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NISC's Own Yellow Pages

The Northeastern
PRINT

VOL. 4, NO. 16

MONDAY, JULY 21, 1969

PRICE: 35c PER COPY

No New Contract For Lawrence
Lawrence Takes Case to Board

Sachs Makes Statement to Print

**Mrs. Gallacher Tells of Increasing
Competition in Teacher Placement**

Bill Baker Sports Page 11

Full Two Page Moonshot Poster

Sachs Denies Lawrence A Contract; Lawrence Appeals To Board

The controversial Ken Lawrence case entered an even deeper, more complex phase late last week, as President Sachs, replying to the Lawrence Committee Opinion Paper, refused to offer Lawrence a further contract, and Lawrence took his case to the Board of Governors.

The decision not to offer a contract renewal was indeed a complicated one, in which countless factors were considered. Inadvertently, the PRINT itself became a figure in the controversy, since it had printed in the July 7 issue a preview of the Lawrence Opinion Paper before President Sachs had read his copy. PRINT's article had stated that the President received his copy on Wednesday of that week, when, due to a delay, he actually received it five days later.

Also in that issue was a private interview with Ken Lawrence, which Sachs was later to call "a direct violation of AAUP policies."

Basically, this latest chapter began on July 3, when the Lawrence Hearing Committee held what it thought was its final meeting, to supply President Sachs with a statement clarifying its earlier statement that there was, in fact, an abridgement of academic freedom in the dismissal of Lawrence. The result of this meeting was the aforementioned Opinion Paper:

July 3, 1969

Ad Hoc Hearing Committee for Dr. Lawrence Opinion Paper

The present paper is written in response to President Sachs' request that the Hearing Committee submit an opinion paper to accompany its finding that the failure to retain Dr. Lawrence constituted an abridgement of academic freedom. The committee had previously forwarded its finding (supported by a 5-3 vote) without an accompanying reasoned opinion.

From the outset, this Hearing Committee insisted on viewing itself not as a legal or judicial body, but as a formal A.A.U.P. hearing committee, whose clear function was to determine whether an abridgement of academic freedom had occurred. The framework of the Lawrence case fell clearly within an A.A.U.P. perspective; Dr. Lawrence had complained initially to the Academic Freedom and Welfare Committee, which had on April 10 (document attached) recommended that a formal hearing be held; the President likewise asked, on April 23 (document attached), that a formal hearing be held under 1968 A.A.U.P. Procedures. The President said "In accordance with Board and AAUP Procedures, I ask that such a hearing be held under 1968 AAUP recommended procedures." He quoted in his April 23 letter regulation 10 of the 1967 procedures in full.

In line with this specific instruction, and since Dr. Lawrence is untenured and since AAUP Procedures (regulation 10, 1968) say that non-tenured faculty members shall be accorded the same rights of academic freedom as tenured members, the only possible grounds for the hearing that the committee could entertain were a charge that the failure to renew his contract somehow constituted an abridgement of academic freedom. Notice that if our finding seems to reverse the foreign language department's 8-0 tenure committee recommendation not to rehire Dr. Lawrence, it was nevertheless precisely this 8-0 vote that the hearing committee was asked, in effect, to evaluate.

The most important documents in the case, in addition to those recorded in the Hearing itself or already mentioned above, appear to be the letter of the department chairman, Miss Alice Callicounis, of February 4, to Vice President Goldberg (document appended), advising him that the tenure committee had voted unani-

mously that Dr. Lawrence's contract not be renewed for a second year "in that his methodology and teaching techniques are not compatible with the goals and objectives of the Foreign Language Department"; the February 17 letter of Dr. Goldberg to Dr. Lawrence (document appended) advising him that "the tenured members of your department have evaluated your possible contributions and, by means of a vote, indicated that needs would be better met by another, whose specific training might better fit their department needs," and that his contract would not be renewed; and the April 10 report of the Academic Freedom and Faculty Welfare Committee (noted above, and document appended), a major portion of which is herewith quoted:

Dr. K.F. Lawrence contended that the Foreign Language department's decision not to renew his contract was in violation of Academic Freedom. He claimed their decision was due to the following:

1. His political opinions,
2. His "lifestyle" in general,
3. Administration pressure because of his criticism of the latter concerning student unrest and faculty loads,
4. His disagreement with his department's policies in the following areas:
 - a. The necessity for a Foreign Language Requirement as such,
 - b. The use of students as unpaid tutors,
 - c. The department's present emphasis on the oral approach to language teaching.

Concerning the first three items, our committee has seen no evidence which would indicate to what degree, if at all, Dr. Lawrence's non-retention was due to his political views, his "lifestyle" or his conflicts with the Administration.

In reply to an inquiry on our part, Miss Callicounis, Chairman of the Foreign Languages Department, stated that Dr. Lawrence's contract was not renewed because "his Methodology and Technique are not compatible with the goals and objectives of the Department." She goes on to cite a motion of Dr. Lawrence at a department meeting which sought to replace the department's present emphasis on an oral approach to the Teaching of Foreign Languages with one which would emphasize reading comprehension.

Our committee role is not to take sides on such a question, but we feel that Mr. Lawrence is entitled to thus challenge his department's policies, provided he substantially follows them in practise.

Our committee thus recommended a formal hearing in the case of Dr. Lawrence in order that this matter be clarified.

The findings of the formal Hearing Committee in fact corroborate the findings of the Academic Freedom and Faculty Welfare Committee. That is, we find no evidence of points one, two, or three noted in the AFFW committee's report.

b1

And in directing our attention to point four, our conclusion is that in fact Dr. Lawrence appeared to follow the departmental policy in practise (this was testified to by a number of students), and attempted to change departmental policy by regularly accepted methods (this was testified to by Dr. Lawrence himself, and Miss Callicounis testifies to it also indirectly, when she cited the motion that Dr. Lawrence made at the departmental meeting to change the department's present emphasis on an "oral approach" to foreign language teaching). The committee is of the opinion that the recommendation not to rehire Dr. Lawrence merely because his opinions on methodology and technique did not coincide with that of the foreign language department constitutes an abridgement of academic freedom. It seems immaterial to us whether this is asserted at the departmental level, or at the administrative level,

where the departmental position was backed.

It was claimed by Dr. Lawrence and his counsel that his position relative to oral-aural foreign language techniques was made known to Miss Callicounis in interview, before he was hired. No evidence was offered by anyone to controvert this. Evidently Dr. Lawrence expressed his views on this matter, and on other academic topics, at departmental meetings; evidently, also, his views were minority views. Student witnesses were introduced,



and their collective testimony was to then effect that in courses where departmental pedagogical methods and techniques were crucial (that is, in the more elementary courses), Dr. Lawrence substantially followed those methods and techniques. No evidence was introduced to the contrary. Dr. Goldberg, in his June 10 letter to the Hearing Committee (recorded in the transcript, and document appended), states that several months after the fall semester of 1968 opened "I received a series of student complaints, verbally, about the activities of Dr. Lawrence in his classroom. In the main, these charges stated that they were not learning French but that Dr. Lawrence spent a considerable amount of classroom time lecturing on political and social issues." Dr. Goldberg goes ahead in his letter to say he referred these students to Miss Callicounis. But at the Hearing, Dr. Goldberg did not say how many a "series" was, and he declined to call any witnesses. Further, if his intimation is that this was the reason Dr. Lawrence was not being retained by the department, why did not the department say the reason was that he spent a disproportionate amount of time on non-relevant matters in the classroom, instead of saying that his "methodology and technique" were inconsistent with that desired by the department?

It was asserted many times, and not refuted, that there had been no official departmental evaluation of Dr. Lawrence prior to the tenure committee meeting, that his classes had not been visited, and that he had not, so to speak, been warned of following practises contrary to officially approved departmental ones. The committee can only conclude that what was meant by the Callicounis letter is that the department recommended that Dr. Lawrence be let go because his theoretical views on methodology and technique were counter to those approved "officially" by the department.

This, in the minds of the majority on the committee, indeed constitutes an abridgement of academic freedom--in other words, the committee considers it an abridgement of academic freedom to recommend officially that a person be let go because of academic ideas he holds

regarding his subject matter which can be demonstrated to be respectable ideas in the field--as Dr. Lawrence demonstrated that his ideas were in fact quite academically respectable and up-to-date. In this context, we cite from the foreword to the 1968 Procedures:

A college or university is a marketplace of ideas, and it cannot fulfill its purposes of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content and method.

It may be said by some that Lawrence's

case was strengthened because none of the foreign language department would consent to come forward to answer questions by Dr. Lawrence, or by the committee. The committee makes no speculation on this point. The committee, however, notes that none of the tenure members of the department had answered the earlier invitation of the AFFW committee to appear before it, when that committee was charged with investigating the case. It noted that only Miss Callicounis, of those on the tenure committee, answered in writing the questions put by that committee. Further, her letter (March 11, document appended) did not directly answer the questions, and her account sheds no attenuating light on the matter--nothing that could be construed as evidence that academic freedom, as the committee here interprets the AAUP guidelines (see preceding paragraph), was not abridged. During the hearings of this committee, Miss Callicounis was in Europe. The Associate Chairman was on campus; he was also present at the meeting of the tenure committee (though himself untenured at the time), but he declined the invitation of the committee to appear before it.

In fact, none of the eight members on the tenure committee appeared at the hearing. Six were on campus, and were asked to come by Dr. Lawrence and his counsel. Several sent memos to the chairman of the Hearing Committee saying that they would not respond to Dr. Lawrence, but only to the chairman of the hearing committee. Accordingly, the chairman in writing twice urged the tenure committee members to appear to answer questions, not only by Dr. Lawrence, but by the committee as well; furthermore, at least two members of the hearing committee made personal visits to four or five of the tenure committee, urging them to come.

To the chairman's formal invitation to come to the Hearings, several of the tenure committee members addressed formal declinations. These are recorded in the transcript, and they are all of the same general tenor, asserting either that they considered their actions on the tenure committee to be privileged, confidential

Cont'd on page 5

The Print FORUM

Sachs Explains Position

I have not commented to Print about either of the cases before Hearing Committees. It was not appropriate for me to do so. It was not appropriate for other parties to comment either until the committees had finished their tasks. Unfortunately, there have been leaks from both committees. The release of material prematurely did not relieve me of my responsibilities not to comment publicly before the committees were through. To interpret my silence then as a sign of weakness or an indication that I could not answer the questions raised is a lack of understanding of professional ethics.

Since Dr. Lawrence has indicated that he wishes this matter to be brought to the Board of Governors, the case is not closed and any comment on the pros and cons of the committee report cannot be made at this time by any of the parties involved. I quote from the 1968 AAUP Recommended Institutional Regulations on Academic Freedom and Tenure.

"Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the governing board of the institution."

Although I realize that this posture puts the administration at a great disadvantage because I believe in the principles behind the rule.

Proposal K

In view of the proposals for changes in the basic curriculum, we have drawn up a proposal of our own which we feel is as reasonable, if not more so, than the other proposals.

It is as follows:

Course no.	Sec.	Title	C.H.
111-111	1-200	Relevant Learning	1000
Rooms:all	times:all	teachers:all(team)	Rah!

This would be the entire college catalogue. This would be the only required course and could not be placed out of by an exam.

The structure within this course would be briefly:

Weeks:	
1-5	Introduction to School
6-8	Basic School
9-11	Physical Education
12-20	Lunch
21-375	Advanced School
376-390	Culmination of School
391-398	Final Exams
399	Introduction to Life
400	Graduation

All classes will meet 6 days a week 8 hours a day 3 trimesters a year for 10 years. The degree granted will not be a Dd (doctor of degrees); with this you get: admitted to the Bar, licensed to practice medicine and ordained, a letter of reference and an autographed picture of Trigger the Wonder Horse.

There will be one alternate program lasting one month called Creative Failure. This program is non-credit and your decision to follow it must be declared the first hour of your college career. This entitles you to an Af (associated flunky), a letter of reference and 45c to get to Mayfair. We recommend that the committee does not accept this ridiculous proposal or any of the others for that matter as we feel that they all need further evaluation before they are acted upon too hastily.

Love,
John Cargill
David Kessler
Gary Stockmann
Bob Wright

Wenzlaff Replies

Dear Mr. Davis:

I too believe in freedom of the press as one of the most vital factors in a truly democratic society. I would agree with you, I'm sure, that it is the responsibility of the paper to print the whole truth, unedited, and that the paper and individuals are responsible for what they say.

One important omission I have noted in the July 7 edition was the date when Mr. Charkovsky accepted a contract. The date was February 28, 1969, a fact which your newspaper had on the document, but for some reason did not publish.

In your attention to detail and accuracy I wish to state that I did not say, as quoted in the Print on June 25, 1969, "Those whom I

Fagus Faces Fact

Dear Editor:

The full page ad on page 5 of the July 7 PRINT is, in my opinion, as racist as they claim Folletts to be. If the opening paragraph which states "125 men and women, black, white and latin, young and old are fighting for: "does not infer that Latins are

trust and feel understand the situation." That is simply false. The Executive Committee is made up of the three officers of the Music Department, duly elected by the entire Chairman of the Department. Naturally, these two are usually the most experienced members one can choose to aid in the numerous problems of departmental planning.

I am hopeful that you will, in the interest of fair play and accuracy, print this letter in its entirety, including dates and the full text.

Best wishes to you and the print for a continued vital, responsible role at NISC.

Sincerely,
R. D. Wenzlaff

neither black nor white I apologize. Personally, all of the Latins I have known have been identified as either black or white. If someone from the NISC Peace Council will tell me what "color" Latins are I would be most appreciative.
Neil Fagus

"The theory of a free press is that the truth will emerge from free reporting and free discussion, not that it will be presented perfectly and instantly in any one account." - Walter Lippman

PRINT SAYS:

Faculty Senate Now Open For Business

In past weeks, this newspaper has been dealing rather strongly with the faculty senate, because of the incident several weeks ago which saw two student representatives expelled from a meeting.

Almost simultaneously complaints were heard from the Instructional Council, claiming that the FS was responsible for holding up several months' worth of its proposals.

After considerable dialog between our staff and Dr. Berlinger, Chairman, and since our last issue, much of the difficulty has been straightened out.

As you will read elsewhere in this issue, a meeting between faculty senate officers and the IC produced some good results. But more importantly, it was decided at the FS meeting almost two weeks ago that outside observers shall, for the first time, be legally admitted to meetings. The motion read as follows:

Moved that in light of new info received from the Board Attorney, faculty senate meetings should be open subject to majority vote that the Senate go into executive session. "Observers would be admitted only within the limits of space", explained Dr. Berlinger in an interview with PRINT.

PRINT welcomes this action by the faculty senate, since, in the past, there has never actually been legislation on the books admitting observers. Perhaps now our petty bickering will subside, and the serious work will begin. First step: a Community Constitution.

Opinions expressed in PRINT editorials are those of the signees only and do not necessarily reflect the views of anyone else. Rebuttals may be brought to E-45.

The Northeastern PRINT

Ah! Summer! When the PRINT's fancy turns to such things as flowers, love, and truth. No, we don't print that junk, but we do think about it. This, the Northeastern PRINT, is a radical, left-wing, communist-front organization published every other week at Northeastern Illinois State College, 5500 N. St. Louis, Chicago. Opinions expressed herein are usually disagreed with. Questions, comments, queries, expositions, illustrations, or annotations should be in this office by 5:00. We may mis-quote you, lose your letter, belittle you, or infuriate you, but, gee whiz, we're only just learning.

- Amanuensis.....Lynn Musson
- Columns:
- Wireless express..... Hal Bluethmann
- Nature Corner.....RHB
- Haruspex..... Mondo Crypto
- Mondo Crypto..... Gary-Dale Stockmann
- Sports Editor-turned-defender-of Freedom.....Bill Baker
- Representative of the Press.....Connie McNeely
- Alumni.....Dean Polachek, Murray Weiner
- Expressman.....M. L. Sagrillo
- Copy Reader (Responsible for every type in this paper)..... Arnold Wolman
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- Factotums.....Dr. Bill Ehrlich, PhD, Mr. Walter Borows
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- Suzerain.....Ken Davis
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THE WIRELESS EXPRESS



U. S. napalm attack in Vietnam

As strange as it may seem there is a little man with a big nose and bad breath who roams the rocks near the Fullerton Avenue Beach. He talks of many things, and his words are golden slivers that cut deep into the evening sky. His shadow is profound before the blue-black nothing-everything that sets the environ of the bright, indifferent moon. Go on you steely-eyed old squirt, spout your sayings against the soft rumblings of the waters, amidst the dimmed car lights of the midnight lovers above us! See if you can get to the truth for once!

"For once?" he weakly responds, and his words sounding impotent as the babe's. He looks at me. He pretends a sigh, I think "Old phoney!" and get ready to cut out. "Wait," he says, have I done something to insult you?"

At this time I cannot help picturing pallid heaps of dead humans, horror still upon their violated faces, and I picture an authoritarian figure hovering over this horrible scene. He looks down upon it and seems to approve. Then he feigns sorrow. But I know he is a fake.

"No, it's not that", I say.

"When I was a young man", the old codger begins, "I was impatient also.....yes...yes..."

"And what happened Old Man?" I feel like laughing at him he is such a damned fool.

"I found realities....to be more frightening....more intimidating....than any book that you might force on me".

A horn blasts. Young boys annoying the lovers. They threw a rock at the young lovers' car. Steamed windows rolled hurriedly down. Yelling. And it was over. A burst of mechanized reality along the rocks.

"Why do you excuse them for their crimes?"

"I do not", the wrinkled lips muttered. The old guy was getting unruffled. "perhaps you'll let me speak?"

He proceeded to tell the old story that again-and-again he tells. It is of death and destruction in world war II. It is of what he has seen. It is horrible, simple, unreal, true. It is of the naive acceptance of conditions one finds himself in "to get by". The Old Man's words cut into the sky, so uneloquently said, so much more believable for that very reason.

moist eyes unleashed a torrent of sadness and not one tear. "God damn them", he said, and I put my arm around him. My villifications now rebounded back upon myself. We sat back and hated it all together.

Far Across Town men drink to a quick victory...called "victory" in Vietnam. They drink over the graves of 40,000 dead young Americans. They drink to "the American way".

Here's to the millions dead in Hitler's war. Here's to his horrible gas chambers that burned people alive. Here's to LBJ's and Nixon's Napalm bombs that take the gas chambers to the people in the fields. Here's to Hitler's bombings of the Spanish Freedom Fighters to maintain Franco's anti-union, pro-business facistic regime. Here's to LBJ's and Nixon's bombs to maintain Ky in power who has declared Hitler his "favorite leader in history". Here's to King Rice, King Tungsten, King rubber, and King Tin considered so important to America's economy.

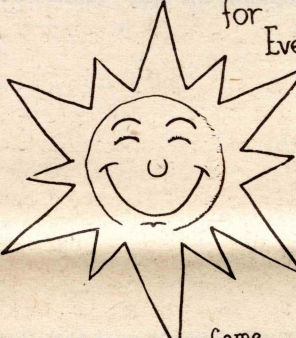
America....more specifically, the Class that runs America--the capitalists, have a lot of nerve involving the youth of America in Vietnam. At home we have Poverty, Racism, Injustice, Hypocrisy, and yet we are to "save" Vietnam. We must first save ourselves.

Here is Upton Sinclair who exposed capitalism in America for what its true colors revealed: "You see, they are not really concerned about morality; like all the rest of the bourgeois world, they are merely concerned not to be found out; that AND TO PROTECT PRIVATE PROPERTY".

The Old Man looked into the distance, got up, and commenced to leave for home. He thought how things kept changing, how production was up, how new inventions never ceased to arise, and how they never stopped thinking up new wars to engage new weaponry and a new generation of human beings in destruction. The Young Man walked alongside and thought how colossally some might miss the point, and then hoped not.



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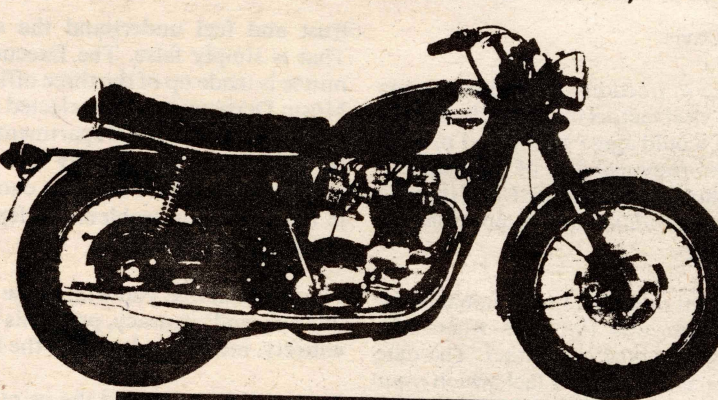
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OPEN 7 DAYS

Lawrence-Cont'd

ones, or asserting that they feared being sued for statements they might make at the hearing, or both. The Associate Chairman of the Department, Mr. Milanese, in addition pleaded that to appear would violate a confidence he had been intrusted with in being allowed to be present at the tenure committee meeting, though unte- nured himself at the time.

The committee, as stated at the outset, does not consider itself a legal body, and certainly the committee do not profess to be legal experts. Consequently the committee has no opinion on the "legal" reason offered by the individual members of the tenure committee for not appearing. AAUP Procedures give no aid at this point beyond saying that the faculty member should "have the aid of the committee in securing the attendance of witnesses" (1958, reg. 5, 3rd paragraph), and the committee did its best. The 1968 Procedures say that "the administration of the institution will...secure the cooperation of such witnesses" (Regulation 5c8).

In any event, the committee observes that in accordance with 1958 AAUP Procedures, we are to base our judgement "on the basis of the hearing" (1958, reg. 6); 1968 procedures say more explicitly (5c12) "The findings of fact and the decision will be based solely on the hearing record."

If members of the Foreign Language Department had evidence that Mr. Lawrence was not let go because of his "methodology and technique," they did not come forward at the hearings and say so, nor did the administration. If they had evidence that he did not practise that methodology and technique in class, and that this was in violation of "official" departmental policy, they did not come forward and say so.

The administration contends that their action in not renewing Dr. Lawrence's contract was in accord with standard policy of accepting departmental judgment on such matters. The committee is perfectly willing to accept this, and finds no evidence of administrative pressure to let Dr. Lawrence go, and no evidence of administrative frowning upon Dr. Lawrence's expression of his ideas at general faculty meetings.

But the committee determined not to judge the case from what appeared to it the superficial perspective of administration vs. Lawrence. Vice President Goldberg's routine dismissal letter of February 17 cannot, it seems to us, be faulted with respect to reference to matters touching upon academic freedom. Rather, the committee chose to judge the case at the deeper, primary level of department vs. Lawrence. Dr. Lawrence's contract is not to be renewed "in that his methodology and teaching techniques are not compatible with the goals and objectives of The Foreign Language Department." At this level, there was no significant counter-evidence introduced by the department or by the administration to the argument Dr. Lawrence and his counsel advanced. The majority of the committee concludes, on the basis of the hearing, that the departmental recommendation, backed by the administration, in fact constituted an abridgement of academic freedom, and in accordance with 1968 Procedures, 5c14, finds that "adequate cause for dismissal has not been established by the evidence in the record."

The vote was 5-3 by secret ballot. However, the above opinion was prepared and endorsed by the entire Committee as a fair representation of the line of reasoning that was developed in committee conference sessions leading to the vote.

President Sachs did not quite agree with the Committee's point of view in this case, and he was prompted to write in his response:

July 9, 1969

This is in response to the memo and the Opinion Paper of July 3 from the Ad Hoc Committee for Dr. Lawrence. I have no desire to engage in a running battle with

the committee on whether their report of a vote was responsive to the charge. It is clear that the majority of the committee disagrees with me on this matter. I must, however, comment that I find the literal interpretation of this 1968 AAUP Recommended Procedures curious. These Procedures state, "... (12) The finding of fact and the decision will be based solely on the hearing record."

To me this seems to require reasons even though they are not called for explicitly. What are "findings of fact" otherwise? Note that these are distinct from the decision. I agree that it is likewise not stated explicitly that the responsibility be fixed but how can an argument be made without fixing this responsibility? The interview with Dr. Lawrence in the July 7 issue of Print indicates that he fixes the responsibility firmly on me. This points up the necessity for clarity in the responsibility. It is not responsive, in my opinion, in a very serious matter such as this one to state that someone, we will not say who, abridged academic freedom, we will not say how.

The Opinion Paper corroborates the preliminary report of the Academic Freedom and Faculty Welfare Committee that there is no evidence that the decision not to renew Dr. Lawrence's contract was due to (1) His political opinions, (2) His "lifestyle" in general, (3) Administrative pressure because of his criticism of the letter concerning matters of student unrest and faculty load. Thus, three of the four points made by Dr. Lawrence, critical points because they represent the very serious charge of political suppression, were found to be without basis by both committees.

Thus the only remaining point deals with Dr. Lawrence's disagreement with departmental policies, particularly with respect to methodology and technique. I do not find the argument in the Opinion Paper that the departmental decision constitutes an abridgement of academic freedom convincing. It is the departmental prerogative, indeed the departmental responsibility, to make judgments about new faculty and how they will serve the objectives of the college. The Opinion Paper seems to imply that no department can refuse a contract renewal to anyone who disagrees with them, no matter how they assess his contribution to the department and the college. This seems to be contrary to custom and tradition on this campus and in higher education generally.

On Page 3, a claim of Dr. Lawrence that his position on oral-aural techniques was known before he was hired is treated as proof because no evidence to the contrary was presented. No documentation in support was offered by either Dr. Lawrence or his counsel. If this unsupported statement is acceptable as proof, why is Dr. Goldberg's statement on complaints not likewise accepted? No evidence to indicate that these complaints were not made was presented. Testimony on complaints that a teacher of French was not teaching French seems to be a valid commentary on "methodology."

On Page 4 it is stated, "It was asserted many times, and not refuted, that there had been no official evaluation of Dr. Lawrence prior to the tenure committee meeting, that his classes had not been visited, that he had not, so to speak, been warned of following practices contrary to officially approved departmental ones." This seems to ignore the fact that the burden of proof was on Dr. Lawrence. As in the previous paragraph an unsupported statement by Dr. Lawrence, even if not refuted, does not constitute proof. Even more serious is the implication that official departmental evaluations are customary and traditional when visitation in higher education is quite rare and most evaluation must and should be informal.

The Opinion Paper appears to have been greatly influenced by the reluctance of the members of the Foreign Language Department to testify. I again quote the 1968 AAUP Regulations. "...The faculty member making the complaint is responsible for stating the ground on

Cont'd page 8

MRS. GALLAGHER WARNS: TEACHER SUPPLY INCREASING

Mrs. Valerie Z. Gallagher is the director of NISC's placement office. She has obtained some pertinent information regarding the future for prospective teachers. She offers some candid advice for those who wish to be more competitive in the job market.

At a recent 5-state regional conference held under the auspices of the Association for School, College and University Staffing, the question of teacher supply and demand was under lengthy discussion. Recently, the U.S. Employment Service released a projection for 1972: 2.6 million persons prepared to teach, vying for 1.2 million teaching vacancies. This projection is, of course, no more accurate than the statistics on which it is based. But whatever the degree of acceptance of such long range projections of the supply/demand figures was, on the part of attending members, there was complete agreement that the supply of teachers is rapidly increasing, and at a rate exceeding the rate for "new positions," replacements, etc. ("New positions" includes positions created by increased numbers of pupils, decreases in class size, formation of new instructional units in areas such as Special Education, etc.)

This information is of great importance to students planning on a teaching career. The over-all supply of teachers in certain areas such as Secondary History and Mens' P.E. has exceeded the over-all demand for a number of years. H.S. Biology is reaching near saturation if it has not already done so.

Superintendents are becoming more selective in hiring elementary-school teachers and some were heard to ask if future teachers are forgetting that the elementary-schools teach not only social studies, but very importantly, reading, arithmetic and a science as well as other subject areas. Many agreed that elementary-school teachers preparing to teach in the middle grades (usually grades 3, 4, 5, and 6) with their self-contained classrooms are being very unrealistic in their preparation to teach in the areas called for in the elementary-school curriculum. Far too many students fulfill no more than the basic core requirements in mathematics and science and the teaching of Reading (of greatest concern to large numbers of parents.) If basic requirements should be decreased in these areas, there is fear that without adequate counseling - or possibly even with! - students would opt for even fewer hours in these important areas.

All agreed that elementary-school teachers are expected to understand the psychology of children and education, but they do not teach Psychology; they DO teach the traditional three R's and science. With an increase in teacher supply, it may well be that future applicants may find that a prospective teacher with only one bare required math course cannot compete with a better prepared applicant—other factors being equal.

Students should early and actively seek counsel from department counselors and career guidance services, if such exist on a campus. College careers should be planned more carefully in the light of employment possibilities, if employment in a teaching position is a goal. If a student does not wish to compete, different career goals might be more appropriate. Students should give more careful attention to their special competencies and more fully explore their interests and abilities to see how they might fit various other fields of work or continued study.

Future teachers may have to be more mobile; many may have to travel further—to where the jobs are. At the present time, affluent suburban areas are flooded with applicants while more rural areas are hurting for teachers. Larger cities with "inner city" school areas and more specialized demands for teachers are also still suffering from shortages of qualified teachers. The "supply" frequently appears unwilling to go where the "demand" exists. Generalized supply/demand figures are indicative and helpful but they are not really the final answer in the light of local conditions which change the picture.

Students should realize that it is quite possible that in spite of careful planning, even well-prepared teacher applicants could be part of an "over supply", if such should exist in future. Alternative career plans should be entertained and if various departments hold career information seminars on a campus, students should make a point of becoming knowledgeable throughout their four years of college. It is a great mistake to wait until the final semester and then plaintively ask, "What kind of job can I get?" The student who elects a teaching career by default—lack of other ideas, parental urging, favorable starting salary, etc.—is cheating himself if he does not explore other career possibilities. With every passing year more opportunities exist for the graduate with a solid background.

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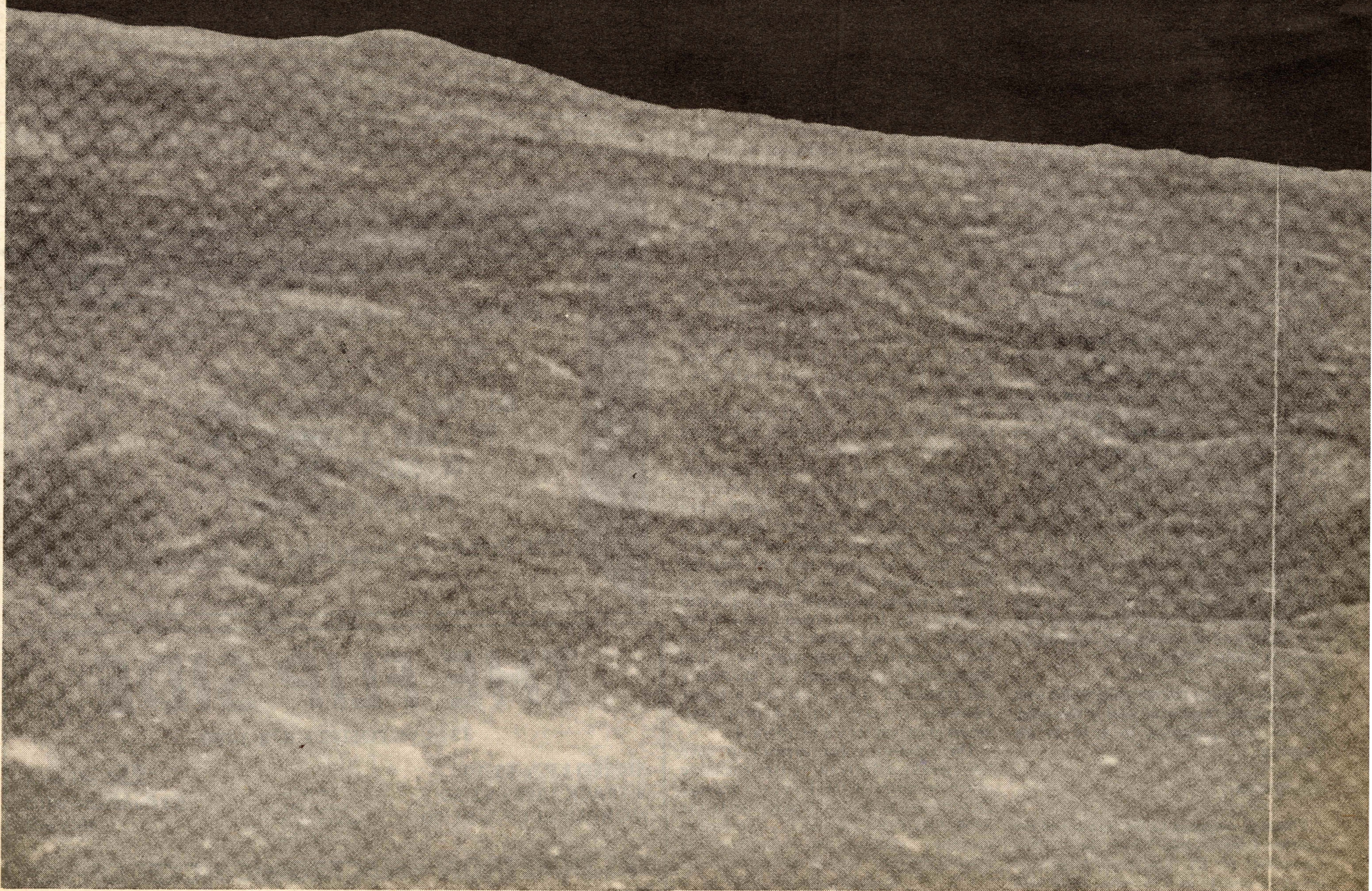
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Monday, July 21, 1969
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-photo by Roger Bader



“Prague” Comes to Bugg House

By **Connie McNeely**

On Wednesday, Bugg House Square will present a new 90 minute, two film program, “Prague-Summer of Tanks”, and “right to Speak”.

The first deals with the Russian invasion

of Czechoslovakia, made by professional film makers who began shooting shortly after the Russians’ midnight take over of the Prague airport.

The second film gives a factual account of the Paris student uprising, from February to June of 1968. Made by four young French film makers, it documents the in-

itial period of popular support, the unions’ opposition to student contact with the workers, and DeGaulle’s reassertion of power.

The films will be shown at the auditorium at 12:00, 3:00, and 7:30. Edwena Brunell will be stationed in front of the auditorium to answer questions about the film or

any future programs.

Incidentally, if you have a band and would like to play at one of the Bugg House dances, please contact one of the BHS committee members, or leave a note in the BHS mailbox upstairs to arrange an audition.



Howenstine Returns As Dean Of Students

Dr. William Howenstine, Dean of Students here at NISC, has returned after a year's leave of absence, during which time he operated the UREHE (Union for Research and Experimentation in Higher Education) center at Pikeville College, Kentucky.

While down in Kentucky, he served in three different capacities. For UREHE,

he acted as the administrator of the Appalachian Field Center, located on the college's farm just outside of town, and led seminars for the students participating in the center.

For Pikeville College he taught two courses - Conservation, and Human Populations. He also developed an educational

program on the farm for future use of the college. This consisted of a master plan of the facilities, as well as the encouragement of students, faculty and other groups to use the farm for field trips and other activities.

Some of the activities in which the UREHE students were involved were hours of independent study, classes at the college, and a head-start program. Three students operated a day care center for mentally retarded children.

In addition to the educational programs with which Dr. Howenstine was connected, he and his family also acted as hosts to many people in the area, as well as visitors from other places. During our trimester break, a group of Sociology Club members went to the college and sur-

rounding area for their annual Spring trip. Dr. Howenstine also arranged for some Pikeville students to come to Chicago a few weeks later.

Before leaving Pikeville, Dr. Howenstine submitted to the Advisory Committee and the Board of Trustees of the College a statement concerning his feelings on how the farm could best be used as an educational facility. Any program that is adopted will be run by Pikeville College, because all ties with UREHE have been broken.

In Dr. Howenstine's opinion a field center is one of the most effective means of higher education.

"I am very excited about the possibilities for the Chicago Field Center under the direction of Stan Newman", he added.



Instructional Council-Faculty Senate Iron Out Their Problems

by Sue Gaspar

During the past two meetings of the Instructional Council, the Council and the Faculty Senate straightened up the matters which were noted in a previous article (PRINT, June 25). Dr. Berlinger came to the meeting of the Instructional Council on June 26th. When touching upon the various recommendations, Dr. Berlinger stated that they are to be put on the Faculty Senate agenda to be discussed and acted upon in the next meeting of the Faculty Senate.

During the meeting of July 10th, the Instructional Council found out that all the recommendations, except for the Pass-Fail Option, were passed. The possibility of implementation of these recommendations are good for the coming trimester of September, 1969. The bills were: Honor's Program, Independent Study, change in the policy regarding students on probation, In-completes and Advanced Placement (PRINT, June 25).

The Instructional Council passed a motion in which the following was stated: "that it might be well for the Chairman of the Faculty Senate Steering Committee to request the Chairman of the subcommittee responsible for recommendations submitted to the Senate Steering Committee for consid-

eration be invited to attend the meeting at which this recommendation is to be discussed. The purpose of this request is to provide a resource person to the Senate who will have the pertinent knowledge about the subjects under discussion. It was also pointed out that distribution of the minutes of the Senate Steering Committee and the Senate more promptly would result in keeping the various councils, committees better informed."

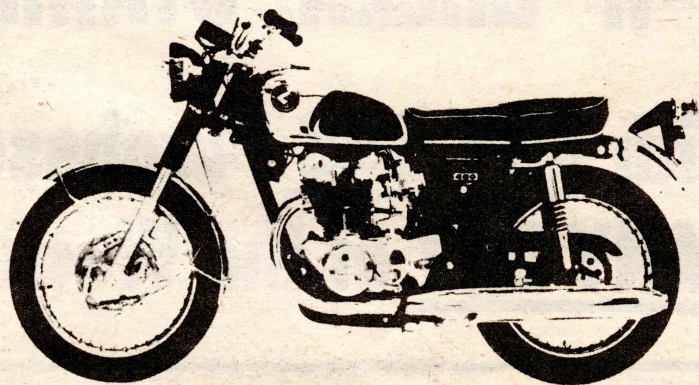
A special note should be added here, the Instructional Council received a memo from the Faculty Senate Steering committee to investigate the possibility of changing from the trimester to either quarter or semester systems. In response to that memo, the Council passed a motion stating that it would not consider investigating the matter until there was a drastic change in the attitude of the faculty and students in regard to the trimester system. It should be noted that in all previous Student Senate referendums, the overwhelming majority of the votes were for the trimester system. If anyone would like to voice their expression on this matter, they should write a letter to the PRINT. I hope that this matter will not go any further than the memo which was sent back to the Faculty Senate Steering Committee.

New Course Handles Educational Issues

Course 61-313, Problems, Practices and Issues in American Education, has been added to the class schedule for the fall. Taught by Mitch Vogel of the Education Department, the course runs from 5-6:15 Tuesday and Thursdays.

"The class will be investigating problems facing schools and colleges today," explained Vogel. The requirement for the course will be that students do investigation into their areas of interest. There are no course prerequisites, although consent of instructor is necessary.

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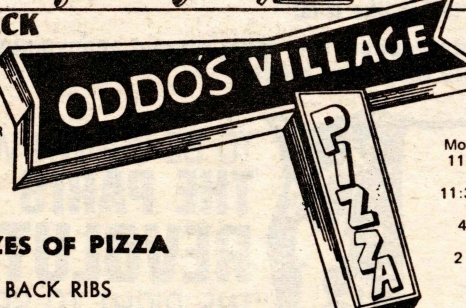
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Lawrence-cont'd

which he bases his allegations, and the burden of proof shall rest upon him. If he succeeds in establishing a prima facie case, it is incumbent upon those who made the decision not to reappoint him to come forward with evidence in support of their decision." Based on this quotation, a case cannot be made on the refusal of the Foreign Language faculty to testify. Their evidence is required only after a case has been made.

Several further comments seem required. While the Hearing Committee was properly not concerned with the Stern Hearing Committee Decision, I am concerned with both. Having accepted the recommendation of one committee to the effect that custom and tradition on this campus compel me to react favorably to a 2-1 departmental vote, I am certainly bound to give great weight to an 8-0 departmental vote in the second case. This does not relieve me of the responsibility of making a difficult decision. If the evidence of political suppression had been positive or if the evidence of abridgement of academic freedom had been clear and persuasive, I would have to use my veto on the departmental decision even though I knew it would do great damage to our policy of faculty participation and departmental responsibility. I feel obliged to consider consistency in treating the two cases.

I am also puzzled by the refusal of the committee or the Chairman to allow Dr. Paine to testify. Dr. Paine informs me that he asked to appear and his request was denied. Thus Dr. Lawrence's relationship to the English Department was put into the record by Dr. Lawrence with no comment or answer allowed by the Chairman of that department. If the comment or answer was judged in advance to be not pertinent then such testimony by Dr. Lawrence could not have been pertinent and should not have been heard or recorded. I am also puzzled that despite an agreement made in the presence of the Chairman of

the Ad Hoc Committee that neither side would use legal counsel, Dr. Lawrence was permitted to use legal counsel openly until challenged by Dr. Goldberg and even after that frequent and obvious written communications were passed between this legal counsel and Dr. Lawrence or his faculty counsel with no challenge from the committee.

Additionally, the editor of Print has informed me that a draft of the July 3 Opinion Paper, which reached my desk at 11 a.m. on July 7, was given or shown to him by a student member of the Ad Hoc Committee no later than July 3. This irresponsible treatment of a confidential report astonishes me. It was my persistence which brought students onto these committees. This breach of confidence and unprofessional action on the part of one student may very well nullify years of work done by many people in an effort to have students accepted as partners on this campus. Student involvement means student responsibility.

Finally, the interview given by Dr. Lawrence last week for the July 7 issue of Print is in direct contradiction of AAUP Policies. Again I quoted the 1968 Regulations. "8. Publicity

Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements about the case by either the faculty member or the administrative officers should be avoided so far as possible until the proceedings have been completed. Announcement of the final decision should include a statement of the Hearing Committee's original action if this has not previously been made known."

The proceedings are not over until my statement has been made to the committee and to Dr. Lawrence, time for response provided, and a final report made to the Board. I regret that Dr. Lawrence chose to ignore this rule in his appearance at Bughouse and in his interview for Print.

In summary then, I agree with the Opinion Paper that there was no evidence to support the first three complaints of Dr.

Lawrence. With respect to the fourth complaint, I do not agree that the hearing brought out conclusive evidence for the reasons I have stated above. Therefore, since the burden of proof was on Dr. Lawrence and I do not find in the Opinion Paper of the committee convincing evidence to support the fourth complaint, I am upholding the unanimous recommendation of the department committee that Dr. Lawrence not be offered a contract renewal for 1969-70.

J. N. Sachs

The President, having reached his decision, then reported the decision to the Board of Governors, explaining that he would bring the body fully up to date at the next meeting. He did not propose a review of the case.

Dr. Lawrence, feeling that he was not dealt with fairly, returned a statement to President Sachs:

Memo From: K.F. Lawrence
To: Dr. J. Sachs Date: July 14, 1969

In reply to your letter of July 11, I note that both the Board of Governors by-laws and the AAUP Recommended Procedures place the final authority in my case on the Board of Governors. The AAUP Guidelines state (Bulletin, 1968, pages 450-451):

"If the President rejects the report, he will state his reason for doing so...and provide an opportunity for response before transmitting the case to the governing board."

"...The governing board's review will be based on the record of the committee hearing, and it will provide opportunity for argument, oral or written or both, by the principals at the hearing or by their representatives. The decision of the hearing committee will either be sustained, or the proceeding returned to the committee with specific objections. The committee will then reconsider, taking into account the stated objections and receiving new evidence if necessary. The governing board will make a final decision only after study of the committee's reconsideration."

I hereby petition that the Board of Governors review my case according to the above procedures.

At this point, the case is still not closed. In fact, it's more or less back at the beginning.

President Sachs, who has been contacted by this newspaper several times during the hearing for comment or an interview, still feels it necessary to remain silent. He will not consent to an interview, but, at the request of the PRINT, he has released a statement for publication. This appears in Print Forum on page 3.

When Lawrence's case will come up to the Board is not known at this time, but, as always, PRINT will keep you totally informed.

SG, Sachs Talk On Curriculum

The serious matter of curriculum revision was discussed early last week when the student government held its regular meeting in President Sachs' office.

The group talked over the series of proposals issued several days earlier by the Committee to review the Basic Program. Their document was a series of nine proposals for a new basic program. All proposals were reprinted here last issue.

President Sachs informed the group that he was developing a plan of his own, which he considered to be a modification of Proposal A. His would probably be a 38 or 39 hour curriculum.

The group was informed that course changes can usually be made at this campus, through the existing machinery, but that deeper, more intricate changes must often be approved by the Board of Governors, which could mean a delay of several years.

If curriculum changes are made within the structure of NISC, it was felt that the entire new program could be developed by the January trimester.

WHAT HAD BEEN A SPRINGTIME OF HOPE BECAME...

PRAGUE: THE SUMMER OF TANKS

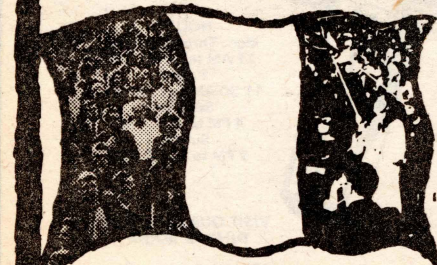
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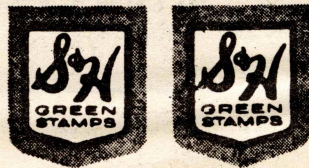
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NISC's chapter of the Young Republicans, in an effort to raise some desperately needed funds, has been able to obtain a block of valuable tickets which admit the bearer into several neighborhood theaters at prices up to \$1.00 less than admission price. All tickets are \$1.75, good any day except Saturday.

The tickets are valid at the following theaters: Loop, Carnegie, Hillside, Highland Park, Oasis, Lincoln Village.

**INTRAMURAL
TENNIS TOURNEY
ANNOUNCED**

A men's faculty intramural tennis tournament is now scheduled for the NISC courts, July 21 to August 1. Entries can still be made by contacting either Mr. Kane (x351) at the gym, or Paul Koskozim (x527) at office OA-1A.

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PERSONALS

To Larry, Dave, and Gene (if you're there) at
camp in Winona LAke, Indiana--Having a wonder-
ful time, wish you were here. The Gang.

Mike G.--It was good to see you again. Visit often.

Larry Spaeth--Ha! Ha! Two full page ads in two
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**Mondo
Crypto**



Over the past few weeks many readers have called Mondo Crypto a charlatan and a fraud. Well let me tell you, MC is not a sucker for flattery. He will dauntlessly continue with his usual in-depth communion with the spirits and uphold his reputation as the best supernatural writer the PRINT has had since Conrad Pitcher. Watch for Mondo C's newest publication "The Relevancy of the Supernatural in Modern College Administration and Operation." Thank you to the nice young lady who told me that she always reads Mondo Crypto, right after the staff box.

Well, hold on to your trine--here comes this week's big info. Things to be wary of.

Aries--(March 21-April 20) Beware of Thrips lest they suck your sap. What has a Thrip ever done for you? Any way, Arians need all the sap they can get.

Taurus--(April 21-May 21) Avoid riding in a 1910 Pungs-Finch. They are being recalled for faulty names. On the other hand, don't let that get the best of you.

Gemini--(May 22-June 21) Try not to cast your reflection on fresh Jello, or you may get apoplexy of the right great toe.

Cancer (June 22-July 23) Be alert for athletes nose which comes from doing push-ups in the pool. Cancerites have a great love of water but this should be confined to drinking and bathing.

Leo--(July 24-Aug. 23) You suspicious Leophiles should avoid walking under black cats. If you do, lick your fingers and slap a white horse 3 times.

Virgo--(Aug. 24-Sept. 23) Zuchini eaten on Rice Krispies will give you gas.

Libra (Sept. 24-Oct. 23) If you have a bad knee that goes out, don't worry. If it goes out without you, try doubling with your elbow.

Scorpio (Oct. 24-Nov. 22) Keep an eye out for foliage in your mouth. This does not mean you will be a flowery speaker nor will you have a seedy expression. It simply means you don't brush your teeth.

Sagittarius--(Nov. 23-Dec. 21) All I've got to say to you Sagittarius is you'd better watch out!

Capricorn--(Dec. 22-Jan. 20) You should not heed the old saw, "Don't put all your eggs in one basket." Who ever puts eggs in baskets? You put eggs in refrigerators and cakes.

Aquarius--(Jan. 21-Feb. 19) Even the beautiful Aquarian must heed something. Aquarians most of all should not let their charm, grace, and intelligence go to their heads. The only other thing Aquarius should avoid are horses.

Pisces--(Feb. 20-March 20) You better watch out, you better not cry, you better not pout, I'm telling you why, Mondo Crypto is Santa Claus.

For all of you cusps, watch out! The campus police can smell them a mile away.

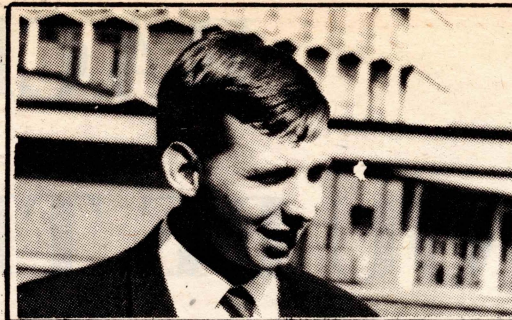
If you are born during the next two weeks: You will be too young to read this column.

As a special added attraction Mondo Crypto has written this entire column in the nude.

Thought for the week: Men who/ have to/ travel light/ find the handy tube/ Just right/ Burma shave.1

P.S. Mondo Crypto is on vacation, but what difference does it make?

1 Rowsome, Frank Jr., *The Verse by the Side of the Road*, Rutten, 1965, P. 106.



The
**BILL
BAKER**
Report

Athletic Odds & Ends

Coming up in two weeks or so is what many consider to be the highlight of the exhibition football season, the Chicago Tribune All Star Football game which matches the top collegiate players from all over the country with the professional world's champions, or as in this years case, the New York Jets.

After this spectacle, the season is all but underway and it's not long before the play for pay really gets going.

Well, to get to the point----what about NISC? Football? Here?

It's not impossible but it will take time. Numerous students have inquired as to the possibility of this school fielding a football team, but few if any have gone beyond that point. At the present, the biggest hurdle in getting a team would have to be money. Few realize how much it would actually cost to field a team from scratch. Besides equipment, which would run high since we have no gear what-so-ever, there would be the problem of finding and renting a place to play, as well as the cost of officials, insurance for the players, and other necessary items. (trainers supplies, tickets, etc.)

Northeastern Illinois State is growing and as we do many many more will enter the school with ideas and before long what is now a dream will be, sooner or later, I'm sure, a reality.

The fact of the matter is that there are just too many other things which need to be done first. Classroom space is, at times, at a premium and with an increased enrollment, the problem won't be rectified anytime soon. Parking has always been a headache during certain periods, to say nothing of a student union which many more students would be able to use.

The solution----patience!

Someday, NISC will have a football team and for those of you who are interested, this might be the time to start thinking about it. It may be in the future, but what ever you may get done now will just be that much less to do when the time does come.

Very few schools have ever attempted to field a football team in their early years and to do so here would hurt the chances of it succeeding, more than help them. Three basic necessities that you need for success are Money, Man power, and support. Let's give it a few years or so and when we do step into the realm of intercollegiate football, let's be sure that we're there to stay.

X-COUNTRY RUNNERS ATTENTION

For those of you who may not know, Northeastern does have a Cross Country Team and it won't be long before that first meet rolls around. Many of our returning runners are already working out and it wouldn't hurt if those of you who were thinking about running started making plans.

Anyone interested who as yet hasn't told anybody is urged to come into the Gym office and see Coach Butler or myself. This year's team will be coached by Len Jaraczek, whom many consider to be one of the finest CC coaches in the state.

While at Lane Tech, Coach Jaraczek's teams took five straight city titles and one State Championship.

For the most part, this will be a rebuilding year for the Eagles and all are welcome to display their talents. Our first meeting is with North Park about Mid-September so now is the time to stop thinking and start doing.

Make plans to enjoy your Fall Trimester and see Mr. Butler in the Gym office about running this year as soon as possible.

Roger Harold Bader's

**NATURE
CORNER**



In a population the members interbreed preferentially with one another and they also interbreed occasionally with members of neighboring sister populations. The result of the close sexual communications within a population is a free flow of genes. Hereditary material present in a part of a population may in time spread to the whole population, through the gene-pooling, and gene-combining effect of sex. In the course of successive sexual generations, the total genetic content of a population may become shuffled and reshuffled thoroughly. We may say that a population possesses a given gene pool and that the interbreeding members of the population have free access to all components of that pool. Moreover, inasmuch as sister populations are in occasional reproductive contact, the gene pool of one population is connected also to the gene pools of sister populations. In this way the total genetic content of an entire species continues to be shuffled about among the member organisms.

Evolution operates via the gene pools of populations. If an inheritable variation appears in an organism and if, through differential reproduction in successive generations of progeny of that organism become numerically more and more abundant then a given genetic novelty will spread rapidly throughout the population. As a result, a trait variation originating in one organism will have become a standard feature of the population as a whole. This is the unit of evolutionary change. Many such unit changes must accumulate in a population before the organisms are sufficiently altered in structure or function to be established as a new species. In brief, evolution consists of:

1. appearance of inheritable variations by sexual recombination and mutation.
2. spreading of these variations through a population by differential reproduction in successive generations.

RACISM?

YOU BE THE JUDGE!

A recent issue of the Northeastern PRINT included a paid advertisement by the NISC Peace Council which made serious charges against our Company.

We feel it's unfortunate that lies, misrepresentations, and distortions of this nature are allowed to be printed without **anyone bothering to verify or even question the charges.**

It is not our intent to add meaning to the charges and implications with step by step denunciations; however, the **RACIST CHARGES CANNOT GO UNANSWERED!**

The following are documented facts, fully supportable (not allegations, distortions, or implications based on vagaries).

1. Long before it became "popular" to use minority groups as "window dressing," Follett's minority employees enjoyed job opportunities at all levels, including many of our top level jobs, such as: **Director of all Purchasing** for the Follett Corporation; **Assistant to the Director** of the Retail Stores Department; **General Manager**, Follett Library Book Company Warehouse Division; **Operations Supervisor**, Follett Educational Corporation; **Product Manager** of the Educational Division; **Program Manager and Systems Analyst**, Follett Corporation; **Credit Department Manager**, Follett Library Book Company; **Supervisor**, Key-Punch Operations, Data Processing Division; **Director** of the Follett Publishing Company Art Department.

2. In attempting to add fuel to their cause, the Union requested Rev. Jessie Jackson's "Operation Breadbasket" to look into the employment practices at Follett's. Rev. Simmons from the "Breadbasket" staff spent several hours in our office and warehouse talking with pickets and workers of all colors. His conclusion was that we had a management-labor problem that had **nothing to do with racism.** I'm sure Rev. Simmons or any of the minority employees who work for Follett's will testify to this **FACT!**

3. Follett's was the first major publisher in the United States to create multi-racial textbooks. This was in 1952; two years before the Supreme Court Decision. Today Follett is an acknowledged leader in the publishing of integrated textbooks.

4. Over the years, Follett's have received numerous awards for equal opportunity employment practices, including the following:

"The Outstanding Service to Church Members Award for Employers" 1965

Presented to C. N. Follett by God's House of All Nations Church (a Negro parish).

"Good American Award" 1963

Presented to Dwight W. Follett, President by Chicago Committee of 100, for "Outstanding contributions in the field of human relation and for practicing the basic principles of American democracy."

5. Since the founding of our Company in the 1870's, all policies concerning employment have been identical for all levels of employment from the President to the Custodians, from the oldest employee to the newest. This would encompass such items as our profit-sharing program, paid vacation policy, retirement fund program, company paid insurance program, sick leave, educational benefits policy, cafeteria facilities, washroom facilities, and etc. We have no privileged groups at Follett's.

DOES THIS SOUND LIKE A RACIST ORGANIZATION?

It's unfortunate that S.D.S. sponsored groups are permitted to defile, destroy, and inflame without being held individually or collectively responsible. We intend to do everything possible to rectify this misuse of "free speech."

Consider this an **open invitation** to personally visit our office and warehouse at any time. Walk through and see our facilities, talk to our employees, ask about the opportunities at Follett's, and then **YOU BE THE JUDGE!**

FOLLETT'S

1000 W. Washington
Chicago, Illinois 60607