

The SPECTRUM

North Dakota State University

Vol. XLVIII, No. 20 February 13, 1969 Fargo, North Dakota

Teacher 'Voluntarily' Resigns UND Post

Controversy over four-letter words in an underground publication and during an appearance in the UND Student Union has resulted in removal of Janelle Hongess from her teaching position in the UND sociology department.

Miss Hongess voluntarily resigned from her teaching post to accept a more prestigious research post, according to UND President George Starcher.

However, Minority Leader Herbert Meschke (D-Minot) said Senator Richard Forkner (R-Langdon) had boasted on the floor of the Senate during a closed-door session that he was instrumental in having Miss Hongess dismissed from her teaching post.

When questioned about reasons for the position change, Starcher acknowledged he had no evidence of valid complaints against classroom instruction by Miss Hongess.

He said there had only been complaints about Miss Hongess outside the classroom, both in her underground publication *Ignite* and in conversations.

During a conversation Feb. 1 between Miss Hongess and her department chairman, the decision to change posts was made, according to Starcher.

In a telephone conversation with Starcher the following Tuesday, Senator Forkner expressed concern over Miss Hongess remaining in a teaching post. Starcher informed him of the position change during the conversation.

A short time later, Forkner again called Starcher; this time to question the source of funds to pay Miss Hongess. Starcher promised she wouldn't be paid from appropriated funds.

Starcher admitted pressure would probably have been brought to bear if Miss Hongess had been paid by appropriated funds.

When asked if she had changed her position voluntarily, Miss Hongess replied, "Ho, ho, ho."

She went on to explain that Dr. Arthur Jacoby, her department chairman, came to her home and told her Starcher had expressed concern over receiving all kinds of pressure to get her out of the classroom.

Jacoby added she had two alternatives, to fight the decision, with backing and some department support, and automatically lose, or accept an alternative research position.

While deciding, Miss Hongess heard on the radio that she had received a graduate fellowship. Denying she had agreed to accept the fellowship, Miss Hongess said the university had broken her contract.

She wanted her contract honored, said Miss Hongess, and refused to accept the fellowship, terming it an attempt by the university to bribe her.

UND students are not letting the action go uncontested. A student activist group called The Friends is circulating a petition among former students of the instructor.

In part, the petition says the students find her an instructor of high quality who had never expressed personal views in classes and had not adversely affected the minds of her students.

The petition goes on to express disapproval of the political manipulation which has singled her out as a scapegoat.

Organizers of The Friends have invited Forkner to speak at UND Feb. 16. The group said it wants Forkner to explain his "concern" about campus activities and his role in the position change of Miss Hongess.

This is not being done to make fun of him, this is a serious situation," said Ted Frederickson, a member of The Friends and himself a target of Forkner's criticism for his actions as editor of the *Wakarusa Student*.

Rate Students Burn Mystic

Copies of the *Mistic*, the MSU student paper, were burned Friday as the paper was being distributed.

Members of the Iota Alpha fraternity (students in the Industrial Arts Department) after allowing several copies, refused to allow students to pick up copies of the paper.

The *Mistic* has become one of the most popular papers on campus, said a statement passed by the fraternity, "and does not represent the majority of the students and faculty at MSC.

Therefore, we deem it our responsibility to remove from the hands of the public a paper that has brought discredit to the campus."

Steve Hamilton, a *Mistic* staffer, said he doubted if the administration would do anything about the incident.

Entitled MISTIC (Misled Instructors and Students Teaching Insurrection and Corruption) the statement by the fraternity also cheered Fargo police for busting Big Pink, the building where six youths were recently arrested for vagrancy.

Butch, Terry Make It Molm Wins Easily As 2000 Students Vote

Butch Molm and Terry Grimm emerged landslide victors in the race for student president and vice-president Monday. They tallied an even 1300 votes to 722 votes for Al Hofmann and Tim Mjos.

In spite of an increase in student enrollment, total votes cast in the presidential and vice-presidential race were 200 less than last year.

"To everyone who helped, to those whom I don't know and to those who voted for us, I thank you," said President-elect Molm.

He continued with special thanks to students who assisted in his campaign. "I would especially like to thank some people for their help in the campaign.

"Among these are the V-P-elect, Terry Grimm, my roommates Brian Gerbig and Jim Marion, my campaign managers Randy Silha and Jim MacNally, Kevin Carvell, Sandy Scheel, Steve Stark, Nora Buckman, Don Homuth, Stan Dardis, Dave Paasch, Norbert Rodakowski, Lucy Calautti, John Olienyk and the SAE and Theta Chi pledges."

Molm announced that positions on the Commission of Finance, Public Relations and Personnel and Faculty Senate Committees were open to everyone.

Students interested in any of the positions should contact either Molm or Grimm.

"It's a start toward student government," said Al Hofmann, who refused to make further comment.

Molm, an Independent, had begun the presidential race with Don Homuth, but in a meeting with Terry Grimm to discuss campaign ethics made the decision to switch to Grimm as his running mate.

The two campaigned on a philosophy, rather than the traditional platform used by their opponents.

"A New Direction" will provide the basis for the new student government, administered by Molm and Grimm.

★ ★ ★

Voting on the initiated measure to change the number of voting districts for Student Senators from three to two was yes, 1148, to no, 853.

The measure passed with a simple majority of 59.1 per cent.

On the question of a proposed change in format for the *Bison Annual*, no votes carried with 825. Yes votes, which supported adopting a magazine format, trailed at 494, but undecided voters totaled a surprisingly large 669.

★ ★ ★

In the race for two seats on the Board of Student Publications, Sandy Scheel pulled an overwhelming 1048 votes, finishing with nearly twice as many votes as the second student elected to the board. Gary Rudolph, the other newly-elected board member tallied 580 votes.

Garbage In, Garbage Out

Garbage In, Garbage Out is the subtitle of a 16-page supplement in this issue of the *Spectrum* entitled *New Technologies in Higher Education*.

It is being distributed to over 135,000 students on 51 campuses throughout the country. It was produced last year as part of the Carnegie Corporation financed series of Student Press Association seminars on issues in higher education.



Jubilant winners of Monday's election were from left, Butch Molm, new student president; Randy Silha, campaign manager for Molm and Grimm, and Terry Grimm, new student vice president. (Photo by Loberg)

Tight competition in the sorority district marked the closest race in the Senate election. Linda Noecker pulled 48 votes and is the apparent winner. Karla Laine received 42 votes and Janice Rorvig 41.

Jim Zehren ran away in the Senate voting. Running unopposed as a candidate from Engineering and Architecture, Zehren tallied 312.

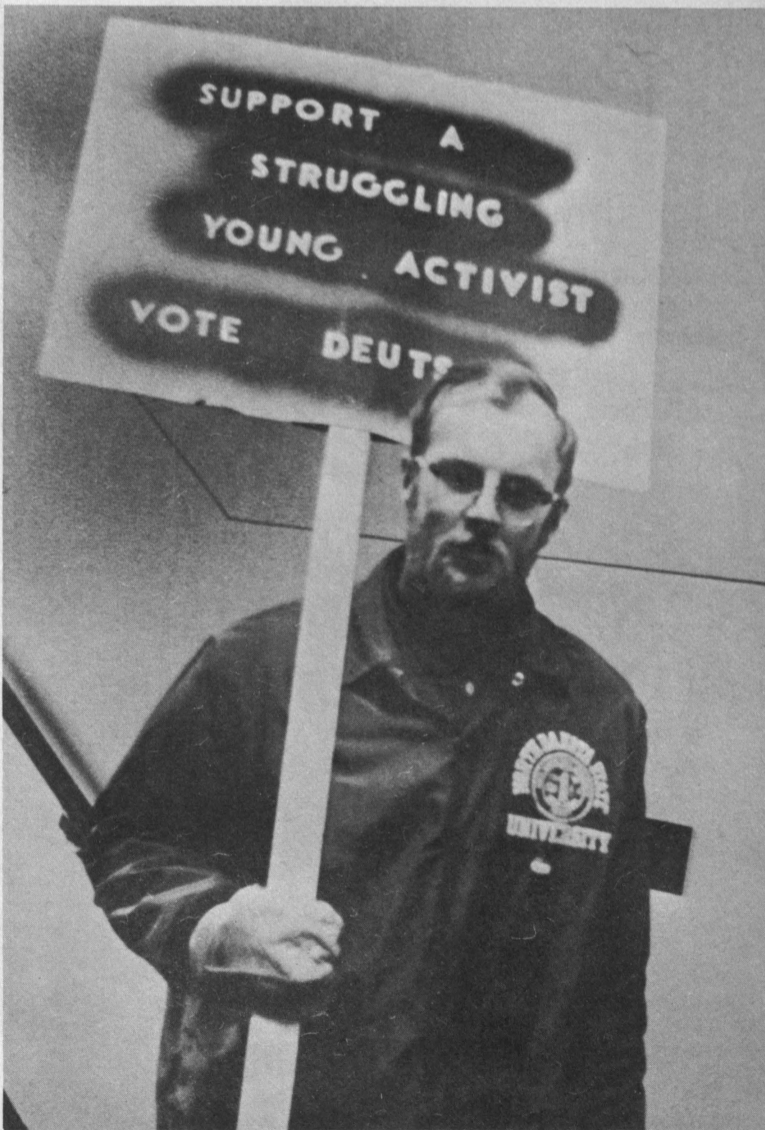
Next in the final counting was Ginger Culpepper running unopposed from South High Rise. She

received 254 votes.

Wayne Wolberg, who had acted as a non-voting representative from Reed Hall following the expulsion of Jim Jacobs, was defeated in his bid for a Senate seat by Joe Bata, 105 to 98.

As the only incumbent senator to seek another term as senator, Rene Anderson easily over-ran write-in candidate Linda Harvester pulling 109 votes to Miss Harvester's 38.

Complete election results are on page 2.



Struggling young activist Dave Deutsch easily won election in Ceres Hall Monday. Dennis Dau is the sign carrier. Who says it doesn't pay to advertise? (Photo by Casperson)

Monday's Election Results And Statistics

Starred candidates have won elections. Unless otherwise designated, only one candidate was elected in each district.

Arts and Sciences Senator	
Paul Jacobson	94
Jim Holm	126
★Mark Voeller	209
Chemistry and Physics Senator	
Larry Jacobs	83
★Greg Olson	235
Larry Sanderson	67
Architecture and Engineering Senator	
★Jim Zehren	312
Agriculture Senator	
★Roger Kenner	188
Pharmacy Senator	
★James Crane	119

Home Economics Senator	
★Kathy O'Keefe (Write-In)	105
Laurie Saunders (Write-In)	50
Mary Wong (Write-In)	68

Fraternity Senator	
(Two elected in this district)	
★Greg Binkley	191
★Court Hanson	160
Bill Kohler	73
Dave Maring	86

Sorority Senator	
Karla Laine (Write-In)	42
★Linda Noecker (Write-In)	48
Janice Rorvig (Write-In)	41

Married Students Senator	
★Lorry Henning	111
Larry Holweger	50

Off Campus Senator	
(Three elected in this district)	
Steve Cann	25
Eldon Haugen	86
Mark Lundeen	89
★Terry Nygaard	109
★Gordon Olson	137
★Ken Schroeder	190
John Sherman	87

Ceres Hall Senator	
★Dave Deutsch	111
Randall Mauch	78
Thomas Ellingson	87
Churchill Hall Senator	
★Alan Schroeder	103
Burgum Hall Senator	
★Patsy Bredwick (Write-In)	82
Ted Gertz (Write-In)	25
Linda Sperle (Write-In)	61
Dinan Hall Senator	
★Rene Anderson	109
Jennifer Harvester (Write-In)	38
Johnson Hall Senator	
★Alan Christianson	158
Kurt Eichmeier	59
Duane Lillehaug	88
Dave Scott	79
Reed Hall Senator	
★Joe Bata	105
Wayne Wolberg	98

South Weible Senator	
Mike Burt (Write-In)	
★Barbara Field (Write-In)	
Joanne Garceau (Write-In)	
North Weible Senator	
★Nancy Johnson	
North High Rise Senator	
Jim Ristad (Write-In)	
Doug Loberg	
★Larry Wieland	
South High Rise Senator	
★Ginger Culpepper	
Stockbridge Senator	
★Wayne Heringer	
Board of Student Publications	
(Two elected here)	
Eugene Breker	
Rod Nett	
William Petty	
★Gary Rudolf	
★Sandy Scheel	

Obscenity Bill Scheduled For Senate Debate

Senate Bill No. 466, designed to curb the possession and distribution of obscene material, comes to a vote early next week.

Introduced by Senators Doherty, Morgan, Nething, Torgerson and Freed, the bill forbids not only sale of material judged to be obscene, lewd, salacious or lascivious, but also possession without intent to distribute the material.

In any prosecution for such possession, with or without intent to distribute, the bill says it shall not be necessary to allege or prove the absence of such intent.

Questions are already being raised about the constitutionality of that and other portions of the senate bill. Further action on the bill is upcoming in the legislature.

Stroup To See Educ. Comm.

Students from NDSU will speak before the North Dakota House Education Committee Monday on the quarter-semester dispute.

Senator Linda Dahl and Student President Chuck Stroup will lead a delegation of about six students to defend the quarter system.

"I doubt if SU will have to change to the semester," said Stroup at the Student Senate meeting Sunday night. "After speaking to Senators and Representatives while I was in Bismarck this weekend, I found that most supported the quarter plan."

Freshman catch-up Program In Sunday Senate Action

by Larry Sanderson

"Catch-up is a program to help entering college freshmen who have had a poor academic background," said Senator Linda Dahl at the Senate meeting Sunday night. "Dean Archer Jones wants the support of Senate because students will be very involved in it."

"The program will consist of two parts:

Part one will be five special classes to help prepare the incoming student in his first year. Part two is to get students working with the freshmen, since they are the ones who know the problems freshmen face.

"We are trying to get government funds to finance this and it looks good. A committee will be set up to take student applications to work on it.

"A minimum GPA of 2.5 and sophomore standing this year will be necessary. Three credits will

be given to students involved in the program," Senator Dahl said. The motion passed unanimously. (A longer story on this program will be in next week's Spectrum.)

Senator Butch Molm reported that he will soon be possible to get removed from a student's transcript if he is on probation, transferring and the F lower grade-point below acceptable limits. The student must have taken the course. Present procedure is to average the grades out.

"Scuttlebutt has it that Schoeder will not be readmitted to this University after he is released from the State Farm," Senator Mel Nelson said. "He only five months to go before graduate. I think it's a shame he'll be refused admittance because of what happened."

"I've heard that it will be stamped on his transcripts if he was not readmitted. I'm sure we'll have more of this," Nelson suggested the Scholastic Standards Committee look into the matter.

Senator Allen Hofmann offered a proposal by Dean Jones to a Department of Police Science (criminology). The course would be a four-year major with credit in both A&S and Pharmacy. Jones wanted to know if there would be objections to the proposal. None were offered.

Student President Chuck Stroup was asked by the Senate to inform Senator Richard Forkner of NDSU for informative purposes. "He's got some weird ideas," said Stroup. "I don't know if it's informative he will be. He has a very small group around him in Bismarck, but I'll invite him."

Senator Nelson Berg suggested that Forkner and students would be able to enlighten each other. "We shouldn't ridicule him because we disagree with him."

Berg also announced a debate on the merits of the pass-fail system was scheduled for 7:30 p.m. Feb. 18 in the Dining Center.

The next Senate meeting will be a joint meeting with both outgoing and in-coming Senators. It is tentatively set for March 13.

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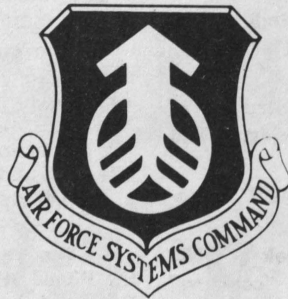
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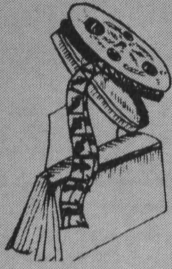
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PREVIEWS AND REVIEWS

by Bob Olson



THE TEMPEST

Sinking into my soft padded seat at the new Little Country Theatre and watching students, faculty and other miscellaneous assemblages of humanity enter and fill the remaining seats were my recollections of physical surroundings. This was how beautifully commanding last week's performance of **The Tempest** was of its viewing audience.

As any drama enthusiast must know, success at a presentation of one of Bill Shakespeare's plays does not happen through luck or chance. Actors must become masters of 16th Century English dialogue.

It did not take long for me to notice how at home most of the **Tempest** cast were with their lines. This along with excellent costuming and make-up was probably the major contributing factor to the play's success.

Having less action than most Shakespearian plays, **The Tempest** relies more on its comedy sequence than on plot.

The scenes with drunk Stephano (Steve Stark), Trinculo (Jerry Thomas) and Prospero's idiot slave, Caliban (Robert Kurkowski), brought constant bursts of laughter from the house. These scenes contained probably the best acting of the evening. The wit of Shakespeare must be at least as enjoyable today as it was 400 years ago.

Largo Hopkins as Ariel did a great job contrasting herself with Caliban as they both served their master, Prospero. Vocally and choreographically she played her part to the fullest.

After being thrust back into reality with the fall of the final curtain, I left Askanase Hall with the comforting knowledge that Shakespeare is not dead, but in residence here on campus in the person of Frederick Walsh, **Tempest** director.

Dick Gregory To Lecture At MSC

Dick Gregory, successful comedian turned civil rights activist, will present a free lecture and discussion Tuesday, Feb. 18 at 7:30 p.m. in the Alex Nemzek Auditorium at Moorhead State.

Gregory, the presidential candidate this year of the left wing Peace and Freedom Party, is now devoting most of his time to public speaking and writing.

Gregory's autobiography, *Nigger*, has become a best seller. *Sermons*, his second book, is now out.

Life magazine called him "a crusader for the rights of all the oppressed - his own people, the Indians, the hippies in Chicago."

Gregory has spent more time in Southern jails, marched in more demonstrations, prevented more violence and worked for

the rights of the blacks more than any other entertainer in America.

More than a commentator, more than an author, more than a comedian, Gregory presents himself as a soldier in a war against hate and bigotry. His weapons include a personal dedication of his talent and a razor sharp sense of humor.

Five suitcases, a garment bag and a tape recorder are Gregory's home. He lives en route, stopping to play benefits, deliver church sermons, lobby in Washington and speak on campuses across the country.

Named as the man most hated by the Ku Klux Klan, Gregory states, "They're so out of style, I think they're the only people in the country who aren't using colored sheets."

Judge Suggests Attorney Compromise As Testimony Ends In YMCA Suit

by W. L. Petty

Testimony in the suit brought by the University YMCA against NDSU, the NDSU Memorial Foundation and the North Dakota Board of Higher Education was completed Feb. 4.

The Y has asked that the property now leased by Williams Drive-In be returned and an accounting of the rental receipts be presented.

Judge Ralph B. Maxwell will make the ruling on the case after both parties have submitted briefs. The Y has 30 days to submit their brief which will be read by the defendants, who will then have 30 days to submit their brief.

At the close of the testimony, Judge Maxwell suggested the attorneys for both parties try to negotiate a compromise.

According to Dr. Larry Littlefield, chairman of the YMCA Board of Directors, the Y has selected a committee of Board

members to negotiate with the defendants.

"The committee met once last week to organize its stand and is prepared to meet with the University, Memorial Foundation and Board of Higher Education," said Russell Myers, executive director of the Y.

The plaintiff submitted 116 pieces of evidence consisting of minutes of meetings of the Memorial Foundation and the NDSU YMCA, copies of the deed to the land, the lease between the Memorial Foundation and Williams and correspondence between people involved in the land exchange which dated back to Oct. 1958.

The defendants submitted nine pieces of evidence, consisting of further correspondence.

Witnesses in the trial were Arlon Hazen, dean of Agriculture, Russell Myers, Lloyd Nygaard, assistant to the commissioner of higher education, James S. Reed, president of Reed Investment, Inc. and Edythe Toring, business manager, NDSU.

The land involved was given to the Memorial Foundation as a gift in exchange for facilities for the Y on campus, which were to include a non-denominational chapel.

According to the agreement, since the facilities were not built, the agreement could be terminated.

Poet At Coffee House

Coffee House will feature poet Mary Pryor Thursday Feb. 20 at 8 p.m., in Dakotah Inn.

Miss Pryor, an English Instructor from MSC, has written a mini-pamphlet entitled **Anachronisms**. Contained on its few pages are several forms of poetry all written in a clear unpretentious style. Her example of Haiku is particularly perceptive.

Coffee House is open to the public.

Peace Corps Test

Peace Corps Placement Tests will be given this Saturday at 1:30 p.m. in Rm. 1 of the Fargo Post Office.

Preceding the lecture, a \$5 per plate dinner is scheduled for 5:30 p.m. in the MSC Comstock Memorial Student Union. All events are open to the public.

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S & L STORES

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Editorials

Sop For The Niggers

Most administrators and faculty members seem to have the misconception that the seating of students on Faculty Senate committees has been a great and generous gift on their part.

Further, they seem to feel students should glory in this opportunity to help make decisions and should be satisfied with their present positions.

"After all," we're told, "These are FACULTY SENATE committees you have representation on, and the faculty doesn't have representatives on any of your Student Senate committees."

The error here is that the Faculty Senate committees are where all the power is and that Student Senate committees are little more than play things.

Faculty Senate also seems to be misnamed. It should be entitled "University Senate" (and I'm told by some that it does on occasion go under this name), since it is in these committees that decisions are made which affect the entire campus, not just the faculty.

Although students do sit on committees, some have no vote at all and others are outnumbered six to one.

Several committees have no student members. For instance, Faculty Affairs Committee has none and gives as its reason the excuse that all business there pertains strictly to faculty. Why then does the Student Affairs Committee have only two student members and six faculty members. Shouldn't it be all student?

The impotence of the student voice on these faculty committees is a perfect example of tokenism or throwing the niggers a crust of bread so they'll stay satisfied.

Isn't it about time to give the student a real voice in the affairs affecting him?

Spectrum Policy

Despite the fact we clearly delineated our policy in the first issue, most of the campus still seems to be unaware of it. So once again, here they are.

ANNOUNCEMENTS

Press releases and announcements of all types should be in the Spectrum office by Thursday evening, in other words, one week before publication. This is no guarantee however, that they will be published. If events are happening during the weekend, let the Spectrum know in advance.

LETTERS TO THE EDITOR

Readers are encouraged to write letters and the Spectrum will publish all it can. The editor reserves the right to edit all letters without changing the substance or tone of them. Names will be withheld if the writer desires, but all must be signed when delivered to the office. Deadline is Friday noon.

ADVERTISING

Local advertisers are charged a \$1.50 per column inch with numerous discounts available. Students and campus organizations receive slightly lower rates. Classified ads cost 5 cents a word with a minimum of 50 cents per ad. Classified ads must be paid for in advance. All ads should be in the office by Wednesday of the week preceding publication.

FORM

All letters and announcements should be typed, on a 60 space line and double spaced.

The Spectrum

EDITOR Kevin Carvell
 ASSISTANT EDITOR Sandy Scheel
 BUSINESS MANAGER Gary Rudolf
 MANAGING EDITOR William L. Petty
 NEWS EDITOR Don Homuth
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THIS WEEK'S CONTRIBUTORS: Mary Joe Deutsch, Cathy Harland, Beatrice Vandrovec, Bob Olson, Joan Primeau, Orv Jonsrud, Carolyn Schmidt, Jim Bakken, Larry Sanderson, John Bruner, Renee Selig, Bob Miller, Nikki Welch, Linda Nelson, Tom Casper, Bruce Johnson, Mike Krueger, Howard Wahl, Loretta Schanz, Jim Zeilsdorf, Al Senechal, Doug Loberg and Bob Kurkowski. Rough week — another big paper. Copy staff went on strike for higher wages. Grubby ingrates, they already get 20 cents an hour. Next thing you know, they'll be asking for Sunday off and toilet paper in the ladies room instead of old Spectacles.

The opinions in the Spectrum editorials are those of the editor and do not necessarily represent the opinions of the student body or the administration of NDSU.

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"But I was only going to be here five minutes!"

Letters To The Editor

Fire Those Who Expose Dirt?

To The Editor:

One wonders why the victimizing and firing of Miss Janelle Hongess of the University of North Dakota. Could it be in her publication *Ignite*, her underground newspaper? She rubbed a few consciences in daring to speak the truth as she saw it, and possibly uncovered and exposed to the public some of the dirt that goes on in our public and/or state institutions?

Having been an employee of a North Dakota institution for a good number of years, I know for a fact how hard the establishment tries to keep from the public the rotteness that goes on within our public institutions, which are for the most part run by funds from our voting citizens and taxpayers.

Whenever anyone dares to try to expose some of these things to the public — they find themselves victimized — such as was the case with Miss Hongess. Fire her to shut her up, to save face and to keep the political power intact.

If anyone of us were to dig into the private life of every state senator, or for that matter, the life of each member of the State Board of Higher Education, I wonder if we wouldn't uncover a few hidden skeletons in their closets. We may find for the most part, that if using four-letter words is a criterion for ability and responsibility, that very few would be fit to hold public office.

It seems to me that a person should be judged for his or her ability to perform the job for which he or she is hired, and what is done in the hours not on the job is a matter of that individual's own concern.

Miss Hongess was fired for no reason other than daring to publish an underground paper, and for using four-letter words in a talk in the university center. Her academic qualifications were never questioned.

Let us see a petition signed by members of the class she taught, which states that in her classroom she professed anything other than academic material supposed to be used in her course.

It seems rather sad that Dr. Starcher has to knuckle under to

pressure by the State Legislature to get badly needed funds for the university. Miss Hongess may seem a very handy scapegoat for the legislature, offered to appease those outdated defenders of morality who have been upset by four-letter words in the *Dakota Student* and other expressions of student dissent at UND. Such tactics, however, hardly seem worthy of our state's educators.

More power to students and

educators who dare to expose, write and report the way things have done in the past. Say print it, tell it like it is! This is the only way to expose the pocrisies of our so-called Christian society.

For my part, Senator Foran and the state legislature belong on the bottom of my four-letter word list, and the Board of Higher Education a close second.

Frances E. Burton
Grand Forks

About Four Letter Words, Sex Gross Jokes In The Classroom

To The Editor:

I can't figure this university out. They do everything they can to censure the Spectrum's use of "four-letter words" with the Board of Publications. BUT WHERE IS THE UNIVERSITY AND THEIR CENSURESHIP IN THE CLASSROOM?

I have had instructors in the past who have had their own private list of "words." The one I have this quarter takes the prize. No matter what he is talking about he has to find a way to work in the four-letter words, sex or gross jokes. (In an American history course no less.) The words alone wouldn't be that bad if he didn't have to make sure they were pronounced correctly and loud enough for the guys in the back row.

Maybe the university fails to realize that we are paying for an education instead of trying to increase our knowledge (?) of four letter words, sex and gross jokes.

The Spectrum advisor seems to feel that vulgar language destroyed the value of an article. Well, what about the value in the classroom? Burington claims that all the students can remember after reading an article is four letter words.

I think that there are a lot of students who can overlook the words in print or aren't shocked by the fact they are printed. But what about the poor student who gets a shock in the class . . . you just can't turn the hearing aid off when a four-letter word

comes out. Maybe some emphasis on censureship should be taken in the classroom? ??

RATHER NOT HEAR IT IN CLASS

Some Letters Priced Guilty Conscience

To The Editor:

In regard to the letter printed, the letter that priced the guilty consciences of so many respectable citizens, the letter reporting a conversation between father and his son, let me tell you to keep up the good work.

That was an obscene letter, only in that the father's statements were obscene. Unfortunately, our familiarity with ideas and phrasing obscured the fact.

The closest thing to honest pure communication, to be able and real response that legislative-type character came was his expletive "bull shit."

What was really upsetting the shabby, shallow indecency and poor taste revealed by "father's" familiar cliches. To secure this revelation your class have bombed you for printing honest, natural and real dictation the expletive appropriate to minds that object to it.

Richard Lyons
Assoc. Prof.

Letters To The Editor

Former Children's Village' Of 78 Yrs. Hopes To Be Here For 100th Anniv.

The Editor:
On page seven of your Jan. 30 issue you ran a pleasant picture of the Human Relations Lab held at our facilities on Jan. 23 to 26. The caption refers to the "former Children's Village." The implication is, of course, that the agency no longer exists. I would certainly want to correct that impression.

The residential facilities were temporarily available for the Lab because we have discontinued the treatment program for emotionally disturbed youth. This was a

decision necessitated by the high costs of serving these youngsters and our inability to secure adequate funding.

This department actually served 11% of our total case load of children in 1968. Our other services, namely, counseling for unmarried parents and child placement in adoptive and foster homes, continue as before. We are researching other areas of need to which we can commit the residential facilities.

While there is a lot of "former" in our 78 years of service to

children in need, we fully intend to be serving well when our 100th anniversary comes around.

Wayne E. Wagstrom, ACSW
Executive Director

More Tuition?

To the Editor:

Sen. George Longmire, R-Grand Forks, has proposed that the Legislature consider raising the tuition at the state colleges and universities by \$100 per year for residents and \$150 per year for non-residents.

This proposal is in the nature of a trial balloon and unless strong opposition is expressed by students and their parents it is likely to be passed. I would like to urge all of our North Dakota students to contact their legislators in person, by phone or by mail and make their feelings known concerning this proposal.

I believe such an increase in tuition would be a real hardship for many students and would keep a significant number from obtaining a college education.

Richard Satterfield

NOTICE

Opinion articles, commentary, editorials and letters are invited by the Spectrum from any member of the community. All items should be turned in by noon the Friday before publication.

'Large Sea Turtle' Is Really Small Fresh Water Turtle

The Editor:
I would like to thank you for your article on the new marine aquarium that has recently been opened here. There is, however, one point that we would like to clarify.

The "large sea turtle" in the photo of your Jan. 30 issue is, in fact, a fresh water turtle (*Trionyx spinifera*) which probably came from near Whitecastle, La. The same turtle also lives in North Dakota so it is hardly unusual to find it here.

We are afraid that Mr. Bakken was directed to the fresh-water aquarium room rather than to the marine aquarium. We cer-

tainly hope that he will return (to the right place), and we hope that anyone interested in seeing these fascinating animals will also come by.

We might add that due to the success of this salt water system and to the interest shown in it a second system has been ordered and should arrive shortly. A new collection of live marine animals from Woods Hole, Mass., will also arrive sometime next week.

Thank you again for your coverage of this new addition to North Dakota wild life.

Jeffrey A. Levy
James Higgs

Commentary

Those Uniforms Are Pretty, But . . .

In Hitler's Germany, uniforms reflected the superpatriotic mood of the time. They could be found everywhere.

There were the doomed Brownshirts, the black of the feared SS, the blue of the Luftwaffe, the army grey. And the youth groups, too, had uniforms of all colors.

The uniforms were pretty, but the people wearing them often killed other people.

Sometimes we get the feeling that the United States may be moving toward a dangerously

fascist position. Racist George Wallace, for example, got the votes of millions of Americans, the sympathy of many more.

Closer to home, school board officials in Fargo have announced they may put those pretty uniforms on high school students there. They are actually considering making ROTC a part of the high school curriculum.

Now, we believe that military training should be conducted in military camps, and we're equally as convinced that the truly dedicated educator doesn't want

to dilute his curriculum with such totally unacademic trivia as ROTC.

Why, we would then ask, do Fargo's high schools or any other high school want to put boot camp in the classroom? Giving them (the educators) the benefit of the doubt, we believe they really don't want ROTC.

The answer, unfortunately, may possibly be found in the burgeoning costs of education, where many secondary schools have been forced to compete for federal aids and grants.

As the old saying goes, "Money talks."

Perhaps that money is telling school administrators that it would be to their benefit to have ROTC in their classrooms.

It wouldn't be the first time that the federal government has, through various agencies, attempted to influence individual action through the misuse of office (General Hershey, etc.)

Certainly the schools who need help must continue receiving federal aid. But undue influence must not accompany the money.

And if the Fargo School Board really wants ROTC in their high schools, we can only pity them, and their students, and advise the latter to move to Grand Forks.

They don't have ROTC there, except at UND.

. . . Ted Fredrickson,
Dakota Student

Teeny Bopper ROTC

An ROTC program may be instituted in the Fargo public high schools. The school board has approved action seeking to secure Air Force ROTC for the two schools.

The prospect of such a program is most unfortunate. Granted, the board validates its decision educationally. But the situation demands more than just pragmatic considerations.

High school should be a time for learning and maturing. It should be a time when the student begins to discover and use his potential as an individual. The military may build men, but does it encourage individuality?

There is something very disturbing about the thought of a major military program in the high schools. Perhaps it is simply a moralistic reaction.

Undeniably the ultimate end for a military system is national defense. And national defense reads: war. When a form of this system is incorporated into the educational system, a conflict of values ensues.

The military, with its emphasis on stringent conformity and "defense tactics," has no place in the secondary schools. It is anathema to the values of education — creating individuality and awakening minds to new ideas and awareness.

. . . Wendy Ward, Concordian

From The Other Side

by Don Homuth

This whole semester-quarter thing has now come to some sort of conclusion with the state legislature finally getting into the act.

Several matters, however, remain unclarified. One wonders, amid all the poll-taking going on at the various state schools, whether the proper people were consulted.

After all, the most vocal opponents of the semester system were the very juniors and seniors it will affect least. The sophomores complaining would have but one year under the system, and they were assured there would be no requirement to go to school longer. Nor would there be any drastic rearrangement of schedules.

Did anyone bother to ask the high schoolers what they thought? Did anyone take the time to outline the merits and objections of the semester system?

To date, there has been no published result of such a poll. It might just be interesting to see one.

Another point has yet to be answered. Can anyone answer this: Does the quarter system make a person better educated than the semester system?

The stock answer is that quarters allow a person to take a greater variety of courses. Does this mean that those who study under semesters know more about less things?

The corollary to that would be that people under the quarter system know less about more things.

Take heart, SU students. No one will require you to get very deep into your subjects. Superficial knowledge is better than thorough.

To make matters really absurd, the Student Senate, in its collective wisdom, passed a resolution urging the state legislature to pass a bill requiring all state schools to go on quarters.

Stupidity like that should not go unrewarded. Consider — what if the student government of UND had passed a resolution urging all state schools to go semesters. Would we have reason to feel put out? You had best believe it! Why then should we do it to them?

In reality, the legislature's passing a law to require all schools to be on quarters is equally harmful as passing a law for all schools to be on semesters.

What begins to be seen is that those who most vocally oppose semesters oppose it just because they are against the change. They can neither show that the change will result in a poorer education, nor that they bothered to ask the people who would be most directly affected.

There is always the other point — that of curriculum reform. Right now the various committees are going hard at it revising courses. If the proposed legislation goes into effect, all the change will have been for nothing.

One could always say, "Why not curriculum reform without the switch to semesters?" Good question, and it deserves an answer.

An answer, however, will not be forthcoming. It is certain that if the change to semesters does not come, NDSU will not get a curriculum revision.

It makes sense that all state schools would be on the same system. Precisely which system is up for grabs. Nonetheless, whichever it turns out to be, someone is going to have to change.

Since we stand to benefit greatly from the change, there's no real reason why it shouldn't be NDSU.

Obscenity Explained

Approved, Unapproved Kinds

by Bob Kurkowski

OBSCENE: (ab-sen'), Adj. (L. Obscenus, filthy), offensive to modesty or decency; lewd.

DECENCY: (de's-n-si), N. (L. Deceri, befit) being decent; proper modesty, conduct, etc., propriety.

DECENT: 1. proper and fitting. 2. not obscene. 3. respectable. 4. adequate. 5. kind, generous. MODESTY: (Mod'es-ty), N. (L. Modus, measure), 1. having or showing humility; not vain. 2. shy, reserved. 3. decorous; decent. 4. not extreme; unpretentious.

LEWD: (Lood), Adj. (As Lawede, lay, hence vulgar), indecent; lustful; obscene.

Thanks for waiting until I finished lifting the above from Webster's New World Dictionary. Perhaps it was unnecessary to give so many definitions to explain one small word but it seems that the word in question has been used so much of late that it needed clarifying.

As someone said, obscenity is in the mind of the beholder. With that in mind and with the above definitions firmly in our sweaty hands, let's print a few obscene things.

Obscenity is:
War, people who make war,

people who apologize for war, countries that make war, the Army, the Navy, the Air Force, the Pentagon, the State Dept., the CIA, ROTC, the Draft, people who hate other people, hate, propaganda. The Forum, TV (most of it), Mayor Daley, cops, R. M. Nixon, Little Orphan Annie, people who want everyone the same, people who are quiet in the face of injustice, piped-in music.

Right Wingers who'd like to kill anyone who isn't Right Wing, Left Wingers who'd like to kill anyone who isn't Left Wing, Middle of the Roaders.

Any organization that believes its continued existence is of more importance than the rights and happiness of its members. People who believe people exist for organizations, isms, the FBI & J. E. Hoover, etc.

Why go on? You can form your own list, what's obscene to me may not be to you.

What it comes down to is that we have approved obscenity and unapproved obscenity and if you happen to think that the feces of a male bovine animal isn't obscene and that the presence on campus of Army, Navy, Air Force or CIA recruiters is, then T.S., baby, T.S.

John MacVane's Address

Model UN He

The United Nations -- Why It Works and Why It Fails

by Linda Nelson

Explaining the basic philosophy of the United Nations, why it works and why it fails, John MacVane, ABC news United Nations correspondent, commentator and veteran newspaperman addressed a group of over 300 students representing 78 countries in the fourth annual Model United Nations (MUN) last weekend.

MacVane, who served as a political and combat correspondent in Europe and Africa during

World War II, was the first American correspondent to land in France on D-Day.

"In order to understand and appreciate what the UN is doing," said MacVane, we must realize it can't create miracles and cause peace. Instead it provides a breathing space for countries to air differences and decide if they're going to have war or peace.

The UN works efficiently and quickly when the "superpowers,"

as he termed the U.S. and the U.S.S.R., are in agreement, but when they're in disagreement, many times the UN can do nothing but point an accusing finger.

He explained the Korean conflict was an exception to this generality. While the superpowers were disagreeing, the UN, on its own, decided and sent international troops into Korea to stop communist aggression.

MacVane, who has written two books, has been at the UN since its first meetings. He is known by many heads of state and diplomats through his coverage of European events and the United Nations sessions in New York and Paris.

MacVane says the Middle East is the biggest problem in the UN at present. In 1948 the U.S. and U.S.S.R. agreed Israel should be recognized as a country. At that time Britain was the dominant power in the Middle East, there-

fore the Soviet Union, hoping to create a means of weakening that power, agreed with the U.S. and recognized Israel as a country.

Realizing in later years their original plan wasn't working, the Soviet Union turned to Nasser in Egypt. In the years that followed the Soviet Union spent time and money building up the Egyptian army only to have it shamefully beaten during the six-day war in the 1967 Middle East Crisis.

Consequently today Moscow doesn't want war in the Middle East. They have lost confidence that Egypt could win such a war. Therefore as it stands today the questions to be asked are can the U.S.S.R. prevent Egypt from attacking Israel after they have again built up their army, and can the U.S. prove to Israel they will support and defend them from such an attack?

MacVane says it looks hopeful. "The superpowers are finally

realizing cooperation is vital necessary in the Middle East.

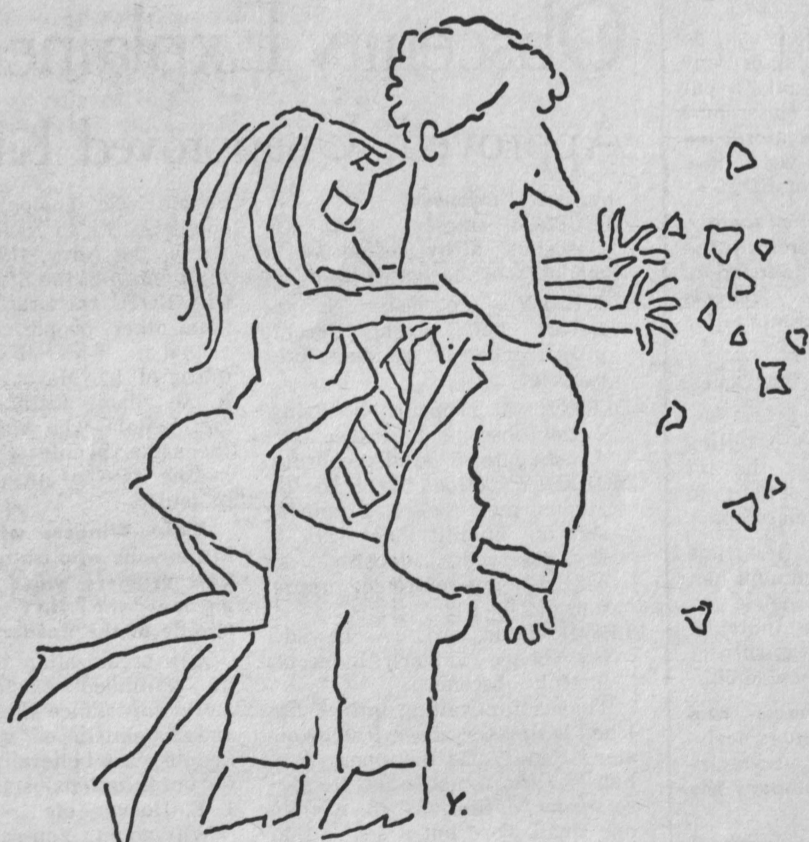
The UN was instrumental in the Russian occupation of Czechoslovakia last summer, also. UN, by providing a spotlight on criticism, saved the Czech leaders who were taken to Moscow immediately after the invasion. Instead of killing them, the Russians, under pressure, returned Dubcek and other leaders to Czechoslovakia.

In his 30 minute talk, MacVane cited a number of other examples where the UN acted as a cushion between powers when they were very close to war. He closed explaining the UN is not omnipotent or all powerful, but rather it struggles along for a more ordered world. Just as the doctor while searching thousands of years for a cancer cure, has treated other ailments as they arose, so the UN, searching for world peace, settles smaller "squabbles" between countries.



Brad Trom hands Vicki Brotten, an MUN page, a message to another delegation (left) as the South Yemen delegation pleads their cause (right) in last week's Model United Nations. (Photos by Zielsdorf)

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Showmanship

Judging

Little International Feb. 14-15

Little International activities reach a climax during showmanship competition Saturday afternoon and evening in Sheppard Arena.

Preliminary elimination begins at 1:30 p.m., and final eliminations start at 7:30 p.m.

Three evening Little I special events send 18 sorority girls after a pig in the coed greased pig contest, 24 fraternity and residence hall men scrambling to tie up a calf and several faculty members after horses in a horse harnessing contest.

Carole Sigler, Little International Queen, and her attendants Beverly Ness and Lorraine Baumgarten, will present trophies to winners at the close of Little I.

More than 500 western Minnesota and North Dakota 4-H and FFA livestock and crops judging contestants will begin competing Saturday, according to Dave Twist, manager of Little International.

Sponsored by the Crops and Soils Club, the 4-H and FFAers will judge classes of hard red spring wheat, durum, flax, oats and barley.

Second part of the crops and soils club's annual program is the crop show, open to students. Exhibitors enter crop samples and compete in five divisions: grain, legume and grass seed, hay and silage, potatoes and miscellaneous crops.

Exhibits must be grown by the student. The exhibits will be open to the public in the agricultural engineering building from 1 to 5 p.m. on Saturday.

Projects and special displays by agricultural engineering students will be open from 8 a.m. to 5 p.m. in the agricultural engineering building. The displays are part of the 21st annual agricultural engineering show.

Competition in the show falls into five divisions: farm utilities, soil and water conservation, farm structures, farm tractors and power machinery.

There will also be several exhibits prepared by the College of Home Economics.

During the Hall of Fame banquet at the Dining Center Friday evening, Henry Henke of Hanover will be honored as the 1969 Man of the Year in North Dakota Agriculture.

George Strum, professor of animal husbandry and secretary of the North Dakota Angus Association for 12 years, will be the main speaker at the banquet.

Besides the tribute to Henke, the J. H. Shepperd Trophy will be awarded to the outstanding senior livestock judge.

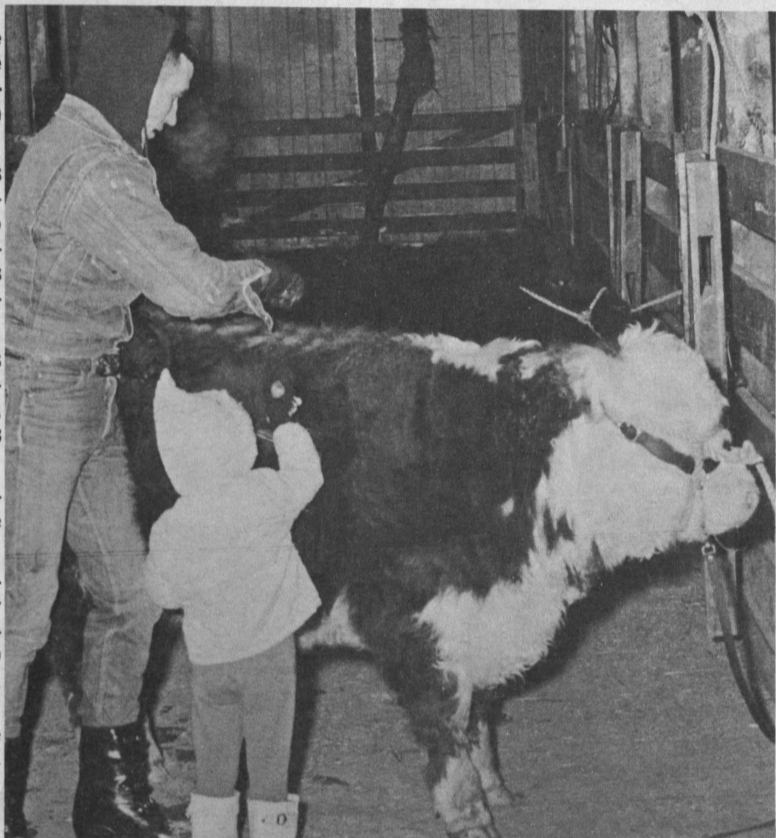
Tickets for the banquet may be purchased from Saddle and Sirloin Club members or at the door.

Preliminary showmanship elimination activities Saturday afternoon are open to the public at no charge.

Tickets for the final activities Saturday evening are \$1.25 for adults and 75 cents for students. They are available from Saddle and Sirloin Club members or at the door that evening.



But what if I don't want to go out there in front of all those people . . . I have butterflies in my stomach.



Michael and Kurt Elliott groom their calf for the Little I.



Preparing to show animals is only part of the many hours of preparation for the Little I.

Photos by Alan Senechal



Little I queens from past years discuss this year's program with Frank Keogh, one of the co-chairmen. Shown from left to right are Keogh, Carol Stabo, 1967, Carol Coon, 1968 and Carol Sigler, 1969.



Saddle and Sirloin's Hall of Fame features Agricultural Men of the Years. Most recent is Henry Henke.

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Winter takes its toll. An English sparrow covered with snow hangs in a tree near Dunbar Laboratories after freezing to death in a recent blizzard.

(Photo by B. Johnson)

No Industrial Recruiting At City College

NEW YORK (CPS) — City College of New York has come up with what it thinks is a compromise solution to the noisy and at times near-violent situation which erupted last week between campus radicals and a group of engineering students over the question of industrial recruiting at the college.

The interviews are no longer being conducted in the college's placement center to satisfy the radicals, but they have not been thrown completely off campus to satisfy the engineering students either. They are being held, to use the college's own carefully worded term in a "college-owned, off-campus building."

That action, according to Placement Director Ernest Schnaebel, is "a sort of compromise between the two, but it's really not a compromise, it's, it's . . . it's just different from the way we normally do things here."

The only people with less enthusiasm for the solution than Mr. Schnaebel are the students themselves. While the interviews

continue without the disruption that forced the college to suspend them for two days last week, the more basic question of the legitimacy of the campus recruiting process remains unanswered. Radicals are pressing for their removal all the way off campus, while the engineering students want them reinstated in the placement center.

And while Schnaebel appears to have a certain resistance to a simple declarative statement, he did say that he expects the recruitment to return to "its rightful place — no, not rightful, its customary place" in the college's placement center shortly.

The confusion arose after disruptive sit-ins at the placement center Nov. 18 and 19, staged by student radicals protesting the recruiters' presence on campus. When the college suspended interviewing for those two days, engineering students presented the college administration with a petition, containing 795 signatures, demanding that the recruiting be resumed.

At an informal, mini-conference Nov. 20 outside the placement office, radicals and future engineers exchanged rhetoric and a few punches in the mood to dramatize their feelings.

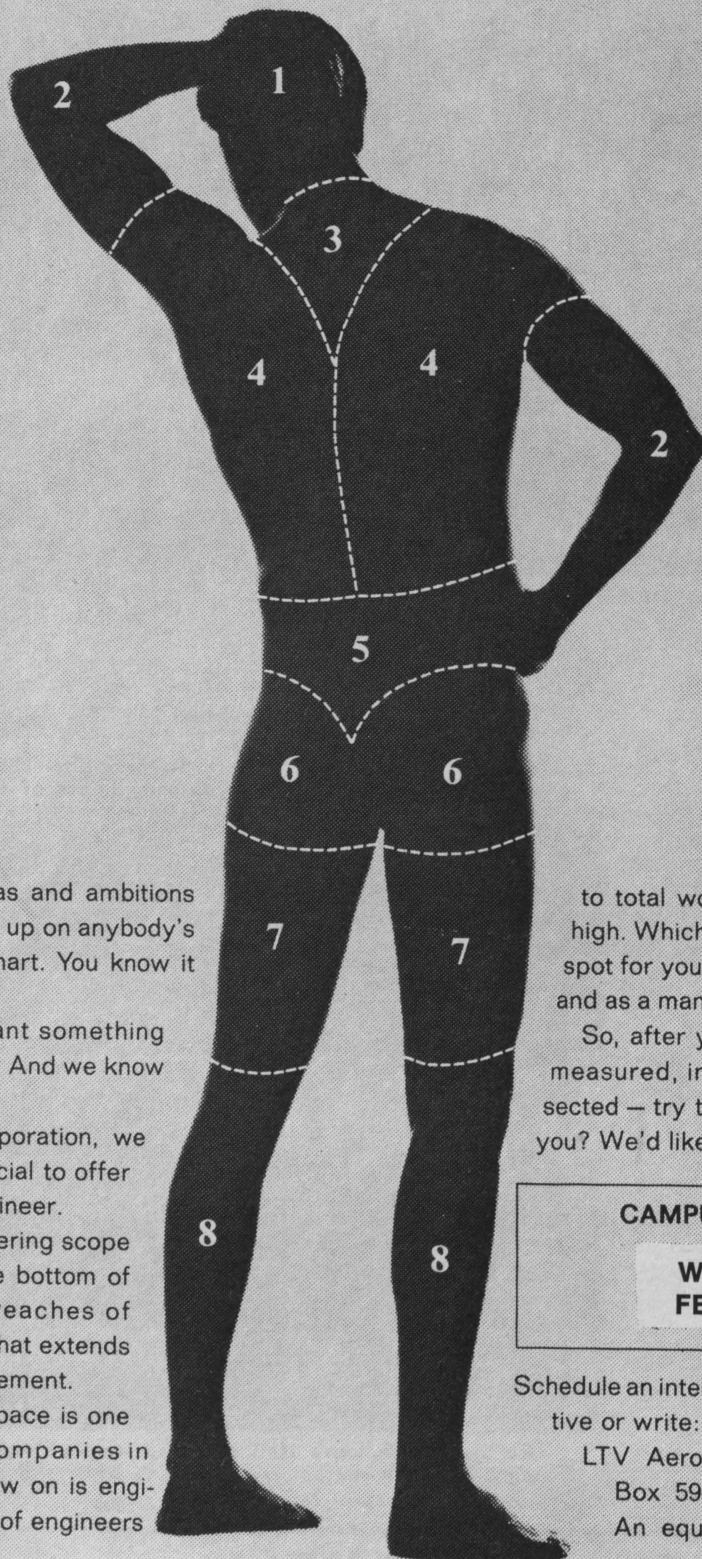
"How dare you take away my right to be interviewed for a job?" asked one student. "Damn it, next time we're going to see you people out of here in circumstances," yelled another engineering student.

The protest of recruiting activities was one outgrowth of a week-long demonstration early in the month when an Army private was given sanctuary in a college building. On the eighth day college, city and federal officers made an early morning raid on the sanctuary, arresting the officer and 163 people who were supporting his protest.

One of the demands that emerged from that action was a request made of the administration that academic credit be removed from the college's Reserve Officers Training Corp (ROTC) program. So far a faculty committee has voted to approve the measure. Final approval, however, must come from the city board of education.

Meanwhile, recruiting is continuing without interruption at the rate of 150 students a day.

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in the
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to total work force is exceptionally high. Which adds up to a pretty good spot for you to be in — as an engineer, and as a man.

So, after you've been weighed and measured, inspected and all but dissected — try to stay in one piece won't you? We'd like to talk to the whole man.

CAMPUS INTERVIEWS

**WEDNESDAY
FEBRUARY 26**

Schedule an interview with our representative or write: College Relations Office, LTV Aerospace Corporation, P.O. Box 5907, Dallas, Texas 75222. An equal opportunity employer.

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“The attitude here is, if you’re good enough to be hired, you’re good enough to be turned loose on a project,” says Don Feistamel.

Don earned a B.S.E.E. in 1965. Today, he’s an Associate Engineer in systems design and evaluation at IBM. Most of his work consists of determining modifications needed to make complex data processing systems fit the specialized requirements of IBM customers.

Depending on the size of the project, Don works individually or in a small team. He’s now working with three other engineers on part of an air traffic control system that will process radar information by computer. Says Don: “There are only general guidelines. The assignment is simply to come up with the optimum system.”

Set your own pace

Recently he wrote a simulation program that enables an IBM computer to predict the performance of a data processing system that will track satellites. He handled that project himself. “Nobody stands over my shoulder,” Don says. “I pretty much set my own pace.”

Don’s informal working environment is typical of Engineering and Science at IBM. No matter how large the project, we break it down into units small enough to be handled by one person or a few people.

Don sees a lot of possibilities for the future. He says, “My job requires that I keep up to date with all the latest IBM equipment and systems programs. With that broad an outlook, I can move into almost any technical area at IBM—development, manufacturing, product test, space and defense projects, programming or marketing.”

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PLACEMENT NOTICES

Friday, Feb. 14

IDAHO NUCLEAR, Idaho Falls. Engin and chem grads insted in Prime supotr contr to U.S. AEC. nuc work.

FED MUTUAL INS CO., Owatonna, Minn. Training progs in: Claims adjust, underwriting, data proc, sales.

GEORGE HORMEL & CO., Austin, Minn. Openings in lives buying, sales, indust engin, plant engni, qual control.

KOHLER CO., Kohler, Wis. Manu plumbing fix elec gen plants, air cooled eng, cont sys. Engin grads for tech assign and econ maj for sales pos.

Monday, Feb. 17

OSCO DRUG INC. Oper ret drug and dept stores throuth the U.S. Mangmt training prog avail to grads motivated and capable of mangmt assign.

CITY OF MILWAUKEE. Career employ to grad engin stdts. Summer jobs available to CE stdts.

PUGET SOUND NAVAL SHIPYARDS. Engin grads work in des, nuc power, prod div of the facil. Civil Service.

VETS ADMIN. Engin grads for mangmt train, positioned at hosp facil in U.S.

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8:30, 9:45 & 11:15 A.M.
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Albert E. Ericksen, Pastor

Tuesday, Feb. 18

IBM CORP. Interviewing for Fargo and Twin Cities market pos, Rochester, Minn., plant and devel lab assign. Gradng stdts to schedule personal interviews to discuss poss employ.

AMERICAN OIL COMPANY. Offers marketing (sales) pos to all interested and qualified applic. Diversified lines are marketed with ag chem and pet lub primary. Mangmt train incl in devel prog.

U.S. AEC. Admin and tech pos to grads. Adv degrees requested for most pos.

WESTERN PRINTING, Racine, Wis. Publish books, games, mags, cards, misc comm assign. Engin grads and comm maj with writing abil.

Wednesday, Feb. 19

IBM CORP.

NORTH ILL. GAS CO. Assign to econ math, engin grads. Employm incl econ res, data proc, des and equip maint. Lim summer jobs.

CHEM ABST SERV. Offers ed assign to chem and bio-chem at all deg levels. Data proc is avail to math maj comp orient.

Thursday, Feb. 20

SHELL CO. Tech pos in petrol explor, prod refin, chem manuf, transport, market. Ag sci grads seeking market pos are welcome.

UPJOHN. Market assign selling pers drugs to med field. Bact, zoo, med tech., pharm grads. Training provided.

Monday, Feb. 24 and

Tuesday, Feb. 25

FORD MOTOR CO. Engin, chem, math and econ grads. Please re-register for interviews in Engin Complex.

Students Support Grape Pickers

NEW YORK (CPS) — Student interest in the labor movement was one degree above stone cold when Cesar Chavez set out a few years ago to organize the California grape pickers.

That students across the nation are now involved in the United Farm Workers strike can hardly be called a revival of interest. Other reasons have drawn them to this struggle — racism, poverty, the relevance of the Church and social justice which, next to the war in Vietnam, are critical issues for students.

The battle has been reduced to slow motion because of Chavez' insistence on the use of nonviolent tactics by organizers.

UFW plans included a boycott of major city supermarkets on Saturday, Nov. 23, followed by a one-meal fast on Sunday. Student organizations from dead center to far left, which seem to agree on very little, found this a unifying activity.

The story is not complete without a touch of nostalgia. Out of the heat of charges and countercharges by growers and pickers stepped a character straight from the history books of the American labor movement, a man whose role is steeped in the annals of folklore — the working man's Uncle Tom.

This one is called Jose Mendoza and he emerged at a meeting of the Fordham University Young Americans for Freedom, to tell the audience that the working conditions of his people in the California vineyards are comfortable, with pay scales reaching up to three and four dollars per hour. Mendoza claimed he never earned less than \$22 a day and often more.

As for the UFW, Mendoza said the union was forcing the workers to join against their will, and that they were satisfied with the treatment given them by the growers — a contention he be-

lieved could be proven by fact that only two per cent of them belong to the UFW. Mendoza also hinted union organizers tactics were somewhat more tense than nonviolent.

What gave Mendoza's argument a special flavor out of the was his insistence that the issue, as far as the workers concerned, was compulsory unionism and that the vast majority of them were against the union. The reason: the workers would be dled with union dues and would earn lower wages with a union contract.

One wonders how this fact escaped the attention of the growers.

In response to such unimpressive revelations the audience seemed apathetic. Mendoza was hustled from the meeting to an unattended press conference, then to a lunch, and on to Yale for his next performance.

Later that day Delores Huerta, a spokesman for the UFW, claimed Mendoza had never picked a grape in his life. She said he used to be a public relations man for a radio station in Bakersfield, California.

YAF has been criticized before for defining itself in terms of the Left, allowing the Left to determine the issues and lead the activism, as a result limiting itself to reaction from the Right. The Mendoza episode proved a disaster of such an attitude: the opponent always picks the battle and gets the best field position.

It was some relief, though, to note the lack of enthusiasm of all concerned — except Mendoza. Perhaps even the YAF leaders were embarrassed by the show.

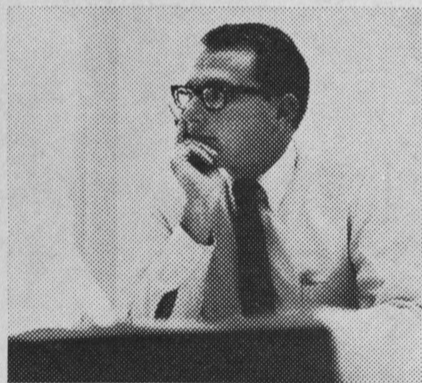
Do you think
a bright young engineer
should spend
his most imaginative years on
the same assignment?

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CAMPUS INTERVIEWS

February 26

Contact College Placement Office to arrange interview appointment.

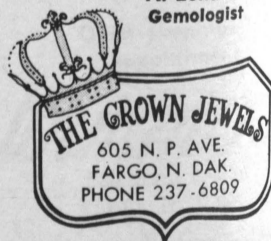
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Al Lundeen
Gemologist



Black Militancy On Campus - What The Students Really Want

by Susie Schmidt (CPS) — San Francisco State, Queens, Illinois, Swarthmore, Brandeis, Minnesota, New York University, San Fernando Valley, Berkeley, Wisconsin . . .

The list of schools where black students have staged protest after protest grows longer every week. Buildings are occupied, strikes are called, miles of newspaper copy is written.

Why have black students become so militant, and what their demands on colleges and universities mean? How the conflicts — which often look like confrontations between two unyielding brick walls — be settled?

Black students who happen to be in college have looked around and discovered that, after all, the "equality of educational opportunity" and "American dream" rhetoric has been spilled out, America's colleges are still only for the rich.

To be sure, they all have wide-spread scholarship programs aimed at giving more "worthy people" a chance to go to college; scholarship students are regularly paraded before students and community on occasions of self-congratulation. But except for the scholarship students, colleges are full of the children of the upper and middle classes.

And they seem geared toward the rich in other ways, too; the courses, the dormitory life and the social pressures are aimed at preparing students for life in a government and business-dominated social structure.

Mostly the blacks notice the color of college students. They notice that while the country's Negro population is about 11 per cent, only two per cent of the nation's college students are non-white. In New York City, with its large black population, for example, black students at Queens notice that nine out of ten of their fellow students are white.

They have been told all their lives in words that they are as good as white men. But they have also been told by the action of almost every institution their parents cross that they aren't as good, aren't as smart, aren't as worthy. The schools are in the forefront of these institutions. And the blacks are asking schools to make good their high-sounding words about "educational opportunity."

★ ★ ★
For the schools, the demands of black students pose grave problems — complex issues are being raised which question the purposes and structures of long-established processes and programs.

What do militant black students want? Most of their demands at dozens of colleges where they have pressed for change are of two types: demands for more autonomous control over their education, and demands for admission of more black students to colleges and universities.

Ray Wilkins of the NAACP has denounced black student demands for hiring and firing power over staff and faculty of Black Studies Departments and special programs for blacks. He called such demands "cries for separatism" and "just another form of segregation and Jim Crowism." Such a response seems

★ ★ ★
more naive than anything else. Whether black students want real and strict separation is not clear, but evidence is that most do not — and that most of their efforts which began as separatism would quickly change.

Even if some form of apartheid was intended by the students, it would not be of the same stripe as that outlawed by the Supreme Court in 1954, as Wilkins claims. Separation chosen by free and intelligent men, and institutions run separately in a free and intelligent manner, are totally different from separation forced as a form of slavery on a group.

It seems clear however, that real apartheid and separation is not what these students want. They want some control over the institutions and processes that most directly affect them at the moment — their schools and the special divisions of those schools with which they deal. In that sense, their demands are no different from the demands of white students for more power in de-

cision making in the universities, more control over their living conditions and the kind of education they get. Their desires cannot be separated from those of white students by invoking the ogre of racism. That the blacks' tactics for pressing their demands are different from white students' can probably be traced back to the treatment they received for so long in American cities.

★ ★ ★
The demand for more enrollment of black student poses, in the last analysis, a far more serious challenge to the structure of American higher education as we know and practice it, because it re-asks the question, "Who is college for?"

There is little question that most colleges are (finally) aware that it is not only desirable but necessary for them to change their racial and economic make-up. They are even coming to see that the speed at which such changes are made may not be up to them. But the big question still is, "How to do it."

The first responses to demands from San Francisco State black students for admission of all black applicants next fall were typified by Clark Kerr, chairman of the prestigious Carnegie Commission on Higher Education, and by Fred Hechinger, the New York Times' Education Oracle. They declaimed, almost in unison, "But we can't let them into our colleges! They're not qualified! It would be lowering our stand-

ards and bringing education down to the level of the uneducated."

The usual solution given by such men to the problem of "what, then to do with them" is to shunt those who can't pass College Entrance exams into trade schools. That way they can say they're offering a chance at higher education without polluting the halls of ivy. But such a solution only perpetuates the odd, almost cast-like system which characterizes our schools and which all students are reacting against.

What else can colleges do? They could, of course, let the students in wholesale, as the San Francisco State black advise, but that would be a cruel and cynical hoax. Letting the students in with no prior warning, and then (as would inevitably happen) flunking them out the next term, would do little for black students' already badly damaged self-image.

★ ★ ★
Of course these students aren't qualified for college as we know it. They have grown up and been educated in the ghettos and subcultures of this nation, where they don't always learn the answers to College Board exams and haven't had the requisite number of Humanities courses. But perhaps that says less about their qualifications for college than about the college's qualifications as educational institutions for this time and place.

Another favored response to the problem, particularly among

these who call themselves "liberal educators," is the establishment of special programs which offer unqualified students remedial training to "bring them up to the college level." Such programs are in operation at a number of schools, with varying degrees of success.

Many of the schools operating them have been the scenes of the loudest of the black student protests. Students in such programs often feel they are just being told again that they are inferior, and sense waves of condescension from administrators and other students. And the first demand — having a say in how the program is run — seldom fails to come up.

In the end, changing institutions is cheaper (in human terms) and more worthwhile than changing people. The students should not have to be molded to fit the school; the school should change to achieve relevance to the generation of young people it must serve at the moment.

"Changing" an educational institution does not mean "lowering" — it can mean "broadening" to include more life styles and education demands than those of the children of the white rich. If colleges and universities cannot expand technologically and mentally to reach and communicate with America's subcultures and minorities as well as its majorities, its ivy may strangle it in the end.

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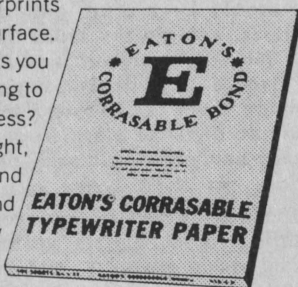


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A shabby figure wanders down Fargo's N.P. Avenue on a cold winter's afternoon.
(Photo by Bakken)

Life On Desolation Row In Fargo

N. P. Avenue

by Tom McConn (reprinted from the MS Mystic)

A hotel near the bus depot: for \$2.00 a night you get a single bed and a clean towel everyday. The room is small. The walls are yellow and the paint is chipping off. A light bulb hangs from the ceiling.

"I've lived here five years now. It costs me 25 bucks a month. That isn't bad at all. And I've got a lot of friends, retired fellows like me, to talk to. I used to work for the railroad . . ."

This face had no hope, old and furrowed, carved into a landscape of cheap hotels, second-hand stores, bars and dusty streets. As the face told me his story, he stared from the lobby window and watched as the world to which he no longer belonged passed by in yellow streaks.

"What am I doing here? What do you think I'm doing here? I get no family — nowhere else to go. My pension isn't much so I stay here."

We sat on a worn couch with cigarette burns — and rips where the stuffing poured out. The face, who introduced himself as Frank, reached into the breast pocket of his suit coat and drew out a pack of cigars.

"You want one?"

I refused.

"They're good cigars."

I shook my head again and asked him what he did everyday. He said what was his routine.

"Well," he hesitated and coughed, "I get up early every morning. I've been getting up early for the past 50 years, around 6:30. Then I go for a walk. Sometimes I head north. Sometimes south."

I like to stick around the tracks and watch the trains so I usually out until 9, then I come back here and have coffee and breakfast in the cafe. In the afternoon, Smet, this friend of mine, and I sit and talk, and in the evening we go over to the Zephyr for a beer.

Stacked on tables around the lobby were old issues of the Forum and the Tribune — and a special desk in the corner housed "The Watchtower" and "The Christian Science Monitor."

"Really, there isn't too much to do except wait like the rest of them and wait patiently. I know my time is coming up. That's all I get to know."

I asked the face if he believed in God.

"No, I did when I was a boy though, a long time ago," he laughed. "You trying to convert me or something like that?"

I told him I wasn't.

"Well, if you were, I was going to say it's a little late now," he laughed again. "A little late."

The fact is, I wanted to tell him there is no God on N.P. Avenue.

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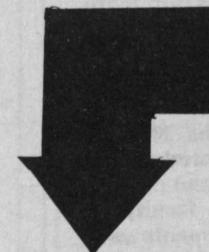
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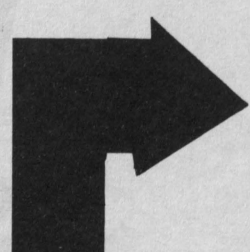
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Students For A Democratic Society Consider New Outlook

(SDS) — Students for a Democratic Society leaders at a recent National Council meeting in Ann Arbor, were divided over the issue of a public demonstration at Richard Nixon's inaugura-

Those in favor claimed participating in the demonstration would gain national attention for the organization and would point to the continuing illegitimacy of America's leaders. Those opposed believed it would be senseless and, even worse, antagonistic to the class of people SDS wishes to attract to its cause.

Those for abstinence won out,

and SDS as an organization did not support the inauguration protest, although members were free to attend and participate.

Which brings the argument around to a question of direction. SDS wants to extend its activism to the working classes, the poor, high school students and the U.S. Army. Programs for such an undertaking have not yet been formulated, although members indicated they would use methods involving direct contact.

This means SDS would drop its opposition to the draft and, once its members were in uniform, would undermine the military structure from within. The suggestion was not warmly received at the convention, perhaps because the penalties meted out for

this kind of activism would be so severe.

High school students and poor people might respond favorably to SDS, since the former are experiencing growing dissatisfaction with the system and the schools themselves are ripe for revolution. SDS already has a foothold in some New York City and California high schools. Poverty groups, discouraged with chaotic and inadequate welfare programs, have already been organizing and demonstrating for several years.

The working class, an integral part of SDS slogans, could prove a harder nut to crack. Except for marginal workers in agriculture and other poor-paying light industries, organized American la-

bor is married to the Establishment.

Underlying the idea of moving off campus is the feeling among SDS people that the organization's growth was slowed down by President Johnson's peace moves. With the war in Vietnam apparently headed for some kind of solution, SDS wants to insure its future by attaching itself to a class in order to take root as a permanent and social movement.

It is an implied acceptance of revolutionary belief that students are transients within the class structure who can provide leadership for the oppressed.

But does it mean the task of changing the university will fall into the hands of lesser radicals?

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campus interviews

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7. Collins received the first contract awarded to a single company to design, equip and build an earth station for satellite communications.

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United Fund Drive Was Disappointing Segy Talked Art, Philosophy

Only \$188 were collected in the recent campus United Fund drive according to John Radke, chairman of the University-wide fund raising effort.

Radke expressed disappointment with the small amount collected and admitted part of the blame had been his.

He congratulated Stockbridge Hall on turning in \$65, the largest sum of any organization.

"Find out what you love to do, and then do it with love." Art expert-philosopher Ladislav Segy gave this advice to students at a lecture on African Art last Thursday.

His lecture accompanied by a motion picture and slides, centered on the utility of African art objects.

"African statuary was never considered a work of art by the African, but rather a utensil, to

be used in performing certain acts and fulfill particular needs."

Each statue, each mask he showed in his presentation carried with it certain attributes, such as frightening away evil spirits or symbolizing a boy's coming into manhood.

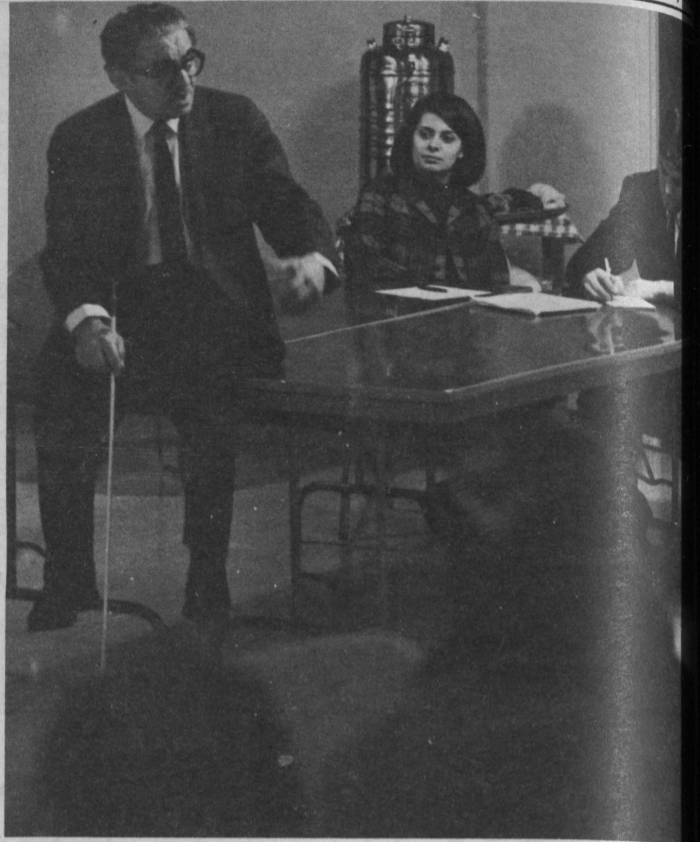
Dr. Segy spoke about his love of African art, and mentioned that he had taught African culture in black schools some twenty years ago. The reaction of the American blacks at that time was different than now.

"They didn't like African sculpture," he said. "They didn't know what it was for."

In addition to African art, Dr. Segy spoke on the development of interest in the mind of man. "Man's greatest field is the investigation of man himself," he said.

Dr. Segy left one final exhortation to the audience, urging them to pursue knowledge all their lives.

"When you have the need to know more, time, money or effort will not stand in your way."



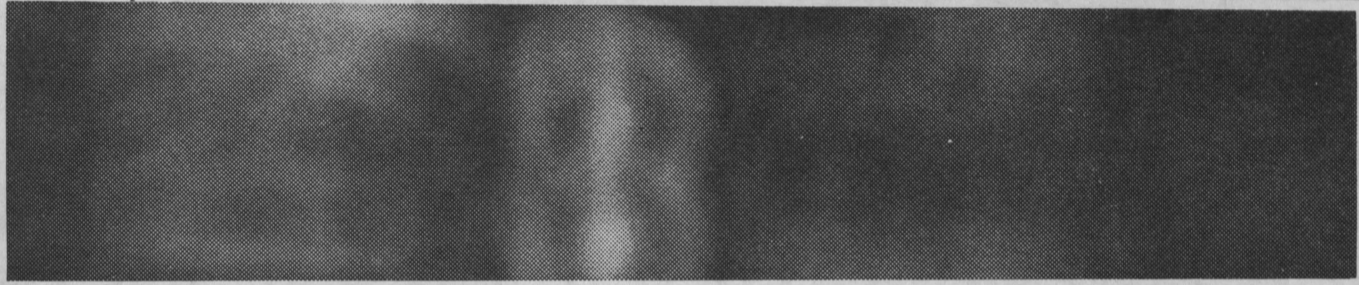
Dr. Ladislav Segy talks with students after his lecture last Thursday. (Photo by Barbara...)



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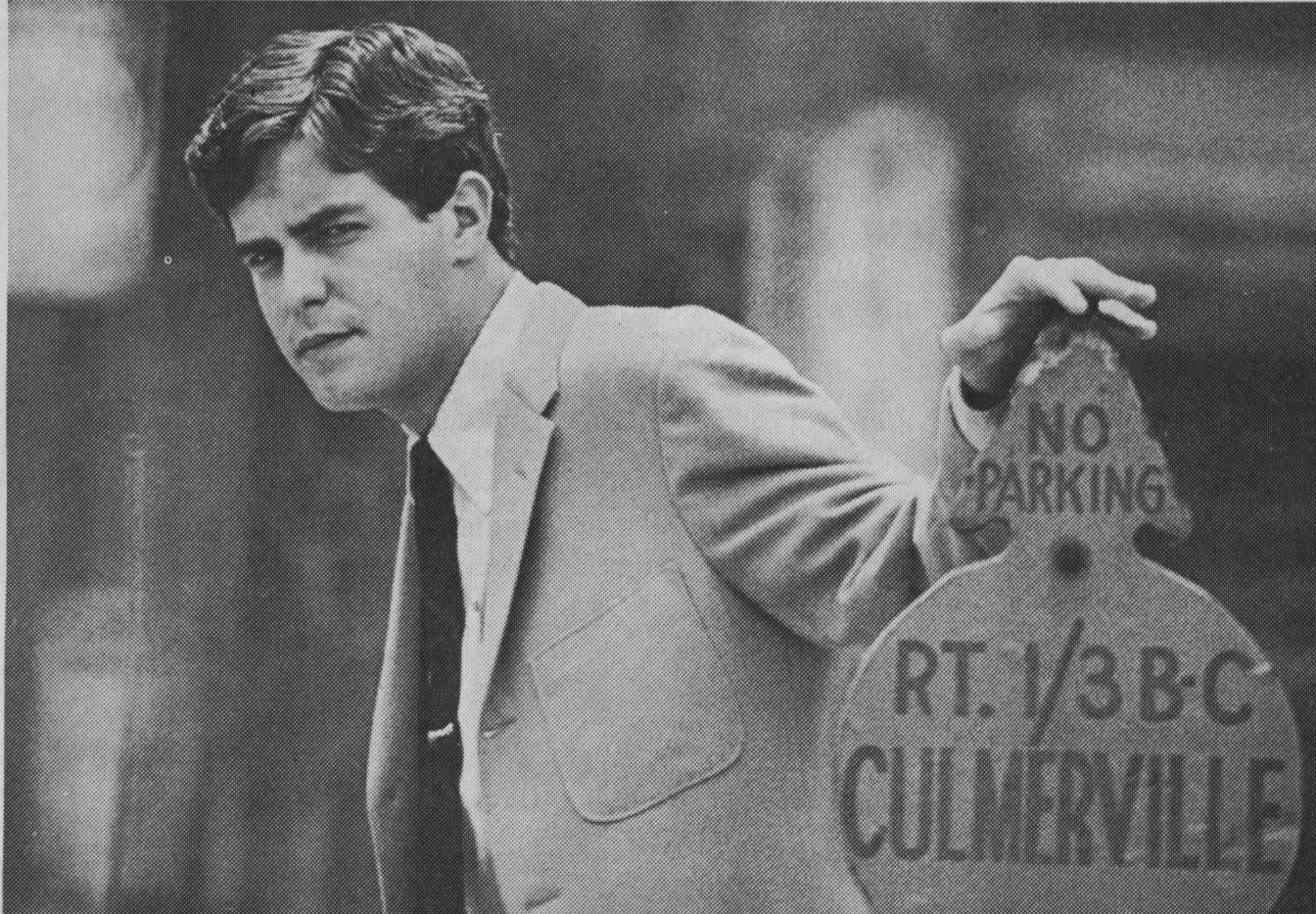
I read somewhere they're solving rapid transit problems and helping explore the seas and outer space and working with packaging and automotive applications So when I go in I'll tell it like it is—for me and they'll tell it like it is—for them

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Home Ec Council Elects Officers

New officers were elected to the Home Ec Student Council Jan. 28 in the Founders Room of the Home Ec Building.

President-elect is Nancy Paulson, vice president is M. Bev Holes. Laurel Jones and Karen Thompson share the office of Historian and Publicity Chairman.

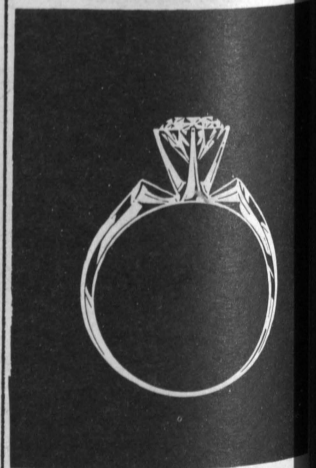
Originated last spring, the council serves as a mediator between students and faculty at the College. Bev Holes was the chairwoman of the organization until the election.

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What's New with the Weather - - Comments by Meteorologist

...Burroughs, 19th century American poet, once wrote, "I am born with a chronic anxiety about the weather."

...ould he have been talking about North Dakota weather? ...would say definitely. As ...is piled higher and higher, ...portation becomes increasingly difficult.

...hough one and a half ...days have been cancelled ...SU due to storms, slippery ...and low temperatures have ...nted many students and ...y from getting to scheduled ...s. Other schools in the Far- ...ea have been closed several ...due to weather conditions. ...ording to Vern Hendrick- ...eteorologist in the Weath- ...ureau at Hector Airport, the ...nent weather conditions ...resulted from a number of ...moist air masses in Wyom- ...and Colorado combining with ...air masses from Canada.

...thern winds from the gulf ...the warm air north. When ...moist air meets cold air, ...precipitation occurs, for North ...Dakota, usually in the form of ...The driving winds often ac- ...panying snow are caused by ...difference in pressure of two ...masses.

...With as much as 28 inches of ...snow on the ground, predictions ...for this month call for an addi- ...tional ten inches. These figures ...compare to the 30.1 inches of ...snow during the 1967-68 winter. ...These 28 inches have caused

...nity for facu- ...and students, ...Buildings ...and Grounds has ...the biggest ...headache.

...Although they ...wer't as yet ...and any addi- ...tional workers to ...in snow re- ...moval, there has ...been a consider- ...able amount of ...digging among ...the men who ...normally ...to drive

...are now doing so in an ...to aid in snow removal.

...The main problem with the ...other than there's too much ...snow," stated Gary Reinke, assis- ...tant superintendent of Buildings ...and Grounds, "is the problem of ...snow in parking lots. So often ...we want to clean a lot, we ...do it because of the cars."

...went on to say, people have ...been more cooperative this year ...than past years.

...The married students have ...been the most cooperative," said ...Reinke. "The snow readily piles ...up on North Court, but each time ...we cleaned it, the students ...removed their cars, making ...it easier."

...The big expense for Buildings ...and Grounds, in addition to the ...wear and tear on machinery, has ...been the overtime paid to em- ...ployees. In January alone about ...\$10,000 was paid in salaries to work- ...ers who came early to remove ...snow after storms.

...People don't realize it, but ...after a storm, the men are on ...the job at 4 a.m. clearing snow so ...students can get to classes. Even ...if classes are cancelled, some- ...times our department is here, ...working on critical maintenance," ...Reinke.

...The Health Center has ...a share of minor frost bites,

colds and flu. "Most students coming in suffer from upper respiratory disease," stated Dr. Jack Glover, Jr., of the Health Center. "It's hard to say which diseases can be directly attributed to the weather and which cannot, but most students have sore throats, dry skin and colds, caused by low humidity and sub-zero weather."

As for the students in the north complex, any of them will admit it's a cold walk. One coed in home economics explained her path between the Home Economics building and her residence hall, Weible.

Leaving Weible for a class she goes out the South Weible door. She then walks briskly to the back door of the Civil Engineering building, through it out the front door, into the Architecture building heading east, out the east door and across the street to the Home Economics building.

According to Hendrickson at the weather bureau, most weather predictions are known a day or two in advance. A communications system has been set up between the weather bureau, Ken-



Snow drifts form free-standing sculpture around married students' trailer houses. (Photo by B. Johnson)

neth Underwood, and H. C. Gulbrandson of the Fargo school system. If blizzard conditions become apparent, Hendrickson calls Dr. Underwood at 5:30 a.m.

Dr. Underwood, in turn, will call the news media and superintendents of the various schools, including Dr. Loftsgard. Through this system, news of weather con-

ditions reach all school personnel, preventing them from attempting to reach their schools.

Hendrickson would make no flood predictions at this early date.

"It's too early to say what conditions will be in the spring. In the first place, we stand a good chance of getting more snow in February.

"The temperature pattern and amount of rainfall during the spring runoff, in addition to water content of the Red River Valley will also affect flood conditions," said Hendrickson.

He added, however, it is very possible there will be some flooding, especially with the month of February promising ten inches of new snow.



Fargo Weather Bureau Meteorologist Vern Hendrickson analyzes this winter's weather with Spectrum reporter Linda Nelson. (Photo by Bakken)



Married students live around the snow drifts which surround their trailers. Note the car in the lower left corner. (Photo by N. Johnson)

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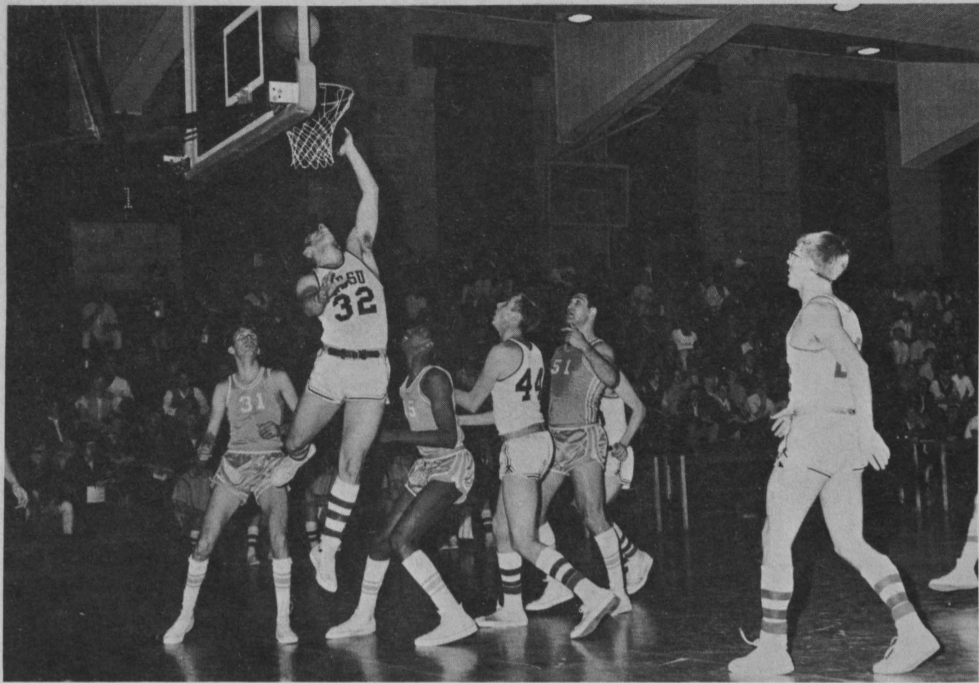
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Baby Bison Tom Varichak (32) scores on a left-hand hook. SU's Len Danielson (44) and Lorren Henke (glasses) along with Grand Forks AFB players: Paul Andrews (31), Willie Edney (15), and Paul Kleiber (51) move in for possible rebound. The Baby Bison won, 110-83. (Photo by Casperson)

Baby Bison Win Over Valley City, Grand Forks

The Baby Bison pushed their record to 8-3 with two victories over the weekend. On Friday the Frosh appeared inconsistent in defeating the Valley City State junior varsity, 91-79. Saturday saw the Baby Bison

"put it together" as they tallied 68 points in the second half en route to a convincing 110-83. The 110 points is the highest total this season.

A tenacious half-court press and a talkative, switching man-to-man defense proved beneficial. The Frosh held Valley City to 18 first-half points.

Leading scorers for the Frosh were Mike Kuppich and Tom Klabo with 27 and 19 respectively. Top rebounder was Klabo with 18.

On Saturday the Baby Bison started slow. In the first half Grand Forks AFB forced the Frosh to shoot from long range. Offensively the AFB employed an effective fast break and long range sniping. The half ended 42-42.

The second half proved a different story. With the Grand Forks aggregation unable to keep up with the fast pace, the Baby Bison literally blew them off the court.

First with their three-point plays (four in a row) and with the "race-horse" tactics, the Frosh were able to produce numerous lay-ups and enemy turnovers.

Leading scorers were Kuppich with 34, Klabo with 23 and Tom Varichak 24. Kuppich led the rebounding department with 16.

Women's Team Wins

by Carolyn Schmidt

A win over Mayville and a loss to Concordia was the story for the Women's Basketball Team the past week.

Mayville fell victim to NDSU Feb. 3 by the score 30-23. A good-sized crowd watched the girls from NDSU outplay Mayville with higher shooting percentages in all quarters.

Jan Stensrud scored 14 points and Candy Skalsky 10 for NDSU. Karla Rislw put in 7 for Mayville.

When NDSU left the floor at Concordia Friday evening, they found themselves on the short end of the score, 21-17. The game started extremely slow with both teams having a hard time finding the basket.

NDSU led most of the way until midway through the fourth quarter when Concordia caught up and made it 18-17. A lay-up and a free throw by Concordia finished the scoring. NDSU was held scoreless during the fourth quarter.

Candy Skalsky of NDSU was the game's high scorer with 12 points, while Jan Hultgren led Concordia with 10.

NDSU now holds a 2-2 record. Moorhead State played at NDSU Feb. 10, and arch-rival UND plays here Friday, Feb. 14, at 5 p.m. Concordia plays at the NDSU Fieldhouse Feb. 15. Get out and support your team when the girls from Siouxland invade Bison territory.

Bison Finish Second Twice

The Bison finished second in two tri-college track meets last week. Last Thursday the Bison scored 52 points in a runner-up finish to Mankato. Mankato totaled 102 points in claiming victory. Carleton was third with 14.

On Saturday the Bison tallied 35 points for second place. The University of Northern Iowa mustered 107 points while winning 13 of 15 events to capture first. Western Illinois captured third with 20 points.

Wade Hopkins, the Bison captain, led the tracksters capturing

first place in the pole vault in both meets. On Thursday Hopkins cleared 13-7½ and improved on that mark last Saturday with a 14-8 effort.

Ralph Wirtz was Thursday's only double winner. He claimed the 60-yard low hurdles with a time of 7.1 seconds and the long jump with a 22-9 effort. In addition Wirtz finished second in the high hurdles and fourth in the high jump.

Other Bison winners in the Mankato meet were: Mike Gesell in the 440-yard dash with a clock-

ing of 52 seconds, and Ross Burgess in the 176-yard dash with an 18.4 time.

Randy Lussenden finished third in the mile and second in the two mile on Thursday and reversed that order in the two events on Saturday. Pete Watson captured second in the 880 in the Mankato meet and copped second in the 1,000 and third in the 600 on Saturday. Gerry Caya was third in the 60-yard dash in both meets.

In the UNI meet Ralph Wirtz copped second in the high jump. Taking thirds were Ross Burgess and Mike Gesell in the long jump and 440 respectively.

Al Hoffman took third place honors in both meets in the shot-put. John Simon captured a second in the triple jump at UNI.



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CC Riders Wheel Bison

by John Haskins and Elaine Romanyshyn

The CC Riders of the Jantzen Crippled Children's School, coached by Robert Syversen, soundly defeated the NDSU Physical Education Club, 26-20, in a game of wheelchair basketball there Saturday night.

Eight members of the NDSU P.E. Club made the trip. They were Dorothy Erickson, Mary Lamber, Bill Larson, Frances Langan, Lynette Kautz, John Haskins, Elaine Romanyshyn, and Woyak and Miss Beulah Gregory, P. E. Club Advisor.

The game looked like it was going to be a wheel away with three quick buckets by the Riders in the first quarter.

The Bison finally got moving in the second quarter with some fine passing and lucky shooting, closing the score, 13-8, at half time with the CC Riders leading.

During the second half the son came within three points but faltered under the steady pressure of the Riders' tough zone defense.

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Swimmers Split In Duals

The Bison established four school records last Friday in blanking the friendly Sioux, 68-38. The victory was the second for the Herd over UND this season.

Mitch Peterson and Terry Miller figured in two of the school records. Peterson bested the 200-individual medley standard with a 2 minutes, 30.9 seconds clocking. Miller set a new 200-backstroke record in a 2:29.8 in a second place finish.

Miller, Jeff Struck, Peterson and Tom Berg set a 400-yard record of 4:18.3. Tom Phelps set a 1,000-yard freestyle mark with a 13:35.4 clocking in a run-up finish.

Berg and Tom Swanson were double freestyle winners for the Bison. Berg captured the 50 and 100-yard freestyle events while Swanson won the 200 and 500-yard freestyles.

Last Saturday the Bison swimmers traveled to Mankato where they were upended by the Indians 56-48.

Peterson once again lowered the school standard in the 200 individual medley with a 2:29.3 clocking. Berg scored victories in the 50 and 100 freestyles.

Bison relay units copped two firsts. The 400 medley relay unit of Miller, Struck, Larry Holt and Peterson was clocked in 4:39.8. Holt, Jack Porter, Swanson and Berg comprised the winning 400 freestyle relay unit which compiled a 3:39.5 time for the distance.

- | | |
|---|---------------|
| NDSU 68 | UND 38 |
| 400 medley relay — NDSU (Terry Miller, Jeff Struck, Mitch Peterson, Tom Berg) 4:18.3. | |
| 1,000 freestyle—Jay Gunkelman, UND, 13:15.8. | |
| 200 free style — Tom Swanson, NDSU, 2:00.1. | |
| 50 freestyle — Tom Berg NDSU, :23.6. | |
| 200 individual medley — Mitch Peterson, NDSU, 2:30.9. | |
| Diving — Steve Hackler, UND, 35.9 points. | |
| 200 butterfly — Dick Smith, UND, 2:42.6. | |
| 100 freestyle—Tom Berg, NDSU, :52.9. | |
| 200 backstroke — Al Bailey, UND, 2:28.5. | |
| 500 freestyle — Tom Swanson, NDSU, 5:52.4. | |
| 200 breaststroke — Steve Joyce, NDSU, 2:45.1. | |
| 400 freestyle relay — NDSU (Mitch Peterson, Larry Holt, Jack Porter, Tom Swanson) 3:51.8. | |

Wrestlers Win, Tie On Road

Bison wrestlers tied Morningside 18-18 last Friday and blanked the University of South Dakota 28-7 Saturday to set their dual meet record to 11-1.

Marv Mortenson rallied from a 4-0 deficit to pin Morningside's Blaine Schenck in 6:58 to give the Bison the tie.

At Morningside Jim Twardy suffered his first defeat of the season when NAIA All-American Jimmy Christenson decided 2-1.

Last Saturday the Bison lost only one match. Mike Howard injured his elbow executing a take-down on his opponent. The injured Howard to default the match.

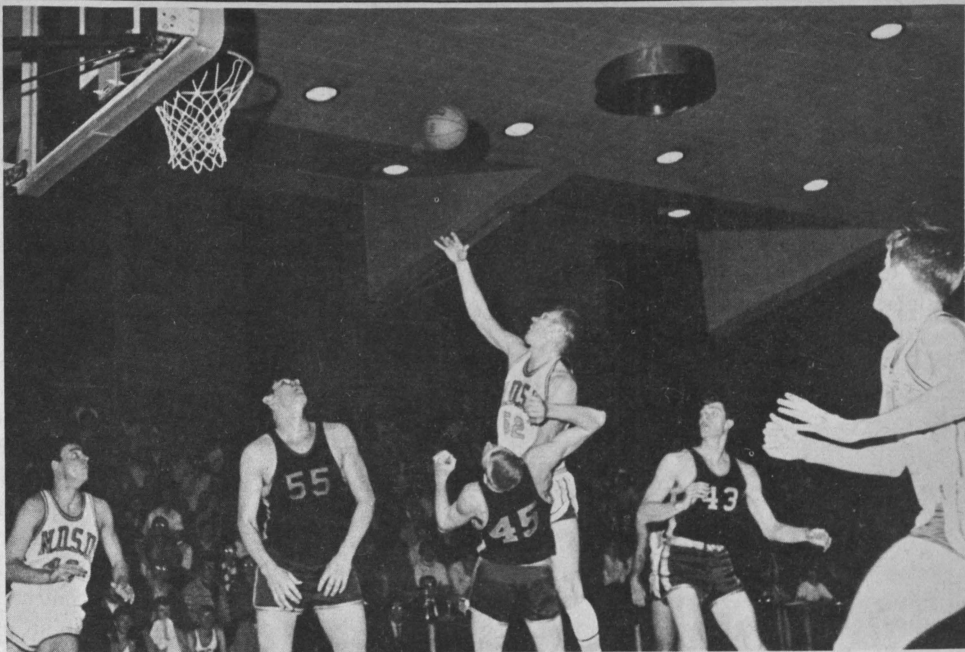
In the 145-pound match freshman Brad Williams recorded a victory in his first varsity match, defeating John Cuckie, 7-3.

Sam Kucenic extended his record to 8-1 with two victories, pinning his opponent on Friday and winning by forfeit Saturday. Bison captain, Dave Ahonen, left his record at 7-1-1 by tying Morningside's Don Ask 3-3, and deciding USD's Jim Rembold, 6-0.

Next competition for the Bison is this weekend with the University of Northern Michigan on Friday and South Dakota State on

Saturday. Both matches start at 7:30 p.m. at the Fieldhouse.

- RESULTS:**
- | | |
|--|-----------------------|
| NDSU-18 | MORNINGSIDE-18 |
| 123—Sam Kucenic, NDSU, pinned Don Eggenburg, 4:16. | |
| 130—Bob Bason, Morningside, pinned Ken Tinquist, 4:28. | |
| 137—Dave Hartle, Morningside, decided Lynn Forde, 5-3. | |
| 145—Ron Schmidt, NDSU, decided Bill Enochson, 7-0. | |
| 152—Don Ask, Morningside, and Dave Ahonen drew, 3-3. | |
| 160—Lindsay Eckerman, Morningside, pinned Wes Rogers, 7:00. | |
| 167—Mike Howard, NDSU, decided Steve Parkard, 10-2. | |
| 177—Denny Christenson, Morningside, decided Jim Twardy, 2-1. | |
| Heavyweight — Marv Mortenson, NDSU, pinned Blaine Schenck, 6:58. | |
| NDSU-28 | USD-7 |
| 123—Sam Kucenic, NDSU, won by forfeit. | |
| 130—Ken Tinquist, NDSU, and Guy Beynon, drew, 3-3. | |
| 137—Lynn Forde, NDSU, pinned John Mattern, 6:40. | |
| 145—Brad Williams, NDSU decided John Cuckie, 7-3. | |
| 152—Dave Ahonen, NDSU, decided Jim Rembold, 6-0. | |
| 160—Wes Rogers, NDSU, decided Randy Jensen, 6-0. | |
| 167—Steve Berrier, USD, won by default over Mike Howard. | |
| 177—Jim Twardy, NDSU, decided Dick Grovers, 7-2. | |
| Heavyweight — Marv Mortenson, NDSU, decided Steve Telot, 5-2. | |



Ron Waggoner (52) appears to be using Skip Anderson (45) as a brace in tossing up a shot. Bison John Wojtak (42) and Dave Edison (14) move in with UNI's Ken Huelman (55) and Bill Van Zante (43) for possible rebound. UNI won 90-85. (Photo by Casperson)

Bison Move Up In NCC

The Bison came up with a split in North Central Conference action last weekend as they encountered the Morningside Maroon Chiefs and the University of Northern Iowa Panthers.

It was all Bison Friday night as the Herd outran the Chiefs and streaked to a 104-85 victory.

The Maroon Chiefs led only once, 13-11 at 12:04 of the first half but stayed close to the Herd throughout the first twenty minutes.

It was 47-40 at halftime but a half court zone by the Bison pulled them ahead by as much as 25 points.

John Wojtak was the standout for the Bison as he pumped in 25 points and pulled down 14 rebounds. Ron Waggoner, who played only about one half of the game, collected 17. Pat Driscoll finished the evening with 16 and Phil Dranger collected 14.

Steve Garrison netted 20 points for the Maroon Chiefs. Dan Smith and Mike Sharrock each added 14 and Gary Pettit aided the Morningside cause with 10.

Stiff defense by the University of Northern Iowa stopped the Bison Saturday night 90-85.

Sparkling play by Panther guards Larry Clausen and Darrell Jesse was instrumental in stopping the Herd but missed free throws and layups was a big factor in the Bison setback.

The Bison were down by as much as 17 points in the first half but shaved the lead to 49-41 at the half.

Pressure kept the Herd in the game during the second half as they came to within one point of the Panthers twice but couldn't find the range to surpass them.

Ken Huelman, 6'8" center, led five Panthers in double figures with 20 points and 14 rebounds. Skip Anderson added 18, Clausen had 17, John Martin stuffed 15 and Jesse bagged 11.

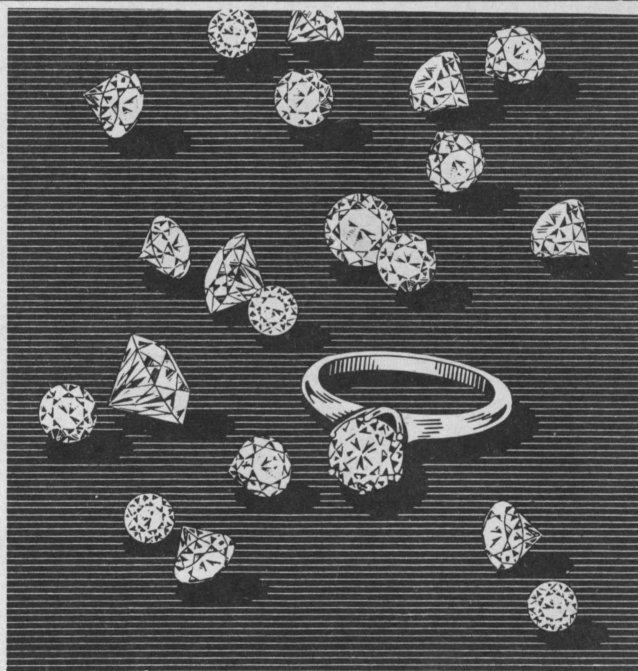
Sophomore Bob Vogel played one of his best games of the season as he collected 22 points and

nine rebounds for the Buffalo. Ron Waggoner totaled 19, Driscoll meshed 14 and Steve Krumrei had 11.

The Bison now have a 9-12 season record and are 3-4 in the NCC. This weekend they travel away for two conference encounters as they meet Morningside again Friday night and the University of South Dakota Saturday night.

BASEBALL NOTICE

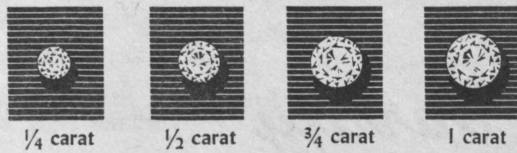
All candidates interested in the Baseball Program at NDSU will have an important meeting on Feb. 14 at 1:30 p.m. in Room 204 of the Fieldhouse.



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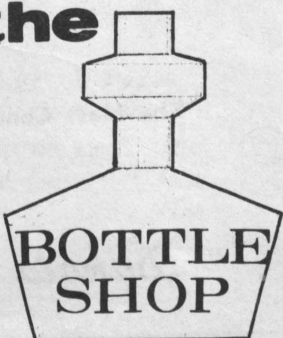
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With frightening and relentless purpose, an arch criminal plans the mass assassination of eleven people — all a threat to him in some mysterious way. The fantastic pieces of this diabolical puzzle are painstakingly put into place in the bizarre murder mystery **The List of Adrian Messenger**, Sunday's SAB film feature. George C. Scott, Dana Wynter

and Kirk Douglas head a cast which includes many famous personalities disguised almost beyond recognition, creating a double challenge for the audience to identify the guest stars as well as the villain.

Showtimes are 5 and 7:30 p.m. in the Ballroom.

Tonight's Cinematheque fea-

ture is again drawn from the movies' "Golden Age," **The Horn Blows At Midnight** stars legendary American comedian Jack Benny in the story of a third-rate angel sent down from Heaven to destroy earth by blowing a special horn.

Complications insue when Jack meets up with a gang of fallen angels who like the rackets "down here" and try to stop him. Benny has made references to the film a running gag on his radio and television programs over the years in much the same way he kids his violin playing.

Showtime is 7:30 tonight in the Ballroom. NDSU students are admitted free to all SAB films.

Spring Happening Needs Idea People

"A Spring Happening" replaces Sharivar this year, and the SAB-sponsored event needs idea people.

Co-chairmen Susy Moum and Roger Weinlaeder want students to work on publicity, head up committees and suggest activities for the all-university weekend.

Tentative events include a day-long free university, an all-nighter in the Union, the folk festival with Glenn Yarborough, water fights and a steak fry.

The five-day event is scheduled for April 30 to May 4.

Money previously allocated to Sharivar was transferred by Student Senate this year to the Spring Happening.

Lots Of Sexy, Sweet Charitables Are Needed

One of the largest casts ever in a Blue Key musical will be selected at tryouts next week in Festival Hall.

Considered the largest and most ambitious production in the Fargo area, the annual musical this year will be **Sweet Charity**.

Over 50 students are needed for roles according to Miss Marillyn Nass, director and choreographer. "Sexy girls, in particular, we are in need of."

"Since much of the play is set in a dime-a-dance hall," said Miss Nass, "we need girls we can get to look like dance hall hustlers."

"There also are a number of fine male roles, real high tenors especially, but the role of Sweet Charity herself will be the hardest to fill," said Miss Nass. "For that spot we need a girl who can sing, dance and act."

Miss Nass was enthused with the choice of the musical.

"It'll be lots of fun to do," she said, "The production will be upbeat, jazzy and a change of pace from anything we've ever done."

Quoting from **Look** magazine, Miss Nass said Charity is a hooker with a heart of gold. As the dumb dance hall heroine, she bounces back after every disaster in love.

Tryout times are scheduled for Feb. 18, 19 and 20 from 6:30 to 10 p.m. Scripts and vocal parts are available in the Student Ac-

tivities Office on the second floor of the Union.

"Students who hope to get a role," said Martin Sanderson, student producer, "are particularly encouraged to attend tryouts the first two nights rather than wait until the final night."

BLEEP Chose Robot's Name

BLEEP is the name selected from among 400 entries in a contest to name the robot built in the Electrical and Electronics Engineering Department.

David Heinert won an FM radio by submitting the winning name. BLEEP stands for Bendix Leaders of Electrical Electronics Engineering Project. Bendix Corporation contributed \$500 toward the building of self-propelled, radio-controlled unit.

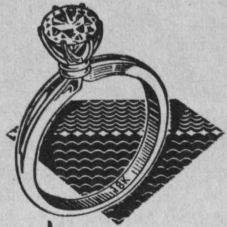
Conversation between the robot and persons encountered on travels around the campus will be carried on through a two-way voice communications system operated from a control center in the EEE department.

Guided by a picture relayed from a television camera mounted on the robot, students will direct the robot's course and movements.

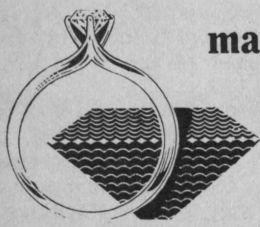
CORRECTION

A journalism class report falsely ascribed quotes to Paul Frank and Shirley Turness in an article in last week's issue. The Spectrum apologizes.

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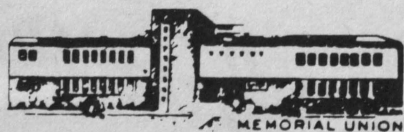
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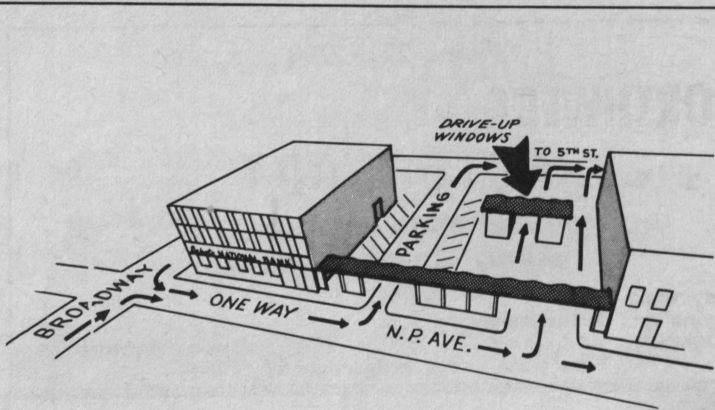


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Students Rights

Dorm Rule Enforcement Is Unconstitutional

Due Process Of Law

Don Homuth

Enforcement of dorm rules is unconstitutional. So is campus disciplinary action. So is prohibiting or requiring administrative approval for campus demonstrations.

These are some of the interesting bits of information that can be found by inquiring into the subject of student rights.

Courts across the country are more and more ruling in the favor of the legal rights of students. They are interpreting university rules in light of constitutional law, and some surprising results have ensued.

In many of the cases, the courts have ruled that a university cannot take disciplinary action without affording a student "due process of law."

The due process clause means an institution cannot act arbitrarily — that it cannot levy punishment without providing for a means whereby a student may defend himself.

For example, a student may not be campused for disobeying dorm rules unless the university provides a process whereby the student may have the right to defend himself of charges against him.

It involves procedural safeguards so that the student is not deprived of liberty guaranteed to him in the Constitution.

William W. Van Alstyne, professor of law at Duke University, writing in *The University of Flor-*

ida Law Review said "These procedural safeguards roughly parallel some of the standards required in criminal courts . . .

" . . . It is now evident that expulsion or exclusion from college may, in the long run, disadvantage an individual at least as much as a single infraction of a criminal statute.

"There should be no surprise, therefore, that students are entitled at least to the same degree of due process as a suspected pickpocket."

There has been a significant change in the attitude of courts across the nation. For many years, courts tended to take two views:

First that colleges act in *loco parentis* — in the place of parents — and can discipline or punish students in the same way as parents.

Second, that attendance at a public university, is not a legal right but a privilege. The privilege can be withdrawn at the discretion of school authorities.

These two concepts are now considered largely unacceptable. Legal authorities now maintain that an institution must establish rules and regulations which are relevant to the legitimate purposes of education.

What this means is that a university may make rules which relate directly to the educational process, but the enforcement of these rules must be in accordance with the guarantees of rights under the Constitution.

For example, one case involving South Carolina State College held that a rule requiring that all demonstrations be cleared and approved through the school administration was an unconstitutional restraint on First Amendment rights.

The point was also strongly made that a ban on all campus demonstrations would be impossible.

None of this, however, gives students an unlimited right to demonstrate on university property. The courts are also beginning to define university rights in this area.

The Harvard Law Review, in a wide-ranging study of the problems in legal definition of academic freedom, found that the university also has certain rights in the area.

" . . . a university may place reasonable restrictions on demonstrations to protect safety and property, maintain normal operations, facilitate campus traffic and the like.

"Furthermore, . . . the public university should have power to preserve an atmosphere conducive to intellectual pursuits . . ."

These developments are being watched by administrators all over the country and here at NDSU.

"Students should not have the right to interfere," said Dr. Les Pavék, Dean of Students, "when 'doing their thing' interferes with the rights of others to pursue

their proper academic aims, then student rights must be preserved in such a way as to guarantee the academic community its right to pursue learning."

"Students are being given the opportunity to work on university rules and regulations," said Pavék. "We do not want to be the students' parents on campus. There is opportunity for students to work on faculty committees and to have a voice in the making of rules."

"The administration is aware of the new definitions of student rights. We are looking at our own rules and regulations. We

are working on a statement of due process.

"We want to promote student responsibility in all areas of conduct," said Pavék.

Court suits by students and administrations so far have only begun to explore the area of student rights. As more and more cases are tried and judgements handed down, the guidelines for students and administrations will become clearer.

In the end, it should be possible to have an easily defineable legal code so students and administrations will know precisely what they can and cannot do.

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Volkswagen led all other imports by considerable margin capitalizing 57% of the Import market. William Allen, President of Allen's Autohaus

Inc., Volkswagen and Mercedes Benz dealer in Fargo, announced that 1968 Volkswagen sales locally were up about 5% over a year earlier to capture 60% of the Import Market. "VW captures 80% of Import Market in North Dakota," Allen said, "1968 Mercedes Benz sales were double a year earlier to show 6% of Import Market.

Volkswagen ranks in 8th place led only by Chevrolet, Ford, Pontiac, Plymouth, Buick, Oldsmobile and Dodge in that order. VW ranks in the top four in California.

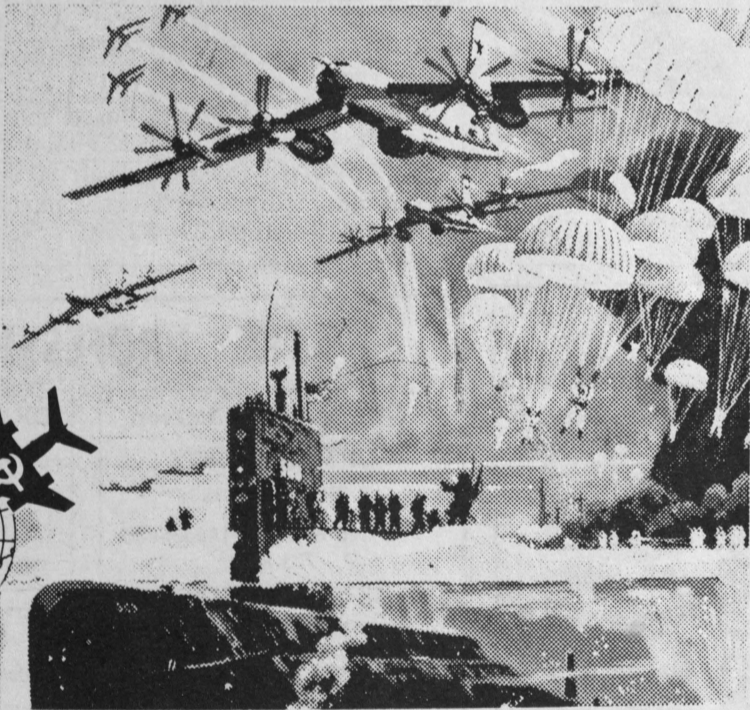
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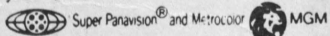
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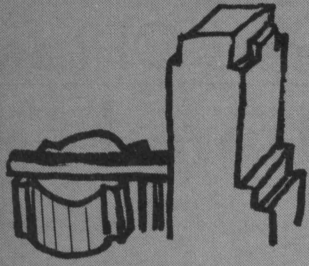
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In Bismarck

A weekly column of legislative and political actions affecting students and NDSU.

★ Under a bill passed by the Senate, students would be exempt from paying sales tax on tickets to athletic events and other school entertainment. The tax will still be in effect on tickets bought by nonstudents.

★ The House passed a bill increasing the limit of student loans from \$500 to \$1000.

★ A resolution praising the Bison Football team and Coach Ron Erhardt for their superior season was passed by both the Senate and the House.

★ Tuition raises of \$100 a year for in-state students and \$150 for out-of-state students were requested in a resolution introduced by 17 Republican senators. Present in-state tuition is \$360 while out-of-state is \$864.

★ President Laurel Loftsgard asked legislators from the 21st District (Fargo-West Fargo) to consider the costs of the university in relation to the benefits they would bring to the state.

★ George Sinner was finally approved as a member of the State Board of Higher Education after a long Senate fight. The vote was 28 to 20 in favor. Rev. Peter Hinrichs was also given approval, while Ken Urdahl was turned down.

Urdahl was apparently a political casualty of the controversy which swirled around Sinner, considered by some conservative legislators to be a symbol of permissiveness on college campuses.

Senator Ed Doherty (R-New Rockford) warned that the seating of Sinner would lead to student unrest.

★ Since Urdahl was turned down, Governor William Guy will now have to appoint another person to the Board. He can wait, however, until the legislature adjourns.

★ A proposal to build a 4-H Club Center in an addition to the Union was suggested before the House General Affairs Committee. The \$1.5 million building would be half paid for by the 4-H Foundation and would include dorm rooms, auditoriums and conference rooms.

Grad Ass'ts Seeks Rights

Graduate assistants have become activists in an attempt to obtain certain equal faculty privileges already given to the full-time faculty they work with.

Organizers and spokesmen for the 35 signers of a petition to initiate change are Paul Weir, Bob Maier and Gary Arneson. The three say the petition is not to confront the university, but to request equal rights for equal work.

Petition signers are requesting a clearly delineated graduate assistant status in the areas of parking, the library, the bookstore, the business office, housing and membership in the American Association of University Professors (AAUP).

During a recent AAUP meeting, strong support was voiced for the efforts of the grad students. They were invited to join AAUP, probably on a junior membership basis. Not only local AAUP members but the national organization recognize inequities the graduate students face.

Job inequities are wide at NDSU, where pay scales range from \$80 to \$250 per month, and tasks range from full-time teaching duties for some to merely taking roll in another instructor's class for others.

If the petition receives approval, NDSU would be one of the first universities to develop a policy on its teaching assistants, according to Weir.

In a meeting with Dean of Students Les Pavek, the petition spokesmen received his approval for their action. Pavek assured the teaching assistants his cooperation in achieving the points of the petition.

Spokesmen for the grad assistants said they anticipate the stand taken by Pavek will produce similar cooperation from all departments concerned.

Mideast Style Confrontation In Midwest

Lack of understanding between Israeli and Arab was dramatically brought out at the final banquet of MUN Saturday night.

Yitzhak Leor, Israeli consul of information, and an unidentified Egyptian foreign student stood face to face in argument at the podium.

Evidently disagreeing with Leor's earlier remarks, the Egyptian was attempting to preempt the microphone to present a rebuttal.

Obviously sympathetic to Leor, the audience applauded when someone in the audience suggested the argument be halted.

In his prepared remarks, Leor had expressed despair of the effectiveness of the UN. He mentioned that some of the MUN delegations voted in accordance with logic and their own consciences.

"That's a thing we don't see any more in the UN. 'If an Arab delegate decides at 3 p.m. that 'Now is midnight,' he has 40 votes from the Arab block to back him."

"Under such circumstances, we can expect little from the UN," he said.

Leor defended Israeli retaliatory attacks on Arab countries as being necessary in what he called "a war of terror."

"It is not important how many planes were destroyed in Beirut — what is important is the Lebanese got the message," he said concerning a recent Israeli commando raid.

"Arrangements are excellent in time of peace, but useless when you need them, in time of war," he said. "Only Arab recognition of Israel's right to exist will result in peace."

NOTICE

Tryouts for **The Red Shoes**, a children's play based on the story by Hans Christian Anderson are scheduled for 7:30 p.m. Feb. 13 and 14 in Askarnase Hall.

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NEW TECHNOLOGIES in HIGHER EDUCATION

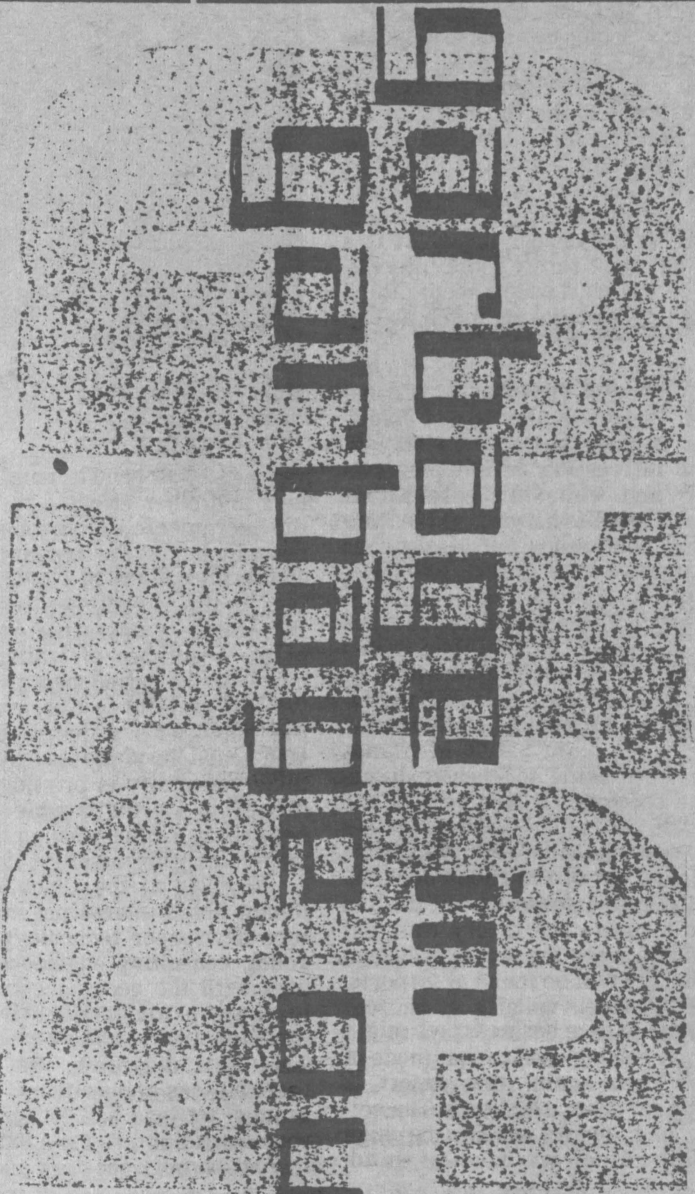
Supplement to the USSPA Higher Education Program

Winter 1969: Things Get Curiouser And Curiouser And Curiouser. Alice In Wonderland

Distribution of this supplement to 135,000 students on 60 campuses has been made possible through a grant from the United Ministries in Higher Education (Witherspoon Bldg., Philadelphia 19107) and with the cooperation of your campus newspaper.

Material was prepared for it as part of a seminar on higher education held for student editors at San Francisco a year ago. That seminar was one of a series funded with a grant from Carnegie Corporation to the U.S. Student Press Association, an association of five hundred student newspapers around

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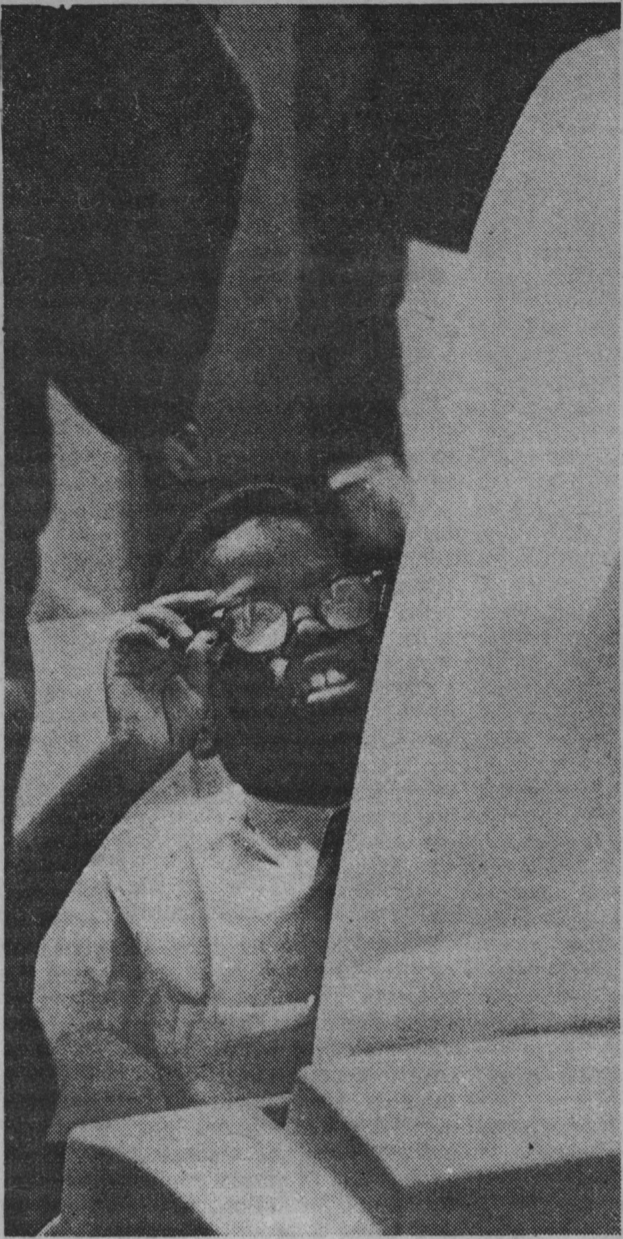
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Quentin Burdick spoke to a sparse crowd last Wednesday.

(Photo by Casperson)

completely written and edited by the students in introductory journalism courses. The issue will appear the first day of finals. Issues are scheduled for Sunday. Some of the topics include women's liberation, the draft and on and off-campus media.



Technomania Astray

One is shocked on meeting the gurus of the new automated higher education at their naivete, their innocence, their child-like belief that making a whole new world does not really change things. Like most young people I have read a good deal about the new magis that are to govern our lives; I have absorbed the usual images of the men of Rand, System Development Corp., the Think Tanks and the rest. On coming into contact with them through the USSPA higher education program and elsewhere I find the usual nature attributed to these men — far-seeing and high minded, broad of vision and professionally competent — ludicrous.

Time and again one hears the head of this research project or that Computer Science Department say "we're just packaging information in a better way," "the effect of the technology depends on the men who run it," or, succinctly and cutely, "garbage in, garbage out." All of which is idiocy. At the risk of belaboring an obvious point: Computer Assisted Instruction, for instance, is not just a new way of carrying out an old function, instruction or exercise. It is a set of mechanisms and programs which subject the student in its maw to entirely new and unforeseen psychological conditions.

Again, to say that the effect of a technology depends on the men who run it is like saying that the effect of a bomb depends on the character of the bomber pilot. Or once more, "garbage in garbage out" sounds as though it means something, but ignores the fact that in real life some people take garbage and make something useful out of it, while some processes (say Hollywood) take perfectly good material and make garbage out of it.

In short, the assumption that the New Technomaniac is just an innocent researcher, a dedicated engineer or whatever, at the service of the education establishment — a man making faithful machines which have no in-built biases or extra-curricular effects — is hogwash. Yet few of the technocrats have thought of the possibility that students who learn to answer one line questions from the computer console may,

offhandedly and incidentally, be trained in the meek passivity and minimum response to stimuli. The technician and the hardware salesman, as those who merely relieve of tedium, ignoring the fact that their question and answer programs are their "here's a problem, plug in some parameters, games are at best frivolous distractions, at mechanical martinets for the mind.

This should not be taken as meaning that I do not to new technology; I do not, for I have many a beautiful dream of what the genius of the Norbert Wiener and Vannevar Bushes can make possible for us before I turn to the good side of the technologies. I can make one final comment about many of the men in the field at the moment:

I am irritated by their pretentiousness. To be blunt, many of the machines around at the moment are pretty cruddy, yet the men who own them and administer them preen and strut at them as if they had something really wonderful. At the Irvine campus of University of California, for instance, the CAL programs, though in some cases ten with some intelligence and wit, are rendered bearably dull by the fact that the vaunted machines have a reaction time unworthy of a sclerotic sloth. Academic papers written by one man at System Development Corporation, though perhaps intrinsically interesting, are rendered idiotic by the concentration on the great conglomerations of machinery he uses to reach pretty damn simple conclusions.

The over-rating of the hardware installed is annoying, and it gives one pause to consider that most of the operating CAL set-ups are in primary schools, predominantly black and chicano student bodies. Though the men who run the equipment pretend "upgrading" the "culturally deprived," one wonders why these middle class white men don't experiment on their own kids first.

In short, Harold Innis, Edmund Carpenter, Marshall McLuhan and Father Ong have demolished the information-field assumptions of the pre-television

(Please Turn to Page 14)

System: Flexibility Vs. Fad Switching

(From Page 3)

Third: The peer group determines what happens as far as objectives are concerned. Kids learn much more from each other than they learn from anybody else, or materials, etc. The Coleman report brought this out very beautifully. They essentially found that in a nationwide sample that differences in quality as measured by teacher salary, per capita expenditure on students, and so forth make very little difference. What makes the big difference is what the population of peers is like. That determines what gets learned.

Now, the pattern in the history of America has been that the middle class power structure, as a result of all these various techniques, pretty much determines what shall be learned and how it shall be learned. When immigrants came in, this had been a force to assimilate the values that were different into those that were dominant. Now we have a new phenomenon occurring, particularly in the large urban areas where the central ghetto parents don't want to buy it. They don't want to be assimilated; they're saying, "Let's incorporate one set of values along side of yours and make some part in this educational program." This is just manifestation of deeper conflict — a social conflict, and perhaps the outcome of that conflict will determine the future objectives and the nature of the so-called school.

If you look ahead, you ask yourself what the trends are in technology, what is apt to happen to these objectives, what are going to be the important objectives in the near future and what will be some of the roles that these professional educators play in that future? By various techniques it is possible to make such extrapolations, and one can look ahead and say, "Well technology is improving so fast, the pace of rate of

change in the world is going quicker all the time." Consequently, the ability to accept change is going to be an important objective: the anti-rigidity phenomenon. Getting kids to desire learning, and changing behavior.

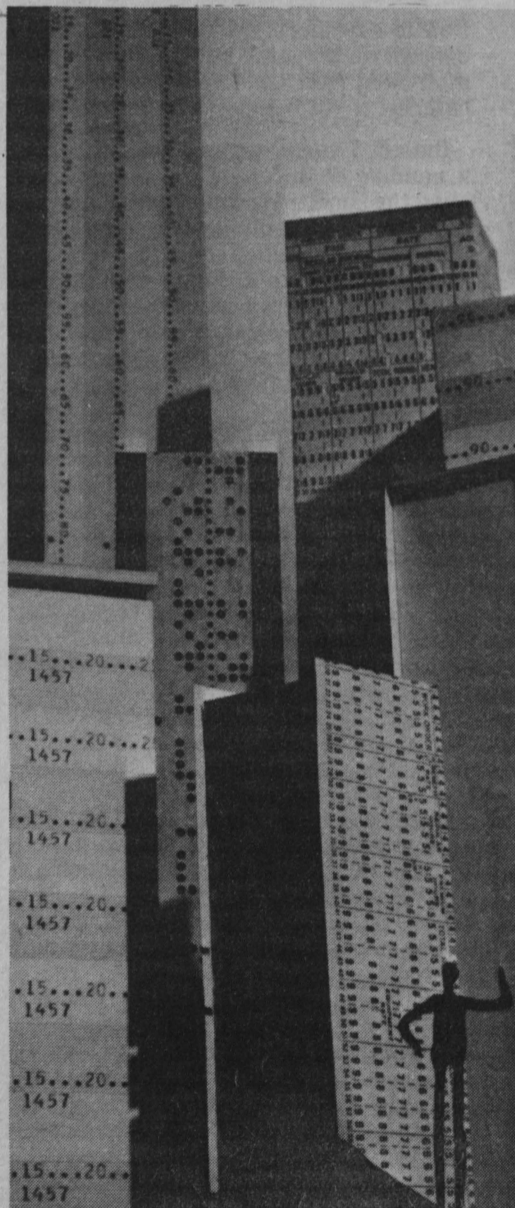
Another important objective is going to be increased awareness of the importance of being able to appreciate leisure time activities without guilt.

We're breaking away from the Puritan work ethic and in the future its going to be more important for people to be steeped in the humanities, being able to enjoy their leisure time.

The third one I've already mentioned is the ability to be sensitive to the needs of other people because the world is getting smaller all the time.

Now how do we get there? Obviously, the current school structure is not doing the job. Project Head Start and other projects are beginning to point the way.

First, there is going to be a shift towards the lower age level; children at younger age levels are more permeable. They change more readily. By the time the kid hits kindergarten the whole pattern is pitched. You can predict once you know who you've gotten when they come into school, what the rate of progress is, and this doesn't change regardless of what the school does. So when does it count? Maybe in the crib. Maybe the only solution—and I'll throw this out as a point that I don't necessarily accept but is something to consider. Maybe the only solution to maintaining the coherent cohesive society is to have society—and you define what that means, whether it be the existing power structure or some new democratic form—assume greater responsibility for the education of the infant to inculcate these common values. What happens? We have a situation where by the time the kid is three his dad is teaching him to beat up the kid next door, who is a little bit smaller and



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by the time the kid gets through garden its too late.

Now, if you want to say programming vs. freedom is the real issue, you can play that game; but I think it's a pseudo issue. I think when you're about trying to establish a set of objectives you mean that you're going to change children's behavior in a desirable direction and the decision is the political issue that is decided by democratic moves, we hope.

In addition to this conservative objective that I've just outlined — those objectives that are designed to maintain a coherent society — there are other objectives which you point to that I think are equally important. These are the objectives of using education to shape the nature of society. And this is not a new idea. Progressive people in the '30s said it was possible to use education to shape the future — to determine what kind of society we're going to be living in that time they didn't have the technology to pull it off. I mean, as long as the body was enthusiastic, they sapped in and a little got done soon as those wonderful people and everything died off. Until you have a system — some set of procedures are codified, a set of materials (planned) so that certain desirable effects can be predicted and implemented until you have a system, all you have is everybody going from the latest to the next new fad.

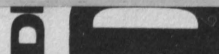
BUSHNELL:

You are continually in the process of change and taking on new experiences and become wiser, hopefully, by directing yourself and that's what education should have flexibility—it should

(Please See N)

tants said they anticipate the stand taken by Pavék will produce similar cooperation from all departments concerned.

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Critiquing Computers

use of CAI programs in a college course several questions about the limitations of the as well as suggesting additional applica- the limitations are of three sorts; psychologi- logical, and technical. Extensions of the tech- pend most heavily on the teacher's ingenuity, on the development of more complex CAI

Teachers question the kind of learning that students using CAI. Most objections of this that the student does not learn or, if he "really doesn't understand." One answer is "learning" can be defined as "a perform- ge over trials" and "understanding" as "the do a specified activity", students both learn understand what the program teaches. The more issue here is whether programs can help to perform as well or better than they would

mainly a bad program may be worse than a bad terms of the students' reaction, but a good program can challenge a student as no book can. more, in writing a program that is effective, author is forced to break the subject matter into units (frames) and spell out quite explicitly to be learned; the result seems to be more development and presentation of the topic, not site. Yet it may be disturbing, more to the fear than the student, to see extremely com- plicated presented in this "simple" manner. Yet if program can teach and students learn and under- there is much to be said for CAI and pro- gram instruction. There is a clear need for hard to these questions.

related to this is the question of where CAI curriculum or course, or more specifically, (or ought to) be programmed? The best hard is that subjects that are more mechanical foreign language, mathematics, economic English grammar) are best suited for pro- gramming, although the use of CAI is less demanding other programmed media in this respect. More are the ingenuity of the teacher-programmer sophistication of the CAI system he has access growing use of simulation games is an example one sort of approach to more complex, but well subjects.

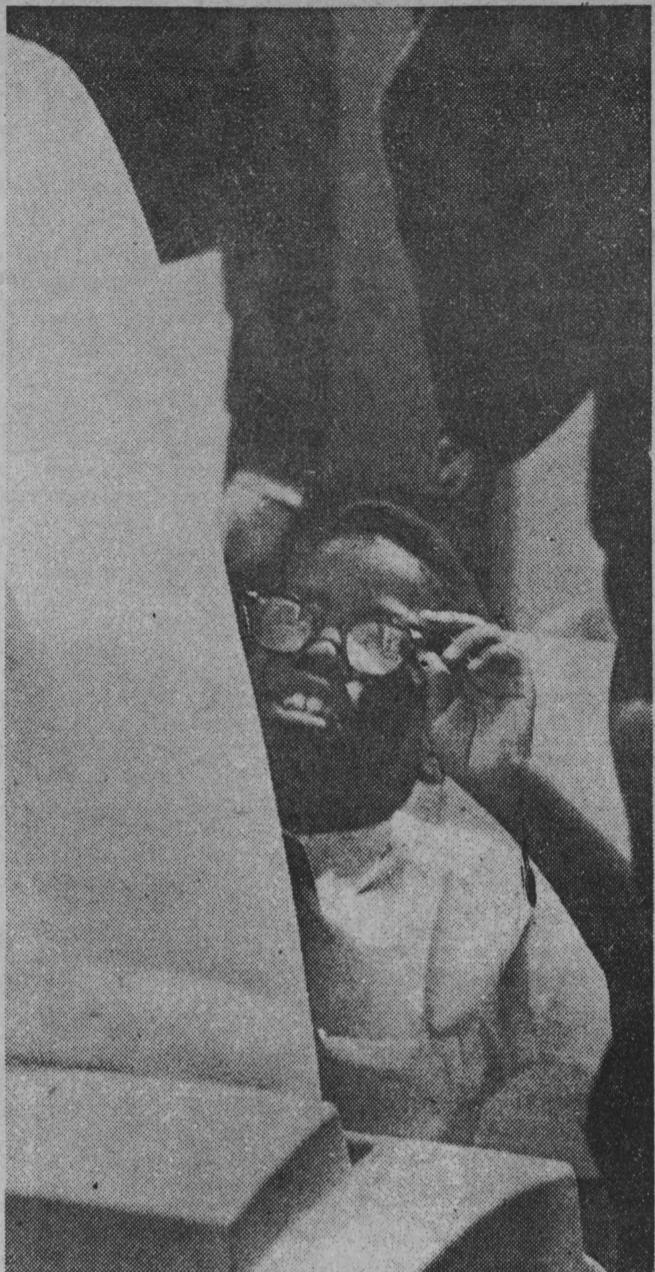
Most severe of the limitations on the use of CAI is that imposed by the technical capability of computer systems. The seminal state of time-sharing computer systems and of instructional programming languages seriously inhibits use of CAI at the college level. Most currently available systems are intended for rote teaching (and learning) of simple topics, usually at the elementary school level. The ability of such systems to handle the richness and complexity of mature students' English language responses is quite limited as is their algebraic and logical capability; combinations of the two types of responses are nearly impossible to process.

These technical constraints are more severe when one considers the extent of current research on computer processing of English. Computers are able to "understand" and answer complex questions based on data stored in their memory when these questions are in standard English. Yet most computer systems have nothing resembling the general question-answering capability. When it is available, it is seldom possible to use in an instructional program. The desired flexibility, that of a computer system capable of a wide range of human teaching skills, is within our technological grasp now; yet implementation of existing techniques in the near future is only a promise.

To foresee the directions in which CAI will expand requires little imagination in light of the advanced state of computer technology. Each of the limiting factors mentioned will be of trivial importance in five years. Time-sharing computer systems with encyclopedic memories full of verbal and numeric information will be available on a wide scale; programs to allow their systematic interrogation by students will permit their substitution for lectures. To the extent that authors are able to construct structured instructional programs, these can be called on for more systematic learning. The danger however of deus ex machina stalking the campus need not materialize. For the professor can then truly be freed for the teaching that is not "programmable," for the true exploration of perplexing questions, with all students.

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Karl B. Radov
Professor of Economics, UC at Irvine



Programmed Environment That Worked

Page 4) in the sense that you can modify course as you suddenly gain new

SILBERMAN:
I'll tell you about a classroom I last week. This was in a section at Los Angeles where Mexican- means are about 99 per cent, and a Federal grant some people from the state colleges decided to do that was very free and flexi- they had asked industry to come to assistance. They had a computer, they had all kinds of games, and had every conceivable form of material, and they had two or three assistants, para-professionals, they had people from the college about. Then they had a relative- class, about 26 or 27 students in major high school class. First of all, implies an awful lot of program- because after all, all these mate- are mathematically oriented. body said this section of these stu- was going to be related to quanti- matter. But then if you looked at materials you found that nothing was to anything else in any kind of matic way. I mean one kid was on a very expensive piece of ment. He jammed the keys, you and they were free

RUSHNELL:
I would say the kids were rebelling, being free, and it seems to me that's the kind of environment that to avoid by first, taking care of motivational problem. would suggest to begin with that if were setting up a course now for particular school, that they should the kids in the determination. Now, that doesn't mean that the

kids are going to sit down and argue dia- lectically the objectives of the course. But, by God, the course should be theirs in one way or another—and perhaps the only approach is a highly informal approach, without the materials, without the computer, without a lot of adults imposing the structure from without. The only one that in my estimation and my experience that works is when the structure is imposed from within.

Now, we have the experience that has had some success and that is to simply put a camera in the hands of this gang, most of whom have dropped out of school, tell them to go out and make a film, and they go out and they shoot each other on the basketball court. They come back and then in 24 hours we bring the film back into the gang hideout and they see themselves on the screen. Well, we've already thought through the whole course content of that film-making experience, but almost immediately within the first week we've scrapped the whole course concept—the whole program—because they're re-writing the program and they're re-determining the objectives of that course.

Okay, now Harry could you describe how that process might be done with the computer aid as a course of instruction?

SILBERMAN:
Let me tell you how we're using the computer. We observed first grade classrooms, and we discovered that most of the teachers don't know what's going on. You ask them, "What can this child do? Can he discriminate two diagrams on the basis of initial consonants, or what kind of skills has he got?"

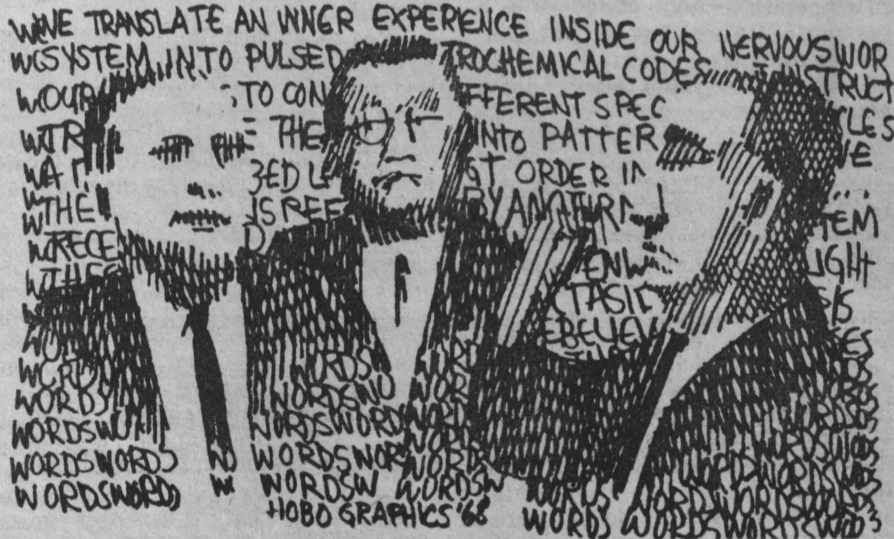
Let's ask if the child can distinguish between two words that have three letters in them, and says rat and the other one says mat. Teachers say, of course,

they can and then we say fine, let's go around and ask these kids to see if they can. And they can't.

And then you ask other questions and pretty soon you get a picture that these teachers have a vague notion that correlates with what the brightest kids can do and that's their image of what the children are able to do. When the kids go

GOODHUE:

The very fact that people raise that question, "What do I do now?" is crucial, because one has to raise that question before he starts to learn. In other words, that you have to experience failure—you have to struggle with "do-nothingism"—before you finally see that in order to be a responsible person you



to the next teacher, he assumes they have all these skills, which they don't. They get failure. When they fail, there's avoidance behavior and then suddenly we discover these kids aren't motivated. They have a succession of thousands of trails worth of failure. Why should they be motivated? People are interested in those things in which they have a little bit of success in, and if you sequence things carefully such that people don't have failure, then often times they build in an interest and become motivated.

have to choose what you want to do.

All I'm suggesting is that if it's important for children to be able to determine some goal for themselves, then we ought to lay out a systematic plan for causing that skill to happen and to the extent that we just say, "It'll happen," then it won't. If we're serious about that goal, let's look at our curriculum and let's say we're going to actually plan a set of situations which have built in uncertainties, and that we're going to start with situations that are not too uncertain because then you just give them failure and they tune out on you.



Quentin Burdick spoke to a sparse crowd last Wednesday.

(Photo by Casperson)

completely written and edited by the students in introductory journalism courses. The issue will appear the first day of finals.

issues are scheduled for Sunday. Some of the topics include women's liberation, the draft and on and off-campus media.



San Francisco State: Calif. State Colleges: Berkeley: Calif. State Universities=

—although in the case of state, renegade would seem more appropriate to its less than romantic appearance and its lack of financial resources so necessary to the propriety of being a rebel these days.

I'd been to State only once before this trip — just a week prior to the Oakland demonstrations — for a brief "encounter" with the editor of the then only "official" campus paper (The Daily GATOR). The tacky-mess of the place disappointed my pet mental images. The atmosphere, the history, the legend of State contradicted the campus-concrete, the GATOR's more than a little distorted view of reality, the statistics.

Huddled in the Mission district just south of Golden Gate Park, State attracts most of its students from the immediate area—students who work part-time, of an average age of 25 with 35 per cent of the male students having fulfilled military requirements, with families to support, and returning to finish their MAT's or to get their teaching certificates. State is not endowed, offers no athletic scholarships, has no alumni association to ask for support. Its only fraternity is located in a dilapidated house several miles off campus. In the last seven years, the College has had six presidents, Summerskill resigning just recently. State is not a prestige campus and California politics are anything but attractive to serious educators. All of which produces at State the unusual condition of the students being the stable element of the institution, the real "guardians of the system".

Hence, it is the student element which also creates the system, revolutionizes the institution. From this unlikely, overtly middle-class group has come some of the more radical changes in education to date. From the earliest beginnings of "the movement" at Berkeley, State students have been involved in radicalizing the educational system. The W. H. DuBois Clubs were founded at the College in 1962. The San

A REBEL

Francisco sit-ins of December, 1963, to April, 1964, were organized by State students. And before the civil rights movement came to the Coast in force State students were marching in Selma and forming the Black Student Association on campus and developing what later became their community-involvement program.

Community Projects: 2-Way Learning

Because of its urban situation and the concern of its students for their community, the normal distinctions between university and the "outside community" are ambiguous at best. The students are less cautious than administrators in experimenting with the institution—their loyalties lie clearly with the community in which they live, of which the College is only a part. They see no necessity for the College to protect itself from assimilation with the community — their interests, in fact, tend toward hastening the process. One of the earliest projects developed by the students was the community-involvement program — which began as an effort to improve the community through the application of principles and ideas learned in the classroom and has since become a part of the course work of most of the students. The program is based on the premise that not only can the students contribute constructively to the community projects, but they can also learn from them.

The continued concern with civil rights caused the students to develop their tutorial program in an effort to counter new state admissions requirements which all but wipe out the black student enrollment. Since its creation by all white students — committed but inexperienced — it has expanded to include the Upward Bound Program — a cooperative effort between the education department and the experimental college to work with socio-economically deprived individuals at all levels of schooling to help improve their level of achievement. The tutorial program at State is considered the model for all other such programs across the country.

(Please Turn to Page 14, Col. 1)

Black Youths Make Films in Richmond

(A warm February afternoon in North Richmond, Calif. at Neighborhood House, a BLACK community organizing center where four WHITE college newspaper editors came equipped with videotaping equipment to find out what was going on and tape it. Neighborhood House is unique in centering much of its activity around adolescent directed film-making projects. The WHITES' interview session—here edited—was a part of an USSPA seminar on New Education Technologies)

WHITE: Could you explain a little bit about the people on this program, maybe how it is funded, where the money comes from for it and a little bit of what you plan to do in this program.

BLACK: I don't know too much about the money aspect, but most of the people working on the program are mostly youths, there are some ninth, tenth and eleventh graders, and we do work in the community such as we attend meetings and conferences and try to better relations in the city as far as the races are concerned...

Could you maybe tell me a little bit about the strength and the feeling of the Black Nationalist movement among the youth. Could you tell us a little bit about how the people, the high school age, say the age from 13 to 19 feel about Huey Newton, how they feel about Stokeley Carmichael, Dr. Harry Edwards down at San Francisco State, maybe also what kind of organization is being set up by these people.

Well I know Huey Newton and Stokeley Carmichael they are definitely heroes around here.

My name is Bruce Montgomery; I

work here at the youth center.

Could you tell me a little bit about what your official duties and what your unofficial duties are?

Mostly, I do what I am assigned to like a conference, or maybe a film conference or a conference of just black people gathering and I am starting to work with a police group in order to get a better relationship with the youth of Richmond.

You mentioned the film conference, have you worked on films too, or is this just something that you go in and see films and recommend or do not recommend them for others.

No, I haven't worked on films directly; I help in making the films in just speaking for us, but when we do show a film, something that we have made at Neighborhood House, we send a speaker along with it to explain the purpose, and who made the film. I am not one of the militants who edited or put it together, but I am one who can explain what motivated the making of it.

What particular films stand out in your memory that you have worked with, that you have gone along with as a speaker. One of you who was in here before mentioned a film called "Inside Out," he didn't tell us much about it. Could you tell us a little bit more about the film?

That's a film that does stick in my mind, "Inside Out," It is more or less an example of what can be done by black people who put their efforts together productively, in the sense that this film was a chance to speak out, to say how they felt, how they wanted to feel without being put down upon by the white establishment or any other establishment. They got to speak free for a chance on film, to say what they really wanted to say; I mean you couldn't tell

who the voice was by, because the pictures shown on the film wasn't by the voices at the time so they wasn't held in from saying what they wanted to because of being afraid of being looked upon by police or any other established form. But the film itself was a good way to ease tension which I think was quite high at that time in North Richmond; I think it served this purpose more than anything else; a tension easer that brought the chance to speak so we can all understand.

Do you go to school now?

Yes, senior high school; Richmond High.

What do you plan to do next year?

Well, I haven't made up my mind yet. I'm going to college, I know, but I don't know if I wait around a year, see, can I get out of the draft or something. I definitely don't want to go into the service.

You don't?

So I might go just straight into college and try to carry enough units to keep me out, or I might take some other form of escape to keep from going to the service.

Do you have anything in mind as far as a career that you would go to college for?

I want to be a social worker, eventually a parole officer to work with youths.

Why a parole officer?

Because in this job I feel that I can be myself. I wanta be the kind that the kids identify with; I don't wear a tie; I wear what I wanta wear and speak the

language that I wanta speak. It was the official type language that down on the kids that I'm working. We would feel that as we're together can feel that he can communicate time—not necessarily when I'm out but he knows my phone number and I can call him and talk to him. This is the kind of relationship build up as a parole officer, and the only field that I think this is done. This is something I really want to do.

What's your name?
Myron Met.

And where do you go to school?
South Campus.

Is it a good school?

Yes, it's all right.

Brown intimated that perhaps some bad feelings about the school that true?

In some cases yeah. Well, I like counselors; I don't think they're much because most of em is prejudiced. I don't like that.

Are there any black teacher counselors at South Campus?

We have some black teachers.

And how old are You?

Is that important? OK I'm 16?

(Aferwhich ensues a half hour "Who are you? How old? What do you like to do most? What do you like to be black?" questions. At the end the WHITES give the videotaping equipment to the BALCKS for a turned interview.)

(Please Turn to Next Page)

tants said they anticipate the stand taken by Pavek will produce similar cooperation from all departments concerned.

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The Poor Need Technology

USSPA Page 7

North Richmond, Calif.

Technology can be a powerful tool for helping the university understand the needs of the poor, but the poor themselves will have to control the technology if it is to be used meaningfully. That became clear as a team of three journalists spent a day with video tape equipment in this urban Negro ghetto with the intention of telling it

located on a tidewater flat outside San Francisco. North Richmond is literally across the tracks. Its 6,000 residents are penned into a 20-square-block area by railroads on all sides. But if the tracks physically separate North Richmond from the rest of the city, they also isolate how North Richmond's citizens are locked out from the opportunities which the city has to offer — decent housing, education and especially jobs. Against this picture of poverty, something is stirring in North Richmond's Neighborhood House, a service organization set up and run by the people who provide recreational facilities, including a unique film-making project, for Negro teenagers. It was here that we brought our video tape equipment.

Our purpose was to talk to the people, find out what concerned them and report our findings back to the conference which had sent us out. But as long as the camera and the microphone were in our hands, there was a difference in power between us and them to begin with,

and our control over the media accentuated it. We were white; we had come to question THEM and we had the equipment. There were black; they were obliged to answer US and they had only themselves to draw on. Meaningful dialogue between us was impossible. We, on the one hand, became assertive and condescending. They, on the other hand, became defensive — at one point in an interview, a young Negro playwright from the community angrily pushed aside the microphone we held in front of him.

The conversation which did take place was superficial, from both sides, it did not arise from deeply felt needs to encounter one another as people. Instead, the interviewers sounded like reruns from the Huntley-Brinkley show.

An example:

"What is your name?"

"Shirley Haines."

"What do you do here?"

"I used to work for the County Health Department."

"What are the main health problems in the community?"

"Venereal disease."

It might have gone on all day except someone — one of the Black kids — suggested an alternative. Why not turn over the video tape equipment to us, he suggested, and let us interview you?

So we did.

We were the power

of the media in the hands of the people instead of us, our assertiveness turned to humility, their defensiveness broke down and things began to happen. A high school girl lined us up on the couch, took up the microphone and put a series of sharp questions to us — about the call for violence this summer, about the role of whites in the ghetto, about what in hell we were doing in North Richmond anyway. As we began to answer out of our own very real emotions, the girl responded with her own feelings. By the time the questioning was over, the barriers had fallen. Conversation flowed freely. A moving scene took place.

One of the journalists with us, a girl who edited the newspaper at the University of California at Irvine in ultra-conservative Orange County, was all hung up on how she, a white person, would be "accepted" in the ghetto.

It must have been her first trip to the ghetto for she boldly told a Negro woman that she loved all men, made no distinctions between black and white and yet was afraid of rejection by the black community which was asserting that it wanted to handle its own problems. The Negro woman, leaning toward the girl and becoming very intense, told her that she didn't need to be saccharine sweet to the people in the ghetto, that rather she should just be herself and that the people could tell if she wasn't "real." The girl broke into a broad grin, as if grateful for the straight talk, the woman's eyes flashed with kindness and a bit of understanding took place between them. And it all happened in front of a camera and microphone over which the blacks had control.

Provide the poor the resources. Hand the media over to them and let them do their own thing. Only if we know about the ghetto from their point of view can we know about it "like it is." That's the model we discovered in our day at North Richmond. Right now — I mean NOW — it could be implemented at universities around the country.

The need is there — the core city is sick, revolution is in the air, the people have something to communicate, the university needs to hear it.



The resources are there — the video tape equipment we used costs about \$1500. Why not invest in it instead of the professional films that are shown in most sociology classes today?

And the willingness is there — I think. If the model is to work, white must turn the control of their technology over to blacks. We must reverse the traditional power relationship and let them be in charge.

Huntley Goodhue
Portland State College

Blacks and Whites Reverse Roles

BLACK: OK, what is really the purpose of this program? What do you have in mind from it?

WHITE: From this thing? (Yes, right here.) We hope to learn from the kind of equipment. That's the basic reason I came out, and because I'm interested in community organization.

The questions here have focused mostly on the problems of the black community. Did you ask them just to be asking questions that popped to your mind, or are you really or are you really interested in the answers?

I'm really interested in the answers because I think, it's my impression that we're closer to a revolution than a lot of whites. In fact the majority of whites are.

Well I'm gonna ask you a question because I consider this Malcolm X week because this is the anniversary of his death. How did you feel about Malcolm

I think that Malcolm X was probably the greatest black man that ever lived.

How do you feel about Malcolm X? (A white girl.)

Malcolm X? I guess I feel the same. But I guess I'd like to say something to you too about what I've seen on here. It really disappoints me that we as white journalists would come

in and interview you. Because I don't think that as whites we can generate the kind of discussion that we need to hear. What we oughta do is turn this whole thing over to you and let you take pictures of each other, let you interview each other, so that we'll really know how it is from your point of view.

OK, how do you feel about—if riots happen this summer, how would you feel about it? Do you feel riots are going to happen this summer, and if so, why?

I feel they're going to happen this summer.

I mean what gives you the impression that they're going to happen. We discuss this every year before school lets out and nothing really happens.

Well I'm sure they're gonna happen this summer, because I know people that are planning them, now.

Do you feel that anything productive ever comes out of riots?

Well, I'm kind of split on the question, and it's hard to answer because I've never been in one. But I think it is good that people be able to take out the feelings that are inside of them instead of keeping them bottled up and destroying themselves internally.

I want to ask you all something about yourselves. What do you like to do besides going to school and all that?

About all I do is three things: I go to

school, and I work for the paper, and I work pretty closely with a black student group at UC at Santa Barbara. And I think it's for the better they don't need me any longer or they don't want me anymore.

This is the black student group?

Yeah.

Why do you think they don't need you anymore?

Because they can do it by themselves, damn it. All I've been is say a millstone around their necks.

Well I don't know about that group, but I work in a predominantly Negro group and we have two colored workers and one white worker and we really like him, you know. So, maybe that isn't the feeling at all.

The thing is that on college campuses there is a hell of a pressure on all the blacks. The thing is you here are in a predominantly black neighborhood and most of your interaction is with blacks. But down there there are 70 blacks on a campus of 12,000 students and I think they realize that if they don't stick together, they are going to be absorbed into the white culture which they don't want and I don't think is the right thing either.

I understand what you're trying to say. They should stick together instead of going out; the white people don't want integration and the black people don't want it. So just let 'em go.

I think the majority of whites are integrationist. They want integration on THEIR

terms which means, "You make it in our game." And the blacks are saying, "To hell with your game. Let's play our game for a while."

It's like our school is a predominantly white school, and they're always saying, "Let's get together. Let's get together." Well, it's kinda hard. Mostly, the only time I see white people is AT school, you know, or if I go to concerts or something. But as far as my home life's concerned I never see any white people cause I live in a Negro neighborhood. It's hard for me to get together with them. We have no common interests and it's hard to do anything with them, but they're always hollarin, "Get together, get together!"

Yeah, do you have anything to say about that. Do you think they should get together?

Yeah, I do think they should.

Why?

I guess because I have a basic faith that all human beings are pretty much alike.

I think before you can get together on anything, if as she say, she only meets them at school, she don't know them, they don't know her—what it is lack of communication. How in the world are you gonna get to know each other unless you socialize, unless live in the same place with each other, you see each other every day, you get a chance to say, "You tell me your problems and I'll tell you mine." You look at it this way: we are all humans, and that is it.

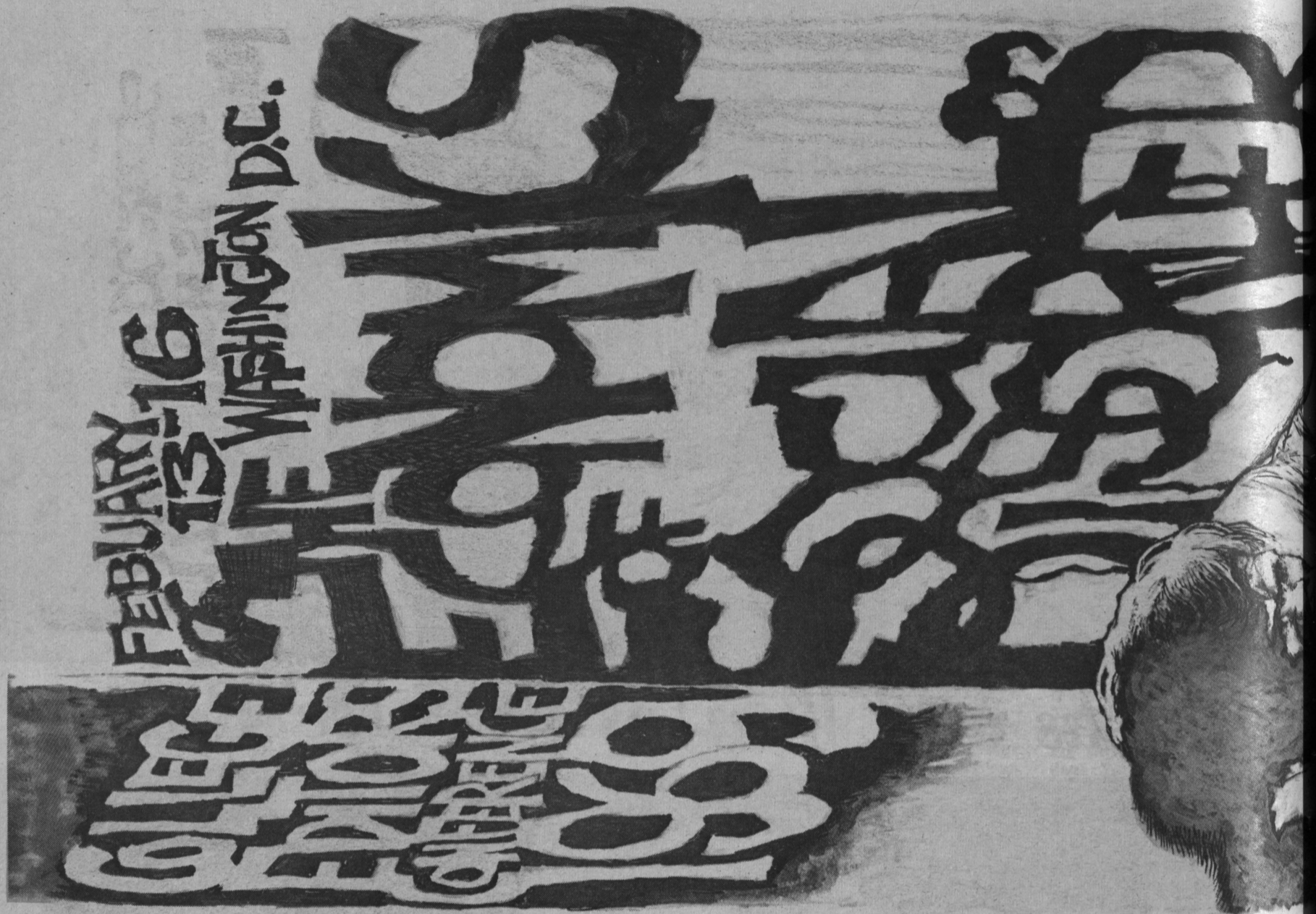


Quentin Burdick spoke to a sparse crowd last Wednesday.

(Photo by Casperson)

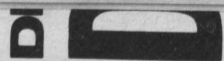
completely written and edited by the students in introductory journalism courses. The issue will appear the first day of finals.

Issues are scheduled for Sunday. Some of the topics include women's liberation, the draft and on and off-campus media.



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An Introduction To Electronic Sound

If you are trying to keep up with musical trends, then put down that electric guitar; it is already getting out of tune with modern music.

The Mills College Electronic Music Center, one of several on college campuses around the nation, is working proof that contemporary music is in for some jolts. Technology has firmly invaded the fine arts.

For several hours a week, Martin Bartlett, a young musical genius doing graduate work at the center, can be found playing with the college's electronic music equipment.

Bartlett is a large gangling German with wild hair curling around his collar and constant smile, and is an expert with electronic consoles.

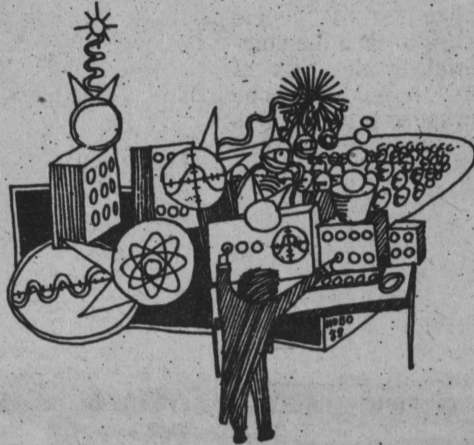
The consoles at Mills are two similar upright boxes which resemble small tube-testing machines. Numerous switches, outlets, and dials cover the front of the compact devices which were built specially for the center by Don Buchla, a local engineer. Cost was about \$2000 per console.

The equipment makes music by producing sound waves and changing these for varied effect. A "sine wave" appears on an oscilloscope (a screen showing changes in a sound wave pattern) as a continuous, varied wavy line — the vertical changes showing loudness and the length showing time. A "saw tooth wave" he described as a sine wave with all its harmonics, and a "square wave" looks like a squared-off sine wave with some harmonics.

Music is created through six basic operating devices, Bartlett explained. They are: oscillators, which produce pitch; frequency modulation; voltage control,

which is acquired through "gating", use of a sequencer, and a keyboard; mixers — of the parts arranged; an amplifier, and a speaker or tape deck.

Gating is done with the use of "patch cords" of varied lengths that have plug-in devices on both ends. Eventually, the whole face of a console can become



covered with them, creating a "patch", a network of cords with both ends plugged into outlets, some connecting one console to the other, and each one changing the sound waves.

The keyboard is a narrow, flat, rectangular piece of copper with about 10 slight indentions to mark "keys." Each key may be tuned and also the beginnings and ends of sounds may be changed. Finger

pressure regulates volume and length of the sound. To demonstrate, he began arranging patch in outlets, turning modular dials and flicking switches. His large hands worked swiftly, showing a sea of knowledge of the machine; and "music," unlike more conventional music listeners, blared from the speaker.

He knew just what parts of the console would produce what sounds and added cord after cord to patch. When the machine produced one particular variation, he stood back with his chin in his hand, looking quizzically at the equipment.

"Now I wonder why it's doing that?" he thought that it should have been giving off a different effect.

Showing the various techniques of the console, Bartlett, with the aid of a tape recorder, fed his into the machines to let the equipment "re-modulate" it. The change in tonal qualities which it produced a tinny, squawky, impossible to understand much like Donald Duck's voice.

How is electronic music being accepted and of its future?

Bartlett feels that it is becoming an essential of college music departments. "There is a definite interest for electronic music among students," he said and commented on the 40 Mills students who, for a small fee, experiment with the consoles every week.

Janet C. Portland State U.

Computer Composes, Musicians Plug In and Turn On

The fact of the matter is that all the music we hear these days is electronic. Even if you listen to Beethoven's Symphony, chances are you're listening to it on a record that has been modified in the recording process — and it is a totally different kind of experience from a concert situation. And so, once those kinds of techniques have been established and we are used to them, it was only natural that people would think of using those devices to make music directly. The beginnings of this were 20 or 30 years ago when people recorded pieces using text discs that electronics companies put out to test equipment.

What we have here is a modular electronic music system, MEMS, which is a compact way of doing all the operations which an electronic music studio should be able to do. The basis of any setup such as this is a device known as an oscillator—a device which produces the pitch. We speak in a lot of types of wave forms and particularly the sine wave. A part of this equipment is a number of sine wave generators; those are devices which produce the kind of sound we call a sine wave, and if you have an oscilloscope, you have a way of visually realizing something that happens electronically.

The lowest sine wave we have runs about 30 cycles per second, which means we get a wave formation happening 30 times every second; a sound wave generator will produce that sound through a complete range of pitch, right down to about 30 cycles or up to about 15,000 cycles, which is the threshold of hearing.

All these devices have the potentiality of producing other wave shapes. A sine wave is the very simplest sound; if we add overtones or harmonics we get other kinds of patterns. Now, do you feel a change in tone? Well, we're

changing the sine wave shape like — or like —. A saw tooth wave is a sine wave with all its harmonics: an infinite number of harmonics.

We have another kind of sound, a square wave: one that is infinitely tunable in most limits. Finally we have just noises: & "+!-". Quiet noise is the most complex sound; on the oscilloscope it just looks like a mass.

In the early days of electronic music, those were the resources you had. If you wanted more complex sound you recorded sounds like this on tape and then you recorded other sounds on top of them and you cut the tape up; you measured and spliced until you built up a piece of some complexity. But as with everything else, the system is now automated to such a degree that we can do quite complex things much more easily.

THREE students from the Higher Education Seminar went to the Music Department at Oakland's Mills College to find out what is happening there in electronic music composition. Their interview with Martin Bartlett, a graduate student in music, follows. A duplicate of the original recording-demonstration from which this transcript was edited may be obtained from USSPA for \$15.

The basic route through the equipment is this: the bases are the oscillators, sine wave and square wave generators. From the oscillators one gets more complicated by modulation, of which there are various kinds. A demonstration will explain: there is a sine wave: —. Now I modulate that sine wave to another one: —. One is frequency modulation; a second is amplitude modulation. Now, another thing we can do is called voltage control; to these devices we add a gate, which is an electronic device which switches on and off something else—an oscillator, for example.

Here are some possibilities. Take a sine wave and apply 16 different voltages to it; you get 16 different pictures in that kind of sequence. So this is a kind of gating operation; we're still using that basic oscillator sound, but we're not processing it with another voltage. We

can make things more complex by frequency modulation.

If we were now condemned to always have that regular rhythm, we would very rapidly get tired of it, but we can use new regular patterns to regulate the regularity; we can adjust the regularity and if we like that we can set other rhythm on top of a sequence. Next we have a keyboard, which is still another kind of voltage control, or gauging apparatus. With it, we can control each pitch of the oscillator by means of the pressure of our fingers. We have two sequences and two keyboards; we have 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 oscillators and modulation of one sort or another is available on each one.

Sooner or later one gets to the question of aesthetics; namely what one finds pleasing. I certainly like to allow

my aesthetics to be dictated by the machine; I get into the machine and I see what it likes to do. After listening to what it has cooked up, one rejects some things and accepts some others.

All this does not mean we can forget about things like melody and harmony. To start with, a piano for example has 88 keys and makes 88 different pitches. But the oscillators will make a continual range of pitches. You can have as many pitches as you like; so we are not just thinking in terms of scale of pitches. The machine does make a noise very easily, and so we start accepting noise as a musical resource. Of course there have always been noises as a musical resource — drums and cymbals and things like that are noise-making instruments which have been accepted in the orchestra for hundreds of years. But we tend now to use noise a great deal more, to accept all the kinds of sounds that one can make.

One interesting thing about equipment is that no connection will destroy the equipment. In other words, I can't plug something else and get an effect which will end it all. So it is child's play from that point of view.

If you like serious music or classical music, the traditional forms have not been abolished. It is an accomplishment that no one can write sonatas and without making me laugh. String quartets written by contemporary composers strike me as rather bad experiences. Far as rock groups go, they have a different kind of problem because rock is so venturous and they are interested in new sounds — is basically a kind of folk tradition based on certain very traditional attitudes toward rhythm. It seems to me that there is a limit far those groups can go with the electronic devices and still be rock. It's groovy if they decide to change something else and go where they want; but whether they will still get their audience is another matter.

As far as popular music goes, the problem is the fact that the effect which likes immediate effects doesn't have perhaps the kind of devoted listening power some people desire.

How interested is that in going to be if composers decide to go out? It is certainly true that people are more open towards this sort of thing now; twenty years ago they would have thrown stones, and now one gets a tude of polite interest. But people are becoming more and more interested in new things. Partly there is a coming of age; our whole lives are coming over and over again and people are saying "Good God, give us something new."

I spoke earlier about the view that you take toward the instrument, and there are a number of composers who work with the instrument who take quite different points. Some people want to spend time tuning the oscillator to get the right sound. Others attempt a more provisional view, which is really giving the machine its own voice. Then there are others who like electronics in a rather chancy way.

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stand taken by Pavek will produce similar cooperation from all departments concerned.

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The New 'Generated' Music

basic development of the symphony orchestra was completed over 100 years ago. Since then there have been a number of refinements in instruments, the number of players in a few sections of the orchestra have increased somewhat, occasionally "modern" instruments such as the saxophone or vibraphone have been added. But most concerts today are given with a group very much smaller than Wagner had at his disposal.

With the age of electricity added to the power to musical sound and, with the mass distribution of musical performances has begun; but in the past twenty years has electricity become a real influence on the tone quality of instruments. In the 1920s and forties the ideal was to get a "live" sound from recordings. Now popular disks are made it is very common for the major effort to go into the generation of electronic sounds. As a result it is literally impossible to have a "live" performance of the music we hear from our phonographs.

Since World War II many serious composers have been attracted to the possibilities of electronic media. The primitive efforts were made by manipulating spliced tapes, making a

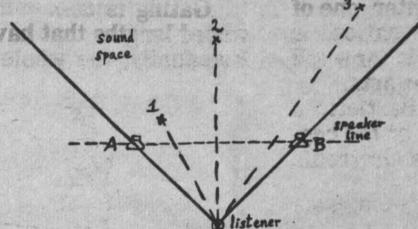
sort of sound montage. Much was done then with sine wave generators, filtered white noise, echo chambers and as many electronic gadgets as the local budget could afford. Still there was much to be desired in the realm of flexibility and control. Many hours were spent creating sounds which might be lost forever if not recorded the first time they were produced.

About 15 years ago several people began thinking of ways to turn the computer's vast potential to the task of sound generation. At the Bell Telephone Laboratories a basic sound program was developed which has since been adapted and revised at many locations. At Stanford we concerned ourselves with converting the computer generated sound system into a highly flexible musical instrument which might be used by musicians who have only a slight knowledge of the inner secrets of the computer.

The basic idea behind computer sound is really quite simple. The computer puts out a string of binary numbers, which are converted into minute voltage shifts such as you might get from an ordinary microphone. These voltages are then fed into any standard amplifier to produce sound. Any numbers from the computer will produce some sort of

sound (usually noise). The trick is to control these numbers so as to get exactly the sounds desired.

Elaborate computer programs will now give us in a few minutes any wave form imaginable. Since these wave



forms are the closest things to the physical reality of music and contain all the information we get about the apparent nature of the source of the sound, the door has been opened to many new ways of thinking about music.

In addition the spatial element has often been an important element in music but only occasionally have composers made specific requirements concerning the locations of their sound sources. With the computer we are now able to compose this element right into a piece by exact control of the various elements which contribute to our perception of sound in space.

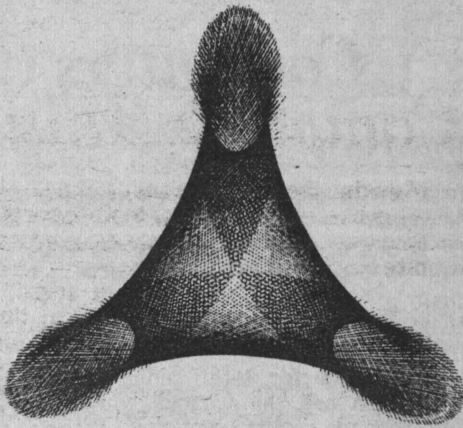
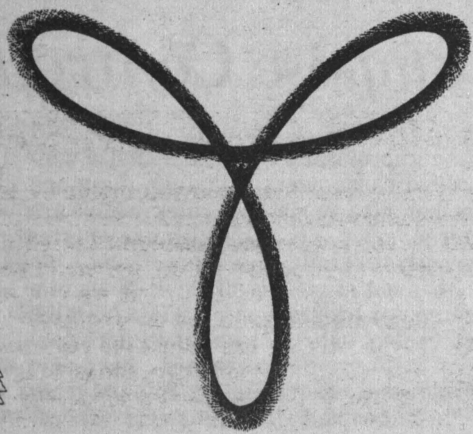
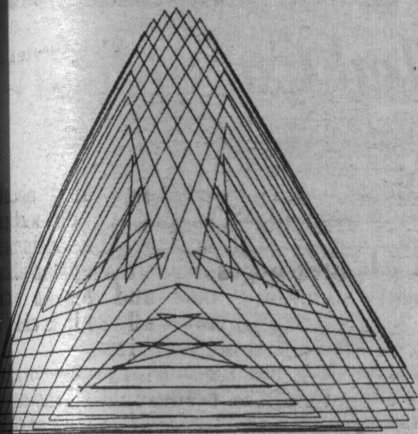
In two-channel sound it is an easy matter to specify the exact amount of sound to be heard from each speaker. This gives us our left-right information. It isn't enough that a sound gets softer for us to believe it is moving away. What must be added are the elements of a synthetic acoustical environment. It is very rare indeed that we find ourselves in a place where there is no reverberation. The relation between reverberation and the direct, or non-reverberated sound is the most important element in distance perception.

In the sketch (Figure 3) location 1 might become the apparent source of the sound by specifying that we hear 90 per cent direct sound, 10 per cent reverberated; 75 per cent sound from speaker A, 25 per cent from speaker B. For location 2, 85 per cent direct sound, 15 per cent reverberated; 50 per cent from each speaker. For location 3, 70 per cent direct sound, 30 per cent reverberated; 15 per cent from speaker A, 85 per cent from speaker B.

The next step is to consider what happens when sound is produced by a moving source. We have all experienced the Doppler effect; as a train zooms past its whistle drops from a high to low pitch. This effect is clearly perceivable even when the movement is over only a few feet. So to simulate moving sound sources it is necessary to exactly control pitch fluctuation.

Through the efforts of John Chowning (a musician) and David Poole (a computer specialist) a program has been developed which allows one to "draw" on a TV screen the apparent path of movements the sound will take. Then the computer works out all the details as to speaker distribution, reverberation and Doppler effect. Imagine we wish the sound to move in a circle at a constant speed. The sketch shows how the com-

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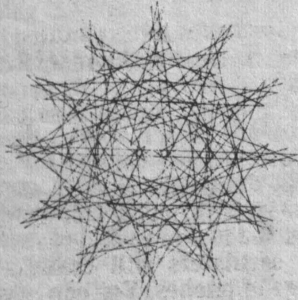
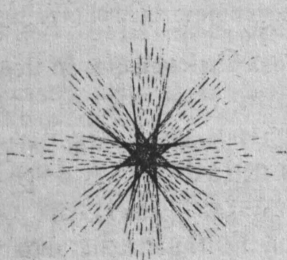
3-DIMENSIONAL THEME OF LIFE

"put something in perspective" is a familiar phrase of popular rhetoric. The defense lawyer will point out that his client, who is being tried for theft, was only trying to find food for his starving children. The TV repairman will tell a customer sardonically that his problem will be solved if the set's plug is changed in.

Putting something in perspective is therefore simply providing more information about a particular issue or problem than was previously used in understanding it.

The term can also be used literally. The visual process of putting something in perspective is analogous to the mathematical one. One could put the drawings (above and aside) in perspective by viewing them in three dimensions. On paper (as though a single human eye or ordinary camera) only two dimensions at a time can be examined.

It is possible to show in several drawings of the same object, each done from a different angle, its three-dimensional form—just as we might explore the form of an ashtray in three dimensions by picking it up and turning it around and over in our hands; looking at it, in other words, from a number of an-



These drawings were generated using mathematical equations with a high-speed computer. Basically this is done by giving the computer a more or less complex equation and then programming it to solve that equation using various parameters—that is by changing systematically parts of the equation that would otherwise be constant. Each solu-

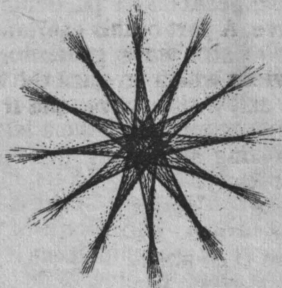
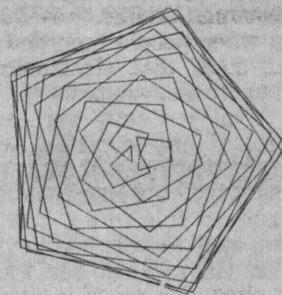
tion with each different set of parameters can be represented on paper (i.e., it can be graphed) using drawing equipment hooked up to the computer.

The equation being used is simply a mathematical representation of what is drawn; the processes are conceptually similar to recreating the sound of a violin over a phonograph speaker rather than actually playing the instrument.

As it happens, it is no more difficult theoretically to put a three-dimensional drawing in a computer in mathematical form than it is a two-dimensional one. On paper the computer can of course show the drawing in only two dimensions; but it can "put the drawing in perspective" simply by drawing it from a number of different angles. The equations of the three-dimensional form tell completely how that form could exist in three-dimensional space; to draw it in two dimensions, the computer simply "looks" at the form from whatever angle is specified and draws what it "sees."

What are some related possibilities?

Just as designers are now reluctant to sink too much of their clients' resources in projects that employ forms and patterns very different from common ordinary run-of-the-mill ones for fear of get-



ting something that does not work at all as it should, so any social organization—whether an entire society or a university, a family or a government—is reluctant to experiment with ideas, norms and systems of belief that stray too far from the conventional, familiar wisdom. Such exploration can be very costly, and in any case is difficult to control; it is therefore perceived as a threat to the established order of things, even though it might be well-intentioned for everyone concerned.

But now we begin to see the possibility of conducting such exploration with a computer—just as engineers and architects test alternative designs for a project "on paper" (in the computer) be-

(Please Turn to Next Page)

completely written and edited by the students in introductory journalism courses. The issue will appear the first day of finals.

issues are scheduled for Sunday. Some of the topics include women's liberation, the draft and on and off-campus media.

Quentin Burdick spoke to a sparse crowd last Wednesday.

(Photo by Casperson)

Machine's-eye View of Things

(From Page 11)

fore actually going ahead with building. Social organizations can theoretically be expressed in mathematical equations (or, more likely, form of symbolism) as easily as drawings can.

And a computer can therefore explore them as it or we might explore a three-dimensional physical object—by looking at it (drawing it) from a number of different angles. Just as the computer only needs one mathematical model of any three-dimensional form to draw it endlessly from every direction and with a wide variety of variations, so only one model of a social organization, in whatever convenient symbolic form we can devise will be needed for thorough study in advance of possible changes in ourselves and our social institutions.

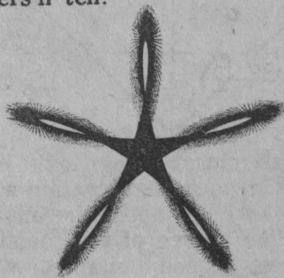
Using these techniques, the computer can serve as a new and very useful tool for engineers and architects. These professional designers must work daily with what might literally be called the hard facts of absolute reality.

In general, each project for which an engineer or architect is responsible goes through several phases of thinking, though, sketching, drawing and blueprinting, and modeling before it is finally built. But once it is built or is in the process of being built, there is little or no chance to correct errors that are discovered late.

The bridge or chair which collapses, the airplane which cannot fly, the ugly house, or the street too narrow and the car too wide: all these represent failures which the presumed users of architects' and engineers' services will neither forgive nor forget. A mistake once made cannot be thrown into the wastebasket and forgotten; to be changed it will probably have to be rebuilt from the ground up.

Through exploring so carefully such a

wide range of possibilities, the design process can be far more effective. Far better mousetraps, houses, urban plans and transportation systems than any we can conceive can be devised. What a thousand years of trial and error has accomplished in the engineering and architecture professions will be possible with high speed computers as design partners in ten.

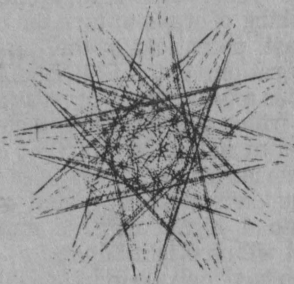


Congress could know the range of changes and effects that the Medicare bill would have in advance of passage rather than ten years after.

California could study a wide variety of variations in the design of its system of higher education to plan for greater efficiency, equity and other desired social benefits in advance, rather than

piecemeal, haphazard and with a high degree of uncertainty.

Using current commonly accepted procedures, even a row full of draftsmen and junior engineers can draw only a few "perspectives" on a particular project and then test them out thoroughly using standard but limited criteria for evaluating their strength, durability, or



cost, or essentially personal criteria for evaluating beauty, prestige or comfort.

But a computer can take a basic, tentative design and look at it or draw it from thousands of perspectives; and from each perspective it can evaluate it according to each of hundreds of criteria. Through thousands rather than tens of such design tests, many more "bugs"

can be found and eliminated than would otherwise be discovered, and the product accordingly will be much improved. There is another possibility. It is also possible for the computer, turning drawings at the rate of ten or twenty per minute, can not only examine one design from a thousand different perspectives and according to a 1000 different criteria, but it can systematically vary the design over a limitless range and test each variation as thoroughly as the original.

Philosophers could explore the ramifications of whole new systems of philosophy with one-year rather than hundred-year studies.

International and national political scientists could disestablish the American government and test out at least substitute systems of social authority.

The possibilities are endless; and now for the first time in history, with the aid of the computer, we can explore the sands times more than we ever could before.

Robert Johnson
USSPA

Computers Compose Controlled Cacophony

(From Page 11)

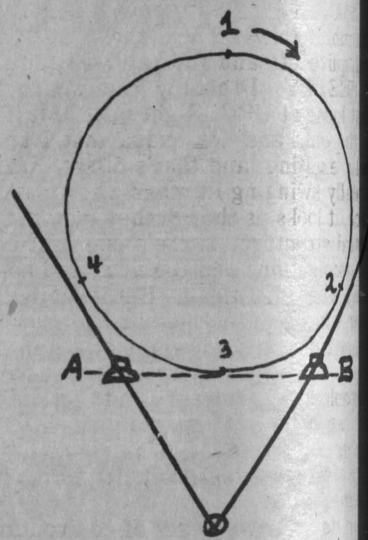
computer would control three elements of the sound.

It is one of the paradoxes of the contemporary scene that chance music and music of total control have dominated the output of many of our finest composers. Most people are aware of the computer's talent for total control. Less well-known are the various computer programs for random selection. In any live musical performance many elements are subject to random selection. Vibrato, exact amplitude, pitch and rhythm; these things are never produced exactly the same way twice. In

Jazz improvisation we find a kind of controlled randomness. Although there are rather clearly defined rules which are agreed upon, every performance varies greatly in detail.

It is not especially difficult to write a computer program in FORTRAN which will select notes to form an "improvisation" over the standard harmonic progression of the Blues. This program can be coupled with the sound generation program so you end up with the computer both composing and playing the music. The artistic quality of such production will depend entirely upon the sense of musical values put into the FORTRAN program and the capacity of the computer to produce a wide variety of sounds. I have developed a program whereby every dimension (parameters, we call them) of a musical sound may be chosen in terms of a scale from total random selection to total control. Making music with this is a little like playing dice with complete control over just how "loaded" they are.

The use of the computer in this manner leads one to ask many basic questions about the nature of art and the nature of the thought process itself. The computer can become a real tool of the mind. The artist is always faced with the problem of "what can happen next?" In an instant he rejects all possibilities which fall outside his self-imposed value



system, but it is quite likely that he follows through on only a tiny percentage of the artistically consistent possibilities. The computer does not tire easily. Why not leave the hack work to the machine and let the artist devote his energies to the much more important problem of value judgment? It seems certain that the creative artist will eventually find that the computer has just as much to offer him as it already has offered the creative scientist.

Leland S. ...
Associate Professor of ...
Stanford University

Traditional Forms Are Abandoned— New Music Anticipates the Future

(From Page 10)

school has given rise to whole groups of odd people with live electronics who do things with performers where sounds are modified in the concert situation by electronic devices.

Which brings me to an interesting piece performed here about a month or six weeks ago. Variation Six basically consists of one accululating in the concert area all of the electronic equipment you can find — electric razors, radios, record players, tape recorders — these things — as many amplifiers and speakers as you can possibly get, and also providing as many performers as possible. We had six performers and enough patch chords to connect virtually anything to anything. The piece, which lasted all evening, consisted of the performers setting themselves various sound-electronic projects. Such a project might be to take two sound sources and to put them somehow through four intermediate stages and then send them out over three speakers. The way that you deal with these materials is by following this cord, which consists of a large number of cutout symbols. The symbols indicate sound sources, amplifiers, and speakers, and you shuffle these together and drop a handful of them around on a sheet of paper. That indicates how many of these you are required to do.

The result is that there are six peo-

ple working in the same area with the same equipment trying to fulfill their own projects — interfering with each other, taking apart something someone else has just laboriously set up, turning down something that someone else has just a moment ago turned up, and so on. With this kind of inter-action, sounds that result are extremely chaotic, to say the least.

But it is very beautiful because after all, it makes a piece out of a process that we are dealing with all the time. This very process has gone on this morning. I brought these things down here, first of all, and connected them all to each other and then we went about making some connections on the face of the instrument.

Now we have passed the purely experimental stage. We are going into a phase where there is nothing to prevent all sorts of people from just seeing what they can do. It is not hard to work the equipment. People come to the studio here without any previous experience in electronics, and they take the introduction course and after a couple of months become electronic composers. Whether you have any ideas, whether you know what is going on behind it is one thing and whether you have any idea of what to do with or you just come to the studio and sit and stare blankly at the box waiting for inspiration is another matter.

Conversation at Irvine

(From Page 3)

LLOYD-JONES: That, I think, brings us to one of the things it is easiest to be optimistic about with computer usage. You turn out students who not only know the material but who also have an awareness of modeling, as you put it, of dynamic interactions, of a reality check that comes out in terms of your model being wrong and therefore of your results being wrong. Do you think this will end you up with students significantly different from, say, your classmates when you were an undergraduate at a university?

JUSTICE: I expect so. We have already begun to see some differences in the types of thinking among many of these students. In fact, we ourselves are only beginning to realize the crudeness and the inaccuracy of many of the classi-

cal models, the mathematical models which have held forth in biology for 20 years now. In this area, 15 or 20 years is a long time.

LLOYD-JONES: Apart from change that comes about with the material, just with the new research and insights what kind of change do you see in the students?

JUSTICE: We really don't know. This is one of the things we want to see some of the educational research projects we are involved in. But I am saying that judging from my own experience, there must be change taking place because certainly my own contact with the computer has led to a changing of attitudes towards the biological models we worked with before with pen and pencil.

stand taken by Pavek will produce similar cooperation from all departments concerned.

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REVOLT

ON

CAMPUS

Proposed: Guerilla Revolt
Against Power Automated

(Motivated) Universities By:

John Seeley and 4 Student Editors

SEELEY: Students are much too polite, much too easily hoodwinked, and the presidents turn out smooth who don't hassle them much. When I went up to a teach-in at the University of Toronto, it just blew my mind, because the faculty had really captured the teach-in with talk about balance and a whole lot of other things. As soon as anything started to happen, when anyone got passionate or anything, they tempered it down, dooled it out.

A guy is supposed to come in, know what he wants, and till very very recently, there has been little disposition — if, say, he wanted to be a mathematician — to start him on a course of mathematics; then either get him kicked out if he wasn't up to it or going through the math.

STUDENT: If they're not politically active there, are they more scholarly?

SEELEY: No, I don't think it's because they are more scholarly.

No, I think the kids are more apathetic in Canada, partly because there isn't the war to add to the urgency of the problem. There is this poisonous belief in politeness, maturity and responsibility, and I've watched this game played with kids from kindergarten all through the high schools.

STUDENT: What about the University of British Columbia? I've just seen their paper, and it's very liberal, quite left, and quite activist, it seems.

SEELEY: Probably things are breaking somewhat loose at UBC. Right next to it is a new university, the only one in Canada that I know about that's really exciting, and that's Simon Fraser. That place is really swinging in more ways than one. In the first place, it looks as though they may not jell into departmental structure. There's one vast center called the communications and the arts, and nobody knows precisely what that means. But it really means kids coming in who are interested in somehow finding a way to talk or express themselves or get in touch with other people. You've got everything here from anthropology to people doing sculpture and God knows what all else. The school at the moment is organized in such a way, which is in itself intriguing. A strong number of professors who don't fit into the conventional scheme.

In its first two years of confronting students very early, it made some bad blunders but had the

sense, decency and openness to back up and reverse itself.

The last time I was out there there'd been a tremendous row. The university is on top of the mountain and the administration thought that since students and professors might run out of gas on top, they obviously needed a gas station on the campus. They made a kind of a minimal provision to see that the thing wasn't too unsightly, and then thinking it still within their province, they signed a 99 year lease with Shell Oil to operate this single monopolistic gas station.

But as soon as they did all kinds of hell on principle broke loose. Can the administration alter the environment in which students live without consulting them? Are there no aesthetic standards which should be either debated or shared with students? And who in hell would have chosen Shell Oil, which in Canada is connected with a U.S. firm involved in napalm manufacture? Who above all would have given it to Shell Oil virtually in perpetuity without consulting students?

Within three days the thing had escalated to the point where the students looked as though they had enough power to demand that either the matter would be debated by the administration in the full presence of the faculty and students and a new deal be made, or they would simply bulldoze the gas station down the hill.

So after not too long a period — you know it wasn't like Berkeley spread out over three years or something like that — within 10, 20 days, the president came back and said that on consideration and after listening, he thought he'd committed a major error. He had taken this in the ordinary way, as being just one of those little things that you do. He could see the validity of their arguments, and he offered a compromise which they accepted.

STUDENT: Do you see any significance in what happened there and some of the other cases for what we call student power in the United States? I think now of my own university where recently the students were given an "advisory vote" in the matter of choos-

ing a 2.5 million sports complex. We indebted ourselves to the tune of \$12 a semester for the next 35 years to pay for this. And now it appears that because we have agreed, they are going to put the stadium a mile and a half north of campus across an inter-state for the mere convenience of access.

SEELEY: I think that's pure shit. The advisory relationship is in my own opinion, after watching the whole thing for a lifetime, one that should be refused absolutely everytime. Because what it does — it doesn't matter whether it's faculty or students, — the game is played worse on faculty in a sense — is saddle you with the responsibility without any control whatever.

The object of what is called the presidential advisory committee is to capture and make partly responsible, all the potential opposition so that the very back of the opposition is broken. One side is morally broken, but on the other the people who would be active in opposition are so busy on these presidential advisory committees that they haven't the time to fight.

STUDENT: What about the worse situation where the president sees himself as some kind of Simon Legree, the students as niggers and the idea is that he doesn't even offer an advisory position.

SEELEY: First let me say that I think that they are not kidding. Compared with the Canadian game we were better off at Brandeis where — just barely short of words — the president said, "Look, I built this university, I have absolute power in it, and I propose to have it til the day I die." You knew; then you didn't waste four-fifths of your energy sitting in advisory committees and fighting ghosts. But, in that kind of situation, it is much clearer that anything and everything is justified.

If the president wants to make the thing a test of power, then I see no obstacle, moral or other, to invading his house and not letting his car get out.

If his argument is you must do what he tells you, because he has the power and I don't know what else it can be — then my answer is, "Let's see who indeed has the power." rather than that kind of head on confrontation, where the police would be immediately called in and so on, my preference is really a sustained incalculable guerrilla movement in which students one day borrowing a president's house and by the time he's organized and got the University police

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Drop City for Well-Known Intellectuals

Listening at Democratic Studies Center

The author, a student at the University of Colorado in Boulder, Colorado, spent a day during USSPA's February Higher Education Seminar at the Center for the Study of Democratic Institutions in Santa Barbara, California. She gives her impressions and reactions, and tries to extrapolate from the small group experience at the Center to the general state of undergraduate education in the "megaversity."

Hidden amidst the greenery and warmth of Santa Barbara, California, at the end of a winding road on Eucalyptus is an intellectual Shangri La — remote from financial ties with IBM or the Department of Defense, away from the lawn mowers and shopping carts of suburbia and from the sit-ins, bitch-ins, and hubbubbing at the University.

At this emerald-enclosed enclave, the Center for the Study of Democratic Institutions, 23 men talk and write.

Although it is physically and financially isolated, the Center imports professors and students, diplomats, promoters and exports books, pamphlets, and tapes. It is a Drop City for well-known intellectuals, including past University of Chicago President Robert Hutchins, Bishop James Pike, and Michael Harrington (author of "The Other

America" the book which spawned JFK's war on poverty).

The literature of the Center asserts that the institution's "prejudice is democracy; its operating procedure, the dialogue." Fellows debate issues surrounding the Negro, the city, the Indian, the Constitution, the University, peace, or students. An independent, non-profit institution started in 1959, the Center has distributed 6,000,000 copies of some 175 publications.

One intriguing idea four visiting students heard in February there was Frank Kelly's proposal for an Annual State of Mankind Address, to be delivered by the United Nations secretary-general. The address would "bring to you in living color" the central problems of mankind. If technological color were not available, radio, newspapers, pamphlets, public lectures—drums—would promulgate the secretary's world community news.

John Seeley, author of the "Americanization of Unconsciousness," sat with us on the floor of his home to talk about how students can survive without "psychological castration."

Another group discussion the same day among the Fellows included a debate on legal and social justice. The Fel-

lows sat around a table, clicked their coffee cups and played with their sharpened pencils while they listened to a visitor, who was a veteran of an 18-month jail term in Rhodesia.

The setting was strictly "think-tank," but the script seemed somewhat lacking.

Have the Center's discussions and publications rippled into society and spawned reforms? Yes, if we accept John Kenneth Galbraith's view of technocrats as the knowledgeable elite who, as the most scarce factor of production, have the most power. As those educated in the intricacies of the technocratic structure, the Fellows are among these specialists. Presumably, their educated views are assiduously studied by corporate business, government and other educators. This is certainly true in at least a few instances—as when JFK started his war on poverty after Harrington's book.

But direct links between Center thoughts and society's actions are rare.

In the midst of the electro-technocratic era, the Center is without stockholders' meetings, an eight-hour daily schedule, gray flannel suits (some Fellows wore sport shirts), computer, time clock or government research contract.

But despite its nakedness, the Center's fellows have "produced" (sometimes to the irritation of the government, as when Harry Ashmore visited North Vietnam).

The Center defines and conducts its studies collectively. Vice-President Hallock Hoffman says of the dynamics of learning from each other, "We're not very good at it, but we're the best of anyone I've seen."

The Center is a kind of anachronism using an unstructured format of Plato-symposium vintage. Whatever its shortcomings it does seem incredible that most undergraduate teaching has forgotten this means of learning—small groups, collectively defining and acting on what the participants view as important. The educational medium of seminar discussions, based on what students think they should learn, seems obviously necessary if we are to resurrect the mummies now sitting at their classroom desks.

But even as the Center presses its criticism and discussion forward, the mega-versity is enlarging the unit of learning and increasingly standardizing its goals. A study published last fall by Joseph Katz of the Stanford Institute for

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Quentin Burdick spoke to a sparse crowd last Wednesday.

(Photo by Casperson)

completely written and edited by the students in introductory journalism courses. The issue will appear the first day of finals.

issues are scheduled for Sunday. Some of the topics include women's liberation, the draft and on and off-campus media.

Berkeley and S.F. State

(From Page 6)

As for the experimental college-free university, it has grown from its somewhat dubious beginnings to its present position at State — offering almost 100 courses this term in "life theory" with an enrollment of over 2,000 students (some of whom come only to the e.c.) and officially recognized by the administration and faculty senate. Completely organized and operated by students with some faculty and departmental support, the e.c. has introduced a radical challenge to the education system that has caused educators and students to answer with similar experiments within their institutions and has produced the phenomenon of the '60's: the separate-identity experimental college.

The paradox I'd only glimpsed my first trip out drew me back for a longer, deeper look at State. This time I talked with the editor of the Real student newspaper (THE OPENPROCESS), some of his staff, and students at large. On any other campus OPENPROCESS would be the campus-off-campus "underground". At State it's an official campus paper and "the voice of the students." Well-written, graphically clean and pleasing, OPENPROCESS has a reputation among the students for raising legitimate questions and for offering an alternative to the GATOR distortions. One graduate student in history saw the differences between the GATOR and OPENPROCESS as the polarization of campus viewpoints. And State continues to support both publications — OPENPROCESS getting its knocks from the administration, the GATOR getting its blows from the white and black radicals.

The blacks have their place among "the huts" — temporary quonset huts set up next to the Commons that house all student activities from the GATOR and OPENPROCESS to the student association to the e.c. to the Black Student Union. Although they are struggling to establish programs and curricula independent of white support, they are presently working within the budget and limits of the experimental college. The black studies curriculum has grown from one class in

the spring of 1966 to eleven classes (amounting to 33 units of credit) this spring. Relations between the blacks and the OPENPROCESS people are close — both exploiting the other for their own survival.

Academia Sans Brotherhood

The graduate students at State tend to be the leaders. The few grad programs are too new yet, less research-oriented, to attract real scholars. There is less brotherhood with academia, more openness to change. Those who come to State come looking for opportunities to create their educations, willing to devote the time and effort necessary to "getting involved".

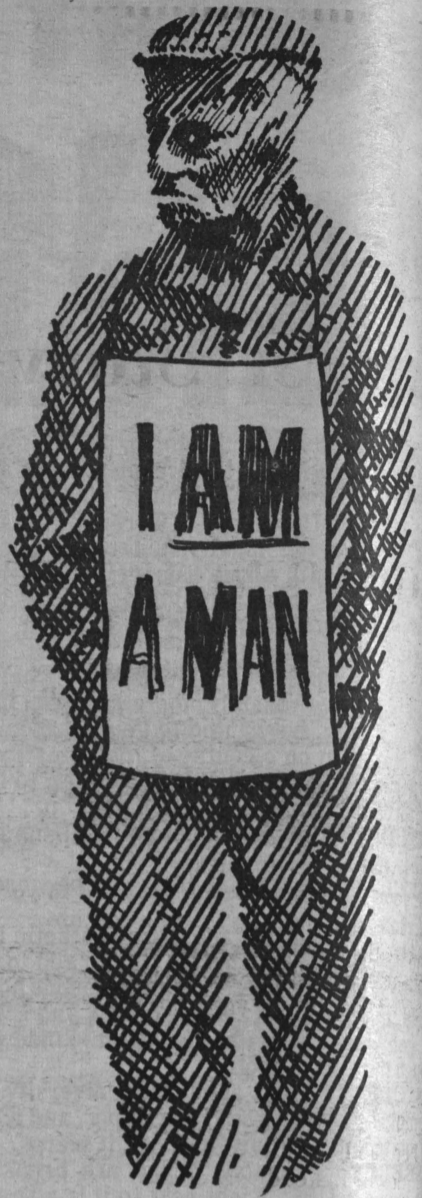
S.F. State students are communication oriented. The degree to which they are informed is really impressive. The bulletin boards are cluttered — but up-to-date. Both campus publications and the San Francisco CHRONICLE are read carefully and discussed minutely. As far as the students determine the system at State, education is aimed at living, and communicating takes a primary chunk of that education.

San Francisco State sits across the Bay in the shadow of Berkeley — deferring to the reputation of its Big Brother institution. Berkeley is the avante garde in higher education. The impact of its revolutions are felt nationally. But State with its institutional inferiority complex is the real innovator.

Quiet Desecration

For all its reputation of rebellion Berkeley tends to perpetuate the present system of education — the elitist academia with its scholars and its libraries and its government research projects and its prestigious faculty positions. And State, for all its apparent middle-class mediocrity, continues to chart new goals for higher education, to create silent revolutions in the Institution, to desecrate the sacred cows of the System, to challenge the "self-evident truths". S.F. State, not U.C.-Berkeley, has and will really change the face of American higher education.

Patricia Sweeney
USSPA



Technomania Astray

(From Page 4)

pre-computer era. Paul Goodman, Sylvia Ashton-Warner and others have utterly eradicated any reason for trust in the conventional wisdoms of education. And Vietnam, Berkeley, Dallas and Memphis have shown that fact-stuffed, liberal, automated America, rife with operations research, systems analysis and hip blue-sky men simply doesn't work.

My critique is essentially that the Apostles of Automatic Data processing have found themselves a way of making a buck out of the machinery of Shannon, Weiner, Bush and Watson, and they are so busy selling the hardware to anyone with a budget to administer that they have no time to spend dreaming of what this really extraordinary technology could do. Since schools in this country spend a lot of money, these guys are spending a lot of time hanging around the

school-house door, but there is little evidence that they have spent any time thinking of what they could be doing for education, other than automating the most otiose and frivolous aspects of the worst of didacticism. They want the money so they approach the school-board but without being able to do as much for a child as an afternoon's fishing would.

Now suppose: suppose we want young people to communicate with old people — surely a societal-regenerative function of education—then why can't a few wires, diodes and boob-tubes be hooked up to let ten year-olds watch on oil plant running? (A small step forward from cybernated Dick and Jane and their execrable dog Spot.)

Suppose we want young adults to be able to find out about abstruse and esoteric facts — a generally broadening experience — why don't we set up automated total environments here and there around the city for them to drop in on at their leisure so they can groove on electrical engineering or Restoration England when they feel like it? (A small step forward from sonsoles chattering banalities.)

Suppose we want people to be able to test their competence — a personal exercise often valuable to one's self-respect — can't the machines be programmed to give some more real sense of accomplishment than a programmed "Yes, very good" and "No, try again?"

But suppose even further: suppose that the new technology does more than give us a chance to take steps forward in the traditional functions of education. A simple heirarchical sorting program can be used to tell people about others with complementary or similar interests and knowledges — computer mind-mating. Why don't we add something like it to the repertory of education. Satellite technology makes it easy to see anyone in the world any time. Why, apart from the cost of the war, isn't there some preparation being made for first graders to "visit" other countries a couple of times a week?

My imagination is limited, but of one thing I am sure: the post-war techniques of information handling make it possible for the first time for us to feed, cloth and house the whole world; they enable us to have facts at our finger tips and free our minds from petty arithmetics. The computer can let us make a new and almost certainly better world.

This being so, why oh why are the technocrats satisfied to use their wonders only to produce new mechanical versions of the same old garbage? Perhaps because their vision is limited by the glibness of "garbage in garbage out."

—David Lloyd-Jones

At the Center

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the Study of Human Problems documents this academic repression. It finds that freshmen's grandiose ideas—their yen to work with the world-shaking—is stifled by professors aghast at the freshman's inchoate thoughts.

The professor's impatience with a rambling student reflects a retreating view of the professor as sole source of wisdom. Cool seminars—where the student must define and participate in his education (and call on experts when he wants them)—are essential to nurturing the undergraduate interest in learning.

The small group seminar will inevitably be revived as the computer minimizes the professor's role of transmitting knowledge. Hip groups—of students and professors—within the university will continue to pursue their guerrilla strategy of subverting the professor's one-way communication to a student blob. Educational enclaves can abstract from that blob human beings—learning what they think they should. These pocket Shangri La's can transform the university from service station for society to thinking community.

—Carol Bozeman

On Revolt

(From Page 13)

there, somebody is messing up the library by taking books out and handing them back every half hour something like that in masses. And by the way, they've got a staff organized to deal with that, there should be students bothering the clinic and soon as they've got enough doctors or policemen keep you out of it, then have everybody go see the and tell him he doesn't really know if he ought to the courses he's in.

STUDENT: Of course the problem is that colleges are not Berkeleys and in many situations you'll find that the large majority of the campus is totally opposed.

SEELEY: I don't know what to say about long a period of time it takes to radicalize students apart from the basic strategy of Berkeley, which is really to keep some sustained pressure against the administration, and then wait for it to commit an atrocity after another. And we still don't know four years later — four years later — a long way from we still don't know whether they're going to win or not. It's in the students' favor.

But it's still not clear whether or not the University of California is going to be a dictatorship moving more that way.

STUDENT: Do you think in any kind of student power campaign that a certain number of graduate students are necessary for success. I know FSM is a good number, especially on the executive committee.

SEELEY: I think a university like California which is almost totally dependent on its Teaching Assistants is a natural target. And if they strike or if they sabotage or slow down or even if they were to do the opposite, like the railway unions do, and follow all the orders meticulously so that the registrar's office is constantly overloaded with information — if that's any of those things the university will collapse.

STUDENT: It's three minutes after your next appointment.

SEELEY: Did you find out anything of any use?

STUDENT: Oh yes, definitely, we found out how to foment revolution on campuses. There's a good chance for four more revolutions.

STUDENT: Isn't there some federal law against counseling to insurrection?

SEELEY: It would be up to my lawyer to tell me that this was not insurrection, and that we are patriots and trying to get the constitution adhered to and that the young are people. That's the new situation. We've got to get recognition that young people are human beings, just as we had to get recognition that the slaves were human beings.

STUDENT: That eliminates four-fifths of the professors from the university.

GETTING OUT OF LINE

Same ol' Story— Individuality Out, Conformity In

The author is a student from Montana State University in Bozeman, Montana. Caught for three days in a whirlwind of new education technologies at USSPA's February Higher Education Seminar, she came with the following opinion-reaction.)

Now I want you to rewrite your stories on good paper, and let's see what nice, neat papers you turn in. Pay special attention to your penmanship to be sure your hands are clean."

Close your eyes and you can be back in your grade school classroom, biting your lower lip and grasping with your fat, black pencil. This is probably the classroom you knew but, that was ten or twenty years ago, and it was an antiquated idea even then. The teacher above will undoubtedly get back with pretty white papers to fill her bulletin board each week, but chances are that little of it will be original. She is unwittingly thwarting the creative efforts of her pupils by placing emphasis on writing the words down instead of on the content of the thoughts.

Before children come to school and are taught to conform, they have developed an elaborate learning mechanism all their own. It involves investigation, curiosity, random play and open-minded perceptivity. They have no concept of an unacceptable answer, and aren't afraid of failure. There is no punishment for the four year-old who sits on the sofa and blows it up to tie his shoe. He just quietly licks his lips and goes on again.

But once kids hit school, they learn to stand in line, sit with their hands folded and express their love for learning by raising a hand.

They must learn to squeeze their own method of learning into this rigid structure, or they begin to feel claustrophobia of failure. It's no longer a simple matter of trying once more; everybody is watching and they might fail again. Some conform — they quit anything original as insurance against failure. They get so hung up they don't try anything at all. A student goes to hell with the teacher and do what they want anyway. They are labeled as "unmanageable."

The educational filing system is squashing more of the passing whims of childhood. It effectively kills their natural enthusiasm for learning and private investigation. It cuts off an unknown quantity of potential creativity and convinces many children they are stupid and stupid.

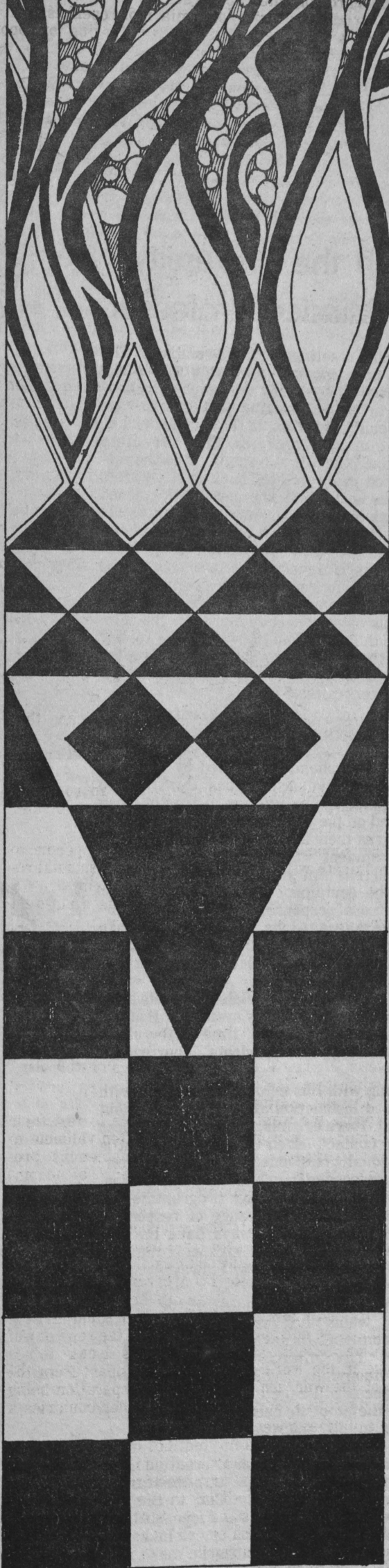
A child writing on unlined paper will write "loud" words, in letters two inches high. And if he wants to pause, he might use 12 periods to separate his thoughts instead of the traditional 3 or just a space. Their papers are works of art incorporating decorative elements to bring another dimension to the writing of what is written. Straight lines and evenly spaced letters are a side product of machines, not of children.

A child will draw as he feels things, not as he sees them. In a picture of boy picking an apple, the hand that picks the apple will probably be two or three times the size of the other hand. Or maybe the boy will have another hand at all. And why should he? Of course, importance is the other hand? As soon as he is told that he has made a mistake, that his picture is bad, he either quits drawing pictures or else.

Most kids at age seven trust the superiority of the teacher. They need encouragement.

Once a child has a firm foundation of faith in himself and the value of his own contribution, then he is able to accept with understanding, and perhaps a pinch of salt, all the necessarily rigid material that constitute much of his later education.

—Diane Travis
Montana State University



HOB0 GRAPHICS '68

Breaking With The Tests and Papers Regime

(Dianne Bechtold, who participated in USSPA's six-week seminar on higher education last summer, is herself a temporary dropout from the University of California, Berkeley on unofficial sabbatical for experimentation in education. She is currently studying mathematics and biology under the direction of a tutor and plans to audit classes during the summer).

At Berkeley, as at many other campuses across the nation, there has been an increase of undergraduate students who for one reason or another find it necessary or preferable to interrupt their formal studies for a time. This phenomenon of "temporary dropouts," students who leave school for a term or two to "find themselves" or continue to study on their own strongly suggests a maladaptation of many undergraduates to the rigidities of the traditional semester or quarter system with its regime of classwork, tests and papers.

Many of these students seem to be in the throes of what is referred to as the identity crisis. The cycle of heavy assignments, tests and term papers has left them little time to think seriously about basic personal issues such as the quality of life and relationships with others or the pressing problems of finding a meaningful career. Too much of their student life has been spent in the meeting of university requirements and standards. For many students a term or two away from school provides a partial solution, but for undergraduate men the pressures of the draft often preclude this.

Other students wish to drop out of school because of criticisms of the current educational process itself. These students want a greater hand in the formulation of their own education, more control over both content and format of courses. Some suggest that a radical reevaluation of the classwork and semester system is in order and suggest alternatives. The proposals vary.

One of the major problems students face in seeking acceptance of their proposals for educational reforms, in addition to overcoming the conservatism of faculty, administration and society, is the fact that rarely do the students have personal experience of the methods of learning which they propose. This results often in a lack of confidence in specific proposals and an absence of empirical evidence to substantiate their cause. This facilitates the victory of the tried over the untried.

The failings of American educational institutions are not unknown to student groups interested in educational reform. What is lacking is widespread experimentation with alternatives. The institution of undergraduate sabbaticals for the purpose of experimentation with educational forms could be a powerful instrument for promoting educational reform substituting experimentation for speculation and for providing a backlog of experience from which proposal for educational reform could be put together and defended.

Individuals and groups could explore and invent many possibilities. Some suggestions for experimental sabbaticals are independent study projects, field research projects, tutorials and the issuance of audit passes so that students could utilize classroom resources in accordance with individual objectives. In addition even apart from experimentation with educational forms the idea of undergraduate sabbatical for travel, leisure and private study is an important one which grows more feasible as educational resources increase.

Although it is preferable because more influential to conduct these sabbaticals under university auspices and financial backing, it may be necessary to seek initial support from foundations and organizations interested in educational reform. The success of these ventures hopefully would invite subsequent university sponsorship as well as facilitating the enrichment of the individual students and strengthening the convictions and morale of student groups interested in promoting educational reform.

—Diane Bechtold
Berkeley, Calif.

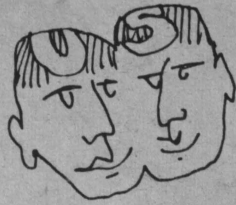


Quentin Burdick spoke to a sparse crowd last Wednesday.

(Photo by Casperson)

Next week's Spectrum will be completely written and edited by the students in introductory journalism courses. The issue will appear the first day of finals.

Issues are scheduled for Sunday. Some of the topics include women's liberation, the draft and on and off-campus media.

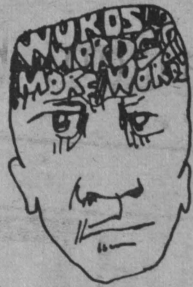


The planet is becoming a university. This means that the educational act and the political act are becoming one.

With the advance of technology and the shrinking of the world through communication, man can decide to have the kind of world he wants.

And yet, we don't really have the alternatives ready. We haven't dreamed the big dreams about what we do want. If someone walks up to us and says, "You can have any kind of world you want," how many of us can say that much about it?

—Rick Kean writing in *Motive*



In the history of education, the most striking phenomenon that schools of learning, which at one epoch are alive with a ferment of genius, in a succeeding generation exhibit merely with inert ideas. Education with inert ideas is not only useless: it is, above all things, harmful. Except at rare intervals of intellectual ferment, education in the past has been radically infected with inert ideas. That is the reason why uneducated clever women, who have seen much of the world, are in middle life so much the most cultured part of the community. Every intellectual revolution which has ever stirred humanity into greatness has been a passionate protest against inert ideas. Then, alas, with pathetic ignorance of human psychology, it has proceeded by some educational scheme to bind humanity afresh with inert ideas of its own fashioning.

—Alfred North Whitehead in *The Aims of Education*

From Elementary School Through the University Computers Replace the Absent-Minded Professor

A hundred years ago John Stuart Mills spoke of an enlightened society in which the elite would be privileged to receive a "liberal education"—a small group of young men leisurely engaging in philosophical rhetoric and occasionally meandering into the great Greek and Roman classics.

With the shift in balance of traditional political structures and a heightened attentiveness to technological advances, Mills' vision slowly began to decay. With the two world wars and a depression acting as catalysts, the total destruction of a 2000-year-old concept of education has become complete.

The question of what to do about mass education and how to do it is the question of the '70s, and by the time we get around to answering it our answer will be obsolete.

If we elect to meet the exponentially expanding population and offer them all the preferential right of education, then we are faced with a choice. Either try to accommodate this increase within the existing system, or try to produce a new system which can be efficient and yet retain what Plato would call the essence of our social being.

Amid the debate over philosophies, "computerized" education is quietly growing.

At Brentwood elementary school in mostly black East Palo Alto, Calif., first and second graders are learning reading and mathematics with the aid of an IBM 1800 computer, used in supplement to their classroom work.

At Stanford University in Palo Alto, students taking a computer-based course in first-year Russian are doing three times better, as measured by exams, than their counterparts in the traditional classroom course.

At Morehead, Ky., second and sixth graders are learning arithmetic by following computerized instructions on teletypewriters.

At McComb, Miss., sixth grade students are studying logic on a computer-linked teletypewriter.

The Brentwood Computer Assisted Instruction laboratory is the first in the country to be an integral part of a public school. The million-dollar project is funded by the U.S. Office of Education and is in its second year of full-time operation. Its purpose is to find out "if it is really possible to teach with this kind of technology, and to do it over an extended period of time," Karl Anselm, a research assistant there, claims. The lab is operated in conjunction with Stanford University. Computerized instruction costs from five dollars to 50 cents per student hour, as compared with 25 cents to 35 cents for a teacher.

Brentwood pupils work at the CAI equipment in half-hour shifts of 16 pupils at a time. Each child has a television screen, used to display letters, numerals, and some pictures and special symbols; an image projector, used to project color pictures from a 16 mm film strip a set of earphones, through which a recorded teacher's voice instructs the child; and a teletype keyboard and electronic pen, which the child uses to respond to each question presented on the screen.

The system is basically a linear one. A problem (in either reading or math) is presented along with pictures or other aids and the student is given several optional choices.

Each mistake made is recorded by the computer, and the areas of weakness are stressed in

the succeeding meetings with the computer. The computers are designed to become the child's friend. Verbal instructions are given in cheery voices and animated drawings are interspersed to hold the child's interest. In the middle of a lesson, a game might be injected. They vary from hopscotch and bingo, to the subtle "find the rule game" which really relates back to the lesson. Anselm sees no limit to the possibilities which exist through proper programming. One possible idea is utilizing the computer as a cybernetic psychoanalyst. Anselm believes that if the proper relationship is developed between child and computer, the child would trust the computer.

A hypothetical example would be: The child comes to his computer each morning; the computer asks the child "and how are you feeling today?" If the child answers in the negative, the computer asks him why; the child explains; the computer offers counsel.

Operation of a computer-based Russian course at Stanford differs from the Brentwood project. In that, students work only with a teletypewriter and earphones controlled by the computer. They receive instructions from a tape recording made by the Russian instructor, then they respond on the teletype machine. The computer analyzes their answers, activates the keys to tell the student what is wrong with his responses, and tells him which items to review.

Since the equipment has no capability for receiving an oral response, the students regularly attend the language labs, and in addition make tape recordings monthly with the Russian instructor, in order to practice the spoken language.

Russian professor Elise Belenky points out a particular advantage of this system is that the student is spared "passive" time in the classroom, listening to other students' incorrect responses.

But along with this evident satisfaction with computerized instruction and enthusiasm about its potential, there are misgivings about the loss in personal contact. Even though the student is being individually responded to by the computer, he is being responded to in a mechanical fashion, from a source which, although programmed by humans, is limited in its range of responses. Also, the machine must always have the last word in any communication with it. If the user "signs off" the computer, it will always answer, "you are signed off."

Don Bushnell, vice president of the Brooks Foundation, which does research into the applications of computer technology, wrote in an article called "The Information Utility and the Right of Anonymity," "This information in many instances will have to be explained or defended by the student, because information on every step in his educational history will be available.

There seems to be no real alternative to using computers to help us cope with the increasing complexity of our society. But, as Bushnell writes, we must "provide the proper balance between administrative efficiency and individual privacy . . . the decisions we make must be based on a set of humanistic principles that are to be taken as categorical imperatives."

Martin Rips, UCLA and

Dennis Stephens, Portland State College

When millions of freshmen flock through the gates of their college each September, they find that the school of their choice has a whole series of policies and structures designed to ward off the annual student invasion. The more perceptive students soon come to the conclusion that their personalities and expectations are of little concern to the college. What is important is that the students behave as required so that the college can achieve its own goals of survival and expansion, and the primary of these goals means that the education of the students has rather low priority.

—The Student in Higher Education, from Report of the Committee on Higher Education, 1968

In no field of human endeavour is competitive notoriety and a painstaking conformity to extraneous standards of living and of conduct so gratuitous a burden, since learning is in no degree a competitive enterprise; and all mandatory observance of the conventions—pecuniary or other—is necessarily a drag on the pursuit of knowledge.

—Thorstein Veblen. *The Higher Learning in America.*



stand taken by Pavek will produce similar cooperation from all departments concerned.

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