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David Green

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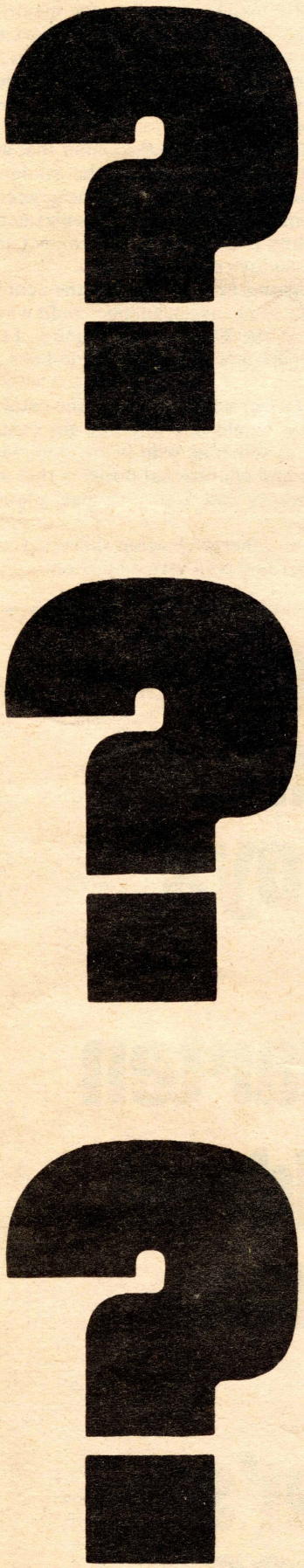
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print

Vol. 8, No. 14

TUITION



Springfield, Ill., April 29, 1971 — A special subcommittee of the Senate Committee on Education today opposed tuition hikes proposed by the Illinois Board of Higher Education, but proposed a broad restructuring of the state scholarship system and the eventual elimination of many special scholarships.

Senator Thomas C. Hynes of Chicago, Chairman of the bi-partisan four-man subcommittee, said the subcommittee has turned over to the Education Committee a detailed report which includes these key recommendations:

1. The Board of Higher Education's proposed tuition increases should not be implemented.

2. The recommendation of the Board for the elimination of future General Assembly Scholarships, County Scholarships, Public Aid Scholarships and Teacher Education Scholarships, which are given in the form of statutory tuition waivers, should be delayed to become effective September, 1972. Two-thirds of the Teacher Education Scholarships scheduled for award this September should be abolished immediately. Present scholarship holders would not be affected.

3. There should be an increase in funding of the Illinois State Scholarship Commission to provide scholarships for students who formerly could have taken advantage of statutory tuition waivers and who are able to establish financial need.

4. The Board of Higher Education and Illinois State Scholarship Commission should commence an immediate joint study to determine whether scholarships are going to persons in need and to implement a comprehensive, coordinated program to see that scholarships are given according to uniform standards and primarily on the basis of need:

While all four subcommittee members opposed the level of tuition increases suggested by the Board, they differed as to degree. Senators Hynes and Richard H. Newhouse of Chicago opposed any immediate tuition increase of any size, based primarily upon the Board's complete lack of information as to what effect any tuition increase would have upon the enrollment of needy students. Convinced by a number of witnesses and studies that increased tuition would drive lower-income students out of the state colleges and universities, they supported as alternatives, if necessary, either an increase in state support for universities or a reduction in marginal program at those universities.

Sens. Everett E. Laughlin of Freeport and John G. Gilbert of Carbondale also opposed the Board's suggested increase, but reserved judgment as to whether they would support a lesser increase until the state's financial picture was more settled. Upon all other aspects of the report, all four members agreed.

"The single most frustrating difficulty which this subcommittee faced was the lack of available information about the present economic status of students, the present distribution of scholarships to economic groups

and the impact of the proposed tuition increase upon both part-time students and students from lower and middle income families," Hynes said. "More than 43 per cent of the students at senior public institutions in the State of Illinois are receiving tuition waivers or scholarships financed by the State of Illinois. Of that number, five out of seven were not even given on a need basis, though of course many may have been in need."

Hynes noted further that "We were greatly disturbed by the present inflexible system of special statutory and institutional tuition waivers which has built up over the years in a patchwork, crazy-quilt fashion. In many ways, the subcommittee considers its recommendation that the present system of statutory waivers be substantially limited and that a unified, comprehensive and flexible system of scholarship giving based upon pre-determined standards emphasizing need is the most important single finding of the subcommittee."

The subcommittee was formed pursuant to a Senate resolution introduced by Hynes. The subcommittee held public hearings in Chicago and Springfield and heard a total of 33 witnesses. Hynes praised the witnesses in general and his fellow members on the subcommittee in particular.

"The fact that we reached virtually unanimous accord on all substantive issues in a complex and potentially controversial area speaks well for the sincerity and the hard work of Sens. Newhouse, Laughlin and Gilbert. We have each pledged to do our best in the future to see that our recommendations are implemented."

**For complete report
See pages 6 & 7**

Career seminars scheduled

The Placement Office has scheduled a series of career information seminars and earnestly advises undergraduates at every stage of their college careers, to attend these informal and open "little" meetings. In each instance, the speaker is a person actively engaged in the kind of career he or she will talk about and answer questions relating to the various aspects of the chosen career.

Any Liberal Arts major or teacher education major who must actively seek full time employment after graduation is urged to begin attending these seminars. No L.A. major can wait for the eve of graduation and then pop the question, "What kind of job can I get?" Also, in the light of today's market for teachers, many teacher candidates should consider worthwhile alternatives to teaching. The candidate can and should well continue on his preparatory course work, but he should learn how a wise choice of electives could help him to prepare for another alternative should no teaching opening arise for him.

A survey of the Chicagoland employment situation would apprise most students of the vast diversity of the labor market in this area. It should also open his eyes to the SPECIAL and growing needs of this particular area. One of the most rapidly growing areas is the allied health field and the growing number of hospitals and hospital complexes and facil-



Mrs. Gallager, Head of Placement will help those that desire more information.

ities. To acquaint students with the growing health field, four different career information seminars have been planned.

A representative of the American Society of Medical Technologists, Mrs. Jean West, of Evanston Hospital will be here on Wednesday, May 19, 1971 at 1:00 p.m. in B-125. She will show a film giving details of the various kinds of work involved. She will discuss education required, programs for training and also answer questions concerning related areas. The Placement Office again urges all interested undergraduates to come and learn. Notices and descriptions of the other

related seminars will follow in coming days. Descriptions are also being sent to all faculty members and are also posted on the Placement Board.

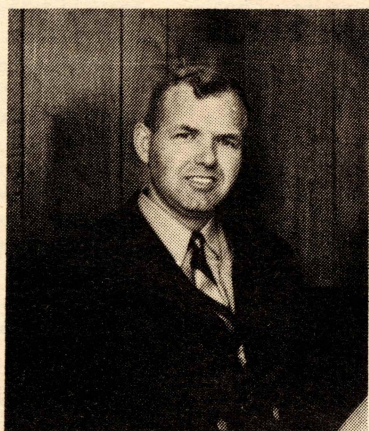
Faculty members are also invited to attend, particularly, departmental advisors. They might then advise students as to which electives in a given program would assist the job-minded student in planning for employment after graduation.

Career information bulletins are available to all students in the pass-put boxes near the cafeteria and in the Placement Office. Plan to attend several or best of all, all eight of these helpful seminars.

Relocated furniture causes headaches

During the trimester break there was an attempt to locate furniture items where they were originally assigned. It appeared that many items were completely missing from these locations or relocated in an adjacent area. With space and budget limitations of the past years NISC has not always been able to provide furniture needed for an area. Apparently one solution has been to borrow furniture that appeared not to be in use at the time. Many times, however, this furniture was not returned to its original location. This has resulted in the following:

1. Persons going through correct channels to request furniture have been penalized because furniture is not where it is supposed to be.
2. Inventory is not accurate.



Dr. Lienaman

3. Costs rise when items are lost. This is especially true in the Commuter Center, where all furniture, equipment and supplies have to be paid for from the income in

food service, Book Nook, etc.

Vice President William Lienaman suggests the following be done to prevent this from happening again.

When furniture is requested for permanent assignment a requisition should be submitted to the Business Office.

When furniture is needed for short term usage the following procedures should be followed:

1. Commuter Center areas and activities - requests should be submitted to Mr. Harralson, Commuter Center Director, who will work to provide furniture within the limits of the Commuter Center policy and budget.
2. All other college areas and activities - a written request should be submitted to the office of Buildings and Grounds.

Calling all NISC women

In a continuing effort to acquaint undergraduates about the variety of careers that exist beyond teaching and clerical work, the Placement Office has asked a representative of the NATIONAL ASSOCIATION OF BANK WOMEN to visit the campus and conduct an informal little seminar with interested girls. Miss Sue Miller of the Continental Illinois National Bank and herself already the recipient of several promotions, would like to tell girls about the many kinds of work available to women. Most girls tend to have a very narrow idea of bank women—key punchers and cashiers. This is simply not so and the women who are members of the National Assoc. of Bank Women hold various titles up to vice pres-

ident and do not intend to rest until one or more hold the title, President. Each dedicated member is committed to helping other young women enter and succeed in the field of banking.

Miss Sue Miller will meet with all interested girl in the Conference Room of the Placement and Counselling portable-west. Girls are asked to circle the date Tuesday, May 18, 1971 at 2:00 p.m. This conference was scheduled after the usual activity hour so that no interested girl would have to miss out on planned activities.

Banking careers are not designed only for mathematics majors. That is another false notion that requires a decent burial. There is need for English majors,

language majors and girls who have prepared for teaching and find the teaching market are saturated, are equally welcome provided they are motivated to have an open mind about other careers.

Miss Miller would like to tell girls what and how they might prepare while still undergraduates, where the jobs are likely to be, what the opportunities for success are, how women win promotions, how they can compete in what is still pretty much a man's world and many other helpful suggestions.

All NISC women are invited to come. Bring any and all questions and circle the date, MAY 18, 1971 at 2:00 p.m. P-W, Conference Room.

UP-NIU

NEEDS TOYS

One of the present endeavors of the Uptown People's-Northeastern Illinois University Committee is the establishment of an organized PlayCare Program. The program will be housed in the new UP-NIU Educational Center located at the corner of Montrose and Sheridan Road in Uptown.

PlayCare is a new program in the Uptown Community that was originally conceived by concerned parents in the area. Their expressed concern was that children of working parents, especially working mothers, that are enrolled in the local public school kindergarten classes do not have the benefit of organized service, or parents cannot afford to hire babysitters, etc., therefore, leaving the children unattended within the home for half of each school day, thus creating the "latch-key child" problem.

PlayCare will be meeting the need of parents and children by providing educational experiences, field trips, and creative play for kindergarten children during the hours they are not in school. This is done through careful scheduling and planning. Schools expected to be serviced will be Stockton, Stuart, and McCutcheon.

Due to the size of the Center, there must be a limit as to the number of children that can be accepted into the program. Criteria for this selection are: 1) economic need, 2) family hardship, 3) working households with no adults at home during school hours, 4) parental interest in community latch-key problem solution, 5) referral from public schools, and 6) application sequence.

The staff of PlayCare will include students and faculty members from Northeastern, and community volunteers.

The Northeastern students are responsible adults, many are parents themselves, that carry a wide variety of majors, however, the majority are within the educational field. Their duties will consist of working with Uptown Day-Care Centers to extend the existing programs to children already enrolled in school; and, the public schools, to provide the children with valuable experiences that they can use in their educational, environmental, and emotional growth.

At present there is an urgent need for good toys at the center that are appropriate for children of kindergarten age. They request that students at Northeastern bring whatever donations they have for these needy children to the office of Stan Newman, Anthropology Department, C-331 on any school day. If the office is locked, please contact the Anthropology Department Secretary so toys may be left.

PlayCare is just one of several programs being offered at the center. Students involved are offered a chance to receive academic credit while they work directly with the people of the Uptown community. This gives them a chance for practical experience within the guide-lines of an academic framework.

Center courses are offered each semester and are listed in the catalog (95:--). If you have questions, or you would like to enroll for center courses; or if you would like to talk to someone who is involved with the many facets of community work and educational projects that are currently in progress in the Uptown area, call Stan Newman, phone, ext. 403.

Find out about yourself---learn about others---develop skills that will prepare you to have better insight regarding your own education---

**Up-Town
Field Center
Needs Toys
For
Kindergarten
Age Children.
Bring them
to Stan
Newman's
Office C331**

**PRINT WILL BE COMING OUT
EVERY OTHER WEEK IN THE SUMMER**

ABORTION :

Where How What to avoid

REPRINTED FROM:
Roosevelt TORCH, March 15, 1971

By Ken Firestone

This article is not going to discuss the pros and cons of abortion. But it will present information on how a pregnant woman can have her pregnancy terminated legally in New York City, and other places.

Before even considering an abortion, a woman should be sure she is pregnant. Planned Parenthood, Chicago, 726-5134, can provide information on obtaining pregnancy tests. If their schedule is heavy, which is likely, ask them for a referral to a physician who can perform the tests, which can be completed in 1 day.

THE LA DOLORES women's Center, 935-0364, gives pregnancy tests on Wednesday from 8-10AM and 6-8PM for a fee of \$1.25. They are located at 2150 N. Halsted. The YWCA, 778-0810, at 5711 S. Ashland also provides pregnancy testing. Both are in conjunction with the Chicago Women's Liberation Union. This service costs \$1.65, and is available on Wednesday from 1PM to 3:30PM, Friday from 8AM to Noon, and Saturday from 9AM to 1PM. Check with the Chicago Women's Liberation Union, 927-1790 about these tests.

They also require the first urine of the morning of their tests, and the test cannot be performed until 6 days after the last missed period.

A pregnancy test is important for two reasons: 1st, going to New York is expensive, and the test can prevent that expense; 2nd, many of the counselling agencies, and most of the clinics in N.Y. require medical proof of the pregnancy.

IF YOU ARE pregnant, and less than 12 weeks have elapsed since the 1st day of your last period (LMP), then the method of abortion used in New York will be vacuum aspiration. (Note:) The times referred to from LMP take into account that conception occurred approximately 2 weeks after the start of the last period. In other words, the less than 12 weeks pregnant means less than 10 weeks of actual embryonic growth. Vacuum-aspiration is an extremely simple and safe method, and it takes only a few minutes to perform. It is a safe operation in an out-patient facility. In a typical out-patient situation in New York the woman arrives at the clinic, blood and urine specimens are taken for lab tests, and the woman is counselled on the procedure to be performed. She is then prepared for the surgical procedure by a nurse or doctor's aid. The best clinics try to have women for counsellors who have undergone an abortion themselves, and are sympathetic to what the patient is experiencing.

The preparation consists of anti-

biotic drugs to prevent infection, pain killers and/or tranquilizers, a pelvic examination, and a local anesthetic applied to the cervix, (the opening of the uterus or womb). Some clinics are now offering a general anesthetic, which eliminates much of the pain. However, many medical authorities feel that this anesthetic can lead to unnecessary and dangerous complications, and its use is unwise. After the anesthetic is given the cervix is dilated, and a device known as a vacuum curette is inserted into the uterus with the material in the uterus, including the fetus, removed by suction. (Do not confuse this procedure with using a vacuum cleaner on yourself at home. A home vacuum cleaner applied to the cervix will suck out the entire uterus and result in a very painful and almost immediate death.)

NEXT THE DOCTOR will use a standard curette to make sure that all unwanted material is out of the uterus. The clamps dilating the cervix are removed and the woman is no longer pregnant. Recovery may take 1 or 2 hours, then the patient is ready to return home. The clinic should issue medication, or a prescription for medication to be taken over the next few weeks to contract the uterus and prevent infection. Bleeding will persist for about a week, but this is similar to a normal period. However, only sanitary napkins should be used, as tampons can cause infection.

Sexual intercourse should be postponed until one week after the bleeding stops; birth control pills can be started 5 days after the abortion, check with your physician for a prescription. Also, if you have Rh-negative blood you will need a Rhogam injection to enable you to have future successful pregnancies. Make sure that the clinic you attend provides blood typing, and will give this medication if needed.

THE FOLLOWING ARE sources for a vacuum aspiration abortion for women less than 12 weeks pregnant.

• WOMEN'S ABORTION PROJECT, 36 W. 22nd St. New York City, N.Y. (212-691-2063, or 212-691-3396). They refer women to physicians outside of the city limits, but within the state. The cost is \$100 for the doctor's fee, and a \$10 contribution to the project. They will arrange abortions for women who can't afford the fees, and 'never turn anyone away.' This agency is affiliated with New York Women's Liberation. They are highly recommended by 'Hospital Physician' magazine.

• CHICAGO CLERGY CONSULTATION Service, 667-6015. They work with 2 clinics in New York which charge \$150 for the

abortion plus charges for any needed medication. When you call them you will be given an appointment for a group counselling session. They hold approximately 10 of these per week in various parts of the Chicago area. During

the session you will be told of the alternatives from completing the pregnancy to having an abortion. Afterwards you will meet with a counselor to plan specific action. If you want the abortion you will then be told how to make arrangements with a clinic. Clergy Consultation also has a facility in Kansas City which charges \$225. You must have a medical certification of your pregnancy before you can attend the counselling session.

• 68TH ST. WOMAN'S PAVILION, 212-249-7312. This is one of the New York clinics used by Clergy Consultation. You can contact them directly if you are sure you are less than 12 weeks pregnant, figured from LPM, (last date of period) and you are absolutely sure you want the abortion. They may refer you to Clergy Consultation, but if time is critical, or if you can't receive the counselling they will take you directly. Their basic charge is \$150 plus \$4 for medication, and \$35.10 for Rhogam if needed. This is the clinic's exact cost on this treatment. This clinic is a for-profit operation, but according to its director, Herman A. Cooper, they 'don't expect to make all their profit in 6 months.' It is supposed to be one of the newest and best equipped clinics in the city. They

ALSO WILL NOT ACCEPT REFERRAL FROM FOR-PROFIT REFERRAL AGENCIES.

THE COUNCIL ON ABORTION RESEARCH & EDUCATION, INC. (212)682-6856. This is a non-profit research agency, but they also do abortion referrals. They deal with several clinics in the New York Area, and their cost runs around \$200-\$225. They do not charge a referral fee. They can also deal with pregnancies longer than 12 weeks, which will be described later. The patient calls them for an appointment, goes to their office to pick up the name and address of the clinic or hospital, and then proceeds to the clinic or hospital. The fee charged by the clinics dealing with this agency should include all lab fees and medications. (They also provide some limited financial aid.)

• NEW YORK ABORTION REFERRAL SERVICE, days (212)358-4012, after 9PM (516) 922-4891, call collect. They charge a \$50 referral fee and \$175 for the abortion. They also do referrals on over 12 week pregnancies.

One word of caution in dealing with the numerous abortion referral services now advertising in the student newspapers. Find out exactly what the fee is, what will be the charge for the abortion, and what other charges, if any, there are. Also try not to let them talk you into a hospitalized abortion. This gets considerably more expensive, and most women do not need it. A reputable clinic will let you know if you cannot safely handle your abortion as an out-patient.

• MICHIGAN FAMILY PLANNING, (313) 682-6161. They refer patients to various facilities in New York State at varying costs. They are non-profit, but charge a \$25 fee to help women who can't afford the costs of the operation. They also handle pregnancies over 12 weeks, and they can be contacted if you are in New York and have just been turned down by an outpatient clinic.

MIDWEST MEDICAL CENTER, INC. Madison, Wis., (608) 231-1345. \$200 for an under 12 week pregnancy. As of this writing, they are probably the closest legal facility to Chicago. However, they are usually booked 5 to 7 weeks in advance, and you can only use them if you catch your pregnancy early.

• CHICAGO WOMEN'S LIBERATION, 643-3844. This number is an automatic answering service, leave your name and phone number and you will be contacted within 48 hours. They will provide counselling and referrals and do everything they can to help all women. They can also refer women to physicians for birth control medication.

PREGNANCIES FROM 12 to 14 weeks from the last menstrual period (LMP) require a surgical D and C (dilation and curettage). In this procedure the cervix is dilated as in the vacuum aspiration method. Then the physician uses a curette to remove the material from the uterus. Until the development of the vacuum technique (developed in The People's Republic of China, and the U.S.S.R.) this was the standard abortion technique. It is also used as a standard procedure for women with ovarian cysts and other gynecological problems. New York City requires this procedure to take place in a hospital, with an overnight stay. But some doctors feel it can be safely performed in out-patient clinics for pregnancies up to 14 weeks. Check with whatever referral and counselling agency you use to find out what is available.

Chicago Planned Parenthood's Abortion Referral Service is now in a state of transition. Check with them, (312-726-5134), to see what it currently available.

Agencies which can handle 12 to 14 week pregnancies are: Clergy Counselling in Chicago; Woman's Abortion Project in N.Y.; Council on Abortion Research and Education in N.Y.; New York Abortion Referral Service; Michigan Family Planning; and Chicago Women's Liberation. The costs for an in-hospital 'D and C' run about \$330 to \$350.

FROM 14 TO 16 1/2 WEEKS it is best to do nothing. Amethox called mechanical packing can be used, but it is more expensive than the method used for after 16 1/2 weeks, and not as safe.

After 16 1/2 weeks until 22 to 24 weeks, a method called 'salting out' is used. A saline solution is injected into the embryonic sac which upsets the chemical balance and induces labor. Within several days the fetus is expelled in much the same way as in natural childbirth. However, some medical personnel feel that this method may produce harmful side effects in the patient.

Agencies which can handle this procedure are: Council on Abortion Research and Education and Woman's Abortion Project in N.Y. The price for this procedure is \$500; soon to be reduced to \$450 according to the Council on Abortion Research and Education, but the Women's Abortion Project may be able to get a lower price.

After 24 weeks abortion is not allowed in New York. At this time the woman is nearly 6 months pregnant, and the best procedure is to have the child.

'HOME-BREW' ABORTIONS are extremely unhealthy, and often fatal. There is no known drug that can produce an abortion, and many of the so called 'abortion-producing drugs' can quickly induce death. Inserting objects into the cervix or using a vacuum cleaner also often proves fatal. Check with the aforementioned agencies and clinics if you need an abortion.

Abortion is NOT the best method of birth control. It is extremely costly, and too many operations can have permanently damaging effects. The best policy is to use some method of birth control when you have sexual intercourse. See the TORCH article in this issue on birth control.

Finally, this is an open-ended article. If anyone has any information on any other abortion services, please let us know and we will up-date this information. Also, if anyone uses any of the services listed in this article please write the TORCH and give us any comments you have, negative or positive.

This information will be treated with utmost discretion; all names will be withheld.

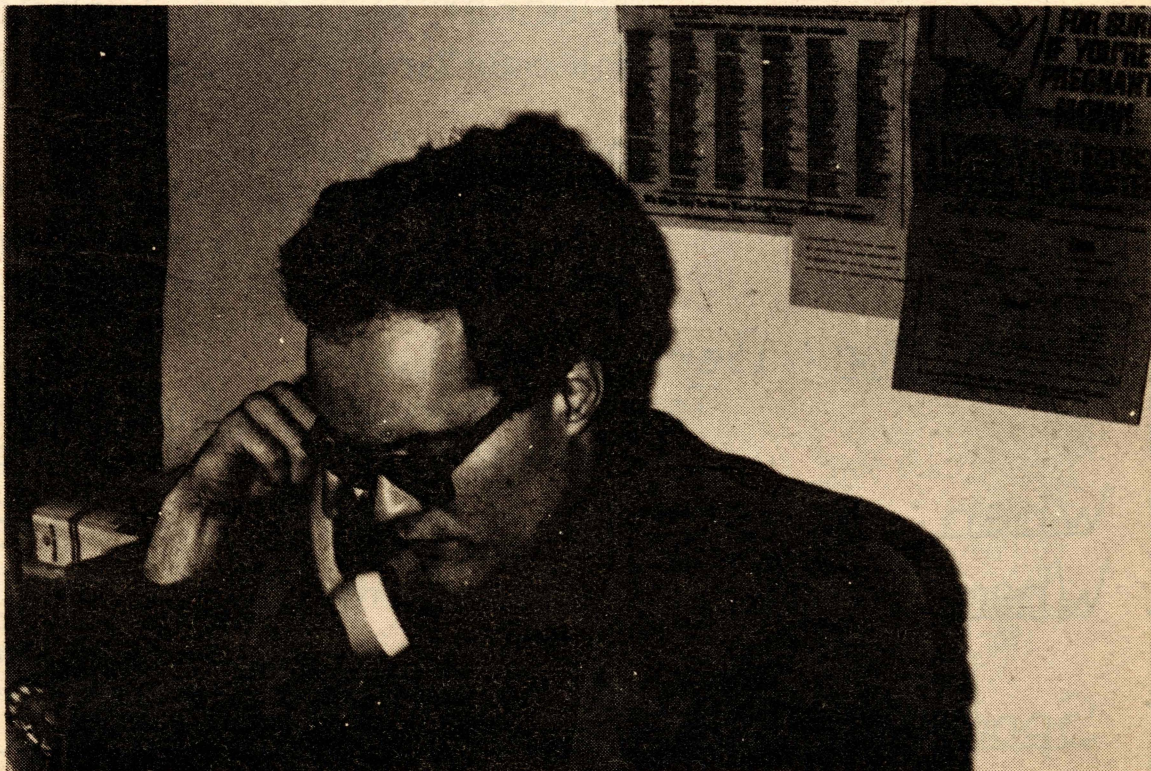
Ronald L. Hammerle heads planned parenthood abortion program

Ronald L. Hammerle, D. Mn., formerly of the Clergy Consultation Service on Problem Pregnancies, recently joined Planned Parenthood Association Chicago Area to serve as Director of its Cooperative Abortion Referral and Evaluation Services (CARES).

Dr. Hammerle has been instrumental in helping New York and Kansas implement the abortion services they offer in accordance with their reformed laws.

He is currently setting up PPA-CA's CARES program, which is oriented toward consumer protection to avoid the monetary abuses which prevailed in New York when profiteering referral agencies and medical services flourished there.

Dr. Hammerle's knowledge of the social, political, medical and legal ramifications of abortion law reform, both in Illinois and the rest of the nation, is extensive. His expertise is now available to the public through PPA-CA.



Ronald L. Hammerle, D. Mn., new Director of the Cooperative Abortion Referral and Evaluation Service of Planned Parenthood Association, Chicago Area.

Malcolm X college plans week-long "Focus on Black" educational project

Black students, educators, artists, journalists, athletics and political leaders from throughout the U.S. will take part in a dramatic educational project called, "Focus On Black," at Malcolm X College, 1900 West Van Buren Street, from Sunday, May 16, through Saturday, May 22.

"During this exciting week-long event in Chicago," reports Dr. Charles G. Hurst, Jr., President of Malcolm X College, "we will highlight, through seminars and cultural activities, the rich heritage of black people, and urgent survival problems we face."

There will be a dual theme to the project: 1. Racism; Strategies for Survival and Change; and 2. The History and Culture of Black People, Past, Present and Future.

On Sunday afternoon, May 16, there will be a formal dedication ceremony for the new Malcolm X College campus, and an open house at the school.

A series of general discussion sessions will be held each morning, Monday through Friday, covering subjects including health, education, business, theatre, etc. Each afternoon, working seminars will be held, to examine such areas as Erosion of Civil Liberties; The Black Defendant In Criminal Court; Racism In Publishing; Publishing As a Tool For Liberation; Communications and Molding of Opinions and Values; and Racism in Radio and TV Production.

Each evening will feature performances by black artists, including an original musical,

"Slave Story," created by Oscar Brown, Jr., and New York composer Alonzo Levister. Concerts will also be presented by jazz groups, gospel singers and star soloists. On Saturday evening, May 22, a black costume ball will be held in the school, during which students will appear dressed in African, Haitian, Brazilian and Afro-American costumes.

A course in Institutional Racism (Sociology 241—3 hours) will be offered during the week-long event. There will be various workshops conducted for the course, and students have the option of registering for credit. Participants can select sessions to attend on such subjects as Historical Perspective; Education; Political Science; Social & Behavioral Science; Physical Survival; Eco-

nomics & Technology; Culture; and Communications.

Other elements of "Focus On Black" include the First Annual Malcolm X College Relays, sanctioned by NCAA and held in conjunction with the University of Chicago; a basketball game between the Malcolm X All-Stars and the famed Harlem Globetrotters; and a special black film festival. Exhibits will be displayed in the school by Malcolm X students, as well as artists from Chicago and from throughout the U.S.

Student fee for attending the conference, including lunches for the five days, is \$25. For non-students, the fee is \$35. For additional information on the event, contact Project Coordinator, Mrs. Rosa Moore at the college, 942-3039.

More honors for Charlier

Dr. Roger H. Charlier, Professor of Geology, Geography and Oceanography has been awarded the Cravat of Arts-Sciences and Letters with Vermillion Medal for outstanding achievement in Science and Literature.

The formal bestowing of the honor will take place in Paris on May 25 at the Palais de la Mutualite by a Minister of the French Government.

He has also been awarded the Medal of the Merite Touristique, for a quarter of a century of work in the promotion of international

exchange programs, educational travel and cultural exchanges. The formal award ceremony, in the name of His Majesty, Baudouin, King of the Belgians, will take place, at a later date, in Chicago. The Honorable Arthur Haulot, President of the European Governments Tourism Commission and High Commissioner of Tourism of Belgium, will present the award in the name of the King.

Dr. Charlier will be off campus during the academic year 1971-1972. He was appointed in



Dr. Roger H. Charlier - Professor of Geography, Geology and Oceanography

October 1970, an associated member of the Faculty of Sciences of the University of Bordeaux, by the Minister of Education of France, upon proposal of Professor Michael Vigneaud,

Vice President of the University of Bordeaux I. Dr. Charlier will assume his visiting professorship for the first time during 1971-2, as professor of regional and statistical oceanography.

CHICAGO'S NEW EDUCATION COUNCILS: Their Implications for School-Community Relations

Speakers. Juan Cruz

Director of Human Relations, Area C, Chicago Bd. of Ed

Daniel Dixon

Educational Specialist, Chicago Urban League

Nora Drury

Member, Prussing School Education Council

Anne Knapp

Teacher, Williams School

Elementary Functional Vice President, Chicago Teachers Union

Charlotte Newfeld

Education Chairman, Lake View Citizen's Council

Member LeMoyne School, Disney Magnet School, and District 3 Education Councils

Moderator: Bernice Robbins

Teacher Counselor + Coordinator, Teacher Aides + Volunteers, Area C, Chicago Public Schools

When: Friday, May 14, 1971 - 7:30 pm Admission - Free

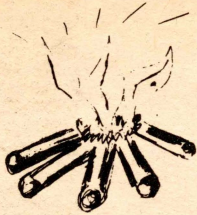
Where: Faculty Dining Room - Northeastern Illinois State College
Bryn Mawr at Central Park
Use southwest entrance from west parking lot

Sponsors: Office of Community Services, Northeastern Illinois State College
Chicago Area Chapter, World Education Fellowship

High School students visit language laboratory

On the 15th. and the 22nd. of March, the Language Laboratory and several Spanish classes at N.I.S.C. were visited by Spanish students from Crane and Metro High Schools. This was their first visit to N.I.S.C. and, for many, their first experience with a language lab. The students were given a typical Language Laboratory lesson; which included a lesson and a movie. They were also taught a song by two of the student aides in the lab.

The students seemed fascinated with the laboratory and its works; and, were very pleased with N.I.S.C.'s hospitality.



by
Juma Ashu

National College Association Meeting: On April 22, 23, 24 1971 in Florida A & M University, Tallahassee, Florida, a theme on "Expressions of Negritude among Non-English Writers," was submitted by Ben C. Coleman of our Foreign Language Department.

His title in the theme was "Black Themes and Linguistics Subtleties in the Literature of the Caribbean." His abstract covered the African slave trade with its "nefarious" routes to the Western Hemisphere, and its impact on newly colonized areas in the region of the Caribbean.

Also covered were the linguistic "subtleties" brought about by the African's use of the Spanish language, influenced by certain phonological, morphological and syntactical phenomena peculiar to many African languages and dialects. Hence, Bantu, Yoruba, Ibo, Ki-conga and the like were such African Languages as mentioned by Ben C. Coleman.

In this presentations conclusion, it was hopeful that having exposed some of the very positive influences and contributions by our Black ancestors made in the Carribbean outside of the English-speaking regions. This reporter comments that Mr. Ben C. Coleman's presentation as presented to me, is what I call a positive measure of Black peoples contribution. We b'in tell'n time, make'n time and even denied time by some negative people. But inspite of this sub-quality called negativeism, the climax of positiveism germinates like a growing red-wood tree. It should be hopeful that the three stocks of man understand and act in an interelated way; in order that we as the "highest class" in

Hujambo Rafiki

the animal kingdom might overcome influencing homo-sapiens mystiques, which have been man's problematic peculiarity. Our nature dictates our manner which motivates our national and international nurture.

Note to the Editor: It has come to my attention that, the Spanish community on campus would like to see a member of latin descent or spanish descent represent them in this collegiate publication. Why not?

On Militancy: The following song is far from being militant. I am sure also that any militants on campus would not bother to sing such a song; however, I feel and think that this song is appropos, perhaps some of you will agree: **LIFT EV'RY VOICE AND SING**

Lift ev'ry voice and sing
Till earth and heaven ring
Ring with harmonies of Liberty:
Let our rejoicing rise
High as the list'ning skies
Let it resound loud as the rolling sea
Sing a song full of the faith that the
dark past has taught us,
Sing a song full of the hope that the
present has brought us;
Facing the rising sun
Of our new day begun,
Let us march on till victory is won.

This column may appear bi-monthly due to the reporter's academic weight. Kwa heri dada na undugu na rafiki.

northeastern print

"Freedom of conscience, of education, of speech, of assembly are among the very fundamentals of democracy and all of them would be nullified should freedom of the press ever be successfully challenged."

-Franklin D. Roosevelt

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forum

Academic Curiosity Saved Her Life

Before graduation I took as an election, Health, First Aid and Safety so I could be of beneficial aid incase of need. Little did I realize that vital knowledge would save me from being paralyzed for life.

I was knocked over by a taxi while standing on a safety island. My first thought when I temporarily regained consciousness was Mrs. Petty's repeated instruction - "never move an auto victim unless absolutely necessary." I laid so still so still that one of the spectators placed a blanket over me thinking I had expired. They didn't relize that I was alive until they were ready to put me into the ambulance. It was ten days before the doctors allowed me to sit up in bed. The knowledge aquired in the course gave me confidence and courage to remain calm for my own safety.

I want to take this opportunity to thank all the people for their good wishes during my 4½ month convalescence. It's good to be back at NISC.

Beatrice Mattial
Records Office

Knocks Panthers

Dear Editor:

I recently read an old copy of the Black Panther Party newspaper dated February 27, where the writers for this paper stated that it was a surprise to them that their leader Huey Newton, only paid \$650 per month rent for his apartment. The newspaper writers felt that since all the "pigs" like President Nixon, live extravagantly off the fat of the land, so should the Supreme Commander of the Black Panther Party.

I noted that the writers first labeled the charge that Newton lived in a luxurious apartment as a "gross distortion."

First, the Black Panther paper states that the establishment news media is attempting to brutalize the Black Panthers without reason then they claim that Huey should really be living in even more luxurious style than he already is. According to the paper, Huey and his "generals" should have the best, because of the strain of their efforts to plan party strategy.

It appears that the Black Panthers feel that "luxury" is essential for their leader Huey Newton to enable him to devote his talents to the problems of the people. The poor black people in the ghetto must really appreciate this.

Respectfully yours,
Charles Edwards

Teachers earning salaries?

Would you agree, brothers and sisters, that there are instructors here teaching us irrelevant and inefficient courses?

Consider.....

1. Sitting and grading us as we perform 'show and tell'.....reports on periodicals.....
2. Bull sessions, etc.....(you know the type)
3. Weak, unorganized classes and haphazardous hit or miss lectures.....
4. Telling us to read one or two books, to be memorized for two or three exams....(they are soon forgotten because crammed learning leads to brief recall)
5. A biased philosophy that says we are incapable of learning for the sake of learning, etc. that we can learn only as a result of force or fear...(sigging that old culprit grade on us)

Do you feel the above to be advantageous to our higher learning abilities

Are you aware that approximately 100 city schools cannot afford one book per pupil, often no gymnasium, insufficient art supplies, and poor science equipment?

Should we or should we not encourage unearned teacher salaries to be utilized elsewhere?

A very much concerned,
ANGRY STUDENT

"Moustached Cat explains TV complaint

To Mr. Frank Hazelwood:

I am writing to explain the position of Northeastern Television Services concerning the television sets located throughout the College, both for you, Mr. Hazelwood, and the rest of the student body.

I am that "long haired, moustached cat . . . bratty kid sibling . . . pawn" you wrote about in your letter printed in the April 8th PRINT. First of all, the television sets were originally placed throughout the campus for the daily student production, "11:45". It was decided to broadcast channel 44 at other times during the day to provide you something besides a dark screen, besides having the latest news, time, temperature, sports, etc. available at a glance. The sets were adjusted to channel 13, one of the channels used here at NISC, and are turned on and off by remote control from the TV Control Room. There is a TV set available, as there has been for many trimesters, in E-205 solely for student viewing. You can even choose your own channel there.

The TV set in the pool room was installed for viewing "11:45", not as a set for general viewing.

At the time I checked the set and found it on channel 5, was during the broadcast of "11:45". The set was not serving its purpose, in addition to the fact that it had been tampered with, and someone had to remove the face plate to do it.

It is not our intent here in Television Services to force viewing on anyone. The sets were put out for a purpose, and were set up to serve that purpose.

A few days ago, prior to the publishing of your letter, Mr. Hazelwood, students working in the pool room and others who use its facilities, requested a set that had a tuning knob on it. You got it that same day. All you need to do is ask. We are here to be of service, not a hinderance. We're as close as Room E-109 or telephone extension 277. We can't be all that bad; we're broadcasting all afternoon Cubs and Sox games to the same sets where your viewing is censored. If you have any questions, I personnally will be glad to answer them.

Sincerely,
Lary Kenney
NISC Television

Continued
on
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Report

The senate education subcommittee proposes tuition increases at state colleges

BACKGROUND

The Board of Higher Education has requested substantial tuition increases for state university students and has recommended a simultaneous substantial cutback in the number of scholarships and tuition waivers available to students. Considerable concern has been expressed that such actions would result in the denial of the opportunity for a college education to many Illinois students.

In response to this concern, Senate Resolution 21 was introduced on February 3, 1971 by Senator Thomas C. Hynes and Senators Terry L. Bruce, Robert E. Cherry, Charles Chew, Jr., Kenneth W. Course, James H. Donnewald, Daniel Dougherty, Robert J. Egan, Kenneth Hall, Gene Johns, John Knuppel, Norbert A. Kosinski, Thad L. Kusibab, Thomas G. Lyons, William "Bill" Lyons, Robert McCarthy, Bernard S. Neistein, Richard Newhouse, Edward A. Nihill, Daniel P. O'Brien, Ben Palmer, Cecil A. Partee, Philip J. Rock, Sam Romano, Esther Saperstein, Frank D. Savickas, Fred J. Smith, Theodore A. Swinarski and San Vadala-bene. The Resolution was adopted by the Illinois State Senate on February 16, 1971 and this subcommittee was appointed pursuant thereto.

The resolution charged the subcommittee with the responsibility of considering the impact of the tuition increase on the educational opportunities of Illinois students and determining whether the increase was desirable. The subcommittee was also directed to consider the adequacy of the various student aid and scholarship programs supported by the State.

The subcommittee held public hearings in Chicago and Springfield on March 15 and 16, 1971. A total of thirty-three witnesses gave testimony including three university presidents, one university chancellor, Board of Higher Education officials, Illinois State Scholarship Commission officials, university administrators, student body presidents, and representatives from student, labor and faculty organizations. Lieutenant Governor Paul Simon offered testimony at the Chicago hearing.

Some witnesses expressed disappointment with procedures for obtaining Illinois guaranteed loans while others staunchly defended the loan program. Others thought the Illinois State Scholarship Commission could more vigorously recruit applicants among lower income students. Many felt that the proposed 2% limitation on undergraduate tuition waivers would work a hardship on students and decimate university programs geared toward aiding disadvantaged students. Many supported the gradual elimination of statutory scholarships for teacher education. And all witness, excluding Board of Higher Education and Illinois State Scholarship Commission representatives, were unanimously opposed to the proposed tuition increase. It will become apparent that our thinking was influenced by the testimony.

PROPOSED TUITION INCREASE

We cannot concur in the Board of Higher Education's pending tuition increase proposals.

The subcommittee unanimously endorses the foregoing conclusion but for different reasons, as set out in the following statements.

A.

Statement of Senators Thomas C. Hynes and Richard H. Newhouse

We do not favor any increase in tuition rates at public colleges and universities in Illinois. Both the testimony heard by the subcommittee and the studies considered by it offered ample evidence that these tuition increases pose a substantial threat of an increase in the number of students who will be denied the chance for higher education.

This problem has been compounded by a number of other factors in Illinois. In just two-years, for instance, average tuition costs have already increased by 123 per cent—more than double—for students at Illinois colleges and universities, thus increasing what is in effect a special tax on students and parents. The present unwieldy, patchwork state scholarship and financial system is so confused that no one knows whether needy students are being properly considered.

Part-time students, who are usually working to finance their higher education, will be among the hardest hit since they are not the beneficiaries of the various aid programs. One study shows that under existing rates, 42 per cent of the part-time students who drop out of school do so for financial reasons. Finally, more than 40 percent of Illinois is not even

served by lower-cost junior colleges, which in some cases could provide an alternative to those who could not afford to pay higher tuition costs.

It must be emphasized that we take this position based upon less than complete information in many cases. One of the most frustrating things which this committee faced was the shortage of available information about the present economic status of students, the present distribution of scholarships to economic groups and the impact of this tuition hike upon low and middle income students as well as part-time students. But we must also emphasize that we heard no testimony or found no evidence to allay our fears that a tuition increase would have a serious impact upon higher education in Illinois.

The Board of Higher Education has suggested that students should bear about one-third of the instruction costs through tuition. Despite intense questioning and study, we are still unclear as the basis upon which the board has arrived at that conclusion; we cannot escape the suspicion that this is an arbitrary formula which was created after the tuition increases were suggested as a means of raising additional revenue. In any event, it must be noted that if these increases are adopted students at most Illinois colleges and universities would actually bear more than 40 per cent of the instructional costs, after both student tuition and mandatory fees are totaled.

Our opposition to tuition increases for in-state residents extends also to proposed tuition increases for out-of-town students, but for different reasons. We believe this action to be premature. Non-resident tuition is currently pegged at 75% of instructional cost and the proposed increase raising it to 100% would place the University of Illinois, for example, near the top of all state universities. For a state that exports some 33,000 more students beyond our borders than we take in from other states, such an increase could invite reciprocal action which could throw even more Illinois students into Illinois colleges and universities. Such action should not be taken if at all, until the Board of Higher Education has completed pending negotiations with neighboring states for reciprocal agreements.

We note that the proposed tuition increases would have a net yield of nine million dollars which has been included in the budget for higher education in Illinois. If the tuition increases are not granted, there are two alternatives: an increase in support from the General Revenue Fund or a cut in some of the more marginal programs at our colleges and universities. We favor either alternative over tuition hikes. (See Exhibits I, II and III for an analysis of the economic implications of the Board's recommendations.)

Finally, we wish to indicate that our opposition to tuition hikes is not unalterable. If it can be shown in the future that a comprehensive, intelligently-managed scholarship and aid program has been implemented and will serve as a reasonable substitute for those students who have financial need so that tuition hikes will not prevent Illinois students from attending institutions of higher education for economic reasons, we would be pleased to consider these requests once again.

B.

Statement of Senators Everett E. Laughlin and John G. Gilbert

This Committee faces a very difficult decision. It is asked by the Board of Higher Education to endorse a tuition increase in specific amounts, which will raise tuitions at our State's public universities to one-third of observed instructional costs at those institutions. It is told by the Board that "one-third" is an arbitrary figure.

It is confronted, further, with the unpleasant task of possibly advocating significantly increased tuitions on the heels of a tuition increase whose full effect was not felt by most students until just a few months ago, even though the proposed tuition increase would leave tuition levels for residents at the University of Illinois lower than six of the other eight public schools in the Big Ten. We are struck by the fact that the problems involved in planning an education are compounded by the uncertainty of constantly rising costs. Accordingly, we ask support for our bill to guarantee the rate of tuition for entering students at the level which it is at when they enter.

But every responsible legislator must recognize that expenditure is only one side of the fiscal coin. The other is revenue. If in the end, we conclude that a tuition increase this year is categorically unacceptable we shall have to either find sufficient dollars elsewhere to replace the loss, or require the universities to eliminate some more of the programs which

they profess to need. One top university official urged us, in our hearings, to choose the latter course, but the rest claimed that replacement dollars were the only solution.

We simply do not know if such replacement dollars will be available when the time comes. The State's revenue picture is not good; the needs of all its citizens are great. Hard decisions will be required of us. If all of the recommendations of this report are followed, the combined fiscal impact will total over \$10 million. This figure must be matched, either in funds which can be expended or in programs which are expendable.

Such purely financial considerations are less clearly the concern of the Education Committee, to whom this subcommittee must report. Indeed, it is unlikely that the Education Committee will hear any of the appropriation bills which will ultimately authorize the universities to raise tuitions. We can only hope that our current determination not to endorse the precise tuition increase proposed by the Board of Higher Education will be supported either by a favorably developing fiscal picture in the months ahead or by a willingness on the part of the institutions of sacrifice some of their programs in the financial interests of their students.

II

STUDENT FINANCIAL AID: TUITION WAIVERS

A.

We support the elimination of certain statutory tuition waivers effective September, 1972.

The Board of Higher Education has urged the immediate elimination of certain statutory tuition waivers,¹ including General Assembly Scholarships, County Scholarships, Public Aid Scholarships and Teacher Education Scholarships. The distribution of those tuition waivers is shown in Exhibit IV. We support the abolishment of General Assembly Scholarships, County Scholarships and Public Aid Scholarships. Since many of those scholarships have already been granted or committed for the fall term of 1971, however, we support an effective date for their abolition as of September, 1972.

By far the greatest number of tuition waivers, some 26,000 or more than one-third of all scholarships and waivers, are granted under the Teacher Education Program. In view of the well-publicized and current over-supply of teachers,² we support an immediate reduction by two-thirds of the number of teacher tuition waivers, with the remaining one-third to be abolished effective as of September, 1972.

Scholarships already granted at the time these reductions become effective should continue during the career of the student involved, but there should be no reassignments in the event of lapse.

¹ Full tuition relief is granted by the State to students at public colleges in one of three ways — through scholarships from the Illinois State Scholarship Commission (approximately 20,000 annually), through statutory tuition waivers authorized by the legislature (approximately 38,000 annually), and by institutional tuition waivers administered separately by each university (approximately 15,000 annually). The terms "award," "granted," "waiver," "tuition waiver," and "scholarship" are used interchangeably in this report — all refer to tuition financed by the State in one of the above three ways.

² This conclusion does not apply to special education teachers, nor do we intend our recommendations to apply to the limited number of special education teacher scholarships now awarded (704 in 1970).

We support an increase in funding of the Illinois State Scholarship Commission to provide scholarships for needy students who no longer can take advantage of statutory tuition waivers.

Due to the somewhat astonishing lack of information about the need or economic status of the recipients of statutory tuition waivers, we have no definitive idea as to the proportion of those recipients who could or should receive scholarships on the basis of need or should not be deprived because of the abolition of the tuition waivers. The delay of one year in abolition of tuition waivers will give the Illinois State Scholarship Commission and Board of Higher Education time to explore the number of those students who are in fact in need and to recommend appropriate funding for the Scholarship Commission for the next fiscal year. To the extent the partial immediate reduction of teacher scholarships is implemented, the funding for the Commission should be proportionately increased for the incoming fiscal year, as recommended by the Board of Higher Education in its report.

We oppose the proposed limitation on institutional tuition waivers.

We oppose the proposed limitation on institutional waivers for several reasons. First is the real lack of any "hard" information as to the uses and purposes to which such waivers are put. We have made recom-

of committee to study the ed leges and universities

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recommendations in Section III which we hope will shed more light on this particular problem. Secondly, we did discover enough about institutional waivers to realize that the programs vary widely among institutions and that any artificial limitation might well fall unfairly upon some institutions at the expense of many deserving students. Third, it seems clear that many needy students, often unsophisticated in the ways of scholarship grants, apply after the deadlines for State Scholarship grants and that their needs are met by such institutional grants.

Fourth, the categories excluded from the proposed 2 per cent limitation by the Higher Education Board (faculty, staff, graduate students and/or civil service employees) account for 72 per cent of all institutional waivers. (See Exhibits V and VI). There seems to be no logical reason that a limitation should fall almost exclusively upon the remainder, who are undergraduates. Finally, in view of the facts that the abolition of certain statutory scholarships will reduce by over one-third the number of students who will receive aid and that we have no precise data on which to judge the adequacy of the proposed increase in funding for the scholarship Commission, these waivers should be retained at current levels as a backstop until experience justifies a reduction.

SUGGESTIONS FOR IMPROVEMENT OF PRESENT SCHOLARSHIP AND STUDENT AID PROGRAMS

The Subcommittee recommends that the Board of Higher Education and the Illinois State Scholarship Commission conduct an immediate joint study to determine whether present scholarships and tuition waivers are going to students in need and to implement a comprehensive program to insure that scholarships and tuition waivers are given according to uniform standards and primarily on the basis of need.

The Subcommittee found that more than 43 per cent of all students at senior public institutions in the state of Illinois are receiving tuition waivers or scholarships financed by the State of Illinois. For the fall term of 1970, for example, some 74,267 out of a total enrollment of 169,422 students, or 43.84 per cent did not pay tuition. (See Exhibit VII attached). This does not include students receiving aid from private scholarship sources. Additional students are assisted by state guaranteed loans.

Of that total of 74,267 recipients, some 20,828 received their tuition through the Illinois State Scholarship Commission on the basis of need alone. Most of the other 54,439 awards are not restricted to a need basis although some of the recipients undoubtedly would meet requirement of need if such a test were imposed.

With respect to the Scholarship Commission, more than 90 per cent of the applicants from families who earned less than \$10,000 a year and who made timely application for aid eventually received tuition grants from the Commission based upon need, in a program which we found to be most commendably structured and administered. (See Exhibit VIII attached). Our only concern about this program is that for a variety of reasons it does not reach all students that are in need of aid. Thus, tuition waivers administered by the institutions are necessary to provide full coverage and flexibility.

Unfortunately, however, there is little if any coordination between the Commission and the institutions in making awards. Further, there are no uniform standards to cover the making of institutional awards.

It seems incomprehensible to the members of this subcommittee that 53,439 students (the combined total of institutional and statutory awards), or close to one-third of all the students in public universities in this state, are receiving full tuition waivers and yet there is no accurate and complete information available in a centralized location as to the economic requirements of these students or, particularly in the case of institutional waivers, why these grants are being awarded. Only with respect to awards by the Scholarship Commission (20,828) are such data available.

The subcommittee was deeply disturbed by the present patchwork, helter-skelter method of administering scholarship grants to students at Illinois Universities. Some waivers are granted on the basis of need by the Illinois State Scholarship Commission. Others are granted to special groups or by special persons or groups on the basis of relatively inflexible statutes which cannot begin to take into account the rapidly changing demands and needs of our time. Still others are granted by institutions in accordance with widely-varying, locally-set standards which make no apparent attempt to fit into any pattern or state-wide

needs or requirements.

The recommendations of the subcommittee in this area are based upon these two major premises:

1. The primary basis for the awarding of state tuition waivers should be need. This goal is in accordance with the frequently-stated desire of both education and political leaders of both parties that no student should be denied an education because he cannot afford it. This is not to foreclose some scholarship grants based upon merit alone. While the subcommittee recognizes that many private scholarships are keyed to merit and performance, it is our hope that a limited number of state tuition waivers would be granted on the same basis.

2. State scholarships and tuition waivers, both institutional and statutory, should be administered under a comprehensive and centrally supervised plan. The wards of the Scholarship Commission must be coordinated with all other sources of aid to secure maximum effectiveness. Institutional waivers should be granted by each institution in accordance with uniform rules and regulations set by an agency to which each institution would ultimately be accountable. We thus recommend that the Board of Higher Education, in conjunction with these Illinois State Scholarship Commission, promulgate such rules and regulations taking into account the principles detailed above.

Exhibits

EXHIBIT I				
TABLE I				
TUITION INCREASE SCHEDULE FOR UNIVERSITY OF ILLINOIS-URBANA				
Univ. of Ill. Urbana Student	Actual Tuition	Increase \$ from Previous Year	Increase \$ from Previous Year	
1968-1969	\$171.00	---	---	
1969-1970	\$246.00	44%	\$75.00	
1970-1971	\$321.00	31%	\$75.00	
1971-1972 (Jan. Increase)	\$396.00	24%	\$75.00	
1971-1972 (proposed Sept. Increase)	\$495.00	25%	\$99.00	
1971-1972 (Combined Jan. & Sept. Increases)		54%	\$174.00	

TABLE II	
\$11,132,500	= revenue generated by proposed tuition increase
-2,125,000	= ISSC proposed funding to offset detrimental effects of increase
\$ 9,007,500	= Net revenue from tuition increases

TABLE III	
\$4,352,000	= Generated by proposed 2% limitations on institutional waivers and the phase-out of statutory waivers.
-1,375,000	= ISSC proposed funding to offset detrimental effect on potential waiver recipients.
\$2,977,000	= net revenue

TABLE IV	
\$4,352,000	= reduction of institutional & statutory waivers
-1,375,000	= ISSC "backstop" = 3,000 awards
\$2,977,000	= Net Revenue

\$15,484,500	= Total Revenue Increase from tuition & reduction in waivers
-3,500,000	= Tuition & waiver "backstop" for ISSC
\$11,984,500	= Net revenue gain from all recommendations of Board

EXHIBIT II									
COMPARISON OF RESIDENT TUITION RATES AND DOLLAR - PERCENTAGES									
Actual 1968-69	Actual 1969-70	Increase	Actual 1970-71	Increase	Actual 1971-72	Increase	Actual 1972-73	Increase	Actual 1973-74
Board of Governors	\$130	\$195	\$75	\$270	\$75	\$345	\$75	\$420	\$75
University of Illinois	120	195	75	270	75	345	75	420	75
Southern Illinois University	120	195	75	270	75	345	75	420	75
Illinois State University	120	195	75	270	75	345	75	420	75
Northwestern Illinois University	120	195	75	270	75	345	75	420	75
Sangamon State University	120	195	75	270	75	345	75	420	75
Eastern Illinois University	120	195	75	270	75	345	75	420	75
Chicago State College	120	195	75	270	75	345	75	420	75
Northwestern Illinois College	120	195	75	270	75	345	75	420	75
Illinois College	120	195	75	270	75	345	75	420	75
All institutions	120	195	75	270	75	345	75	420	75

EXHIBIT III				
COMPARISON OF 1971-72 PROPOSED RESIDENT TUITION AND THE CHARGES TO THE INSTITUTIONAL COST BY INSTITUTION				
	Proposed Tuition	Fees*	Total	Percent Total is to Institutional Cost
Board of Governors				
Chicago State	\$422	\$ 40.00	\$466.00	36.88
Northeastern	422	36.00	468.00	37.94
Western	422	132.75	554.75	42.84
Eastern	422	141.25	563.25	46.04
Governors State	422	---	---	---
Board of Regents				
Northern	403	140.00	543.00	44.89
Illinois State	403	125.00	528.00	43.64
Sangamon State	403	45.00	448.00	37.09
Southern Illinois University				
Carbondale Campus	429	145.00	574.00	44.44
Edwardsville Campus	429	145.00	574.00	44.44
University of Illinois				
Urbana	495	117.00	612.00	41.24
Chicago Circle	495	117.00	612.00	41.24

* Originally Appendix C to 1969 Tuition and Financial Aid Study.
** 1970-71 fee schedules are used in computing total costs.

EXHIBIT IV			
TABLE II. STATUTORY WAIVERS ANNUAL SUMMARY REPORT			
Waivers	Fall Term 1968	Fall Term 1969	Fall Term 1970
Teacher Education	24,585	26,655	26,072
Special Education	674	647	704
County Scholarships	755	803	692
General Assembly	1,745	1,749	1,761
Department of Public Aid	7	19	22
Veterans	4,593	6,272	8,423
Others*	374	376	382
	32,733	36,521	38,056

* Includes children of veterans, children and family services, and R.O.T.C. waivers

EXHIBIT V						
PROGRAMS SUBJECT TO THE 2% LIMITATION ON INSTITUTIONAL WAIVERS						
Schools	Talent Students	Foreign Students	Special County	S I U Scholarship Awards	NCAA Scholarship Awards	Miscellaneous Waivers
University of Illinois	---	97	---	---	---	655
Southern Illinois University	---	---	---	---	---	535
Illinois State University	244	50	---	---	---	---
Northwestern Illinois University	196	20	---	---	---	64
Sangamon State University	---	---	---	---	---	1
Eastern Illinois University	216	41	---	---	---	27
Western Illinois University	272	38	---	---	---	---
Chicago State College	120	---	---	---	---	132
Northwestern Illinois College	189	24	---	---	---	49
All institutions	1,745	270	---	---	---	1,761

6 PROGRAMS ACCOUNTING FOR 4,352-4,485 (284) OF ALL INSTITUTIONAL WAIVERS WILL BE SUBJECT TO THE 2% LIMITATION

A grouping of 23 programs including, among others: Disadvantaged, Educational opportunity, Hardship, NDEA Title IV Fellowships, University, Upward Bound, and Work-Scholarship waivers

* Figures derived from Table III, Appendixes D, F, & G of 1969 Tuition Waiver Study.

EXHIBIT VI						
PROGRAMS NOT SUBJECT TO THE 2% LIMITATION ON INSTITUTIONAL WAIVERS						
School	Civil Service Employees	Graduate Students	Academic Staff	Foreign Students	**Miscellaneous	
University of Illinois	329	3,658	576	621	1	24
Southern Illinois University	378	1,144	363	477	---	302
Illinois State University	124	83	272	128	104	2
Northwestern Illinois University	106	515	91	121	35	---
Sangamon State University	7	1	---	---	---	5
Eastern Illinois University	27	66	46	62	28	---
Western Illinois University	38	211	21	44	50	2
Chicago State College	46	---	---	17	---	64
Northwestern Illinois College	40	6	6	5	8	163
All institutions	1,095	5,813	1,375	1,476	236	810

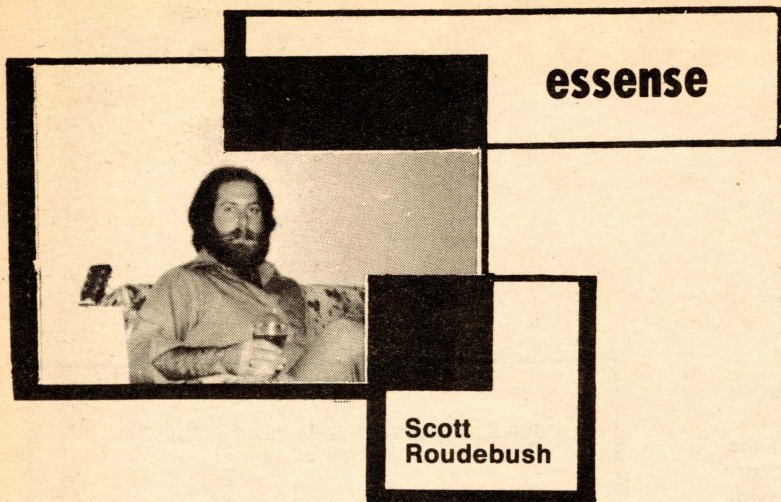
6 PROGRAMS ACCOUNTING FOR 10,308-11,221 (724) OF ALL INSTITUTIONAL WAIVERS WILL NOT BE SUBJECT TO THE 2% LIMITATION

**Includes 872 undergraduates

**Includes 5 Talent, 47 SIO Scholarships, and 358 Residents and Interns

Figures derived from Table III, and Appendixes D, F, & G, 1969 Tuition Waiver Study

STATE OF ILLINOIS - BOARD OF HIGHER EDUCATION			
STATE PUBLIC INSTITUTIONS			
STATE FINANCED STUDENT AID PROGRAMS, FALL-1970			
EXHIBIT VII			
<u>INDIVIDUALS RECEIVING</u>		<u>ALL STUDENTS</u>	
Illinois State Scholarship Recipients	20,828	ISAC Recipients	20,828
University Tuition Waivers	36,497	Statutory Tuition Waivers	36,497
Institutional Tuition Waivers	<u>5,397</u>	Institutional Tuition Waivers	<u>15,283</u>
Total Recipients	62,668	Total Recipients	74,267
On-Campus Degree Student Headcount (Undergraduate)	136,634	On-Campus Degree Student Headcount	169,422
Recipients as Percent of On-Campus Degree Student Headcount Enrollment (Undergraduate)	45.87%	Recipients as Percent of On-Campus Degree Student Headcount Enrollment (All Students)	43.84%



I left for sunrise services early this past Sunday morning just as the light was entering, once again as it has for ages, this part of the world. And, as I pulled my jacket sleeves down over my gloves, against the chill of virgin morning, I felt human. Very human.

I bicycled, keenly aware of man's first, uncomplicated invention of the wheel, wondering what went wrong. Wondering why it avalanched into the noisy, grinding, complex mass called transportation which only seems to cease on Sunday mornings.

"Thank God for Sunday mornings."

Heading northwest under a sky changing shades of blue, now, and taking pleasure in seeing the houses and apartment buildings gradually falling away, to be slowly but reassuringly replaced by trees and grass. And squirrels. Gompers Park has so many squirrels--on unpopulated mornings, at least--that you wonder . . . well, I dropped some peanuts around, just in case.

The rabbits that were at the side of the path, down the hill, paused just long enough from their foraging to see what was gliding, clicking down toward them, then returned to their search. They were evidently as unused to seeing people around at 5:30 in the morning, as people would be to seeing them in the park during the day. Dodging the fragments of someone's last night's beer bottle, I continued on.

And on, and on, as the birds returned overhead to their nests with the day's first groceries; as three ducks glided silently across the polluted lake; with the haunting sound of a pheasant--somewhere deep in LaBaugh woods--to my back; as the dawn turned to day.

And I wondered about the Creator of this mostly beautiful, natural world--who it might be, looking on as man proceeded to erect temples to his own conjurations while at the same time neglecting pitifully the natural alter of Creation Itself. Then, heading back home, I marked the end of another, beautiful sunrise service. The uncomplicated kind "first man" must have once beheld, before he invented the wheel. Before he became egotistical.

So be it.

forum Pt. II

Student teaching: Baptism of fire sequel

by Marnie Fournier

On April 8 an article appeared in the Northeastern Print in which my wishes were not respected. The Northeastern Print and I have had a winkin', blinkin' and nodding relationship since May of 1968. But on April 5, 1971, make-up day for the Print, there was unrest at the printers when the paper was being put to bed. On April 8, 1971 an unmade piece was underdeveloped and overexposed.

The three column banner headline read, "Student Teaching: Baptism of Fire." This is called a "scare head" and no one was more frightened than I. Because student teaching is no more frightening than one is of oneself. Due to the straight face with which I express myself, some of my comments are taken seriously and misinterpreted.

If it had not been for the foresight of George Grimes, director of student teaching at NISC, I would not have been placed at the Central YMCA High School, which I begged for and received. If it had not been for the confidence placed in me by S. Perry Congdon, director of English department student teachers, I would not have had the nerve to student teach. The evaluation of

student teaching which appeared in the Print on April 8 was run without his permission. If Dr. Jane Hawley had not sent me, I would never have gone. Originally I was placed at Cooley High School on Sedgewick but the assignment was changed. Cooley High School has never offended me in any way, so why should I offend Cooley High School?

YMCA HIGH

If Zen Puzinauskus, principal of Central YMCA High School, had not extended the YMCA open door policy in my regard, I have no idea who would have been generous enough to permit my student teaching experience.

Any of the examples chosen as composition topics or speech assignments in the previous article were not picked for slant or scandal but rather for wit.

If Miss Miffie Hastings had not opened her class for my observation and eventual teaching stint, I would not have had the opportunity for a perceptive, sensitive educational experience. Dope is not exclusive to any one high school today. It would be rash to say it exists in all high schools but it does plague many.

If James Brown had not permitted my presence, further teaching experiences would have alluded me. To infer that his students are radicals is wrong. To say that they are in a school with an open door policy and are allowed to voice opinions is true.

It is a free, healthful environment. The "system" is not really so far out because who constitutes the "system" but people?

If John Werner had not allowed my entrance in his class, my experience would have been less rewarding. To imply by innuendo, invective or insinuation that his class was any thing but moral is wrong. His classes maintain the highest moral values. In his course volumes of Shakespeare are covered. Even the topic suggested "Christmas in a Whore House" was offered to see if it could shock and then it wasn't even handed in. The students asked if I had been shocked. Because, like so many other girls having been raised in a parochial atmosphere preparing us for a Utopia, I was shocked. But because of the sophisticated level we have reached in society and education, I guess I wasn't shocked.

Any teachers who were sick during my period of student teaching were undoubtedly testing my ability to cope with the situation. They gave me full reign. Miss Marilyn Gowdey and Bernard Frieden, co-chairman of the English department, are both dedicated and progressive. Mrs. Marcella Marzatelli, curriculum co-ordinator, was most co-operative.

We are in a period when the educational system is being scrutinized. We have knowledgeable and dedicated people doing a job during difficult times. For me to step into a situation after a few months and deliver any kind of comment is wrong. I

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have been treated with sensitivity and consideration by both NISC and the Central YMCA High School. To say I sound bitter is wrong. To say I'll ever teach is to be seen.

One day in journalism class at NISC the teacher asked his students how much people should pay for reading the school newspaper, the Print. A hand was raised in the back of the room. A boy said, "I think the Print should pay us each a quarter for reading it."

Draft repeal still a possibility

To the Editor:

While on the campus the other day, I read a letter to the editor which discussed the relationship of the draft to the Calley trial. A serious error was made by the author of that letter. He stated that the Senate had passed the Administration bill for a continuation of the draft. Because I feel very deeply about the issue, I must correct this error.

What in fact happened was that the House defeated an attempt to repeal the Draft by a vote of 73-11. Most members didn't even bother to show up for the vote which is probably the cause of the error in the letter. In addition, the House also passed an extension of the Draft for two years. An attempt to limit the extension to one year was narrowly defeated

by two votes, which was a tremendous showing for the anti-draft movement. Also passed was a provision for the elimination of student deferments and that conscientious objectors will now have to serve three years, instead of two.

The important thing to understand is that the Senate has yet to act on the bill. There is still time for people who care to end this modern form of involuntary servitude to act. The Senate will probably consider the bill for a two-year extension near the end of April. Both Illinois Senators are sitting on the fence and can be moved with sufficient mass outcry. If you are going to Washington, demand to see Percy and Stevenson and tell them you don't want 3 year CO's, you don't want 2 more years of this, you don't want even one more day of it. Why should you have to die for an undeclared war in which you had no say? Ask them, or write them (Senate Office Building, Washington D.C. 20510) to vote against any extension of the Draft and to vote in favor of **Sen. Joint Resolution 20** which calls for total draft repeal. Nixon is talking about a "zero" draft call but that still leaves him the power to induct without the consent of Congress. Don't be fooled by this tactic. The Selective Service System must be abolished. Or do you want to be another Calley?

Ron Freund
Illinois Council to Repeal
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4-9-71



james martin

Interview with Woody Allen

You learn to like Woody Allen quickly when you're stuffed into an elevator with twenty people, your arm of necessity, draped around his thin shoulder.

I would have preferred to be caught in that position with Diane Keaton, Woody's "very good friend" who was visiting Chicago with him, but such is my luck to get stuck with Woody.

What occasioned our meeting in the elevator was a dinner we were each attending as promotion for Woody's new, very funny film "Bananas", which he wrote, directed, and stars in. He was there to talk, I to listen. Only Woody doesn't talk much. He nods his head (with its thinning red hair) a lot, and says "ya, well", a lot, but he doesn't talk a lot--especially, it seems, to reporters.

An admittedly shy person who became a comedian-comedywriter because "it's the only thing I can do," he feels more at home with a few friends, or maybe his girl of the moment, than he does at a fancy promotional dinner at the Ambassador East. Naturally Woody overdressed. He looked resplendent in his faded blue shirt with green crewneck sweater (no tie), and his matching faded blue jeans with loafers. Perhaps if he hadn't worn the smart, aging corduroy jacket he would have blended in a little better.

Once he got over his initial shyness, Woody came by to talk a little about his picture, and himself.

Was it difficult to write, direct, and star in a film simultaneously? "No. For me it's easy," he replies. "I just write it, set the film up, and do it. For someone else it might be difficult, but for me it comes naturally. To some people being a pervert comes naturally, for me it's being funny. It's also the only thing I can do."

Woody never has any trouble getting into character because "I always play myself. When you see that dolt up there on the screen that's not a character, that's me, and most of those scenes have some degree of truth to them."

With a varied background as a comedywriter, nightclub comedian, television personality, and filmmaker-star, Woody prefers the freedom that film gives him. "Bananas", which is the second film he directed, wrote, and starred in ("Take the Money and Run" was the first) is the first of three films he has contracted to United Artists for, so he will be working on two more films in the near future. He plans to do very little TV... "maybe an occasional guest host or special."

"TV is too stifling," says Woody. "Someone shoves you here and there, and tells you what to talk about. Besides, they always censor me."

"Film on the other hand, allows me a great deal of freedom--not for sex, there's no sex in my pictures", he adds, "but my particular style of comedy can develop more fully. My humor is largely a visual humor, and I try to keep my films as visual as possible. I have very little faith in dialogue, that's why you see a lot of sight humor in "Bananas" just as in "Take the Money"... although I think the new film is the better of the two."

Woody, befitting of his shy, affable manner, has few show business friends, one of the few being Dick Cavett ("Dick's a real goof-off. He just likes to get out of the city, go up to his house, and relax."), and he prefers (unlike Cavett) the confines of New York to the wide-open phoniness of Los Angeles. "I live in New York," he says, "and I love it. It's dirty, unhealthy, and dangerous. I love it."

Woody tries not to be influenced by other comedians or films if at all possible, and although he will readily acknowledge his indebtedness to Chaplin, Keaton, and the Marx Brothers, he hasn't seen a modern comedy for years-- not even "The Graduate".

"I try not to see modern comedies so that my mind will be clear to create original material from everyday life," he says, with the accent on original. "But I do read a lot. Right now I'm thinking of the possibilities of making a film of Dr. Rueben's book (Everything You Always Wanted To Know About Sex, etc, etc.). No one has ever made a really funny, dirty movie. The potential boggles the mind. Think of it. Ya, well. It's something to think about anyway."

About this time a P/R man reminded Woody that it was time for him to move on as he had other interview commitments. He excused himself, said he had enjoyed the talk, and shuffled over to the next interview.

I had planned on finding Miss Keaton and talking with her since she is currently shooting "The Godfather" and I figured I might get a little inside dope. But then I remembered that Woody had earlier given her a banana and sent her to her room.

TERM PAPERS, THESES, SSERTATIONS

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Dave Brubeck Gerry Mulligan in concert

by Marnie Fournier

"Noone's got one" was the answer. "What's your definition of jazz?" was the question. Dave Brubeck, personification of jazz, was speaking.

"All right if that's jazz, what's progressive jazz?"

"More progressive than jazz."

Informality was the tone being set by Dave Brubeck before his concert in the NISC auditorium Tuesday, April 6. He had just risen from his piano where he was warming up while the audience waited outside to fill the house. His informality was stressed when he said, "I hate all labels."

Brubeck attended the College of the Pacific in Stockton, Calif. He holds an MA from Mills College in Oakland where he studied under Darius Milhaud.

There were no programs. When the concert began, Brubeck, internationally known jazz pianist and composer, and Saxophonist mentioned they didn't exactly know what they were going to play. "Some standards and some things Gerry's written."

There were three cantatas mentioned by Brubeck. "Truth is Fallen in the Street" will premiere next month in Midland, Michigan. "Truth" is against violence. It is based on activities at Kent State, Vietnam and Jackson, Miss. Another cantata introduced was Gates of Justice based on the Prophet Isaiah and the Prophet Martin Luther King. The Life of Christ was used as the basis for the cantata "The Lightening in the Wilderness." Gerry Mulligan of course, played the saxophone. Jack Six played the bass. One of the closing selections was "Limehouse Blues."

FILM NEWS . . . For Garbo Fans . . . The Cinema Theater is presenting a Great Garbo Film Festival beginning Friday, May 14. Here is the schedule as given to me.

Friday, May 14

"Grand Hotel" (1932) . . . with Joan Crawford, John Barrymore.
"Anna Christie" (1930) . . . with Charles Bickford, Marie Dressler.

Friday, May 21

"Ninotchka" (1939) . . . directed by Ernst Lubitsch.
"Mata Hari" (1932) . . . with Ramon Novarro, Lionel Barrymore.

Friday, May 28

"Anna Karenina" (1935) . . . with Fredric March, Basil Rathbone, Maureen O'Sullivan.
"Camille" (1937) . . . with direction by George Cukor.

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We are proud to say that this past trimester we've been able to write on more on-campus musical events than ever before. Something should be said in favor of our school when we can showcase such fine performances as the Jazz-Rock Band, "Chase", Preservation Hall Jazz Band, "The Dave Brubeck Quartet" (featuring Jerry Mulligan, Al Dawson and Jack Six), Adel Brown, not to mention the Band Concert and other student and teacher recitals put on by the Music Department, all within a period of three months. One more outstanding event, that we'd like to add to this list was last weeks presentation by the NISC Concert and chamber singers. This particular concert was important for two main reasons. First of all it featured many instrumentalist from the band in addition to the choir singers. In actuality it was a very successful joint effort by our own Music Department. The second and possibly the most important reason is that it will be the last concert for the director, Mr. Dwayne Jorgenson, who will be taking a leave of absence from the Music Department.

The music featured in the program covered works from the Baroque era like, "Die mit tranen suen" (Schuen) and "So far Ich Hin" (Schultz) and up to more diverse pieces like the magnificent Dello Joio from the Twentieth Century, "To Saint Cecelia". Such a sudden switch of musical styles as mentioned in the above pieces is extremely difficult and both the Choir and musicians, not to mention Mr. Jorgenson, should be credited for their ability to get into each piece individually. These pieces also showed a wide range of dynamics that were well executed especially taking into account the dynamics of the auditorium.

One of the most enjoyable parts of the concert were the three "single" arrangements of back pieces. "Preludio" (from "Well Tempered Clavier"), Sleepytime Bach (No. 4 from Cantata 140) and Aria (from Suite in D Major), were performed in a jazz like fashion by the smaller group - Chamber Singers accompanied by electric bass and snare drum. Using syllables like "du" and "na", the singers were using their voices like instruments. This added not only an interesting dimension to the concert, but also helped to lighten things up a bit. All in all it was a performance by a choir or director that any school or institution would be proud of. It seems to me, from what's been heard around the building, that the absence of Mr. Jorgenson presence in the Music Department will be felt by the whole school.

-Lynda-

Just for the record - I've gotten a few complaints that my column on the Ginger Baker-Elvin Jones drum feud was a copy of a similar article in "Rolling Stone". My apologies are in order for trying to "put one over" on the school, but my ex-typist left out my instructions to put that it was taken from a story in Rolling Stone - any relations to people, living or dead, were intentional.

Korzeniewski, Klein to sing here

Miss Barbara Korzeniewski, soprano, and Joel Klein, tenor, will perform in a joint faculty voice recital Thursday May 13, at 8:15 p.m. in the NISC auditorium. The program will include songs and arias by Spanish, French, German, American and Italian composers.

Miss Korzeniewski will be accompanied by William Schutt, a faculty member of the School of Music. Mr. Klein will be accompanied by William Whitaker.

Miss Korzeniewski earned her Bachelor's degree from Clarke College in Dubuque, Iowa and her Master's degree from Indiana University School of Music. She was a member of a USO Touring Company sponsored by the National Music Council which entertained military personnel in the Northeast Command Area including Greenland, Iceland, Labrador and Newfoundland. She has also given recitals in Chicago, Iowa and Indiana. Currently, Miss Korzeniewski is a member-performer with the Chicago Symphony Orchestra Chorus under the direction of Miss Margaret Hillis and the Grant Park Summer Chorus.

Mr. Klein earned his Bachelor's and Master's degrees from the University of Illinois and is currently a doctoral student at Northwestern University. He is a regular tenor soloist at the Chicago Temple and has also appeared in opera and oratorio and on the radio.

Miss Korzeniewski and Mr. Klein are currently on the voice faculty in the School of Music.

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2. Ban the importation into the United States of all products from

ocean mammals, thus removing the economic incentive for their slaughter.

3. Phase out the seal kill on our Pribilof Islands without abrogating the current treaty with Japan and Canada. The United States now agrees to kill seals on land for those two countries in exchange for which they prohibit their nationals from killing seals in the open waters. The treaty, which expires in 1976, gives Japan and Canada the option of accepting their shares in the annual kill in dollars --- as they have done in past years; or, if they insist upon the skins, the Aleuts will kill 18,000 seals for them each year until 1976,

4. Direct the United States State Department to initiate a truly international treaty in which all countries agree to stop killing

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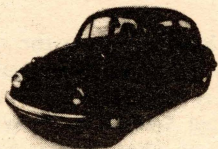
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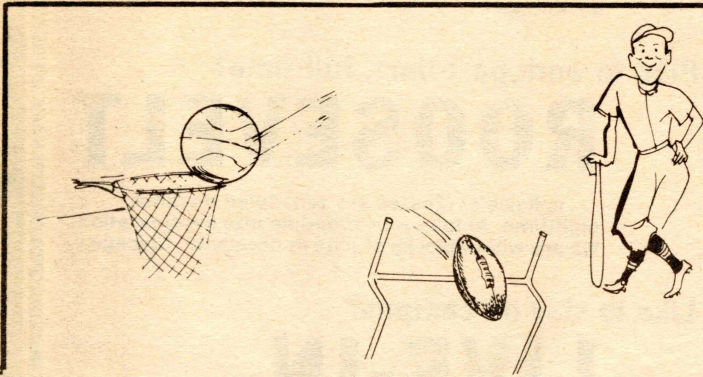
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sports



all sports

by BRIAN KILMNICK, Sports Editor

Welcome back to another exciting Spring Trimester, if you continue to read this column over the summer you will really become sports-minded, and may even become a sports-genius.

The Sports scene at N.I.S.C. will be covered in next week's column.

In this column I want to just give a brief overview of sports in general in and around the Chicagoland area. I am not afraid to speak out against Wirtz of the Black Hawks. The Chicago Black Hawks are the last hope the United States has retaining the Stanley Cup, emblem of supremacy in the world of profes-

sional hockey. The very idea of asking the people, who fill his kitty, to pay \$6.00 to see a game on closed-circuit theatre TV is repulsive. I am not saying he should allow a local station to show every game, but in certain instances when there is a crucial game I believe all of Chicago has a right to see it. (Please forward any comments to me in care of the PRINT.)

The manner in which the Cubs and Sox have been playing doesn't even merit space in this column.

Next week, hopefully, an interview with someone from the Baseball team.

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Jim, All my love. Nancy

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Wanted: Male, 21 or over, to share townhouse apartment near Clark and Peterson. Rent: \$85/month. Call Larry, 262-7407, after 5.

DEAR AL: HOW COULD YOU PUT CAROL L. BEFORE LOIS S. THAT'S NO COMPARISON.

FOR SALE: Women's pantyhose, top grade, 90c pair. Call after 9 p.m. 583-4369.

FREE GIFT PACKS

As long as they last, free gift packs of toilet articles will be distributed to students at the checkroom, E-Building basement. One set per student.

So tell me, what kind of a person would make fun of a nice Jewish boy? BVM

FOR SALE: 1960 Sprite. Fully set-up for So tell me, what kind of a person would make fun of a nice Jewish boy? BVM

FOR SALE: Martel Receiver FAX-200C. 2 allied Speakers 3020, 8 ohms, 20 watts. Garrard SL-55 Changer. \$175 (or best offer) complete or individually. 243-8970 5-6 p.m., 10-11 p.m. 663-2960 during day.

How come St. Jude gets all the publicity at NISC? St. Theresa.

WANTED: Bring those pooped out old language tapes to the Physics Prep Room (B130) where we will erase them and use them properly.

O.K., smart-ass, no more favors you **you!** (signed) St. Jude.

WANTED: student to work as part-time draftsman in Campus Planning Office on an hourly basis. This is a temporary position which is available immediately. Must have previous drafting experience. Hours are flexible and can be worked into your

classroom schedule. Salary commensurate with ability and experience. See Melvyn A. Skvarla, Campus Planning Officer, 3237 West Bryn Mawr. Call Extension 548 for appointment.

Free kittens. Three males. Six weeks old. Beautiful. 363-1384.

Do drugs expand your religious perception? Damned if we know, but if you've got a monkey on your back, contact "The Ark" (463-4545). Free soc. and med. services.

Jim, I can hardly wait, just think only 33 more days. Nanc

FOR SALE: Piano, Lowrey, \$400, like new, beautiful tone quality. Walnut spinet. Call 761-4166, evenings.

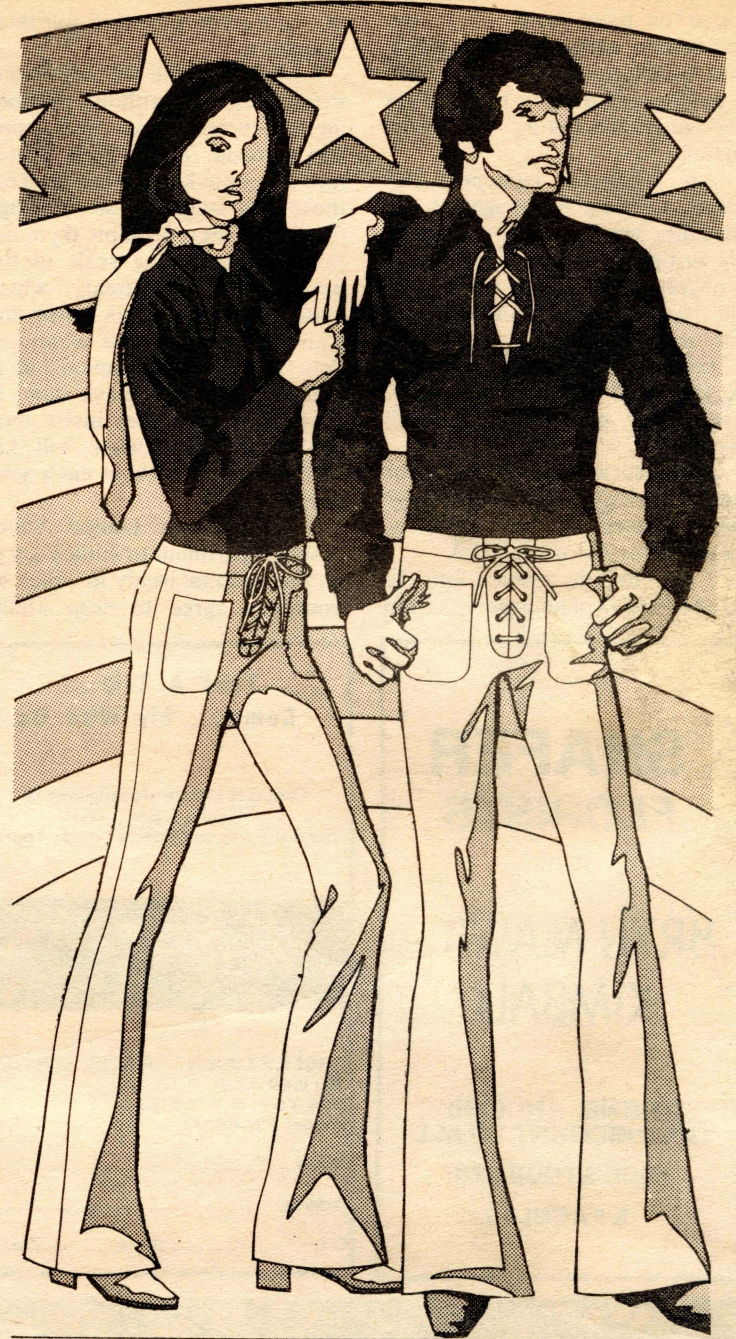
Dear Carol L: Since when could you start going around breaking up love affairs, that lasted so long. The Spoiler.

FOR SALE: 1968 Austin Healy Sprite, excellent condition, low mileage. \$1350 or offer - Bobkiewicz at ext. 400.

You don't have to be Jewish to be pregnant, but if you are (either), contact "The Ark." Free soc. & med. services. 463-4545.

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Dear Ray, Keep up the good work. Thanks for the bid. Gordy.



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