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Ken Davis

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60A

MEMO

ILLINOIS TEACHERS COLLEGE CHICAGO-NORTH

TO NISC MAINTENANCE STAFF

Gentlemen: These are today's Northeastern PRINT's. We appreciate your desire to keep NISC very clean at all times, and we know that a lot of people say we print trash, but we would appreciate it if you would please leave this week's paper on the stands for about a day before you haul them off and burn them. Your diligence last week in burning 4500 copies of our paper is probably some kind of record for cleanliness. Thank you for your time and co-operation.

Sincerely,
The Editors

DATE Dec. 10, 1969

SIGNATURE

WISZOWATY QUILTS SENATE; NAMES GREENBERG PRES.

Because of what he termed "educational commitments", Student Government President Tony Wiszowaty officially resigned last Friday, effective immediately. Wiszowaty, elected to the position last February, named as his replacement Chuck Greenberg, formerly a Student Senator himself.

Greenberg had been instrumental in the operations of the Commuter Center Committee, the group planning and programming NISC's proposed Student Union. Greenberg tendered his resignation to that committee effective January 1, 1970.

Wiszowaty was one of the two students remaining officially in the student government, since it earlier this trimester suspended its own constitution, leaving only President Wiszowaty and Treasurer N. Sam Gallucci in office. The inheritance of the Presidency would probably, under normal circumstances, trigger an endless constitutional debate, but, as of Monday no one had expressed official concern about the matter at all.

eight students, with the power to advise him on important matters. This steering committee, not binding, will be set up immediately.

He was considering last weekend the revision of certain committee structures that would bring the members of Bugg House Square, the Concert Committee and Free Films Committee together as one group, to take advantage of the concerted manpower.



Greenberg, in an interview with PRINT last Saturday, expressed his concern for implementing a community governance structure immediately. "We have to get all the interested people together, so we can get to work right away", he said.

Greenberg will be using powers which were vested in the Presidency when the constitution was suspended, although Wiszowaty did not. First, he intends to thoroughly re-evaluate all students presently serving on committees, to determine whether they are doing the most effective possible jobs. He also intends to initiate a Presidential Advisory Board, consisting of six to

Greenberg also announced that his administration will launch an investigation into the Student Fees Allocation Committee, including "reevaluation of its people and the committees philosophies".

He also announced that he will strive to hold elections, the first since last February, in that latter part of this February. Presumably, Greenberg foresees a community government in operation by then.



The staff wishes you the merriest. In the picture: Ely M. Liebow, 1. Mickey Sagrillo, 2. Dave Green, 3. Roger Bader, 4. Fred English, 5. Lynn Musson, 6. Bill Spreitzer, 7. Barb

Sielecki, 8. Maura George, 9. Joe Wierich, 10. Cindy Dubas, 11. Rick Sears, 12. Dave Kessler, 13. Gary-Dale Stockmann, 14. Ken Davis, 15. Gene Corey, 16.

The Print FORUM

DISGRUNTLED GRADUATES GRIPE TO US

Dear Print,

As members of the December graduating class we would like to voice our discontent, probably along with many other graduates, as to the selection of North Park College as the site of the graduation ceremony. After attending the school of our choice for four years why must we graduate from the campus of another? Our dissatisfaction with this situation is not just based on pride. Why must we settle for four tickets after the

previous graduating class received 8? Are we the victims of poor planning, or are we discriminated against because of our late year graduation date? We feel that we should get at least an opportunity to graduate from a worthwhile structure like the Auditorium Theatre or Logan Square Hall or the like.

Gary-Dale Stockman
Robert Wright

DR. GILBERT WRITES MORE

The Print sponsored a curriculum conference on Tuesday, November 25. This conference was chaired by Ken Davis. The faculty participants were Drs. Dufour, Forslev, Gilbert, Glockner, Martindale, Nissam-Sabat and Robertson. The student participant was Jay Byron. During the course of this conference some points and remarks were made which I would like to explore further.

One of the arguments raised for Program D by its proponents is that students can "vote with their feet" against irresponsible faculty. But, at the same time, they also say that it will be the students' responsibility more than ever--under Program D, or any other highly unstructured program--to seek out and obtain guidance from faculty members in their academic pursuits. How is an entering freshman to distinguish the responsible from the irresponsible faculty? Who will protect the student who mistakenly chooses an "irresponsible" faculty member as a counselor? Maybe the responsible faculty should publish a guide to the faculty with responsibility ratings.

Let us suppose that the majority of the students do manage to gravitate to responsible faculty members for guidance. This, if anything, seems like an anti-merit system. The irresponsible faculty member will sit back and draw the same salary as the responsible faculty member who has the onerous load of committee and council work, research and publications efforts now further aggravated by a possible avalanche of students seeking to know what courses should be taken next term.

In answer to these questions, I have been assured that the irresponsible faculty--tenured and otherwise--can somehow be eliminated!

Now let us consider what Program D actually has to offer the students. Freedom is the answer. Freedom to do what? Drown. When the proponents of the total freedom curriculum are asked about the harm a student can do to himself by "copping out" for the easy A and B courses, their answer is that the student must learn to be responsible. Moreover, they continue, if the students does not learn responsibility and completes four years of college with a worthless piece of paper, he has only himself to blame. It seems to me that this system of teaching responsibility is similar to the method of teaching swimming wherein a person is suddenly thrown into a swimming pool. If he drowns, it is just too bad! since he has only himself to blame.

I still believe that more students will be harmed than aided by a highly unstructured program. There are more non-swimmers than swimmers at NISC and I cannot in clear conscience say "too bad" when even one student drowns. I sympathize with the responsible, mature student who is capable of self-guidance but I cannot "kiss-off" those students who need a structured program.

If I may quote from Durant's *Lessons of History*:

Out of every hundred new ideas ninety-nine or more will probably be inferior to the traditional response which they propose to replace. No one man, however, brilliant or well-informed, can come in one lifetime to such fullness of understanding as to safely judge and dismiss the customs or institutions of his society, for these are the wisdom of generations after centuries of experiment in the laboratory of history.

Sincerely,
R.L. Gilbert

MAHER IS DISPLEASED

To the Editor of Misspelled Words:

Congratulations on your efforts in my

behalf. **Villians** has overcome **Villains**. Does that mean the good guys have won?

J.P. Maher
Linguistics

STUDENT SUGGESTS BOOK EXCHANGE

With another semester approaching, it will soon be time to purchase more books. Therefore, I would like to voice my opinion and that of several other students I have talked to, concerning Folletts and Beck's.

We feel we are paying too much for used books in comparison to what we get for selling our own books.

We get only half what we paid for our books and they are resold at a nice profit. I can give a good example of this. During the first part of this semester I bought a new book for 13-101 Introduction to Music, only to learn that I had bought the wrong book. I returned my book which cost \$4.50. Since I had put my name in it and had underscored the first 10 pages, I had to sell it as a used book for \$2.25. Immediately I had to buy another book so I chose a used one. The price of the used text was \$2.95 and clearly showed parts of 3 other sales stickers. The book I bought was completely worn out. I would question as to how many other students have received the same 'services'. I

got less for selling a new book than I had to pay for a worn out one.

Now, there is a workable solution. We used it at Cumberland College when I was a student there.

A small room is set up with shelves (a large closet is sufficient). The student puts his book he wants to sell in the closet. Inside the book he puts an envelop bearing his name and the amount he wants for the book. The "used book stock room" is opened 2 or 3 hours each day and is operated by volunteer students. The prospective buyer selects a book, pays the student worker, who seals the money in the envelope. The envelope is then put in a small file for the owner to pick up. If the book isn't sold in 3 or 4 weeks the owner picks it up.

There is little work involved, as many students on campus would be glad to volunteer 1 or 2 hours each month in order to save money. There is no resource problem

Cont'd on page 8

"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:

GREENBERG HAS

WORK TO DO!

Student Government may have still another chance with the appointment of Chuck Greenberg as President to create that elusive, but very necessary community constitution.

Greenberg has stated that his intention is to work first in that vital area, and we support this philosophy. His other ambitious campaigns to rid existing committees of dead wood sound magnificent on paper, but these are things that have been tried before, and they have been the demise of potentially effective student leaders.

Greenberg must devote all talent and skill at his disposal to the creation of the community document, since the faculty and administration, whose support for the effort is just as important, are presently in a highly favorable mood. We know of no method of college governance more effective than the community method, and the time is certainly ripe now.

We wish Greenberg and his aides luck. They are going to need more than that.

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-15.

The Northeastern PRINT

Well gang, this is the last PRINT of the trimester. You may have noticed we decided to dedicate this issue to Christmas. It may be a little early but Polk Brothers sells their plastic Santa's, starting sometime in August, so we feel you might forgive us pushing the holiday somewhat. If not that's tough. Who are you to question what goes into the PRINT. Especially around Christmas. Look we are here to have a good time, this is a time of Peace so cut your stupid griping. Be jolly dammit!

There will be no contest this week. Let us repeat that for those of you who can't believe your eyes. There will no be Contest this week. This decision was reached for obvious reasons. So we won't insult your intelligence by giving them to you.

Nobody entered last weeks matching contest. It must have been too tough. The only semblance to an entry was a spindled IBM card which we had to reject because of its spindled condition.

And now a Christmas message from our correspondent in Springfield: The Northeastern PRINT is published a Northeastern Illinois State College, Bryn Mawr at St. Louis, Chicago. Opinions expressed within these holiday pages are not necessarily those of the administration, but rather those of the individual contributor solely. Address comments to E-45.

- Bob Cratchet..... Ken Davis (296)
- Tiny Tim..... Larry Spaeth (331)
- Ghost of Christmas Past..... Lynn Musson
- Mr. Scrooge..... Roger Bader (265)
- Ghost of Christmas' to come..... Dave Green (122)
- Good little girls..... Maura George, Sue Gaspar
- Marley's Ghost..... Bill Spreitzer (84)
- Christmas Turkey..... Mickey Sagrillo (288)
- Gay Celebrators..... Mike Gilmore,
- Melody Cobleigh, Fred English, Barb Seilecki, Cindy Dubas, Marnie Fournier, Madeline Poster, Al Parks, Frank Konrad, Cal Biddle, Rich Sears and all the bad little boys and girls on Santa's Big old book
- Corey's Place..... Gene Corey (363)
- Mondo Crypto..... Gary-Dale Stockmann (86)
- Nature Corner..... M.L. Gasfrill BS (2)
- Wireless Express..... Hal Bluethman (?)
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- Celebrities
- Santa Claus..... Les Klug
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- PRINTcess..... Sheila Robson
- Rudolph the Red..... Bernie Farber (205)
- Polk Bros. Santa..... Torch
- The Xmas Xsopher..... Joe Weirich
- Villian..... J.P. Maher
- Sponsor (Old Story teller)..... E.M. Leibow

TO THE MEMBERS OF THE FACULTY SENATE AND FACULTY OF NISC FROM:

**THE CURRICULUM COUNCIL
RATIONALE FOR PROPOSALS CONCERNING THE BASIC PROGRAM**

The Curriculum Council recommends that its proposals concerning the Basic Program be considered and approved by the entire faculty at an early date. The Council agreed that:

1. The present program is over-loaded and rigid to the point of allowing students no freedom of choice during their first two years in college. In the case of Elementary School teachers, for instance, the present program coupled with professional education requirements and departmental specialization leaves very little room for choosing electives in four years at college. The Council finds this regrettable.
2. Assuming that revisions are in order, it seems that they should be implemented as soon as practicable after approval by the various state boards. A Committee to Review the Basic Program, the college conference, and the Curriculum Council have suggested various proposals during the past several months. Clearly the time has come for resolving this matter, an issue involving much discussion among students and faculty, so that proposals can be forwarded to Springfield.
3. Discussions at Northeastern during the past several months have centered on "Structured" Basic Programs of some sort and a totally free curriculum. The Curriculum Council proposes in effect very unstructured Basic Programs in the Liberal Arts and Education.

a. For Liberal Arts majors, the council proposes a flexible program that insures course work in 3 broad areas of knowledge: Humanities (12 hours), Social and Behavioral Sciences (9 hours), Mathematics and Natural Sciences (9 hours). In lieu of this 30 hour program the faculty can vote for a totally free curriculum in the Liberal Arts.

b. For teachers, the council proposes a program of 42 credit hours (Natural Sciences and Mathematics, 12; Behavioral and Social Sciences, 12; Humanities, 18 hours). With such a program the minimum requirements for State Certification will be met. The one exception is in the Mathematics requirement for elementary teachers: the state requires 4 hours, but a student who has taken one mathematics course can meet state requirements through the mathematics methods course in professional education.

The faculty should be aware of these state requirements. Part of them prescribe a number of semester hours in various fields. For Secondary Teachers the total is 42 hours, for Elementary Teachers 42 plus an additional 36 hours. The state leaves the Elementary Teacher free choice in this second (36) category of electives, and the Curriculum Council can see no reason for not doing likewise.

RATIONALE 2

Future teachers would have to complete these various state requirements whatever the nature of any college curriculum, it should be emphasized. Primarily for this reason the council voted (11-1) against extending the option of a totally free Basic Program to future teachers. Yet the programs proposed allow great flexibility.

Obviously in a matter so broad as the Basic Program, there were differences of opinion among members of the council on various points of detail. We are listing some of these points and how they were resolved. You may find them useful when voting.

One Basic Program for all Students The council eventually decided that one program could work to the disadvantage of liberal arts majors and future teachers. By establishing one program, the number of credit hours in a particular discipline could exceed minimal state certification requirements for teachers; in effect creating one Northeastern program, followed by another state program with its own liberal arts specifications. This would cause too much confusion. Also, by establishing a separate program for liberal arts majors, we found it far easier to cut down the Basic Program for these students to a very broad, flexible 30 hours.

Composition Two members of the council wished earlier to make composition a separate category required of all students. Obviously good writing should be stressed on the college level, but the council felt this must concern the entire faculty, not exclusively the English department. There have been studies made comparing the writing of students who have had formal college composition courses with those who went without, and these reveal no difference in the quality of writing. Good writing, then, is a cumulative process; it must involve every teacher. Composition courses will still be offered, and it should be borne upon some students that they could well take them. Also, various departments could establish writing courses geared to their particular discipline. Some colleges also require a writing test at some level of college work to determine whether the student meets standards necessary for their future profession.

Foreign Languages Two council members considered a separate category in the liberal arts program consisting of 2 semesters of foreign language (6 credit hours) required of students who have not had 2 years of high school work. The council ultimately resolved to raise the Humanities block from 9 to 12 hours, including foreign languages among the electives in this area. It is felt that foreign languages would be more meaningful to students on an elective basis; also the departments can recommend to students the foreign language background necessary or desirable for their future profession. Additional language courses, geared for reading as well as for speaking proficiency, can thus be facilitated.

RATIONALE 3

There was some discussion about cutting down the Basic Program for the Secondary School Teachers by 9 credits since the state has less specific requirements in the total 42 hour program they outline. However the council voted to keep the Secondary Basic Program at 42 hours (18 Humanities, 12 Social and Behavioral Science, 12 Physical Science and Mathematics) thus assuring an even spread among these three main areas of knowledge).

**PROPOSED BASIC PROGRAM--EDUCATION
(Based upon Minimum Requirements for State Certificates)**

I. NATURAL SCIENCES AND MATHEMATICS	12 credit hours
Elementary and Secondary Education	
Science	- 9 credit hours
Mathematics	- 3 credit hours*
II. BEHAVIORAL AND SOCIAL SCIENCES	12 credit hours
Elementary and Secondary Education	
Social Science	- 9 credit hours

(including one course in American History and/or Government)
Psychology - 3 credit hours

III. HUMANITIES

18 credit hours

Elementary Education	
Language Arts	- 9 credit hours
English	
Linguistics	
Speech	
Art	- 3 credit hours
Music	- 3 credit hours
Additional Humanities Course	- 3 credit hours
Secondary Education	
Language Arts	- 9 credit hours
English	
Linguistics	
Speech	
Humanities	- 9 credit hours
Art	
Foreign Language	
Music	
Philosophy	

42 credit hours

* An additional 2 credit hours in Mathematics must be taken to meet minimum requirements for state certificates for teaching in kindergarten through grade nine.

**PROPOSED BASIC PROGRAM
--LIBERAL ARTS**

courses in the 12 credit hours category.

I. NATURAL SCIENCES AND MATHEMATICS	9 credit hours
Biological Science	
Physical Science	
Mathematics	

In each of the three categories, however, students may not take more than two courses in any one discipline to meet the Basic Program requirements.

OPTION 2

An open curriculum for liberal arts students which would have:

II. BEHAVIORAL AND SOCIAL SCIENCES	9 credit hours
---	----------------

- Anthropology
- Economics
- Geography
- History
- Political Science
- Psychology
- sociology

- 1) no college-wide courses required
- 2) only those requirements stipulated by the departments in which the student majors.

III. HUMANITIES	12 credit hours
Art	
English	
Foreign Language	
Linguistics	
Music	
Philosophy	
Speech	

Experimental Program in the Liberal Arts
(an amendment for the structured liberal arts basic program)

With a September enrollment in Liberal Arts, a significant number of incoming freshman be divided into two groups--controlled and experimental--with the students in the experimental group allowed to take any courses they desire.

30 credit hours

Students must take a minimum of three courses in each of the 9 credit hours categories and a minimum of four

Intermediate evaluations will be made annually and ultimate evaluations will be made at the time a student earns sufficient credit for graduation.

CONCLUSIONS

1. The Curriculum believes its proposals, by vastly expanding the student's freedom of choice, goes far towards meeting a source of their grievances.
2. The structured programs preserve a fundamental standard in a college curriculum of some work in various fields of knowledge.
3. With the program recommended for teachers, the Council aims to preserve entitlement for state certification upon graduation from Northeastern.
4. The proposals have a practical aspect in that state certification is facilitated for teachers; the Board of Governors will be concerned with this when they confer on these proposals.

Mrs. Barbara Cook
Dr. Joseph Crean
Dr. Robert Gilbert
Dr. Frank Loos
Dr. Margrethe Isaac
Dr. William Itkin

Dr. Bevode McCall
Dr. Richard Robertson
Dr. Humphrey Stevens
Dr. James Tinsley
Mr. Alan Wallie
Dr. Robert Zegger, chairman

**FINAL CURRICULUM
COUNCIL PROPOSAL -
AS SENT TO
NISC FACULTY SENATE**

PRINT DISCUSSES CURRICULA WITH FACULTY

(The following discussion, taped on November 25, was printed in last week's issue, which, as you probably already know, was inadvertently incinerated by janitors Wednesday night.)

Recognizing the vast disparity in faculty opinion over the type of curriculum best for Northeastern, and accepting the premise that the faculty, through the Faculty Senate, a body of over forty faculty representatives, and the Faculty Assembly, including every faculty member, actually has the power to design that curriculum, PRINT attempted last week to take as detailed a sample of faculty opinion as possible.

On Monday, November 17, reporter Frank Konrad sent invitations to every listed member of the Senate, and to all members of the Curriculum Council, which is charged directly with the responsibility of transmitting a curriculum proposal to the Senate for consideration. Also invited were a small number of faculty who were not affiliated with either group, but who had been vocal during the All-College Conference, or active with the President's Committee to Review the Basic Program.

The meeting occurred last Tuesday, November 25. Unfortunately, because of a scheduling conflict, the Senate's Steering Committee, often recognized as the most powerful sub-group within the Senate, met at the same time, depriving us of an interview with that important group of people. That, alone, however, did not account for the fact that, of the 65 faculty invited, only seven attended our meeting. The Faculty Senate meeting earlier in the afternoon had failed to meet quorum.

Those attending were Valentine Glockner, Education; Al Forslev, Earth Science, Charles Nissim-Sabat, Physical Science, Robert Gilbert, Physical Science, and Stan Martindale, Vic Dufour and Dick Robertson of the Psychology Department. Student Jay Byron observed.

Robert Gilbert is serving presently on the Curriculum Council, Stan Martindale served with the Committee to Review the Basic Program, Al Forslev served last year on the Faculty Senate Steering Committee, Vic Dufour was one of the authors of Proposal D, which received a plurality of votes in the recent curriculum referendum.

Other participants are all currently active in hammering out a new curriculum. Discussion began with Al Forslev, who was asked about the Senate's mechanical structure. What, he was asked, is the relationship of the curriculum council to the Senate itself?

Forslev: Well, all I can speak to is how it was done in the past. The curriculum council is a council of the Faculty Senate. Everything that comes out of the council is policy nature and curriculum change, of course, would be considered policy and then goes to the Faculty Senate for approval. First it goes to the Steering Committee for discussion and the Steering Committee makes recommendations to the Faculty Senate. When it is brought up in the Faculty Senate, the discussion takes place, and as a result of these discussions the Faculty Senate then decides the next step. And in the case of curriculum proposals or changes that would get to the Faculty Senate, these changes would be either recommended or not recommended by the Faculty Senate so the Faculty Senate does occupy a rather important position as far as seeing what gets to the Faculty and what doesn't. They have the power under the present structure to make recommendations or not to make recommendations in the case of curriculum. Quite often, things have stopped if the Faculty Senate decided not to take action on a matter or voted something down. And the chances are that it will not get to the Faculty for a vote. The Senators are the elected representatives.

Dufour: Al, isn't there a point of interpretation here? We're operating under the old constitution, right now, the Faculty handbook type of thing: I was reading that yesterday, I had nothing else to do. I looked to investigate those clauses that describe the Faculty Senate's power. In my reading of this, this business about whether the Faculty Senate should receive or approve and send on as a matter of interpretation, isn't it?

Forslev: Well, it may be.
Dufour: I was able to read this thing kind of ambiguously a couple of ways. One way, saying that the Faculty Senate shall receive and approve all those things that the council sent to it. Another way is, it will approve things and receive those things and send them on, which are appropriate to be received by the Faculty Senate. I am wondering if the curriculum shouldn't be received by the Faculty as a whole right away.

You may be absolutely correct that curriculum should be brought to the Faculty right away, but in general, what are followed are the by-laws of the Senate and the Faculty Senate Steering Committee. The mechanical procedures under the old constitution are the ones that are followed and the interpretation of these is what I essentially repeated before. Curriculum is the institution to a great extent and certainly whether the Faculty Senate should be able to just turn down something and stop it from getting to the Faculty, that certainly would be a question of interpretation.

Gilbert: The mere fact that you asked

that question is indicative of something. It may in fact be a questionable point and then of course you have to establish what is the body that can answer that question. For the present time, the Curriculum Council is acting as if its responsibility is to provide to the Faculty Senate a variety of curricula and more or less not putting itself up as a decision-making body. It will supply curriculum to the Faculty Senate which at the present time feels it is the appropriate body to receive the same. It is more or less anticipated within the curriculum council that the Faculty Senate, after discussion, will transmit it to the Faculty Assembly.

Byron: Why is the Curriculum council disregarding the referendum vote taken by the school on the four proposals?

Glockner: It is my understanding that the curriculum council has devoted all its time at this point to the discussion of the proposals offered by the various groups to the exclusion of other factors that are pressing. I know within the Department of Education Foundations we have several matters which we are waiting upon for decisions that are supposed to come from the curriculum council. I have been informed that until such time as this more pressing matter, the result of the discussion of the three day conference is determined all other matters will have to wait. It's very frustrating for the chairman of the department not to have these matters considered at a time when they're pressing to that department, non-the-less the decision is still that the curriculum council must deal with it. I think that they are dealing with it. I think that they have just not completed their deliberations.

Nissim-Sabat: To come back to a previous point, it was asked to what the powers of the Faculty were. Under the old constitution and the proposed new constitution, 10% of the Faculty can petition for Faculty Assembly, at which point they can move to reconsider any action of the Faculty Senate. If any 10% of the Faculty want to bring that to a vote to a full faculty, they can do so through the vehicle of the faculty senate. It's not beyond possibility that the Faculty Senate will decide to hold a referendum on this issue from the whole faculty. I presume this is what they are going to do.

Forslev: If the senate concurs with the curriculum council's recommendations this will have to be submitted to the faculty for a referendum.

Gilbert: I, a member of the curriculum council received the results of the votes from Dr. Dufour but never received a precise statement that we are in fact to consider this thing as a binding vote. Honestly, at the start of this entire thing, this matter being considered by the curriculum council. I wanted to know, what are the guidelines.



Vic Dufour



Robert Gilbert

how are we to operate? Are we only to consider the recommendations put out by that particular committee, Curricula A and B, that they put out? To what extent are we to be limited or delimited by their efforts? After all, they were a duly constituted body, they did in fact produce a document.

To what extent were problems raised by the fact that Curriculum D which did receive the majority vote, but which contained factors which made it an illegal document as far as the curriculum council was concerned? The curriculum council could

als A, B, and C are quite similar. The three of them combined far-out polled proposal D. Something like 60 to 40. One could very well say that the curriculum council feels it's mandate is to go more along the direction of A, B, and C, rather than D. If you go by...

Forslev: You imply, more or less, that, after all this is going on, after the committee reviews the basic curriculum for many hours, and comes up with some proposals, and then after the three-day conference's results were published, that in the eyes of



Stan Martindale, Charles Nissim-Sabat, Al Forslev

not consider such matters as grading, so they had to ignore certain aspects of it. My question at the beginning of this entire matter was what are we to be guided by, what are our limitations? The reply to me by the representatives of the administration in the curriculum council was that we are not limited by anything. The curriculum council had the right to come up with anything they wanted and that was our charge.

Print: Dr. Gilbert, can we address a question to that? It would appear to us, that first of all, the committee to study the basic program turned out the original two proposals which later became proposals A and B, and then proposals C and D were results of the All-College Conference. These four proposals were then submitted to some kind of referendum, and the "community" indicated that it favored proposal D. Are you telling us, then, that the curriculum council did not have to use these indications as guidelines, and, in fact, could produce anything they wanted after that? Is it not true, then, that you in the curriculum council can sit down and draw up your own proposal that isn't even similar to the other proposals, and that, in turn, the Faculty Senate can do the same thing - go ahead and design still another proposal that isn't similar to the one you conceive?

Nissim-Sabat: I'll answer that from a mathematical point of view. It's true that D won a slight plurality over A, B, or C, but I can very well see that if anybody objects to one little point in A, then he's for A, but if he objects to one little point in A then he says, "I'll vote for D. If we get D, we can get all of A except the one little point I object to." Therefore, I don't think it's a valid vote because it's a normal choice between comparable alternatives. Propos-

the Curriculum council this was all wasted time. It wasn't, because the curriculum council read all the proposals. These four were certainly a very good cross-section of the feelings of the entire community. What the Curriculum Council has to do is balance the feelings of the college community.

We actually have a Curriculum committee to act as a watchdog and see that academic standards are upheld and that the student does not suffer. So the curriculum council is actually the meltingpot. They have to balance all of these things out, and they use all of these things to come up with their recommendation. I don't think that it should be implied that they are not aware of these recommendations.

Gilbert: I would like to point out that no matter what the Curriculum council recommends, the ultimate decision will be made by the faculty. If what we have produced is turned down by the faculty assembly we start over again. But from the beginning, as was pointed out by Dr. Forslev, we did use all of the information that was at our disposal. The results of the ACC and the program committee were balanced against each other, and we tried to come up with what we considered to be reasonable compromises, and we submitted these through the proper channels to be considered by the college community.

Martindale: Dr. Gilbert, what is the current status of the programs as they now stand?

Gilbert: First of all, the decision was made to provide both a structured and an unstructured track.

Nissim-Sabat: Excuse me. We will select one or the other, right?

Gilbert: All of them. The curriculum

FALL 1969 - CONSTITUTIONS, POLITICS,



The Moratorium: Crowds estimated at half a million gathered in Washington. A large number of Northeastern students participated.

by Ken Davis

A three-day conference. An undercover agent on campus. Marine recruiters on campus. Two major war moratoriums. The dissolution of the Student Senate. The defeat of the Faculty Senate's proposed new Constitution. These are some of the most political and philosophical issues ever raised at our quiet little college in a cemetery. And they've all been happening at once.

Some observers say that the "old guard" has been challenged so thoroughly, and defeated so soundly so many times, that it no longer has the iron-clad grip it once had on the operations of this campus. Other observers say that this has been a trimester in which a few loud, opinionated jerks have managed to mess things up for everybody.

Regardless, this has been a strange trimester for news gatherers. The news has been very deep and involved. There hasn't been much to take pictures of. With the exception of a few gathered to protest the presence of recruiters, there have been no demonstrations at all this trimester, and no real disturbances. Somehow, there has been a sudden realization that Northeastern is virtually on the threshold of becoming a vastly expanded urban megaversity, and the job of

meeting that challenge has not been taken at all lightly. Suddenly, discussions have materialized on subjects as wide-ranging as the best curriculum to suit the needs of this community and the implications of undercover police agents in an academic environment.

Some feel that the Lawrence and Stern hearings last trimester first brought a political awareness to the campus. The frustrations arising from this brief encounter, they argue, were the cause of the All-College Conference.

At any rate, the ACC (which, to many, was to become a three-letter acronym more despicable than SDS) was the first true encounter between faculty, students and administrators in this campus' history. Its seeds were planted by a small group of students and faculty who felt the necessity to discuss a series of highly pressing needs. It was conceived as a method for speeding up the routine channels through which vital decisions are made. It was also an attempt to wrestle some of the incredible decision-making power from the hands of the few super-powered faculty members into the hands of the relatively powerless students and faculty members.

Seen from the distance of several months, it is obvious that the ACC failed on all

counts, but it was profoundly successful in another respect, which nobody had expected. It was at the ACC that department chairmen and second-floor administrators left their desks and seized the opportunity to meet the students, whose lives their decisions affect so vitally. A new word evolved from ACC - community. After the ACC, members of all three factions of the community were able to communicate a little better, and it was in the ACC spirit that discussions continued to the end of the trimester on matters that were not even considered at ACC itself.

The President's Committee to Review the Basic Program had completed two proposals just before the conference which were to have been submitted to the Senate for consideration. Suddenly there was ACC, and, after hours of caucusing and arguing in rooms all over the campus, the participants turned in two more proposals. A referendum vote was taken, and the "winner" was proposal D, a result of the conference, which called for an unstructured curriculum, allowing the students to choose their own classes. This whole package of information was transmitted to the Faculty Senate's Curriculum Council, which then proceeded to create its own proposals, and transmit them to the Senate. Nobody knows what the Senate might do with them now.

So the philosophical debate rages on - are students competent enough to select their own courses? Key faculty members say no.

Philosophical debates seem to be the in thing this trimester. The most recent is police agents. When an agent is on campus, gathering information on those who trust him as a friend, does he endanger the academic life of the institution? Many think so. It was a couple of years ago when Bill Frappolly arrived at NISC, fresh out of cadet school. Gradually he began to associate with activist groups, and accordingly, he began to grow hair. When his hair was of adequate length, he began leading his own demonstrations, and participating in things like the march on President Sachs' office last year. When SDS fell apart, he joined with the super-revolutionary Weatherman faction, and thus became the only Weatherman on campus. Most of his friends were, let's say, disappointed when he showed up at the Conspiracy trials to testify against Bobby Seale. He came back to campus briefly to ask President Sachs if he were able to identify any of the people who attacked him on stage during the freshman orientation program. Sachs said that he (Frappolly) was the only attacker he recognized.

Marine recruiters, gone from campus for quite some time, returned for one visit during October. They weren't greeted with



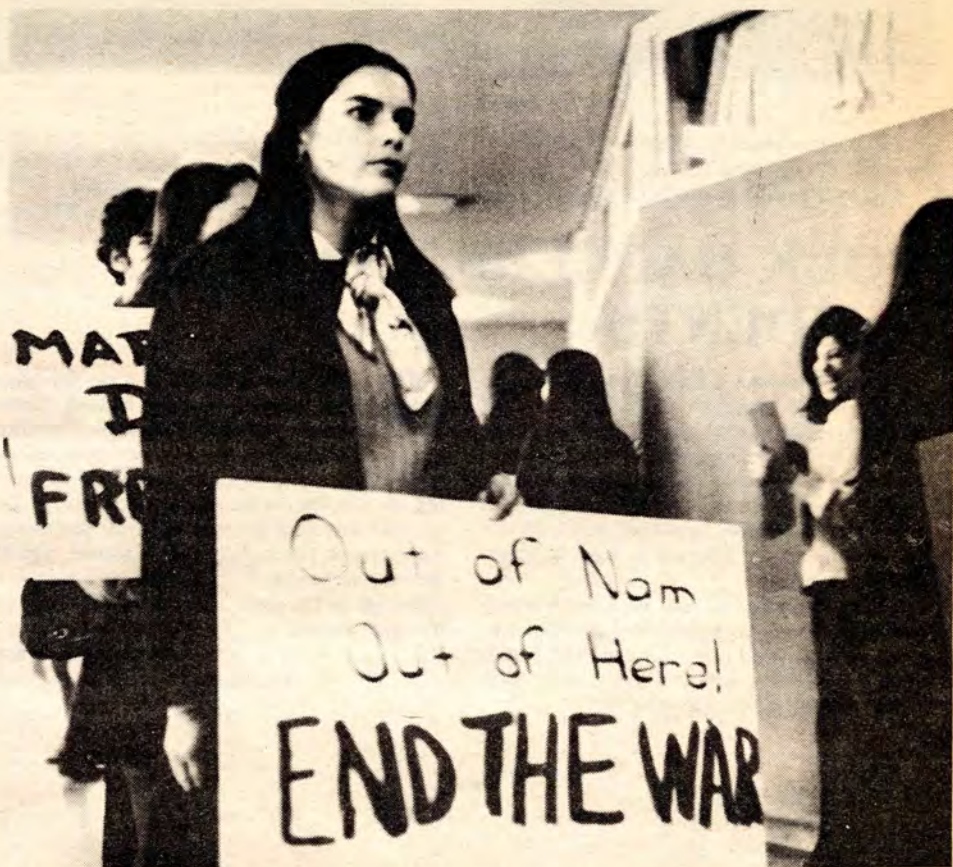
The parking lot: scores of students were zapped with three-dollar tickets.

CURRICULA AND ASSORTED HAPPENINGS

open arms, and nobody was recruited. The event, however, touched off more lengthy debates about recruiters - whether or not they should be allowed here. Some said that no recruiters should be allowed here at all. Some said that all recruiters but military should be allowed. Most said that they all should be allowed on campus.

document which had been proposed as a replacement came as a sweet victory for Faculty advocates of a community constitution. Plans have already been made for the initiation of a committee to draft that constitution.

This is also a time of highly increased politicalization nationally, and North-



Recruiters: Demonstrations occurred when the recruiters arrived. Reviews of NISC's recruiting policies were promised.



Tony Wiszowaty: academic pressures brought his resignation

This was the trimester of Curricula, Politics, and Constitutions. In the Constitutions department, the two existing constitutions finally succumbed to the attacks launched against them in the past year or so.

The student document was suspended outright when a few student government people finally tired of playing the Parliament Game. The Student Senate, they declared, is powerless and ineffective, and the constitution, which protected nobody, was thrown out. President Wiszowaty and Treasurer Gallucci remained in their offices until such time as a community constitution can be developed.

In the Faculty Senate, the Faculty Constitution continues to come under increased attack, and the defeat last Wednesday of the

eastern's response to the call for an end to the war came in the form of two moratorium programs, October 15 and November 15. The first was most effective, with President Sachs and Dean Howenstine speaking against the war. Movies were shown, guest speakers spoke, and small groups organized. For the most part, though, classes continued.

So there were moratoriums, conferences, meetings, constitutional squabbles and political arguments. There were new parking lot rules, and there were three-dollar fines for those who didn't believe in the rules. There was a grand opening at the Newman center, and a fantastic performance by the Checkmates. A Language Clubs ball at Halloween, performances by George Shearing, Turley Richards, the Folk and Square Dance clubs, the College Band the Stageplayers shared the activities calendar with Forensics Union and the usual number of fraternity mixers and sorority penny carnivals and bake sales.

There was an unusual number of drives for toys, clothes and food, and evening programs featured everything from Thoroughly Modern Millie to lectures on wife swapping.

Campus planners announced once again that groundbreaking should be just a few months off, and the records office announced that students may now maintain incompletes on their records indefinitely.

It may be poetic justice, but the man who ended last trimester as the top newsmaker, Ken Lawrence (who?) and who, as indicated earlier, through his hearings, may have been an indirect cause of the burning unrest among serious members of the community this trimester, failed his very last High Hearing, and will never return.

So, as this, the trimester of big talking and big thinking gradually melts into Christmas, we become aware that, sometime, when Northeastern University is celebrating its fiftieth anniversary, and one of its 87,000 students attempts to compile for the NU DAILY PRINT a comprehensive history of his cherished alma mater, it will be impossible for him to do so without first making a detailed study of the events of this trimester.

Good luck on the final and have a merry one.



Frapolly: He was thought to be a leader of radicals, but he was a cop in disguise.



Moratorium NISC version: President Sachs voices his anti-war sentiments.

The Print

FORUM: PART II

Cont'd on page 3

as any place where the space is available can be used, i.e. lost and found.

I for one would like to get used books at a

savings. Even if students ask more than half price for their books they would be cheaper than buying them outside the school.

Jean Phillips

FOLK DANCERS THANK STUDENTS

The Northeastern Folk Dancers wish to thank all the students who attended our "International Happening." The members worked long hours preparing a show that would be interesting and exciting and the biggest reward for us was the appreciation you showed by your applause and wonderful compliments. For us it was Mission: Accomplished!

Our thanks also to Ken Wojcik, who orchestrated the opening number, and the students who assisted him in presenting it musically: Bill McClellan, Carl Franz, Bob Zielinski, and Mike Sanders.

The Folk Dance Club, as a performing group, is relatively young, having completed only two years of regular performing now, but we're growing rapidly with every engagement. If anyone is interested in joining us, whether it be as a dancer, wardrobe or costume committee, or even technical department for lighting and sound, you'll be very welcome. Come meet us Thursday evenings in the gym or see Miss Woskoff in the gym annex.

Diane Muchowicz
Secretary - Folk Dance Club

9130 Samoset Trail
Skokie, Illinois 60076
December 6, 1969

To the Editor:

Would you please print this OPEN LETTER TO EDWARD V. HANRAHAN, State's Attorney of Cook County.

Dear Mr. Hanrahan:

So you expect that "every decent citizen of our community will commend" YOUR police officers for their "bravery, restraint, and discipline!"?

No, Mr. Hanrahan! "Every decent citizen" is HORRIFIED and OUTRAGED at the deliberate and coldblooded murder perpetrated by your police in the apartment of Fred Hampton, Black Panther leader.

It seems incredible that your men were scarcely scratched if indeed they were "viciously attacked" (which I don't believe for one minute). Reporters could find no holes or signs of bullets in the door. Fred Hampton's mattress was bullet-punctured and soaked with blood, indicating he was killed while in bed. No effort was made to surround the apartment or use tear gas.

Have you ever heard of special police breaking into private homes at 4:00 A.M. and murdering political dissenters? Yes, the Gestapo did this frequently. Is this what's happening here? And which political dissenters are next?

Yours very truly,
Phyllis Solomon

"A TIME FOR US" COMING

The musical review "A Time for Us" will be presented by the Sun Co. on December 11 through the 14th, at 8:00 pm in the Norwood Park Auditorium, 5801 N. Natoma Ave. tickets are \$1.00.

The review features songs from: "Hello Dolly", "Charlie Brown", "Fiddler on the Roof", "Man of LaMancha", "Milk and

Honey", "Camelot", "Mame", "Fiorello", and "West Side Story".

The Sun Co. itself consists of 20 young adults, many of whom have taken part in other Park presentations.

The Sun Co. is directed by Mr. R.J. Dluger and Mrs. Corrine Zielinski. For reservations or additional information call NE 1-3994.

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CALL 421-1314

GOODMAN RECEIVES GRANT

Goodman Theatre has been awarded a matching grant of \$12,500 by the National Council of the Arts. The announcement was made today by John Reich and Douglas Seale, producing directors of Goodman.

The grant illustrates the growing reputation of Goodman Theatre's new professional company and is the first such grant in Goodman's history.

When received, the grant will be used to help defray the cost of retaining an associate producing director and the expense involved in establishing the newly organized Goodman Guild.

This grant is among the first to be awarded by the National Council of the Arts' new director, Nancy Hanks.

All National Council grants are matching and are designed to stimulate community interest and support in an effort to sustain the arts.

The National Council of the Arts is located in Washington, D.C. and was founded by John F. Kennedy. Its purpose is to encourage private and public foundations, the general public, and local communities to support the arts. Congress has contributed \$7,255,000 in 1969.

STUDENT TRAFFIC BOARD SET UP

The Student Traffic Violations Appeal Board was selected by President Tony Wiszowaty recently. Members are Steve Weiss, Glenn White, Kathy Merkels, Jules Beuck, and Ted Agresta. As a safeguard to the students, no hard and fast guidelines have been set up, except for the necessity of having an

officer present in all cases but decal violations. Appeals are to be deposited in the Student Senate office, in a box by the coat room downstairs, or in a box on the cafeteria window, opposite the auditorium. Further details will be available later.

JOSE GRECO COMING



Tickets for the Jose Greco & Dance Company concert, scheduled for Wednesday, Jan. 21, at 8:00 p.m. in the College Auditorium, will be available at the College Information Center starting on Monday, Jan. 12, 9:00 a.m. until ticket supply is exhausted. Students may obtain tickets with presentation of activity card.

STUFF WE'VE SWIPED FROM OTHER COLLEGE RAGS

by Barb Ulman

Only about fifty people, mostly faculty members, participated in IIT's Fall Conference. Although student interest lagged, persons attending felt the conference beneficial as a start. A committee on pass-fail discussed the possibility of having one course per semester falling under this grading, as long as the course is not considered an integral part of a student's major or minor. Course evaluation by instructors and students was agreed upon, insofar as only the individual teacher would receive the detailed information contained in the questionnaire. Members of the conference placed particular emphasis on an increased faculty-student contact. Suggestions to improve communications were faculty-student meetings, dinners, and informal gab sessions on a regular basis, an informal gathering place for students and faculty, and coffee hours involving different departmental students and faculty.

John K. Harris has divided the student population into three classes. A senior social scientist for a data processing firm in Virginia, Mr. Harris puts high school and college students in at least one of the categories: Conformers ("straight" or "absurd"); system dissenters ("changers" or "distorters"); and losers ("alienates" or "isolates").

Straight conformists are mostly middle-class whites who regard their education as "relevant and they see themselves as being in the mainstream of American society." The other conformers ("plastic hippies") are dissatisfied with the system and think it's absurd. "These are the guys who conform during the week, but who don't have an opportunity in their work to do things relevant to their own lives." As soon as these people get home, "they put on wigs to cover up the crew cuts and go out to participate in nonconformist activities."

System dissenters comprise those who would change or destroy the system or who would distort it for their own selfish purposes. System changers are the student activists who work within the system. System breakers include criminals, anarchists, and idealists who long for another system. But campus demonstration can involve the entire range of system changers, so Mr. Harris leaves the administrator to differentiate among them.

But most administrators should worry more about the losers--those who "leave or get pushed out of the system (alienates) as well as those who are in, but isolated." Mr. Harris equated alienates with hippies, draftees, addicts, and a variety of "rejects" which include the mentally ill and expelled students. The other losers' category consists of students who may seem to be taken into the system but never really become part of it. Activists may be the most visible members of the college population, but the losers need more attention. Mr. Harris concludes: "If we're talking about higher education as an investment in human capital, and there are all those who the system can't help, then there's something wrong with the system."

A study of the University of Iowa alumni found that those most involved in community activities had the lowest grades in college and the lowest scores on academic aptitude tests. Those who had the highest grades and aptitude scores were the least active in the community affairs, reports the SPECTATOR. Data on close to 1500 members of the 1949, 1955 and 1960 graduating classes was analyzed by John W. Lewis as part of his graduate research work in Iowa's College of Education.

Chrissy Jacobson, a ten-year-old victim of cancer of the femur, will receive \$1520 for an artificial leg from ISU's Alpha Phi Omega. APO sponsored the Ugly Student Contest a few weeks ago and netted enough money for one of the three legs Chrissy will need before reaching adulthood. Hamilton-Whitten halls topped residence hall competition by contributing \$300 to the fund.

Some of the questions from Western Illinois' faculty course evaluation questionnaire: "Rate the extent the instructor was prepared", "rate the success of the instructor in presenting material", "rate the extent to which the instructor stimulates your interest in the course", "rate the extent to which the instructor encourages questions and discussion..." Using the grading system "unsatisfactory, below average, average, above average, excellent," the evaluation committee hopes to publish the cumulative results in a book given to all students at registration.



Through the courtesy of London Records, I recently heard a collection, in chronological order, of songs taken from all the Rolling Stones' albums. It began with one of their earliest recordings "Route 66", and continued up to and including their latest album, "Let It Bleed". I discovered that while other groups (successfully or unsuccessfully) were changing bags and experimenting with new ideas, the Rolling Stones were constantly refining their sound to such a point that each new album seems to signify their ultimate goal that all the previous albums were leading up to.

So it is with "Let It Bleed." Here are the themes and driving rhythms that were so prominent on their earlier albums. A large part of the Stones popularity stems from their down-to-earth lyrics that everyone can identify with. The themes deal with what is going on right now, and what effects today's youth. Because of the honesty, comedy and sometimes cruelty of their songs, the Stones can get away with signifying our times without ending up sounding like a Grade B Hollywood hippie movie.

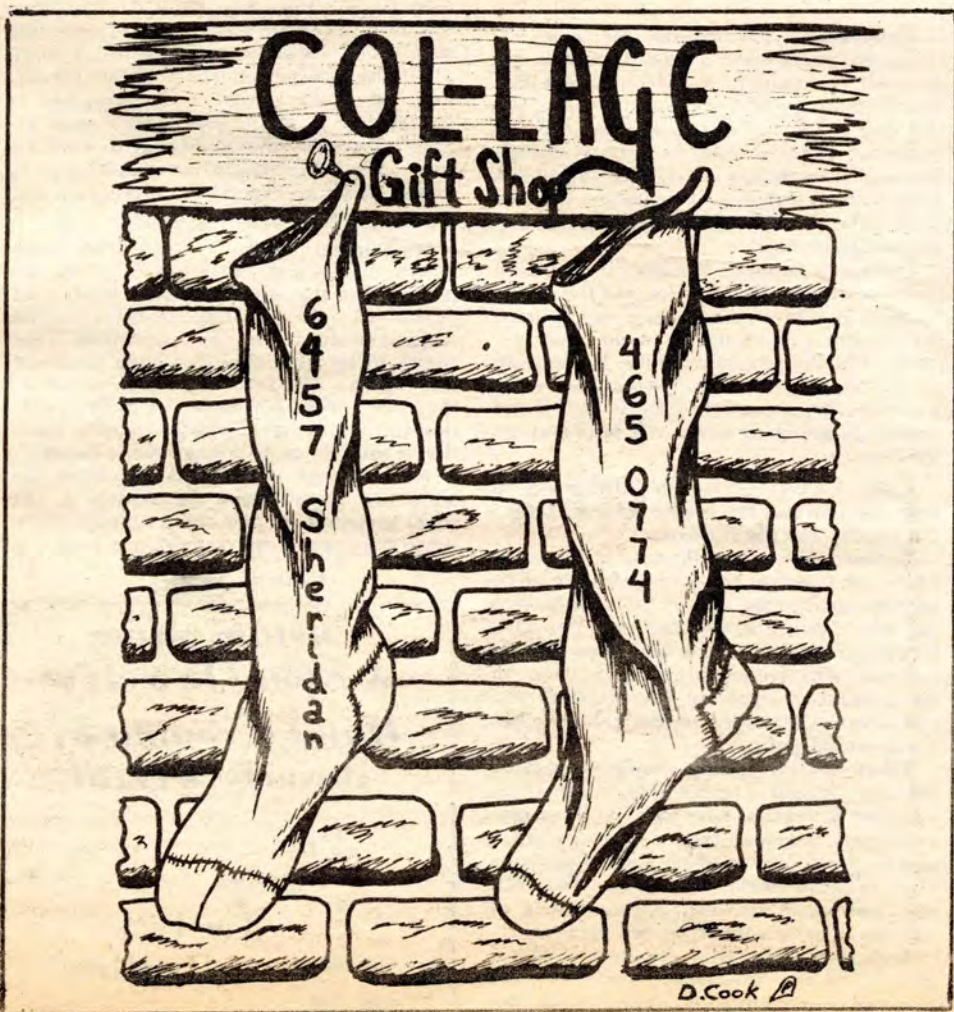
One of the major forces behind the success of these themes is lead vocalist Mick Jagger. Among fans and non-fans he is the most familiar Stone because he is the main one responsible for the Stones image. London realizes this because, in the new album, they enclosed a



huge poster of sex-symbol Jagger's head with the five Stones super-imposed under his chin. But Jagger is not just another pretty face (?). His tense, convincing approach makes the songs work. Because of this he is one of the greatest rock singers alive.

Those of you fortunate enough to hear the Stones recent concert, or even John Mayall's "Blues Trim Laurel Canyon," will attest to the fact that Mick Taylor is a fine guitarist in the Mayall school that brought up such notables as Pete Green and Eric Clapton. His Blues style is a definite asset to the sound of the Stones. However, because the cuts on the new album were recorded while the late Brian Jones was still in the group, Taylor is only featured on two songs. One of them is a groovin' country version of the hit "Honky Tonk Woman" called "Country Tonk", where he plays slide guitar. The other guitars are applied by Keith Richards who, like drummer Charlie Watts and basist Bill Wyman, are more than adequate.

The range of the Rolling Stones on "Let It Bleed" has expanded to include performances by Al Kooper, Ian Stewart, and Producer Jimmy Miller. The last cut is an album version of "You Can't Always Get What You Want." It is a Stones' extravaganza that features the London Bach Choir. However, as on the other numbers, the shining factors are their basic simplicity and the overall emphasis on rhythm which the Stones will never ignore. Their songs rarely lack a climax and some builds can be awesome. Lack of change usually spells death for rock groups, but in this case, it's called mastering a style.



**FRIDAY
DECEMBER 12**

*Men 21 or older and women 18 or over
are invited to the Alumni Club's*

DOUBLE PARTY!

*on the entire NINTH floor of the
Sheraton-Chicago Hotel
505 N. Michigan Avenue
from 8:30 p.m. until 1:00 a.m.*

IN THE TALLEY-HO ROOM --

A popular "rock" group will alternate with a conventional ball-room orchestra to provide continuous music for dancing all evening long. Refreshments will be available.

MEANWHILE IN THE EAST ROOM --

A conventional combo will provide music for dancing and a bar will be open to everyone 21 and over.

DISCUSSION CONTINUES

Cont. from pg. 5

council will forward to the faculty senate all of the following proposals which I will enumerate. There is liberal arts-sciences structured track, consisting of thirty hours of core. There are 42 hours of core required for structured Education. This is primary and secondary. Both these groups, with very slight variance, will have 42 hours required. These three, you might say, represent the so-called structured curricula.

Glockner: I want to interrupt you and inquire how many representatives of the College of Education dealt with the question of the number of hours to be allocated to the structured curriculum.

Gilbert: I believe Dr. Stevens and Mrs. Cook were there, and we all had literature provided to us that described in detail what are the state certification requirements.

Glockner: Are you aware that the individual departments within the college of Education are presently concerned with just this problem and are offering their ideas as to the type of curriculum that would be best for the college of education? And that we have not come to any conclusion in this matter?

Gilbert: No, I was not aware of that. We more or less took it for granted that the education representatives that were on the curriculum council, and the literature provided to us, gave us as much information that we could intelligently use.

Glockner: There is another factor, too. The State Certification board issued a statement to us as to the limitations within the college of education, and we are working in the direction we think, with discretion and with great care to determine what would be the best possible education within the framework of the required courses, and also the suggestions made by the state certification board. Similarly, we are concerned with ENCATE certification. These are factors that need to come out of the college of Ed. It is my own view, and I only speak for myself, that we need a separate curriculum council for the college of ed. The college of liberal arts and sciences should have their own curriculum council if this is to be handled equitably.

Gilbert: One way or the other, this is what was produced for the primary and secondary education—right or wrong.

Glockner: Without consulting either of those departments?

Gilbert: Again, there was a representative from the education department there and we had this literature and we dealt with it as reasonably and intelligently as we could.

Byron: The deans of the colleges of education and liberal arts were invited and Dr. Seales did not come. I'm not sure that he was invited.

Gilbert: Dr. Hudson did come.

Glockner: Had Dr. Sachs been invited, he would have elucidated on the matter that I have just discussed.

Print: Let us lay out the various plans that Dr. Gilbert was about to enumerate, so that they can be discussed.

Dr. Gilbert: The unstructured program is in the process of being voted on yet, so I cannot really say whether or not it, in fact, has been passed by the curriculum council. Is it parliamentary allowable for me to mention or describe this program before it has been voted upon?

Forslev: Perhaps you could tell us how the curriculum council defines the unstructured program.

Gilbert: The motion was that we should have, as an unstructured program no requirements whatsoever for the core. The only requirement would be those dictated by the major department. Whether or not this is to be on an experimental basis, having a control group of students taking part-limiting it to a certain group of students or not—that represents the unstructured program. They're still in the process of voting on it. If the curriculum council votes it down, of course, we have to start over again. Or we have to start from scratch with a mutually acceptable unstructured program.

Martindale: What you have agreed upon by vote is the 38 hour liberal arts and sciences and the two 42 hour programs.

Gilbert: We have, in effect, finished all the structured programs. The thing that we're in the process of considering now is the unstructured program.

Martindale: What's your feeling as to the unstructured program, is there to be lots of discussion yet?

Gilbert: To be perfectly honest with you, it's impossible to speak off the record. But

this is my personal view. I don't see why it should take so long to define zero. Part of our charge was to come up with an unstructured program. Seems to me by definition an unstructured program is zero.

Martindale: Is there an understanding when you're discussing this that an unstructured program is not zero hours out of a department—that the student's department will have requirements?

Gilbert: This was the second part of the requirement. That the only requirements would be those specified by the department.

Nissim-Sabat: I think I understand the logic behind people saying we should have an unstructured core. But how do advocates of this unstructured program come to feel that students should have major requirements? What is the logic insofar as learning theory that says, outside his department a student may pick and choose, but within his field he must listen to his department, and take a sequence of courses?

Gilbert: I don't quite understand the desires of the people who are talking about a completely structured program. I can understand that they would want to cut down on the number of required hours. It seems to me that those programs which we have called structured are already, in fact a large



Dick Robertson

step in the direction of an unstructured program.

Nissim-Sabat: I think the advocates of the unstructured program have a specific theory in mind—saying that a student does best if he elects the courses he's going to take. I think these people are being a little illogical when they allow departments to set up major requirements. Now I think these people will be quite ready at this point to give up and say, well maybe there shouldn't be any departmental requirements either. Let them just be given a certain number of credits necessary to graduate. Let the student pick 129 credits as he sees fit. Then again I say what theorem of education theory says that a person who gets 129 credits is an educated person, while someone who takes 126 isn't? Obviously the 129 credit requirement is just as artificial. Finally we come to this point: If you're going to set up an unstructured program, you have no business setting up any requirements. If this were possible I would be for it. What I object to is the loose structure within the lack of structure.

Robertson: Because we have people involved with this, and because we are making decisions by voting, it's not, I think, highly expectable that we're going to be entirely consistent with any principle.

Forslev: Psychologists might say we should give individuals more freedom of choice, and, perhaps learn by this process. But on the other hand, we realize that faculty members—educators—have a certain responsibility to these students. In other words, we don't want the students to hurt themselves by taking just anything they want during their college career. I always thought that this was the reason to let the guidance or direction be up to the individual departments, and that the major departments would more or less guide students through the unstructured program. That may happen as a result of this is that the unstructured program may turn out to be much more highly structured than any of the other proposals. In other words, if I were advising a student in this so-called unstructured track, of what he would need to get into graduate school, or to be a good geologist, I would advise him in order to be

a scientist that he should certainly take courses in English, and writing—things of this nature. He should also take courses in economics, geography, and even psychology...

Dufour: Oh, thank God!

Forslev: Well, I'd be hard pressed to have to recommend that! I would feel that it would be my responsibility as an educator to direct that student. This would be recommending courses outside the field, but I get the idea from the Curriculum council that the departments should only specify courses within the field.

Gilbert: That's not correct. The major department would have the total responsibility—not only for those courses that are exactly within the department, but the peripheral courses.

Forslev: But this could turn out to be a highly structured program.

Robertson: That's quite possible. That doesn't mean that it would be just like the original situation. I remember some of the reasons the students gave in the conference for wanting this kind of program in the first place, and I think that it's instructive to remember those reasons, because so far the things we've been talking about don't really touch on that. It's possible that those reasons could be met by the unstructured program that's proposed now.

One of the objections that I heard from a number of students about the present program was not to a broad education, and it was not to being advised to take many things as you're advocating, by one's major adviser, but rather the criticism is that they felt they had no leverage in a situation where certain courses are required, and if a student feels (rightly or mistakenly) that required courses are being rendered indifferently, inasmuch as there's no method of bringing pressure to bear on them anyhow by voting with your feet, as we say, students felt that they needed a situation where alternatives could be introduced when they feel dissatisfied with a given course. That could happen, it seems to me, in a program that's highly structured or not. Students seem to be in favor of more interaction with faculty members in their departments.

Gilbert: I feel that the students can wind up being hurt by a no-structure program. Although you have posed a valid point about the students having the ability to vote with their feet, a significant number of the students will, if they're given total freedom, simply go for those courses which are the easiest. And if nothing is required, I feel that a substantial number of students are simply going to take those courses which are snap A's and B's. Another point: in any new program there are details not seen by the originators of these new programs. They're mortal humans, so mistakes are made. But who is hurt by these mistakes? In this attempt to help the student by giving him his freedom, I see a lot of people being hurt.

Robertson: That reminds me of something that came up in a class discussion today, where a student was describing a personal situation where she was damned if she did one thing and damned if she did the opposite. There was no way out of this dilemma. Nevertheless she did have a general feeling about it that there was some value in having the ability of deciding which misery she was to endure.

Dufour: A thought. I wonder if the major cause of students' being hurt, and the major cause of students' being angry over courses isn't really something Al mentioned already. Faculty irresponsibility. Regardless of the program or the structure, what we're getting down into here is that if the college is going to work, it's really up to the faculty.

Gilbert: Certainly it goes without saying that you can put the blame on both ends—the faculty and the students.

Dufour: To say that if you give a student too much freedom he's going to crack up or something like that, that seems to me to miss the whole point of the freedom. You give him the freedom because you know that he can seek effective teaching and guidance in the context of freedom. The freedom you talk about is virtually useless unless he has good, sound options.

Print: We are getting somewhat pressed for time. Would it be possible, at this time, since we have three scientists and three psychologists, representing a rather broad spectrum of opinion, to ask each of you, as a kind of summation, to outline your own personal views on the relative merits of structured versus unstructured programs?

Robertson: My first reaction is that I don't think that we can get where we want to go all in one jump. Therefore at the moment I am in favor of the unstructured pro-

gram. But I quite agree with the criticisms we've heard from Dr. Gilbert about the likelihood of some students deceiving themselves. I think there's a problem in that we might in principle decide that the faculty must be very responsible and worry about every student, and yet maybe some significant percentage may never find their way to their adviser's office.

I think that all the criticisms that can be made of freedom hold, but on the other hand, the ACC didn't just grow out of nothing. There must have been some kind of dissatisfaction that gave rise to it.

When I say that I'm for this step at this time, I don't have any utopian ideas about it. I see it as an experiment which, hopefully, will move us somewhere where we can learn a little more and make some more adjustments.

Dufour: I think at this point I'd rather gamble. I'd rather gamble on something new—on the absence of structure—not so much because I'm expecting tremendous and great things of the students, I think they're capable of it, but that's a secondary point here, but because the absence of structure, I think, would take away power from irresponsible faculty. That is perhaps a more important reason for my backing the absence of structure at this point.

Gilbert: I would like to point out what I consider to be a fairly significant point. That complaints have been made that there are irresponsible faculty here. This is certainly the case—there are irresponsible faculty but at the same time I should like to make the point that by going to an unstructured curriculum don't you see that you are putting the kids in the hands of the same irresponsible faculty, who are, in fact, going to hurt them worse? Now they're going to have to go to the irresponsible faculty member for guidance. Another point is that perhaps the kids will avoid the irresponsible faculty member. But think of what you're doing to the responsible faculty member. It's up to them anyway, but there's a limit to the load that any faculty member can bear. I submit to you that it is possible that the "responsible" (as decided by the students) faculty member will be buried.

Dufour: What a way to go!

Gilbert: The burden can, in fact, become insurmountable for this individual.

Insofar as my opinion on the structured versus unstructured program.

Quite simply, I'm for the structured program. For reasons which I've mentioned before, I realize that dialog is necessary at any time for progress to be made. But at the same time, I believe more of the students will be hurt than not by an unstructured program. I believe that it is a more reasonable procedure to take a look at our peer institutions and see what type of things they are doing. I think that there are practical necessities. I think the kids of this school have to be concerned about trivial things like jobs, graduate schools, and things like that. In an experimental program, I think you must face the fact that not every school, every graduate school, every principal is going to be jumping over herself in an attempt to get this individual to go to work for them. The fact remains that kids who go to school under an experimental program are, in fact, being experimented upon.

Martindale: Well, I think the term "unstructured" is unfortunate. It is my feeling that the student should have, and be trained and supported, in the essential responsibility of his own education. That seems to be what they're saying time and time again—that they want a choice in it, they don't want 100 hours of their education to be predetermined for them. I think that if they do go to irresponsible faculty—if the students themselves are irresponsible, that this is where the burden is: Let them discover it, and then support them when they seek help or guidance later on.

Cont. on pg. 11

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REVIEW

Mr. Chips

One of the highlights of the recent journalism convention down Florida way, was a private showing of the new "musical" **Goodbye Mr. Chips**, an MGM film starring Peter O'Toole and a screen newcomer of "Downtown" fame, Petula Clark. The nation's young editors had a distinct advantage over the oldtimers, for anyone who sat in that Miami theatre that stormy afternoon was full of memories of the old Robert Donat-Greer Garson version of the forties, for which both performers were nominated for Oscars. Memories, in fact, flooded this observer's mind faster than the water from the gale-like storm was flooding that lovely Florida movie-house.

It took little time indeed, however, to shut out the old and savor the new, for if nothing else (and there is plenty) the camera alone bedazzles the vision. The scenes of the lush green English countryside, and the filigreed views of ancient Greece seem to be made of gossamer: breath-taking tapestries of color that seem cratched on the screen -- panoramic needlepoint.

O'Toole, who says he got his mental picture of Mr. Chips from an old photograph of James Joyce (of all people), does indeed look like the Irish novelist and turns in an excellent performance, making marvelous use of his hands and eyes. Miss Clark, while no Greer Garson as an actress, is most convincing as a music hall gal who is tired of the bright lights, but the performance of performances is turned in by Sian Phillips

(in real life, as they say, Mr. O'Toole's wife). As the sophisticated, dissipated Ursella Mossbank, jaded actress, she comes on like gangbusters. With a lush role that would be simple to over-do, she doesn't. Instead, she turns in the comic performance of the year. If she is not nominated for some kind of award, then justice hath fled to brutish beasts and man hath lost his reason.

Through the adept use of "Song-over" (having the characters' thoughts sung by them-with closed mouths-while going about their business), the story of the gentle schoolmaster never stops flowing, and for two hours we all willingly and tearfully become loyal alumni of Brookfield, Mr Chipping's boys' school -- "tearfully," for no one is better than the British at genuine honest-to-goodness pathos. When we are all numbed by Chips' final tragedy and are sadly mourning with him, he turns inward and asks just what has he taught the boys. With a weary-but-resolute-indomitable-British spirit, he says: "I suppose there was one thing we did teach them...how to behave to each other. And is there anything more important to teach than that? Is there?" When the lights came on, there wasn't a dry eye in the theatre, and the tears mixed with rain thoroughly soaked the carpeting underfoot.

Go see this beautiful film, and join us at the Savoy in 1979 for Brookfield '69's tenth reunion. Perhaps by then, we too will know how to behave to each other.

--E. M. Liebow

DISCUSSION CONCLUDES

I don't know how we can stand and say that we're going to impose education on someone - it just doesn't come that way. What we may consider a proper education may not be an education at all to the one concerned. Whether we as a college or we as departments ever come around to realizing what's being told to us - daily - about this business, it's going to happen without us. It's happening. It's already occurring. I really hear them saying, all right, so I don't know which way to go, but let me join in the choice of discovering which way to go, and then support me when I make the choices. So they bomb out? So they fall? O.K. Let them learn! That to me is education. They're so sick of being told how to feel, how to behave, how to act. I think that part of their college experience should be for us to help them find their way through the various disciplines and sciences, and I don't see them doing it with most of their education being predetermined for them.

Nissim-Sabat: Philosophically I'm in favor of the unstructured program - that's the one I've followed all my life. But practically I follow this unstructured curriculum within a very structured curriculum in society. Namely what you learn when you get to college depends on you, and what's taught depends on the college. The two need not correspond. You may learn a lot about things you were never taught about, and you may learn nothing in courses that were taught over and over to you. Therefore, a clear distinction must be made around here. What we're talking about is what's being taught, not what's being learned. Again, some people learn what's being taught. Some learn more, some less. We're trying to figure out a curriculum for six thousand, and eventually as many as ten thousand undergraduates in this college. We have to have all of them in mind as a society - a community - as well as individual atoms.

I think it would be very unfortunate if the unstructured curriculum should go through and give so much power to the students' advisers. Because here we'll have the power to structure every student's curriculum. If a student comes to me I will definitely require him to take psychology, but if he goes to Dr. Forslev, the chances are that he will not require him to take psychology. Do you see how this student's education is left to chance? That's not freedom. I think we have to face the fact that we have average students who come from very inadequate high schools. If our high school system were in any way adequate I would not be in favor of a core curriculum. But we have students who come to our college who lack the mere essentials of knowledge. I have students in every one of my classes who don't know that the earth goes around the sun. Why should we allow this to continue? Isn't there a minimum core of what we could call human knowledge - such that even a psychologist should know that the earth goes around the sun and not the other way around

Forslev: I can't pass up the opportunity to comment on one thing that you said. A couple of nights ago Franklyn McCormick on WGN, who comes out with pearls of wisdom once in a while, said that industry is asked why they have so many poor people working for them, and they blame it on the colleges. You go to the college professor, and he says that the high school preparation is terrible. And you go to the high school teacher and he says, well, you should see what we get from the elementary schools. You go to the elementary schools, and its, you should see what we get from the primary grades. You go there, and they say, well, preparation begins in kindergarten, and that's terrible, and the kindergarten teacher says that preparation begins at home, and you go to the mother, and she says, well it's no wonder - look at the father's parents!

But getting back to my feelings about structured or unstructured programs, I feel that the student should have as many options as possible so that he is not relegated to taking specified courses from specified people that might not give him what he needs. But we have to do this in the framework of what is best for the student, and then we get to the question, what should somebody get out of a college education? On this, of course, everybody has his own views, so my policy would be this: The only concrete thing I would have to go on is what graduate schools require for admission, what industry looks for, and as a result, looking at this, I think that what most places want is a broad background. They don't want scientists trained all through undergraduate work strictly at a scientific discipline. They want them to have a broad exposure to the basic fields of knowledge. At least this is my opinion. And the broad fields of knowledge, at least as the curriculum council defines it, would be the humanities, the arts, the social sciences, and the natural sciences. So I feel that the best thing would be to have some sort of program with minimum structure so that the student has as many options as possible in each of the divisions.

What this amounts to is essentially what you are calling structured programs. But I personally would feel, and would hope, that there should be many more options that are presently available to students. I favor options because in this way a student does have a chance to get away from the incompetent faculty member, and he has the opportunity to take subjects in which he is interested, so it is a structure, but with more options then have been proposed so far.

Maybe if we go to a structured program the individual departments will come up with more options within their basic areas of knowledge. I really think that the so-called unstructured program may turn out to be too highly structured when it's left up to a faculty member to designate what courses his majors should take.



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OUR SINCERE WISH

PEACE.



A Christmas message

Merry Christmas to all in PRINT, or out of it. — D.L.

Happy Channukah.

Merry Christmas! — The Beehive Staff.

Use the Christmas season to end the war - Instead of making retail stores rich. And love a lot.

— Bob Huac

To Bird: Merry Christmas and Happy New Year. Remember May 24th. — Vic

John L. Purdue in the 8th.

D.M. Just you and me, baby. — F.F.

Coach Dooley is alive at NISC.

Only some scorpions bad lovers are. — Mondo Incoherent

All my love to J.M., M.C., D.G., R.B., K.D., M.S., D.K., D.H., L.S., M.G., J.B., ETC.

Congrats to Madonna on her great choice of mates.

Advice to anyone is merely butting in on someone elses' mess. — Dr. S.S. PhD.

Bears 9 Detroit 19
Bears 3 Greenbay 24
Top these, Dave Green!!

Our Condolences to the murdered Fred Hampton. — F.E., J.T., L.A.

Pant! Gasp! Sigh! Gasfrill! — Love, Bernie.

Another Classified Ad: Who the Hell is Frank Bublo? What's he got that I ain't? — Love & Kisses, Bernie.

Bernie Farmer: Make any proposition you wish, but just keep your hands to yourself — M.L. Gasfrill P.S. two "I's" if you will.

Come to the fern festival. It's tremendous.

For good folk singing, discussion, coffee, come to "Matt's Old Trunk" Coffee House Bethany Methodist Church Ashland (1600 W) and Winemac (5000 N) Sunday nights. Admission - one can of food proceeds go to the Young Patriots.

Let the world know and take heed Richard Berlingers Birthday Dec. 26th.

I love Daus.

99.9% of the people in the world are insane.

Jeanie: I dig you. — B.S.

Liberate the Senate office before Christmas - bring it home - Ho Chi Baby.

Send a Republican to Alaska and make an Eskimo happy on Christmas. — L.B.J.

Brian R. come home we need you!! T.C.T.L.T.S.S.O.

Duke: 67 days and you "blew" it. — Tall one.

Wanted: One pool hall attendant to replace the billain who now holds same position.

Support Sociology Club Food Program. This last week response has been good so far, keep it up!

HO! HO! HO! - Lynn

D.A.G.: Your Christmas present to me will be to loose at pool once in a while. Signed F.R.P.J.E.

Dr. Sid Sisters: How am I to survive the holidays without your tidbits of truth? — M.G.

Santa's Helpers: Mrs. Porges, Dave Meisner, Rich Rzadecki, Jim Skonberg, and that's all.

Reindeer for Rent! — — Call Z FRANK

Peace on Earth! Signed, Curtis Le-May

Santa Claus is a long-hair, radical, hippie-queer.

There are only 379 more shopping days 'til Christmas.

Even Mondo Crypto celebrates Christmas!

Carol Sp. - Next time I'll call Friday to confirm Saturday. — Jeff

Happy Channucha to the newest member of Klal Yisroel, Jim Perry.

Chimneys are getting smaller this year. — S. Claus

When in doubt, jingle some bells.

May all your Christmases be white - the Aryan Caucus

The preceding messages were paid for by members of the NISC community. Funds received for these classifieds were donated by PRINT to the UNICEF fund.



This frozen winter in an alien land
this stoned-ice city of cement
is warmed by summer promise;
and we, new as summer, kindle
hope of future knowing
that green will live again
as we inside now live.

Were you as stone as I?
I, too, knew the streets
as stranger, as never-known,
as fallen footsteps echoing a lone stone soul
never-heard.

pull the shade
shut the door
lock the latch
close the eyes
become no-one

Were you as lone as I!
Comrades laughter echoed as the footsteps.
Was your heart as stone as mine?
Winter ice promised in autumn chill
and we — stone that
met and brought to life
a new life, a hope of summer promise
and you...
Urandi...first-person warrior more than proud
and I ...stone without a hope...
until you whispered love
and I became summer promise.

Karen Yanoff-Wilson

Smoke-filled soul,
tell me
how the bass beats blue.
Tell me how
lazy early morning silence
dances titillatingly
on yellow rays of silken sax tunes
and cymbals sound as awakened birds
all mellowed and soft-feathered
behind half-drowsed lids.
Tell me
how your dreams
are gut gut-stringed violet
in pools of melting twilight
and green tinkling laughter
floats back in 5/7 time.

Karen Yanoff-Wilson

Something the Ashtray

by Ira Scrutch and Richard Tafilaw

She delivers crippled babies from their pain.
Writing home to me, she's on to something new
About the way I found her falling down.
"I beg you please to soon declare
How you chanced to see my face
Upon the day when I was wed
To a mirror and a lamp."
I only cry and bow my eyes
For she has been and won't return,
But then, I've many things to do
And write her back I can't recall.
Like some extraordinary floor
I'm beat and swept up by
A broom I never knew too well
And will never know again.

Genesis

Sometime shortly after dawn a loudly animated
BUZZZZZZZZZZZZZZ!!!
pierces my sleep
and forces me to admit to
chaos.

ULTRA BRITE attacks my molars
and agitates my taste buds
and gives my mouth sex appeal
and makes people like me because I've got sexy teeth
and also rots my sexy teeth
and causes grisly gums
and makes me feel insecure if I don't use it
and makes me the numb product of

AMERICAN ADVERTISING

Rank coffee assaults and insults
my passive morning stomach and
toasted jellied crusts clash against
the insides of my mouth and
pierce Coca Cola cavities
with pain.

...Waking is my original sin
and my penance lasts until
I sleep again.

... Michele Stremke ...

The attic

In the attic along with the dirt and darkness
are the bones of children.
skeletons, one thousand individual sets
that hide from light.
at night, while watchers and wishers assume
their death-like states
the children play with street signs
and various stuffed animals.
a silent activity that apparently disturbs no one,
and they laugh when one willfully falls apart,
and they build dreams made of wooden blocks.

On a particular day of no actual importance
I put upon my feet, indian moccasins
to investigate what I heard in the attic.
in spite of hesitation
(I had not been there in many years)
I proceeded to find it filled with children —
small skeletoned kids running about the shadow-filled room.

In the attic along with the dirt and darkness
are the bones of children.
skeletons, one thousand and one individual sets
that hide from light.

J. A. Nowakowski

On "ignorance is bliss"

I want to live in the nucleus of life.
NO intricate lyrics with smooth-sounding words
NO planned chord progressions
NO wah-wah-peddles or electric thumbs
(only whispered emotion)
Not reflected or revisioned
or devisioned
or teevisioned
(just the inner course of life)
It's all a complicated manufactured game
(probably by Parker Brothers)
The abolished basic thoughts from
The Rule Sheet
AND,
we have forgotten what bliss is like;
we forgot to write it in the script.
... Michele Stremke ...

it is called deciding

the fear of unknown fear
hears nothing
for it is afraid to take the turn
toward the object desired
and the desire is coiling inside-
tighter
to infinity.

inevitable rejection by those who reject
is so possible
that the maternal warmth of security
holds everything
slows everything ...

stop.

confusion collides
and music becomes a death march
of a familiar rhythm
that has been played
over and over and over and ...

stop.

... nothing but the pain of seeing
stop.

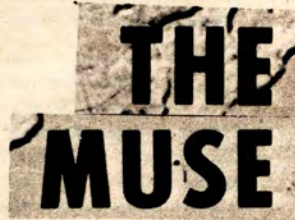
conversion resumes
inside and out.
someone listens, wants to listen,
but dares not do
what must be done alone.
and then there is movement
with the now-known fear.

Madeleine Pabis

A bird of prey

Stoned and disheartened, taking notes
on the approaching secret darkness
the owl watches.
retaining a gravely impressive manner
singular in wisdom and isolation,
he excites an admiration.
a loss of spirit, a loss of hope
he occurs in the night,
active in the concealment of the
gloom-dreary remoteness of himself.
dejected from being alone
wise because of it,
the solemn Count puts existence
on the pretext of strong claws —
to seize comprehension and other animals.

At dusk the secret darkness begins,
the owl moves and comes upon me.



Editor: Wandick

July Fourth 1969

(or How Mayor Daley Saved Me From
A Life Of Sin And Wrongdoing)

by Ira Scrutch and Richard Tafilaw

The Independence Day parade,
Which was planned for 2 PM,
Will not begin till after
All the people leave the street.

"They've no business here anyway!",
Cries a pig.

Grab your helmet and your gun
We can promise loads of fun.
Independence Day's a day for feeling proud.

"Are you a member of
SDS, NAACP, AAA, AFL-CIO, LSD,
The Communist Party,
The Nazi Party,
The Prohibition Party,
Mothers To End The War In Viet Nam,
A Yippie, a Hippie, a puppy,
A 'middle of the road' radical,
Black Power, Flower Power, scouring powder,
A Black Muslim,
A nudist, or one of those dam Indians?"
"I'm an avocado grower."
"Kill the Bastard, he's a foreigner,
Probably a Commie, too!"

"I wish I was an Alabama Trooper ..."
"Give that boy a gun
And a big piece of mom's apple pie."

Do not stop, sit, stand,
look, run, or walk on the
grass! This is your park,
enjoy it.

And so as the sun slowly sinks in the west
You can hear the birds in the trees
Humming The Declaration of Independence
To the melody of 'God Bless America'
With Mayor Daley giving 'his side of the story'
Superimposed on a painting of Jesus Christ
Waving an American Flag.

Tablecloth

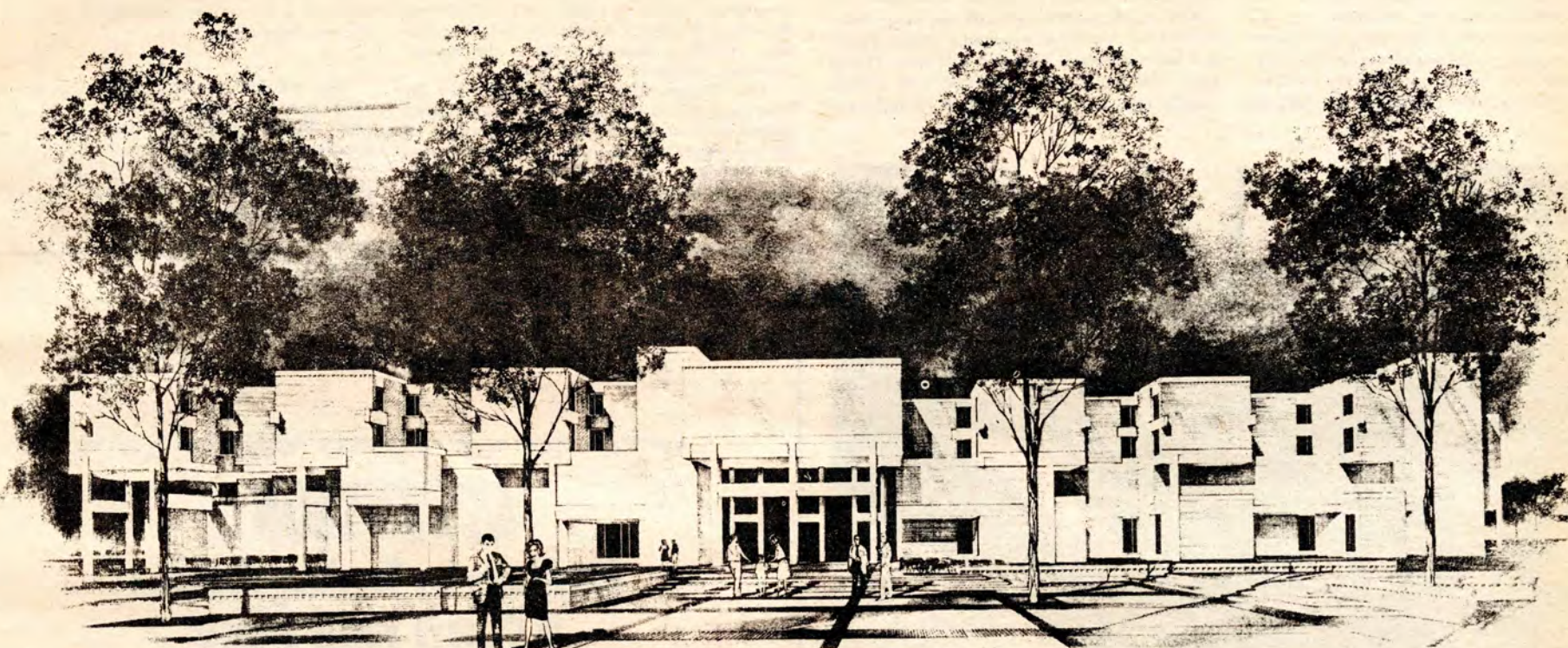
by Ira Scrutch

When the "L" goes past the lights die
And are born again crying
So, we've set out candles.
It's tight up here. Looking at the snow
And the walk beneath the street light
We're drinking coffee and she speaks,
"I wish I had a cigarette
Or some peanut butter
Or something more than coffee."
"Snow is such a waste, it's doomed before it falls."
"Let's go walking."
"To where and who cares, I'm ready."
We leave the place and the "L"
And the candles and the coffee
And start out tramping in the snow.
It's cold in coats and scarfs
But walking's heavy and we're warm
Before long, she speaks again,
"I'll bum a cigarette ..."
"Two!"
"... or two."
"You're beautiful in snow
Or rain
Or even fog."
"You lie but are quite easily read."
We've gone far out nowhere
Till we start for home again
And our candles and our coffee.
The hour is far beyond all clocks
And still she begs me for the time
Before she comes to reason,
"You steal cigarettes well."
"'Tis all in the wrist and mind."
So now we've settled down upon the couch
To watch the snow fall and drink coffee
Until the dawn has put the night to death.
She smokes then sleeps beside me
And the snow keeps falling
And I watch it madly pour.

It's morning somehow
And she's busy making coffee
In the kitchen when she speaks,
"Has the snow ended?"
"Outside, yes, at five."
"Are there cigarettes left?"
"Many."

We smoke and die over coffee
And she's up and at the door
Closing it behind her.
I watch from the window
As she kneels inside the front yard fence
And wraps her arms about the maple tree.

SCIENCE GROUNDBREAKING MAY BE IN MARCH



This is the week in which Governor Ogilvie is expected to release some \$36 million dollars for the construction of NISC's science building. If, in fact, Ogilvie does release those funds, bids will open in mid-January, and construction will probably be under way by March. Campus Planning an-

nounced that the delay in receiving the state money has now pushed occupancy of the Science building to January, 1972.

These facts were discussed by President Sachs at last week's Faculty Assembly. In addition, Sachs revealed that the Board of

Higher Education, in its meeting of December 2, authorized release of its special contingency for the Classroom building project. The architects are presently in working drawings. The drawings, he revealed, will be complete in January, and bids should be taken in March.

The high-rise parking facility, however, won't be under way for some time. Schematic drawings are complete, and they should be presented to the Board of Governors at their January meeting. Bids should be taken sometime next October.

PRINT'S ADVISER WRITES A STORY!

Probably the most exciting, most educational, and most interesting annual convention is the one sponsored jointly by those old generation gappers -- the peppy college newspaper editors and the erstwhile old men called advisers (I could still go ten rounds with Ken Davis any day of the week). This year's convention in Miami was no exception.

The official hosts of the convention are the Associated Collegiate Press and the National Council of College Publications Advisers, and they presented a program that included everything from crash courses on newspaper photography to sessions on campus radicals and rebellion; four-letter words in the press; the tendency of college papers to go "independent;" and the curious relationship of editor-adviser-president-board in time of joy and time of libel.

Over the past four or five years I have been amazed at the practicality of the whole thing; the-no nonsense approach, the lack of boring papers that interested no one-including the speakers; and the vast amount that students and advisers learned from each other.

Over the years I have been particularly impressed by the depth, the knowledge, and good sense expressed by Mr. Louis Berman, adviser to the huge Michigan State daily; by Elizabeth Barnes, adviser to the Stephens College newspaper in Columbia, Missouri, and also by Arthur Sandy Sanderson, one of the advisers at the University of South Florida, Tampa. The energy and ability of Dario Politella, outgoing president of NCCPA, has also been a source of amazement.

This year 1334 students and advisers

made the tropical scene, coming from 43 states, the District of Columbia, and Canada. There were 52 speakers and over 100 exhibitors and guests. There were also about a half dozen students from our sister school, as we were wont to say, Chicago State College. The last statistic isn't particularly exciting until one remembers that our student allocations and Fees Committee cut out all travel money for the newspaper. It seems ironic that a trip of a lifetime, an education of a lifetime has to be scrapped in such an arbitrary fashion, but who knows what evil lurks in the hearts of men?

Another feature of the Press Convention has been the introduction of excellent, unreleased movies that are attended free. The movie companies, of course, hope the editors will review the films and drum up business (see the review of *Goodby Mr. Chips* elsewhere among these pages.) Last year, the students and advisers say *The Fixer* and this year were treated to *Mr. Chips*, *The Sterile Cuckoo*, and *Futz*.

Yet still another joy of such a convention is meeting exciting people from schools totally different from our own. This year I had lunch and a most interesting discussion with Tommy Oder, sports editor of *The Paladin*, the weekly paper at Furman University -- deep in the heart of South Carolina. He was a serious, enthusiastic journalist, and, above all, had a deep concern for the quality of his school and his school paper. Anyone could perceive instantly that he was a sportswriter who was certainly no Dave Green -- he had brains. (And I could go 15 rounds right now with Dave Green, but not over a pool table.)

-- E. M. Liebow

EXAM DATE MISPRINTED

The November 12th issue of PRINT carried an advertisement from the Chicago Board of Education, Board of Examiners regarding the December 29, 1969 examination. The list of titles included Geogra-

PLEASE SHOW UP FOR INTERVIEWS, PLACEMENT ASKS

The Placement Office wishes to remind students who sign up for interviews to be sure to make an appearance. We have not been deluged for requests for recruitment from non-teaching sources because we are not a source of engineers and business and technical majors. We are pursuing a policy of earnestly recruiting the recruiters. On Friday, November 14, 1969, a prime agency was on campus to recruit and had a list of 7 students who had signed up for interviews. Of the 7, four failed to show up for their appointments. Students are urged to call in and cancel if they cannot appear. This allows other students to get interview time and acts an encouragement for repeated recruitment dates on the part of the employer.

phy and foreign languages and many of our secondary students were interested in these areas. The "ad" which was prepared by a firm for the Board stated erroneously that students who completed all requirement by July 1, 1970 were eligible to take the examination. The correct cut-off date as issued in the official circular of the Board of Examiners was February 1, 1970. Therefore, any student who would complete all requirements for the degree by that date was eligible to take the examination. April 1970 graduates would not be eligible. Students should remember that some of these deadline dates apply only to examinations prepared by the Board because no suitable N.T.E. examination in a particular field exists. As in the past, students who seek certificates in areas for which a suitable N.T.E. examination exists and is required, have much more leeway. An N.T.E. score is "good" for a three year period. This allows for much more flexibility as far as taking the written portion of the certification procedure is concerned.

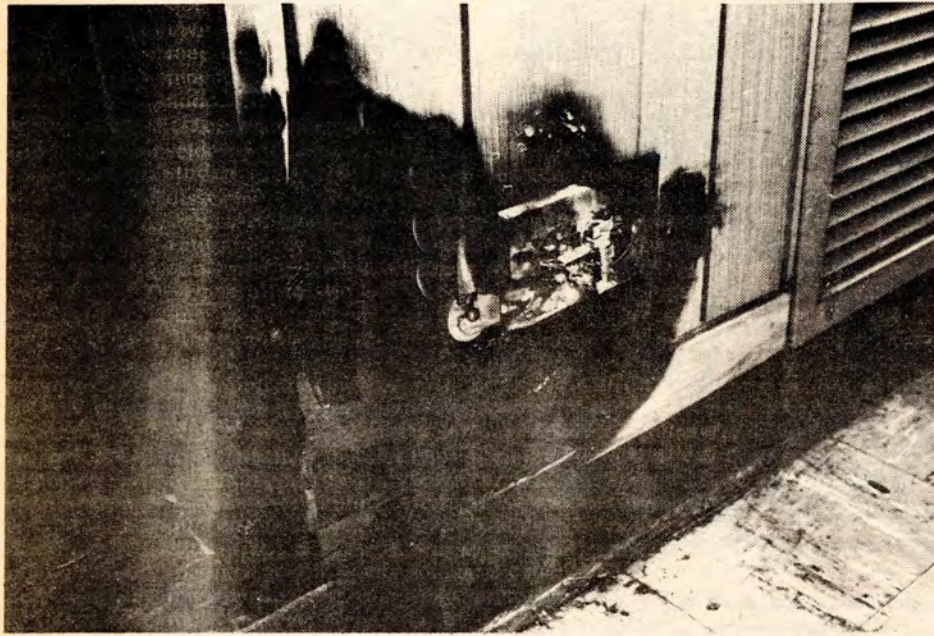
Berne Jewelers - Gifts Wholesale & Discount Prices to All Students. -Repairing- 3312 West Bryn Mawr Ave Phone JU NIPER 8-1859

Still don't know if you want to go to DOWNEY?
Feel you need more information? or further explantion? -
Then COME TO THE ORIENTATION AT DOWNEY
TODAY WEDNESDAY DEC. 10 1:00-3:30
 If you need a ride, come to Dr. Dufour's office (C531) at 12:00.
 If you need directions, see the Experiemntal College bulletin board (near D104).
DO COME IF YOU ARE AT ALL INTERESTED

MINOR FIRE PROMPTS SAFETY WARNING

A minor electrical fire broke out late on the evening of November 24 in the NISC Placement office. The cause of the fire was not immediately known, although a mutilated cube tap, or three-way plug, was found in the scorched outlet which caused the fire. Plugged into the tap, according to Melvyn A. Skvarla of campus planning, were an

Fire Department and the Board Fire Marshall, was first discovered by a custodian on his routine cleaning rounds at about 1:30 a.m. Earlier, security guards had reportedly sought the source of a burning smell, which had been detected near the cafeteria. It was later discovered that the fire was immediately next to an exhaust duct, which car-



electrical space heater, a coffee pot and two lamps. The space heater, examined afterwards, was still switched on.

Mr. Skvarla warned against overloading office outlets with heavy-draw appliances, such as coffee pots. "We must consider the consequences of what could have happened", he explained.

The fire, reported to both the Chicago

ried the smoke throughout that area of the campus.

Several telephone cables were damaged, and a filing cabinet pushed against the wall was burned. The thick wooden paneling lining the office has a four-hour fire rating, and it was burned over several square feet. Total damage was estimated at \$300.

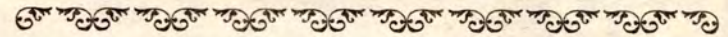
STUDENTS NAMED TO BOARD OF HIGHER ED.

Former Senator Jay Byron and PRINT Editor Ken Davis were named recently by President Sachs to the State of Illinois Board of Higher Education's Ad-Hoc Student Advisory Board. Byron is the regular member, Davis is his alternate.

The Illinois board, considered to be the first state board to name a student advisory panel, is charge with the co-ordination of all five lower boards in the state. The Board also holds all new programs subject to review, and is responsible for master planning of all state public institutions.

The Board of Higher Education is composed of ten citizens, one member of each governing board, and the Superintendent of Public Instruction.

The student advisory panel met for the first time November 21 in Normal at Illinois State University. The powers and functions of the panel were discussed. It was decided that the panel would meet for the first, full regular session in about two weeks at Circle campus.



ATTENTION: Candidates for Teaching Positions in Chicago Public Schools NATIONAL TEACHER EXAMINATIONS for Elementary (K-8) and Selected High School Areas

**CHICAGO N.T.E. REGISTRATION DEADLINE DATE:
Thursday, January 8, 1970, 4:30 p.m.**

Chicago Public Schools will use the scores as part of their 1970 certificate examinations for:

- | | |
|---|---|
| Kindergarten-Primary Grades 1-2-3
(N.T.E.—Early Childhood Education) | Homemaking Arts—Grades 7-12
(N.T.E.—Home Economics Education) |
| Intermediate and Upper Grades 3-8
(N.T.E.—Education in the Elementary Schools) | Industrial Arts—Grades 7-12
(N.T.E.—Industrial Arts Education) |
| Art Grades 7-12
(N.T.E.—Art Education) | High School Physical Education—Men
(N.T.E.—Men's Physical Education) |
| High School English
(N.T.E.—English Language and Literature) | High School Physical Education—Women
(N.T.E.—Women's Physical Education) |
| High School Mathematics (N.T.E.—Mathematics) | |

All Candidates Must Take the Common Examination and the Teaching Area Examination Relevant to the Certificate Sought

Applicants for teaching positions in the Chicago Public Schools should:

1. Register with the Educational Testing Service, Princeton, New Jersey to take the common examination and the relevant teaching area examination. Registration for N.T.E. closes January 8, 1970.
2. Indicate on the N.T.E. form, line 10, that scores should be submitted to the Chicago Board of Examiners, Chicago Public Schools.
3. File application for certification examination (form Ex-5) with the Board of Examiners. The following credentials should accompany the application (Ex-5), if not already on file: Official copy of birth certificate, official transcript of all college work attempted. The application and credentials must be filed by Thursday, January 8, 1970, 4:30 p.m.

The National Teacher Examinations will be administered Jan. 31, 1970 on 400 college campuses.

For additional information: Board of Examiners, Room 624

CHICAGO PUBLIC SCHOOLS

228 N. La Salle Street, Chicago, Illinois 60601
or the Office of Teacher Recruitment,
Chicago Public Schools or Teacher Placement Office

Please send me information about the National Teacher Examinations for:

Kindergarten-primary grades 1-2-3

Intermediate and upper grades 3-8

High school _____ (subject area)

Name _____

Address _____

City _____ State _____ Zip _____

College _____

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WILLCOX, ELISABETH
WILLIAMS, PAUL R
WILLIAMS, TEDDY
WILSON, JOSEPHINE
WISNIEWSKI, DIANE
WISNIEWSKI, THOMAS E
WLODAREK, DONNA
WNUK, LYNDA L
WODNIAKOWSKI, MA
WOJCIAK, DOROTHY
WOLF, NANCY
WOLMAN, ARNOLD
WRABEL, KENNETH
WYSOCKI, JEROME
YAGNISIS, JAMES
YAMAMOTO, AMY
YOUNG, CHARLES L
YOUNG, THOMAS A
ZACCONE, RICHARD
ZALINSKI, SHAWN
ZALOUDEK, RONALD
ZAVOSKEY, MICHAEL
ZDANOWICZ, MARCI
ZEMEL, SHELLY
ZERVAKOS, GEORGE
ZERVAKOS, JAMES
ZICKEFOOSE, DAVI
ZIBGLER, LORRAINE
ZIELINSKI, ROBERT
ZIENTEK, CAMILLE
ZIENTEK, DANUTA S
ZIMINSKI, ELIZABETH
ZUCEK, MICHAEL N
ZUCKERMAN, SHARON NAN
ZUKERMAN, SHERRI SUE |
|--|---|--|---|--|---|--|--|

Christmas in

ITALY

by Delia P. Casas
Spanish Major

The celebration of the Nativity of Jesus Christ was established by Pope Julius I in the fourth century and soon became the most popular and most important of all church festivities.

In Italy such celebration was characterized first by the reproduction in the main Basilicas of Rome of the place in Bethlehem where the Infant Jesus was born. It consisted of a grotto, a manger, a crib in which was Infant Jesus, a cow and a donkey, over the grotto the guiding star which had led the shepherds to the place of the Nativity. The reproduction of said place became more and more elaborate through the centuries and in the 9th century it is reported that Pope Gregorius the IV had one constructed with gold and silver sheets. From the main basilicas the custom was extended to the other Churches in Rome, and from Rome all over Italy.

Many traditions are connected with this celebration: that of the fountain of oil which sprung from the Church of Santa Maria in Trastevere, right at the time of the birth of Jesus: the belief that the crib, the straw, the child's vestments, the house itself in which Jesus was born, are the original ones and are those which are shown at the Basilica of Santa Maria Maggiore.

The tradition tells that at the exact time of the birth of Jesus the Roman Emperor Augustus heard a prodigious voice which said: Here is the Ara Coeli (Haec est Ara Coeli) — Ara Coeli means the Altar of the Sky, and the famous church of Ara Coeli so dear to the Romans was built there.

The crib or "presepe" became always more elaborate and in the 12th and 13th century an artificial little mountain was constructed in the Churches from which the three Wise Men would descend with their servants to bring their gifts to the Infant, while the shepherds would arrive from the valley.

It was St. Francis of Assisi in the 13th Century who made popular the "presepe". In Naples they were so developed that they reached sometimes a real artistical form.

The figurines of the shepherds, animals, kings, and of all the accessories to the presepe were made by famous artists. The well-known sculptors Peter and John Alemani made 48 figurines for the presepe of the church of San Giovanni a Carbonara in Naples.

In Sicily, together with the tradition of the presepe, a sacred representation is made by living persons. In Castro Reale, in province of Messina Sicily, near the Church a representation is made to which participants are the shepherds and the three Kings who bring gifts to the Infant Jesus.

Rich cribs in coral and ivory are at the Pepoli Museum in Trapani, Sicily. One in wax is at the Museum of Siracusa, Sicily.

The subject of the Nativity of Jesus inspired also many great Italian artists of the Renaissance from Raphael to minor painters, and many such paintings are to be found in the Italian museums or in private collections. But now this art is almost extinct except for the wood-carving industry of Val Gardena, in the Dolomites, where

they still make figurines for the presepe. Most of the sets are now made in plaster for distribution all over the world.

Another tradition which was kept for many centuries in Southern Italy was that of "bag-pipers" who used to come to the large cities from their small hamlets in the mountains, and went around the streets playing special Christmas songs. They were rewarded by the people with donations of money or goods. Until 1940 some bag-pipers could still be seen around the streets of Naples and Rome, but this tradition is slowly vanishing. The bag-pipers were the symbol of the shepherds who went to Bethlehem to adore the Infant Jesus.

In Sicily, even today, the bag-pipers are going around, but in lesser number, as they receive strong competition from small orchestras composed mainly of blind players, usually two violins, one basso, and a trombone, who play "magnificat", a "litany", and then the "Christmas Lullaby".

In Naples, until recently, during the Christmas season, they used to play in the popular theatres a sacred drama entitled "The Song of the Shepherds", which is related to the Nativity of Jesus. This tradition also has vanished.

In Rome, the game of the "Oca" (goose) is traditionally played on Christmas Eve. It is a game reminiscent of the importance which the geese on Capitol Hill played in the defense of Rome, at the time Rome was attacked by Gauls.

Of all the Christian Italian traditions, one which seems to have a connection with that of the Nordic peoples, the Christmas Tree, is one practiced in Tuscany and called "The Feast of the Log". At Christmas time it is customary to have a big log to be burned in the fireplace. This log is first decorated with candles, little flags, flowers, toys and candies for the children, and presents for the grownups. After the distribution of the gifts, the log is stripped of the decorations and burned in the fireplace. In the country the children have a strawman carrying an empty basket. He is placed outside the window and they expect passersby and friends to put a gift in the basket.

We also have Christmas trees, but mostly, we have in each home the stable and the crib. The night before Christmas we love to go to twelve o'clock Mass and after church service we have a big buffet dinner. We believe that the little Jesus will bring presents to us, although this is not the important thing of Christmas Day. We do not believe in Santa Claus, but instead we celebrate the 6th of January which is called the Befana Day.

The Befana is the Italian Santa Claus. The Befana is a little old lady with a hunch back, who is hundreds and hundreds of years old. She goes around the world flying on a broom-stick which is just as old as she is. The night of the 5th of January she goes down the chimney and leaves presents for all the good children, poor and rich. She will leave only black coal to bad children, but naturally there are no bad children in Italy during the Christmas holidays because every child wants the Befana to go to his home that night.





Other Lands

Compiled by Students of the Foreign Language

FRANCE

by Dorette Walner

This holiday, commemorating the birth of Christ, was set by the Church in the 4th century. It is principally celebrated by religious ceremonies and family dinners. The towns and cities are all decorated with Christmas trees.

The shop windows of the big Parisian department stores compete with one another in fabulous displays of animated figures. A day spent visiting and comparing the exhibits is practically a must for all parents.

Celebrations begin on Christmas Eve with the decorating of the Christmas tree with toys, gifts, and colored lights; and with the preparation of the Manger with small figurines representing Jesus, Mary, and Joseph, the cow, the donkey, and the shepherds. In some regions, and particularly in Provence, the Manger is also furnished with little painted clay figures called "santons", which represent not only the Biblical characters but also the people of the village: the mayor, the priest, the policeman, the butcher, the banker, the miller, the farmer, etc.

Mangers are also placed in all the churches.

At midnight, everyone attends the three Christmas masses, then returns home for a late supper during which it is traditional to slice a cake in the form of a Yule log made for the occasion.

In the morning, the children get up, all excited, to see the gifts which Santa Claus, called Father Christmas (Pere Noel), has left in their shoes before the fireplace. The whole family gathers around the tree for the exchange of gifts and packaged candies from the decorations.

Christmas is the favorite French holiday, and it is observed in each province with picturesque local customs which give a touch of originality to this festive celebration.

CUBA

Christmases in Cuba were much like they are in Spain and in most parts of Spanish-America. Most Cubans are Catholics and this gave the Christmas season an air of religiousness.

The whole season was characterized by an atmosphere of happiness and friendliness all around. Many decorations and religious motifs adorned most of the houses and public buildings.

The main dates of the season were Christmas Eve, Christmas Day, and the day of Epiphany. On Christmas Eve there was the traditional dinner with the roasted pork and also many sweets, dried fruits, and wines imported from Spain.

Christmas Day itself was more of a religious day. It was considered as a day of family togetherness.

The climax of the season was the day of Epiphany, January 6th. Historically, this is the day when the three Kings brought gifts to the Child Jesus. For our kids it was a rejoicing day because they received their present too. This day meant for us the end of the Christmas season.

The reason why I have used the past tense in this article is that the whole idea of Christmas has been modified by the present government of Cuba. As a matter of fact the date itself has been postponed, believe it or not, until next July.

Carlos Garcia

RUSSIA

Russian Christmas is January 7th, which is December 25th in the Julian Calendar. As all Russian Holidays, it is very colorful and festive.

The celebration starts Christmas Eve on January 6th, which is Fast Day. According to tradition, nobody eats before the appearance of the first star (thus remembering the day when people learned of the Birth of Christ when a bright star appeared in the sky.)

The evening meal consists of many types of fish, red beet soup with mushrooms, and "pierogi" (pies filled with rice and fish). The meal ends with "koutia" (a sort of wheat or rice pudding cooked with raisins, nutmeats and honey, served with dried fruits cooked in water with cinnamon and cloves and sugar.)

The Christmas tree is decorated with candy, walnuts covered with foil, small tangerines, gingerbread cookies, small red apples, streamers and lights.

Groups of young children carry lighted stars and visit nearby houses, where they sing carols for which they receive candy, cookies and nuts.

The Russians also have a Sant a Klaus but his name is "Old Man Frost!"

S Rojdestvom Khristovim!

(Merry Christmas!)

Alexandra Pawlukowsky

POLAND

On Christmas Eve, a table covered with a white tablecloth will be set with 2 lighted candles symbolizing the 2 Persons in the Holy Trinity awaiting the birth of Christ, the 3rd Person which is symbolized by straw in between the two candles on which the father or head of the family places a square wafer. He then lights a third candle. Then the head of the family takes the wafer, breaks it into pieces, extends his blessings and well wishes of the holidays to his wife, who in turn passes it to all their children or any other persons sitting at the table. The passing of the wafer is called the Vigilia.

After Grace has been said, a meal usually consisting of home made potato soup, or fish of any kind, dumplings (pierogi) filled with cheese, mushrooms, or fruit, sauer kraut, and mushrooms, fancy pancakes filled with different cheeses or jellies, barley and prune pudding with sweet cream, coffee and milk, is served. Home made bread, egg roll twist, fruitcake or cookies called marzipans, mixed nuts and oranges are set out for dessert.

After supper, carols are sung. Some people attend church service or Midnight Mass, after which the children sit around the bright Christmas tree singing and happily receiving and exchanging gifts. No matter how late, neighbors visit each other. This symbolizes the words that we are all brothers of Christ and Peace and Good Will will be among us always.

There is a legend to tease the children that if they were good, oranges and nuts would be left for them in their stockings. If they misbehaved a pine cone would be left in place of the nuts and oranges. Every time the Pine Cone would be handled throughout the year, the coarseness and pinching to the hands would remind the child to look forward to the next Christmas in receiving the goodies. Sometimes a piece of coal would be substituted for the pine cone.



Keir Dullea stars in "de Sade," opening Dec. 19, at the McVickers

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Alenik, Wayne
Baine, Ruthie
Bookstein, Harvey
Cohen, Daniel
Drucker, Karen
Fredrickson, Janice
Gladson, Kathleen
Hughes, Rosa
James, Edward
James, Thomas
Kaden, Eleanor
Kemp, Walter
Lonze, Thomas
Marshall, Helen
Michoulam, Rhoda
Negron, Eddie
Paeth, Beverly
Paoletti, Fernando
Quimby, Victoria
Skonberg, Joseph
Williams, John
Wodniakowski, Mary

MASTERS DEGREE

Peter Cordt
Monica Dreuth
Penelope Duke
Robert Ferrantelli
Margaret Morrisroe
Marion Rice
Patrick Rogers
Florence Stefanik
Ronald Smith
William Smith
Joel Tabachnick

Stageplayers Call Final Meet

Bob Gorg, Stageplayer's president, presided at the final meeting of the trimester at 1 p.m. Tuesday, Dec. 2, in Room E09. The main purpose of the meeting was to determine how to allocate funds from the Glen Bass Benefit performance of "America, Hurrah."

Glen Bass is the NISC night watchman who was assaulted several months ago. It was decided that the \$204 from ticket receipts and \$50 from donations would be allocated for the fund from the Nov. 14 performance.

Apprentice members who have become Stageplayers are Dorothy Goldberg, Roberta Thomas, Sharon Mark, Gary Porto, Susan Griffin, Carolyn Nielsen, Bob Brown and Linda Collins.

From Bob Gorg's point of view, "America, Hurrah" was semi-successful as a Sta-

geplayer's production." President Gorg went on to suggest more organization and a stage-manager for the next production.

Russell Smolin said, "The avant garde show was a unique experience for the actor in that characterization was not the primary concern of the actor but rather the creation of an ensemble feeling within the cast was of greater significance and importance to the success of the show than individual recognition or characterization. 'America, Hurrah' required intricate choreography and timing."

"America, Hurrah" was described by Barbara Smolin as a "real director show." "The actor had to create for himself. A show like this could be dated because violence is so common today. Violence is born from materialism. Nothing is human."

The next Stageplayer's production will be "Thieves Carnival."

DEBATERS WIN TWO AWARDS

NISC participated in debates at Bradley University, Peoria, last week. The NISC Forensics Union brought home two awards.

The two teams debated in five rounds each as well as entering individual events. One argued affirmatively; the other, negatively.

Marty Zelenietz, who participated in extemporaneous speaking, won an award of excellence. Elaine Gertler also received

an award of excellence by participating in oratory.

Miss George Foster, director of NISC Forensics, and Miss Nancy Richardson, assistant debate coach, accompanied the teams.



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the Dave Green Report

First of all, reprinted in this column this week will be the story of a poor sportswriter's climb to obscurity in the world of Pong. Since last week's paper was in short supply I thought maybe some of you who missed it might want to read it. I would like to say reprinted by popular demand but I don't know the meaning of those words. Here it is.

The day was bright and the gym was bathed in sunshine last Tuesday when the intra-mural Table Tennis Tournament was held here at Northeastern. But not a ray of sun shone on me that fateful day. For you see old Dave Green lost.

Yes, friends, my bubble was burst. I entered the tournament with confidence and exited a beaten man.

There were thirty-two men participating in the competition. They were paired off and the eliminations started. I was put up against Ron Middleton. The two of us were assigned a table and commenced to practice for about five minutes. We knocked the ball back and forth a few times, practiced the regulation serve and generally loosened up.

Then Ron asked that question, "Do you want to start?" I had no alternative other than to reply, "Yes, I guess I'm ready as I'll ever be."

We volleyed for the service. I lost. (Fore-shadowing what was to come) The game was about to begin. I was going to say a short prayer but forgot who the patron saint of Ping Pong players was, so I didn't. Ron served. I returned. (that surprised the hell out of me) Ron returned my shot. I flubbed.

The score stood at 1-0. Ron rolled through his service and part of mine before I finally scored a point. My point came when Ron returned my service too hard and missed the table. The score stood at 7-1.

I played the rest of this game in typical looser style and the final score was 21-6. As you can see I did manage to put six big points on the scoreboard.

Since the elimination contests were the best out of three games, Ron and I switched sides and started the second game. By now I was in the process of resigning myself to loosing. But fate played a vicious trick on me. It gave me hope. Halfway through the second contest, after capitalizing on a series of good breaks and dumb luck, I was winning 15-13. I thought I might be able to win. Imagine that. I had a good chance of taking this game from Ron. With this feeling puls-

ing through me, I proceeded to loose. 21-17. I was eliminated.

I congratulated Ron and we reported our score to Coach Faloona who moved Ron to the second bracket and scratched me off the list.

I walked dejectedly out of the gym.



As promised here is a little something about the Pom Pom Squad. They are bigger than last year. They fill the court with twelve pulsating bodies of femininity.

I was going to give the girls a hard time and poke some fun at them, but there's a lot of them and they might beat me up. Keep up the good work girls.

Joe Rossi is the school Table Tennis Champion. He won the title by defeating Steve Dezurko 3 to 1 in a best of five series.

Steve won the first game and then Joe took three games in a row. The last one was tied at 20-20 but Rossi was able to come through in the clutch and win 22-20.

Well the first week of basketball is over here at Northeastern. The teams record stands at 1-1.

We have not looked all that good however. When Coach Gulan said the team needs a lot of work he wasn't under-estimating the situation. The Golden Eagles have looked bad in the first two games. Their passing and shooting ability leaves something to be desired.

During the game against Kendall College which we were fortunate to win (almost gave that one away to an inferior team) a friend of mine made this observation, "What are we going to do when we play a real team?" He didn't have long to find out. The University of Dubuque came to Northeastern and walked to an easy victory.

The team obviously needs work, they seem to move the ball adequately but can't get the ball through the hoop.

For a short team the eagles are aggressive enough under the boards, with Czekalski and Williams doing most of the rebounding. George Keehn is a good playmaker and runs the team well.

But when the team runs up against a good defense which needs a good outside shot to loosen it up, there isn't an accurate gunner on the team. The team would be improved immensely if a fellow who could shoot a consistent 50-60 from the field could be found.

Then again that may be wishful thinking and the Eagles will just have to do their best with what they have. We'll have to out hustle everybody we play.

Well people this is the last report of the trimester.

Be seeing you after the Christmas break.

Have a great holiday and remember:

Stick with those Sox.

BASKETBALL-VARSITY SCHEDULE

December	2	Kendall College	Home	7:45
	6	University of Dubuque	Home	7:45
	9	Judson College	Home	7:45
	11	Illinois Tech.	Away	8:00
	17-18	McKendrie Tournament	Away	8:00
	19	Roosevelt University	Away	7:45
January	9-10	Albert Lea College Tourney (Minn.)	Away	8:00
	14	Chicago State College	Away	7:45
	17	Western Illinois University	Away	8:00
	28	St. Procopius College	Home	7:45
	30	Wayne State University (Mich.)	Home	7:45
	31	William Penn College (Ia.)	Home	7:45
February	3	Lewis College	Away	8:00
	10	Roosevelt University	Home	7:45
	13	Illinois Tech.	Home	7:45
	14	Judson College	Away	8:00
	17	University of Wisconsin (Parkside Campus)	Home	7:45
	20	Michigan Lutheran College	Away	8:00 EST
	21	Wayne State University	Away	8:00 EST
	25	Loras College (Ia.)	Home	8:00
	27	Chicago State College	Home	7:45

BASKETBALL-FROSH SCHEDULE

December	9	Judson College	Home	5:45
	13	Notre Dame U.	Away	6:00 EST
January	12	Loyola U.	Away	7:00
	27	DePaul University	Away	6:00
	28	Marquette University	Home	5:45
February	5	Loyola University	Home	7:00
	9	Marquette University	Away	5:45
	14	Judson College	Away	6:00
	17	DePaul University	Home	5:45

GOLDEN EAGLES WIN OPENER; BEAT KENDALL 66-63

There were two minutes left on the scoreboard clock, the Golden Eagles were down 62-59, they had the ball and needed a fast score to stay in the game.

Norm Thomas got the ball underneath the basket, a Kendall player was all over him, somehow he managed to get the ball up and through the hoop for the crucial two points. Thomas was also fouled on the play and could tie the game up with a free-throw. He did.

Kendall came running back and in their haste lost the ball to Northeastern and in the process fouled George Keehn. George was at the line with an opportunity to put the Golden Eagles ahead. He was shooting one on one and sunk both pressure-packed free-throws. The score was now NISC 64-Kendall 62. There were 43 seconds left on the clock.

Down came Kendall again. This time Jim Williams fouled Ted Gutt of Kendall and Ted stepped up to the free-throw line with the chance to pull his team within one point of Northeastern. He did and there were now 31 seconds left in the game.

Tom Coticchio brought the ball back up court and before he could do anything he found himself standing at the free-throw line with a chance to give the Golden Eagles a three point lead. With the clock

standing at 21 seconds he calmly sunk both shots. 66-63.

Two more Kendall players were given a chance at the free-throw line and both shots were missed. The last one fell off the rim with three seconds left and before Tom Coticchio could dribble three feet the buzzer sounded the end of the game. Northeastern had won. The final score was 66-63.

Coach Gulan's team had won its first game of the season, but as the coach said after the game, "we need a lot of work." Sloppy playing could describe the first 38 minutes of the contest. Neither team could shoot, pass or dribble with efficiency. There were many turnovers and nobody seemed to want control of the game.

Northeastern came the closest to running away with the game in the first nine minutes of the game. In that time they pulled to the biggest lead of the game, 19-11. Kendall, however, came back with seven straight points and from that point on neither team could gain the upper hand.

The leading scorer of the game was Tom Coticchio, Northeastern first string Guard. His driving layups sparked the Eagle attack. Stan Keith led the Kendall shooters with eighteen points.

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EAGLES DROP SECOND-DUBUQUE ROMPS 84-64

Before the season started Coach Gulan said that the teams the Golden Eagles would be playing this season would be of a higher caliber than previous seasons. If the University of Dubuque is any indication of that statement, then the Golden Eagles are in for a long, long, long winter.

The University of Dubuque outclassed the NISC five in the Eagles second game of the season. The final score was 84-64 and believe me it wasn't that close.

Northeastern stayed relatively close during the first half. When the buzzer rang

NORTHEASTERN

	FG	FT	PF	TP
Keehn	4	3-5	1	11
Czekalski	5	2-3	5	12
Coticchio	1	5-6	5	6
Jovic	0	1-2	0	1
Thomas	2	3-5	3	7
Williams, J.	5	3-5	2	13
Brown	1	2-4	0	4
Rossie	2	0-1	0	4
Melendez	1	1-2	0	3
Bass	0	2-2	1	2
McKenny	0	0-0	2	0
	21	22-35	19	64

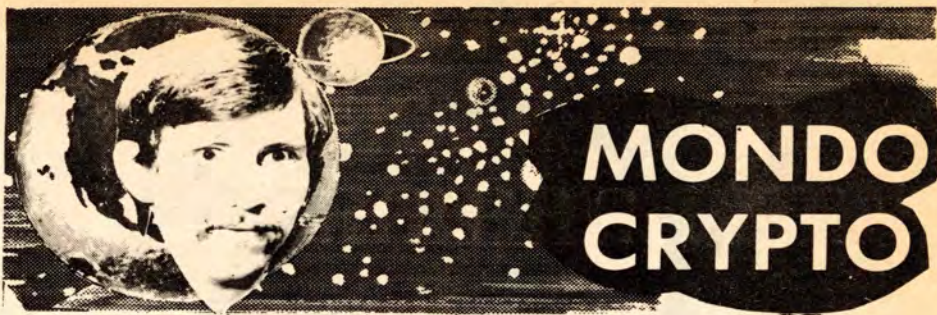
signalling the intermission the score stood 35-28.

Then at the start of the second half the Spartans took command. During one segment outscoring the Eagles 13-2 and from that point on the outcome was never in doubt.

Coach Ron Davison then substituted freely giving his freshmen some playing experience. The final score was 84-64.



Coach Gulan



For all you died-in-the-wool conservatives, here's the traditional Mondo Crypto!

This year's winner of the Jim Bryan perseverance award goes to Mr. Tony Wiszowaty, the first democratically elected official to abdicate from office. Last year's winner, you'll remember, was Melville Crotch, who, after waiting in line for fifteen years to get a birth certificate, suffered a major setback and died. Mr. Crotch still firmly refuses to move and may be seen daily at the bureau of vital statistics.

One of my diligent readers dropped off this golden bit of philosophy for Dave Green concerning his ping-pong playing: "That's the way the ball bounces!"

News flash! Oz Village officials have announced their intention to resurface all roads in the area with a more practical all-weather asphalt.

Interstate 69 runs south from Angola, Indiana through Fort Wayne to Indianapolis.

Occasionally everyone needs someone or something more than they/it needs them. The following are a few of those instances:

1. You need to catch a cold far more than it needs to catch you.
2. As much as you may deny it, you need a valve job...

3. Remember when catalinas were flying boats?

4. Somewhere at the bottom of a fishmonger's bin waits a mackerel just meant for you.

5. You need indirect lighting. Some of your ideas aren't too bright.

6. You need to polish an apple more than it needs to polish you.

7. Your salvation lies in a tongue sandwich. Any tongue will do.

8. You need a laugh suppressor as well as a new harmonica. (Think about it)

9. You need a road map of Delaware more than you need that silly bust of Grover Cleveland.

10. NISC needs a girl cymbal player. Not all girls can play cymbals.

11. You need new spectacles. The last spectacle you made of yourself was a c....

12. You need a new nose pick for your guitar.

For all you clowns who complained about the printer forgetting Sagittarius last week, have your revenge. I forgot Aries, Pisces, Aquarius and all those other stupid names.

Well, Mondo has to go now, and get his funny red suit cleaned. Yes, Virginia, you guessed it. Mondo Crypto really is...Why did a certain girl-we-all-know's dog get a pink leather coat for Channukah? What will you get? What you deserve. I hope.



M.L. Gasfrill's
NATURE CORNER



Xmas is rolling around and all good Xmasnics should be thinking about getting a tree to decorate. Well, you guessed it. With all the pollution problems and scares about running out of natural resources, not even the Christmas tree has been spared. So, in order to make sure that all future generations, if there are or will be such animals, can enjoy Christmas trees, we must all begin to sacrifice a little. This Xmas, buy or cut down a different type of tree. For example, can't you just picture an elm tree, (Dutch Elm Disease is optional) decorated with tinsel and popcorn? (Just make sure you cut it down before Fall). And your imagination could run wild with something like a pear tree. If you can't come up with a tree, why not grab a bush. I understand that a Channukah bush looks really great with colored bulbs on it. Or even candles and crosses. At any rate, give a little at this time of

giving, so that all might someday benefit.

Just to throw a wrench in the wreath, I thought you might be interested in knowing that Rudolph the Red-Nosed Reindeer has resigned 'due to ill health'. There's only one application in for his replacement so far, and it's from a moose. Unless someone else applies soon, this creature will get the position, provided he gets an antler-cut. By the way, he, too, is a wino, but his name is Adolph.


A revision in a traditional Christmas song (hot off the presses): Dr. Hall with boughs of Holly.

By the way, did you hear about the argument that Rudolph had with wife in Russia? She said it was raining out and he said it wasn't, He replied, 'Rudolph the Red knows rain, dear.'

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Dear Sid

Dear Readers;

Since the Christmas, New Years, and Chanukah seasons are approaching and my aunt has arrived from Spokane I, Dear Sid, have decided to answer it all. Every problem you could possibly have will be answered today. Any problem I have ever had will be told, answered, dissected and printed. That is if the maintenance staff of NISC will finally be able to tell the difference between garbage and "The Print". Oh yes, I, Sid Sisters, will graduate from these hallowed halls before the first issue of the Print for 1970 will come out. But, because I am dedicated to problems, I will take time out from my new job as a bouncer at a Cicero strip joint to answer your silly thoughts.

Pious; Remember, it is much easier to convert from being Lutheran to Roman Catholicism, than to try to go from being Lutheran to being Jewish. As the church people say, to convert to Judaism you also have to rearrange your entire weekend and in the winter miss NCAA football on ABC. Sorry about that Chris and Bud.

Aunt Rose; A bandaid is a medical instrument used to cover up little hurts. It should not be used to smut up Uncle Harold when he is telling dirty stories.

Supreme Delight; Follow the Yellow Brick Road. It may lead to the enjoyment and Martha. If not make a left turn at the fourth stoplight, turn and get to the nearest pay phone and find her address. She is really fun.

Zoo Keeper; Remember that 6 x 9 equals 54.

Tim; Play your cards right and you may get a used 1948 model.

Sickly; Have you ever met Charles Atlas? He was once a 97 lb. weakling and now is just all excited about kicking some sand in your face.

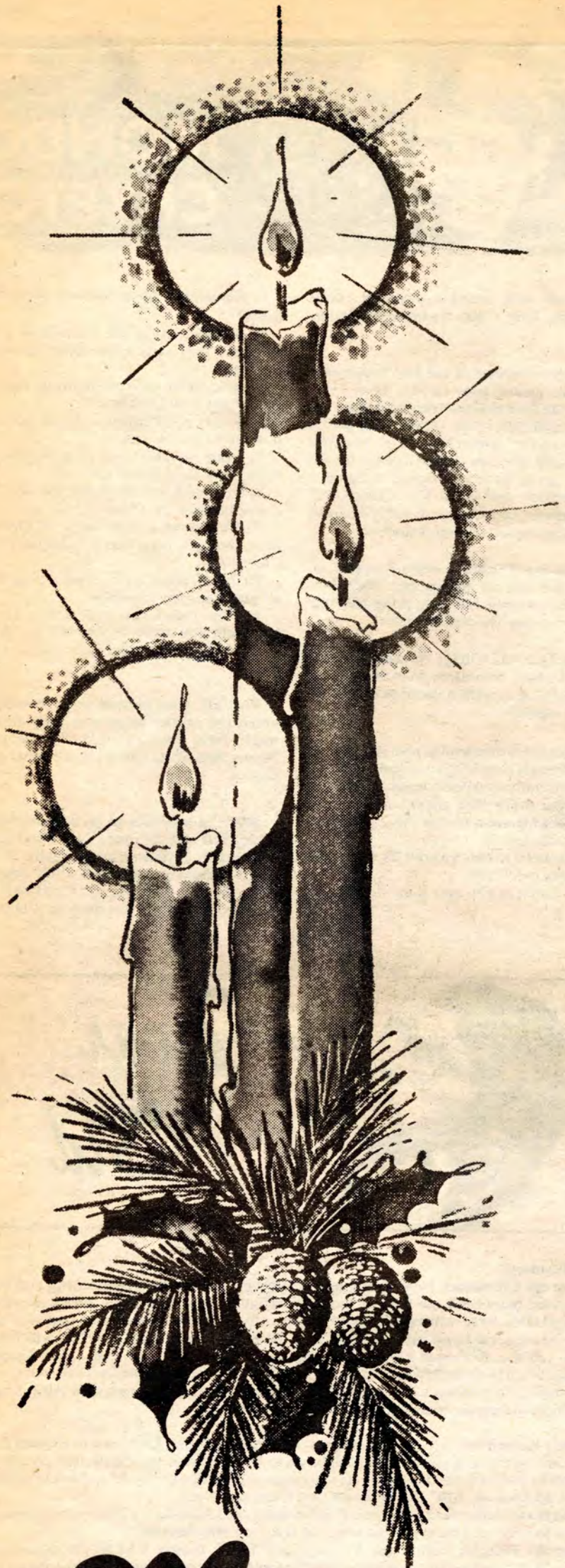
Draft Dodger; Gen. Hershey the ex boss is looking for someone to drive him through Canada this summer. For further information contact Richard Nixon, Washington, D.C.

Finally for all the many people who have written in and asked this question: Why, oh why oh, why did you ever leave Ohio? I answer. I never left Ohio. I left 2038 Seagirt Ave, just 2 thrilling blocks away from the San Andaos fault.

Richard; I refuse to give you David Frye's address. Ask Spiro to call the phone operator and ask her for her rank, age, sex, and party affiliation.

Just released and ready to go. Sid's 234567890 page booklet to tell you all the records sold by Goldblatts last month. For further information write; Disc Press, 23450 Southeast 23450 Plaza, Rye, Vodka and Gin Wyoming. If the mailman can carry it, you wi!! get it airmail, just in time for Good Friday or April 13, 1970.

Happy New Year and May your Holiday Season be a happy and rewarding one for you and your family and friends.



Merry
Christmas

Bring Back Stan Dale

The Northeastern
PRINT

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