic criteria for decision-making within the University.
- (3) "Students are niggers." They have no meaningful say, either in the broad educational policies or in the formulation of rules that determine the framework in which their campus life takes shape.

Naturally, on occasion, Northeastern's administration makes a fainthearted effort to picture the Beehive's Bureaucracy as working diligently for the good of the student—i.e. "... faculty and staff use their abilities and resources to contribute to the growth of each student as an individual and as a member of society." Fine words, but their effects are absent in the following faculty and student statements concerning the student experience at Northeastern:

*"Until colleges and universities show an awareness and understanding of the world, it is this editor's contention that a more meaningful and complete education may be obtained outside of the school!"*

—Jeffrey Provus, Interim,  
Dec. 12, 1967

*"Did you suspect when you began, that when they said college will prepare you for the future, they meant it would get you used to being bored?"*

—Jim Green, Print, Feb. 21, 1968

*(commenting on the teacher's strike of April '68) "Due to the 'bull' or propaganda—a much nicer word—that the administration and union were turning out, students were walking around dazed, confused, some with an 'I don't care' attitude, and many were sick to their stomachs."*

—Jeffrey Provus, Print,  
May 6, 1968

*"Only the foolish and comfortably middle-aged would agree that all is right in Northeastern's world..."*

—Abby, Print, July 29, 1968

Each of the above statements reflects, to varying degrees, an awareness on the part of a few yet to be totally conditioned students, that for all its fine words, the utterances of Northeastern's administration are, for the most part, a subtle collection of hypocritical grabble. The new student will soon discover, that the day to day practice at Northeastern is authoritarian, conformist, and (with, on the faculty's part, utmost pettiness) status oriented. Any student, after a trimester, is able to relate numerous incidents which clearly show that the usual relationship, at Northeastern, between teacher and student is one of dominance and subordination, with the instructor either playing the role of the "I've been there before" father figure, or opting to the dotting mother routine.

Although, at first glance, a student's stay at Northeastern seems hopeless, at best dull; all is not lost—you haven't quite sentenced yourself to four years of irrelevancy and sterility. There are once you understand the basic relationship between "the Power"—the administration—and "the Powerless"—the student community, options, ways and means, open (with some promise) to individual and collective student action. But before students confront administrative bosses they must understand the manner in which Northeastern's administration approaches the student community.

#### POWER AND POWERLESSNESS

The first thing to understand, no doubt the first relevant fact you will become aware of during your stay at Northeastern, is that this college does not exist for the benefit of its students. This is a relatively simple point, but unless one grasps it he is likely to misinterpret completely the nature of Northeastern and those who run it. To quote an all student published student handbook from the University of Wisconsin: "The University is not analogous to a charity hospital, which exists solely to help its patients, and only in a very special sense is it analogous to a retail store, which must please its customers in order to make a profit. The one basic, indispensable function that the University has is the training of its student in skills and attitudes that will make them useful to the Government and to the large corporations. These are the University's true customers; the students are its retail goods."

The point is that Northeastern's administration functions in much the same manner as the University of Wisconsin's, indeed in much the same manner as most college and university administrations, and because of that, Northeastern makes no real attempt to make available to the at large student community a variety of points of view and life-styles—thus enabling an individual student to better determine what he wants to do with his life. Sure, the administration says it wants to give each student "a cross-cultural perspective for achieving greater understanding of the problems of today's world." But, these are just words. In reality the trusting student finds himself either confronted with an incompetent, disinterested instructor, or pitted against an administration which, for all its fine words, tries desperately to limit each student to a predetermined range of orthodoxy. The logic behind such a response on the part of the college to a student's desire to be "his own man" is understandable, especially when viewed with the same perspective of generations older and more established than ours.

No one today, either involved with Government or big business wants to pay people who are accustomed to thinking and acting for themselves.

## In Our Opinion...

# TEACHER EVALUATION- AN OUTSTANDING PROJECT

Just before the trimester break, the boxes of envelopes and stacks of paper started arriving. They were piled from floor to ceiling in the Senate office. This mass of paperwork represented the groundwork for a project of massive proportions — Teacher Evaluation.

Sue Gasper and David Kessler, principles in the project, and responsible for almost all the planning and labor, devoted most of their break to paper folding and envelope stuffing.

What will the outcome be? Nobody is really sure, because the outcome depends on a thoroughly unpredictable factor — the student body's acceptance. This idea is simple. Every student who was enrolled here for classes during the summer trimester will receive a package of evaluation sheets, one for each class. He will then be requested to fill out the sheets, answering questions and offering criticisms. The completed forms are then to be deposited in a special box set up for the occasion outside the auditorium. Evaluation sheets will be accepted every day for the next two weeks.

A special team will then compile the results of the survey, and publish a handbook, which will be available to all students. The book will list each teacher's strong and weak points, as indicated by the students themselves.

PRINT commends this action highly. Too much criticism has been leveled in recent months, particularly by this publication, at the Student Senate. "CRISIS IN SENATE" warns our banner headline in the July 29 issue. Senate, like Northeastern in general, needs more workers like Gasper and Kessler — people who have ideas and are not afraid to devote a little time to assure their execution.

We cannot say enough to encourage every one of our readers to fill out and return his Evaluation forms as soon as possible, even though doing so might require about fifteen minutes of consideration and work. (Gasp!)

They need people who will "fit in well", who will not arouse controversy, and who respects the power relationships of corporate bureaucracy. They want technical skills, not people with critical ideas about how our technology has been used or mis-used. Above all they expect the college or university to produce people who will serve Government and business, not question them.

#### THE FACTORY

What this implies, is that Northeastern is run much like a factory which must manufacture what sells, what its customers will buy—in this case, what Government, big business, and (most important—Northeastern has the heritage of a paperplate teacher's college) what Dick Daley and the Chicago Board of Education want.

This is done by Northeastern's administration and faculty in two ways:

First they impart what Northeastern's customers have designated as usable skills and necessary background information to the students—i.e.: the courses the college offers in urban problems and studies seem designed more for the training of administrators for Government urban reservation centers or for using selected student energies to assist in finding and developing better methods of controlling emerging colonized minorities than to eliminating those who, along with the institutions they represent, are responsible for this society's exploitation of economic and racial minorities.

Secondly, and equally important, Northeastern attempts to instill in its product, you and me, habits of obedience, timidity, and orthodoxy. It does this by establishing a series of interlaced, semi-secret, semi-open committees empowered to determine what you and I may or may not do. Made up of administrative personnel, faculty, and a few "proven" student toms, these college committees are in most cases empowered to punish you, directly or indirectly, for failure to follow laws you had no real part in making.

#### IT'S EASIER THEN IT LOOKS

It's really quite simple, but Northeastern tries to teach you everything is very complex and that one should not be so presumptive as to feel that his knowledge is so vast as to criticize something so complex as a whole society. This is merely an attempt, upon their part, to get you to a point where you will let the status quo make your decisions for you. And because they represent the status quo, your inaction permits them to remain in power, to control your life and others'.

Northeastern pretends to show you the world objectively, while in reality its presentation is "culture bound"

and cleverly attempts to "whitewash" the important moral issues presented to our generation by the Government's foreign policy and institutionalized racism. You must remember that Northeastern is a factory; to expect to ever be more, in the administration's eyes, then a cog in their machinery is foolish. Even "student government" is a dead end for student hopes of self-determination.

Northeastern's administration, has to date, to assure the timidity and obedience they seek in their students, offered the student community the charade of "student government". At Northeastern, "student government" has no power (the president of the college has a veto vote) to govern, is incapable of protecting the students it supposedly represents, let alone itself, from administrative and faculty abuses, and serves only to provide "training" in executive skills for a few "student toms" willing to accept the fact that, at Northeastern, real power lies within the jealous confines of the administration's bureaucratic and technocratic morality. "Student government" is merely window-dressing, an orderly way to control, coddle, and purchase with extra-curricular honors those students who will work unquestioningly with administrative bosses to thwart student dissent.

#### WHAT TO DO

Other "foco's" will attempt to deal with this question; but generally you can begin by demanding that authority—administrative personnel, clerks, secretaries, and deans; faculty and faculty heads—account for their actions. You can begin by refusing to let others make up your mind for you; by demanding that faculty and administrative personnel assume their proper role, that of a service to you and your desires as a student, as an adult.

Northeastern should not be the private domain of a few remote administrators, nor should it become a tribal stamping ground for faculty chieftains. By right, Northeastern belongs to its students. This is a simple concept, but it will take active, aware students to make it a reality.

A closing note to any such students, any student who is interested in bettering his and his fellow students' lot at Northeastern: be cautious of the administrators, the Deans; they are the cops from the second floor, the Man's watchdogs. Of course, they are not the only ones to watch out for—there are, no doubt, others, who will soon double-cross your path. It's not that they're not doing their job; they have served the interests of Northeastern faithfully—that's exactly what is wrong and that is exactly what students, realizing that the interests of Northeastern are not the same as the interests of its students, hold against them.

# SORRY

We find it necessary to discontinue all charge accounts for Northeastern students.

**Effective August 20, 1968**

We would like to thank all the students who have lived up to their responsibilities and paid their charge accounts promptly. However, a growing number of students have failed to meet their obligations, forcing us to discontinue charge accounts.

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WEDNESDAY, SEPT. 11 FROM 7:30-8:30 P.M. - AUDITORIUM  
THURSDAY, SEPT. 12 FROM 8:30-10 P.M. - AUDITORIUM

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girls, boys,

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# The Senate: What Must Be Done

Since the turmoil there recently, the Student Senate has seemingly returned to a normal course of business. In order to repair some of the damage, a mass Senate meeting was held several days ago in the TKE office. Here, former Senator Ed Carroll discusses some of the Senate's views on reparation.

Governments shall always have internal problems. The seriousness and intensity of their problems fluctuates with each governmental structure. All share, however, the red tape, duplicate paper work, awkward policy procedures, and continual frustration for those working within and those being represented.

Despite these unfortunate realities many government structures survive. They survive because there's flexibility within the system. A flexibility that takes into account that all laws are not and cannot be 100% just to all. They survive because they have the needed support from those they represent. A support that can keep alive a fair government even when minorities oppose that particular system.

But there is a limit to all of this. There is a limit to flexibility. There is a limit to student support.

When flexibility gradually grows out of responsible proportion, when loose laws become common and when verbal commands outweigh legislative procedure then there must be a time of change. Reliance on memory rather than written documents foretells the utter necessity for evaluation.

Steps must be taken within a government structure when representatives of that government cannot handle a crisis.

Reconstruction of the basic articles of a government must become a reality. The frustration of elected individuals tell us this.

Recent resignations of two officers and one senator obviously implies failure. A failure that cannot be blamed

on one individual or one solitary committee. This failure goes deeper than that. If it were an individual or a committee then there still would be a majority of student support allowing for minorities to disagree. But when the support of the majority is debatable or questioned, then the problem and solution is deeper. It is much more than just one isolated case of mismanagement. It must go to the very principles upon which this government works.

If this is a reality to us then we have only two choices to take. And these can only be taken by our elected officials. One is they can continue under the present system expecting more resignations, more unsolved crises, continued harassment by minorities which may become a majority, only to face someday in the future a total collapse of the structure itself. This is all that can be expected. The final foreseeable result would be the administration attempting to temporarily fill the vacuum until another democratic government becomes a reality.

The only logical step that is constructive is to stop and evaluate. The government must face the facts. Eliminate trivial rivalries. If they must exist then temporarily suspend them.

A week ago the Senate stopped to evaluate the situation. Their solution was obvious. A new constitution must be prepared. The old cannot and has not been able to withstand the pressures of transformation of a teacher college to a liberal arts. Generalities, implications can no longer be assumed but be spelt out within the constitution. Our transformation has called for sophistication in all areas especially student government.

Six years ago a Bill of Student Rights was implied, now there must be a recognition on all sides. In the past policy procedures were left to time when asked for a clarification.

Now we must be prepared for immediate action to any and all crises on this campus. We can no longer tolerate misgivings on who holds the responsibilities. Responsibilities must be clarified. If that was done in the past rather than assumed then possibly the recent flare-up with the Black Caucus would never have materialized. Maybe then the response would have been quicker with definite means of attaining the correct and just goal. Instead of a hasty pressure ridden statement hoping to cool the situation rather than solve the crisis.\*

Many things in the past have predicted what is a reality today in Student Government. It was only until recently when all strands of democratic representations were coming to an end that a constructive realistic approach appeared.

The first step has been taken that can lead to a more realistic democratic structure here at Northeastern. The government has the goal of reconstruction in progress. They met as a Senate Assembly during the break at the Tau Kappa Epsilon Office to begin the task of tearing down the old and building the new.

As students our responsibility still lies in governmental support. It would be useless to discuss the past since it has been accepted by all as unfortunate. It would gain us nothing to begin an era of accusations when no one person is at fault. If we were to follow such a foolish course then we must condemn ourselves, for we ratified a structure that failed us within a two year span. We are the ones who elected officials later to be impeached, and who allowed such a structure to exist despite the pressures placed on governmental officials. It would, however, gain us a progressive government if we allow our officials the privacy to work, the encouragement to continue, and the peaceful comments to succeed.



The above picture is dedicated to Linda Winer, in case she has any guitar cases to decorate.

## EDUCATION DEPT. ANNOUNCES CHANGES, DATES TO REMEMBER

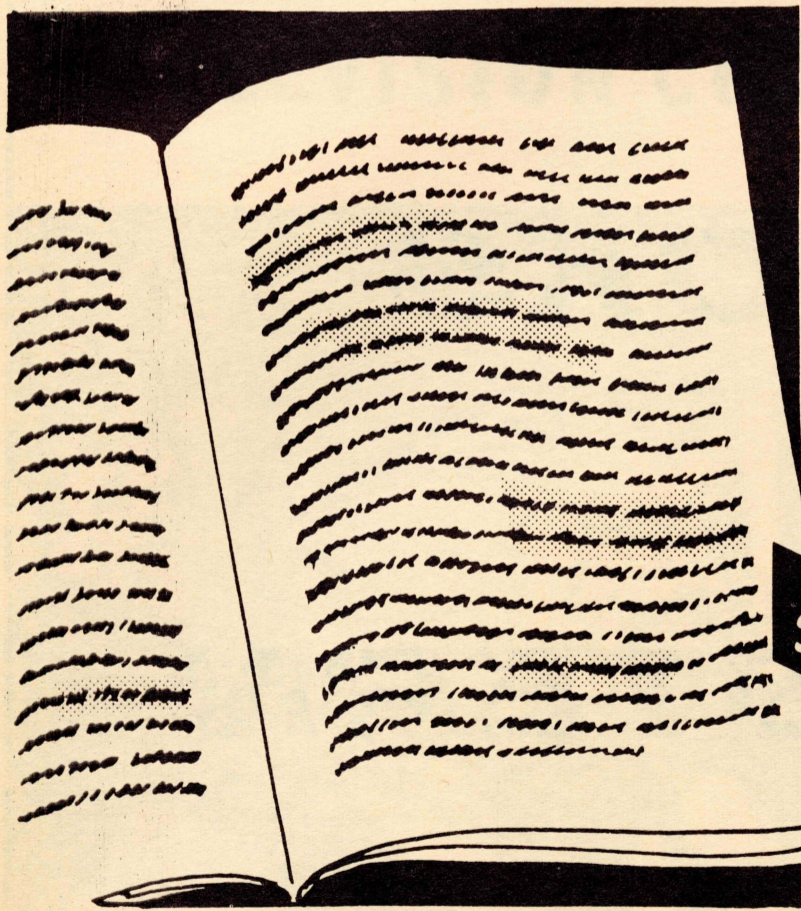
The time has come, according to Dr. Guysenir of the Education Department, for every Secondary Education Teaching Major to file his application for Student Teaching, if he expects to do so in January of 1969.

Application blanks, reportedly, may be picked up in his office, C 320, at any time. They must be returned no later than September 13.

It was also announced recently that the sequence in Education for all secondary education majors has been revised.

Course number 68-301, "Curriculum of the Secondary School", a three credit hour course, will replace the old two credit "Methods of teaching the secondary school".

Also, the methods course in secondary major, will be dropped from a three to a two credit hour course.



# READ-THRU COLOR

HAS REVOLUTIONIZED STUDY HABITS!

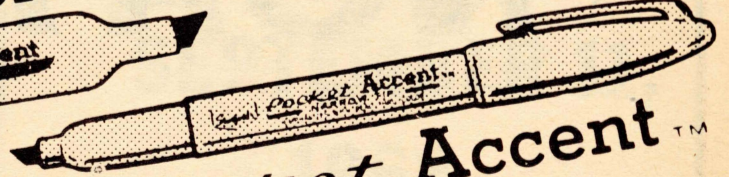
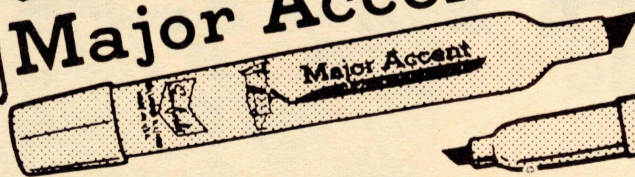
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## Letters to the Editor

Editor:

July 29, 1968

As one of the founders of the Civil Rights Organization in March, 1965 and President of the Student Senate from May to December of 1965, I was very much interested in the Black Caucus' confrontation with the latter institution in July.

Although working for a Ph.d. at the University of Chicago certainly prevents me from being cognizant of all the facts in the situation, it would appear that the Student Senate was rather obtuse in not recognizing the Black Caucus as a legitimate organizational expression of current black opinion. The PRINT is off-base and patronizing when it says, "We are concerned that the Black Caucus must appreciate the the prominence and power granted them in their charter. . ." The Senate (in granting a charter) was not some great white father casting down a benediction from heaven. It was merely performing a perfunctory task that it fulfills for all other student groups on campus. Whatever power and prominence the Black Caucus has comes from successful action on its own part, not from the mere recognition of its existence by the Student Senate.

When the CRO was founded 31/3 years ago, it was largely white organized and run. Its major failure in its early years was in not involving sufficient numbers of black students in an organization that presumed to speak for them. Let me extend my congratulations to the Black Caucus for reorienting the direction and structure of the (now defunct) CRO and making it, for the first time, truly relevant to the needs of the black community (both inside and outside NISC).

Sincerely,  
Stephen Tallackson

An Open Letter to the Students and Faculty of Northeastern  
Ladies and Gentlemen,

In the last election for Student Senate, a certain James Hansen was elected. After his election, it became apparent that he ran for the Senate on my record, when, persons from Dean Howenstein through Senators to average students hailed my victory. If those who thought they voted for me feel the same way, I will run for the Senate. (This other man has since been impeached)

At present a group of leftist headed by Wiener and Pitcher are engaged in an attempt to dominate the Senate. These people are bent on establishing the Utopian Never-Never Land of the Radical. This September 6,250 students will attend classes and in the future this college will be expanded into a first rate university. The Faculty and the Administration need the cooperation of the students through their duly elected representatives. Our college community has been organized in such a manner that all elements of the community can work together for the benefit of all, rather than be dominated by a small vocal minority.

These ends cannot be achieved alone, this coming election the radicals have forced a power struggle. I call upon those students who feel the same as I do to join in a combined effort to defeat this leftist minority. After resolving the leftist problem, we can begin working for the benefit of the college community. Those who accept the challenge please contact me at the beginning of the Fall Trimester.

James M. Hansen  
1612 S. Prospect  
Park Ridge, Ill. 60068  
Tel. 692-2183

Respectfully yours,

James M. Hansen, Conservative  
Candidate for Senator

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**WEDNESDAY,  
SEPTEMBER 11,  
1968**

**9:00 A.M.**



# BILL BAKER SPORTS



## BASEBALL TRYOUTS TO BEGIN SEPTEMBER 16th

Coach Bob Hale has announced that tryouts for the varsity baseball team will begin on the 16th of September and will run for about two weeks. The main purpose of these tryouts is to get all the players in the school together in order to get a better idea as to just what to expect come March.

The sessions will begin with a meeting in the gym on the 16th at 3:00 p.m. Coach Hale invites anyone interested to be sure and attend this meeting. All past, present and future varsity players should be there.

This season will mark the second season of competition in the Chicagoland Conference for Northeastern Illinois and this along with a week-long Southern trip should make for a lot of exciting action.

## SWIMMERS SET TO SWAMP OPPONENTS

With their sight set on the Illinois State Relays December 7th, Northeastern's Swimmers have already begun working out for what they hope will be a successful season of competition.

This is the newest of intercollegiate sports at N.I.S.C. and their coach Ron Faloon has set up an impressive first year schedule.

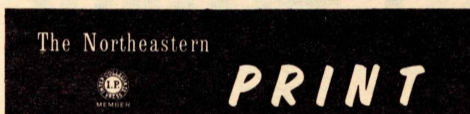
Mr. Faloon has been in contact with a number of fine area swimmers and expects to have worthy teams come December. Their full schedule is, as yet, incomplete as there are still a few dates open. Although the team will be new, all signs point to a successful season for Northeastern's Mermen.

### SWIM TEAM SCHEDULE

December 6	Illinois Tech.	Home
December 7	Illinois State Relays	Illinois State
January 10	Illinois Circle	Circle
January 17	University of Chicago	University of Chicago
January 25	North Park College	Home
February 8	Rockford Relays	Rockford
February 22	Wheaton College	Wheaton

### VARSITY BASEBALL SCHEDULE

April 2	St. Procopius College
3	@ Illinois Tech.
7	Chicago State
8	@ Rockford College
9	@ Lewis College
10	Illinois Circle
12	@ University of Chicago 2
14	@ Illinois Circle
16	@ Aurora College
19	@ Milton College 2
22	Lake Forest College
23	@ Memphis State
24	@ Union College
25	@ Southwestern College
26	@ Union College
28	@ St. Procopius College
29	Aurora College
May 2	@ Quincy
3	@ Mac Murray 2
5	Chicagoland Tourney
10	@ Loras College 2
12	@ Chicago State
14	Lewis College
20	Concordia College
21	@ Lake Forest
22	Illinois Tech.
27	@ Lewis College Invitational



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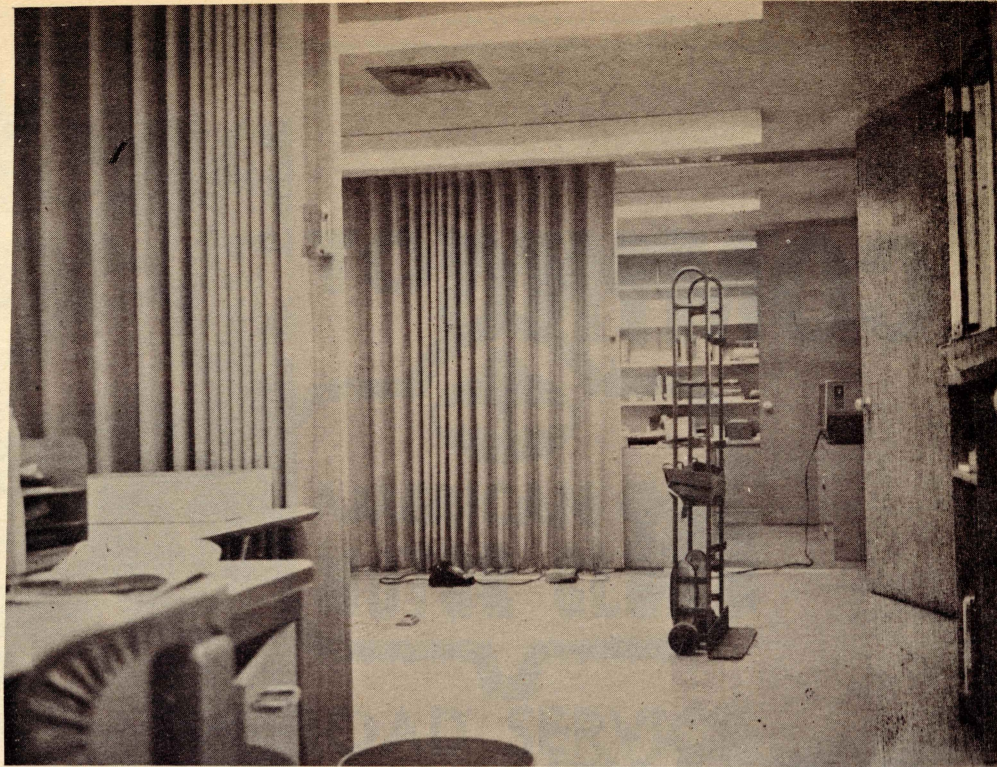
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Anthropos is sponsoring on Tuesday, September 24, 1968 at 7:30 P.M. in the Auditorium a guest lecturer, Mr. Bob Rietz. Mr. Rietz is Director of the AMERICAN INDIAN CENTER in the Uptown area of Chicago. His talk will be entitled, "AMERICAN INDIANS and THE MAIN STREAM." There will be time for questions and answers at the end. Admission is free and everyone is invited.

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Mrs. Zimmerman's office has seen better days than those during the break, (above) as workmen remove all furnishings in order to lay new carpet.

The south hallway (below) was the dumping grounds for everyone's furniture, as several surprised Student Senators discovered.



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