

திருவாண்மை

HEURISTICS: A PREFACE

Both, Webster's New World Dictionary of the American Language and the American Heritage Dictionary of the English Language, know only of the adjective

heu·ris·tic (hyoo-ris'tic), adj. [*<Gr. heuriskein, to invent, discover*], helping to discover or learn: sometimes used to designate a method of education in which the pupil is trained to find out things for himself. {Webster},

and
heu·ris·tic (hyoo-ris'tic), adj. 1. Helping to discover or learn; guiding or furthering investigation: "the historian discovers the past by judicious use of such a heuristic device as the 'ideal type'" (Karl Weintraub). 2. Designating the educational method in which the student is allowed or encouraged to learn independently through his own investigation. [From Greek *heuriskein*, to discover, find. See *wer¹¹-* in Appendix.] {Am. Heritage}

The Appendix lists the Indo-European roots of the Dictionary's entries and attempts to reconstruct its meaning. In this case:

wer¹¹-. To find. Reduplicated form *we-wr- in Greek *heuriskein*, to find: EUREKA, HEURISTIC.

Capitalized words refer to this root's offsprings which are listed in the body of the dictionary. The new entry here is

eu·re·ka (yoo-rē'ka), interj. [G. *heurēka*, 1st pers., perf. indic. act., of *heuris* *Kein*, to find, discover], 1. I have found (it): exclamation supposedly uttered by Archimedes when he discovered a way to determine the purity of gold by applying the principle of specific gravity; hence, 2. any exclamation of triumphant achievement, equivalent to "I've got it!" {Webster},

and
eu·re·ka (yoo-rē'ka), interj. Used to express triumph upon finding or discovering something. [Greek *heureka*, "I have found (it)" (exclaimed by Archimedes when, while bathing, he discovered the means of measurement of volume of an irregular solid by the displacement of water, and thus was able to determine the purity of a gold crown belonging to the tyrant of Syracuse), perfect indicative of *heuriskein*, to find. See *wer¹¹-* in Appendix.] {Am. Heritage}

With this referral back to *wer¹¹-* closure of the lexical search for "heuristic" has been achieved, but left to us is to discover, to find, (to invent?), or to learn the meaning of the words "discover", "find", "invent" and "learn", which all describe those enigmatic processes by which knowledge is acquired

It is only very recently that leaders in the sciences of neurophysiology, experimental psychology, psycho-linguistics and anthropology began to realize the profoundness of the problem and to recognize the present state of our ignorance. This may, in part, explain why dictionaries have not yet taken cognizance of

heu·ris·tics (hyōō-ris'tics), noun. Plural in form, used with a singular verb. The study of the as yet unknown processes by which knowledge is acquired. [From Greek *heuriskein*, to discover, find; + suffix -ics, the art or science of -.] - heuristic, adj. - heuristicist, noun. {H.V.F.}

Despite of this professed ignorance, learning goes on, and must go on, with the two questions remaining what should be learned (the question about "subject matter"), and how to facilitate the knowledge acquisition process (the question of how to "teach"). Since only those who know of their ignorance can learn--those who know all, alas, only forget--it is justifiable for an institute of higher education to offer a course in which one may learn to discover, to find, to invent and to learn; in short, a course on heuristics.

Initiated by a small group of concerned and curious student, Herbert Brün, Professor of our Department of Music, and later Dr. Humberto Maturana, Professor of Biology and Neurophysiology of the University of Chile, Santiago, Chile, joined me in Fall 1968 in what we all consider to be still a fascinating experiment. The number of students of all ranks and fields who first participated was 23, in Spring it became 52, and in this semester this number grew to 156.

A tangible result of one class project, which was stimulated by the superb Whole Earth Catalogue, published by the Portola Institute, Menlo Park, California, is this Whole University Catalogue. It was conceived as a vehicle for expressing ones perceptions of a special world, the Cosmos and the Chaos of our University, may these perceptions be gained through preconceived ideas, through keen observations or by desires. Unedited, as the expressions were delivered in words or pictures, they are reproduced here to be contemplated by the onlooker who may see what he can learn from them. Those participants of the Heuristics Class who contributed to this illuminating collection are

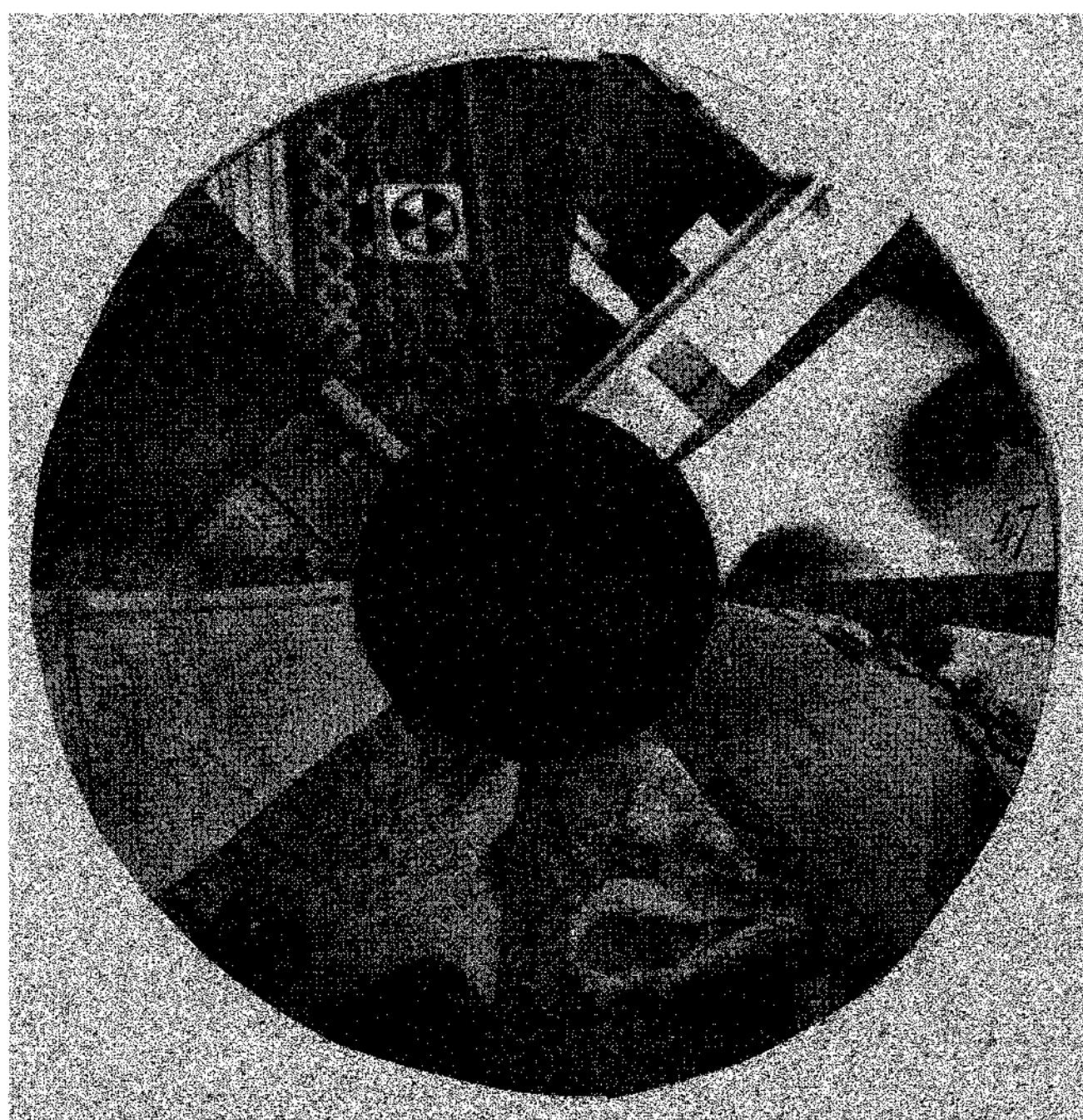
Nancy Abramson	Larry Branman	Sallie Erickson	Norma Jarvin	Arni Miller	Deborah Senn
Connie Andrew	Gay Brunie	Gretchen Paulatich	Sue Jarvis	Ted Norman	Philip Shane
Susan Atkins	Colleen Buckley	Steve Feder	Bill Johnson	Alan Morris	Al Share
Jeff Atkins	Charles Bull	Ronald Feinberg	Eric Johnson	Eric Mosher	Charles Shonkiler
Barry Atlas	Thomas Bull	Lazry Florman	Mindy Kershner	Mary Murphy	Lenore Slanska
Bruce Badenoch	Allan Buntman	Andrea Friedman	Barry Klein	Robert Nelson	Jeff Solomon
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Randy Benson	James Conrad	Steve Gitelis	Judy Lapidus	Terry Pogofsky	Steve Taylor
Bill Bielby	Duane Cromwell	Michael Goldberg	Ellen Lee	Meredith Poplinski	Alan Turbin
Denise Bielby	John Day	Barry Greenberg	Robert Lehne	Robert Radin	Don Turner
Robert Bills	Sharon Day	Gary Grossman	Patty Locker	Rick Randolph	Barb Venet
Jack Blakeman	William Debord	David Grothe	Marc Lorber	Sandy Rest	Mark Vojta
Rosanne Bloch	Elliott Delman	Nancy Grothe	Tom Macmair	Bob Roads	Scott Weikert
Bill Bonnell	Dean Didech	Bill Hensler	Robert Martin	Gary Robinson	Paul Weston
David Bordeaux	Bob Dolnetach	Elliott Hartstein	Suzanna Martin	Mike Rosenblum	Richard Whitman
Janice Bordeaux	Patrick Douce	Gary Hoefler	Barbara Hendius	William Schermer	Barry Willey
Don Bourdage	Arnee Eisenberg	Richard Howe	Stephen Meyer	Susan Seidenbaum	Barbara Williams

I salute them for their trust in a process of learning that leads from discovery to creativity.

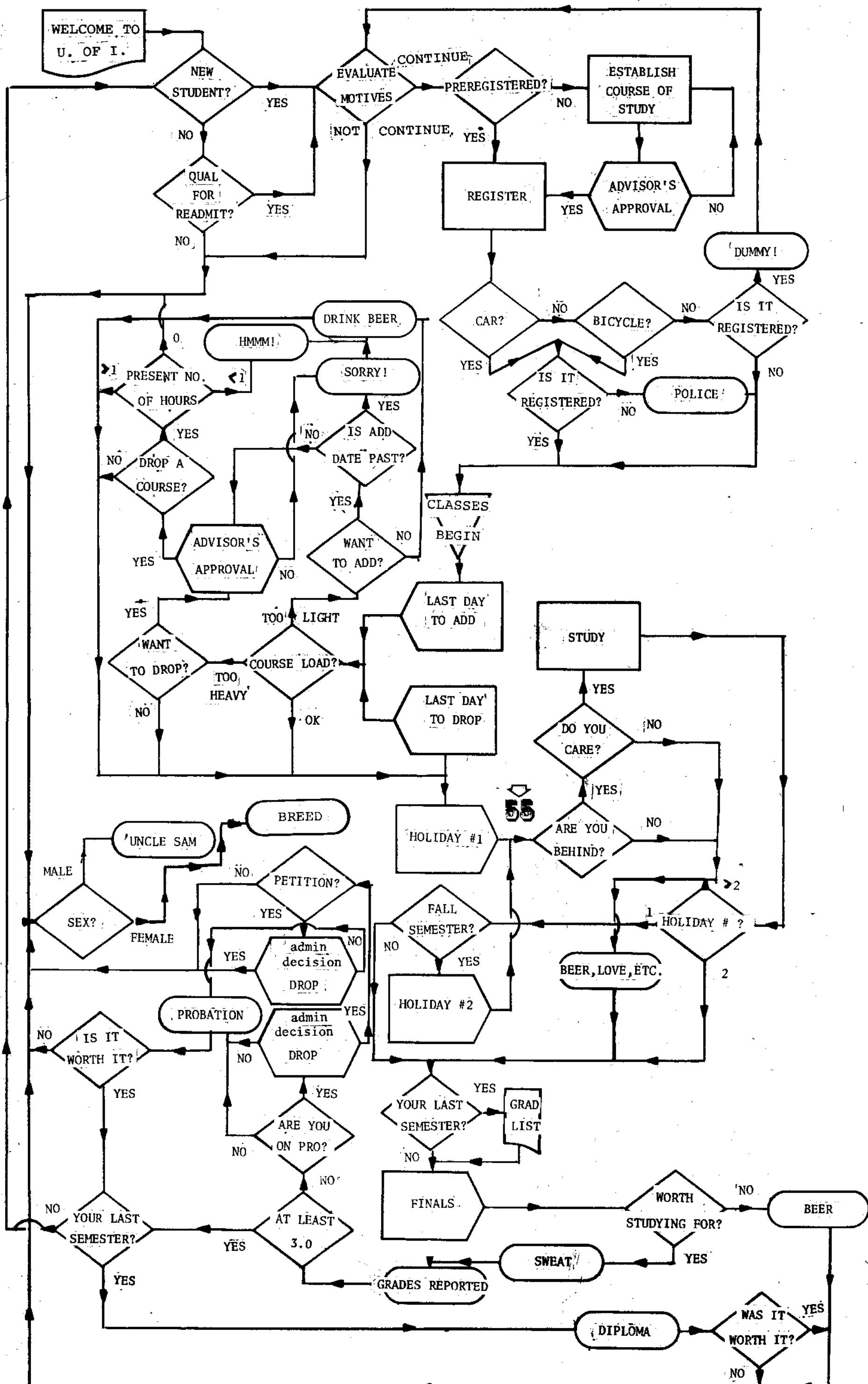
Heinz Von Foerster

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*) I assume full responsibility for the form and all the content of this Catalogue. All inquiries, written or by telephone, about particular projects exhibited in this Catalogue should be addressed UNIVERSITY OF ILLINOIS LIBRARY AT URBANA-CHAMPAIGN



UNIVERSITY OF ILLINOIS



Electronics, Electrical Engineering 271-197; English 108; Fall 1968



here is a computer-generated missive advertising a meeting to discuss the connection of Heuristics and SYMPOSIUM, the LAS symposium to be held in April, 1970. The generating program, called THESIS/WRITER was written in algol for the Burroughs b5500 computer by DUNCAN LAWRIE of the center for advanced computation and modified by DAVID GROTHE and GARY R. GROSSMAN, both also of the center; it is capable of producing an astronomical number of such texts without exact repetition.

An attempt, not a refusal is at the very foundation of Heuristics. "SYMPOSIUM" will be discussed in the Auditorium on Monday, September 29, 1969 at 7:30 P.M. with reference to a given object, scene, or event. Via Brunonian transformation, Anticomunication is a system of thought. Surprisingly, the Heuristics course may necessitate further study of it. Anticomunicatively, problem solving can give contemporary relevance to the means but not the content of communication.

SURPRISINGLY, A PROGRAM IS AN ATTEMPT, NOT A REFUSAL.

Symposium deals with a cybernetic solution. Via Brunonian transformation, Heuristics can become the paradigm for a recent discovery. "SYMPOSIUM" may very well be the ability to respond. An anticomunicative "IDEA" deals with a "CREATIVE" project. "SYMPOSIUM" will be discussed in the Auditorium on Monday, September 29, 1969 at 7:30 P.M. with reference to the topic of a discussion on Monday, September 29, 1969 at 7:30 P.M. in the Auditorium. Heuristics is not precisely equivalent to a system of thought. succinctly expressed, Anticomunication will be discussed in the Auditorium on Monday, September 29, 1969 at 7:30 P.M. with reference to the subterfuge and the mistaken planned substitutions for that demanded American action. "SYMPOSIUM" will be discussed in the Auditorium on Monday, September 29, 1969 at 7:30 P.M. with reference to the subterfuge and the mistaken planned substitutions for that demanded American action. An alternative to the existing school and university system can become the paradigm for the Heuristics course.

"FREEDOM", if it is founded on and sustained by the free gratification of individuals, can give contemporary relevance to anticomunication. "SYMPOSIUM", succinctly expressed, can give contemporary relevance to a given object, scene, or event. Problem solving can give contemporary relevance to the means but not the content of communication.

A program is not precisely equivalent to a recent discovery. A given object, scene, or event may very well be the Heuristics course. Relevance indicates an unmistakable trend towards a self-referring system. The Heuristics course, funnily enough, is a system of thought. succinctly expressed, Anticomunication indicates an unmistakable trend towards a self-referring system. The ability to respond, via Brunonian transformation, will be discussed in the Auditorium on Monday, September 29, 1969 at 7:30 P.M. with reference to Heuristics.

The Heuristics course is at the very foundation of an attempt, not a refusal. Anticomunication can become the paradigm for an alternative to the existing school and university system. The subterfuge and the mistaken planned substitutions for that demanded American action, heuristically speaking, is at the very foundation of an anticomunicative "IDEA". Problem solving is not precisely equivalent to the topic of a discussion on Monday, September 29, 1969 at 7:30 P.M. in the Auditorium. Surprisingly, a program is a system of thought. A system of thought is not precisely equivalent to relevance. The Heuristics course may necessitate further study of social ecology. A cybernetic solution is Heuristics. Funnily enough, problem solving may necessitate further study of a self-referring system. A program will be discussed in the Auditorium on Monday, September 29, 1969 at 7:30 P.M. with reference to the ability to respond. The Heuristics course may necessitate further study of a self-referring system. Surprisingly, problem solving can give contemporary relevance to a given object, scene, or event. A self-referring system deals with an anticomunicative "IDEA". Surprisingly, anticomunication is the means but not the content of communication. Problem solving will be discussed in the Auditorium on Monday, September 29, 1969 at 7:30 P.M. with reference to the ability to respond. Anticomunicatively, relevance can give contemporary relevance to a cybernetic solution. Surprisingly, a program is it.

BREVELY EXPRESSED, PROBLEM SOLVING IS IT? A PROGRAM IS IT. A CYBERNETIC SOLUTION IS NOT PRECISELY EQUIVALENT TO THE HEURISTICS COURSE. HEURISTICS DOES NOT PRECISELY TRANSFORM ITSELF INTO A SELF-REFERRING SYSTEM.

"SYMPOSIUM" IS NOT PRECISELY EQUIVALENT TO THE TOPIC "F A DISCUSSION ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. IN THE AUDITORIUM. ANTICOMMUNICATION, HEURISTICALLY SPEAKING, WILL BE DISCUSSED IN THE AUDITORIUM ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. WITH REFERENCE TO THE ABILITY TO RESPOND. A PROGRAM WILL BE DISCUSSED IN THE AUDITORIUM ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. WITH REFERENCE TO THE ABILITY TO RESPOND. ANTICOMMUNICATION MAY NECESSITATE FURTHER STUDY OF A RECENT DISCOVERY. THE HEURISTICS COURSE, SURPRISINGLY, CAN GIVE CONTEMPORARY RELEVANCE TO THE MEANS BUT NOT THE CONTENT OF COMMUNICATION. "SYMPOSIUM" IS NOT PRECISELY EQUIVALENT TO THE TOPIC OF A DISCUSSION ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. IN THE AUDITORIUM. THE SUBTERFUGE AND THE MISTAKEN PLANNED SUBSTITUTIONS FOR THAT DEMANDED AMERICAN ACTION IS NOT PRECISELY EQUIVALENT TO PROBLEM SOLVING. FUNNILY ENOUGH, THE HEURISTICS COURSE IS NOT PRECISELY EQUIVALENT TO THE TOPIC OF A DISCUSSION ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. IN THE AUDITORIUM. A "CREATIVE" PROJECT DOES NOT PRECISELY TRANSFORM ITSELF INTO ANTICOMMUNICATION.

IT MAY VERY WELL BE A PROGRAM. PROBLEM SOLVING, TO PARAPHRASE H. BRUN, WILL BE DISCUSSED IN THE AUDITORIUM ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. WITH REFERENCE TO THE ABILITY TO RESPOND. RELEVANCE WILL BE DISCUSSED IN THE AUDITORIUM ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. WITH REFERENCE TO A SELF-REFERRING SYSTEM. HEURISTICS, HEURISTICALLY SPEAKING, INDICATES AN UNMISTAKABLE TREND TOWARDS THE ABILITY TO RESPOND. HEURISTICS CAN, WITH NON-REPRESSIVE INTOLERANCE, OF THE HUMANISTIC PROCESS OF LEARNING AND EDUCATION, SOCIAL ECOLOGY CAN GIVE CONTEMPORARY RELEVANCE TO RELEVANCE. THE TOPIC OF A DISCUSSION ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. IN THE AUDITORIUM IS NOT PRECISELY EQUIVALENT TO ANTICOMMUNICATION.

VIA BRUNNIAN TRANSFORMATION, RELEVANCE DOES NOT PRECISELY TRANSFORM ITSELF INTO A "CREATIVE" PROJECT. RELEVANCE, FUNNILY ENOUGH, DOES NOT PRECISELY TRANSFORM ITSELF INTO THE HUMANISTIC PROCESS OF LEARNING AND EDUCATION. SURPRISINGLY, ANTICOMMUNICATION DEALS WITH AN ATTEMPT, NOT A REFUSAL.

"SYMPOSIUM" WILL BE DISCUSSED IN THE AUDITORIUM ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. WITH REFERENCE TO THE SUBTERFUGE AND THE MISTAKEN PLANNED SUBSTITUTIONS FOR THAT DEMANDED AMERICAN ACTION.

SUCCINCTLY EXPRESSED, ANTICOMMUNICATION INDICATES AN UNMISTAKABLE TREND TOWARDS A RECENT DISCOVERY. "SYMPOSIUM", TO PARAPHRASE H. BRUN, WILL BE DISCUSSED IN THE AUDITORIUM ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. WITH REFERENCE TO THE SUBTERFUGE AND THE MISTAKEN PLANNED SUBSTITUTIONS FOR THAT DEMANDED AMERICAN ACTION. THE HUMANISTIC PROCESS OF LEARNING AND EDUCATION, HEURISTICALLY SPEAKING, DOES NOT PRECISELY TRANSFORM ITSELF INTO RELEVANCE.

ANTICOMMUNICATION INDICATES AN UNMISTAKABLE TREND TOWARDS "FREEDOM".

A RECENT DISCOVERY IS NOT PRECISELY EQUIVALENT TO PROBLEM SOLVING. A PROGRAM IS AT THE VERY FOUNDATION OF THE TOPIC OF A DISCUSSION ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. IN THE AUDITORIUM. TO PARAPHRASE H. BRUN, THE HEURISTICS COURSE CAN GIVE CONTEMPORARY RELEVANCE TO THE HUMANISTIC PROCESS OF LEARNING AND EDUCATION. RELEVANCE, FUNNILY ENOUGH, DOES NOT PRECISELY TRANSFORM ITSELF INTO A "CREATIVE" PROJECT.

A SELF-REFERRING SYSTEM, HEURISTICALLY SPEAKING, INDICATES AN UNMISTAKABLE TREND TOWARDS THE HEURISTICS COURSE. SURPRISINGLY, HEURISTICS INDICATES AN UNMISTAKABLE TREND TOWARDS "FREEDOM". FUNNILY ENOUGH, THE HEURISTICS COURSE IS A GIVEN OBJECT, SCENE, OR EVENT. AN ATTEMPT, NOT A REFUSAL, VIA BRUNNIAN TRANSFORMATION, IS PROBLEM SOLVING. AT THE VERY LEAST, AN ANTICOMMUNICATIVE "IDEA" CAN, WITH NON-REPRESSIVE INTOLERANCE, BE THE ABILITY TO RESPOND.

AN ATTEMPT, NOT A REFUSAL, PARADIGMATICALLY STATED, IS AT THE VERY FOUNDATION OF AN ANTICOMMUNICATIVE "IDEA". FUNNILY ENOUGH, PROBLEM SOLVING WILL BE DISCUSSED IN THE AUDITORIUM ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. WITH REFERENCE TO THE TOPIC OF A DISCUSSION ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. IN THE AUDITORIUM. "SYMPOSIUM" CAN GIVE CONTEMPORARY RELEVANCE TO THE MEANS BUT NOT THE CONTENT OF COMMUNICATION.

RELEVANCE MAY NECESSITATE FURTHER STUDY OF A RECENT DISCOVERY. SYMPOSIUM, HEURISTICALLY SPEAKING, MAY VERY WELL BE "FREEDOM". ANTICOMMUNICATION IS SOCIAL ECOLOGY. SURPRISINGLY, THE HEURISTICS COURSE INDICATES AN UNMISTAKABLE TREND TOWARDS AN ATTEMPT, NOT A REFUSAL. SURPRISINGLY, AN ANTICOMMUNICATIVE "IDEA" IS NOT PRECISELY EQUIVALENT TO THE TOPIC OF A DISCUSSION ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. IN THE AUDITORIUM. VIA BRUNNIAN TRANSFORMATION, THE HEURISTICS COURSE IS NOT PRECISELY EQUIVALENT TO THE TOPIC OF A DISCUSSION ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. IN THE AUDITORIUM. AN ANTICOMMUNICATIVE "IDEA" IS AT THE VERY FOUNDATION OF A CYBERNETIC SOLUTION. HEURISTICS IS NOT PRECISELY EQUIVALENT TO THE TOPIC OF A DISCUSSION ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. IN THE AUDITORIUM. SUCCINCTLY EXPRESSED, RELEVANCE WILL BE DISCUSSED IN THE AUDITORIUM ON MONDAY, SEPTEMBER 29, 1969 AT 7:30 P.M. WITH REFERENCE TO A RECENT DISCOVERY. AT MOST, AN ANTICOMMUNICATIVE "IDEA" MAY NECESSITATE FURTHER STUDY OF A SYSTEM OF THOUGHT. A PROGRAM IS NOT PRECISELY EQUIVALENT TO THE HUMANISTIC PROCESS OF LEARNING AND EDUCATION. VIA BRUNNIAN TRANSFORMATION, RELEVANCE DEALS WITH "FREEDOM".

THE HEURISTICS COURSE IS SOCIAL ECOLOGY. AT THE VERY LEAST, "SYMPOSIUM" CAN, WITH NON-REPRESSIVE INTOLERANCE, BE A CYBERNETIC SOLUTION.

driftwood from the conceptual beach

The student of change, searching barefoot such flotsam and jetsam as may be found on the shoals of our time, will take note that it is believed, perhaps not everywhere, that the hard radiation generated by our sun, the stars, and forces in our universe whose howls are not yet fully understood, will, from time to time, strike and thus change - through obliteration or rearrangement - certain symbols in our genetic codes. If it be viable, the new code will speak louder and louder in succeeding generations, and thus we may have a salamander, where once there was a fish; or a man, where once there was a lemur.

In somewhat the same way, there are from time to time introduced into the human vernacular certain new ideas; the effects of hard radiation from minds that glow like suns or shine like stars, or cry in voices not yet fully understood. Since we began keeping score, there have been several of these mutations in the world-view. Once they were introduced, the world that followed, as we experience it, was never quite the same again. Each new mutation, broadening in ripples throughout the world of human thought, has had the effect of both diminishing man - and of enlarging him - as if a telescope were to be turned end for end.

THE THEORY OF THE LEISURE MASSES

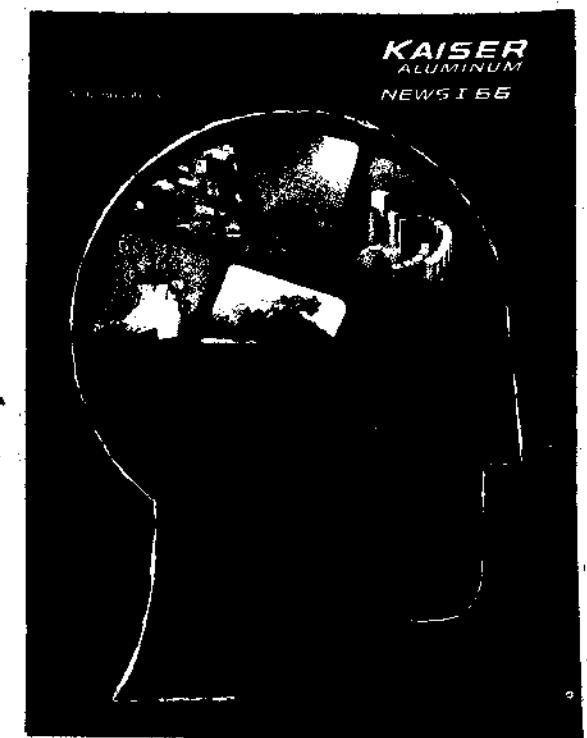
"Nearly all of our institutions, our political and economic systems and our personal value judgments have developed in an economy of scarcity. In an economy of abundance, what new institutions will have to be devised, and what new attitudes may we have to adopt?"

LIFE WITH A LITTLE BLACK BOX

"We will examine some aspects of the world in which human beings may become the environment in which an advanced generation of electronic "brains" will be able to speak, hear, reason, learn, supervise, repair themselves and reproduce their own kind."

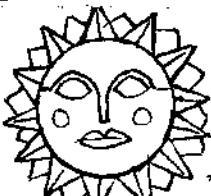
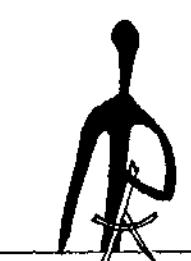
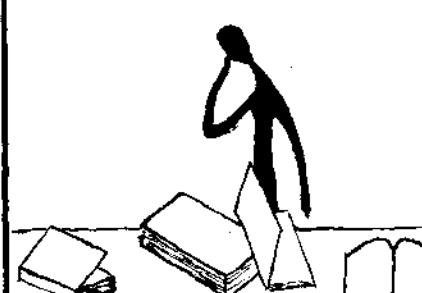
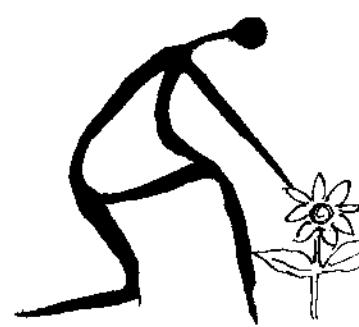
FORSEEING THE UNFORSEEABLE

"What kind of world might we have if something like 'antigravity' actually is developed, a world where whole educations can be swallowed as a pill, where people communicate mind to mind without any intervening mechanisms, where human life can be preserved indefinitely, where life can be created in a laboratory, and where people can choose to live in entirely different worlds of personal experience through the application of hallucinatory drugs? Our final issue in the series will explore some of the potentials of a 'low probability' future."



(This page has been taken from The Dynamics of Change, one of a series of booklets published by the Kaiser Aluminum & Chemical Corporation and entitled the Kaiser Aluminum News. The booklets (and bibliographies for the booklets) are available by writing to the Editor, Dan Fabun, c/o Kaiser Aluminum News, Kaiser Center 866, Oakland, California, 94604.

← To the left is a brief resume of some of the booklets available.)

 I THE AGE OF PRIMITIVE REALISM From ? B.C. to 650 B.C.	<p>HOW A MAN OF THAT AGE MIGHT DESCRIBE HIS VIEW OF THE WORLD</p> <p>"We are two, the world and me. The world is just as I sense it. The world is like me. In me there is a spirit; in the world as a whole, and in each part of the world that I deal with, there are spirits who rule. I have come to terms with these spirits."</p>
 II THE AGE OF REASON From 650 B.C. to 350 B.C.	<p>FROM THALES THROUGH ARISTOTLE</p> <p>"We are now three: the world, I, facing the world, and I, observing myself looking at the world. To put order into the world, I classify things, qualities and actions in the world and in me. I take this classification into account when I want to guide my behavior. My ideal is to be as 'objective' as possible. My thinking must be orderly as the world is orderly. My brain mirrors the world; to each thought corresponds a fact; to each word corresponds a thing, a person, an action or a quality. If my thinking goes from one thought to another according to logic, it directs me through the world from one fact to the next. Within my brain there is a miniature of the universe."</p>
 III THE AGE OF SCIENCE From 1500 A.D. to 1900 A.D.	<p>FROM COPERNICUS TO PLANCK</p> <p>"I ask Nature definite questions and Nature gives me clear-cut answers. I translate these answers into mathematical formulas that project my conclusions into the unknown, where I discover other facts that Nature has kept hidden since the beginning. The superior man is the experimenter-mathematician, the man who expresses relations in formulas that reveal how the properties and the actions of men and things follow measurable sequences."</p>
 IV THE AGE OF RELATIVITY From 1900 A.D. through 1966 A.D.	<p>FROM ROENTGEN THROUGH RUSSEL</p> <p>"I find that the further I ask questions, the less and less the world seems like a giant machine. I have trouble even asking the 'right' questions and the answers frequently baffle me. Even when I ask the 'right' question and get the 'right' answer, I find that the answers are in terms of my frame of reference to the world I have myself created through centuries of observations. The structure of my world is built on my own postulates, which must be re-examined relentlessly. They appear to be relative to my own space-time relationship with the cosmos, and with every unique event that I single out for study."</p>
 V THE AGE OF UNITY From 1966 A.D. to ? A.D.	<p>FROM PIERCE THROUGH EINSTEIN AND REISER TO?</p> <p>"Having discovered that I cannot separate what I observe from my own act of observation, I begin to study my own way of observing. When I do this, I find that my observation does not consist solely of what goes on in my brain, but that my total organism, with all of its history, is also engaged. I discover that my most clever formulations take their origin and their significance from an immediacy of felt contact, of fusion and oneness with what is going on, beyond the dimensional limits of symbols, and without the distinction between the self and non-self. Out of this knowledge comes an awareness of my interrelatedness with everything, from blind cosmic energy to fellow human beings; the old, verbal distinctions between art and science and religion disappear - becoming an overall oneness of experience."</p>

"The Overall Oneness of Experience"

Trees have about them something beautiful and attractive even to the fancy, since they cannot change their places, are witnesses of all the changes that take place around them; and as some reach a great age, they become, as it were, historical monuments, and like ourselves they have a life, growing and passing away, --not being inanimate and unvarying like the fields and rivers. One sees them passing through various stages, and at last step by step approaching death, which makes them look still more like ourselves.

-Wilhelm von Humboldt.



"What a monstrous spectre is this man, the disease of the agglutinated dust, lifting alternate feet or lying drugged with slumber; killing, feeding, growing, bringing forth small copies of himself; grown upon with hair-like grass, fitted with eyes that move and glitter in his face; a thing to set children screaming!"

ROBERT LOUIS STEVENSON



"We are waking now from the American Dream to realize that it was a dream few Americans lived in their waking hours. The history of the New World has turned out to be not so different from that of the Old. The peril that threatens the last of the American wilderness arises not from the reckless dream, but from the same historic forces of rapacity and cruelty that laid waste the land in the Mediterranean Basin, in Arabia, India and the treeless uplands of China."

GERARD PIEL

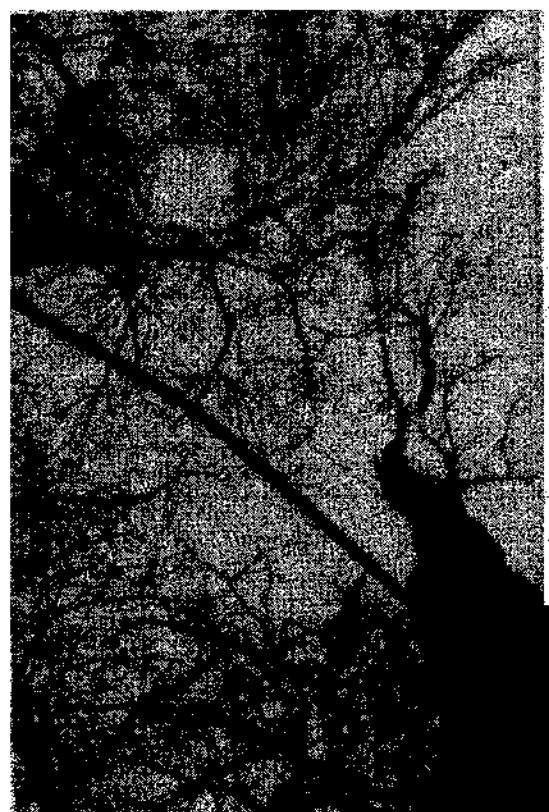


To be dead, a house must be still.
The floor and the walls wave me slowly;
I am deep in them over my head.
The needles and pine cones about me.

JAMES DICKEY



And all amid them stood the Tree of Life,
High eminent, blooming ambrosial fruit
Of vegetable gold. -Milton



"For the meta-motivated person the self has enlarged to include aspects of the world and therefore the distinction between self and not-self (outside, other) has been transcended. There is now less differentiation between the world and the person because he has incorporated into himself part of the world and defines himself thereby."

ABRAHAM H. MASLOW - "A Theory of Motivation" - 1967

*25



"Look at every Main Street of every town in America and ask yourself 'who cares?' Nobody cares about community, divinity and humanity, and you can prove it by asking people what they do care about. In terms of shelter they care about downpayment and location. Give me downpayment and location and I'll outsell community, divinity and humanity on any street corner."

VICTOR H. PALMIERI



The past is but the beginning of the beginning, and all that is and has been is but the twilight of the dawn. A day will come when beings who are now latent in our thoughts and hidden in our bones... shall laugh and reach out their hands amid the stars.

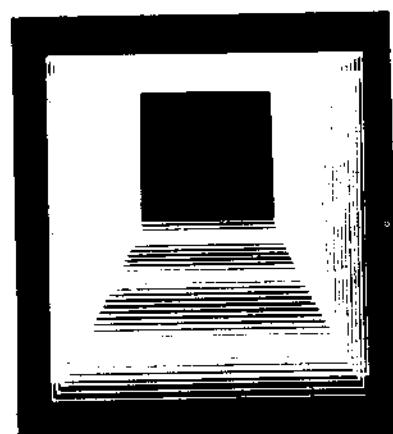
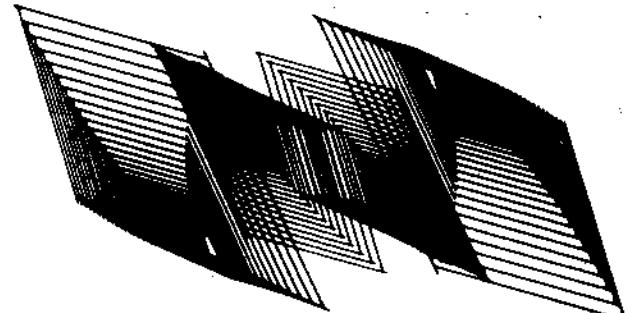
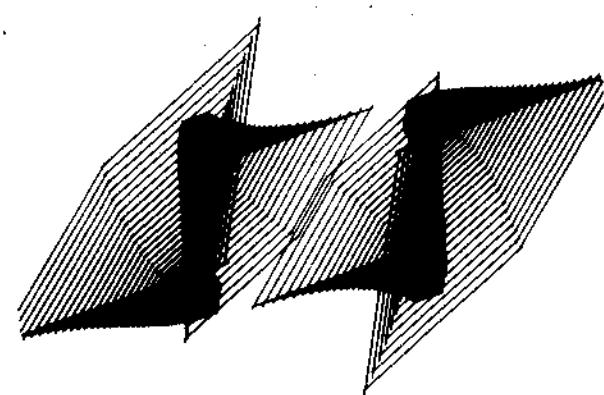
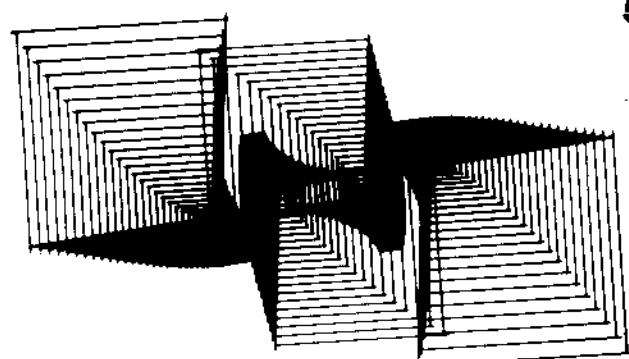
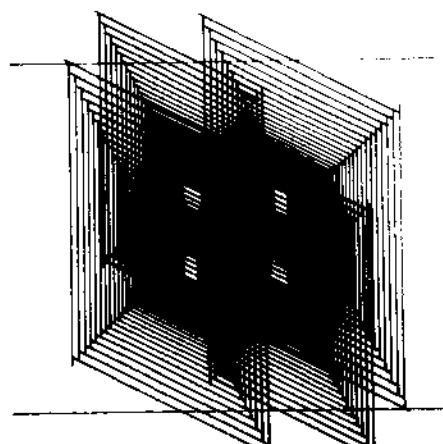
H. G. WELLS



"We travel together, passengers on a little space ship, dependent on its vulnerable supplies of air and soil... preserved from annihilation only by the care, the work, and I will say the love, we give our fragile craft."

From the last speech of ADLAI STEVENSON

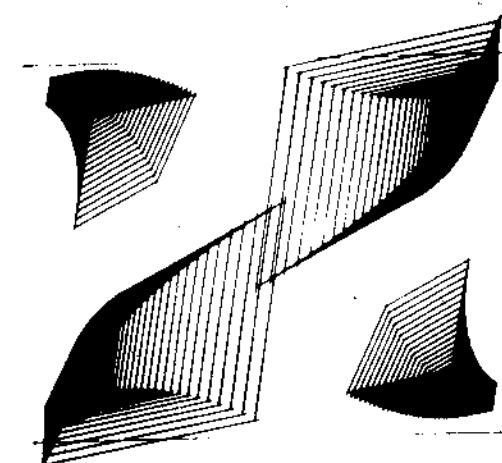
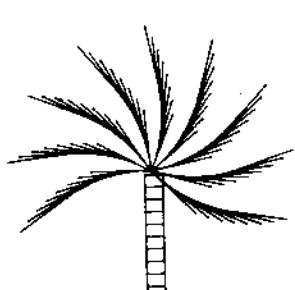
CENTURY EXPANDED •



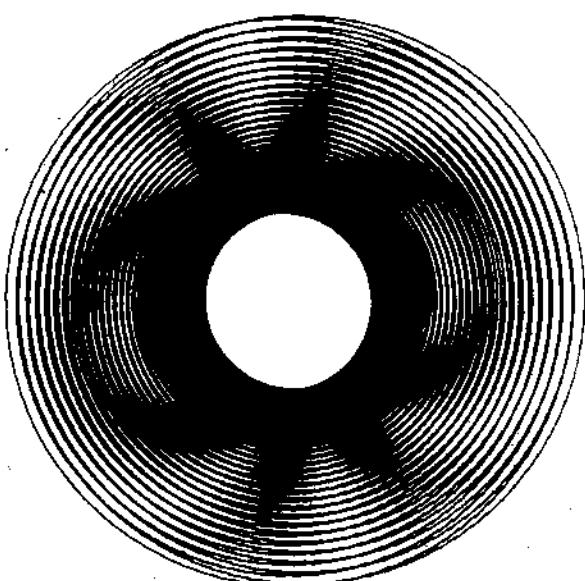
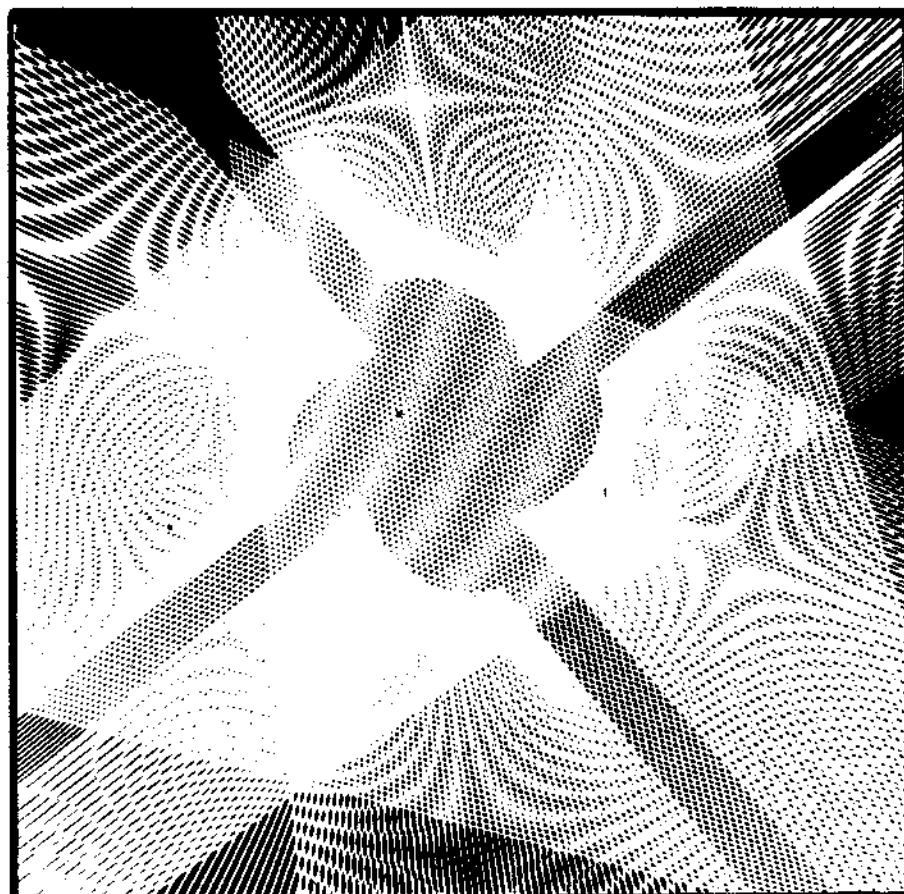
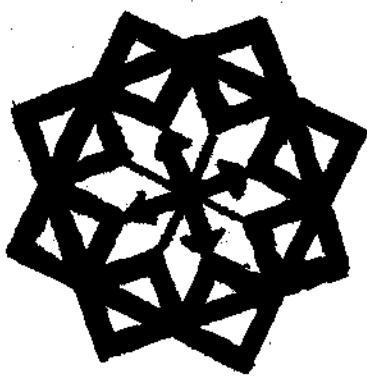
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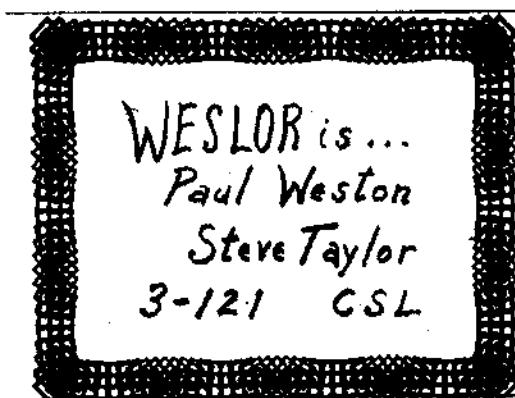
Access to the computer is controlled,
but not by us. Access to us is controlled
by us. Why don't you come up and see us
sometime!



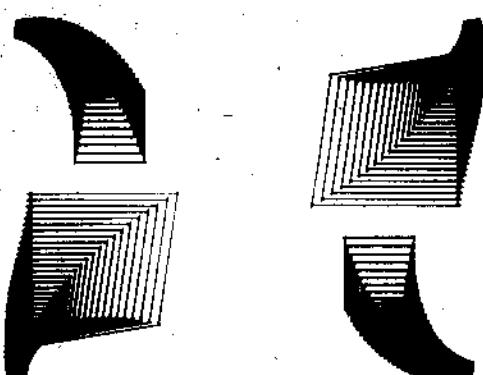
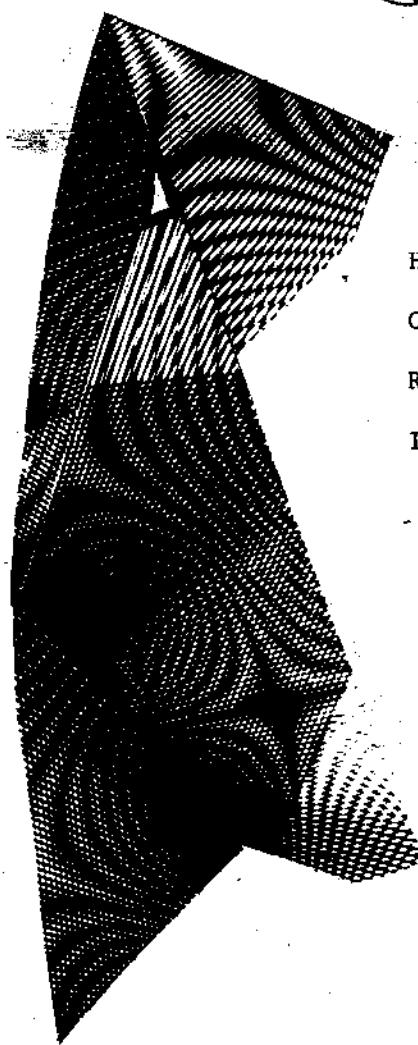
OOo

Have you had it
with linear fare
Computer print out
with no body there
Remember us whose
pictures you see
Interaction is
where we will be

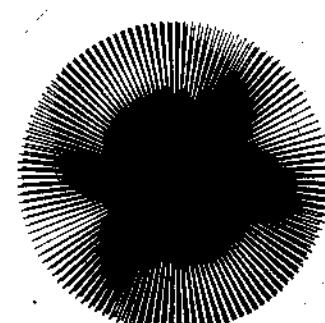
51



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EPIXYS is a system of four interactive, interrelated programs: LEJARDIN, which does the graphics work, displaying on a 'scope screen variously structured pictures; SAM, which generates values for parameter functions; THEODOR, which makes control tapes for movie sequences to be produced using LEJARDIN; and MUSIC, a musical typewriter. If you are interested in computer-aided composition of pictures, movies, music, or what-have-you, we would like to hear from you. We also have an interest in the problems of natural language usage for computers.



THE INVISIBLE COLLEGE

hunger → eating → meals

sex drive → *uc*ing → marriage

Corvair → Nader → federal consumer protection bureau

curiosity → learning → schools universities departments

The Structural Mentality

American society, if nothing else, has an almost infinite capacity to institutionalize. At the left are but four examples. Take any phenomena, find a way of coping with it, then institutionalize it and sanctify it and build a structure.

This is the prevailing philosophy of education in America. I cite for evidence: Department of Psychology, Department of Communications, Dept. of Psycholinguistics, etc., etc. A quote from a recent Faculty Newsletter--"Public problems don't fit disciplines and departments; hence various types of interdisciplinary centers are being explored. When need and function are clear, such a multi-faceted structure may provide the most exciting and relevant coupling to the problems."

This is a disaster!

Interdisciplinary departments are not a way of coping; they're a way of CO-OPTING!

21

The INVISIBLE College

I propose formation of an "invisible college". This college will have no building, no departmental chairman, get no government financing, and could possibly become the most important entity on this campus. It will be organized along functional, not structural, lines. There will be room for specialists as well as generalists: anyone whose role in the universe is synergistic. (Synergy is the opposite of entropy. For example, war is entropic, in that it promotes disorder. The world is entropic in that it is continually going from a more ordered to a less ordered state. Man combats this with synergism, which means constantly enlarging his conceptual space so as to reorder things.)

I envision a concerned and competent body whose first allegiance is to problem solving with the earth as their frame of reference, using the University to keep their legitimacy and, in Chancellor P's words, "Keep the channels open".

In any college there must be students. The students of the "invisible college" will want both to be taught from committed, capable instructors, and be free to chase their ideas wherever led, inside or outside of normal "channels". They would want most of all a chance to exercise their creative deviance.

Education is only one function of the "invisible college". Soon it will become obvious to even conservative politicians that our present concepts of freedom are anachronistic. The freedoms to breed, to pollute, to make war, are inconsistent with the freedom to be. Authoritarian decisions will have to be made, because the alternatives are so much worse.

The "invisible college" must attempt to form a new blend of scientific objectivity and normative value judgement, in order to serve as an alerting sub-system for the political order. It must provide visions of alternate futures to presently selfish, yet still human, politicians.

The people listed at the right are hereby nominated for professorship in the "invisible college".

Education as access to tools

Most people come here to get educated. A few come to get the tools they need to do the things they want to do. To these few: here are some two-legged tools; they are recommended by your peers. This is by no means a complete list of the good people here, but a start. Use the Tear up your advance enrollment sheet and start over

Babb, Daniel	Electrical Eng.
Beckett, G	Econ.
Brun, Herbert	Music
Cage, John	Music
Chanler, Josephine	Math
Cherrington, Blake	Electrical Eng.
Coitz, Laus	Math
Costello, C.	Rhet-English
Erlich, Richard	English
Exline, Gerald	Architechture
Feinberg, Walter	Education
Fisher, Rob	Art
Gambill, Norman	Art
Ghent, A. W.	Biology
Gold, Louis	Pol. Science
Gottheil, Fred	Econ.
Gould, Orin	Education
Hensler, Gary	Math
Hilsdorf, Hubert	Civil Eng.
Jackson, Boyd	Counselor, Reading Cl.
Jackson, Herbert	Art
Kieffer, George	Biology
Kleinman, A	English
Mast, Plessa	Elec. Eng.
Long, Norton	Pol. Science
McDonough, Craig	Econ.
McPhail, Clark	Sociology
Millar, James	Econ.
Miller, David	Biology
Nievergelt, Jurg	Computer Science
Nodarse, Samuel	Psycholinguistics
O'Halloran, Thomas	Physics
Perrino, Daniel	Dean of Students Offi
Powell, George	Math
Purves, Alan C.	English
Rosenberg, Wolf	Music
Sanders, Charles	English
Schiller, Herbert	Communications
Shakhashiri, Bassam	Chemistry
Smock, H Richard	Off. of Instructional
Slotnick, Daniel	Computer Science
Stegemeier, Henri	German
Stichker, J.	Chemistry
Sweemey, A.	Zoology
VonFoerster, Heinz	Elec. Eng.
Wetmore, Louis	Urban Planning
Wetzel, John	Math
Werner, Louis	Philosophy
Wilkie, Brian	English
Winklehake, Claude	Architechture
Woelfel, Joseph	Sociology

Robert Brice.

anticommunication:

*an attempt.
not a refusal*

59

Seven years ago I saw Cincinnati for the first time. I had gone there to listen to the first performance of my third string-quartet by the LaSalle Quartet, an ensemble justly considered to be the best of its kind in the world today by most composers alive. For me this was a festival and it is understandable that I was in high spirits. Two days before the concert, the members of the quartet invited a large number of friends to a private home, where my piece was played, and then I was asked to answer questions about the music I had written, the compositional techniques I had used, and the message I had intended to communicate through this composition. It was at this occasion that I heard my quartet for the first time. I was very excited and immoderately pleased. I found all questions of the greatest relevance, answered them as best I could, remained in a splendid mood and all in all enjoyed everything, including myself! A few days later the museum invited me to contribute a ten minute talk on the musical aspects of the general subject: "Existentialism and the Arts". This I did not have ready in my drawer. It had to be produced practically overnight. The result of this overnight production, a piece of highly condensed and, under the pressure, spasmodically jumping prose, contained a small passage which was climaxed by the sentence: "A language gained is a language lost!" A very discouraging sentence, and, as a blunt statement, rather controversial. In the context, I knew exactly what I meant by it. At the same time, however, I began wondering what it might mean outside such a context, and whether this question would be worth my while investigating. It turned out that it was, and all I shall tell you today is related to that first time in Cincinnati.

It did not take long for the sentence to grow old in my mind. Its original informative impact, when it still had raised questions, controversy and curiosity in my mind was irresistably drowned by repetition, as I went on thinking about it. It became a kind of slogan, and began to take on the features of a thing one can say. A thing one thinks one understands because one has heard it before and not because one has thought it before. The sentence fell under its own sentence and thus a language gained in Cincinnati became a language lost in Urbana, Illinois. I decided to do something about it and attempted what thousands of artists had attempted: namely to construct a context in which the decay of the sentence, of its words, of all the potential meanings implied by it, would be retarded. This context, in which it was to live a little longer, could not be again the Cincinnati piece of prose, nor could it be just a new audience in Urbana, where it hadn't been heard yet. The context was to be of a more general appropriateness, if possible to be adequate for any place I can imagine, for any time I can think of. To make such an attempt is equivalent to intending to compose a piece; a piece of poetry to preserve any gained language of words; a piece of music to preserve any gained language of sound. Briefly: I composed a context of words and sounds in which the sentence "a language gained is a language lost" would have a function that should prevent it from becoming unambiguously communicative, from becoming just words, from getting lost too soon. The finished composition, for electronically generated sound and a human voice, I triumphantly called "Futility 1964".

What if the saying, according to which words mean what people take them to mean, were true? And let me suggest only the first few consequences, namely those which concern all of us right here and now: If you, for instance were an audience which by consensus had agreed on the meaning of words, then I should have studied and learned your conventions before coming here. I ought to have carefully scanned my notes and notions and only selected those for presentation that could be expressed with your words and your meanings. All others I should have rejected as incomprehensible for you. The result would have been that everything I say would seem to make sense to you, would sound very familiar to you, would let you feel confirmed and reinforced in your feelings and probably thus really bore you

to death; no matter whether all of you actually perceive the identity of deadly boredom and heroic complacency.

If on the other hand, you were an audience, where each member reserves for himself the right of taking words to mean whatever he pleases, then my task would have consisted in doing exhaustive research on this audience's structure, until I discovered the average meaning associated here with the average word. In other words: I would learn how to direct my language at a majority of individuals, who, while exercising their individual rights are more or less unaware of their conforming in reality to a consensus which rules this audience instead of having been chosen and decided by this audience. I would turn diplomat or salesman and my talk would be accompanied by a viciously apologetic melody singing of the freedom of meaning, the freedom of words for us all, and of the cosy noncommittal generosity with which I present my thoughts, not for your perusal, but for your mood and fancy, to take it or leave it. This insidious sing-song-melody has fatally distorted the dignity and good faith of many a speaker or artist or composer and many an audience.

Let me mention one more consequence: and remind you that the speaker is only one person, while the audience is a multitude. Thus it is a rare case in which an audience would say: We, either all of us by consent, or each of us by individual choice, we take words to mean thus and thus. But we have invited this man to speak to us, and our desire is to hear what he takes words to mean. It is, you will admit, a rare case, but if the audience truly has that desire, and if the invited individual trustingly attempts to fulfill it, then a certain harmony of purpose may be expected. He shows what he takes words to mean; the listeners compare this with what they take words to mean. But just because of the expected harmony, and just because the readiness for liberal comparison is by no means a readiness for change, for learning, for self-reflection, such a situation usually passes without achievement. The audience approves of the meanings the speaker associates with his words, as long as the audience approves of the thoughts which result from these associations. Otherwise, the audience will call the speaker's use of language false, faulty, artificial, tendentious, distorting, unacceptable. Here the mutual agreement, and such harmony of purpose prevent a process by which language might be taught to acceptably utter thoughts which seem unacceptable only because of the meanings that words are taken to mean.

On the one hand, I concede that in order to relate or permute established thoughts and ideas it may be sufficient to know what the listener takes words to mean, and to form one's language accordingly. The success of this language is then measured by the degree of comprehensibility. The problem of the speaker here is a problem in communication. His aim consists in having a new constellation of old thoughts understood by the currently valid rules and usages. For the presentation of new thoughts, on the other hand, the speaker should be requested to make his words mean what they had here-to-for not meant, thus adding to the available repertoire of meanings of a word that new meaning which is necessary for the presentation of the new thought. The success of this language can only be measured by the degree to which it questions the sufficiency of meanings already associated with words, and by the quality of the thoughts that so become audible for the first time; at which time there is, obviously never enough evidence available that would allow for completely correct evaluations.

As this is the point where the arts, including music, come in, let me formulate a useful term. Where a new thought is presented, the speaker's problem is not any longer a problem in communication, but one of communication. My useful term is introduced thus: A speaker with a new thought has to solve a problem of anticomunication. The syllables "anti" are used here as in antipodes, antiphony, antithesis; not meaning "hostile" or "against" but rather "juxtaposed" or "from the other side". Anticomunication faces communication somewhat as an offspring faces the progenitor. And just as the

offspring eventually will in his turn become a progenitor so will anticomunication, in time, become communication. This knowledge ought to make it possible for a community of people to have a good time with either. Indeed it should be noted that the good time lasts longer with anticomunication which leaves a lot open for the next occasion, than with communication which puts everything neatly away on the spot. Anticomunication is an attempt at saying something, not a refusal of saying it. Communication is achievable by learning from language how to say something. Anticomunication is an attempt at respectfully teaching language to say it. It is not to be confused with either non-communication, where no communication is intended, or with lack of communication, where a message is ignored, has gone astray, or is simply not understood. Anticomunication is most easily observed, and, then, often can have an almost entertaining quality, if well known fragments of a linguistic system are composed into a contextual environment, in which they try but fail to mean what they always had meant, and, instead, begin showing traces of integration into another linguistic system, in which, who knows, they might one day mean what they had never meant before, and be communicative again.

All this I contend to be analogously the case in all systems in which the elements enter into temporarily significant coalitions, and where some communicable meaning becomes associated with either their moments of appearing or with the particular structure of their appearance. Words in language, gestures of sounds in music, definitions of visual units and colours in painting are just a few of the many terms denoting such coalitions. My Trio for Flute, Double Bass and Percussion may serve as a fairly adequate illustration for one possible concept in anticomunication. One listener who liked a performance told me about his fun with it: "I always thought I knew where I was but everytime found out soon after that I had been elsewhere". To me this sounded like a compliment but it also told me that for him the piece had begun already to deteriorate toward communication.

Every original thought, idea, or concept, as it emerges for the first time in a given society, needs words so that it be expressed, be presented, be heard, understood and finally communicated. In search of such language one has to either create new words, or add and attach meanings to old words. If a word, in the course of time and usage, has accumulated many kinds, shades, nuances of meaning, then we have to consider the context in which the word appears in order to know which particular meaning it is to carry. From this it follows that a new meaning of a word may be suspected, or assumed, if the context is such that none of the conventional meanings would fit. It is easier to coin and integrate into language a new word, a new sound, a new visual unit, than to make an old one mean something new. This is because the newly coined word announces its newness in every context. Its function is unambiguous and thus not context-bound. A new meaning on the other hand cannot be announced by an old word alone but only by a context to which the old word is a newcomer, in which it had never functioned before. The older a word is, the more meanings it has accumulated; the more ambiguous it becomes, the more context-bound it is. Whereas a new word adds to the language by enlarging the vocabulary, a new meaning adds to the language by increasing the significance of context.

However, when something new is conceived, introduced, and noticed, there appears a temporary gap, an interregnum, which disappears only when that something new begins to be accepted, understood, and used; when it begins to grow old. This time of transition is a time in which messages are sent that no one receives and, in which messages are received that no one sent. This is the time in which a language gained is a language lost. By most people this time is experienced only occasionally in passing, in some concert, some exhibition, some reading, and then usually not too happily; for it gives them a hard time or no time or too much time, but no answer to their question: "What does it all mean?" It is this time, however, that is the almost continuous time present

for those poets, painters, and composers who move with it, who always think of themselves as living and working just in that mute and dumb moment where the language they gained got lost, where it won't do and say what they would have it do and say. It is therefore a sign of understanding and perceptivity if one expects their productions, their works and words to escape the prevalent level of communicativity, under the condition that all of their activities and objects be at least propositions and at best provisious for the next, now the future, level of communicativity. Creative Art resides in poetry, music, dance, painting, architecture, theater, film, television, writing, and even in "happenings" only if each of these sub-disciplines functions by anticomunication, which is my term for potential and virtual expression in a field devoid of communicative guarantee. One ought to expect, yes, as an ambitious audience, even demand that this field be cultivated at a time later than the last harvest and earlier than the next.

But, what if it is not only the much maligned audience, the people who come to listen and to see who have the wrong expectations? What if it is society itself, and therewith also the performers, the dancers, the actors, the musicians, who do not know that their profession consists in handling competently the temporary incompetance of their language? What if they have not matured enough in order to liberate and promote language from its fictitious status of a slave who will do the best he can, to the status-independent existence of a student and scholar, who will try to do better than the best he or anyone can?

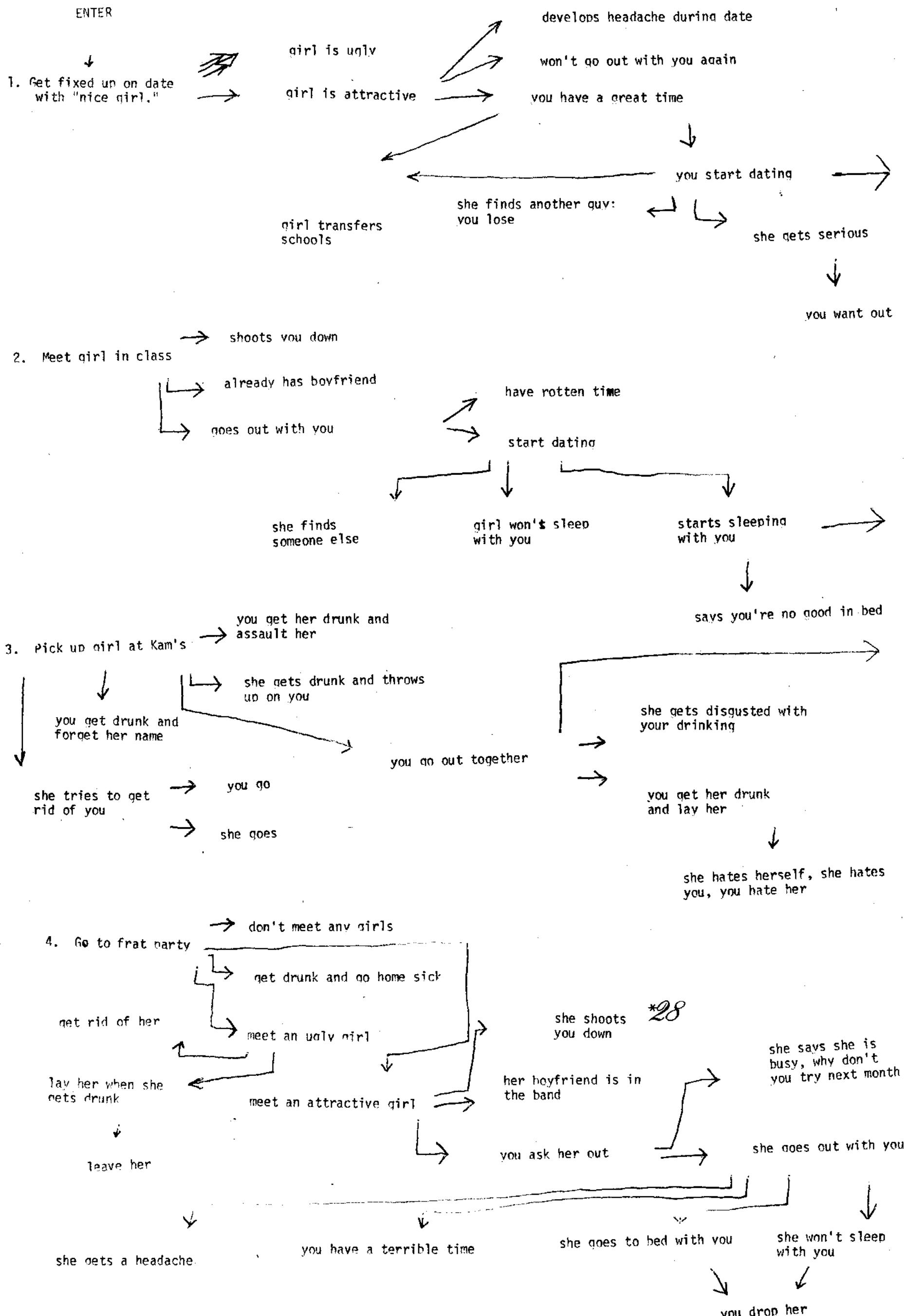
In your eyes performers, musicians are somewhat nearer to the composer than society in general. I should tell you that this may be a mistake. Musicians are nearer to the composer only when they intend to introduce his language as theirs, whereas they drop back into the general pool of incompetent society as soon as they merely use it as his. That means that the composer must pay attention to them, because his work, at least in performance, depends on their paying attention to the implications of his score.

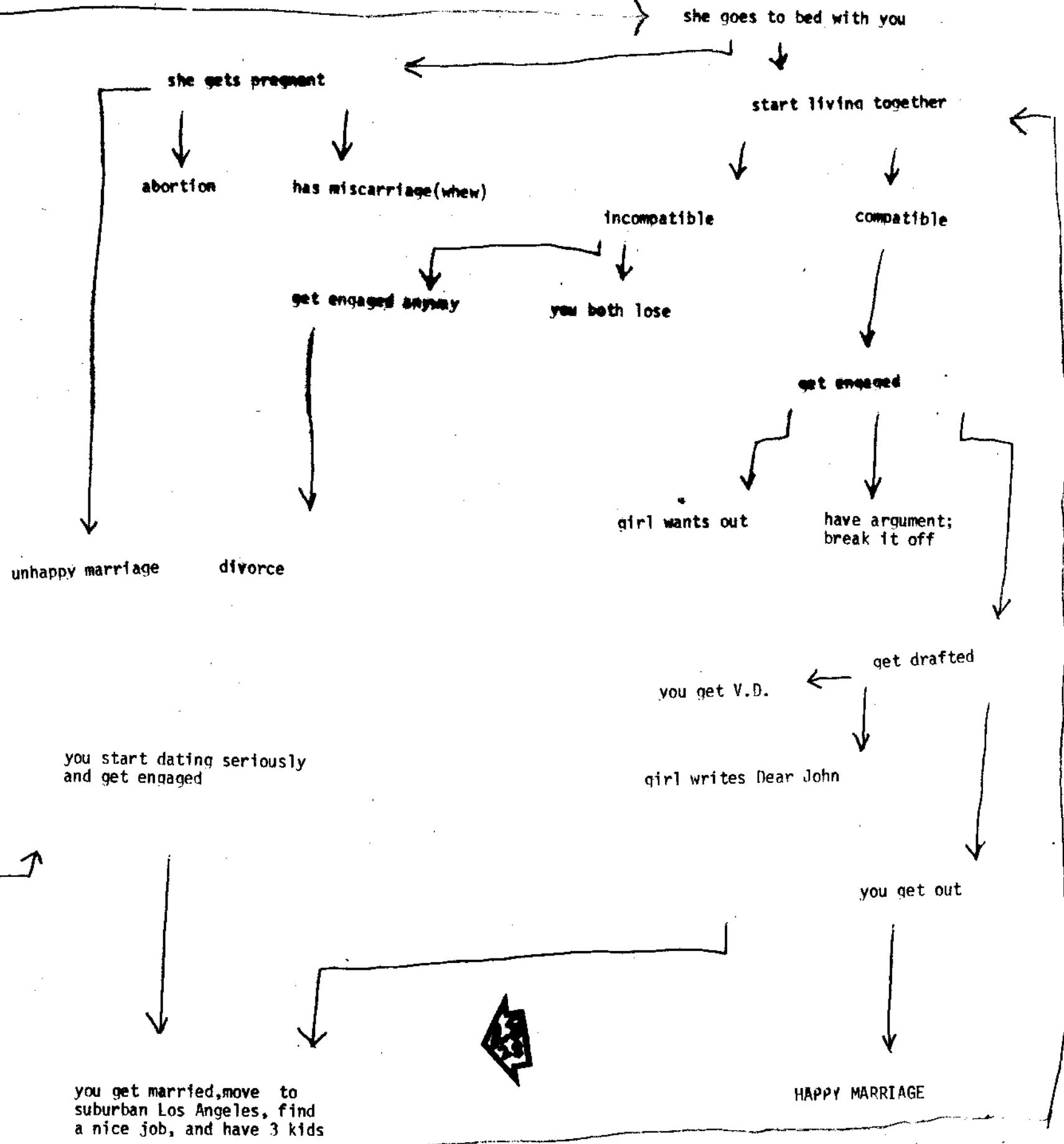
A score is a document in which a composer specifies as precisely as he deems necessary the kind and production of acoustical events he wants heard and the context in which these events would carry the musical meaning he wants perceived. Just as in language, there may be new sounds that still have to gain some musical meaning for the first time; and there surely will be many old sounds, which, hopefully, will, in the context, begin to adopt a fresh meaning, to be substituted for, or added to the meanings that had rendered the sound a musical sound before. In studying a score one can see which degree of precision the composer has deemed necessary for his specifications. And from that one may conjecture and speculate extensively as to the intentions he probably had, in particular as to the kind of attention he meant to pay the performers and the kind of attention he desires from them.

The upshot of all of this is, a proposition; or rather a chain of analogous propositions: To the question whether a statement is true there can be added the question: what if it were true? To the question whether a composition is music there can be added the question: what if this were music? So that language may not become a fossilized fetish, let it be praised for the thoughts it expresses, but ruthlessly criticized for the ideas it fails to articulate. Language is not the standard against which thinking is to be measured; on the contrary: language is to be measured by a standard it barely reaches, if ever, namely the imagery of human doubt and human desire.

To measure language, with imagery as a standard is the function of art in society. The arts are a measuring meta-language about the language that is found wanting. If the imagery succeeds in containing, anticomunicatively, for later, the simulation, the structural analogy to that, which was found wanting, then, who knows, it may tell us or someone someday, with breathtaking eloquence, and in then simple terms what we, today, almost speechlessly have wanted so much.

college dating game





Letter reprinted from The Daily Illini, October 17, 1969

Editor's note: The following piece is by a University student whose 18-year-old sister asked some advice from him. This is the reply he gave her in a personal letter, and after writing it, he submitted it to The Daily Illini as a Soapbox. The names have been changed.

Dear Alice,

I really enjoyed your letter. It sounds as if you are into some really great things, and are having a tremendous experience. My schedule has been pretty hectic, too. My activities have been tedious, frustrating, harrowing, nerve-wracking, and generally boring, and have left me about six weeks behind in my work. The moratorium was a tremendous success. We had somewhere between 5,000 and 9,000 kids on a march of protest. It was a peaceful, legal demonstration, and two people were actually arrested for trying to disrupt it. There were literally dozens of things happening here, and I don't want to go into the rest.

By the way, if you do get into Chicago, give me a call, and I'll come up to see you, or you can come down.

With regard to your questions about sex, I cannot help you as much as I would like to, or as much as you would probably like me to. I have had experiences with four girls, and each has been totally different in terms of the girls' reactions, my reactions, and the circumstances of the relationships. As far as any generaliza-

tions, there are few to be made which would hold universally. Since I know nothing about the circumstances in your relationship, and nothing about the other person involved, it would be impossible for me to give you any specific advice.

Of course, the nature of the relationship and the feelings of the individuals involved are the most important considerations. I do not have any hard and fast rules about how emotionally involved I have to be in order to make love.

The only real restrictions I put on sex are these: I have to feel comfortable with the person, I have to be sure there is absolutely no confusion about what the act signifies in the particular context, and I have to want to make love. Most girls have some restrictions on how 'deep' the relationship has to be, and this varies from knowing a person 45 minutes to being married. For the first time, almost all people are very nervous and afraid of the emotional and physical consequences, and usually the first experience will be unsatisfactory because of this anxiety and because sex has been built up in their minds as so different from what it really is.

Your distaste for "balling or "cold-fucking" is an almost universally held view among conscientious human beings, and is not nearly enough of a criterion on which to base your decision. The questions you must ask yourself are of a very existential nature.

One warning: you may be seriously hurt if you let the experience itself cause you to become too dependent on the boy.

But don't be afraid of physical pleasure; it is only natural and a beautiful act. Also, don't worry if you have trouble reaching a climax. The indoctrination of our society creates many problems, especially among girls, and they can usually be overcome over time by relaxing and accepting what comes naturally.

I probably don't need to tell you that it would be cruel to let someone believe you will make love with him and then not do it because of last minute doubts. This may be a difficult problem to avoid, but I'm sure you will try.

I will say this much about my own experience: Ironically, the most healthy, satisfying relationship I have ever had with a girl began when we were just good friends, and both lonely, and we decided to sleep together. Since we were not emotionally involved, we were able to be totally honest, and since we shared a mutual concern for each other, we were able to work out a relationship with virtually no hang-ups at all. We were able to feel free and to detach the idea of sex from that of long-term commitment. Whether or not you can do this or even want to, I don't know.

My own feeling is that it is not a good idea to be really involved when you have your first experience, as it may be totally wrong for you. You must decide. My ultimate goal is to feel free to have sex with someone, when I feel that it is not fraudulent, without doing a great deal of deliberating about it. But this is impossible the first time.

With regard to promiscuity, the idea itself is very nebulous, but as I understand it, it means sleeping with people indiscriminately. Okay. This releases questions about what is discriminate and what isn't.

So I guess we're pretty much back where we started, aren't we? Each of us must determine what is promiscuous and what isn't. But I think it can be said definitely that it is not by definition promiscuous or wrong to have sex before marriage, as we have been taught to believe. I see nothing inherent in sex that justifies marriage, and nothing inherent in the marriage institution that justifies having sex. They often go together, but are not, as I see it, inextricably tied to one another.

So literally hundreds of different arrangements are possible, and different arrangements are best for different people. The only way I know to find out what is best for you is to try out different kinds, exercising whatever precautions you deem necessary. It is, I feel, literally impossible to know what you want ultimately until you have some criteria (based on experience, not logic) by which to judge.

For this reason, my thoughts may not help you at all. For how can you possibly decide about the first time, when you have no comparable experience by which to judge, you still won't know until you have actually done it. Therefore, if you want to have sex, you must take a chance. But that is what you have to do every time you do something new, isn't it? Peace.

Bill

MORATORIUM ON

On October 6, 1969, the Faculty Senate, in an unprecedented and begrudging move, came out in support of the October Moratorium against the war in Vietnam. Students and faculty were given the option of participating in a Moratorium Day program during a designated half hour period. That was not quite enough for most students at the University of Illinois, for on October 15, thousands remained out of their classes to demonstrate their opposition to the policies of the present administration. Like millions of others around the country, they sent telegrams, participated in teach-ins, read the names of the war dead, listened to speakers, creamed the corn, canvassed the community, and marched..... marched in the nine thousands, in the name of themselves, in the name of the 44,000 Americans and many more Vietnamese who could not speak out on this day of protest.



October 15th was also a day of unity, as well as a day which polarized the political climate in this country. The participants in the Moratorium represented a unity that was new to this country, and its "generation gap": Housewives and children, students and oldsters, and even businessman and professionals ceased business as usual, and took to the streets to visually register their protest against American involvement in Vietnam. In its way the administration promoted more polarization, in an already divided America, by declaring that policy would not be dictated from the streets, and engaging in other inanities by calling the demonstrators impudent snobs. Instead of trying to "bring us together," the President clearly tried to isolate the anti-War Movement from the rest of the country through his great declarations to the "silent majority." In spite of Washington's unyielding stance, work began for the month of November, the National Mobilization, and the months thereafter; for the sentiment is for peace.....and PEACE NOW.

♦6



ALL BUT PEACE



Claiming that demonstrations would have no effect on his policies, the President called for a Moratorium on criticism, and got a moratorium.....but of a different sort.



If it were the case that as the saying goes, words mean what people take them to mean, then no word could not escape the meaning given to them by people. Where there is no escape, there are no alternatives, there is no freedom. But thanks to the desire of people for freedom we have languages. So called natural languages are context bound. Structured by a lowly changing system this bondage of context creates

**WE LIVE IN THE SYSTEM
WE HAVE CREATED
FOR OURSELVES,
WITH ITS CONSTRAINTS
ITS DESIRES
ITS RELATIONSHIPS.**

clippings
for the
above
method
ofativ
is used
to
the
above
method
ofativ
is used
to

If it were the case that words had the power to change reality, words mean what people take them to mean. In that case, words could not escape the meaning given to them by people. Where there is no communication, there are no alternatives, there is no choice. But thanks to the desire of people for freedom we have languages. So called natural languages are context-bound. Structured basically

Material wants are fulfilled. No one lacks food, clothing, shelter, or medical attention.

For those who so choose, pain ended before birth.

Man is defined. All action builds on a core of natural motivations. He makes love, returns love, accepts love, desires love. Cooperation governs his relations with others for no persons' goals are mutually exclusive. (Hostility and conflict are results of deranged socialization processes.) Instinct directs him to discovery and learning. Spontaneous creativity hallmark life. Every man is an artist.

Society, sculptured from the man-model, reflects his artistry. Communication is an unobtrusive glance, an inconspicuous sound, the very slightest touch. The world is ours to experience; our experience belongs to the world. After all, who has anything to hide?

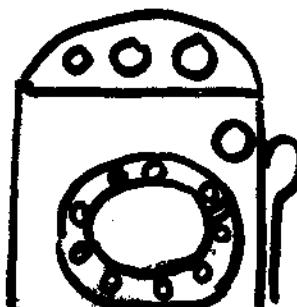
Involving battle with nature's own, antisocial, pseudosocial, or pseudo-, over the decades. Who can argue success with words that never over-

FREE TELEPHONE

In order to make one's stay at the University of Illinois more pleasant there are certain so called gimmicks one can learn. For example, we all have loved ones far away; for some inane reason the American Telephone and Telegraph Company has seen fit to take advantage of our unfortunate situation by charging exorbitant rates to use their silly damn phones. Fortunately there are several ways one may talk to a loved one without supporting a monopolistic, bureaucratic, institutional complex.

LOCAL LEVEL

There are two ways in which one can make a local call with one tenth of the normal rate in this type of pay phone.



The first way is to drop a coin worth one tenth of a dime down the nickle slot and then you hit the coin release one and one half seconds later. This technique takes a little while to perfect but once you get the hang of the timing it will prove to be great fun. The second way to make a local call for the same price is to get a thin piece of cardboard approximately two inches long. One should place it down the nickle slot and then drop a penny down. You will pleasantly rewarded with a sound of a dial tone. Tragically both of these methods are obsolescent with the advent of a new type of pay phone which has slits for your money. Neither of these methods work on this type of pay phone. But do not give up hope for it is just a matter of time before something is thought of to save our glorious contry and their phone company from eating up all our dimes.

NATIONAL LEVEL

There are several ways which one can liberate themselves from the tolls of long distant teleph... calls. One of the most important things to remember is always call from a pay phone to another pay phone to insure there won't be any recriminations or repercussions from this wanton act of immorality.

1. The most proven effective way is to call from a pay phone, bill it to a pay phone and call to another pay phone.
2. One can always bill the call to a third number.
3. One can always make up a credit card number.
4. One can always call collect to another pay phone.
5. If calling from a dorm room bill it to 511 and any remaining 4 digits, other than your own of course.
6. Pay for the first 3 minutes and then talk for less than \$1.50 worth of time and have them bill you at your local address. Bell Telephone doesn't bill for anything less than \$1.50.

There are various other methods but these have proven to be 100% effective where the other methods have not. There are also numerous WATTS (Wide Area Telephone and Telegraph Service) lines around campus. Almost every department has one, if is left up to your ingenuity to make use of these phones. These lines enable you to call anywhere.

16
▲

Yours truly,

A. G. Bell

FREE COUNSELING

How are you doing?

Will you be able to keep on top of your assignments?
Is your reading speed to your ability level?
Do you get the best grades you are capable of?
Do you perform well on exams or do you "clutch"?
Are personal problems making your life unhappy?
Are you satisfied with your college and program?
Do you know the best way to go about choosing a major?

These questions and others like them are ones which the psychologists at the Student Counseling Service can help you with. They are there just to help you. Their primary responsibility is counseling; they have no disciplinary or regulatory functions. The counselors are employed because they understand, like, and know how to help students. Most of the regular staff members have their PhD's in this area. They have an average of more than eight years experience in University counseling.

FREE FOOD

MENU OF FREE FOODS
(especially for U. of I.
apartment dwellers)

BREAKFAST

cold or hot cereal
toast with butter and jelly
coffee, tea, milk, hot chocolate
All can be obtained by going (backwards) through the line at F.A.R. Pretend you are a resident and are going back for "seconds".
NOTE: extra bread can be obtained at this time for future use--as well as pats of margarine, teabags, and packets of sugar.

MID-MORNING SNACK

Coffee and crackers

Find a used cup at the UNION and have it filled at the counter where second cups are free in the Commons. Crackers are available in the vending machine room.

LUNCH

soup and crackers
vegetables
salad with choice of dressing
peanut butter and jelly sandwich
bread and butter
choice of beverage
This meal is also obtained at the dorm (F.A.R.)
Follow same procedure as breakfast.

AFTERNOON SNACK

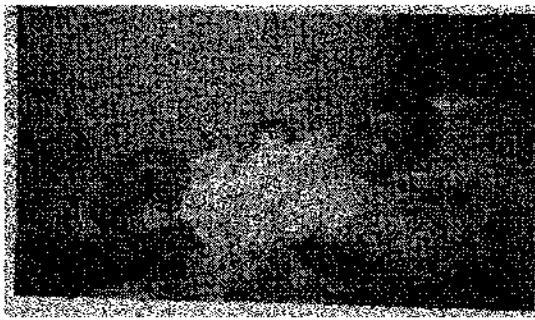
free popcorn at Treno's (2-5 P.M.)

DINNER

Pizza
salad with choice of dressing
vegetable
rolls and butter
choice of beverage
Pizza may be obtained from vending machines at F.A.R. Open empty door below a full one and reach in with fingers and pull down. Special oven is provided. Rest of dinner is obtained in same way as breakfast and lunch.

Each student who seeks counseling at the Service is given a personal counselor. In all cases, counseling interviews are kept absolutely confidential.

About 6500 students use the counseling service each year. Eighty-five per cent have problems or question similar to the aforementioned. The U. of I. Student Counseling Service is located on the second floor of Student Services Building at 619 E. John Street. Complete aptitude, interest, and personality testing is available free of charge, as are all the above services. To make an appointment, either stop in or call 333-3704.

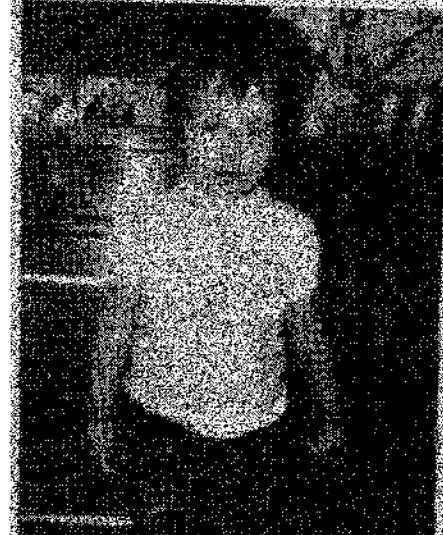
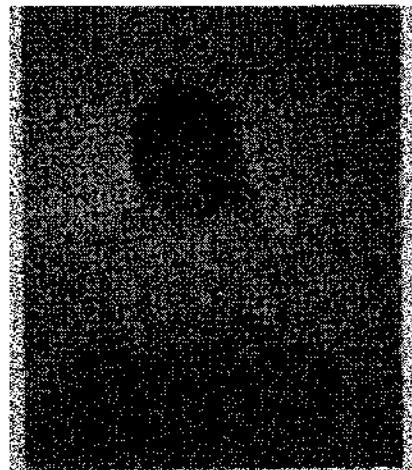


A FLEETING RETURN

So happy were those early days
 Ne'r a worry or a perplexed phase
 Before I understood this place
 The hate, the lies, and the disgrace
 Or taught my mind to fancy aught
 But a white celestial thought;
 When yet I had not walked above
 Years apart from my first love.
 Was it love that wrought despair
 From those happy times without a care?
 Now on some shining star or flower
 My gazing soul will dwell an hour.
 And in these weaker glories spy
 Some shadows of eternity;
 Before I taught my tongue to wound
 My conscience with a sinful sound,
 Or had the black art to dispense
 A several sin to every sense.
 O how I long to travel back
 And tread once more that ancient track!
 When happiness was all around
 And ne'r a dream was ever drowned!
 Bring me back I pray! But pray to who?
 For God is gone in the big time
 These times of blue.
 Some men a forward motion love,
 I by backward steps would move:
 But be I must content to reminisce
 When friends were for real, love understood
 And life was Bliss.

Terry Pogofsky

*17

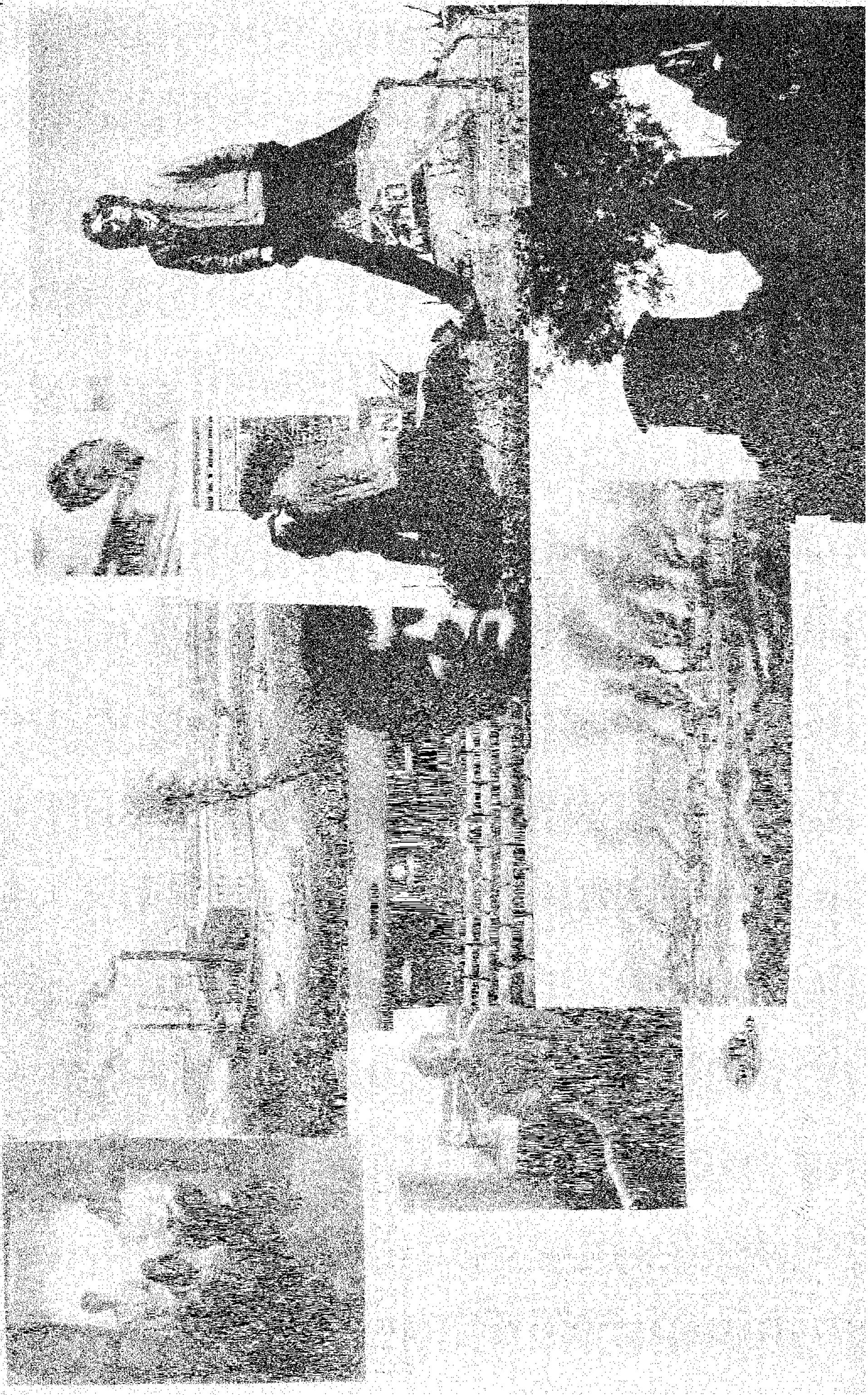


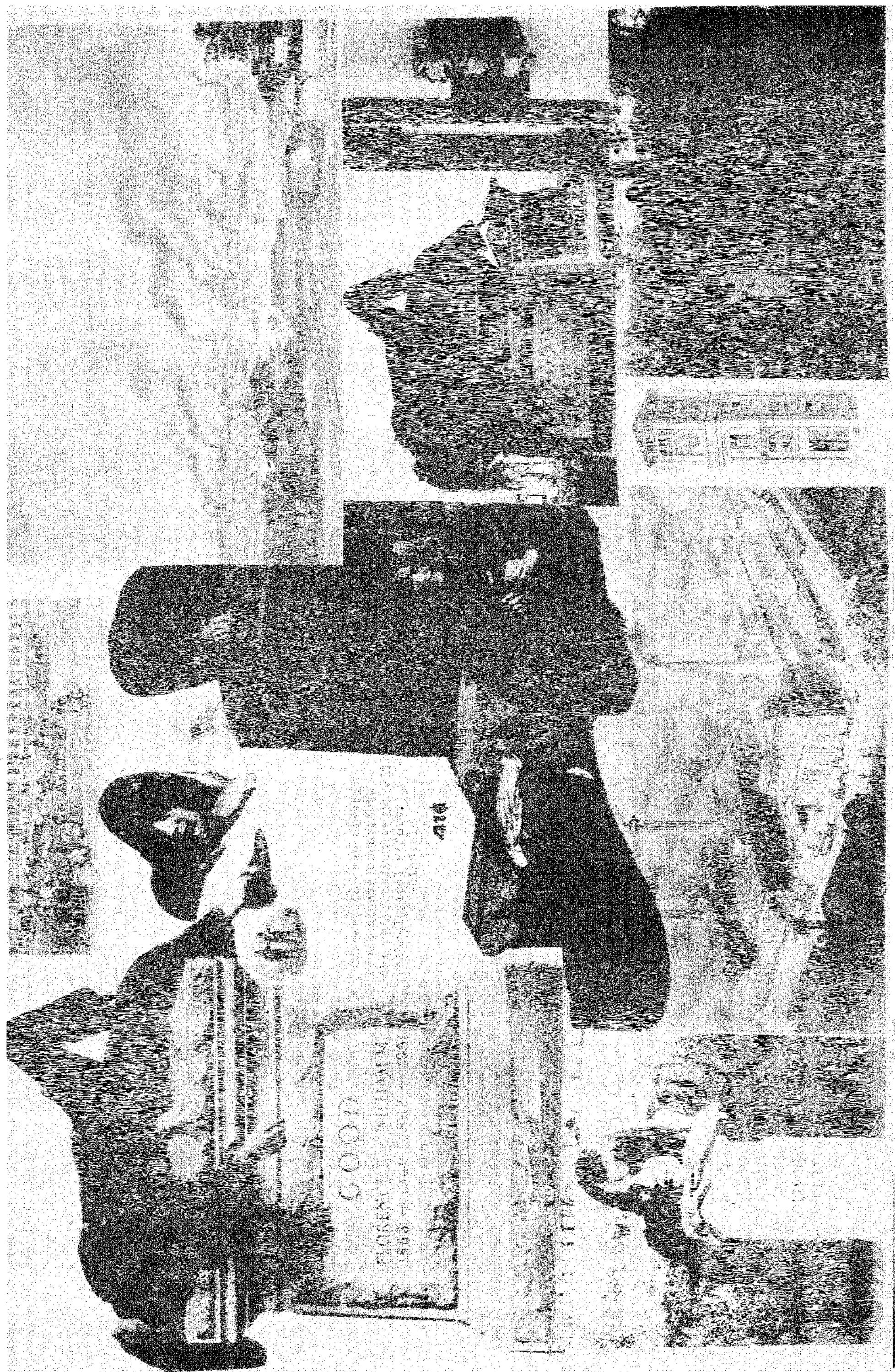


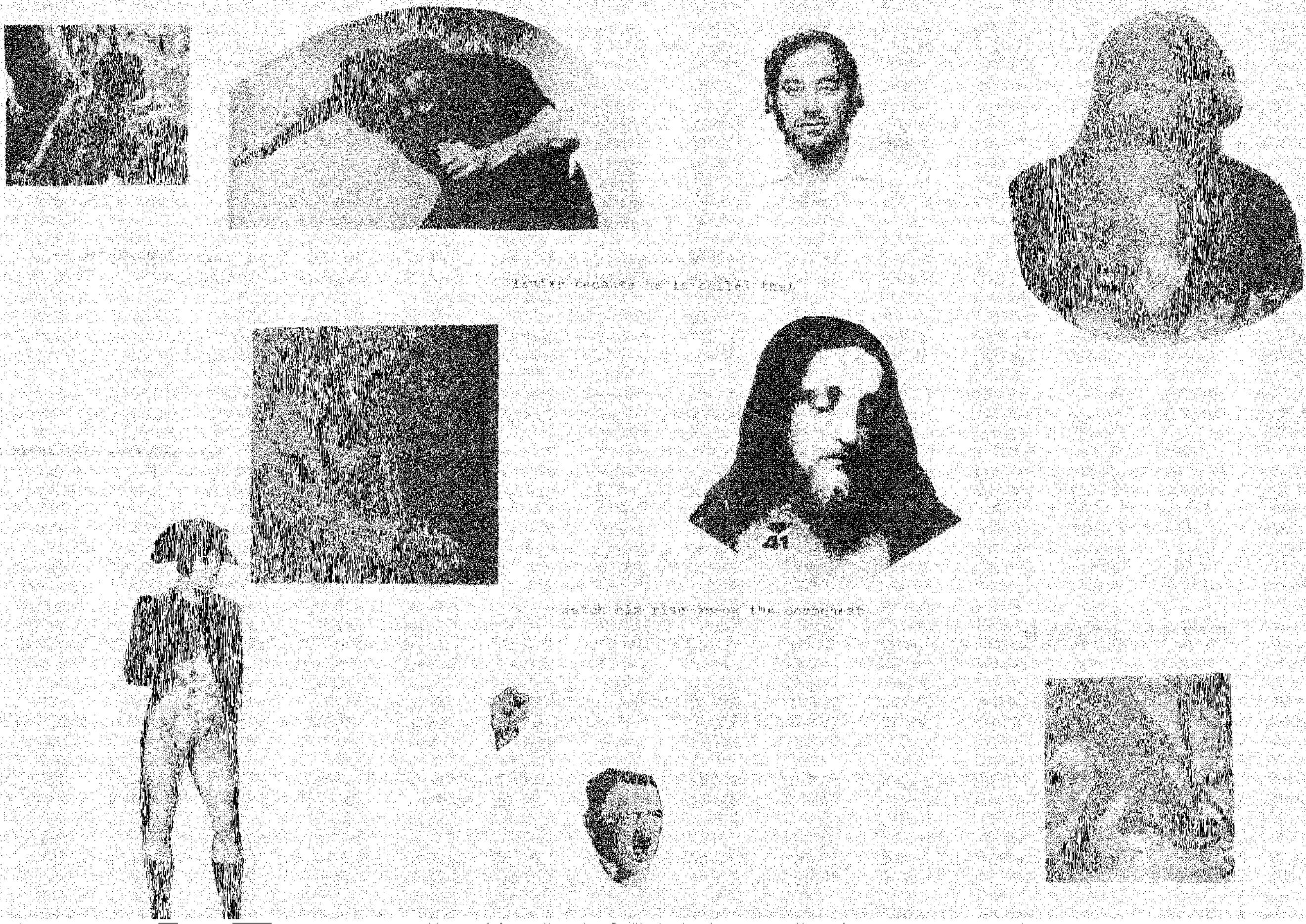
Results list

	July	Aug.	Sept.	Oct.	Nov.	Dec.
1	93	111	125	12	12	120
2	350	27	27	29	29	330
3	115	3	381	3	345	3
4	270	4	125	4	4	165
5	128	5	54	5	5	110
6	327	6	114	6	6	56
7	33	7	68	7	7	12
8	73	8	48	8	8	12
9	277	9	106	9	9	33
10	284	10	21	10	10	41
11	248	11	304	11	11	59
12	15	12	142	12	12	334
13	42	13	207	13	13	175
14	321	14	192	14	14	13
15	322	15	162	15	15	330
16	190	16	14	16	16	45
17	28	17	134	17	17	504
18	190	18	141	18	18	12
19	27	19	91	19	19	242
20	127	20	446	20	20	553
21	75	21	281	21	21	158
22	56	22	209	22	22	6
23	178	23	116	23	23	102









once a pawn of time

3

a song
to deadened
silence gone
in satire we pursue
a screamchild
moving thru the Land
of Blunders

beige and blue
in scattered chat
with bird of beast
and half believe
it true



later
an immaculate canal
curved
toward the writhing
bodyfilled belly

A COMMONS

in fact
an art ifact
aquarium

down
she fell
*Chasing her
watched
the
years
the
rule
of the school
of fears*



she ran down a hall
deaden eyes staring
from frames
at her or nothing
and into
a timeless cave
her watch
stopped
fate worse than life



bodies floating
thru the timeless
-spaceless-
sounddeadened cave
watched over by
mechanical beings
that eat regurgitate
and diligently guard
their charges from
the truth



alice crept
among the masses
led by
General tempus fugit
all for magnificent
summa cum laude
Salvation!
support your status quo

she slipped
surreptitiously
into a chair

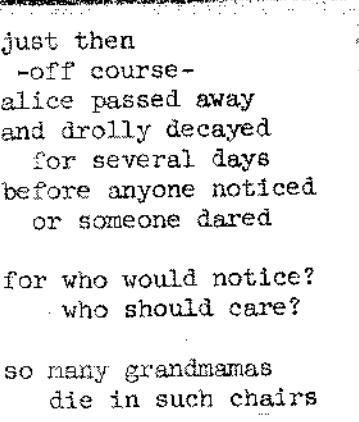


soon
the entrance
to the womb
became entombed
between
smoggrey
fishcoldqua
toiletyellowstripe
countertop
walls
bedecked
with framed figures
encased in woodendesks



alice shrank
beneath the pressing
hydromythic mood
of grated ceiling
cremcold curtains
luridyellow lightstripe

slatted vents
(for putrifiedaeration)
an impotent scenario
bedecked
aseptic walls:
surrogate city scene
sans sky/ soil/soul

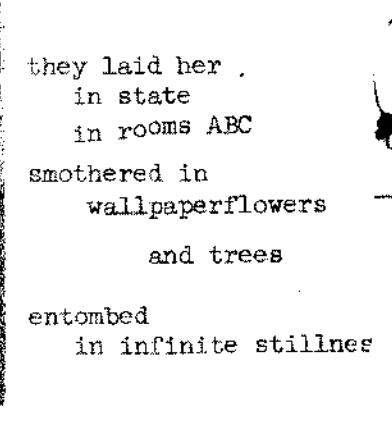


creatures
wandering limbless
thru
electricyellowgloom
feet treading
over barriers of
black/white
chessboard squares

silent eyes
swim thru the babble
of 1000
pointless words



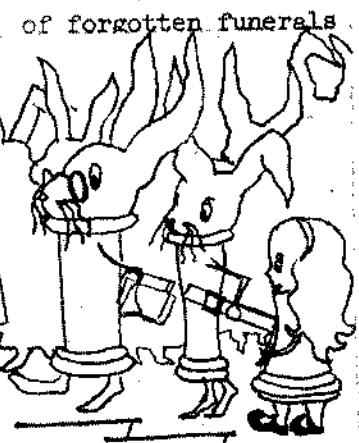
beasts
in yellowplastic
cages
reach out
but
cannot
touch
retreat
to rustling pages
surreptitious
glances



pressed
by hands of time

she scurried on

barely noting
caged limbs
straining eyes
studying eulogies



of forgotten funerals

alice left
with all haste

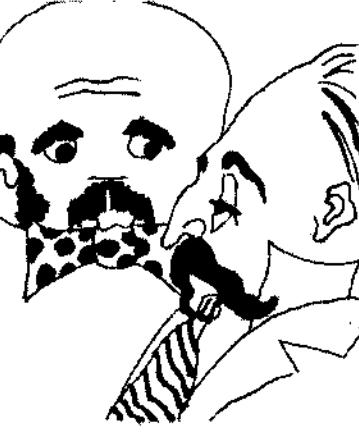


and joined
the parade
of longeared hares
thru the corridors
mumbling
my ears and whiskers
now late its getting!



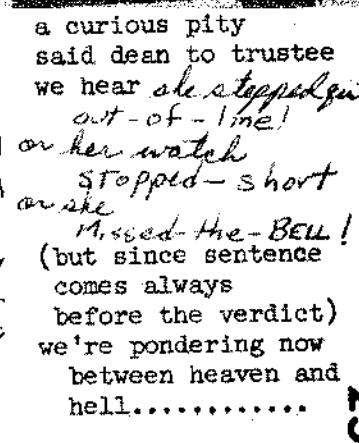
a goal

while God looks on
smiling?



your name in bronze;
mechanical soul
in an oiled universe

they laid her .
in state
in rooms ABC
smothered in
wallpaperflowers
and trees
entombed
in infinite stillnes



Student Programs and Services

A Division of Student Affairs

Housing Group Governments

To advise, supervise, support and administer student housing group governments and their related programs, such as visitation 24-hour lounge bill, social regulations, etc.



*52

Coeducational Units (University & Non-University)
Interfraternity Council
Men's Independent Association
Men's Residence Hall Association
Panhellenic
Unaffiliated Housing
Women's Independent Student Association

RELATED ACTIVITIES & PROGRAMS

Open Room Visitation

24 hour lounge

Registration of Social Events

Keys

Council of Women Students

Council of Men Students

Human Relations

Student Faculty Relations

Student Services Building Parents' Workshop

LIAISON & COORDINATION

Illini Union Student Activities

Religious Workers Association

YMCA - YWCA

Black Students Association

Graduate Student Association

Community



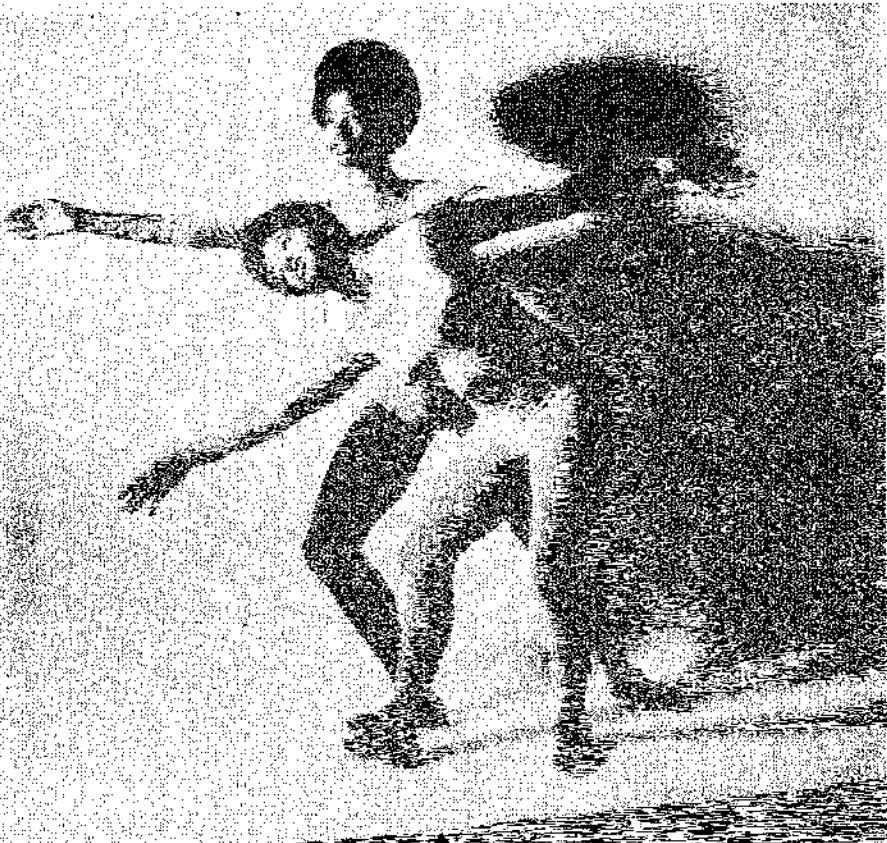
SPAS



STUDENT PROGRAMS AND SERVICES

Intellectual & Cultural Affairs

To work closely with students, advisors, counselors, faculty in developing a program of enrichment which will have significant impact on the lives of the students---this division is referred to as Intellectual and Cultural Affairs.



Lecture Series:

G. A. Miller

Lorado Taft

Black Culture

Symposia

Seminars and Forums

Roving Theatre

Afro-American Dance Ensemble

Visual Arts: Films, Slide Shows

Music (Bach to Electronic)

Faculty Associates

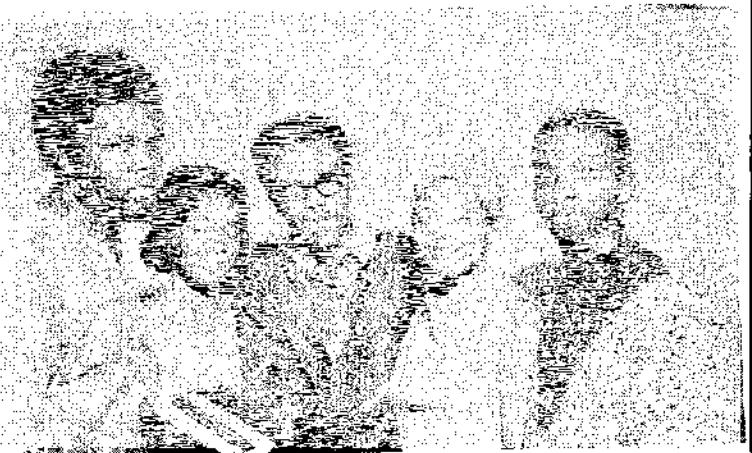
520

INTERACTION WITH CITIZENS OF THE STATE "Tell it like it is"

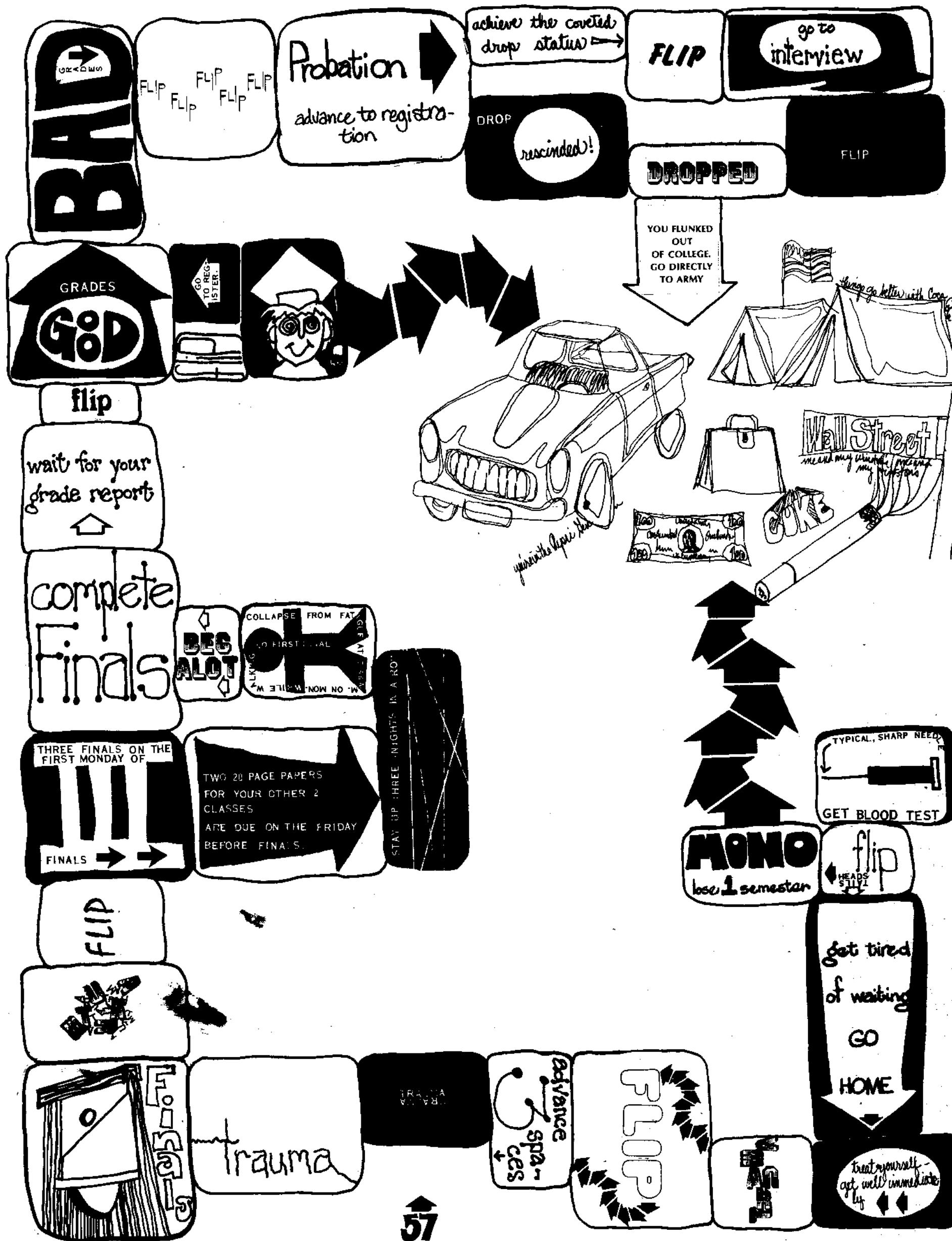
Student Speakers Bureau

Radio Panel

Student-Parent Workshops



THE HELL



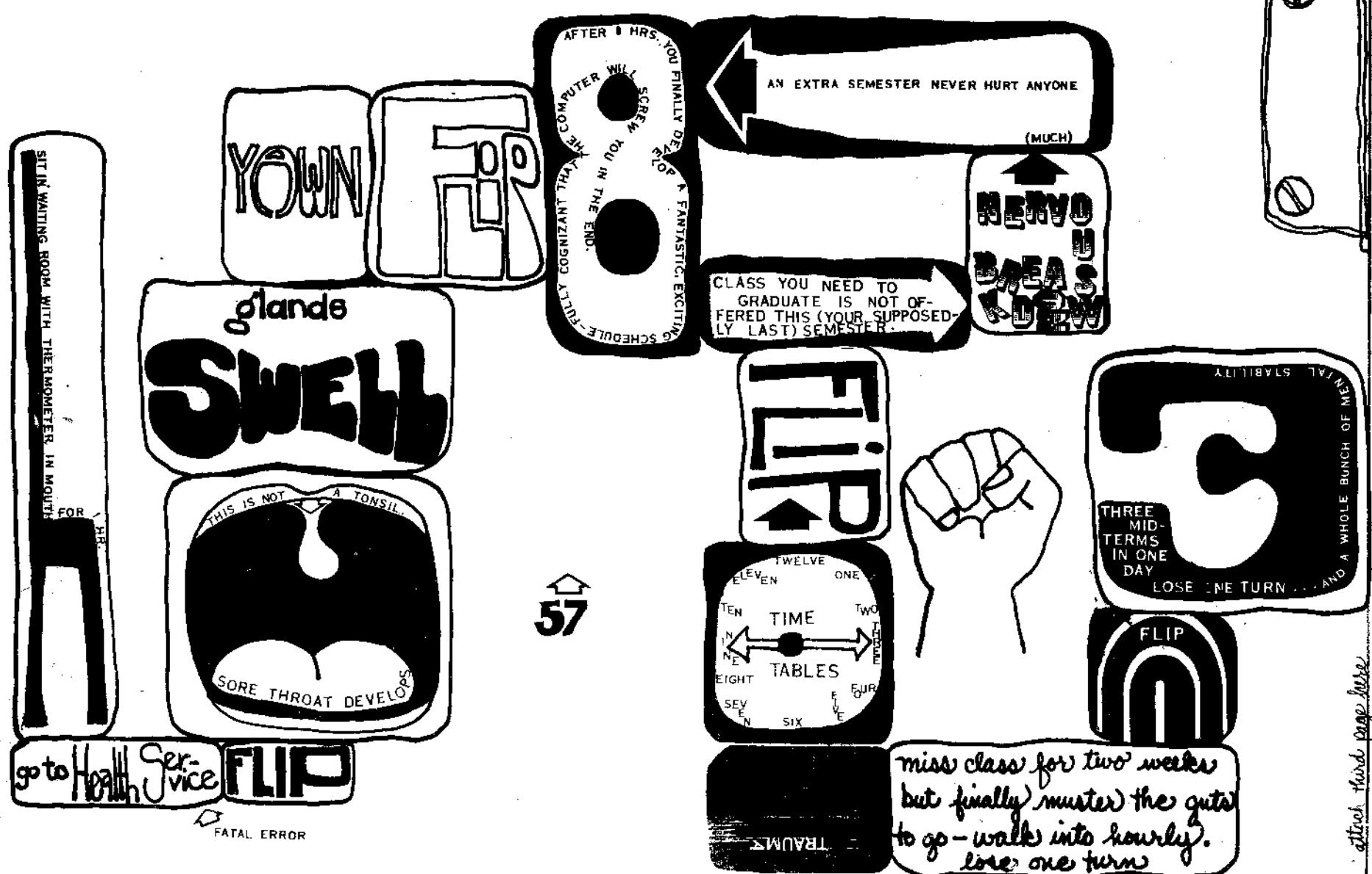
attach third page here

IV GASSIT

begin



TURN TO PAGE FOR FULL DIRECTIONS ON HOW TO ASSEMBLE AND PLAY THIS FASCINATING GAME OF LIFE AT THE BIG U.



attach third page here

FUCK THE FOREIGN LANGUAGE

REQUIREMENT

In the year 1912, America was known for its modern and progressive educational system. It was cited as the finest piece of machinery in existence. Every student was presented with the same factual material and was forced to retain this information for regurgitation on the next exam. This specific storage of knowledge was given with the intention of producing identically thinking machines. Whereas this procedure might have been considered suitable in 1912, it is surely unacceptable by today's standards. In our schools today, too much emphasis is being placed upon trivial facts rather than on education that will broaden one's mind. Grades are held as the ultimate objective for today's student. Unfortunately, grades are not the pathway to knowledge. Our system has been set up such that grades are given preference to intellectual curiosity. The student is forced to enroll in many courses which he is not personally interested. The reason behind this is that our educational system is geared to the faculty rather than the students. For instance, four year old TV tapes are still being shown in the Psychology Department. Even though these TV tapes are not as effective as live lectures, they are still being shown because they are more convenient for the faculty. Another example of the way the system is geared to the faculty is that the system is more interested in self-perpetuating by maintaining overabundant job openings rather than opening new educational horizons.

The foreign language departments exemplify this reversal of values. This is revealed by the foreign language requirement in LAS. The foreign language departments have lobbied the administration to retain this antiquated requirement to insure plentiful job opportunities in their field. The rationale most often cited for the present requirement - that it provides students with a basic tool for independent study and research in their chosen field - is open to criticism. Rarely are students expected to use their language competence for any aspect of their undergraduate work.¹ For those non-believers who still hold that four semesters of foreign language is essential for a well-rounded education, it might be pointed out that only two semesters of these required foreign language courses are needed to pass a graduate school entrance exam. It can also be cited that not every college or university requires four semesters of a foreign language. Some colleges, like Northwestern University, have eliminated the foreign language requirement altogether, while many others, like the University of Michigan, require only two semesters for graduation. There is an increasing trend today for the more progressive schools to correct this undated stigma. These administrations have been more responsive to students' benefits and needs. At the University of Illinois an estimated 50% of the students who transfer from LAS to another college do so to avert the stringent foreign language requirement. "A few (perhaps 2% of the undergraduate population) find that the requisite achievement is beyond them, because of apparently innate language-learning disabilities. These students who are subject to repeated failure, either withdraw from the university, or in spite of their interest in one of our programs, they transfer to another curriculum not having the requirement."² Even many of the students doing above average work find the foreign language courses unfulfilling because they do not help them pursue the objectives which concern them. "Students polled in a recent survey conducted by the LAS Council reflect generally low interest and motivation for foreign language study compared with other studies.... They feel they must spend an inordinate time studying language for rewards and pleasures seldom found."³ These sixteen hours of courses are not used by the student to enlighten himself but rather are used just to fulfill a requirement. An even more repulsive thought is that students who begin in LAS take sixteen hours of language and then for some reason transfer to another college where they find that for all practical purposes those sixteen hours of foreign language course were wasted.

The little foreign language that is retained by graduates is usually not helpful because they rarely have a chance to use it. Yet, practically every graduate can utilize libraries. It would seem more practical for them to have training in using the library rather than speaking a foreign language which they will never have the opportunity

to exercise. It would therefore seem reasonable to require four semesters of library science if four semesters of foreign language is required. The administration should become more responsive to the students' needs and put these needs in proper perspective.

Education should be for the student and not for the system. A student should be allowed to discover where his interests lie and to develop those interests. Isn't that what education is all about? Unfortunately, the foreign language requirement inhibits one from finding out what part of education he is concerned with because he is forced to take sixteen hours of classes which he could put to better use. Therefore, the foreign language requirement should be limited to one year. In reality this limitation would abolish the language requirement because two years of a high school foreign language (equivalent to one year of college) is required for entrance into the University of Illinois. From high school the student has already been exposed to foreign language and therefore can make a valid decision whether or not he wants to continue with a college course. If a student does decide to continue on his own free will or take a refresher course before his graduate school examination, he should be allowed to take the foreign language on the pass-fail option as any other course. This procedure would give the student the opportunity to decide what is best for himself, assuring for him the best possible education.

The administration, on the other hand, is doing what it can to perpetuate the system. They do this by offering minor concessions to the student without getting at the real problem. Their new proposals work within the framework of the system whereas if they were to solve the real problem they would have to reevaluate the whole system. Recently, the administration has authorized a foreign language committee which is designed to reevaluate the foreign language program. Since this committee was just organized last fall, it is still rather unorganized. At present one of the only areas where the committee has jurisdiction is in waiving the foreign language requirement for certain individuals. It is unfortunate that this committee has little power in enacting other proposals because the administration does not want to change any of its policies. It seems that the administration is using the Foreign Language Committee as an appeal to students rather than to better understand the students' needs.

The administration has accepted such meager plans as allowing a student who has taken four years of a foreign language in high school to be exempt from the college language requirement or allowing a student with three years of foreign language in high school to take either a proficiency exam and be placed in the proper level in the same language or take only three semesters of another language. They have also adopted policies in which the language courses no longer have to be taken in sequence and the last semester of the requirement may be taken pass-fail. They have also added alternative courses which one may substitute for this final semester. These include:

French 107, 108 - both are readings in French with class discussion conducted entirely in English. 3 hours each.

French 111 - conversational French. 4 hours.

German 107, 108 - both are readings in German with class discussion conducted in English. 3 hours each.

German 111 - conversation German. 4 hours.

German 123 - narrative prose. Intermediate course which is alternate for 103. 4 hours.

Russian 121, 122, 123 - basic grammar and vocabulary alternative for Russian 101, 102 and 103. 4 hours each.

Spanish 107, 108 - readings in Spanish with class discussion conducted entirely in English. 3 hours each.

Spanish 111 - conversational Spanish. 4 hours.

These are the alternatives for the four main foreign language requirements. New alternative courses have been added by the other language department and can be found in the timetable.

To alleviate the real problem (changing the system) bigger steps must be taken. In this age of hyper-awareness students can no longer accept antiquated traditions without reason. The foreign language requirement is one of those old traditions that is no longer considered necessary to broaden one's education. Students must involve themselves in some

type of mass action to rectify the foreign language requirement. There are several alternatives from which a student can choose. He may enroll in a correspondence course instead of taking the course at the University of Illinois. This is a more desirable for the individual because there is no comprehension in the correspondence course, no class size is required, no competition with foreign language students, and there is little worry about grades because they are transfer grades and do not count on the college average. It might be added that a correspondence course is just as adequate as a regular class, and possibly better, for individual, because he can work at his own pace. Credit for correspondence course must be accepted as a transfer grade from any accredited college. Ironically enough University of Illinois does not accept their own correspondence courses as a substitute for their classroom courses although they do accept their correspondence courses for all other courses. If one prefers to take a foreign course in a classroom then it is suggested that he take language courses at another college where most of the advantages of the correspondence course also apply. In both these alternatives, it is imperative that one manipulates the courses so that they do not interfere with his real requirement. The Foreign Language Committee can also be used by students whose experience in foreign language learning reflects such basic psychological or physical disadvantages that they should be tested and interviewed by appropriate specialists. Recommendations for waiving the requirement should then be acted on by a college committee that may consist of advice of staff psychologists, language instructors, or others with special competence in the area of language learning. Student petitioning of the foreign language requirement is imperative to bring the problem to the front to make the administration aware of the extreme antipathy for the foreign language requirement.

It is up to the students to make their own educated decisions into what they feel they can benefit from the most. It is up to the students to act on a mass scale to greatly reduce the number of students enrolled in the University of Illinois language courses. If this was done, the administration would have no alternative but to reevaluate the system and eliminate the foreign language requirement. FUCK THE FOREIGN LANGUAGE REQUIREMENT!!

FOOTNOTES

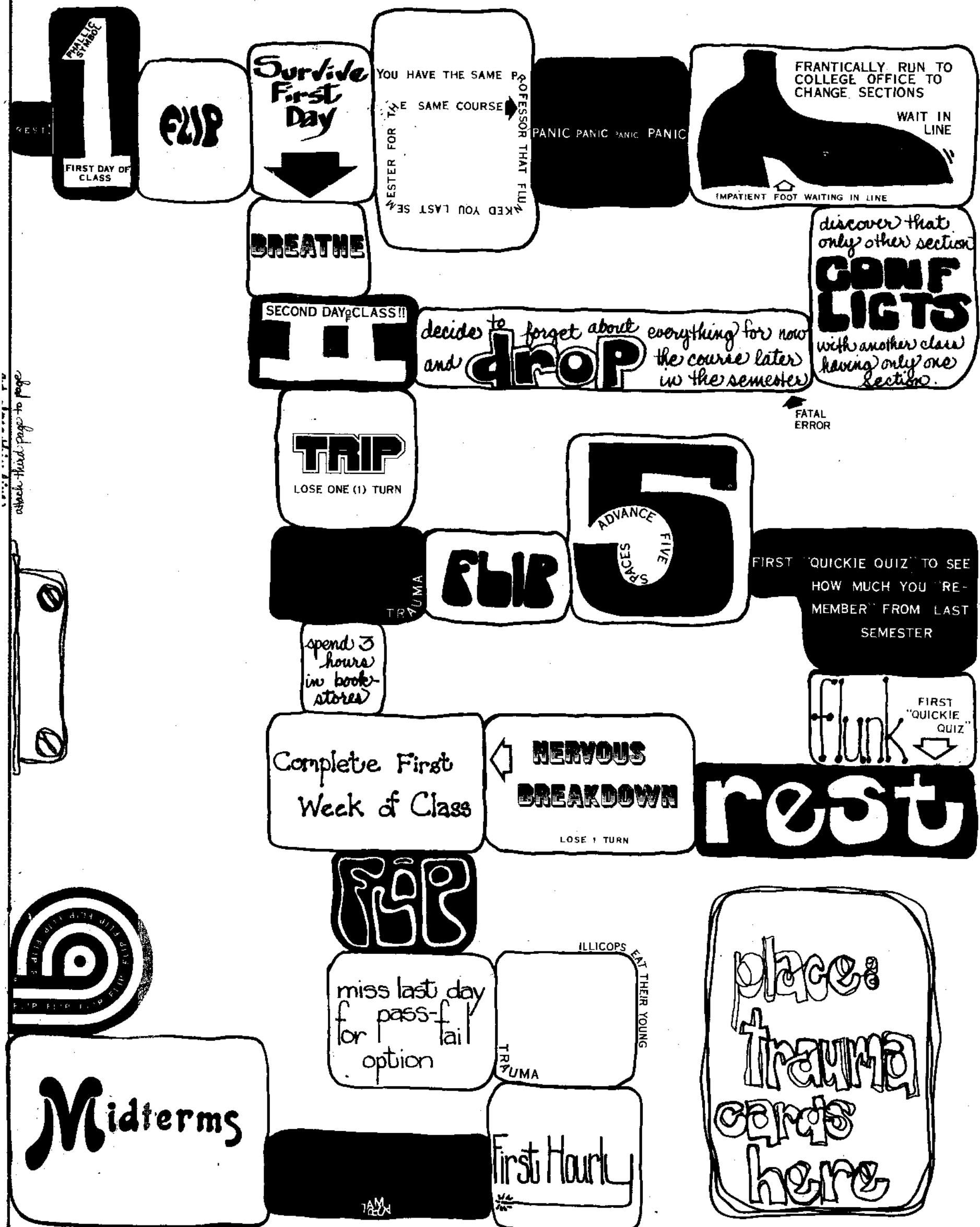
¹Report of Foreign Language Committee to Committee on Curriculum and Development.

²Ibid.

³Ibid.

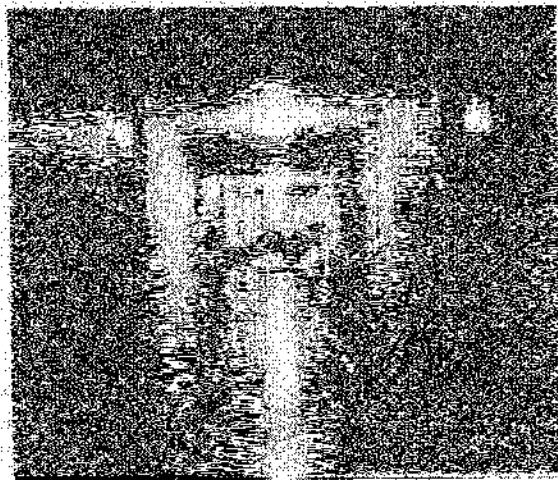
GANG

37



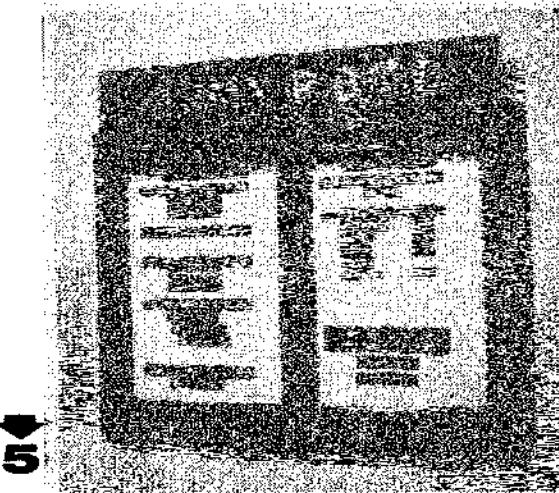
DESOLATION ROW

" You will discover the University of Illinois is an exciting and vigorous institution."
J. W. Peltason, Chancellor



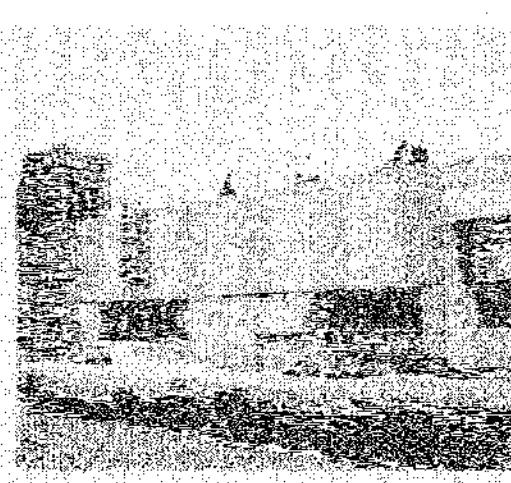
CLIMBING THE WALLS.

i am convinced
all souls have some
superior to deal with/
like the school system,
an invisible circle
of which no one can think
without consulting someone.
-Dylan

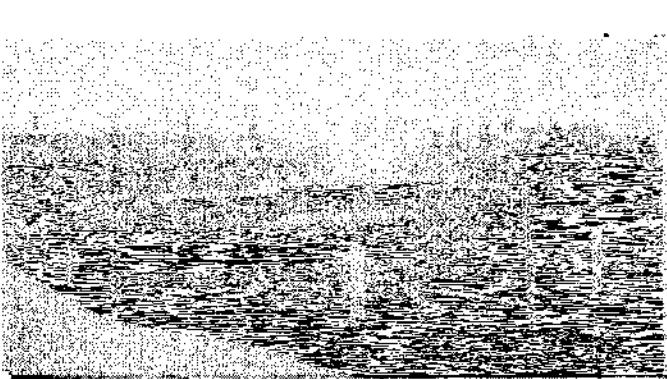


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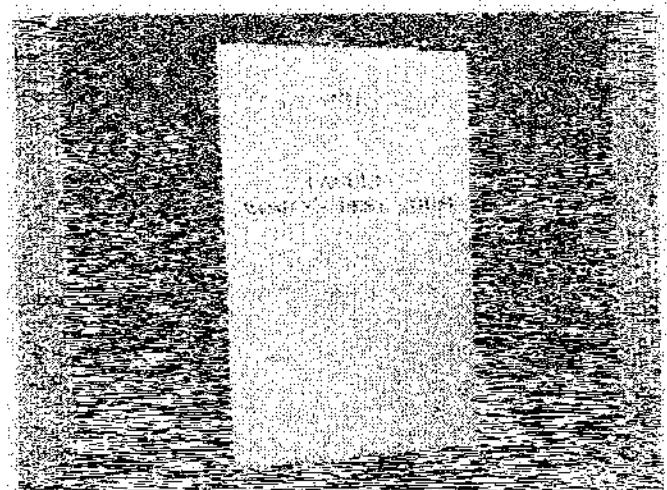
... inappropriate to allow the
University to take a political stand."
J. W. Peltason, Chancellor



No comment.



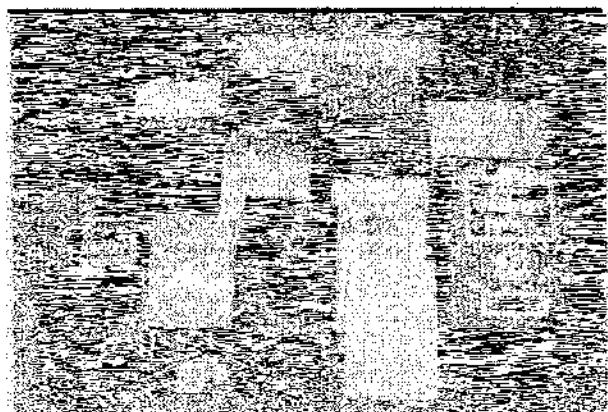
...98% fewer shadows.



No comment.

THEY CAN IMPRISON YOUR BODY
BUT THEY CAN'T IMPRISON YOUR MIND

WHILE PREACHERS PREACH OF EVIL FATES
TEACHERS TEACH THAT KNOWLEDGE WAITS
CAN LEAD TO HUNDRED DOLLAR PLATES
GOODNESS HIDES BEHIND IT'S GATES
BUT EVEN THE PRESIDENT OF THE UNITED STATES
MUST SOMETIMES HAVE TO STAND NAKED
-DYLAN



EDUCATION?



EDUCATION.

HOW TO PLAY THE UNIVERSITY GAME

TO ASSEMBLE THE GAMEBOARD: Turn to Page 31 and carefully tear it from the magazine. Cut along the line apoplosly marked "cut along this line" and attach to Page 29 along the line marked "attach third page here." Next, cut out the markers and trauma cards on the bottom half of this page. These can first be mounted on cardboard if desired. The trauma cards are then placed on the space provided in the lower right corner of the assembled gameboard. A cut-out coin is also provided but a real one will work much better. If the cut-out coin is used, it should be mounted on cardboard to ensure the proper flippancy for the game.

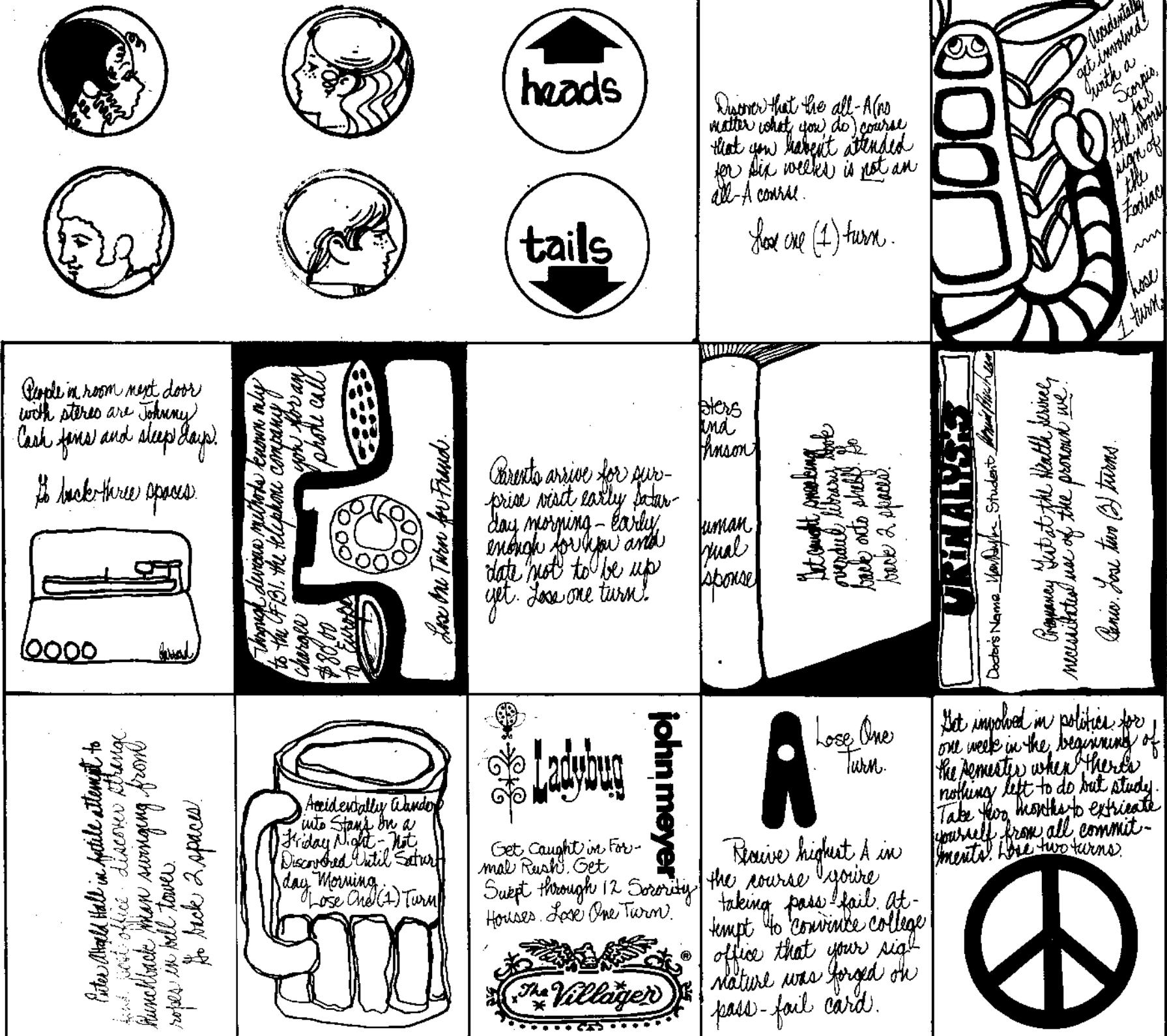
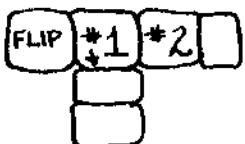
DIRECTIONS FOR PLAY: The game begins at the rectangle marked "Registration." The general direction of play is clockwise but arrows are generally provided to guide the players through bottlenecks. Each player makes only one move at a time unless otherwise directed. When the player reaches a "FLIP" space a coin (or the homemade structure mentioned in the previous paragraph) is flipped. If tails are tossed, the player advances 1 space; if heads appear, 2 spaces. If heads are thrown, the arrows and instructions of the space immediately following the "FLIP" space are completely ignored. That is, (see diagram) if heads are thrown, the player proceeds directly to the space marked #2 on the diagram.

PROPER FLIPPING OF COIN: The coin is to be flipped in the following elaborate manner to provide players with a false sense of control over their destiny: (1) coin is tossed into air with flipping motion of thumb and fingers. (2) coin begins to fall according to law of gravity. (3) coin's path of descent is obstructed by player's upturned hand. (4) upturned hand snatches coin and closes. (5) coin is placed on back of opposite hand and snatching hand withdraws. It is essential that the hands are not confused at this point. (6) coin is read, either heads or tails.

OBJECT OF THE GAME: The object of the game is to reach the outside world (hereafter affectionately referred to as "the pit.") by way of graduation. Although the pit is also reached by flunking out or contracting mononucleosis, the only legitimate way to complete the game according to the rules (see below) is to graduate. Variations on the above object may be used such as who can stay on the gameboard the longest without reaching the outside world.

RULES OF THE GAME: (1) Regulations Applying to All Undergraduate Students. (2) Student Handbook. (3) Illini Guidelines. (4) et al.

DIAGRAM:



How to Legally Solve your Housing Problems

The University of Illinois has no central agency where students can go to secure information and guidance when confronted with legal dilemmas. However, such an agency is under consideration and any students interested in its establishment should contact Nancy Drummond at 344-4205.

The Champaign Legal Services Agency provides a limited service of this type but to be eligible self supporting students must fall within the poverty incomes established by the agency. Students receiving financial assistance from their parents are in most cases exempt from aid unless their parents' income falls within the following brackets:

<u>Family Size:</u>	<u>Annual Income</u>
1	\$2500
2	\$2700
3	\$3000
4	\$3200
5	\$3550
6	\$3900
7	\$4250
8	\$4600

The Legal Services Agency refers all others to lawyers within the community.

The Housing Office located on the 4th floor of the Student Services Building does not profess to offer expert legal guidance to students with housing problems but it can be helpful where legal aid is not possible and the expense of a lawyer prohibitive.

The University remains an impartial party in all contracts between the student and landlord. Its policy is that of "not determining the agreement between the student and rooming house operator and assuming no responsibility for the financial arrangements entered into by the parties and....the manner in which the operator fulfills his obligations". However, the Housing Office can be important in advising the student of his rights.

A Housing Review Committee composed of nine faculty and administrative officials reviews any allegations of discrimination in renting to students. Any complaints will be referred to this committee for investigation.

The Housing Office maintains a form for housing contracts that owners and students can use. If any legal problems arise through the use of this form the University will adjudicate the matter. Copies of the contract can be obtained at the Housing Office.

Students under 21 wishing to live in unapproved campus housing can petition at any time during the year. The Exceptions Committee composed of one member of the Housing Office and two members from Programs and Services will take action and the student is notified by mail of their decision. If he is not satisfied with their conclusion, he can appeal to the same committee and is granted a personal hearing where the situation is reviewed. Final action will be taken within seven to ten days. If a student does not follow the proper channels and moves into unapproved housing without permission, using an address of friends or relatives in the Champaign area for mailing purposes, the University must first prove that the student is not living there. Since proper enforcement of this rule is impossible, many students leave the University housing before they are of age. However, if they are caught the punishment will vary from subcommittee

action, reprimand on the student's record, to a warning to move out at the end of the current semester or a more personal interview to determine the circumstances. It is estimated that only about 40% of the students who are 21 or over move out of approved housing, indicating a general satisfaction with their housing situations.

Students that have obtained apartments often have difficulty securing the return of their damage deposits. This, plus other landlord-tenant problems can often be settled through the small claims court. The materials necessary can be obtained at the probate division office on the second floor of the county courthouse. The clerk will help in the filling out of the complaint and summons.

The tenant should be sure that the landlord has no reason to withhold the damage deposit. A member of the University Housing Department staff can be asked to verify the condition of the apartment.

The tenant may present his own case merely by telling what happened. He must pay the following costs in advance:

- 1) Filing fee \$6.00
- 2) Service of summons \$1.50
by registered mail
- 3) Service of summons
by sheriff
a) in Urbana \$7.80
b) in Champaign \$8.60

If the tenant wins, these costs will be paid by the landlord. However, if he loses he must pay not only his own court costs but those of the winning party, making it important that he have a strong case.

Often students will try to avoid the landlord's keeping the damage deposit by not paying the last month's rent. The landlord can then terminate the lease and by court order seize all of the tenant's personal property within the county if he wishes.

The tenant can then do one of two things:

- 1) Not pay the rent and let the landlord keep the damage deposit. Fifteen or twenty days would probably elapse before a lien would be placed on the tenant's possessions but eviction is still a possibility. However, if the landlord will not take positive action and the tenant has not damaged the apartment, withholding the rent may be a valid alternative.
- 2) Pay the rent and seek to recover the damage deposit after the lease expires. This involves court expenses but with less risk to the tenant.

24

Students Rebel!

Are you tired of paying out of state tuition? Tired of receiving no extra benefits when paying twice the money? Tired of discriminatory procedures of admission of out of state students? Then join the revolt. The Supreme Court of the United States outlawed the one year residency requirement for welfare recipients in Shapiro v. Thompson. Why not for students? Join the movement to wipe out out of state tuition by joining a class suit that will revolutionize the educational system. Write to 1860 Valley Rd. Champaign pledging your support.

Where Brotherhood Starts as a Pledge

WHAT ARE YOU LOOKING FOR IN A FRATERNITY?

SPIRIT, BROTHERHOOD

-EXCELLENT SCHOLARSHIP-

ACTIVE INTRAMURALS

-COMPLETE SOCIAL LIFE-

A STRANGER BUT ONCE —

A BROTHERHOOD OF MEN



DELT COUNTRY

SO WHAT'S THE PROBLEM?

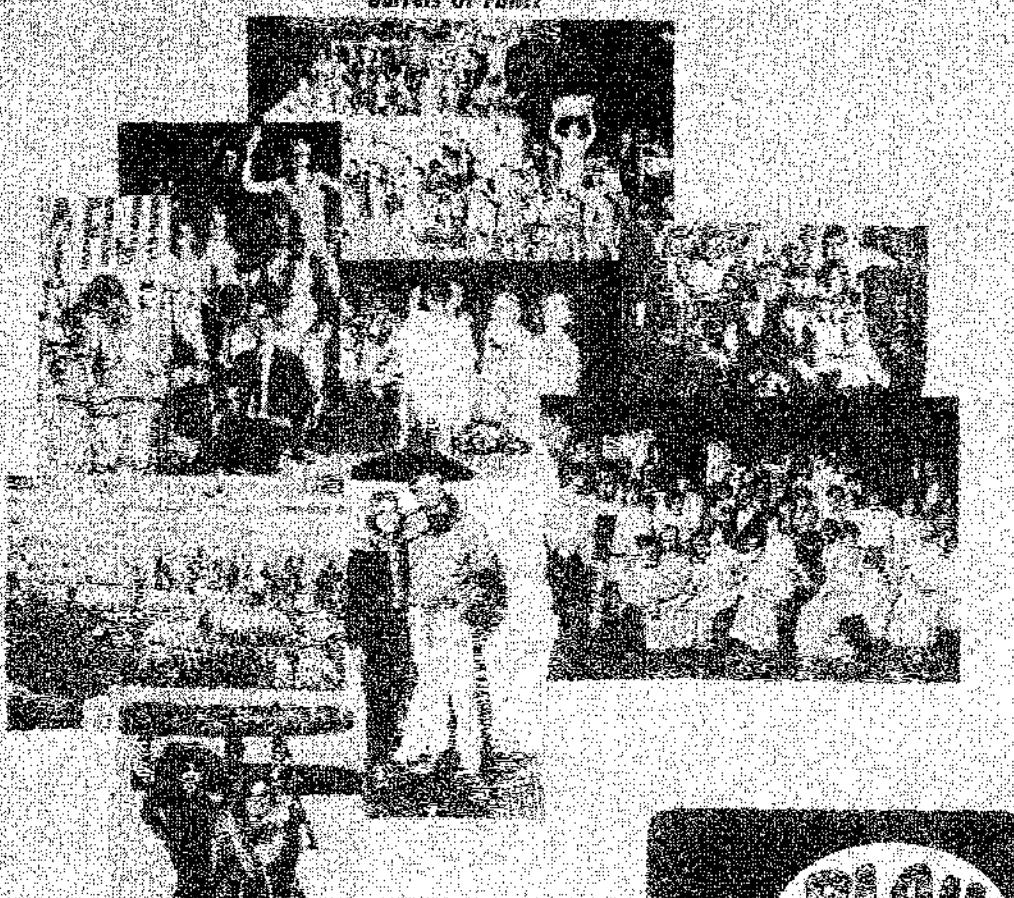
ATHLETICS

SOCIAL LIFE?

Currents of Finance



SIGMAR FRIE



卷之三

1960-61
Montgomery
Montgomery
Montgomery
Montgomery



THE ESTABLISHMENT WHY?

BROTHERHOODS

62

62



卷之三

And Never Ends!

FRIDAY

Fun
Drinking
Eating
Sleeping
Booking
Relaxation
Going Home
Making Things Happen...

THANK GOD, ITS FRIDAY!!

After a full week of classes, exams, and other extraneous worries, the typical U of I student has got to "let it all hang out." To let out all the pressures that have been mounting during the week, U of I students have numerous outlets. They may squeeze into the numerous beer joints on Friday afternoon, hoping to get their hands on a pitcher if they can get close enough to the bar. How much they even get to drink from that same pitcher is questionable since it often times is poured out in jest over some poor, unsuspecting co-ed's hair. Others might turn to the Illini Union to engage in things ranging from old movies to bowling and billiards. Still others might just choose to lay back on the grass on the enchanting quad. The more energetic may rush out to Allerton Park or Lake of the Woods for a little "splendor in the grass." For those who don't like the grass, however, Champaign-Urbana has all classes of motels, ranging from the Chief Illini to Ramada Inn. As one can plainly see, there are truly all sorts of ways to really let it all hang out...

treno's

A Guide to T.G.I.F. spots...

Beer Joints----

Kams (on campus) 608 E. Daniel, C. Large crowds of people, noisy, usually easy to get served unless large number of high school students are in town. Has that "lived in" effect no appreciable difference between sinks and urinals... All types of beer, malt liquor, raunchy pizza. Sights seen there: card playing, drinking games.

Stan Walke's Gridiron (located down the street from Kam's) Crowded, friendly atmosphere, has more class than Kams, good pinball machines and jukebox. Great bratwurst and steak sandwiches. Beers, domestic and imported. Popular place to sit around and rap.

Wigwam (on campus) 708 S. Sixth. Used to be the place in the "good old days" Reputed to be hangout for those with questionable sexual attitudes. Bar caters to old fogies rather than young whippersnappers.

Bidwells (Wright Street, north of campus) oldest beer joint in town. Just sold out, so its future is uncertain.

Treno's (1117 W. Oregon, U.) occasional bands, teeny-bopperish atmosphere, cheap popcorn, offers a full menu, generally hard to get served.

Chances R (65 Chester, C.) THE place on campus to go for a great time. Best bands in the area, relaxed atmosphere. Hard liquor is served, along with beer. Students are catered to. Guys must be 20, 19 with a date, girls at least 18.

Brown Jug (Sixth Street) Features mediocre bands at best, cold atmosphere. Class sacrificed at the expense of hustling beer, poor food. Used to be a good eating place before it was enlarged to resemble the R and Red Lion..

Red Lion Inn (corner, 3rd & Green) Good place to go after a flick, features good bands to dance to but the beer and pizza is expensive so considering cover charge it is an expensive evening.

Midways (901 S. 4th) raided often, place to go for guys without dates. Just another "cheap thrill."

FINE CUISINE.....

Italian Patio #1 First and University Finest \$1.40 chicken dinner in the city of Champaign. Sit around and relax while flirting with the waitresses and talking to Papa Pippity.

Spudnuts 600 block of Green Street Great place for a quick snack before dinner. Inexpensive donuts and good social climbing.

Jolly Roger Hidden in downtown Urbana near Lincoln Square- Best Pizza in central Illinois, south of Genos. Whether eating a meal, or watching the townies, Jolly Roger is always a good feed. Bring lots of cash!

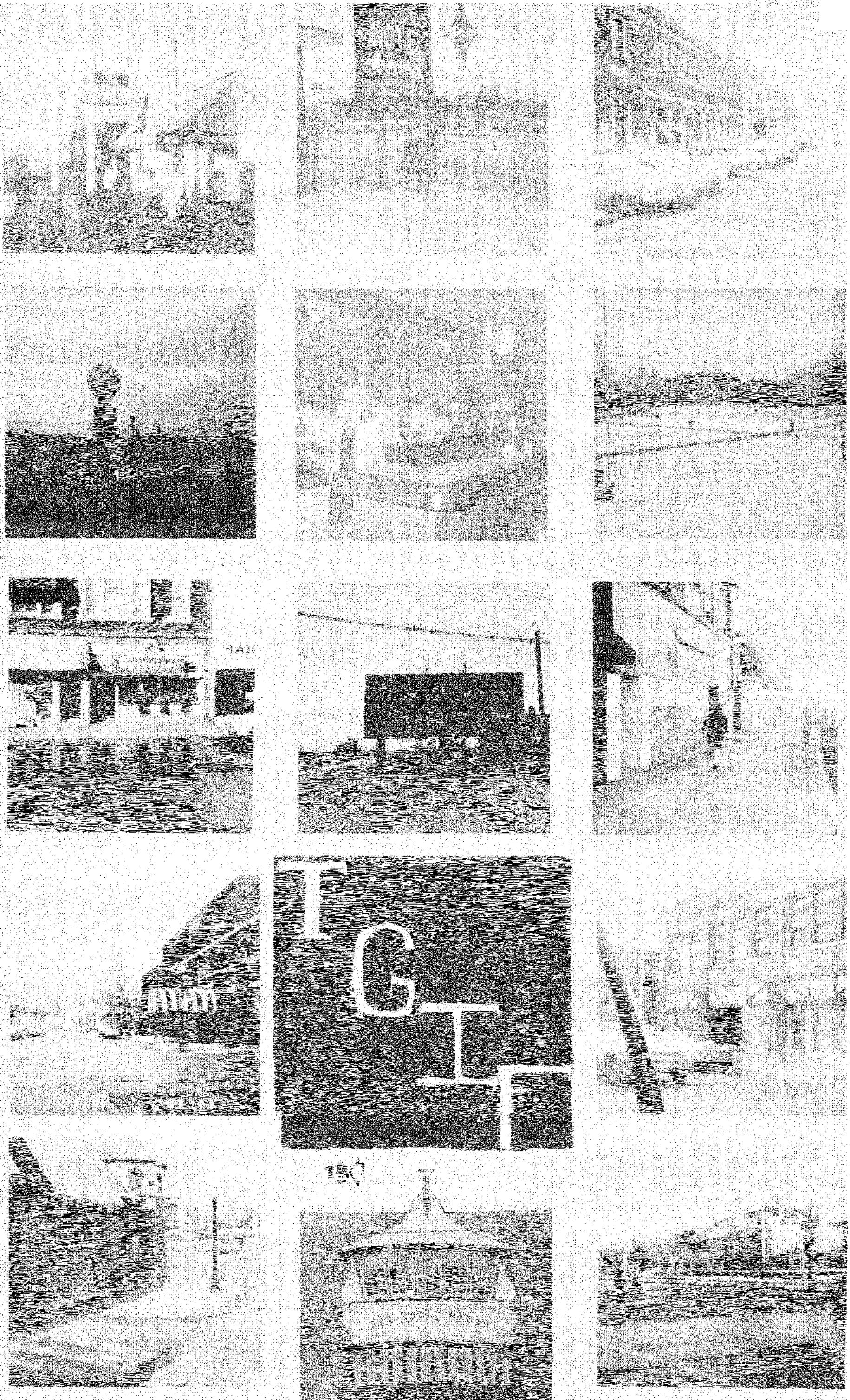
Po Boys Rustic old shack by the railroad track in the heart of North Champaign. An institution for Hot Beefs and Potato salad. Costs less than a dollar.

House of Chin 700 Block of Sixth street Trying to impress that certain girl with your roll of money, take her to chins! Terrific egg roll and egg foo young, set in a refreshing oriental setting

MacDonalds 5 points or Kirby and Mead. Closest thing to a home meal. "20% hamburgers and quarter shakes, coupled with thin greasy french fries."

Whopper Burger Sixth and University A more expensive Mac Donalds. Big hamburger with a salad on the bun. A good meal for 60%.

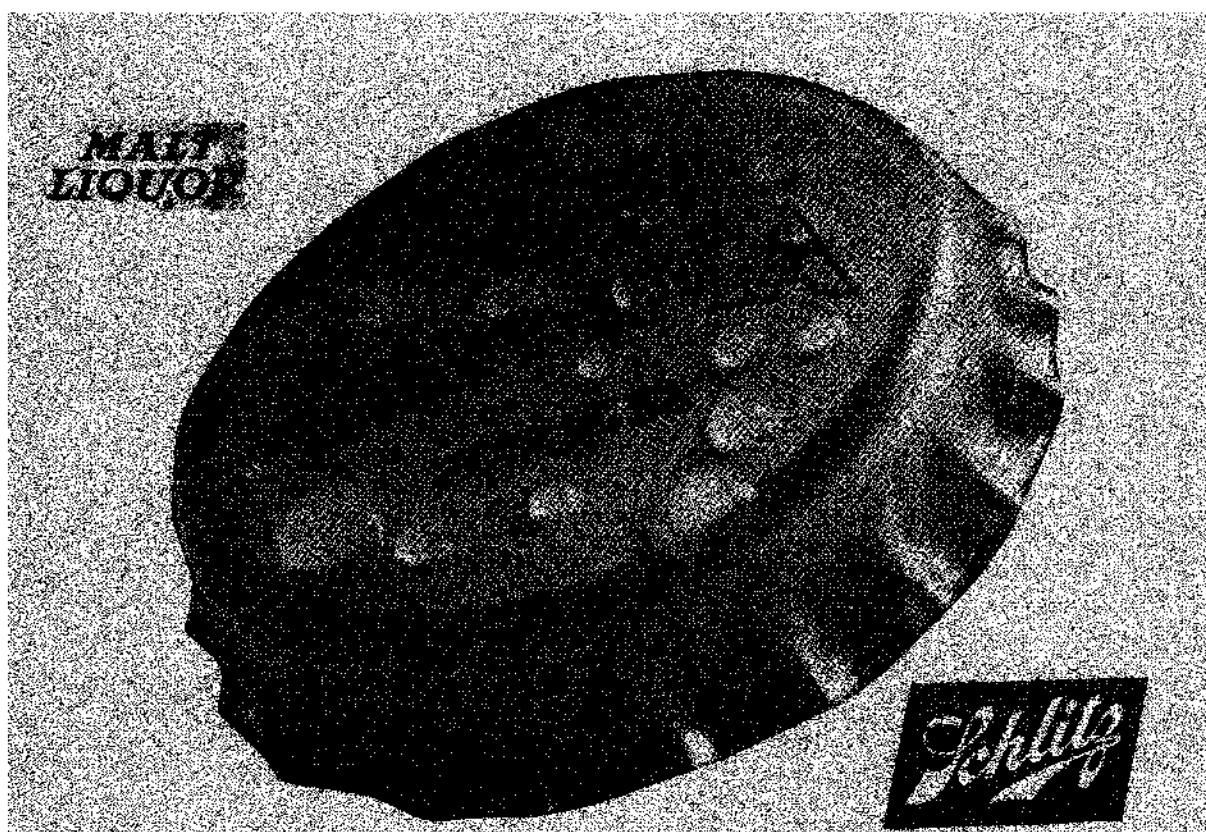
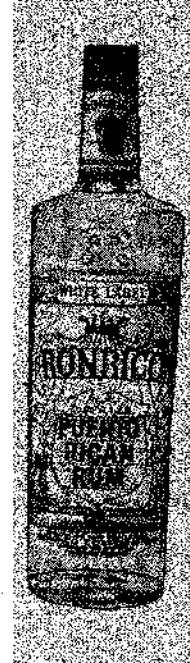




Abes Third and Green
Closest thing to a good hot dog in Champaign. If you really miss Flukys or Big Herms. Also known for frozen packaged corned beef and dirty writing on their walls.

MRH Snack Bar Third and Gregory
Can't really be classified as an eating place, but has pretty decent food. A great place to visit with friends in a congenial atmosphere. Always a good soul beat on the Juke box.

Uncle Johns (U.J's) Neal nd Kirby
Pancakes and coffee is the specialty of the house, along with the finest social climbing found on campus. Keep away from U.J.'s on Sunday when all the Champaign churchgoers are there.



PLACES TO LAY AROUND.....

The Quad The center of campus. An expanse of grass and trees surrounded by campus buildings. Always full of people, no matter the season. In the spring, people are catching the rays flying kites, and loving (Dogs as well as Illini) One can often see clouds of smoke floating up from the grass from a circle of happy students.

Lake of the Woods see recreation

Allerton Park Great place to walk around. beautiful landscape picturesue in the autumn.

MOTELS - (More places to lay around)

There are two kinds of motels in Champaign-Urbana; inexpensive low class motels and expensive low class motels (don't kid yourself girls). In the first category fall such establishments as the Chief Illini, where the motto is cheap won't peep. Other "classic" places are the Jay's Ranch Motel (Jay's pig farm) and the Prospect Motel. The more expensive houses of ill repute are the Sheraton Motor Inn at Five Points, Ramada Inn, Holiday Inn, and Howard Johnson's on Route 45.

RECREATION-----

ILLINI UNION * Features bowling, at 35 cents per lane, billiards, at 90 cent per hour, Friday flicks, lounges, north and south, and the Tavern, Commons, Vending room, for just rapping. Usually there are a variety of speakers on hand. Services, such as coat checking, lockers for packages and books, check cashing, ticket sales for future events, and occasional dances are available. The center attraction of the Quad is located near the intersection of Wright and Green, Urbana.

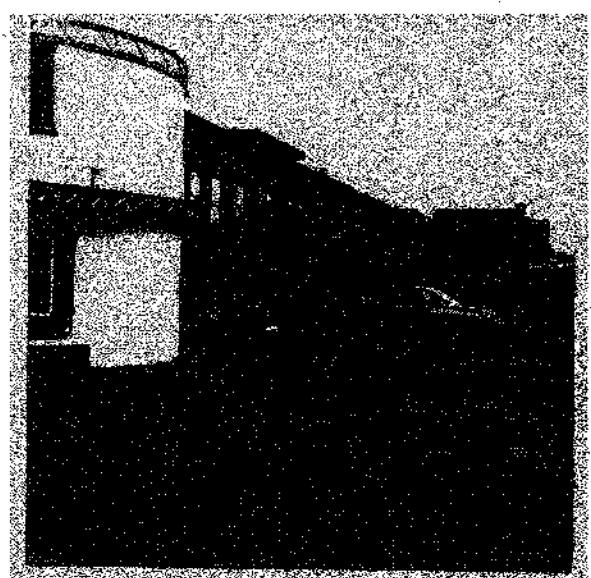
ELMWOOD ROLLER RINK* One of Urbana's high spots. For roller skating enthusiasts, or for students who like to feed off the townies, doing their thing. On Route 45, just north of University Avenue.

U of I Ice Rink - Illini hockey games. If figure skating or hockey is your thing, this is the place. Makes a very nice cheap date. 4th and Armory Champaign.

LAKE OF THE WOODS-A beautiful area northwest of the U of I campus. Boating, swimming, picnicking, catching the rays. Great place to relax and enjoy your existence. Take I 74 to the Lake of the Woods exit.

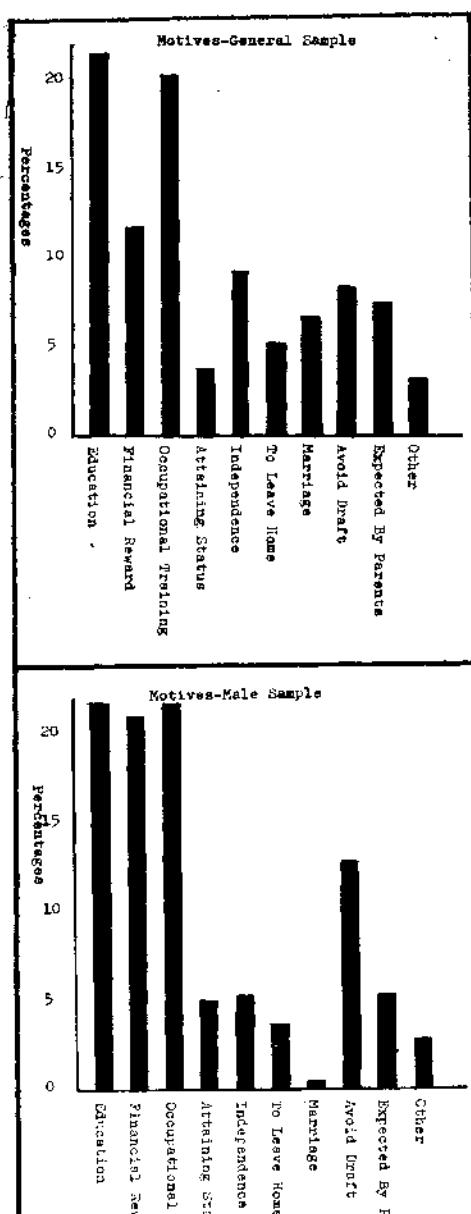
FLICKS- In the heart of Campustown are the Co-Ed Land II- Nice theaters; One usually shows a top rate movie, and the other has X- rated skin flicks. In downtown Champaign are the RKO Orpheum, the Virginia, and the Realt. The new modern Fox Theater is locate in the Country Fair shopping Center. Thunderbird- near the new Krannert Center, on Goodwin Ave, in Urbana. Usually shows, meaningful, pertinent films. Art-Illini- typical small-town pornographic motion pictures shown here. Series of Cinema International at the Auditorium on weekends. 4-star foreign flicks. 50 cents UNECONMOVIE. Old, used up movies that were popular in previous years.

...you'd better be putting out
give Sometimes
it pays 18¢
When you're out of Schlitz
do. It
Bottom's up.



Perio

WHY GO TO COLLEGE?



Student Motivation for Attending the University of Illinois

Our intent when beginning this project was to determine why an individual attended this university. More importantly, were the justifications for one's attendance intrinsically or on the other hand, were they materialistically oriented.

In our attempt to discover an answer, we instituted a random sample of five hundred students, of whom we asked to pick the three most important reasons for being at the University of Illinois from the following list:

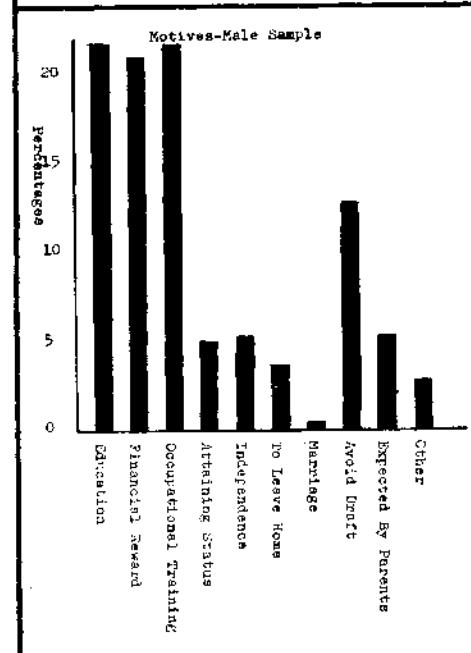
Do you attend the University because of:

- a) education
- b) financial reward
- c) occupational training
- d) attaining status
- e) independence
- f) to leave home
- g) marriage
- h) avoid draft
- i) expected by parents
- j) other

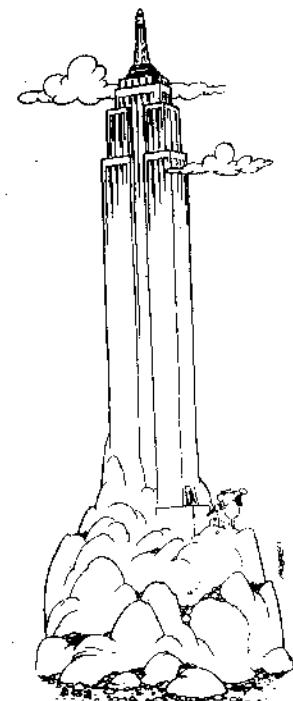
The graphic representation of the general sample shows that 21.5% came to school primarily for an education; almost 12% are enrolled in school in pursuit of financial rewards, and that 20% attend the University in order to acquire certain occupational training.

For the most part, the female and male samples are basically the same. The only differences are that females have a financial reward motivation of only 3% whereas the corresponding male percentage is 12. This difference can probably be attributed to the percentage of females who came to school seeking marriage (12.5%). The females plan to make up the difference through marriage. Another distinct difference which is obviously understandable, is the motivation towards draft avoidance. Almost 13% of the males are in school to avoid military service whereas for the females, 1% are in school to avoid the draft. The fact that females consider draft avoidance a motivation allows for an error of 1% in the survey.

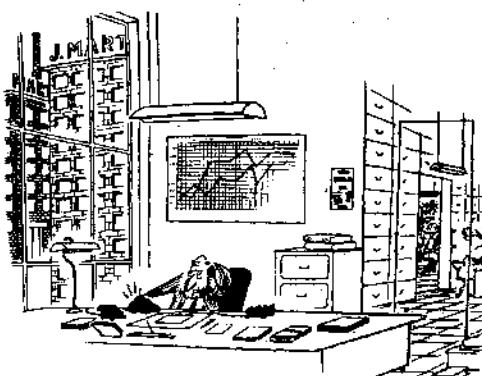
From the information obtained, it is our opinion because of the high percentage of people who are motivated to attend school for an education and/or occupational training, that most students have an intrinsically oriented factor for their attendance at the University of Illinois.



Parental Pressure

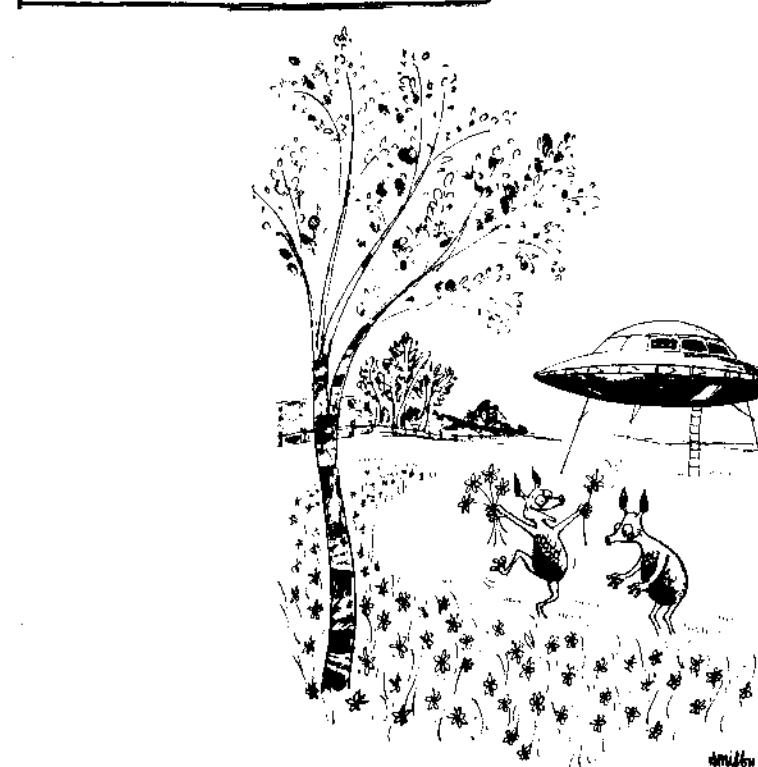


To Create

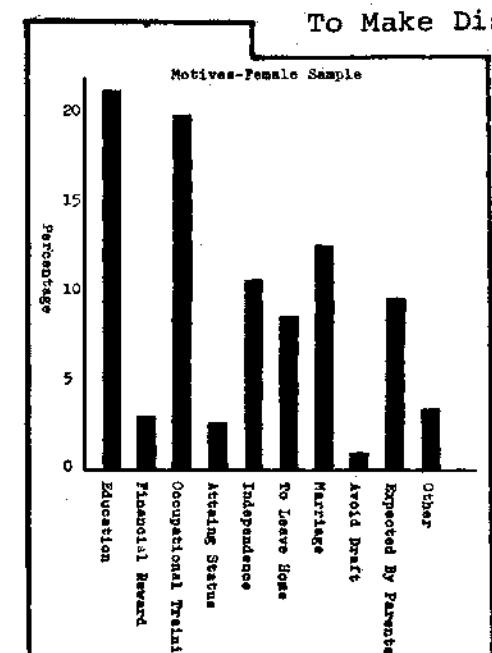


To Become an Executive

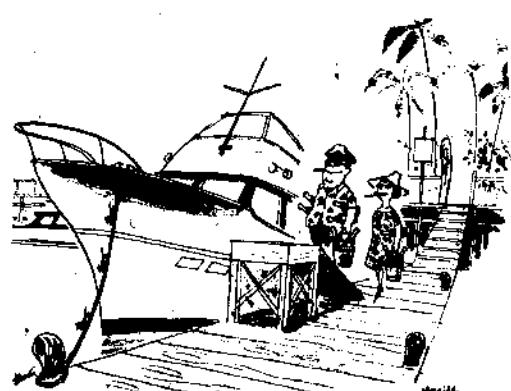
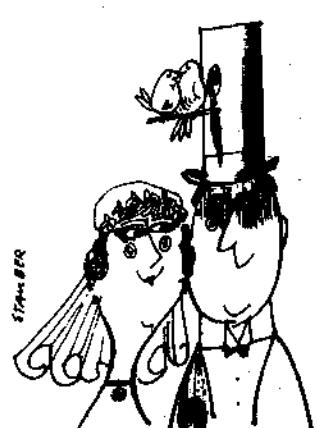
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To Make Discoveries



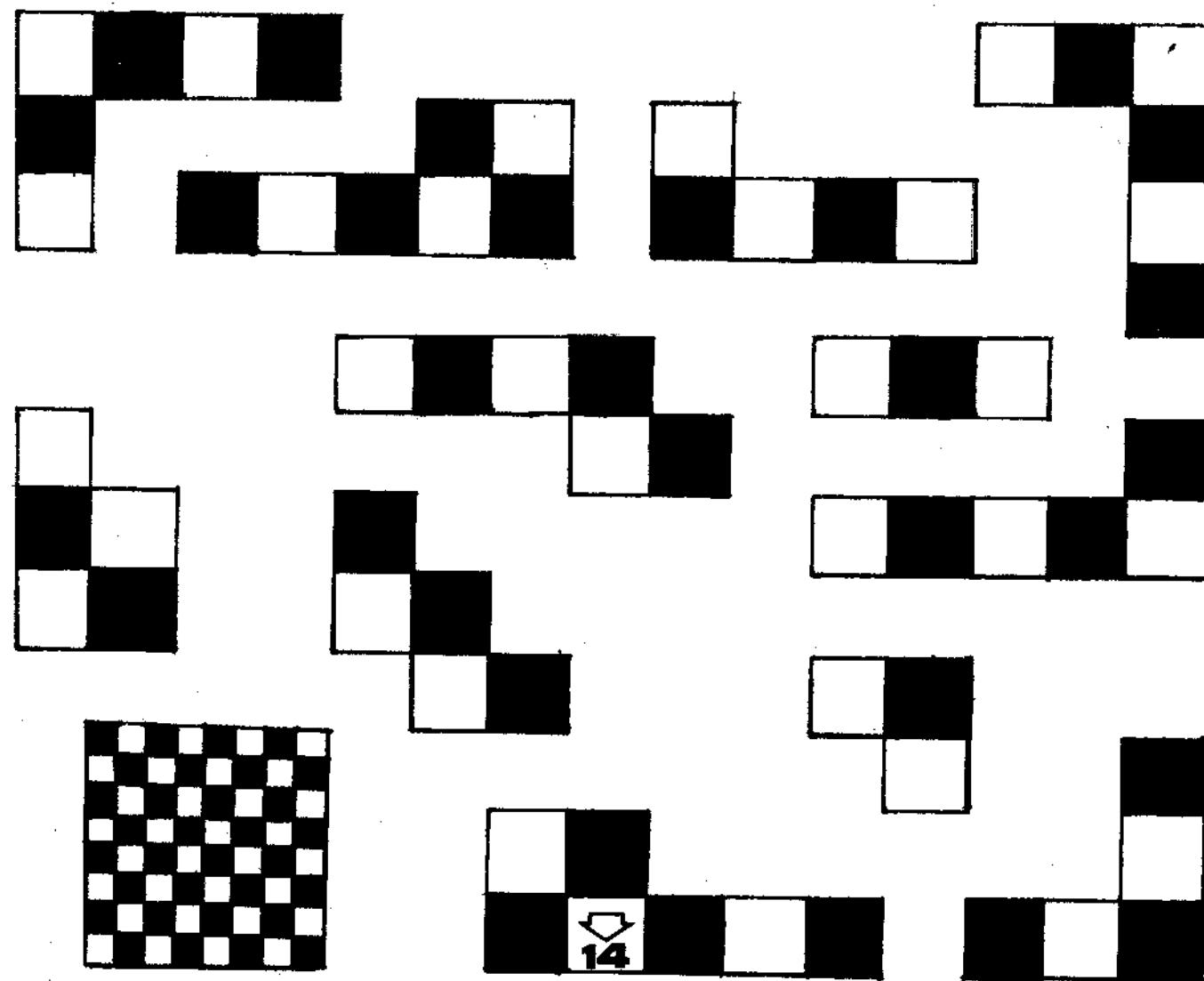
To Get Married



Financial Rewards

Although this survey has limitations such as: the possibility of insincere responses, the fact that students could have been swayed by the questions put to them, and that there is a possibility of an inaccurate cross section of students.

It is felt though that this survey is valid. The majority of the students answered questions sincerely, the survey seems to be a varied cross section and thus a representative one, and there was an alternative answer available other than the stock answers.



** Love...*

Helping someone in need, though you are barefoot and alone

**11*

Experiencing a sunrise on a crisp October morn

Showing life's beauty to a wondering child

Praising God in your own special way

Sharing life with someone you love

*Giving a flower to a stranger and not being afraid **



Walt's Used Furniture, 317 North Neil,
Champaign.

Shopping in used furniture and clothing stores can be an entertaining as well as a money-saving experience. Champaign-Urbana has a large selection of such stores. Of special interest to budget-minded students would be Walt's Used Furniture, The Salvation Army, Mercy Hospital Auxiliary Resales, Bamb's Quality Auction and M-Vey's Auction. My assistant and I toured these stores, and are happy to report that they are stocked with all the necessary items for a four-year stay at the U. of Ill.

If, after touring these stores you still haven't found the specific item you desire, I suggest that you scan the daily newspapers for garage sales. One can find valuable items here at a reasonable price. If lucky, you may even discover a valuable painting such as a Picasso or a rare family heirloom. Even if you don't need used clothing or used furniture, because you already have them, exploring such stores can be an interesting and cheap date. Whatever your thing may be, HAPPY HUNTING!



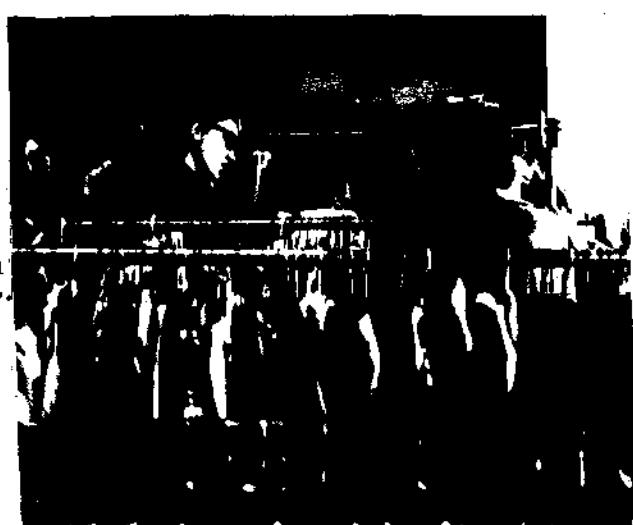
The Salvation Army Red Shield Thrift Store, 511 North Neil, Champaign, open 9:00- 4:00.

►12.

SECONDHAND



Mercy Hospital Auxiliary Resales, 503 N. Neil, Champaign, open Tuesday through Saturday 12:30-4:30.



STORES

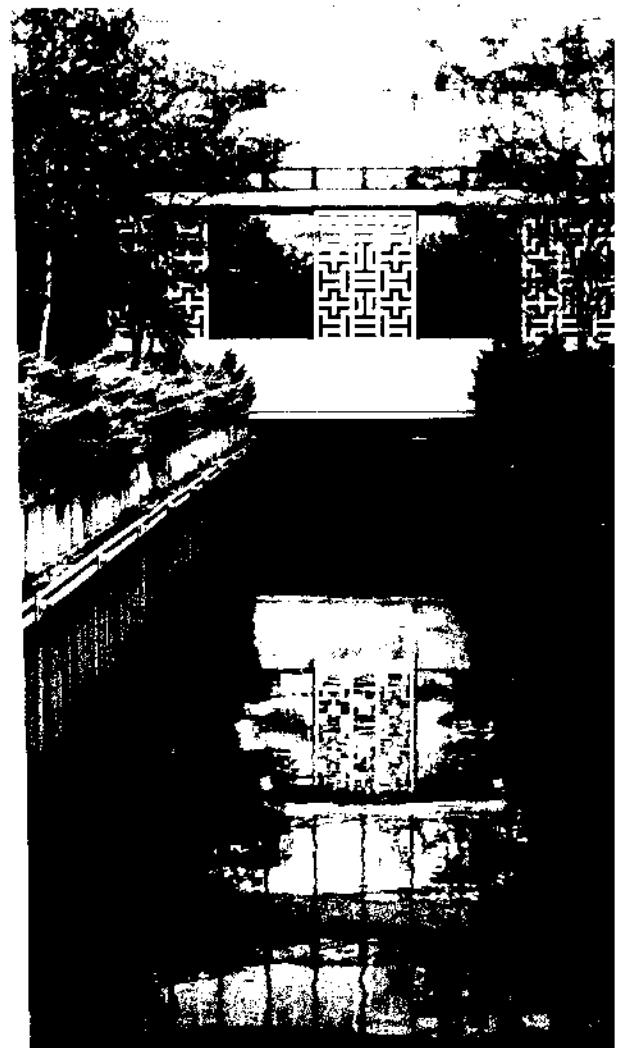




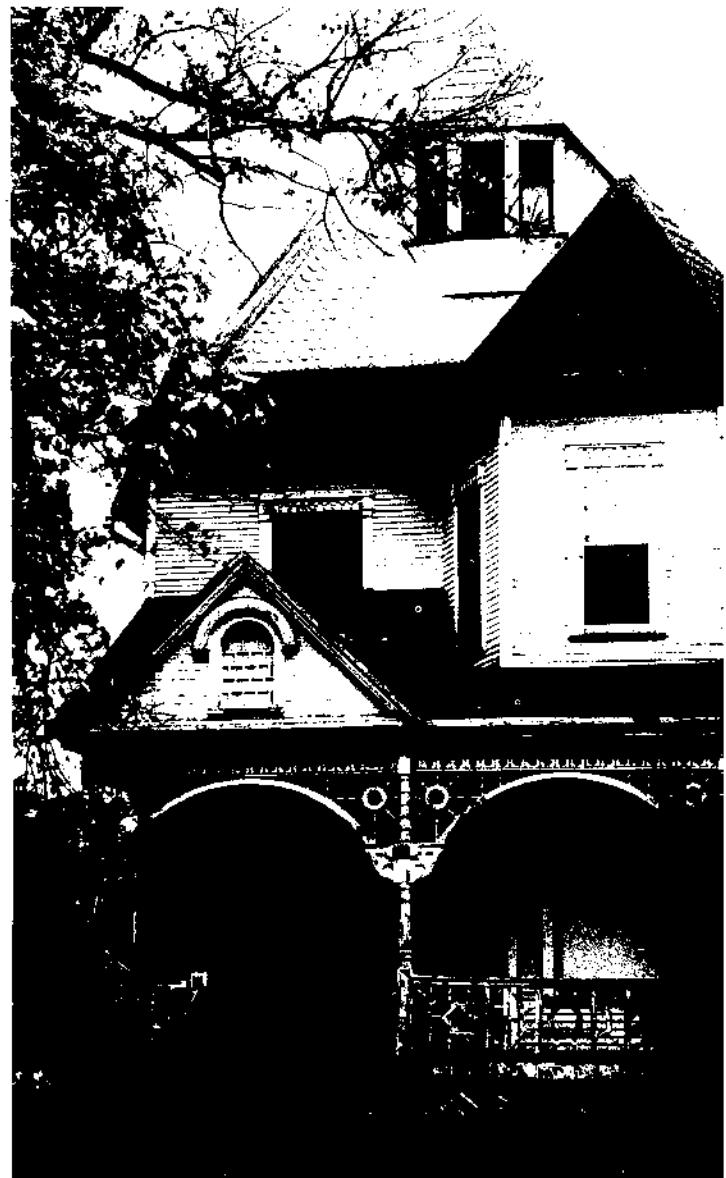
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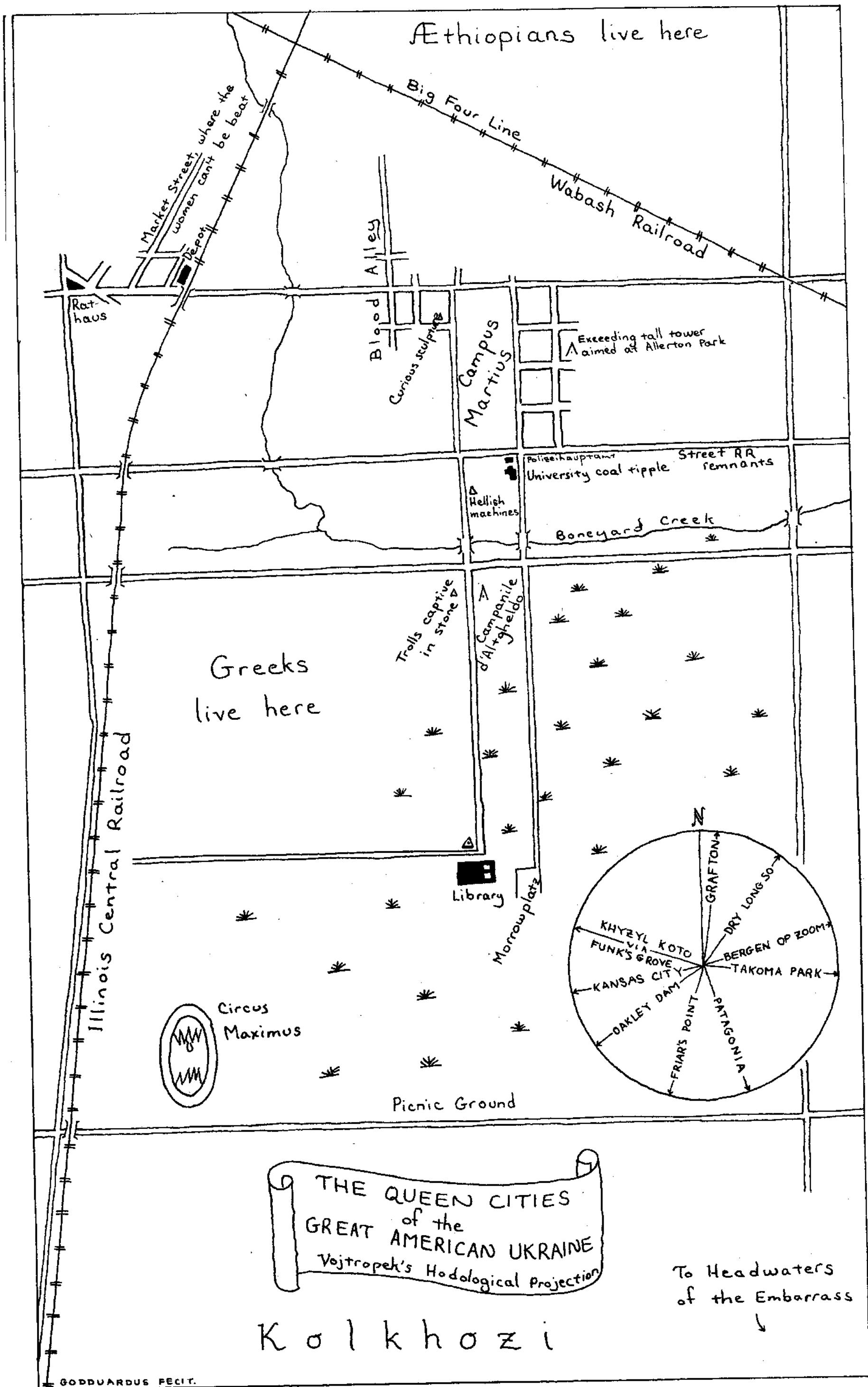


44



56





LAS SYMPOSIUM

to consider:

33

THE NATURE of COMMUNICATIONS

COMMUNICATION USES THE ORDER AND THE LAW THAT IS
MEANT TO BE FOUND BY THE RECEIVER AS HIS OWN;

ANTICOMMUNICATION CREATES THE ORDER AND THE LAW THAT
THE RECEIVER IS TO FIND FOR THE FIRST TIME.

I DESIRE:

COMMUNICATION

ANTICOMMUNICATION

NO DESIRES





United Press International

**URGES LEGALIZING MARIJUANA: Dr. Margaret Mead
testifying before Senate panel on drug prices yesterday.**

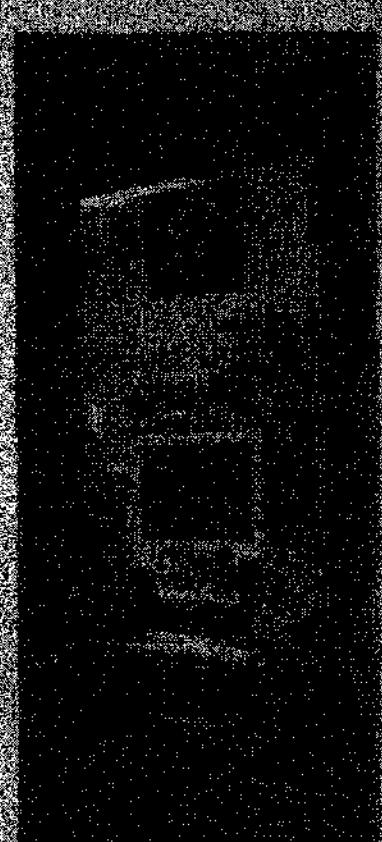
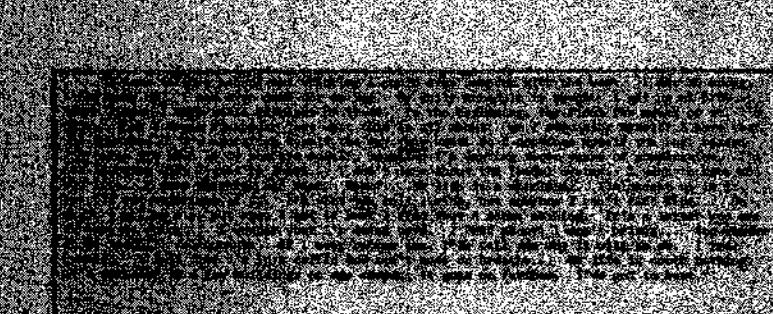
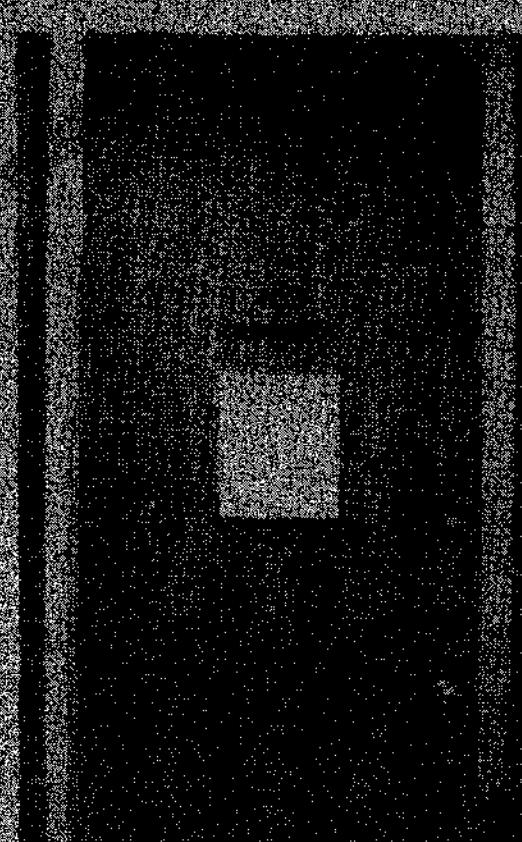
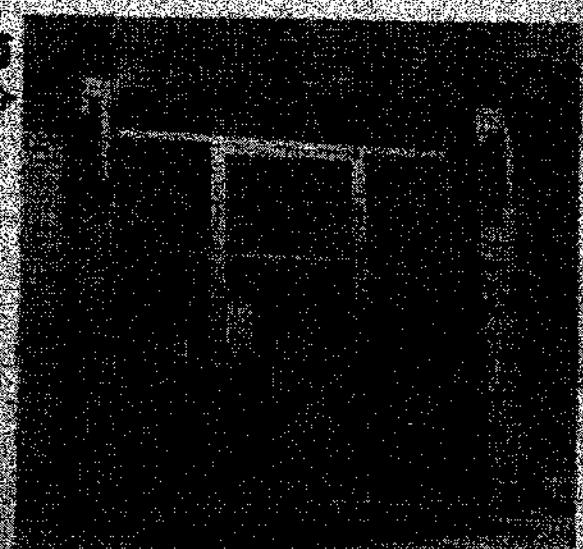
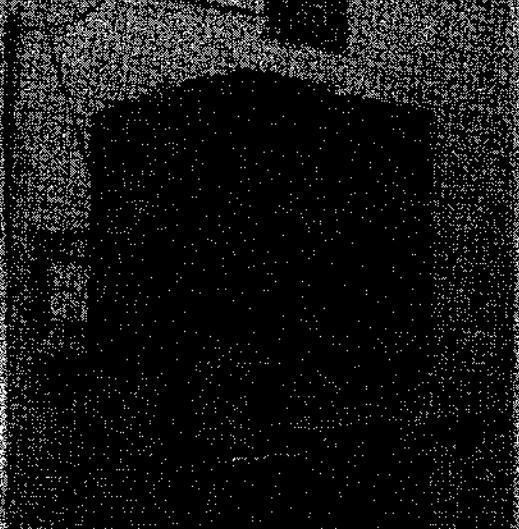
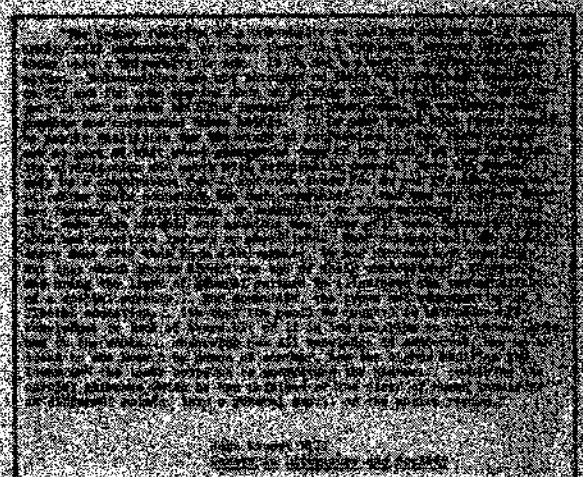
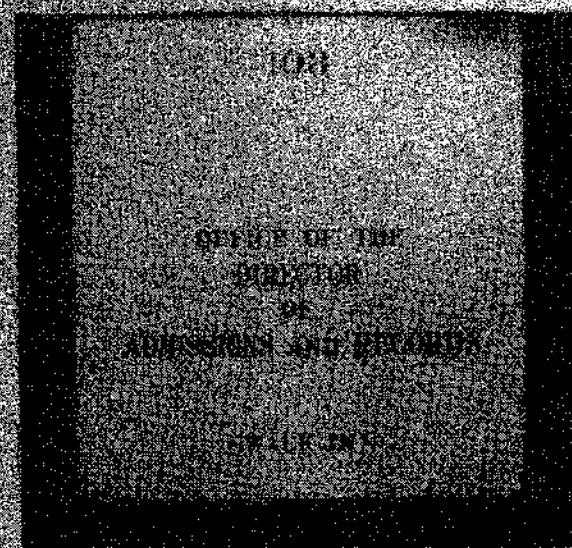
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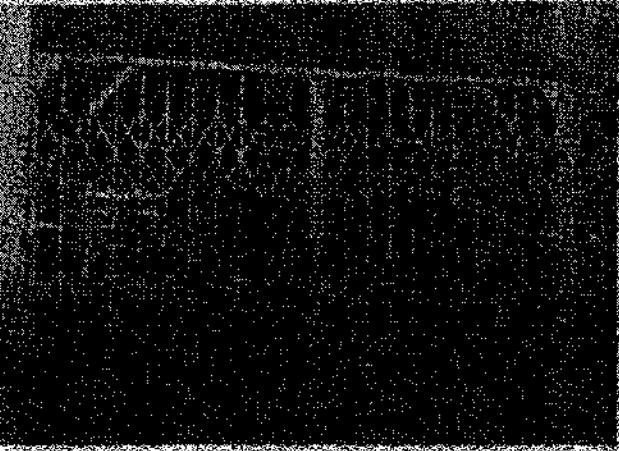
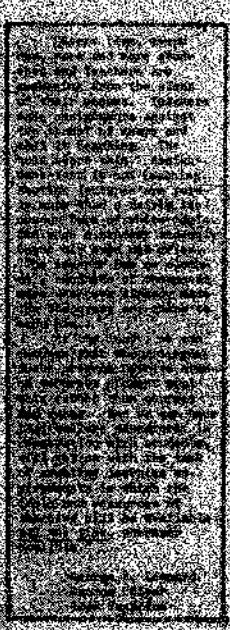
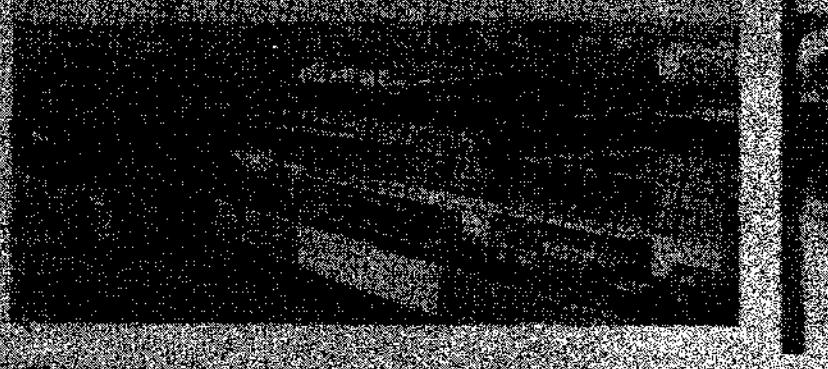
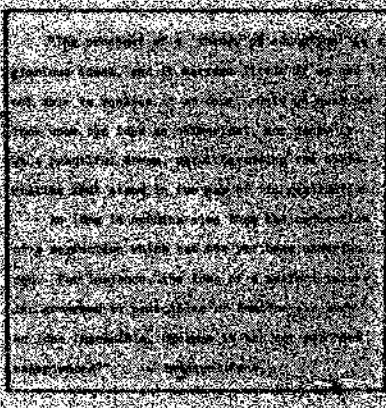
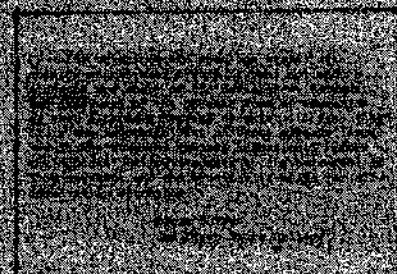
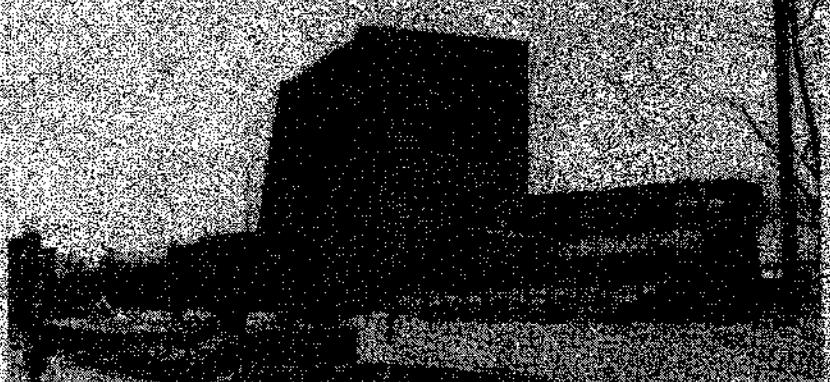
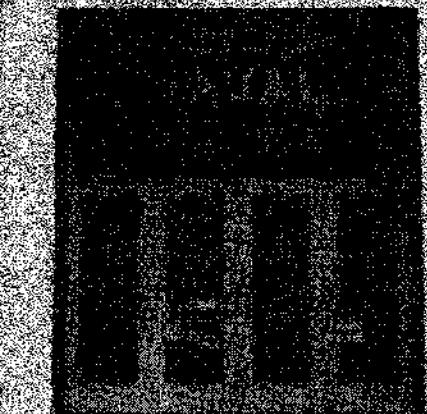
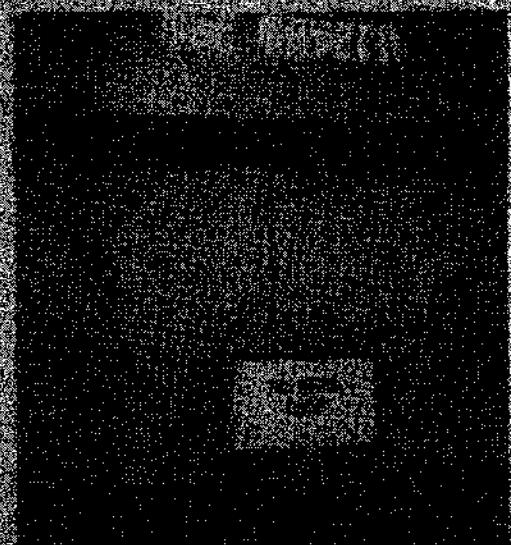
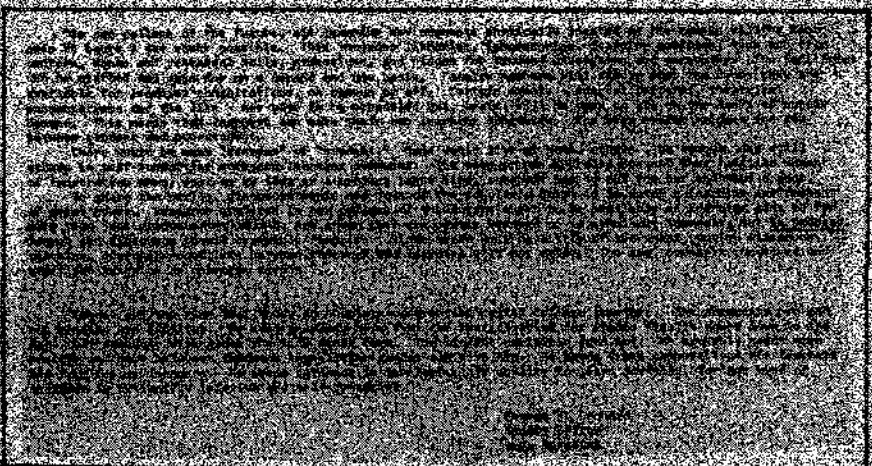
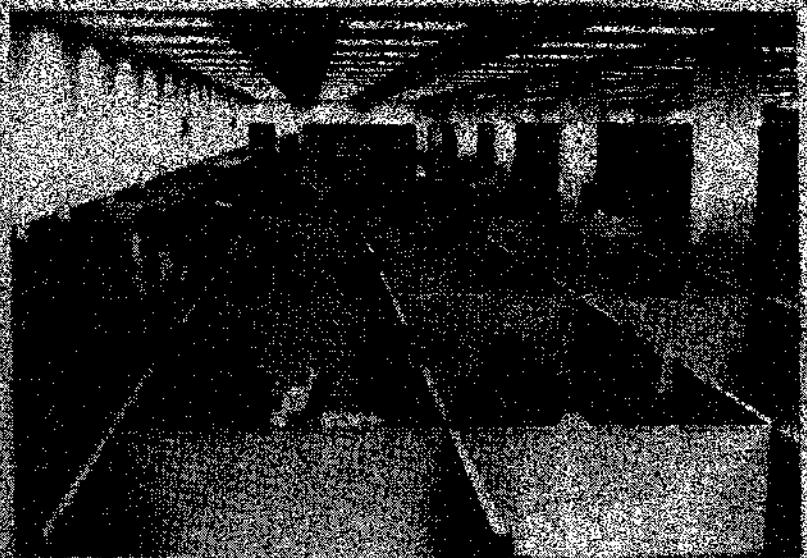


What happens when a prominent old lady (even a cool one) comes out in favor of legalizing pot? To find out, simply cut out this empty color photograph on the dotted lines and put in appropriate places: envelopes addressed to the White house, your parents, your friends or anyone at all. It could also be used as a poster, creatively hung in your local VFW or Kiwanis Club. Tell them that it's really just an op-art (remember that) poster of black dots on white paper and that it's their own brain that's putting those dots into Margaret Mead. Of course it may really be Margaret Mead after all.

Margaret Mead is tentatively scheduled to speak during the LAS Symposium, Spring 1969.

A VERIFIABLE
INSTITUTION
(1)





2. Variable
insulation

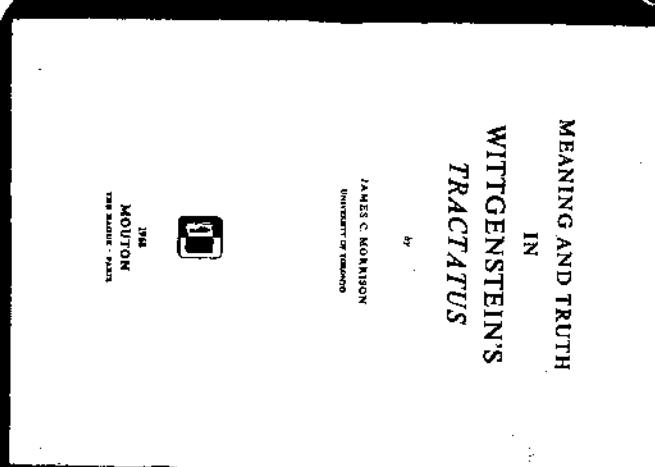
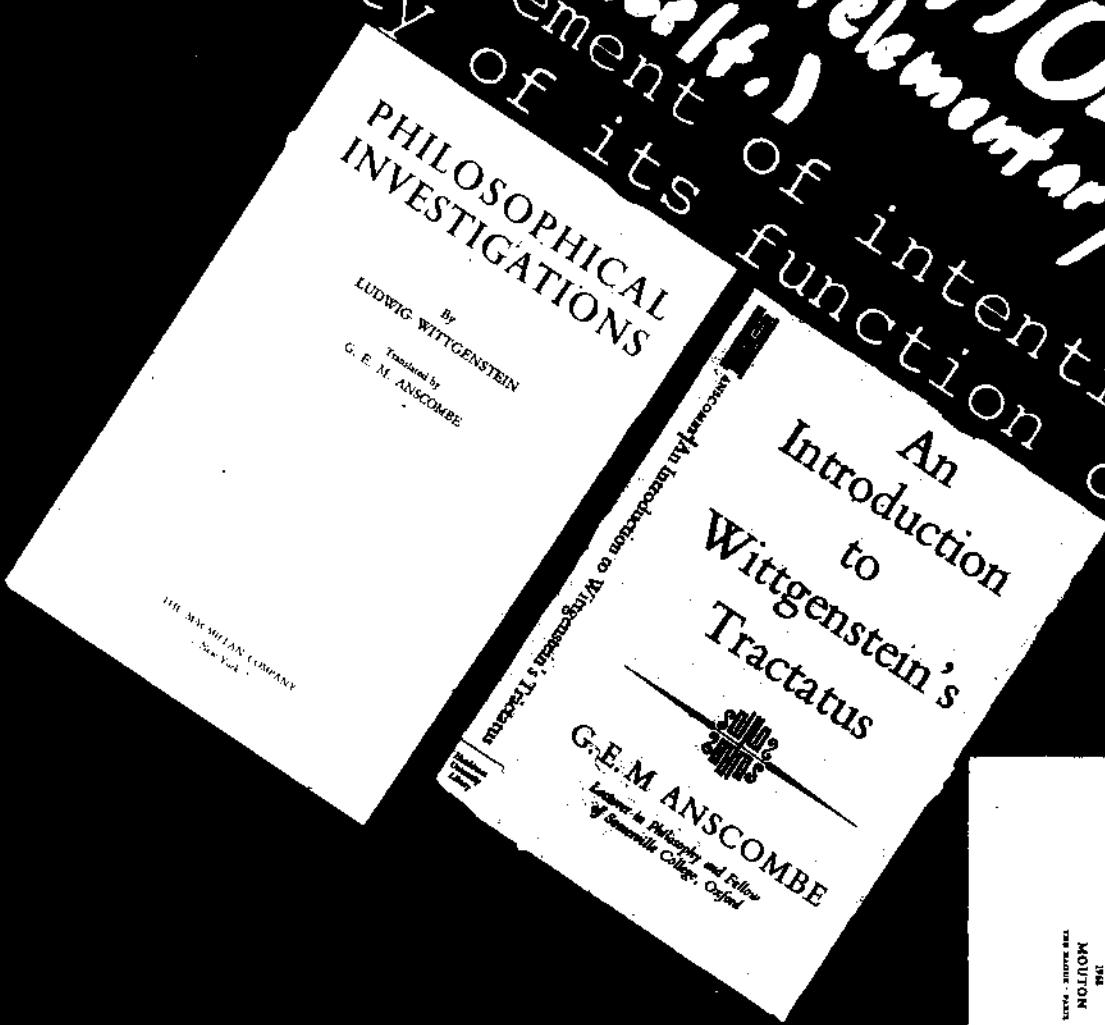


Experience decides whether a proposition is true or false, but experience does not determine what counts as a proposition.

4.1. The world is everything that is the case.

4.2. A thought is a position with respect to the world. A thought is a sense of the world. A thought is a truth function. A proposition is a thought function. (An elementary proposition is a proposition which contains no element of intention.)

If the element of intention is removed from the world, the world collapses.



'A wrong conception of how language works leads to a wrong conception of all of logic and everything that follows from it. This conception does not only generate a small part of philosophy, but also a large domain.'

tion is true or else false,
the meaning of this proposition.



*tatus
rico-
phicus*

*of Philosophy
Method*

*an text of
WITTGENSTEIN'S
logische Abhandlung
Translation by
S. F. McGuinness
Introduction by
D. Russell*

**REMARKS
ON FOUNDATIONS
OF MATHEMATICS**

*By
LUDWIG WITTGENSTEIN
Edited by
G. H. von WRIGHT
R. RHEES
E. M. ANSCOMBE
Translated by
G. E. M. ANSCOMBE*

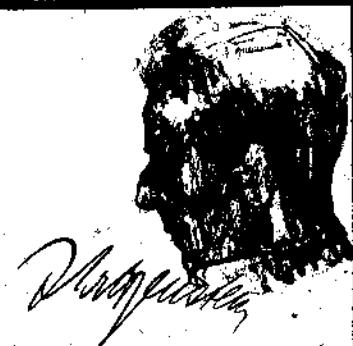
*THE MIT PRESS
Massachusetts Institute of Technology
Cambridge, Massachusetts, and London, England*

language, the

functions destroys, of course,
is connected with language, and
perturbation in some isolated

*1. Of what one cannot speak
one must remain silent*

*Letters from
Ludwig Wittgenstein
with a Memor*



*Paul Engelmann
translated by L. Furtmüller
HORIZON PRESS*

**A COMPANION TO
WITTGENSTEIN'S
'TRACTATUS'**

BY
MAX BLACK
*Professor of Philosophy
Cornell University*

Cornell University Press
ITHACA, NEW YORK

**PHILO-
SOPHISCHE
BEMER-
KUNGEN**
**LUDWIG
WITTGEN-
STEIN**

Blackwell

351
BLACKWELL

*said
Ludwig
Wittgenstein*

What cooks?

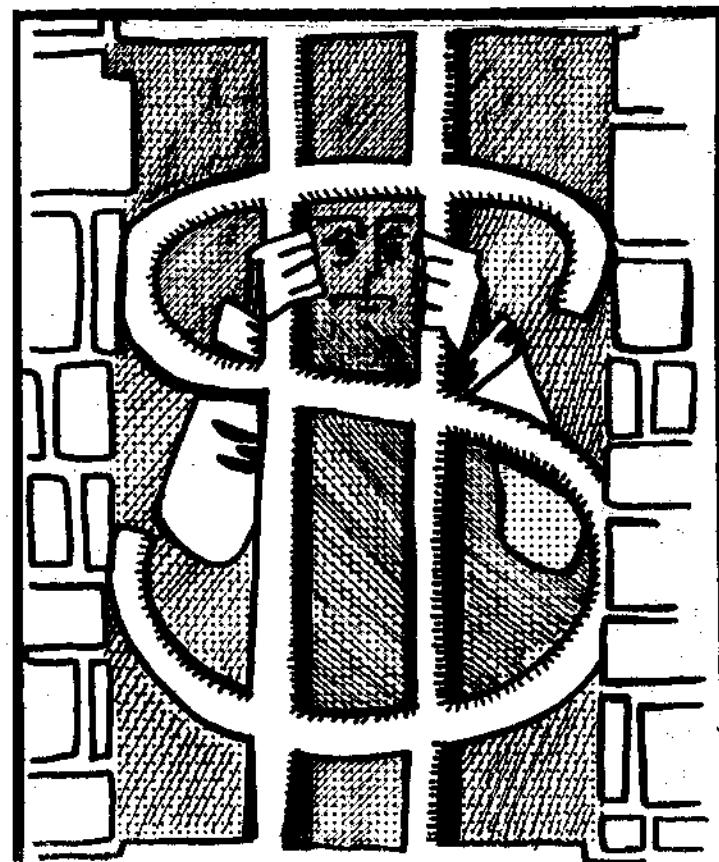
Grocery stores (wholesalers, etc.) are out to get our money. They provide us with food in the process, but they don't really seem to care about quality or convenience except as a way to get us to buy their particular product.

Food doesn't come in standard sized - although there are fewer 15½ oz. packages than there were a few years ago. Since there aren't standard sizes, stores should show the price per pound or ounce. This could be done now and would give us a chance to know which brand really is cheapest - without using a slide rule.

With the large number of brands of an item available, we need a way to tell the quality of the item as well as its cost. Canned goods especially should be graded for quality. Pre-packaged meat should be packaged best side down since only one side will be seen.

Foods are packaged in containers that are helping to pollute our environment. Hard plastics are probably the worst offenders; they will remain unchanged indefinitely. So will aluminum cans. Containers should be easily decomposed or else reusable or reclaimable - and they should be reused or reclaimed.

These things aren't likely to change as long as the grocers are out to make a profit. What is needed is a cooperative grocery store in this area. It won't be an answer to every problem - especially when it is first getting started - but it will be consumer run (by the people, for the people).



And a co-op will come into existence by spring semester if things progress as planned. People have been working on a co-op grocery for a long time. They plan a store run by the members (anyone who buys a share). Prices will be low and non-members will be free to take advantage of them. It is hoped that the store will be staffed by volunteers. People who are interested in working on, in, or with the co-op grocery should contact Gary Grossman at 359-3682 in the evenings.

Meanwhile, we have to buy groceries somewhere. GSA is conducting a comparative price survey to determine which stores charge more or less. They haven't finished yet (Their study will be statistically correct and dependable when it's fin-

ished.) but the results will be published in the DI and will be available in other forms as well.

But, based on informal price surveys, it seems that Eisners (all stores theoretically have the same prices) and Krogers have the lowest prices on most items. Most IGA's aren't bad, but prices vary from one to another. K-Mart's prices are a little higher and A & P is really expensive. But the stores around campus are worse. Rusk's on Green Street generally has very high prices, but they do have Pepperidge Farm breads and rolls (utility grade - that means not as fresh) at very low prices. Schrumpf's on Sixth street has high prices but stocks small sizes of things like milk - handy for lunch. The IGA on Goodwin has fairly reasonable prices; if you have to shop near campus it is the least expensive.

There is a Railway Salvage Store at Fourth and University; they sell foods which have been damaged - canned goods with bent cans, etc. Ginza, 315 E. University, C., has Oriental foods; the IGA on Goodwin has some Indian foods.

Most stores have specials; check the newspapers on Wednesdays. If you are willing to go to several stores you can save on food costs by shopping specials. Watch running all over town though or you will spend more on gas than you save on groceries. If you are going to shop at just one store, try Krogers or an Eisners if you have the transportation.

At any grocery store, compare the prices and sizes of items. Pay attention to the prices you pay; learn to recognize what really is a special price. And work for the day we have a big, thriving co-op grocery with low prices and quality products.

No matter how much you have to spend for food, how you spend it can enable you to get more for your money. Avoid impulse buying. Study food ads (Wednesday papers) to take advantage of food sales. Plan your meals ahead of time and buy according to your plan, checking your supply on hand to know what you will need to complete your plans. Make a shopping list, listing foods according to their place in the store, or according to store if you shop at more than one. Use foods in season, buying when quality is high and price is low. Buy in quantity if it means a savings and you can store and use the food. Make at least weekly purchases if you can store them. Think in terms of price per pound, pint, or serving; not per can, package or bottle. Use judgment in selecting prepared foods. Decide how much service you are willing to pay for. Does the quality, flavor, and time saved make them a better buy than food you can partially - or completely - prepare yourself? Use powdered skim milk where possible (in gravies, pancakes, biscuits, etc.). Experiment with cheaper cuts of meat (a general rule to help you would be to cook the cheaper cuts longer over a lower heat, with some moisture - water, broth, wine, etc.).

You get high-quality proteins (as well as other important nutrients) in foods from animal sources, as in meat, poultry, fish, eggs, milk, cheese. Some of these protein foods are needed each day; and it is an advantage to include some in each meal. But soybeans, nuts, dry

beans, and peas are also good protein sources. Eggs are less expensive than meat when the price of a dozen large eggs is not more than that of a pound of boneless stew beef. Medium sized eggs are as good a buy as large eggs when they are one-eighth cheaper. Small eggs are as economical as large eggs when they are one-fourth cheaper. Cheddar-type cheese is a less expensive source of protein than meat when the price per pound is not more than fifty per cent higher than that for boneless stew beef. No one food is exactly like any other food and no food is complete in all nutrients. Milk products are high in calcium, meats are low. Meat, poultry, eggs, and beans are good sources of iron; milk is low in it. One kind of B vitamin abounds in meats, another in milk, and a third in whole grains. The best way to be sure of a good diet is to use a variety of main dishes and wide choices of other foods to complete the meal.

Seasoning is important for meat-extending dishes, especially if meat is combined with bland foods--such as macaroni, rice, or potatoes. Browning meat in a little fat before adding it to a combination dish brings out the flavor. A pinch of cinnamon added to ground beef gives it a richer meat flavor. Highly flavored or cured meats--such as ham, dried beef, corned beef, and sausage--may give more flavor than fresh meats.

To complement meat flavor, add one or more of the following to the main dish: Tomatoes, onions, parsley, chives, green peppers, celery, sour cream or buttermilk, lemon, or nippy or smoked cheese.

9

BACKWOODZ BOB'S

Handy Hints

DON'T FERGIT TA SMASH TH' STATE!

"HOW TO WASH YER CLOTHES"

ALWAYS

START WITH COLD WATER WHEN DOING LAUNDRY. BRING TO A ROLLING BOIL THEN DRAW OUT AND LAY ACROSS BRANCHES. TILL FABRIC IS COLD ENOUGH TO HANDLE, THEN DROP IN STREAM FOR THE RINSE. BEGINNING WITH BOILING WATER WILL SET STAINS. THIS LIFE-TIME WASHER IS FREE AND HAS NO SIZ. PER HOUR MAINTAINENCE PROBLEMS. -B.B.



EGG FOO YUNG

4 eggs
 $\frac{1}{2}$ c. onions, chopped
 $\frac{1}{2}$ c. diced cooked pork (roast or fried)
 $\frac{1}{4}$ tsp. salt
dash pepper
 $\frac{1}{2}$ tsp. MSG
fat for frying
SAUCE (optional):
1 c. chicken stock
 $\frac{1}{4}$ tsp. salt
 $\frac{1}{4}$ tsp. sugar
 $\frac{1}{4}$ tsp. MSG
1 or 2 tsp. soy sauce
4 tsp. cornstarch
dash pepper

VARIATIONS: To mixture may be added one or more of the following: canned bamboo shoots, bean sprouts, mushrooms, water chestnuts (peeled and diced small), celery (diced), Chinese sweet peas, green peppers, bok choy. Substitutes for the pork are: ham, chicken, shrimp, crab meat, prawns. If you are not in a hurry, the meat and vegetables can be fried first, allowed to cool a bit and then the beaten eggs can be added.

Serves 2. Preparation time: 40 min.

Beat the eggs and mix with the other ingredients. Put one-quarter or one-third of the mixture on a well greased, hot skillet and fry on both sides. Repeat until all the mixture is used up.

For sauce, heat together all the ingredients except the cornstarch and bring to the boil. Make a paste of the cornstarch with a very little cold water or stock and add carefully to the boiling stock. Cook for a minute or two.



BABOOTIE

1 lb. ground lamb
1 onion, grated or chopped
1 clove garlic, chopped
1 cup canned tomatoes
 $2\frac{1}{4}$ tsp. sugar
1 Tbsp. curry powder (more or less to taste)
1 Tbsp. vinegar
salt to taste
1 firm banana, sliced
1 apple, peeled, diced
1 $\frac{1}{2}$ tsp. apricot jam (or 2 canned apricots, sliced)
2 Tbsp. slivered almonds (optional)
tomato juice as needed for thinning

VARIATION: Use ground beef or 3/4 beef and 1/4 pork.

Serves 4. Preparation time: 45 min.

Brown the meat in a large skillet and drain off the fat. Add all the other ingredients. Simmer gently, stirring frequently, for about 30 minutes. Add tomato juice to taste if the mixture is too thick. Serve over steamed rice with sweet chutney.

HISTORY: This is a traditional South African national dish.

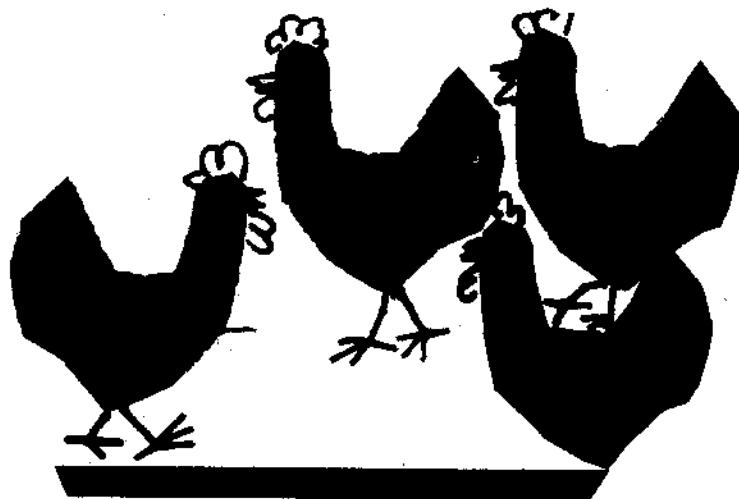


HOT FUDGE SAUCE

2 squares unsweetened chocolate
1 cup sugar
1 large can sweetened condensed milk
2 tsp. vanilla
milk as needed for thinning

Serves 8. Preparation time: 15 min.

Heat chocolate, sugar and condensed milk over low heat until chocolate is melted and mixture is not sugary. Add the vanilla and thin with milk to desired consistency.



BASIC CREOLE FISH STEW

1 medium onion, sliced
1 clove garlic, minced
2 Tbsp. fat
1 #2 $\frac{1}{2}$ can (29 oz.) tomatoes
1 tsp. oregano or mixed Italian seasoning
1 tsp. salt
pepper to taste
1 lb. fish fillets (snapper, butterfish, etc. - frozen fillets may be used), cubed

VARIATIONS: This is a basic recipe. Any other seafood may be substituted for all or part of the fish. Chopped green pepper and celery can be added. Or bok choy, bean sprouts, and soy sauce give an oriental flavor; leeks and a bit of red wine make it French; and so on.

Serves 4. Preparation time: 45 min.

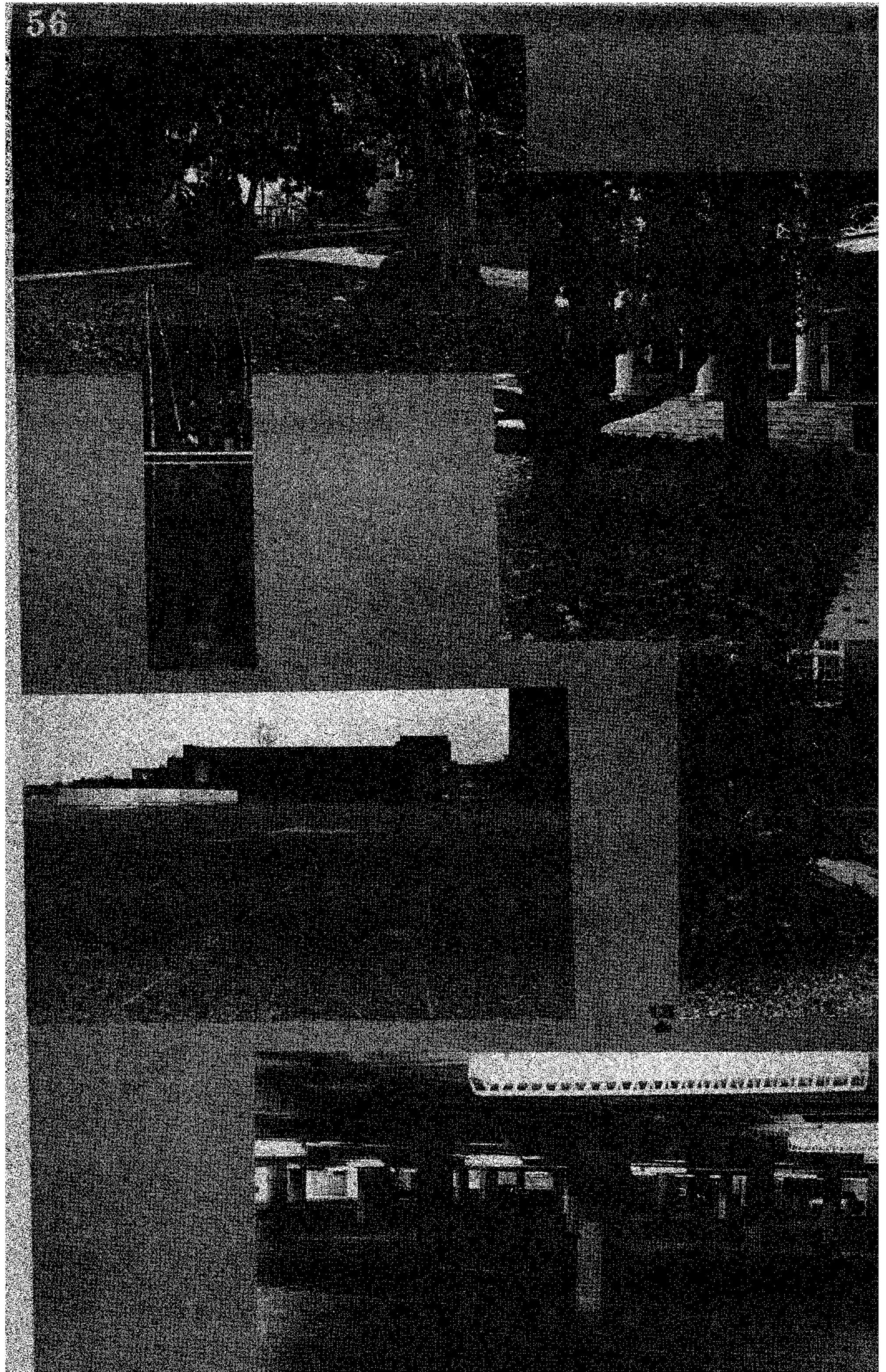
Brown onion and garlic in fat in a large skillet. Add tomatoes and seasonings; bring to a boil. Add fish and simmer gently until it is cooked through - about 20 min. Serve over noodles or rice.

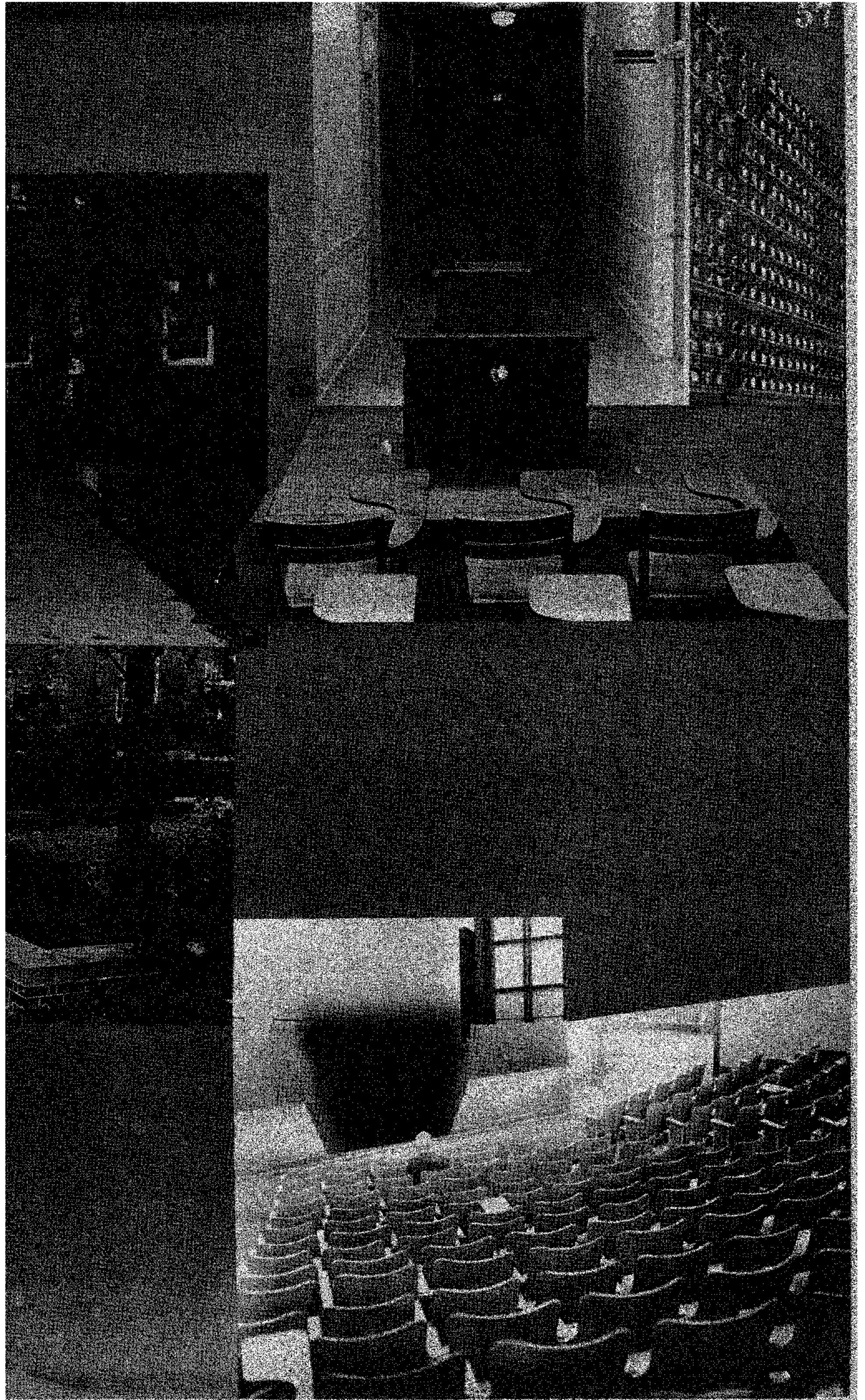
90



BASIC SPICE LIST

NAME	TYPE	FORM	USUALLY USED WITH
Basil	Herb	Dried leaves	Beef, lamb, veal stews; shrimp, spaghetti sauce, soups.
Bay leaves	Herb	Dried leaves	Lamb, beef, veal, poultry, fish.
Chili powder	Blend		Mexican dishes, meat loaf, beef, pork, veal; lamb; Spanish rice, seafood, eggs.
Cinnamon	Spice	Ground	Meat stews, beef, lamb; sweet vegetables.
Curry Powder	Blend		Fish, shrimp, poultry; clam and fish chowders; meat, eggs, rice.
Garlic Powder	Vegetable seasoning		Beef, lamb, pork; Italian dishes.
Italian Mix	Herb blend		Meat, poultry, fish; cheese, eggs; Italian dishes.
Mustard	Seed	Powder	Ham, shrimp, kidneys; cheese, eggs.
Onion	Vegetable	Minced dry	Meats, fish.
Oregano	Herb	Dried leaves	Beef, pork, veal, poultry; spaghetti sauce; soups, Italian dishes.
Paprika	Spice	Ground	Poultry, ham, fish; goulash, chowders; eggs, cheese.
Parsley	Herb	Fresh, dry	Meat, poultry, fish; stews; eggs.
Pepper	Spice	Ground	All foods, except those with sweet flavor.
Thyme	Herb	Dried leaves	Meats, poultry, fish chowders; stuffings.





ESCAPE

Lake of the Woods



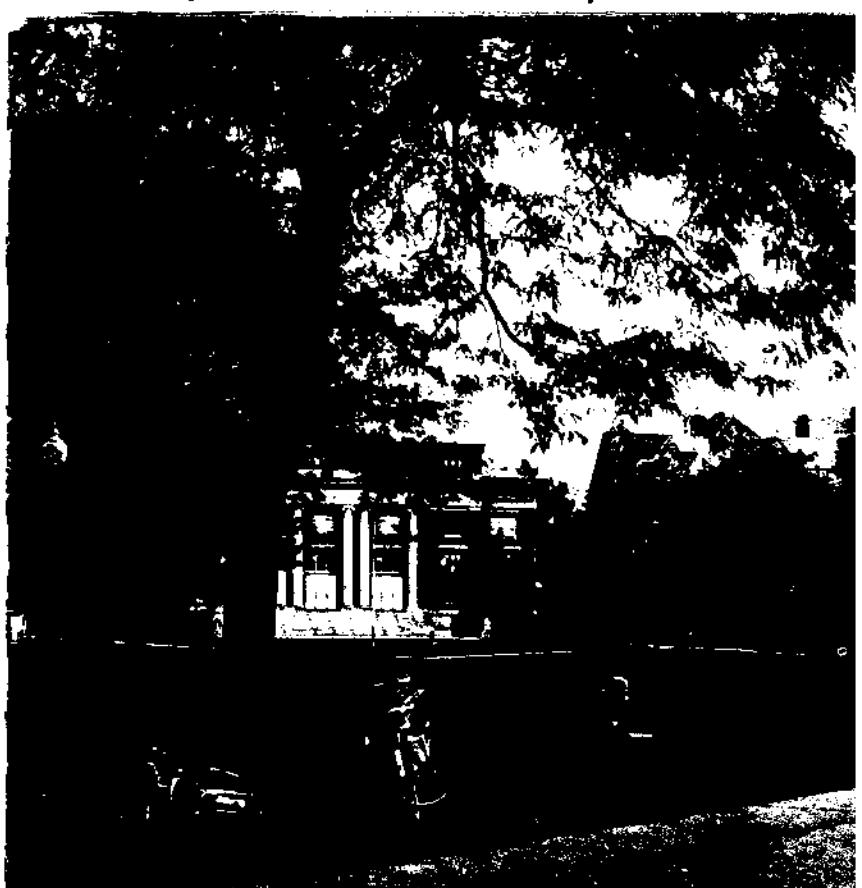
The sniff of green leaves and dry leaves, and of the shore and dark-colored sea-rocks, and of hay in the barn,
The sound of the belch'd words of my voice loss'd to the eddies of the wind,
A few light kisses, a few embraces, a reaching round of arms,
The play of shire and shade on the trees as the supple boughs wag,
The delight alone or in the rush of the streets, or along the fields and hill-sides,
The feeling of health, the full-noon trill, the song of me rising from bed and metting the sun.

Walt Whitman
"Song of Myself, II"

Crystal Lake Park



The Quadrangle



Kickapoo State Park



Ponds are great crystals on the surface of the earth. Lakes of Light. If they were permanently congealed, and small enough to be clutched, they would, perchance, be carried off by slaves, like precious stones, to adorn the heads of emperors; but being liquid, and ample, and secured to us and our successors forever, we disregard them...What youth or maiden conspires with the wild luxuriant beauty of Nature? She flourishes most alone, far from the towns where they reside. Talk of heaven! ye disgrace earth.

Henry D. Thoreau
Walden, Chap. 10

Voorhies Haunted Castle



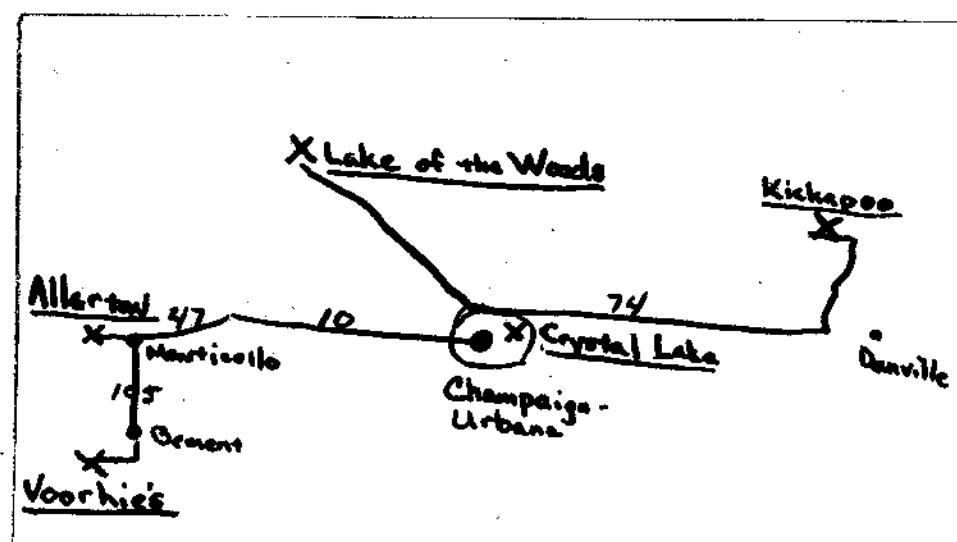
Allerton Park



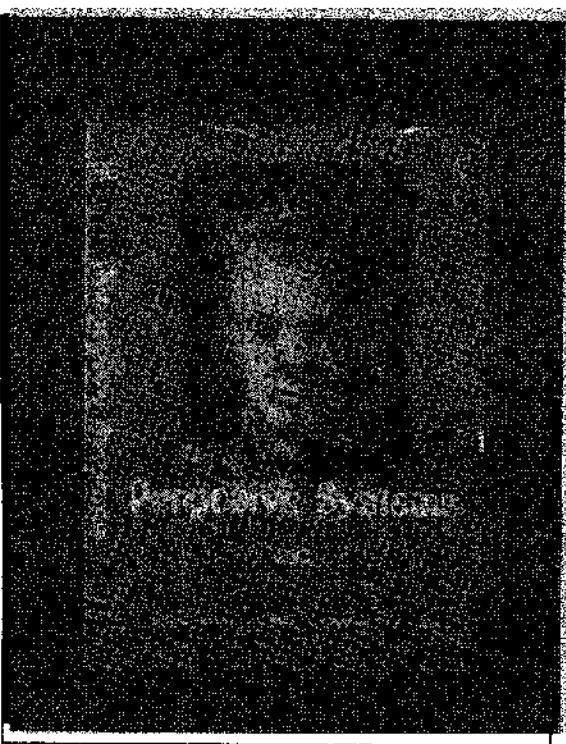
To speak truly, few adult persons can see nature. Most persons do not see the sun. At least they have a ver superficial seeing.. The sun illuminates only the eye of the man, but shines into the eye and the heart of the child. The lover of nature is he whose inward and outward senses are still truly adjusted to each other; who has retained the spirit of infancy even into the era of manhood. His intercourse with heaven and earth becomes part of his daily food.

Ralph Waldo Emerson
Essay on "Nature"

* 42



the books



Purposive Systems
Edited by Heinz Von Foerster et al., Spartan Books, New York, \$10.00
and

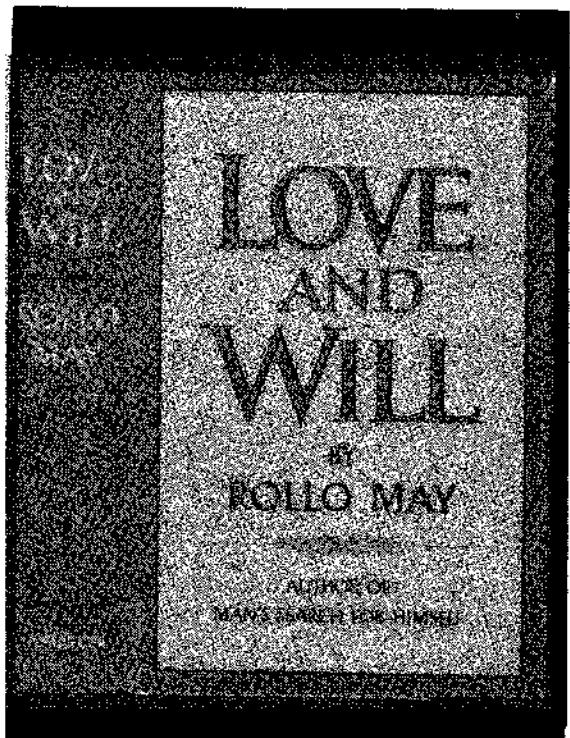
Music By Computers
Edited by Heinz Von Foerster and James W. Beauchamp, John Wiley & Sons, New York, \$14.95

Western Man, and perhaps most other Man elsewhere, has traditionally spent most of his intellectual meandering in an attempt to "make sense" of the universe in which he lives. Mostly this has resulted in laws, both for elections and for people, which not only DESCRIBE order in his environment, but also attempt to PROSCRIBE order in it. Where this proves to become a rather miserable failure some few people ask, "Why?" The answer to that is usually a statement blaming the environment for being too dynamic, or too complex, or whatever, and they begin to search the universe further; a very few, instead of careening along the path to new and "better" laws, look at the manner in which fallible laws arise. They become concerned with a man and the way in which he "sees". They study his senses and his works. They find that order is not a property of the environment, nor a property of man, but arises out of interaction between the two. Order can never be more than a temporary, ephemeral hope conceived in the art of living. The constraints on Man are

In Heinz Von Foerster's nervous system there is a representation of that exterior environment which some call the "real world". Sometimes, and by different modes of interaction between his nervous system and that environment, he manifest a clue as to what his representation is like. We should all be glad he does, and two of his latest contributions in the editing mode point that up—"Purposive Systems", and "Music by Computers", containing four records, "which not only discusses, but also plays music by computers."

An ordered mind desires to have a subject matter presented in an orderly fashion. This asks for some taxonomy, that is, the method of finding classes into which some given objects can be put. This is not only a more difficult problem than that of distributing objects into some given classes, but also an ambiguous one with many possible solutions, as one San Francisco sea food restauranteur had to conclude after he boasted "We serve everything that swims!" one patron asked for Kestier Williams." (M. b. C.)

"We may now be at the threshold of the discovery of mathematical descriptions for beautiful tones, as they are commonly termed in conventional music." (M. b. C.)



Love and Will
By Rollo May, W. W. Norton and Company, Inc., New York

A strong recommendation for this book has already come from the editors of Psychology Today magazine. Last August they devoted an entire issue to *Love and Will*. This was the only time they thought that a book warranted such coverage.

The old myths and symbols by which we oriented ourselves are gone, anxiety is rampant; we cling to each other and try to persuade ourselves that what we feel is love; we do not will because we are afraid that if we choose one thing or one person we'll lose the other, and we are too insecure to take the chance."

"Now it is no longer a matter of deciding what to do, but of deciding how to decide."

"The technologically efficient lover, defeated in the contradiction which is copulation without eros, is ultimately the impotent one. He has lost the power to be carried away; he knows only too well what he is doing."

"Cognition, or knowing, and cognition, or willing, then go together. We could not have one without the other. This is why commitment is so important. If I do not will something, I could never know it; and if I do not know something I would never have any content for my willing. In this sense, it can be said directly that man makes his own meaning. Note that I do not say that he only makes his meaning, or that it is not dialectically related at every instant to reality: I say that if he is not engaged in making his meaning, he will never know reality."

"But there remains the old, bed-rock question, Does something, or some person, matter to me? And if not, can I find something or someone that does matter?"



"It is one thing to aim for a particular timbre of sound and then to search for the means of making such sound and timbre audible. It is another thing to provide for a series of events to happen and then to discover the timbre of the sounds so generated. In the first case one prefers those events to happen that one wishes to hear; in the second case one prefers to hear those events one wishes would happen. These are not only two different approaches to the composition of music but also two different political attitudes." (M. b. C.)

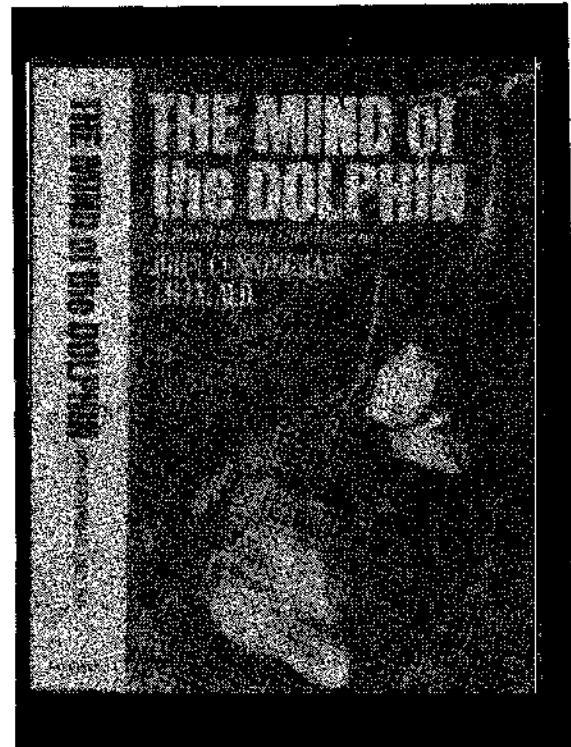
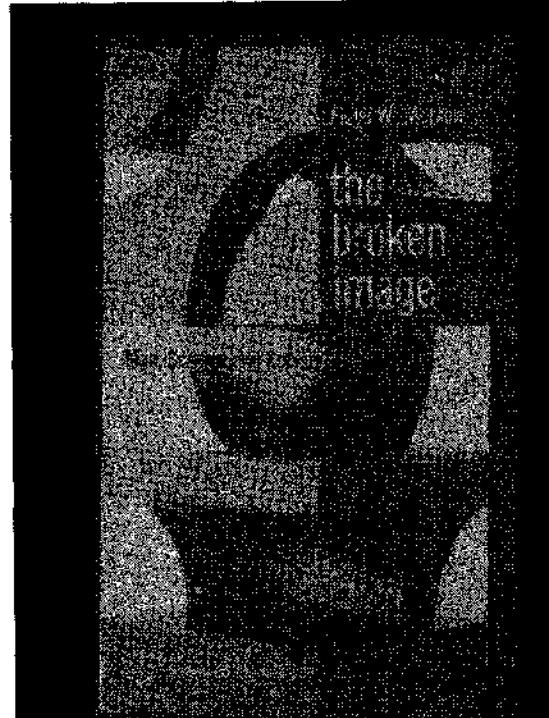
"Even if it were true that the great masters of the past only rarely considered political and social issues as criteria that influenced their musical decision making in composition, this truth should not be trusted. The actual concern of composers for their contemporary environment is usually less known than suspected. By now many phenomena that until recently had been attributed to human frailty, to fate, or even to laws of nature have been recognized as issues of political and social rather than individual and natural significance. In any case, there is no historical proof that a composer remained uninfluenced by those issues that were of political and social importance in his day and environment, whether he knew it or not. All one is allowed to conjecture is that the less they considered it, the more they became unconsciously dependent on it. To quote their words and writings usually only serves to show how dedicated they were to this state of being." (M. b. C.)

"Then we will perhaps be on the way to making the transition which, I, for one, think we are deeply committed to: in such a field as cybernetics we should not only be concerned with something called science, but also concerned with the setting of goals and, in particular, the setting of the goals which we need to set here and now." (P. S.)

The concept that social suicide can occur through the death of innovation is by no means an abstraction. One need only follow the course of Roman history. Initially, the Romans were among the most practically innovative of all peoples who had ever lived. The great profusion of their aqueducts, fortifications, amphitheaters, and monuments which can be found from Spain to Ankara and from the heart of the Sahara to northern England gives one some inkling of the innovative genius of Roman leadership. There came a time in their history, however, when innovation was denigrated and most of the operations of society were turned over to a slave population which could scarcely be expected to do its best to preserve the system." (P. S.)

"Yet it seems that interest in the human components of complex automated and computerized systems is decreasing rather than increasing. First we looked at men and turned them into 'human components,' and then we stopped looking at them at all. We are educating the future human components, upon whose precision and accuracy and sense of responsibility the operation of future systems will depend, by training them to be trigger-happy in multiple-choice tests, by out-educating from their minds the fundamental human quality of responsibility based on accurate reasoning." (P. S.)

58



The Mind of The Dolphin
By John C. Lilly, Doubleday & Co., New York, \$5.95

Tired of the old gang, why don't you go out and meet a dolphin? Strange, perhaps, but in this book Lilly explains his attempts at, and his philosophy behind, establishing interspecies communication. Dolphins talk by telephone, and in one experiment a woman, Margaret Howe, actually lived with Peter Dolphin for ten weeks.

"Communication is an exchange of information between two minds." Thus for interspecies communication we start with the basic postulate that each dolphin has a mind."

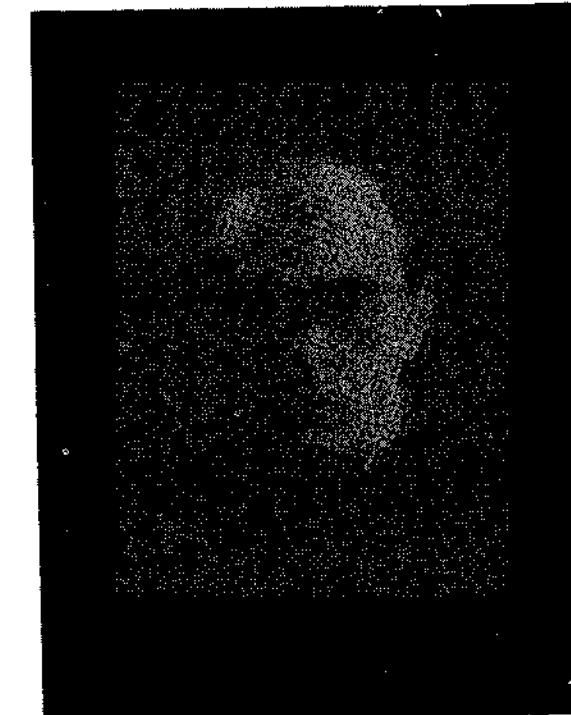
"No kind of thinking, no phenomena within the mind are of themselves negative unless one defines them as negative. What one believes to be true of his own mental phenomena either is true or becomes true within his own mind within certain limits to be determined by himself."

"Thus a given dolphin can carry on a whistle conversation with his right side and a clicking conversation with his left side and do the two quite independently with the two halves of his brain."

"When I deal with another person; I want to know what model he is currently working with. We often ask questions of one another with that in mind. If someone is using an inappropriate model of us, we can become quite emotional about it. We feel that it is unfair, unjust, or inappropriate. So we must operate with the dolphins."

"When we wish to test, for instance, a communication theory about communication with dolphins, we must act like computers operating on line. We must, as it were, be able to think on our feet: theory revision must occur almost automatically and continuously as the new models develop and integrate each one with the adjacent ones."

"No matter differences between species, no matter differences on anatomy, no matter differences between media in which they live, creatures with a brain above a certain size will be considered 'equal' with man."



Arnold Schoenberg Letters
Edited by Erwin Stein, St. Martin's Press, New York, \$8.75

In 1934 the National Broadcasting Company asked Arnold Schoenberg for his definition of music. Included in his reply was the following:

I know a nice and touching story:

A blind man asked his guide:

"How looks milk?"

The guide answered:

"What's that white? Mention a thing which is white!"

The guide:

"A swan. It is perfect white, and has a long white and bent neck."

The blind man:

"... A bent neck? Eew is that?"

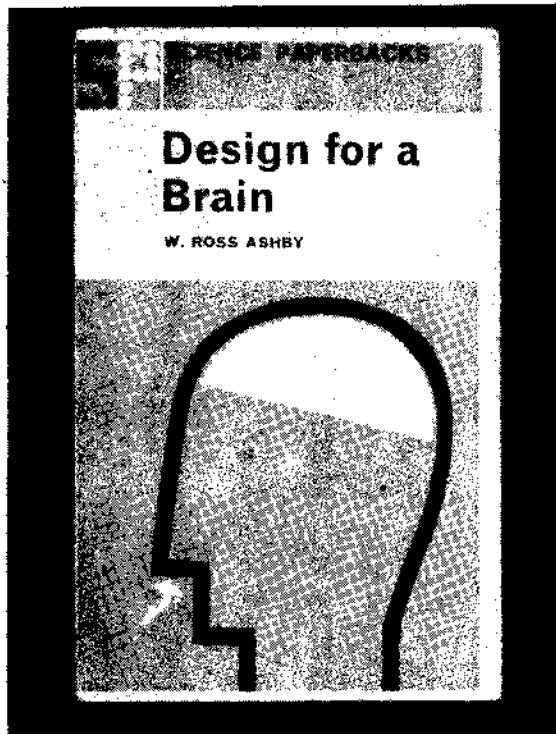
The guide, imitating with his arm the form of a swan's neck, lets the blind man feel the form of his arm.

The blind man (feeling softly with his hand along the arm of the guide):

"Now I know how looks milk."

This collection confronts all readers, not only those having a musical background, with the challenge of the intellectual vigor of the twentieth century's most arresting musical mind. I have found it endlessly stimulating, amusing, enlightening, rewarding, and, at times, nostalgic.

"... once, in the army, I was asked if I was really the composer Arnold Schoenberg. 'Somebody had to be,' I said, 'and nobody else wanted to so I took it on, myself.'" (Letter sent as a public reply to congratulations received on his 75th birthday)



Design For A Brain
by W. Ross Ashby, Associated Book Publishers Ltd., London

and
An Introduction To Cybernetics

by W. Ross Ashby, Chapman and Hall Ltd., London

Individually complete, these two books form a natural unit. *Introduction to Cybernetics* is a tool usage book. The tool, cybernetics, is powerful and encompassing, offering a fresh approach to complex problems. *Design for a Brain* demonstrates this force; pondering how the brain produces adaptive behavior. Ashby presents a resolution by applying the leverage gained in using cybernetics.

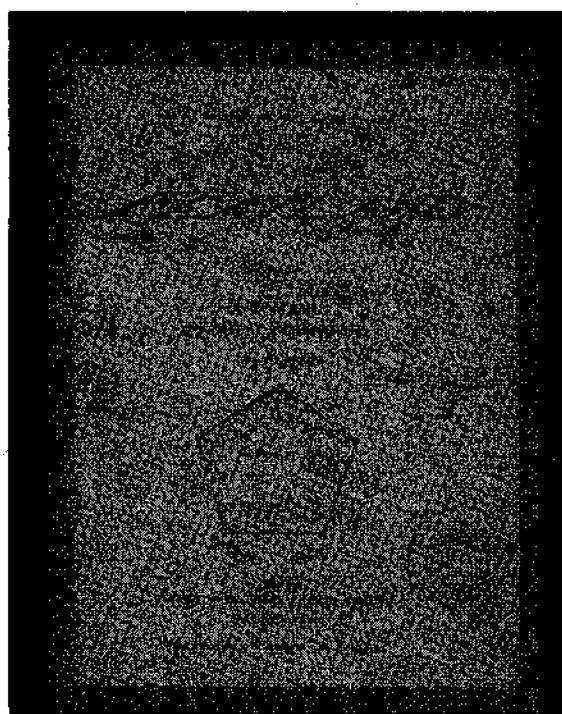
"Cybernetica, too, is a 'theory of machines,' but it treats, not things, but ways of behaving. It does not ask 'what is this thing?' but 'what does it do?'" (I. to C.)

"I hope to show that a system can be both mechanistic in nature and yet produce behavior that is adaptive. I hope to show that the essential difference between the brain and any machine yet built is that the brain makes extensive use of a method hitherto little used in machines. I hope to show that by the use of this method machines' behavior may be made as adaptive as we please, and that the method may be capable of explaining even the adaptiveness of Man." (D. f. B.)

"The organisms we see today are deeply marked by the selective action of two thousand million years' attrition. Any form in any way defective in its power of survival has been eliminated; and today, the features of almost every form bear the marks of being adapted to ensure survival, rather than any other possible outcome. Eyes, roots, cilia, shells and claws are so fashioned as to maximize the chance of survival. And when we study the brain we are again studying a means of survival." (I. to C.)

"This is the learning mechanism. Its peculiarity is that the gene-pattern delegates part of its control over the organism to the environment. Thus, it does not specify in detail how a kitten shall catch a mouse, but provides a learning mechanism and a tendency to play, so that it is the mouse which teaches the kitten the finer points of how to catch mice." (I. to C.)

"Black Box theory is, however, even wider in application than these professional studies. The child who tries to open a door has to manipulate the handle (the input) so as to produce the desired movement of the latch (the output); and he has to control the one by the other without being able to see the internal mechanism that links them. In our daily lives we are confronted at every turn with systems internal mechanisms are not fully open to inspection, and which must be treated by the methods appropriate to the Black Box." (I. to C.)



Flatland
by Edwin Abbott, Seeley and Co., Essex Street Strand, London.

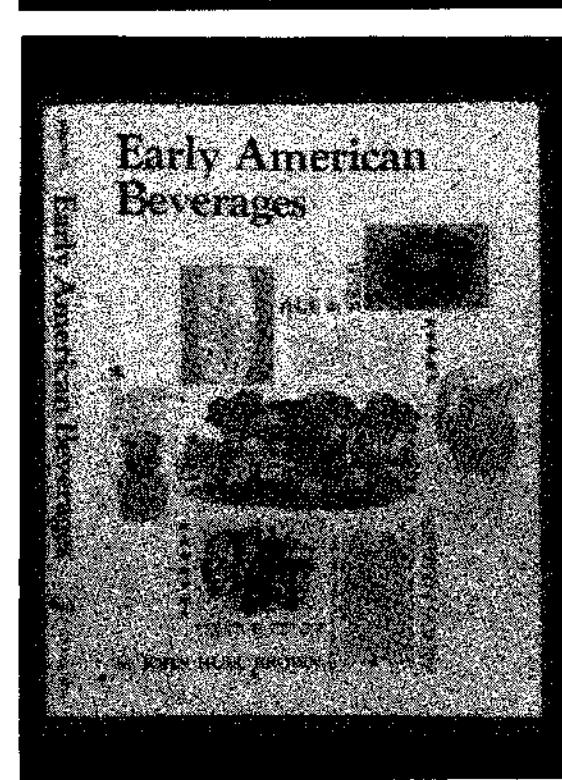
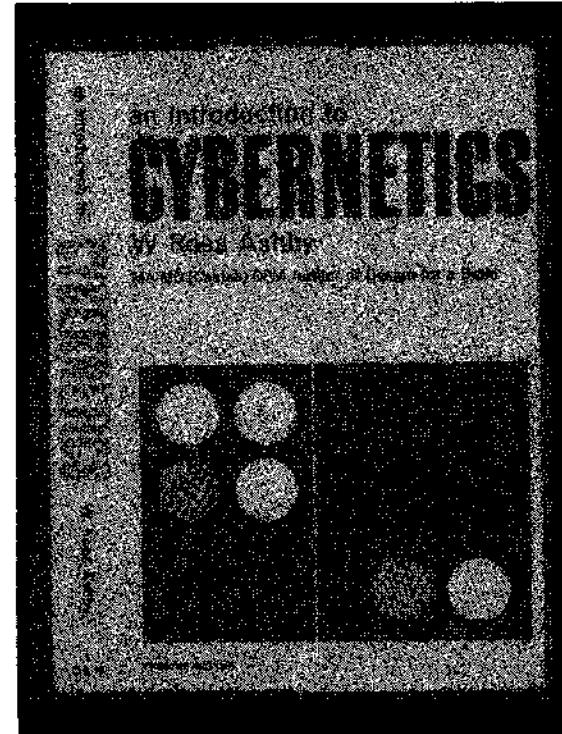
Flatland written in 1884 has retained its relevance in the Space Age of 1969. The most fitting description is on the cover of the book which reads "a romance of many dimensions". Flatland takes you into a two dimensional world but allows you to transverse all other dimensional worlds.

"I call our world Flatland, not because we call it so, but to make its nature clear to you, my happy readers who are privileged to live in Space. Imagine a vast sheet of paper on which straight lines, triangles, squares and other figures instead of remaining fixed in their places, move freely about, on or in the surface but without the power of using above or sinking below, very much like shadows only with hard luminous edges and you will then have a pretty correct notion of my country and countrymen."

"Our women are straight lines, our soldiers and lowest classes of workmen are triangles, our middle class consists of equal sided triangles, our professionals are squares, nobility begins with six-sided figures."

"Suppose a person of the Fourth Dimension, condescending to visit you, were to say, whenever you open your eyes you see a plane and you infer a solid but in reality you also see a Fourth Dimension. What would you say to such a visitor. Would you not have him locked up? Well, that is my fortune and it is as natural for us in Flatland to look up at a square preaching the Third Dimension as it is for you Spacelanders to look up and lock up a cube for preaching the Fourth Dimension."

"...when the land of Three Dimensions seems almost visionary as the Land of One of None, when even this hard wall, that bars me from my freedom, these very tablets on which I am writing, and all the substantial realities of Flatland itself, appear no better than the offspring of a diseased imagination, or the baseless fabric of a dream."



Early American Beverages
by John Hall Brown, Bonanza Books, New York

This is a good guide to combining a love for antiquity with a love for drinking. The third product to add to the liquor is the pleasure of making it. The ingredients are all natural foods products available at any health store, but particularly at the health store in the 500 block of North Prairie, Champaign. Apparently, the original colonists thought drinking was healthy too; the Middle Colonies collected medicinal wine drinks like Antimonial Wine, Kummis, a valuable wine of the Tartars, Barley Wine, Scurvy-grass Wine, and Turnip Wine, along with wines made from Ipecacuan, Iron, Rhubarb, Sacred Tincture, and Tobacco.

The simplest recipe of the first section of the book--the making of beer--first appeared in an 1849 guide called The Way To Live Well which, of course, is the best revenge.

COMMON BEER: Two gallons of water to a large handful of hops is the rule. A little fresh-gathered spruce or sweet fern makes the beer more agreeable, and you may allow a quart of wheat bran to the mixture; then boil it two or three hours. Strain it through a sieve, and stir in, while the liquor is hot, a tea-cup of molasses to every gallon. Let it stand till lukewarm, pour it into a clean barrel and add good yeast, a pint, if the barrel is nearly full; shake it well together; it will be fit for use the next day."

The page with this instant beer recipe is then appropriately decorated with pictures of undecorated Norton Stoneware items: beers and ale bottles, jugs, jars, and crocks (as in the expression "half-crocked"). For modern practical purposes, the beer is best brewed in a porcelain pot preferably for this recipe--holding about eight quarts. Get one at Huey's everything store, Five Points, Urbana.

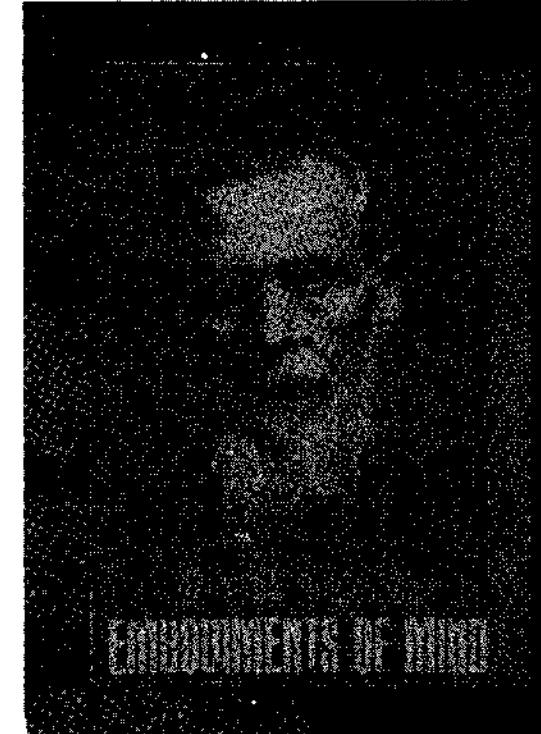
Mackenzie's 5000 Receipts, 1829 provide the recipes for Cider and Perry in Chapter II, illustrated by American paintings, "Cider Making in Long Island," by William M. Davis. Perry is made like cider, only from pears instead of apples. This section is a bit of a curiosity unless you have a press and understand such terms as "bung-hole".

Part III, Liquors and Cordials, presents the most exciting aphrodisiacal flower drinks and imaginable. If you can possibly forego Troubadours' Elixir (most roses, jasmin, and orange-blossoms), or Myrtle Cream (myrtle-blossoms and peach leaves), try a Pink Ratafia with two pounds of the petals of red pinks.

The rest of the book provides recipes for some fairly normal, familiar temperance drinks like ginger beer, and some favorite wines like chocolate, apricot, and gilliflower. There's one warm drink that sounds great for insomnia or winter, or both. It's called Oxford Nigreap. (do you suppose Oxford scholars...?) Mix:

1/2 tumbler tea with milk and sugar
slice of lemon
wine-glass of new milk
wine-glass of rum or brandy
beaten-up new egg

Hoppy Whatever.....



Embodiments Of Mind
by Warren S. McCulloch, M.I.T. Press, Cambridge, Mass., \$12.50

This is a volume of selected writings by the late Warren McCulloch, a man who was a doctor, a philosopher, a teacher, a mathematician, and poet. The majority of the book is a collection of his papers, which deal with neurophysiology, mathematics, cybernetics, and the logical mechanics of physical machines. Also included is a forty page section of his poetry. It is impossible to give any short description which will do justice to the contribution made in his papers. The pieces below are included to give a taste for the flavor of the work.

...it should be particularly noted that McCulloch himself scrupulously avoids forcing his ideas into prematurely categorical form. Like some of the Greeks he knows well, and like Wittgenstein, whom he does not know, he is master of the technique of speaking in such a way as to set the mind of the cooperative and active auditor into that situation which will lead him to insight. To members of his audience who are led to miss the point by their habit of accepting pre digested conclusions, he is fond of saying: "Don't bite my finger, look where I am pointing." (from the Introduction by Seymour Papert).

APPOINTMENTS

Yesterday:

Christ thought for me in the morning,
Nietzsche in the afternoon.

Today:

Their appointments are at the same hour.

Tomorrow:

I shall think for myself all day long.
That is why I am rubbing my hands.

Religion

58

Men
Galloping into the northern lights
A sun
That will not rise.

If I addressed you at a time and place
More certain than this earth and century,
Belittling so the brilliant wizardry
That beckons couriers to your bright face,

I should be guilty of my own disgrace,
For such explicit linking, you to me,
Would prove a gesture of humility
Too large for truth, too low for your embrace.

Clumsy the brain that speaks as brawn and bone
To wit that needs no signpost by the way
And hastens eagerly unto its own.

So take in silence what I would not say
Though I could crush the earth to us alone
And crowd whole centuries into our day.

Technicians, of the Sacred,
a range of poetries
from Africa, America,
Asia, + Oceania

to say, face falls on face; face sees face,
A knife, colored black & green goes out against
it has swallowed the
which it has ticked.

a loon
I thought it was
but it was
my love's
splashing car

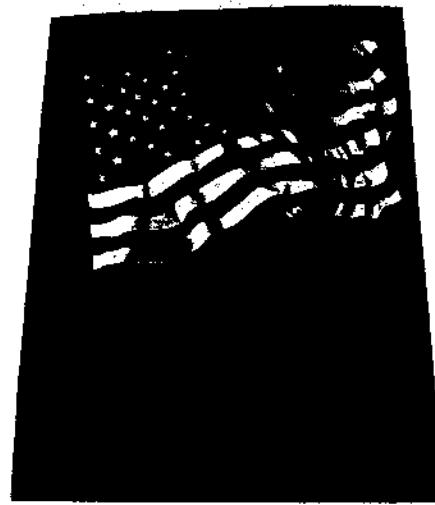
Edited + with Commentaries by
Jerome Rothenberg
Anchor Books, Garden City,
New York

Gift Enclosed
Bestow a gift
to be repaid by an equal
counter-gift after a
Let as much as a year
elapse between payment
When I come to
visit you,
Do not fling me from your house
In my misery.

Sun, my father, moon my mother,
You might look at my face
Where the tears of blood ran down.

Try opening the
random when you buy
are mystically interesting
\$3.95 at the Union Bookseller

● START ●



David H. Bordeaux
REGISTRANT'S SIGNATURE

SELECTIVE SERVICE SYSTEM
REGISTRATION CERTIFICATE

SSS Form No. 1-A
(2-64-44)
(Approval not required)

This is to certify that in accordance with the Selective Service Law

DAVID	HENRY
BORDEAUX	
(First name) (Middle initial) (Last name)	
SELECTIVE SERVICE NO.	
11 109 48 133	
is classified in Class 2-S	
until 9-1-69	
by Local Board unless otherwise checked below:	
<input type="checkbox"/> by Appeal Board	
vote of _____ to _____	
<input type="checkbox"/> by President	
vote of _____ to _____	
11-14-68	
(Date of mailing)	
<i>David H. Bordeaux</i> (Registrant's signature)	

Other service physical characteristics:
None

WAS DRAFT REGISTERED ON ME DAY OF MONTH YEAR
4 May 66

Local Board Signature: *David H. Bordeaux*
Signature of Local Board Clerk: *David H. Bordeaux*
Signature of Local Board Chairman: *David H. Bordeaux*

Other service physical characteristics:
None

WAS DRAFT REGISTERED ON ME DAY OF MONTH YEAR
4 May 66

Local Board Signature: *David H. Bordeaux*
Signature of Local Board Clerk: *David H. Bordeaux*
Signature of Local Board Chairman: *David H. Bordeaux*

SELECTIVE SERVICE CLASSIFICATIONS

- CLASS I**
Class I-A: Registrant available for military service.
Class I-A-O: Conscientious objector registrant available for noncombatant military service only.
Class I-C: Member of the Armed Forces of the United States, the Environmental Science Services Administration, or the Public Health Service.
Class I-D: Qualified member of reserve component, or student taking military training, including ROTC and accepted aviation cadets applicants.
Class I-O: Conscientious objector available for civilian work contributing to the maintenance of the national health, safety, or interest.
Class I-S: Student deferred by law until graduation from high school or attainment of age of 20, or until end of his academic year at a college or university.
Class I-W: Conscientious objector performing civilian work contributing to the maintenance of the national health, safety, or interest, or who has completed such work.
Class I-Y: Registrant qualified for military service only in time of war or national emergency.
- CLASS II**
Class II-A: Occupational deferees (other than agricultural and student).
Class II-C: Agricultural deferees.
Class II-S: Student deferees.
- CLASS III**
Class III-A: Extreme hardship deferees, or registrant with a child or children.
- CLASS IV**
Class IV-A: Registrant with sufficient prior active service or who is a sole surviving son.
Class IV-B: Official deferred by law.
Class IV-C: Alien not currently liable for military service.
Class IV-D: Minister of religion or divinity student.
Class IV-F: Registrant not qualified for any military service.
- CLASS V**
Class V-A: Registrant over the age of liability for military service.

SPECIAL NOTICE

A registrant who was deferred on or before his 26th birthday should ascertain from his local board if his liability has been extended to his 28th or 30th birthday. (See other side.)

SELECTIVE SERVICE SYSTEM
NOTICE OF CLASSIFICATION

This is to certify that

David H. BORDEAUX

(First name) (Middle initial) (Last name)

Selective Service No.

11 109 48 133

is classified in Class 2-S

until 9-1-69

by Local Board unless otherwise checked below:

by Appeal Board

vote of _____ to _____

by President

vote of _____ to _____

11-14-68

(Date of mailing)

David H. Bordeaux
(Registrant's signature)

SSS Form 110 (Rev. 5-25-67)

(Previous printings are obsolete)

(Approval not required)

SELECTIVE SERVICE SYSTEM
NOTICE OF CLASSIFICATION

This is to certify that

David H. BORDEAUX

(First name) (Middle initial) (Last name)

Selective Service No.

11 109 48 133

is classified in Class 1-A

until _____

by Local Board unless otherwise checked below:

by Appeal Board

vote of _____ to _____

by President

vote of _____ to _____

29 October 1969

(Date of mailing)

David H. Bordeaux
(Member, Executive Secretary, or clerk of Local Board)
David H. Bordeaux
(Registrant's signature)

SSS Form 110 (Rev. 5-25-67)

(Previous printings are obsolete)

(Approval not required)

The law requires you to have this Notice in addition to your Registration Certificate, in your personal possession at all times and to surrender it upon entering active duty in the Armed Forces.

The law requires you to notify your local board in writing within 10 days after it occurs, (1) of every change in your address, physical condition and occupational (including student), marital, family, dependency and military status, and (2) of any other fact which might change your classification.

Any person who alters, forges, knowingly destroys, knowingly mutilates or in any manner changes this certificate or who, for the purpose of false identification or representation, has in his possession a certificate of another or who delivers his certificate to another or who uses it for such purpose, may be fined not to exceed \$10,000 or imprisoned for not more than 5 years, or both.

LOCAL BOARD NO. 109
SELECTIVE SERVICE SYSTEM
810 AVENUE M ST.
PEORIA, IL. 61603
(LOCAL BOARD STAMP)
SEE OTHER SIDE

We're all in this together.

29

*29

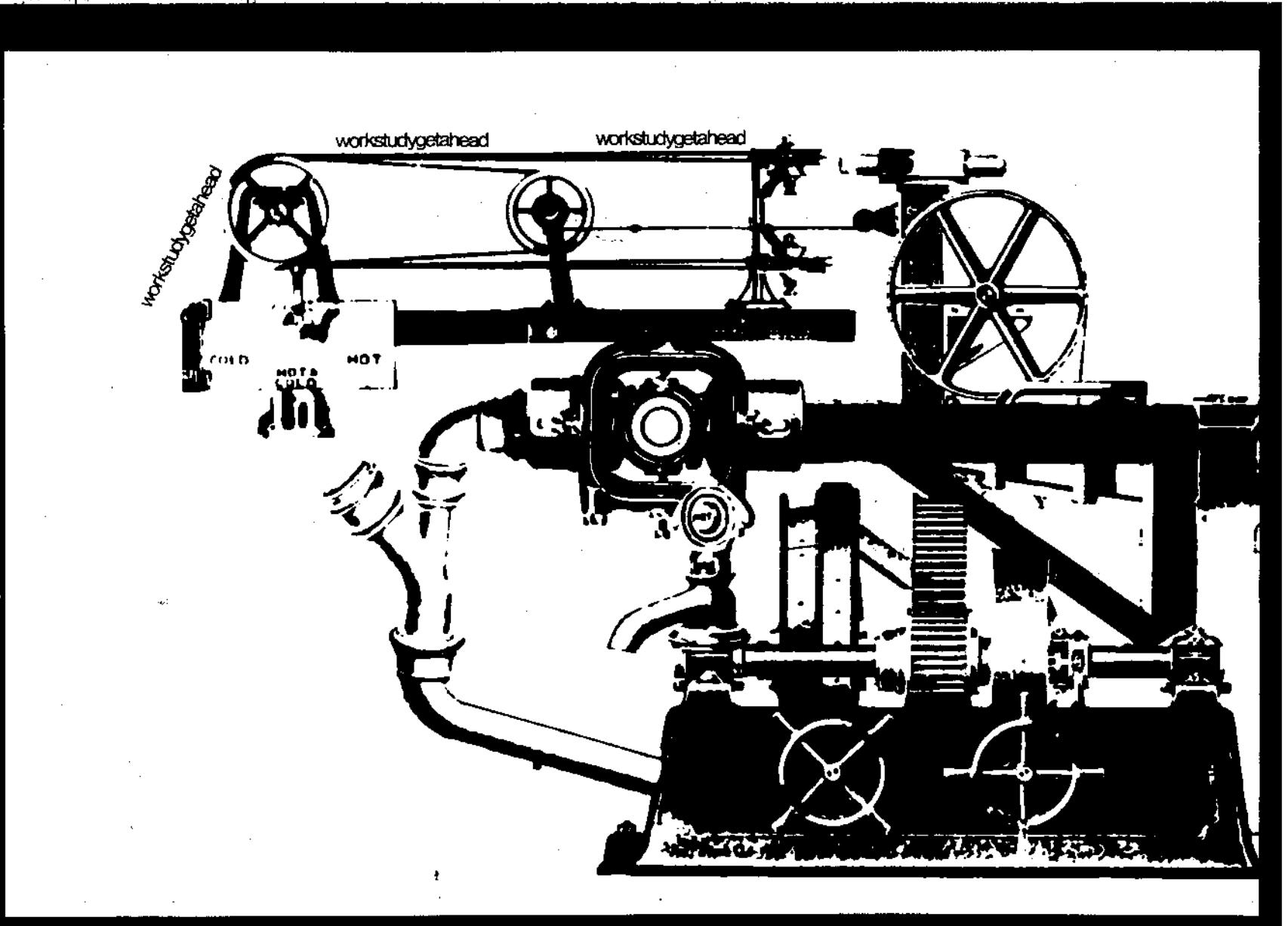
I don't know what we have to do to fulfill desires — or even to have desires. Besides I could never say it for anyone else anyway even if I figured it out for myself.

Whatever it takes, it has something to do with learning. And there are some situations better suited for learning than others.

How can you think in the middle of barrocks, and drills, and killing people in small tropical S.E. Asian countries? "Orders" don't help you discover anything. They are the most explicit of all communications. That's what I call a bad learning place.

An opposite is the University. Everybody wants to come — and we all get in. Since living is a full-time thing, we are full-time students. Everyday gets us closer to being dead — what's more satisfactory progress than that. In the end the climate is all a matter of degrees.

So when you stop and consider it for a moment, we all qualify as II-S. Ain't that right, Gen. Hershey !?! That's something this university could do right now.



64 People Die at 40 And are Buried at 65

Professor T.K. Cureton Says, "Run for Your Life."

Professor T. K. Cureton -retired professor of Physical Education- has long known of the many short comings of the area of physical fitness, and has dedicated his life to combating many of the aspects associated with poor fitness.

Author of over 40 books, he travels the country setting up testing programs. And during the week he has many visitors who call upon him for advice. Residing in room 141 of the

Armory, Professor Cureton offers advice to thousands of students as well as conducting testing and training programs.

Hearing of the cases he has dealt with is very interesting.

For example, one of his close friends had most of his lungs destroyed from gas in WW II, and could not exert himself without becoming exhausted. But by training, he built himself

up where he could run, and finally won a 12 mile race.

From 1941 on, Professor Cureton has introduced physical fitness into the College of Physical Education. He has introduced programs for the prevention of heart attacks into the universities, medical centers, and governmental institutions. He has taken the responsibilities of physical fitness beyond stone walls. He has not limited the benefits of his knowledge to a few small buildings, but he has attempted to use it to benefit mankind in this way.

Physical Fitness

Should Not End
AT 4 Semesters

Heart Attacks
Can be Prevented

Over 60, Professor Cureton is Younger Than YOU!

Together We Can Work IT OUT

Yes, as a Governor, Agnew set up an interdisciplinary study for a highway program. He did set up a commission of highway men, city planners, and other closely related personal to attack the common problems of highways, cities, etc... This type of planning has been introduced in many areas of problem solving, and shall increase in the future. Any more, problems are related to more than one area, and demand a multi-professional approach for a solution. From the Nautilus to the Moon Shots, interdisciplinary studies have related the areas of physiology, psychology, and technology to the solutions of the problems involved. And the same holds for the newly proposed Panama Canal, whose outcome could upset the world climates and also the biology of the entire Ocean. Also, the Physical Education Colleges of the Big 10 have set up a BIG 10 Pool of Knowledge to relate the areas of psychology, physiology, and areas of medicine to the work involved in problems of training and of the research in Physical Education. The EE 271 course entitled Zetetics covers the interdisciplinary approach to the solutions of problems, and should be expanded in many other areas and colleges in the University of Illinois.

Zetetics Is Where IT'S AT

The Drivers Seat

Do or Die at U of I

Show US The Way

Did you ever think of who builds those "safe" cars, or who sets the standards and build those pollution machines? Yes, you're right the engineers do. And where do they come from? Right again, they come from Colleges and Universities like The U of I. One should not blame the public or the politicians, for it is those engineers who are doing the dirty work. Just like the Bone Yard at the U of I, the work is here to be done when someone is ready, but have faith, for those engineers can correct those matters. Students in any college are faced with the same situation. The professional staff of tomorrow's world is comprised of today's students. The thoughts of many of these students that will run the country in the future are formed in the classrooms of the Colleges and Universities of today's world.

Do IT Together Come Let Us Reason Together

This is Dedicated To The One I "LOVE"

GOD

FRACTIONS BETWEEN PEOPLE CAUSE FRACTIONS BETWEEN NATIONS.

AMNS

SOCIAL INTERCOURSE BRINGS INTERCOLLEGE STUDIES.

RED

STUDENTS HAVE A LITTLE RESPECT FOR THE UNIVERSITY,

APEI

AS THE UNIVERSITIES GO SO GOES THE WORLD

TRUE CONCERN IS MANIFESTED IN ACTION.

HE'S THE LAST GUY, SCRATCH 'EM.

DAMN LITTLE.

TO HAVE ALL THE RESOURCES
TO SOLVE OUR PROBLEMS
EXCEPT THE WILL TO.

STEREOTYPES

Any visitor to this or any campus will soon become aware of certain stereotyped groups of his neighbors. Although no one person probably has been instrumental or any otherwise, he may be characteristic with this, with the aim of presenting united and consistent. In recognizing that these are important ingredients, we will present to the reader the following list for his consideration and enjoyment.

Don't take it too seriously.

"The Jamboree Look"

This type can be seen running around campus usually in some sort of his athletic attire, baseball coat, jacket. He is inspired by thousands of pre-adolescent girls who find his wreathes, vanity no hindrance in establishing a popularity rating. But just know for independent thought, he is oblivious as a dog to the foolish unless staring is involved.

"the hippie"
Being a non-conformist, he always has long hair and enough whiskers to make his face repulsive. He usually wears bell-bottoms, boots, and a gaudy shirt. He believes in love and peace and is willing to burn his destroy property to get them.

"the dormitory girl"
This girl is recognized by her pink and purple dress and her sweet sweet smile. She can probably give you up for a date in a week from Sunday. She possesses love in platters and fine.

"the dorm boy"
He comes out when its time to class. As is recognized by an Illinois t-shirt and by the pictures on his hands from playing cards. His favorite pastime is complaining about the food.

"the jock"
This guy is recognized by the public 150+ buckle pants, leather jacket, and white socks. His shield is symbol, a large area is needed to times that cost him \$1.00 with immensely expensive formulas for hours in order to recognize them for what they are.

He makes some day to be a \$10,000 a year ear.

"the Greek club"
This type is seen in only the accepted houses, Phi Delta Kappa, Alpha Beta, Lambda Chi, etc. In these houses are designated an "in", through living, playing, pranking and pseudo-sophistication in a mostly intellectual fashion.

his cultural events a big deal show
his idea of a naked five-a-beer party where everyone acts drunk and obnoxious.
his idea of a night out-wreath at home's

his idea of a night out-wreath at home's football game.

"the intellectual"
As can be seen with his pipe in hand, disengaging some meaningless abstraction. He considers himself an expert on just everything and will quickly tell you so. He emits materials when irritated no evidence of a sense of humor.

27

A terrible accident.

He walked alone
among the buildings and lights.

Thousands of students were there
tonight.

He was not in school because
life is much greater.

Many lives are in need
of saving.

Many deaths to be found
somewhere.

Death is not
but if anyone, every

The outside is cold and
the cold.

Living losing the same of life,
but where are the rules?

I know a place, I want
to go, to live.

Today I am the circle,
and living to the whistle.

Horrible for what's

Happy is not in college, or even real
safe for me in the real world.

Today I am the circle,
and living to the whistle.

Knowledge is not in advanced degrees

and life.

DRUGS AND THE UNIVERSITY or THE WHOLE?



Drugs of various kinds are being used by an increasingly large portion of the individuals at the University of Illinois. Despite the existence of statutes which make the use of these drugs unlawful, students, graduate assistants, professors, and other persons involved with the university continue to utilize them. Although exact data concerning the number of drug users on the campus is unavailable due to the illegal nature of such substances, it is evident that the number is growing as more and more individuals come into contact with drug users and the supply of readily-available drugs on campus increases.

There exists no typical drug user at the U of I. People who may appear to be quite "straight" in dress and attitude join the "hippy" elements in the use and, in some instances, the sale of drugs. Estimates of drug usage involving the consideration of such factors as outward appearance are often misleading of the true picture on the campus.

Individual drug users at the university differ as much as individuals differ. People vary in the types and quantities of drugs which they use. Some individuals will smoke grass and refuse psychedelic substances; others will use large quantities of both; and others may refuse both while being addicted to pills such as amphetamines and barbituates. Individuals differ also in the way they use a drug to get a desired effect and in the uses they put drugs to.

Marijuana is one of the most common and widespread drugs used at the university. Current estimates of individuals who use or have used marijuana at the U of I number upwards of ten thousand people.



ILLEGAL USE OF DRUGS IS SPREADING AT THE UNIVERSITY—TODAY ALL ARE SUSPECT

OPERATION INTERCEPT AND THE ECONOMICS OF MIND EXPANSION

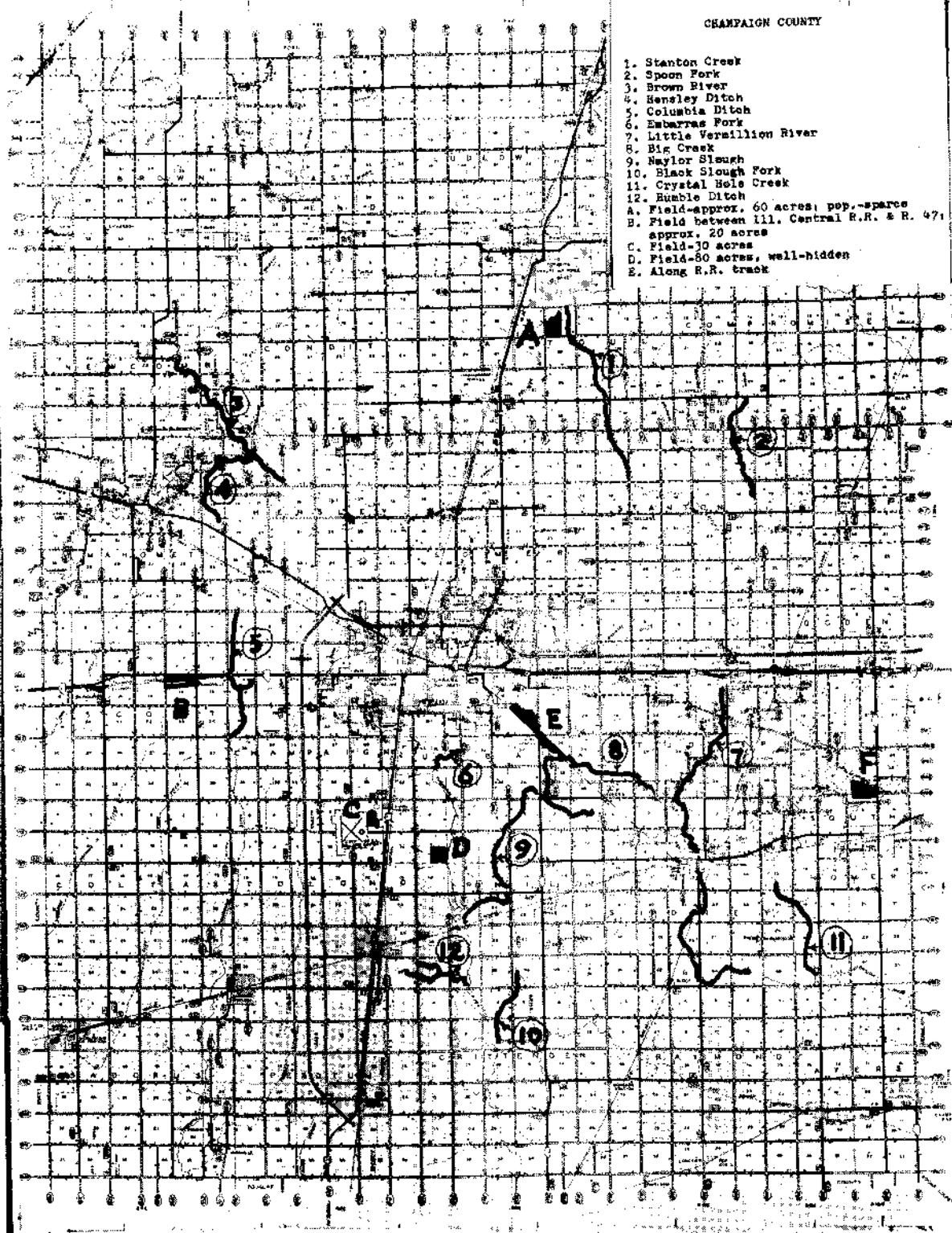
The Nixon Administration's Operation Intercept, while depleting the supply of Mexican marijuana available in most areas of the U.S., has been a boon to Champaign-Urbana marijuana dealers. Relying on local strains of grass to make up for part of the deficit caused by the government, local dealers have worked hard this year to provide their fellows with a means of getting high while reaping record profits for themselves as the Nixon Administration's plan has brought the cost of marijuana to levels competing with heroin in many sections of the country.

Today, marijuana is one of Champaign County's cash crops and at the right time in the year is easily available to persons interested in providing a means of getting high for free and/or finding a way of supplementing a deficit in a student budget. The typical marijuana-dealer-to-be need only seek out the fields, streams, and creeks of Champaign County in order to find a healthy marijuana crop to harvest.

8

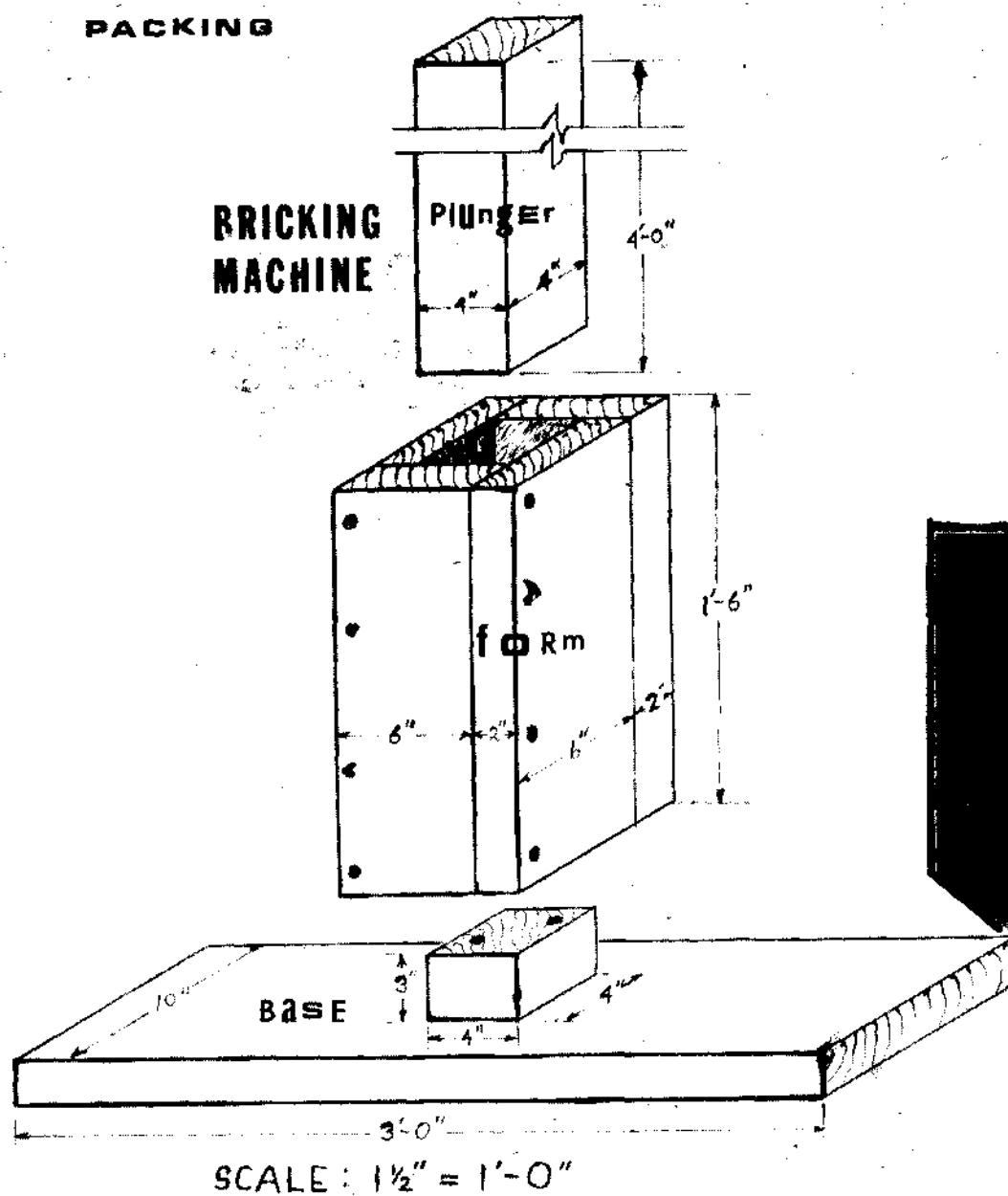
CHAMPAIGN COUNTY

1. Stanton Creek
 2. Spoon Fork
 3. Brown River
 4. Hensley Ditch
 5. Columbia Ditch
 6. Embarras Fork
 7. Little Vermillion River
 8. Big Creek
 9. Taylor Slough
 10. Black Slough Fork
 11. Crystal Hole Creek
 12. Humble Ditch
- A. Field-approx. 60 acres; pop.-sparse
 B. Field between Ill. Central R.R. & R. 471 approx. 20 acres
 C. Field-30 acres
 D. Field-80 acres, well-hidden
 E. Along R.R. track



THE DRUG USER PICKS UP HIS DOPE WHICH IS LEFT IN PRE-ARRANGED PICK-UP SPOTS ON CAMPUS.

PACKING



SPEED

A brick-making machine is a device used to package a kilo of grass (2.2 lbs) for easy storage and/or sale. Relatively easy to build, this device is filled with the required measure of marijuana and pressure is applied to one end to pack the grass tightly. In order to hold the grass together in this brick form, the grass should be moist when bricked or should be treated with enough of a honey-water solution to hold the grass together when it is packed.

Speed, technically referred to as methedrine, but on this campus referred to as any amphetamine, is probably the most widespread and misused drug on the University of Illinois campus. Its users are highly varied, and those that use it very regularly are termed as "speed freaks." These people are not hard to spot as there are very typical characteristics of people who are speeding. The most common habit is excessive talking. This is usually coupled with a rapid licking and/or biting of the lips, biting nails and/or fidgeting with the hands or any object available. Also, just generally any rapid movement is common.

On the whole, most people who speed do it to accomplish as much as possible. Speed involves itself directly with the nervous system, increasing the rate of metabolism. The pulse is quickened and energy is released in abundance. This energy provides ambition to constantly keep busy and active. Sleep is virtually impossible.

Speed is taken in various forms. The most common on this campus is the pill form. These pills vary in color, and can be either capsules or tabs. Speed can also be shot (injected), or snorted. When it is snorted, it is in crystal form. The other types are benzedrine and dextroamphetamine. There are also various half and half mixtures available, such as half downer and half speed, i.e. nebenton, pure meth, which is what speed technically is, is rare on this campus.

"Crashing" is the widely used term describing the physical and mental reactions of an individual, that start when the speed begins to wear off. Crashing usually starts with the first symptoms of drowsiness. With this, the individual either takes more speed, takes a downer to calm him down but which messes up his nervous system, or lets the crashing happen.

Crashing naturally is characterized by an over-all spaced-out and wiped-out feeling resulting from the lack of sleep and excess of activity. He will feel increasingly tired and will slowly regain his appetite. He may feel periods of nausea, nervousness, and irritability.

If he chooses to sleep, he can sleep for a long period of time. When he awakens, he will most often still feel exhausted. For most of the next day, he may feel uncomfortable and slightly disorientated. Although the amount of distress felt during and after crashing varies with the type, amount, and length of use of the amphetamines, crashing is definitely the biggest hang-up involved in speed.

A lot of girls who speed do it mainly to lose weight, as speeding produces a definite lack of appetite. These people are mainly straight, and don't indulge in any other sort of dope. You can find the majority of these girls living in sororities where good grooming is a must.

Quite a few relatively straight girls in dorms and apartments may speed for the first time with the thought of losing weight as a main factor. Often though, these girls like its effects, other than losing weight, enough to continue to speed just for sheer enjoyment, and the novelty of it all. These people then usually follow on of two courses; they either decide to stop speeding because 1) they like it alot, and therefore feel it must be morally wrong. 2) the crashing effects aren't worth it. 3) they fear speeding may lead to trying other drugs; or, they continue to speed, and probably will eventually turn on to other drugs, usually starting out with grass.

Male users at the U. of I. follow much the same trends. Power males use speed for the dietary effects. As with girls, the majority of guys speed with hopes of accomplishing something, usually studying. This can lead to more often uses when there is no serious work to be done, so that he may also begin to speed for pleasure. In time, a chronic psychological addiction can result, so that when there is a lot of work to be done, he feels a need to speed in order to accomplish it.

Amphetamines have a wide variety of effects on the male sexual ability. These effects range from increased satisfaction to complete impotence. These factors usually result in a greater decision-making process as to whether he wishes to speed at a particular time, or not.

With the new student drug plan of an 80% discount on any prescription drug, (the price of 5 milligram dexedrine is \$1.50), there has been a vast

PROCESSING

Once the marijuana has been picked, it may be processed in a variety of ways to prepare it for consumption. One of the better methods involves the hanging of bundles of marijuana plants upside-down in the sun until dry. Since this method may involve a considerable risk element in urban areas where "concerned citizens" may decide to intervene, an alternate method involves the spreading of the plants or the leaves of the plants under a sun lamp until dry. Although the final product of this method is less potent than that obtained from the first process, the decrease in potential risk for individuals living in these areas provides some compensation. An even less efficient method than this second one is available in those instances where a sun lamp is not available or where other factors intervene. This involves the use of an oven to dry the grass, a process which, unfortunately, robs the end product of much of its potency.

The dried product may be treated in additional ways to increase its potency and/or taste. The grass may be treated with wine and dried. Heroin, cocaine, and opium may also be used to treat the marijuana, although grass so treated is rare around the campus. Some less scrupulous individuals have been known to treat poor quality marijuana with various types of poisons, such as rat poison, which increase the immediate effects on the individual when smoked but which may later lead to adverse physiological side-effects; fortunately, this practice is not very widespread around the campus, being a favorite of some of the pushers living in large cities such as Chicago.

SIMULATION: LID OF GRASS, LSD TABLETS, HASH PIPE

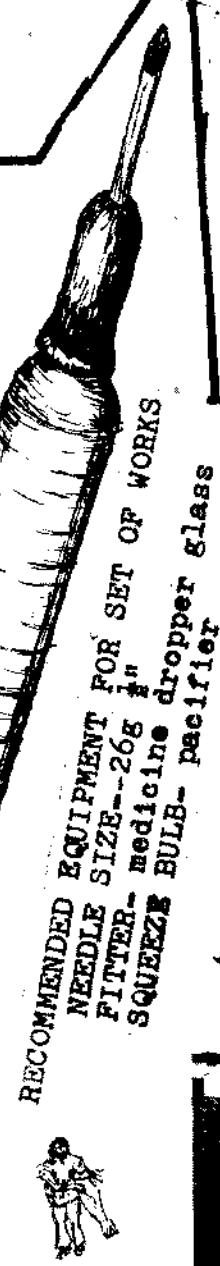
ACID

The use of the so-called "psychedelic chemicals" (mesocaine, psilocybin, psilocin, peyote, and LSD) has increased on the campus as a result of many factors. A far involve the decrease in high-quality Mexican marijuana available through the efforts of the renowned Operation Intercept, the increasing use of these chemicals among high school students and entering freshmen, and the development of a good market of readily available psychedelic chemicals, especially LSD, at low prices. These chemicals are said to provide the user with fantastic entertainment and a means of understanding the mind, although effects vary with the individuals.

Although these chemicals, especially LSD, are alleged to be dangerous, more and more individuals are discovering these dangers to be overexaggerated and capable of being compensated for. Perhaps one of the main problems involved with the use of these chemicals is that of quality; many doses of these contain, in addition to the psychedelic chemical, other substances such as speed, strychnine, etc. which may tend to increase the dangers involved in their use. However, as the drug market expands, pure forms of these chemicals are becoming more and more available. Indeed, in some circles they have been shown to be available free to the lucky LSD "freak."

A few individuals have experimented or are experimenting with some of the older, more traditional drug forms. The main one of concern here involves the use of the hypodermic syringe to inject solutions into the veins of the arm, leg, neck, etc in order to obtain a desired drug effect.

Things that are commonly subject to injection through a syringe are heroin, cocaine, methedrine, assorted kinds of pills, and sometimes alcohol (wine has been rumored to be popular in some circles). Some of the advantages to the individual obtained by using a hypodermic syringe are:



1. Economical; more of the drug effect is obtained with less quantity of the drug than if the drug were consumed orally.
2. Efficiency; the desired drug effect occurs more rapidly than is true in other methods of administering the drug as the blood stream rapidly carries the drug to those parts of the body it influences.

Meth crystal is probably the most commonly injected substance around the campus. However, some dedicated individuals have been said to shoot almost anything in certain instances, depending on individual preferences (ex. dirt, ashes, kool-aid). Some more progressive people have adapted the method to some of the newer drugs such as LSD; injecting LSD is reported to immediately place the subject into an intense acid state without the waiting period involved in the oral consumption of the substance.

THINGS TO BE REMEMBERED WHEN USING A HYPODERMIC SYRINGE:

1. Before using needle, always boil needle in water for approximately 15 minutes.
2. Always make sure a drop or two of solution is injected out of needle before attempting to inject solution into a vein. This insures against the possibility of injecting air into the vein; if this were to occur, death could easily result.
3. Guard against pushing needle through the vein all the way; infection could easily result.
4. If sharing syringes with others, always wipe needle with alcohol before passing it to next person.

THE NEEDLE AIDS IN INJECTING CAFETERIA FOOD WITH DRUGS, FACILITATING THE DOSING OF UNSUSPECTING INDIVIDUALS.

THE SECURITY OFFICE V. THE UNIVERSITY

The university community symbolizes for many individuals the source of many of the country's problems, one of which is the drug problem. Universities frequently find themselves the target of a concentrated effort to enforce existing statutes which make the use of illegal drugs criminally punishable throughout the country. This effort often involves the combination of federal, state, and local law enforcement agencies and a declaration of war on those individuals who use unlawful drugs.

In Champaign-Urbana the University Security Office, now housed in the University Health Service at McKinley Hospital, cooperates with federal, state, and local police in an attempt to secure sufficient evidence for criminal prosecution of offenders. Armed with such items as access to "confidential files" on members of the university, these agencies often succeed in their attempts and a number of individuals from the U of I find themselves prosecuted for drug usage.

The prime tool utilized by enforcement officials at the campus is the student. Some greatly aid the narcotics agents by volunteering information on the activities of their fellows without ever being approached to provide such services. Others are encouraged by appeals to such concepts as "law and order," promises of economic reward, and, in instances involving persons threatened with prosecution on drug charges, the promise of immunity in return for cooperation. Past instances make it clear that this cooperation may involve more than the mere providing of information on drug activity; the student agent is encouraged to persuade individuals to sell him narcotics under circumstances which allow the transaction to be witnessed by fellow agents (ex. technique allegedly used by Jackie Wright Kisinger last Spring to provide evidence for criminal prosecution in cases involving the sale of LSD.)

To fulfill his purpose, the student narco often adopts the life style of the group to be infiltrated. He often goes so far as to share in the drug assistance of the group in order to make himself less suspect, taking advantage of their friendship and trust. In addition, the student narco may enlist the assistance of other individuals, such as friends or lovers; a certain student narco at the U of I last year was alleged to have dated an individual steadily in order to receive information sufficient for the eventual arrest.



**LOCATION OF ANTI-BRUG
FORCES STATIONED HERE**

Drug users at the U of I respond to the existence of narcs and informers within the university often with "paranoia." Any mistake in the use of drugs or in the trusting of a "friend" may result in an arrest which, while it might not involve time spent in a penitentiary, will involve the expenditure of large amounts of time and money for defense (attorney's fees for the defense of drug cases range upwards from \$750-\$1000) in addition to an ugly mark on one's record. Fear of this occurrence is often sufficient to drive drug users underground for at least some length of time. However, as drug users grow more accustomed to their status as criminal elements in American society, may emerge and attempt to develop, expand, and protect the drug culture of the university.

The situation at the University of Illinois is growing increasingly worse as drug activity increases and more and more student agents are prepared to act against this. At the end of last year, it was estimated that there existed within the university somewhere around 200 student informers; this year has witnessed the arrival of "professional narcotics agents" who are reportedly dressed like members of the obvious drug culture. It has been reported by some concerned individuals that the drug authorities are waiting until evidence is obtained or synthesized to prosecute a number of individuals before a large number of arrests are made (this strategy was used against university students during the Spring of 1969). In any event, it can be expected that a number of individuals will be arrested during this school year, more attorneys will be paid large sums of money to provide defense for the unlucky, and some individuals will be convicted of a crime while the large amount of individuals likewise guilty will be left alone with no real decrease in drug usage resulting on the campus.

ROTC

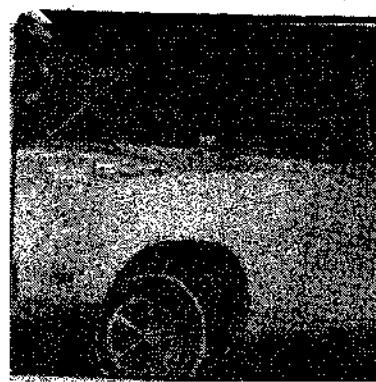
The Reserve Officer Training Corps is a university-recognized program enabling the individual to obtain university credit or studies that prepare him to meet his military obligation as an officer in one of the armed services. The student trainee is prepared for eventual service in the War, no matter where it is at home or overseas—or whom it involves (Vietnamese or blacks). By recognizing this program as a legitimate course of instruction within the university, the university enables its true nature under the color of academia. The resulting graduate under this program may find himself no longer marching in the Armory and cleaning his boots for inspection, but perhaps, sacrificing his life and those men he has under his command in order to further a foreign or domestic policy over which he has no command, and doesn't quite understand.

Providing recognition for this program, the university enables the armed forces to recruit from within the university. Here, as is evident in the area of narcotics control, the university departs from its role as an educational institution and assumes the role of providing assistance to governmental agencies whose connection to education is either lacking or is contrary to the educational process.



**THE ENEMY
(OR THE TARGET)**

THE VICTIM



Short exists in the University vicinity is constantly growing numbers, spreading along every street and growing stronger and better. Although only the motorist is susceptible to this menace, almost every motorist has been subjected at least once to the irritation it causes. Signs of affiliation are evident throughout the entire community.

To be more precise, parking here become a serious, exasperating problem. There is hardly a street within walking distance of campus, that is not lined with parking meters. It is not unusual for a student living off campus, (where housing costs approach a reasonable figure,) to drive to campus and feel fortunate if he finds a parking place within five or six blocks from his classes. Since most meters have a five hour limit or less, he will have to return at least once during the day to feed the meter. Of course, the motorist must purchase an extra hour on a five hour meter to allow time to walk back and move his vehicle before the arrival of the meter patrol. If he is only one hour late, he may find two parking tickets under his wiper blade.

The Champaign side of campus, with the one-dollar meter violation tickets, is the more dangerous. This side has mainly one and two hour limit meters. A student who has only one class a day also stands a good chance of getting screwed. He has to start looking for a parking space about twenty minutes before his class begins. If he finds one sooner than usual, and if he is slow getting out of the building, his one hour parking meter will be expired and he will probably have a ticket. Champaign has extremely efficient meter maid.

University owned meters are patrolled by Illi-cops who actually run and stand in the way of a motorist pulling away from an expired meter.

The University, Champaign, and Urbana recognize that the problem exists. Champaign took advantage of the situation and raised the meter fines from 50 cents to a dollar. The University turns every available parking lot into "Faculty-staff only." The Mayor of Urbana says students cause the parking problem because there's no congestion during vacations. No shit, Mayer! And what happens to local merchants during vacations?

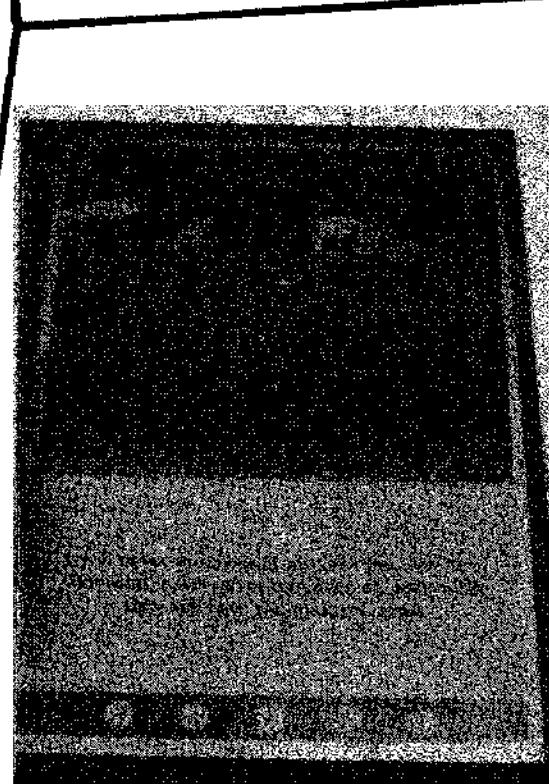
The problem will probably always exist but there are ways to alleviate it, somewhat. Destroying meters or short-changing ticket envelopes, (which is often overlooked by officials,) might bring immediate satisfaction to the individual. But a "within the system" solution might prove more practical. (in this case, anyway). If meters must exist, then the majority should have 10 hour limits with a consistent meter color or code for different time limits. Also, both Champaign and Urbana should provide multilevel parking lots, not just the university, with all available space turned into temporary lots until sufficient completion of multilevel lots.

**BELOW IS RESULT
OF PARKING ONE
DAY(PLUS 25¢ FOR
PARKING METER)**

11-**-69**
COURTESY NOTICE
MUNICIPAL COLLECTORS OFFICE
400 SOUTH VINE STREET URBANA, ILLINOIS No. 18
To Owner: Automobile Bearing License Number **[REDACTED]**
You Received **2** Ticket(s) No. **[REDACTED]**, **[REDACTED]** on Day(s) **9-29, 29 19-69**
for Ordinance Violation. To date this (these) ticket(s) have not been returned, and the
penalty is now \$ **5.00** ea. Payment of \$ **6.00** now will prevent the possibility of a
WARRANT FOR YOUR ARREST FROM THE URBANA POLICE DEPARTMENT.

THIS NOTICE MUST BE RETURNED WITH PAYMENT, MAIL OR DELIVER TO:
MUNICIPAL COLLECTORS OFFICE, 400 SOUTH VINE ST., URBANA, ILLINOIS

80



**THE TRAINEE IS PREPARED...
BUT WHAT IS FREE WILL?**

DON'T FOLLOW LEADERS -- WATCH YOUR PARKING METERS... b. dylan

DRUGS

69

When the university or society in general has you down its nice to get away from it all. Travel provides both rest and relaxation. You can visit various places on the earth or explore the many worlds of your mind. Unfortunately, only a few people can do this without any artificial stimulation. Certain drugs are a means by which you can visit the many different dimensions of thought. Drugs enable you to see realities other than that which society dictates. Basically drugs intensify your thoughts with L.S.D. being the most intense and Marajuana being the least. We recommend that you neither try drugs nor that you stop using them for it is the consequences that we are uncertain of. We only attempt to catalogue the dope available to students on this campus.

GROUP	NAME & COLOR	TYPE	QUALITY	ORIGIN	PRICE	COMMENTS	Shoot
ACID	orange Owsley	flats	4*	Calif.	\$3	really fine	yes
	purple	hard wax tabs	0*	?	free		yes
	purple	domes	4*	Berkely	\$2		yes
	yellow	tabs	0*	Hell	free	cut with strictrine	no
	orange	domes	2*	Calif.	\$2	Average	yes
	blue double	dimple domes	4**	Calif.	\$2	500 mgs. of the best	yes
	screaming white zonkers	domes	4***	Calif.	\$2	750 mgs. of the blue dimple domes	yes
	pink double	Hubcaps	4*	Berkely	\$2		yes
M.D.A.	drop on malox		4*	Madison	\$3	exquisite	no
	drop on something			Champaign	\$1	150 mgs. pure; real good	yes
S.T.P.	Quinn (orange)	huge tabs	the sun	Calif.		made me quit droping	yes
MESCALINE	orange	tabs		Berkely	\$2	blitz;cut with M.D.A.	no
	brown	tabs	3*	Berkely	\$2	it's a gas; better than oranges;colorful;cut with T.M.A.	no
	white	caps	2*	Berkely	\$1	fair	no
PSILLICYBIN	blue	caps	4*	Berkely	\$2	lots of colors	no
MARAJUANA	Panama Red		3*	Panama	\$12/ oz.	good high	yes**
63.	Korean Black		3*	Korea	\$8/ oz.	somewhat visual	yes**
	Michoacan		4*	New Mexico	\$10/ oz.	real good	yes**
	Zacatacas		4*	Zacatacas	\$15/ oz.	about same as above	yes**
	Acupolco Gold		4***	Mexico	\$25/ oz.	best ever;one hit; super visual;real heavy	yes**
	local		1*	Indiana, Iowa	\$8/ oz.	got to think your self high.	yes**
	local		2*	Indiana, Iowa	\$8/ oz.	cured with cocaine or opium	yes**
SPEED	blackbirds dex.	caps	2*		.20	strictly study	yes
	blue dex.	domes	2*		.20	strictly study	yes
	dex.	caps; clear,white	3*		.20	good 12 hr. trip	yes
	dex.	big caps yellow	2½*		.20	white inside	yes
	beny	white cap	1*	.15	.15	nothing	yes
	chrystal meth.	powdered	3*		\$5/ gr.	cut approx. 50%	yes
	diet pills				.10-.15	take two to study	yes

**some people can boil down grass and shoot it and get really high others will get sick

THE BEATLES ARE FREEDOM

Out of Liverpool, England, in 1962, came four long-haired rock and roll stars--the Beatles. By many people, they were considered just a fad. Many people also considered their music merely to be loud and immature. But what these people did not know was that the Beatles were to be the originators of not only a new trend in appearance and style, but also the originators of a new type of "free" music.

WHAT EXACTLY IS THIS FREE MUSIC?

It is music which melodies in ways they were never expressed before. It is music which subtly violates certain rules of music theory. This violation, in effect, produces new and exciting songs which any musician would consider excellent. Beatle music is considered "free music" because its lyrics express ideas which were never before expressed. These lyrics also sometimes ask for freedom directly, thus producing new and original types of protest songs.

TAXMAN

Let me tell you how it will be:
 There's one for you nine-teen for me.
 'Cos I'm the tax man, yeh, I'm the tax-man.
 Should five per cent appear too small,
 Be thankful I don't take it all.
 'Cos I'm the tax-man, yeh, I'm the tax-man.
 If you drive a truck I'll tax the street,
 if you try to fix it, I'll tax your seat.
 If you get too cold I'll tax the heat,
 if you take a walk I'll tax your feet.
 Don't ask me what I want it for,
 If you don't want it pay some more.
 'Cos I'm the tax-man, yeh, I'm the tax-man.
 Now my advice for those who die:
 Beware the pennies on your eye!
 'Cos I'm the taxman, yeh, I'm the taxman.
 And you're working for no one but me.

The unusual sounds which are featured in the songs Love You To and Tomorrow Never Knows are based on several different aspects of Indian culture. The sentiments expressed in these two songs have certainly been molded by excursions into Buddhism, but since this is a music book there is no need to go into them here.

The most obvious musical effect is the use of the sitar for unusual coloration in the above mentioned songs. George Harrison has been studying the sitar quite some time now and is developing into a fine player. The sitar is a large stringed instrument with frets. It is the most popular stringed instrument in India and has existed in its present form for over seven hundred years. It has anywhere between three (the word sitar means 'three-stringed' in Persian) and seven playing strings plus ten to thirteen additional 'sympathetic' strings for extra resonance. It is these extra strings which give the instrument its characteristic nasal drone. The sitar usually has eighteen or twenty frets, but American guitar players will be surprised to learn that the frets are movable and are set for whichever 'raga' or scale the player has in mind. The strings are either played with the fingernails or with a plectrum.

Another characteristic of the two songs is their lack of harmony or chord progression as we know it. A typical 'normal' song may use the chord progression C, F, C, G7, C. But the careful listener will notice that on both the above songs, the tonality never varies from the drone C-G. Thus, there is no change of key, change of chord, chord progression, change of color or counterpoint, in short, none of the usual trappings of Western music. The driving beat however, saves the songs from becoming so abstract as to become inaccessible to most listeners.

Finally, we have improvised passages based on ragas. The word 'raga' is an Indian word derived from the Sanskrit 'ranja' meaning to color or tinge. That is, the raga is supposed to have the power to touch or color the mind with a definite feeling of emotion. Be that as it may, Harrison makes use of ragas in his playing on this album. On the song Love You To for example, the raga is similar to a transposed Dorian Mode (C, D, Eb, F, G, A, Bb, C). However, Indian music uses many notes which do not exist in our Western scale. The latter divides the octave into twelve equal parts called semi-tones, while the Indian method is to divide the octave into twenty two parts called srutis. This forbids us from accurately notating Indian music on the traditional music staff. For this reason most of the parts played by the sitar have been omitted from the written arrangements. However, in cases where the sitar part was indispensable, the approximate notation will have to do. For example, in the above mentioned raga, the A is actually several vibrations sharper than our traditional Western A. Guitarists may bring this note and others up to proper pitch by using a very light gauge string and pushing it across the fingerboard, an effect well known to blues players.

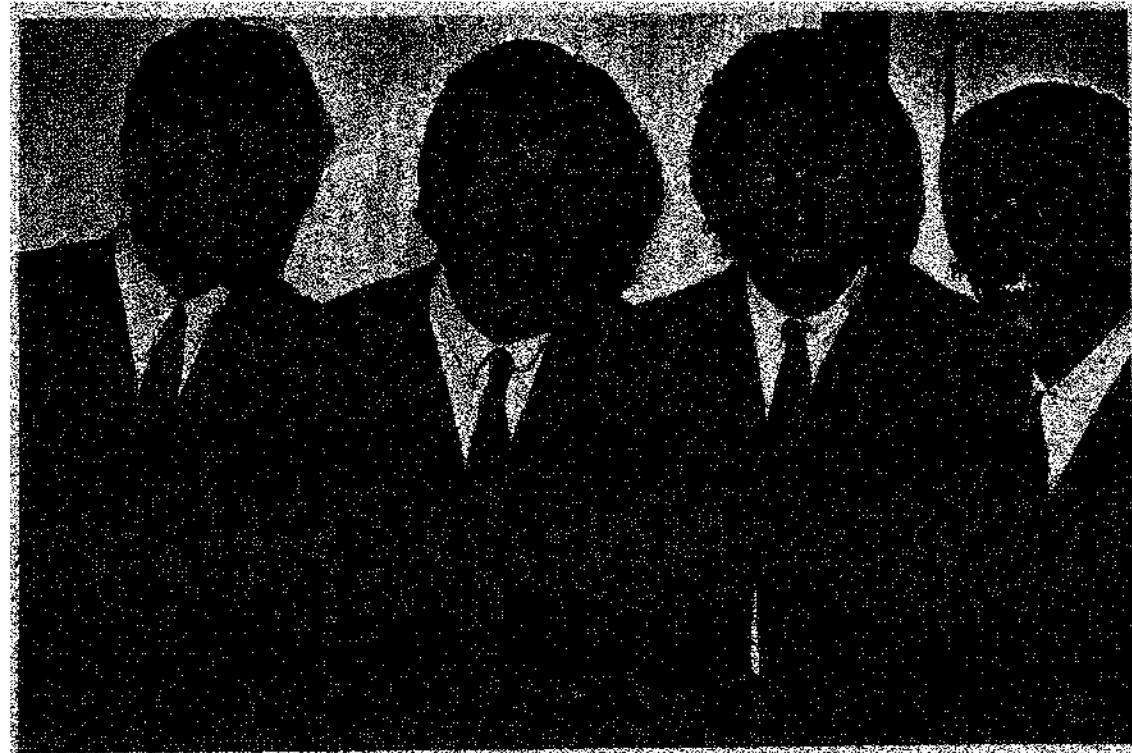
These two songs are striking examples of the blending of two cultures: The rock sound from Liverpool with the raga sound of India. The amazing part is how smoothly they go together.

I once had a girl or should I say she once had me.
 She showed me her room, isn't it good Norwegian Wood.
 She asked me to stay and she told me to sit anywhere,
 So I looked around and I noticed there wasn't a chair.
 I sat on a rug biding my time drinking her wine,
 We talked until two and then she said it's time for bed.
 She told me she worked in the morning and started to laugh
 I told her I didn't and crawled off to sleep in the bath.
 And when I awoke I was alone this bird had flown
 So I lit a fire Isn't it good Norwegian Wood.

AND THEN THE BEATLES REACHED THE ULTIMATE FREEDOM: THE CREATION OF SGT. PEPPER'S LONELY HEARTS CLUB BAND.

"Lucy in the Sky with Diamonds" clearly illustrates the psychedelic experience. "Day in the Life" follows on the same lines, as did most of the other songs. "She's Leaving Home" is quite a heavy rap. A few lines from the song exemplify this: "We gave her everything money could buy. She's leaving home after living alone for so many years. Bye bye... Fun is the one thing that money can't buy". "Strawberry Fields Forever" is a song which describes the place where there is complete freedom. Unfortunately, however, the song includes the line "Nothing is Real".





A HARD DAY'S NIGHT United Artists 6366

AND I LOVE HER / CAN'T BUY ME LOVE / A HARD DAY'S NIGHT / I SHOULD HAVE KNOWN BETTER / IF I FELL / I'M HAPPY JUST TO DANCE WITH YOU / RINGO'S THEME / TELL ME WHY

INTRODUCING THE BEATLES

Vee Jay LP1062

ASK ME WHY / BOYS / CHAINS / DO YOU WANT TO KNOW A SECRET / I SAW HER STANDING THERE / MISERY / PLEASE PLEASE ME / A TASTE OF HONEY / THERE'S A PLACE / TWIST AND SHOUT

MEET THE BEATLES

Capitol T2047

ALL I'VE GOT TO DO / ALL MY LOVING / DON'T BOTHER ME / HOLD ME TIGHT / I SAW HER STANDING THERE / I WANNA BE YOUR MAN / IT WON'T BE LONG / LITTLE CHILD / THIS BOY

THE BEATLES SECOND ALBUM

Capitol T2080

I CALL YOUR NAME / I'LL GET YOU / SHE LOVES YOU / THANK YOU GIRL / YOU CAN'T DO THAT

SOMETHING NEW

Capitol T2108

AND I LOVE HER / ANY TIME AT ALL / IF I FELL / I'LL CRY INSTEAD / I'M HAPPY JUST TO DANCE WITH YOU / SLOW DOWN / TELL ME WHY / THINGS WE SAID TODAY / WHEN I GET HOME

BEATLES '65

Capitol T2228

BABY'S IN BLACK / I FEEL FINE / I'LL BE BACK / I'LL FOLLOW THE SUN / I'M A LOSER / MR. MOONLIGHT / NO REPLY / SHE'S A WOMAN

BEATLES VI

Capitol T2358

BAD BOY / EIGHT DAYS A WEEK / EVERY LITTLE THING / I DON'T WANT TO SPOIL THE PARTY / KANSAS CITY / TELL ME WHAT YOU SEE / WHAT YOU'RE DOING / WORDS OF LOVE / YES IT IS / YOU LIKE ME TOO MUCH



HELP!

Capitol MAS2386

ANOTHER GIRL / HELP! / I NEED YOU / THE NIGHT BEFORE / TICKET TO RIDE / YOU'RE GOING TO LOSE THAT GIRL / YOU'VE GOT TO HIDE YOUR LOVE AWAY

RUBBER SOUL

Capitol 2442

I'VE JUST SEEN A FACE / NORWEGIAN WOOD / YOU WON'T SEE ME / THINK FOR YOURSELF / THE WORD / MICHELLE / IT'S ONLY LOVE / GIRL / I'M LOOKING THROUGH YOU / IN MY LIFE / WAIT / RUN FOR YOUR LIFE

YESTERDAY AND TODAY

Capitol 2553

YESTERDAY / DRIVE MY CAR / I'M ONLY SLEEPING / NOWHERE MAN / DR. ROBERT / ACT NATURALLY / AND YOUR BIRD CAN SING / IF I NEEDED SOMEONE / WE CAN WORK IT OUT / WHAT GOES ON / DAY TRIPPER

REVOLVER

Capitol 2576

YELLOW SUBMARINE / ELEANOR RIGBY / TAXMAN / LOVE TO YOU / HERE, THERE AND EVERYWHERE / SHE SAID SHE SAID / GOOD DAY SUNSHINE / FOR NO ONE / I WANT TO TELL YOU / GOT TO GET YOU INTO MY LIFE / TOMORROW NEVER KNOWS

* 19 *

MAGICAL MYSTERY TOUR

Capitol 2835

MAGICAL MYSTERY TOUR / THE FOOL ON THE HILL / FLYING / BLUE JAY WAY / YOUR MOTHER SHOULD KNOW / I AM THE WALRUS / HELLO, GOODBYE / STRAWBERRY FIELDS FOREVER / PENNY LANE / BABY YOU'RE A RICH MAN / ALL YOU NEED IS LOVE

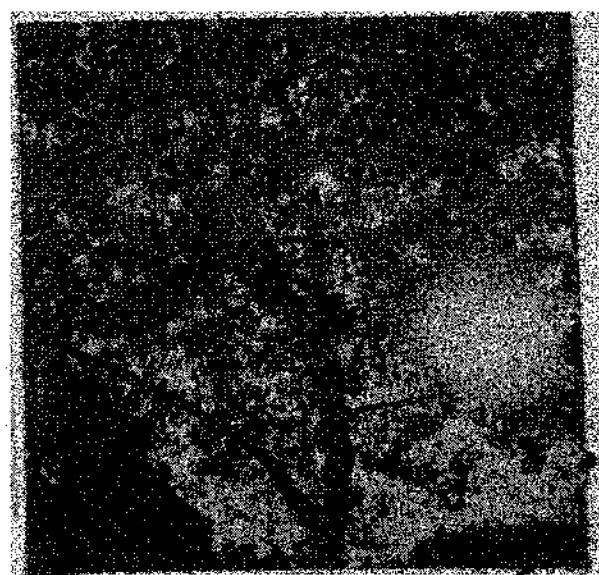
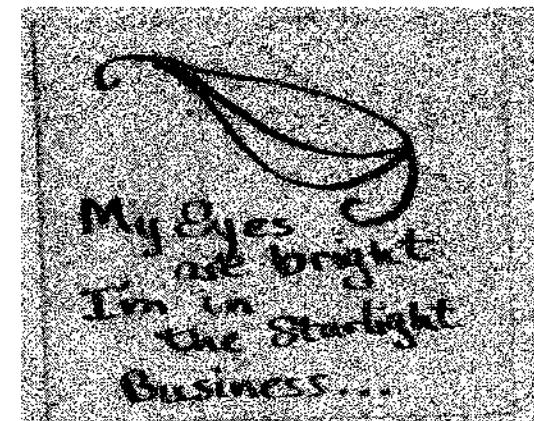
— THE BEATLES REVOLVER MUSIC MATES No. 12/2.95
— THE BEATLES YESTERDAY AND TODAY KDL 104/2.50
— BEATLE BOOK FOR ALL INSTRUMENTS DL 16C...1.00
— BEATLE BOOK NO. 2 FOR ALL INSTRUMENTS DL 7...1.00
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• • •
— THE BEATLES DELUXE GUITAR ALBUM Deluxe 17...4.95
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— THE BEATLES TOP POP BOOK Super Deluxe K7....2.95
— THE BEST OF THE BEATLES, BK. I N. Y. ABC 51A...1.95
— THE BEST OF THE BEATLES, BK. II N. Y. ABC 51B...1.95
— THE BIG BEATLE BEAT DRUM BOOK N. Y. ABC 30...1.95
— THE EARLY BEATLES DDL 328.....1.50
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MAGICAL MYSTERY TOUR / THE FOOL ON THE HILL / FLYING / BLUE JAY WAY / YOUR MOTHER SHOULD KNOW / I AM THE WALRUS / HELLO, GOODBYE / STRAWBERRY FIELDS FOREVER / PENNY LANE / BABY YOU'RE A RICH MAN / ALL YOU NEED IS LOVE

GIVE
A FLO
WER, L
EAF, S
NOWBA
LL TO
A FR
IEND,
TO A
STRAN
GER ☺

24

I'm
your
kind,
I'm
your
kind,
and
I see you

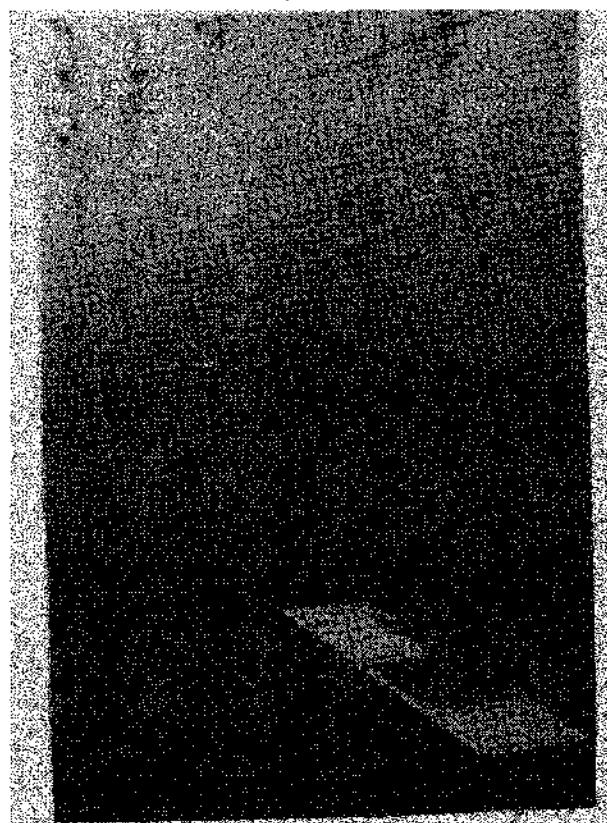


Find out the names of all the Quad dogs. ☘



Near the sea the
big captain horse
found a child's
earprint in the
sand. Ah, he said
and put his head
faithfully to it.
The roughneck sky
laughed and
pointed and hooted until the big
horse grew very red about the
ears and went away. Was she
listening?

 Saint
Gerard
from the
Naomi Poems: Corpse
Beans: book I

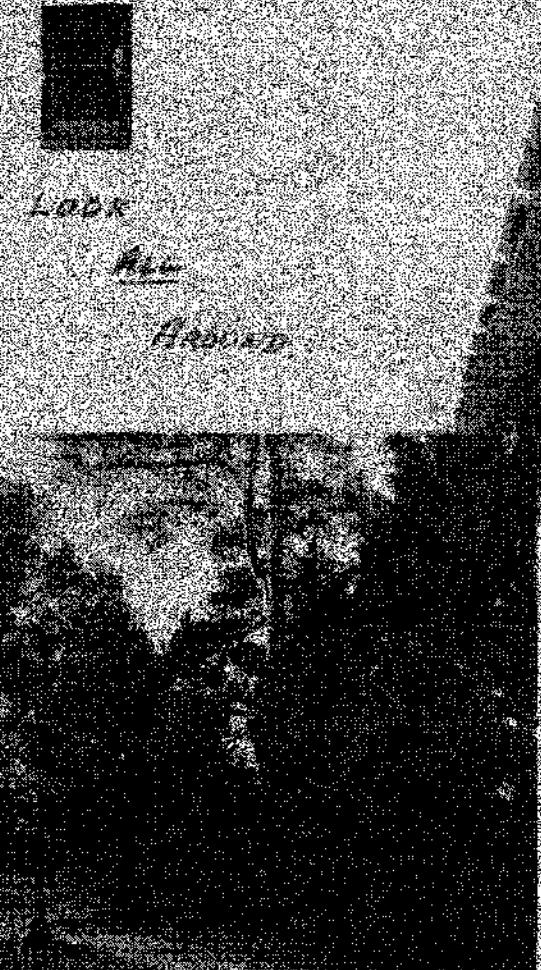


Go

24

to the various bars
around campus:
Kam's, Stan's, Chin's, TREVOS,
The Jug, The Wigwam, Murphy's,
Deluxe Pool Hall, etc.

Watch the people. Notice how
they are alike. Notice how
they differ from bar to bar. ☘



Look more
and more
seriously.

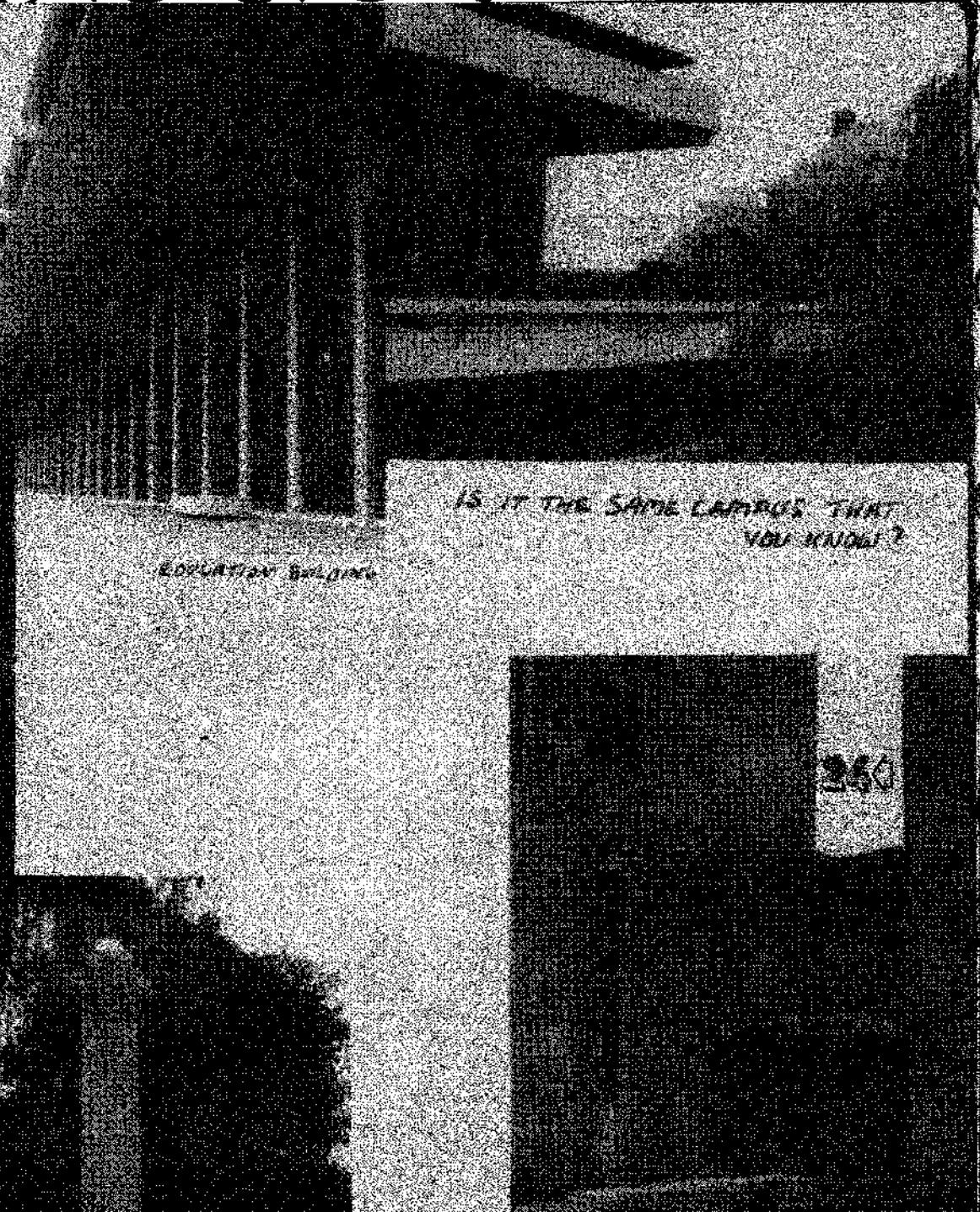
What you seek
these places.

Look and listen
and observe.



MAKE YOUR OWN YELLOW BRICK ROAD.

Now you're on your own!



IS IT THE SAME CAMPUS THAT
YOU KNOW?

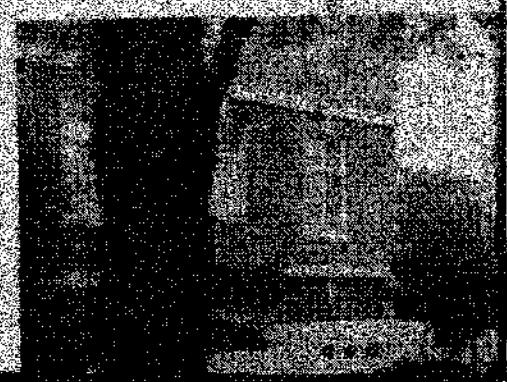
COLLEGE BUILDING

NATURE OR ARCHITECTURE; THE
SIGHTS ARE ALWAYS THERE —

WE HAVE ONLY TO LOOK!



UNUSUAL SIGHTS IN UNEXPECTED PLACES.



"He who has ears to hear,...

...let him hear.

—MATT. 11:15

25

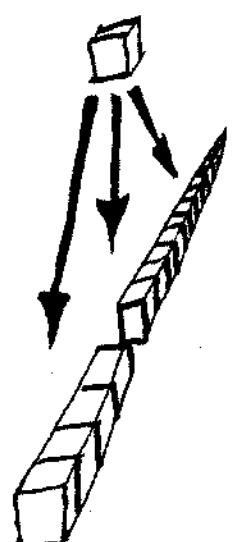
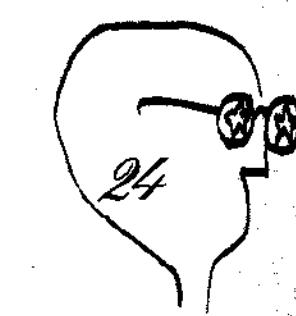
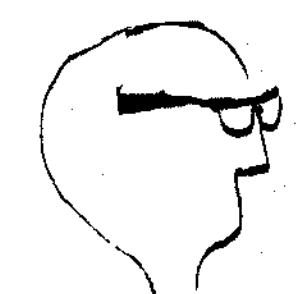
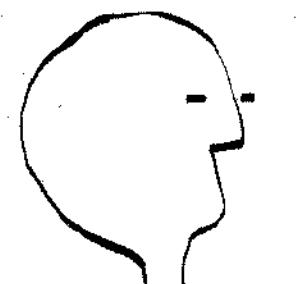
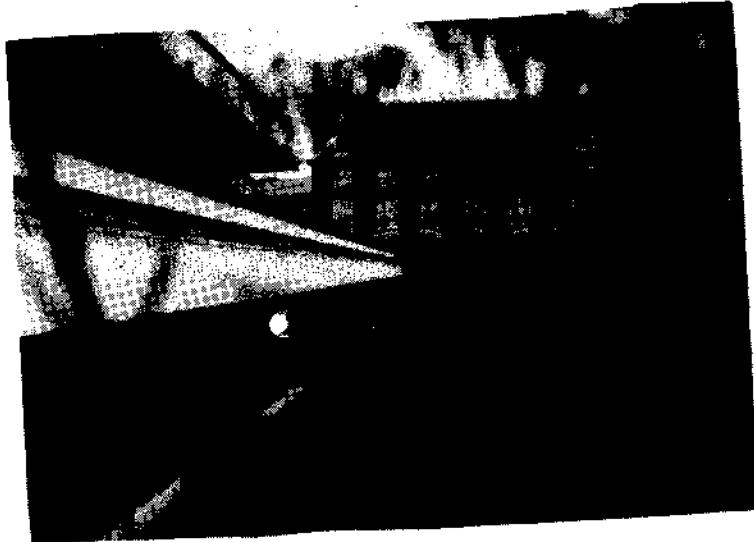
"for now we see
in a mirror dimly,
but then face

to

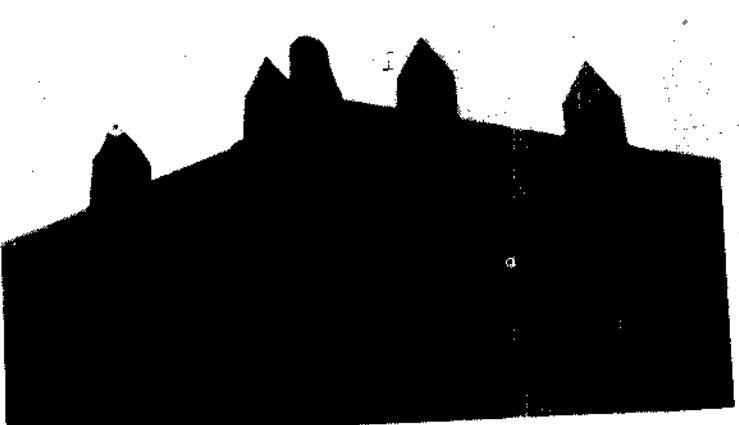
face."

—I COR 13:12

In order to obtain an objective view of Truth, an objective view of reality must be had. This can come from taking different perspectives to your environment....



How do you
relate?



"...there is no such thing as an electronic composer or musician;...no roboter, no electric or electronic brain can produce anything on its own (it must always receive information, formed and programmed absolutely accurately, from some human being, in order to be able to function)."

"Particularly when composers invent the problem for themselves, one occasionally finds, that they take as given that, which still no one else has discovered, and set out to find that, which yet nobody believes worth seeking. It is probable (I, for instance, am convinced of it) that the word 'creative', which has become so trite, would immediately be as good as new, if it were not only used for the fabrication of results, but also and above all for the making up of problems."

"Whenever music is composed and sounds as the composer wishes it to, then audiences speak of this music respectfully as being 'contrived'. If, on the other hand, music is composed and sounds as the audience wishes it to, they admiringly call it an 'achievement'. In both cases all involved are in the right. Only the expression accompanying these verdicts is, in any case, wrong."

"The association of ideas summoned up by a musical event is no proof that the event really took place; it is not even a guarantee that the event perceived was not in itself already an association."

"The greatest impressions and the deepest emotions are a falsehood from an artistic point-of-view, if they are derived from an adulterated and distorted interpretation."

"If joy had as many barriers and obstacles, and as much prejudice and critical arrogance placed in its way as beauty, then joy would become the cause of beauty, instead of, as is customary, being merely its result."

"Benevolent tolerance, when based on considerations for expediency, will soon prove to be nothing else than intolerance...."

"Aesthetics can only determine whether a work of art can still be judged according to traditional and contemporary criteria of taste or whether it is rather the taste that should enlarge and develop itself by the criteria of the work of art under consideration. As the reality of a society is formed through the steady and simultaneous reciprocal action of both functions (without taking aesthetics into any consideration), the aesthetic question in itself is already a serious attempt to inveigle the better half off the whole truth with the help of the no longer honorable 'either-or'. The choice between two half-truths is always a purely aesthetic one."

--HERBERT BRÜN

Herbert Brün is a man who unashamedly wants to listen to any idea, even the so-called most "trivial", to learn, from it, of the greatness that caused and is reflected in that utterance. Do not take his use of the words "artistic", "aesthetic", and "music" to signify only artistic, aesthetic, and music.

**PRESENT AS AN EXTENSION
OF THE UNIVERSITY**

The function of the university should be to enable the student to learn enough about our society so that he will be able to decide for himself what is good, what is bad, and what could be changed in that society. We, therefore, feel that dissent is a natural extension of the university. The university, by its very nature, surrounds the student in an intellectual and stimulating atmosphere. Is it so hard to believe that these people see the wrongs of the world and want to correct them? The university should channel this natural dissent into constructive directions.

We feel the university has failed in its responsibility to students and their feelings in regard to the outrageous war in Viet Nam. Whereas the university can provide for a seminar on this:

BY THE WAY TO ROME IN A DAY

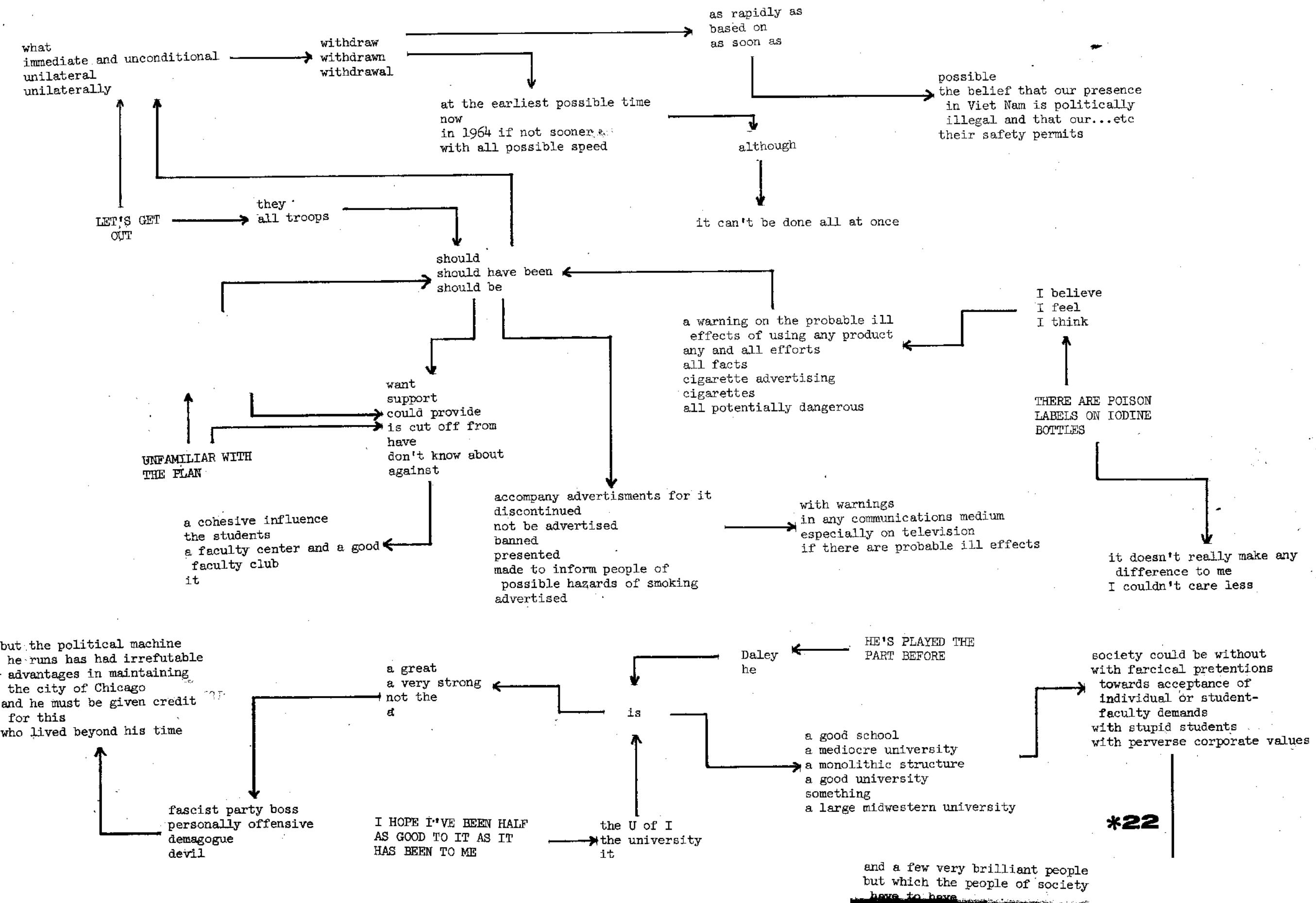
- REVIEW OF THE LITERATURE
SUGGESTS THAT THE PRACTICE OF
WALKING IN THE WOODS IS A
PREDICTOR OF MENTAL HEALTH.
THESE STUDIES HAVE BEEN
INTERPRETED AS INDICATING THAT
WALKING IN THE WOODS CAN
IMPROVE MENTAL HEALTH BY
REDUCING STRESS AND ANXIETY.
STUDIES HAVE SHOWN THAT
WALKING IN THE WOODS CAN
REDUCE STRESS AND ANXIETY
BY PROVIDING A SENSE OF
PEACE AND CALM.
WALKING IN THE WOODS CAN
ALSO PROVIDE A SENSE OF
CONNECTIVENESS WITH NATURE.

第十一章

19. The following is a list of the names of the members of the Board of Directors of the Company.

We feel that something similar should be organized by the many students who feel strongly on this issue to go over the first thing in Washington that involved us was the friendly and open atmosphere. The second was the kind of organization where everything seems - each step had reinforcing factors to help you move forward and having reinforcement every place. It was the first time we were in a large group of people and found no difference - that was the positive part of our family movement. In this obvious that a new kind of society was emerging. These people wanted to find a solution that would fit in their daily life activities and vice versa. Volunteering became their No. 1 occupation. On a day when Hillary's wife, Judith was shot this became there last hope - that's how strong they were.

Finally the political component which is the most important factor. I think we're finally where we're becoming politically more involved - the final piece of this is organizing. The people around here have been very successful in organizing themselves as a local association and trying to be independent. We've decided to be involved in the unitary, for the sake of convenience of the members of community on both sides the church and the community here at last.



AND SHIT IN THE SAME PLACES

JAQUIN A SON GOUT

Smoking is permissible by my standards

pot's fine

pot smoking is ok for those

who can afford it

I think both are good (pot and drinking)

it shouldn't be illegal

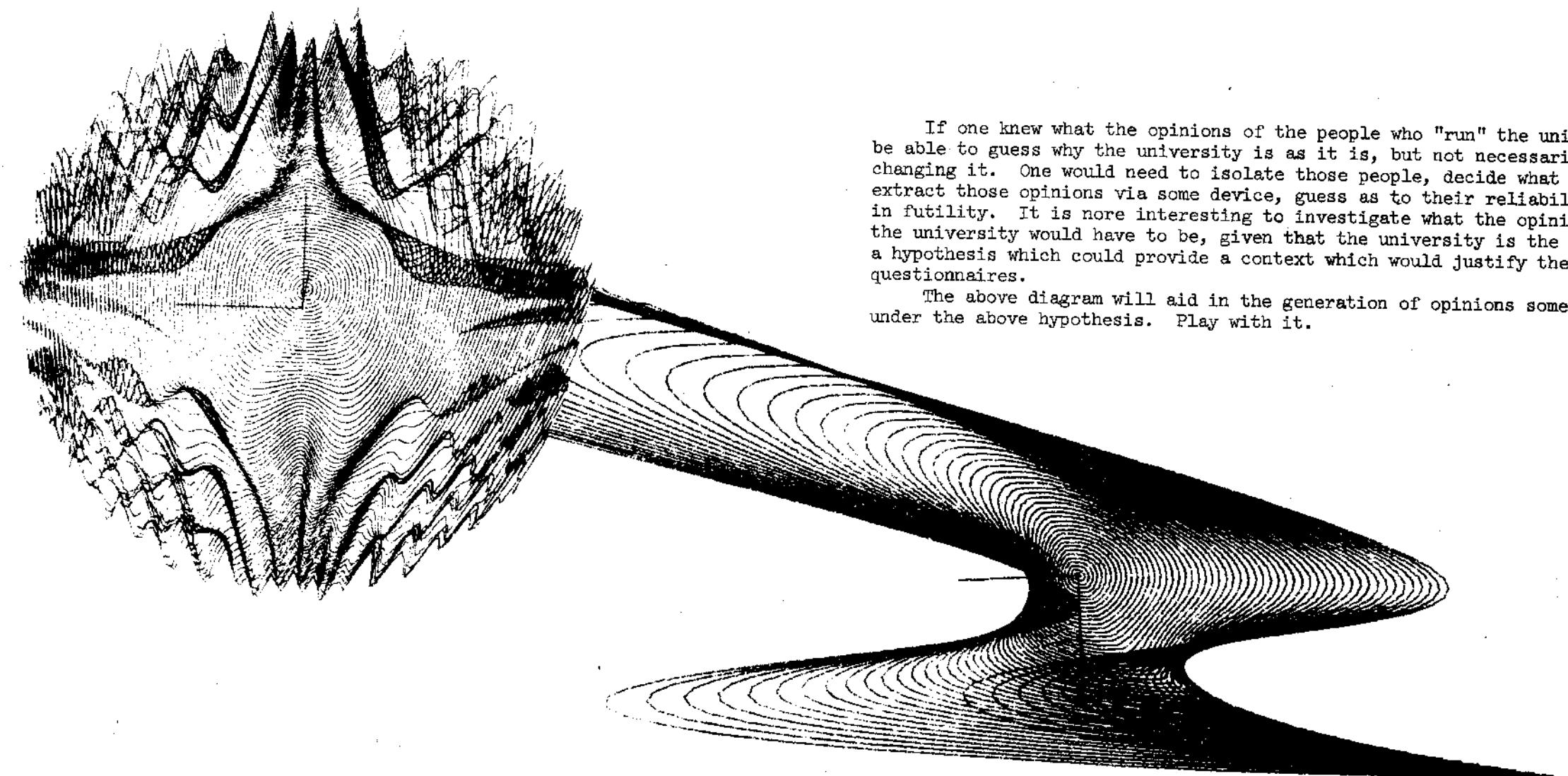
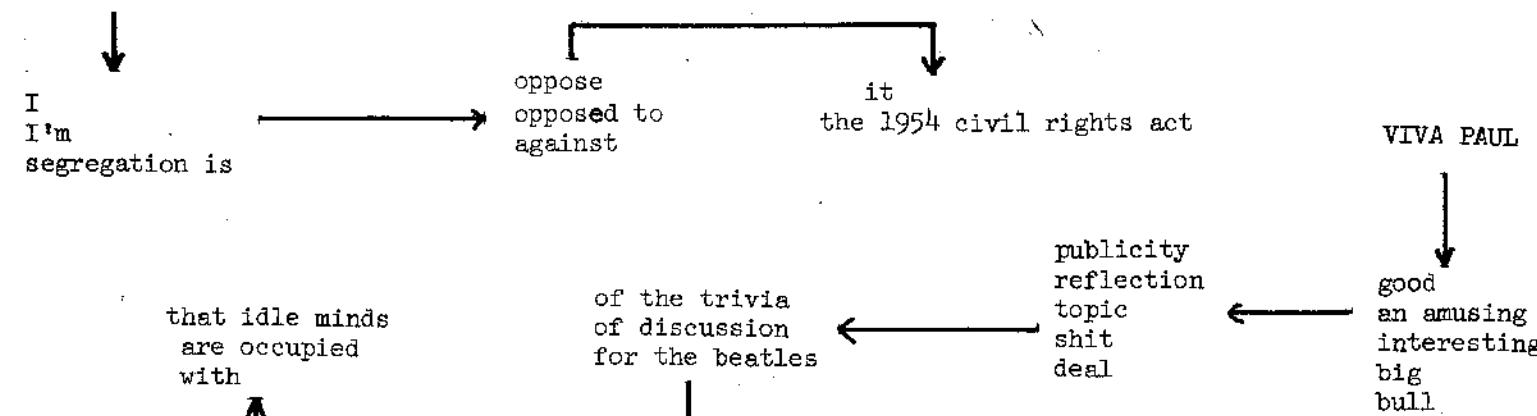
what anyone does--or does

not--drink, smoke, or eat

is his own business

adults are free to do what they please with their own bodies

I am not a prohibitionist as far as private matters are concerned



If one knew what the opinions of the people who "run" the university were, one might be able to guess why the university is as it is, but not necessarily know how to go about changing it. One would need to isolate those people, decide what opinions are relevant, extract those opinions via some device, guess as to their reliability, and other exercises in futility. It is more interesting to investigate what the opinions of those who "run" the university would have to be, given that the university is the way it is. One then has a hypothesis which could provide a context which would justify the existence of opinion questionnaires.

The above diagram will aid in the generation of opinions some of which might be useful under the above hypothesis. Play with it.

PARKING

The University of Illinois, in keeping with its overall plan of urban sprawl, has successfully rid the campus of another of grass and trees. In constructing still another parking lot on Mathews Street, we have still another ode to man's ingenuity and engineering genius, and have given the Alma Mater even more blemishes to her already scarred facade.

The parking lot problem is another facet of overcrowding problems on this campus, and stems from the fact that the random placement of parking lots is not at all in the best interests of a beautiful consolidated, centrally located, student oriented campus. The university has already so much for Boneyard Creek, I suppose it is only consistent to go about parking facility construction in a haphazard, slapdash, easiest way out manner.

OUTLINE OF UNIVERSITY OF ILLINOIS PARKING POLICY

The University of Illinois has parking spaces for 6299 cars, expandable to 10,923 with utilization of assembly hall facilities. These are predominantly faculty-staff parking spaces, but also includes the student lot facilities and street parking on campus. The university until recently increased parking facilities only by the easiest most convenient method that costs the least.

ARGUMENT

The university has quite cleverly devised parking lots so that they are splattered and smattered from University Avenue to Florida Avenue and from Lincoln Avenue to Neil Street. While this method is convenient, it is unwise because it accommodates too few automobiles and is only temporary postponement of the ultimately necessary construction of vertical parking facilities.

The problems created by parking facilities at the U. of Illinois arise from their basic ugliness. Not only are the lot signs very ugly, but the hedges surrounding the lot, the cars, and the gravel finish, barren wasteland. Appearance of the lot are all nauseous to the devices of aesthetic perception. The lots are inefficient, awkward, ungainly, and tend to spread the campus out, such that the student living in PHR or PAR spends a substantial amount of time walking through or around parking lots. Thus, while parking facility problems are not the most pressing ones facing this Illinois institute, they are apparent enough, and their solution worthwhile enough to merit some examination.

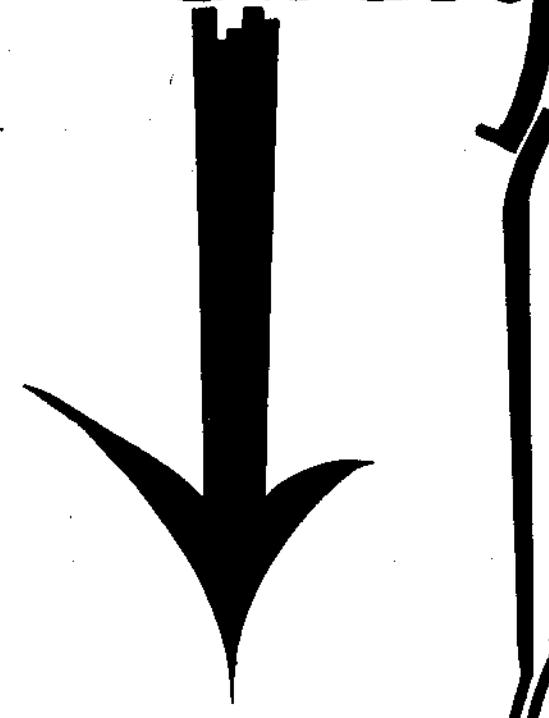
Leaving a certain part of the campus open and underdeveloped is to the best interests of a growing institution; but temporarily employing that space as a parking lot is a grave mistake. The university consistently builds parking lots at the expense of tearing up tennis courts, backyards, student housing and intramural fields. I marvel that the administration has not yet paved the quad or the grass around Krannert in the interest of providing better, more exclusive parking facilities. The University of Illinois, in keeping with "business as usual," will be among the last of the Big 10 universities to implement aerial parking facilities. Parking ramps are in the eventual plan of the university, but are termed too expensive and not of immediate necessity. Thus as Supervisor of the Motor Vehicle Division continues to employ pump priming tactics, he readily concudes the nonexistence of any future definite parking lot construction objectives, other than those now under way.

Ramps such as that one being built adjacent to 6th and John Streets, will be made in case dire necessity, as we progress in time. The university will continue to build inefficient parking lots, as long as they can get away with it. The university will treat and not treat parking in much the same diligent manner in which it has handled Boneyard Creek. Why we have no foresight with respect to aerial parking facilities; accordingly tearing down the current space wasting lots and turning them into parks and recreational areas; I do not know. I suggest we have a look at our lack of discretion and direction in construction and examine the advantages of mammoth dense efficient parking ramps.

While further problems accompany these multi-story parking facilities, I contend that the deplorable current status of university parking makes changes in planning a necessity.

3

CHANGING THE GRADING SYSTEM



Something must be done to change the present system of evaluating a person's progress in an educational system. Right now this evaluation is done by a letter grading system, A-E. This system at many times is unfair, incorrect, and not a true picture of an individual's educational progress. Setting up a pass-fail system of grading would eliminate the problems of a letter grade.

A definition of a pass-fail system is where the student can take a course and receive only a P-pass or F-fail grade for his work. There are several reasons why this plan should go into effect. Widespread dissatisfaction with grades has lessened the motivation of many students. Competition and pressure about grades has put a great burden on the college student. A pass-fail system would give a student in a specialized field a chance to educate himself outside of his field without it being detrimental to his main interests. A student could also educate himself in as many facets as he wished leaving him with a greater freedom of choice than he has now under the grading system.

Unfairness and incorrectness are grounds for eliminating the grading system. The most common reason that you feel that your grade is unsatisfactory is due to personal prejudice. There are many reasons a teacher might be prejudiced; race, religion, creed, personal appearance, personal dislike, political beliefs, not perfect attendance. All of these reasons should definitely not effect an evaluation of a student's educational progress. Grading scales in some courses are so unfair, that right at the beginning of the course a student's motivation is reduced to almost nothing. Many teachers do not take into account the difficulty of the course, they seem to overlook this point! Just the mathematical cut-point in a grading system is unfair. Is the student with an 81 average really more deserving to get a "B" than a person with a 77 average? You can't tell and neither can your teacher.

Some schools have taken the step in the right direction. At Sarah Lawrence College the pass-fail system is in effect. Mary Woodward, a student, said that at first she was uncomfortable by not having grades or knowing where she stood in relation to her class, but due to this lack of competition she began to compete with herself and began working harder than ever before. At Cal-Tech, there are some interesting statistics about the system. The drop-out rate has fallen from 20 per cent to 14 per cent and only 10 per cent of the students are disoriented. The Freshman Dean, after interviewing a group of students, said that there are more self-motivated scholars versus grade getters.

Schools themselves are prepared for the onslaught of students who complain about grades. Each college has a rigid line to follow when contesting a grade. This eventually leading to a grading committee in each individual college. Notice how a person's progress cannot be properly evaluated. This should be eliminated!

The grading system should be changed, preferably to a pass-fail system. The motivation of students would reach a greater level, because they would know they are doing the work for themselves, not to fulfill a rank in class. There would be no chance for an unfair grade and the grade getter would be eliminated. The pass-fail system seems to be the thing of the future, why not make it the rule for the present?

SINK

HOW TO DROP AND DELAY REQUIRED COURSES

Upon entering a university, one is able to read which courses are required for his particular college or curriculum. However, here it takes a year or two of experience before a student is able to discover the easiest means of fulfilling these requirements. Every day, students are dropping basic introductory courses which fulfill a required sequence. Some find the courses too difficult; others are waiting to find other courses, generally less difficult, that may be substituted for the previously-required course. I, myself, am a junior and I maintain that required courses are no more a challenge than playing tic-tac-toe!

Dropping a required course is simple, especially if you are a freshman. It's simply a matter of telling a dean, you have full intentions of picking the course up next semester or the next time it's offered. So if you're a LAS (fresh or sophomore) student presently enrolled in Botany, which fulfills one semester of the biological sequence, all you have to do is tell an LAS dean that you're carrying a sufficient load without Botany and that you'll take it next semester. When I was a freshman, usually one chose Botany and Zoology or Biology 110 to fulfill this sequence. Since then, however, they have created Biology 100 and 101, both very simple courses. So if I would have decided as a freshman to postpone taking any biology, I could have taken Biology 100, 101 last year or this, and gotten a much better grade, due to the simplicity of the course.

54

Students who I am familiar with are continuously searching for the easiest courses, on this regard. After all, why? What's the difference if you get an A in Biology 100, 101 or B in Biology 110, 111? The effect of the grade on your all-around average is of most concern. What's the difference how much biology you retain? You're not going into a profession like medicine or dentistry. So it doesn't matter.

This is how students all over the country are thinking today. When one must take a course which will be of little benefit in his later education, because it's not related to his major field, then why not get a good grade, if possible? Why not take the easiest course that fulfills the requirement? Why not try to get the easiest teacher, as well? These are persistent thoughts on students' minds today.

For the new, inexperienced student the best thing to do is talk with older students, those who will probably know the easiest procedure to follow. There are many "job courses" but only specific ones fulfill required sequences. Ask around; try to find these things out as soon as possible. The sooner you find these out, the faster you can take these easy courses and the less pressure demands and advisers will put on you to take required courses.

Yes, school can definitely be a vacation, even in regard to required courses. Just ask around in advance; don't wait until it's too late. Otherwise, the university may catch up with you and then you're at their grace, not your own.

OR SWIM

Surviving in the Greek Academic System

The system used by many fraternities at the University of Illinois whereby pledges have to study at certain times of the day does have a great deal of merit. The first semester the freshman pledge often does not realize the amount of study necessary to succeed at this university, and these mandatory hours force him to work hard. However, at certain times the pledge may feel ill at the thought of study and must sneak away. To better accommodate his desire to avoid studying, we have compiled a short list of the best places to sleep during the mandatory hours. This list may also prove useful to the people living in dorms who don't feel like going all the way back to rooms between classes. Most of the places on this list are conveniently located on campus for the quick few minutes of rest that these people may be seeking.

The McKinley Foundation Lounge is well equipped with couches in addition to having the extra added bonus of a television on which you can watch your favorite game show and soap operas. The lounge of Illini Towers also has a color television for those wanting to avoid studying.

The lounge of the Mechanical Engineering Building is also very conducive to rest and relaxation. If the couches inside the lounge are all in use, there are more to be found in the first floor hall. But the pledge should take precautions against being caught by an active member of the house who might have a class in this building.

Altgeld Hall and the Commerce West Building also have lounges which can provide refuge to the tired pledge. Both are found on the third floor of their respective buildings, one might find difficulty using the Commerce West lounge as it is used by the faculty. If one is successful in finding solitude in the faculty lounge, that person can take advantage of some of the most comfortable furniture on the entire campus.

If one is looking for darkness and quiet and not especially comfort, the basement rooms of Parker Hall are the answer. The pledge can find a number of camera rooms, which are frequently not being used. These camera rooms do not have furniture, but they are the most quiet and tranquil places that the pledge can make up some of his lost sleep.

A location in which the pledge can never be caught is bleachers in Huff Gym. But the pledge should be a sound sleeper because at times this place does get a bit noisy.

Finally, an unlikely spot in the Armory can be used by the pledge to avert from study. This spot is the pole pit which has foam rubber padding inside of it. If necessary precautions are taken concerning the times of indoor track practice, the pledge is ready to enjoy comfortable sleep in a pile of foam rubber.

(44)

What did you expect to get out of your university education?" This is the question asked recently of fifty freshmen here at the University of Illinois. Their answers vary widely. Some want strict training for a particular field of study. Others want the opportunity to discover what their interests and inclinations really are. Still others state that they want true intellectual stimulation.

In most cases, the students immediately began to complain that they do not feel they can reach these goals here. They expressed their dissatisfactions with many aspects of the education offered here. The following summary of the results of the interviews shows some of the ways in which freshmen view the university after being here for nearly a semester. It points to some of the needs of students here and helps to bring attention to certain facets of the university which are found by them to be deficient.

Most of what was discussed in the interviews can be placed into several categories. They are as follows:

EQUIREMENTS

The freshmen interviewed, with few exceptions, thought that their university education would be more stimulating than they now find it to be. One of the reasons most frequently mentioned as being the source of their disappointment is the required courses that students are expected to take their freshman year. These required courses are supposed to benefit them in the area of general education, but many freshmen feel that these courses waste valuable time that could be devoted to other subjects that they individually deem relevant to the type of education they want. Often suggested was that the requirements be decreased or at least made more flexible to give the students an opportunity for more electives. More electives would help some students to widen their education and others to choose courses that would be especially beneficial to their major, courses for which they ordinarily would not have time.

Another complaint was made concerning requirements by a few of the many bewildered freshmen. They complain that they do not understand exactly what is required of them, that the requirements stated in the university catalogue are not clear and that their advisors also often do not explain clearly what is required for what, and why. **46**



UNIVERSITY SIZE.

Most freshmen said that they thought the university would be cold and impersonal due to its size. This expectation became a reality to many while others found the university's size to be an asset. The latter group said that they appreciate the opportunity for a wide range of studies and activities available here. They feel that only a big university makes it possible to afford a well-rounded education.

Some freshmen, though, tend to feel lost in the complexity of such a large system. The red tape that surrounds enrollment, registration, and other individual problems that occur, overwhelms some.

Another complaint to be aimed at the university is that there is a lack of interaction between students and teachers due to the size of classes. Rarely does a student get a chance to discuss a question with the lecturer of a course, but must direct his question to the less qualified discussion section instructor. Especially impersonal to some are the television lectures where the possibility for interaction between the lecturer and the student definitely does not exist. These freshmen who miss the close personal contact they had with their

teachers in high school, have come to feel that perhaps the university should be broken down into much smaller and less impersonal units, thus making individual attention for each student possible.

STUDENT POWER

Many students expressed their dissatisfaction about their education here at the university, but they are at a loss as to what to do about it. In the interviews, many freshmen expressed the desire for students to have more say in decision and policy making. As things stand, most decisions as to academic standards, requirements, etc., are made by administrators who are not really integrated into the academic system itself as the the students. The students are the ones who are taking the courses and trying to get a good education. Consequently they should have more opportunity to express what they feel is important in their education. For instance, it was often suggested that students should be allowed to have more student representatives on policy making committees. In this way decisions would be more responsive to student needs.

QUALITY OF EDUCATION

During the interviews the freshmen often complained about the quality of instruction they are receiving. They often blamed this low quality on the teaching assistant program. Complaints were made that these assistants often do not have the interest or the time for teaching. Some of the freshmen said that this system should be eliminated entirely. Others suggested that the teaching assistants should be more carefully chosen.

The 100-level courses were the target of a multitude of complaints. When the students speak of courses that lack stimulation and challenge they usually mean these courses. They complain that in a lot of these courses all you have to do for a good grade is memorize everything that is said in the lecture and then show that you have memorized it on a multiple choice test. They suggest that these courses be revised in such a manner that the students improve their creative and analytical processes other than their faculty for memorization.

It is impossible for a university to satisfy the needs of all its students. But the consensus of the freshmen interviewed is that the university should not only listen to their grievances, but also work with them in eliminating the sources of these grievances.



Expectations & Ideas of Freshmen





WELCOME . . . come listen to the undertones of the University



Sit a while and see every type of person associated
with the mass known mostly as the U of I— students

prof's
prof's kids
secretaries
illi cops
would-be-deans
conventioners—



they are all here.



Why do they come?

What do they do?

In my opinion, you

can get three coffee

"When I want to study I am here, otherwise I sit in the common room with my friends."

Some talk,

"The Tavern"

It's too

expensive."

Soda fountains

ice cream

comes

"Actually, I was going
to tell you the same thing."

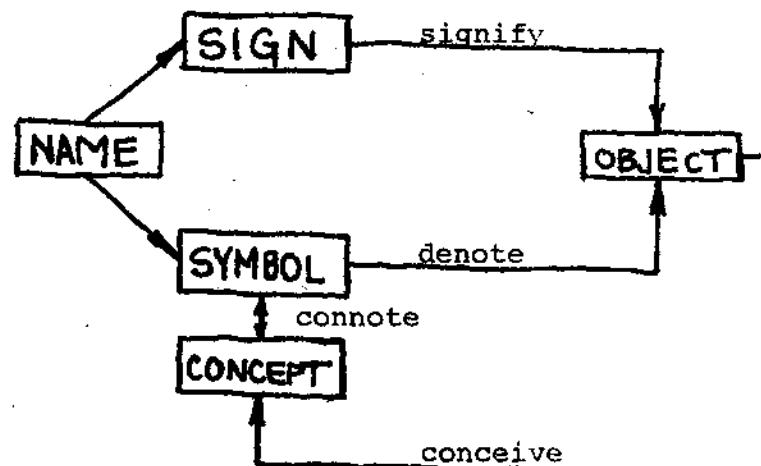
You can really see
people here. It's a
social center of the
university."

THE UNIVERSITY IS A SELF-ORGANIZING SYSTEM DERIVING ITS ORDER FROM THE PEOPLE WHO COMPOSE IT. ACCEPTANCE OF THIS UNIVERSITY AS AN INEVITABLE INSTITUTION, REFLECTS THE ABSENCE OF DESIRE OR AN ILLUSORY HOPE. CHANGE IS OFFERED. EXPLOIT IT. MAKE YOUR DESIRES IMPLICIT IN YOUR ACTIONS AND YOUR GOALS.

50

Philosophy In A New Key
by Susanne K. Langer, The New American Library, New York

What is your name, please? A very easy question for you to answer, but for Susan Langer, one of Whitehead's students, it is a very important question-to understand, that is. Realization of the fundamental importance of man's ability to symbolize is the basis for her title and leads her to consider the function of symbolization in art, ritual, and myth. No better explanation of the difference between names as signs and as symbols is likely to be found.



"Symbols are not proxy for their object, but are vehicles for the conception of objects. To conceive a thing or a situation is not the same thing as to "react toward it" overtly, or to be aware of its presence. In talking about things we have conceptions of them, not the things themselves; and it is the conceptions, not the things, that symbols directly "mean".

"A term which is used symbolically and not signally does not evoke action appropriate to the presence of its object. . . If I say: 'Napoleon', you do not bow to the conqueror of Europe."

I'd like to know
what this whole show
is all about
before it's out.

Living is
a thing you do
now or never—
which do you?

As eternity
is reckoned
there's a lifetime
in a second.

Piel Hein

The Advisor

PURPOSE OF THE ADVISOR

THE ADVISOR serves an important function in the academic community for both students and instructors. We feel that at least three major purposes are achieved by THE ADVISOR:

1. THE ADVISOR gives students a reliable basis on which to make decisions about which courses and instructors to take. In a university as large as this one, too many such decisions are made on the basis of either no information or the opinions of a few friends. The evaluations published in this book are based on the opinions of all of the students in those classes where the teacher consented to pass out the ADVISOR questionnaires.

2. THE ADVISOR gives students a chance to voice their thoughtful criticisms of a course in a manner which lets the instructor view the criticisms. Although students pay for their education, the hierarchical structure of the University gives them little effective power in determining educational policy or even, in many cases, choosing the courses they wish to take. THE ADVISOR gives students an opportunity to try to improve their education.

Further, as Phillip Werdeil points out in the National Student Association publication "Course and Teacher Evaluation," "a completed student and teacher evaluation report is often the first thorough and comprehensive effort of this nature made on the campus....In the long run, nothing might be more destructive to higher education than faculty opposition to student evaluation of their total educational experience." This opposition, he adds, implies "nothing less than dictation by the teacher and passive absorption by the student."

3. THE ADVISOR gives concerned instructors a chance to see what they are doing wrong (or right). Most instructors are concerned with teaching and with making sure their students get the most out of a course. Students' comments in THE ADVISOR can help them improve. There can be no more reliable guide to the teaching ability of a professor than the evaluations of his students. This book cannot and does not pretend to rate the knowledge and competence of teachers, except as these factors affect their teaching, but it can and does rate teaching ability. A professor may be a brilliant man, but that doesn't mean he can teach, and only students are in a position to judge the latter question. There is no guarantee that the published course reviews will lead to changes in courses, but several instructors have written to THE ADVISOR stating that they are planning to change their courses after reading THE ADVISOR.

HOW THE ADVISOR CAME

TO BE

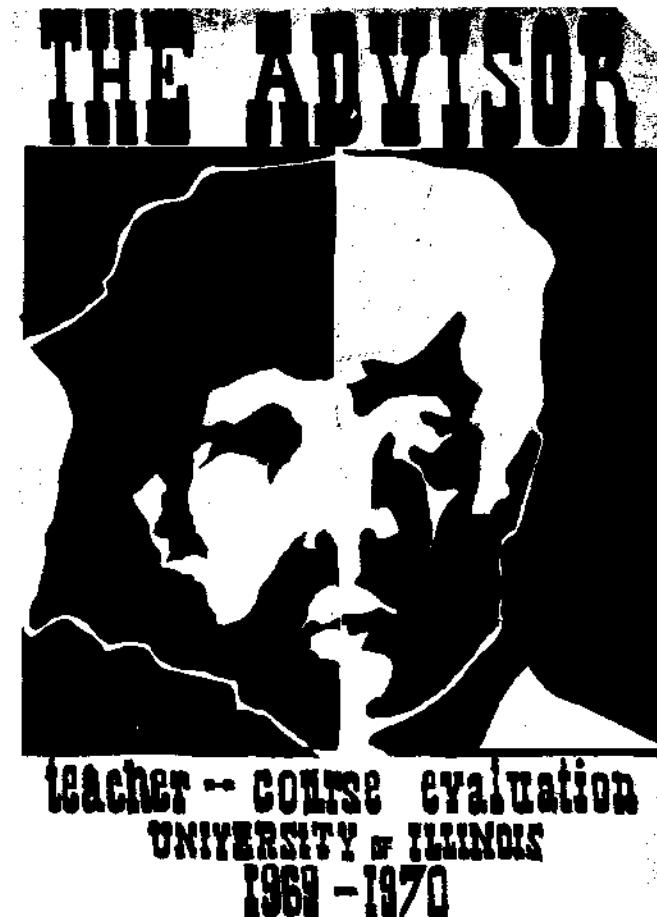
THE ADVISOR originated as an idea of the Student Senate Educational Affairs Committee. A proposal was made to attempt course and teacher evaluation at the University of Illinois (see Appendix D) and to distribute materials through the instructors and publish the results. As you can imagine, convincing faculty members that students should embark on this kind of project was no simple task, but careful and thorough discussion convinced most deans and department heads to give course and teacher evaluation a try.

Thus THE ADVISOR was born. On a minimum budget and lack of the best facilities, the first edition was produced (for further details, see THE ADVISOR 68-69, Introduction, Section IV, page iv). No one knew for sure if it would sell or what kind of reaction it would receive.

The sale of the first edition, however, went much better than expected. Six thousand copies were sold, which helped turn an expected \$2,000 loss into a \$900 profit. Reaction was favorable also. Students called it helpful. Administrators were impressed with it as an example of how students can make a useful contribution to changing the University. Even teachers, some of whom had to swallow hard after reading their review, agreed it was accurate. Shortly after this, plans were made for the second edition. A proposed budget was drawn (Appendix E), and an allocation of \$2,000 to cover the initial spade work was made by the University through Vice-Chancellor Carter.

Next came the development of the questionnaire. A computer-scored questionnaire was desired for the first edition, but proved too expensive to use. In November 1968, the Measurement and Research Division of the Office of Instructional Resources agreed to process a computer-type questionnaire for THE ADVISOR. The questionnaire was developed by THE ADVISOR staff in cooperation with O.I.R. Approximately 90,000 questionnaires were distributed to instructors. These were then distributed to students in the classroom during the last two weeks of the fall semester.

At about that time, financial matters were becoming a problem. Hopes for financial support from various foundations in Illinois which ordinarily make grants to educational projects, yielded no results. The University of Illinois Foundation, donated \$2,000 and this kept THE ADVISOR functioning for a few more months. Further contributions were finally obtained. These were \$2000 from the Undergraduate Student Association Vending Machines Fund, \$4500 from the University and a final contribution of \$5000 from the Vending Machines Fund. These gave THE ADVISOR most of the funds necessary to make up its projected deficit.



teacher - course evaluation
UNIVERSITY OF ILLINOIS
1969 - 1970

Questionnaires were again distributed before final exams for the Spring semester.

Finally, the summer staff was chosen. To qualify for a position on the summer writing staff students were invited to take a short quiz designed to determine their writing ability. From the 120 students who took the quiz, 25 were interviewed and finally 12 were chosen as the writing staff.

When the summer began, the first task was sorting the nearly 70,000 returned questionnaires and their corresponding computer print-out sheets. Then all of the material for each course and section was read and a review was written. The material was reread for accuracy and the review edited twice. Then the reviews were typed.

Typed reviews were proof read and prepared for the printer. A final proofreading and thorough checking after the pages were pasted together was the last step before mailing the manuscript to the printer.

Despite the constant re-checking, we know there are errors in this book. Some are grammatical, others are spelling. There are even some cases where an Instructor is not listed properly with his course. Sometimes statistical data will not appear for a particular course or instructor. In these cases, returned computer information was not available at the time of publication.

As an additional feature, we've added several pages of photographs, which we feel provide an interesting photo essay on the history of the University. Also, there is an index to instructors reviewed and the pages on which you can find their reviews. Finally, several appendices provide further background to the project.

We feel that what is presented is a thorough and accurate course evaluation guide. THE ADVISOR has been well received within the University community and probably has made a significant contribution to how students choose courses, how instructors teach those courses and how administrators plan them. If this is the case, then THE ADVISOR has reached its original goals. (Appendix D).

But there is still room for improvement. As you read this plan is being made for the third edition of THE ADVISOR. This might include features such as departmental evaluations and evaluations of some University services, such as the Health Service. Now, we invite you to use this ADVISOR to its fullest. We think you will enjoy it and find it helpful.

AN EVALUATION OF COURSES AND INSTRUCTORS BY STUDENTS OF THE UNIVERSITY OF ILLINOIS CHAMPAIGN - URBANA CAMPUS

ACCOUNTANCY 378
Advanced Theory and Practice

Instructor:**Perry, 97

SPRING		
	MEAN	NORM
Perry		
LECTURES	3.66	9
HOMEWORK	3.72	9
EXAMS	3.44	9
GENERAL	3.87	9

Perry is superb. "Nothing bad can be said about him and not enough good", said one student. His course is fast-moving, interesting, enjoyable, demanding, excellent, motivating and just all-around tremendous. Students' one suggestion for improvement to expand the course is more class meeting per week.

Perry gives an accounting review which is intended to be a preparation for the CPA exam and students found this review as excellent as the rest of the course. Perry's manner instills confidence and inspiration in his students and their reactions to his course show both gratitude and admiration.

Grades are based on four exams, which include two-hour CPA type problems. Students found these demanding, but necessary to the purposes of the course.

LAS 162 [formerly DGS 162]

Instructor:**Draper, 44.

89

SPRING MEAN - NORM		
Draper		
LECTURES	1.75	0
HOMEWORK	2.03	0
EXAMS	2.30	0
GENERAL	1.73	0

Once again, what could have been a great course was spoiled by Draper's horrible lectures. Students' frustration for the course found expression in comments like the following: "Draper's lectures are the biggest mass of unorganized time I've ever encountered." "He gave the same lecture three times once, with very little variation." "He used lecture notes given to him by a previous lecturer who is now dead." "He said 'uh' 215 times in one lecture once." "You will hear of his god, his mother, his Friday-afternoon beer drinking, his cottage in Michigan, and his infatuation for Tallulah Bankhead. Really!!"

"The lectures were a complete waste of time. Nothing was made relevant to us and the lecturer had a totally inadequate understanding of the material." "Replace Draper immediately. His presence is a disgrace to the University." "Fifty minutes of sheer torture three days a week." "Lectures by Draper were the most disgusting and worthless excuses for instruction I have seen in four years at this school. They are filled with digression, unimportant trivia and half truths."

Draper gives three hourlies of very broad essay questions and very picky objective questions. Students had to memorize lectures in detail, then expand on them for the exams. One student said, "Since Draper made up the tests, we were at his idiosyncratic mercy."

Readings were totally unnecessary to doing well in the course, although many students felt they were well chosen.

The quiz instructors, Mrs. Wright and Mrs. Wasson, did the best they could with what was left to them. Students said they managed to make the course interesting and even a little informative.

ORIGINAL PROPOSAL FOR COURSE AND FACULTY EVALUATIONS AT THE UNIVERSITY OF ILLINOIS

Drafted -- February - 1968

PURPOSE

To allow students an opportunity to gain a broader knowledge of course outlines, methods, and objectives than is now available. Through such a handbook, students will be able to review a course in terms of its requirements as well as gain an understanding of teaching techniques and practices used. As a result of this, a student will be able to choose courses that are of interest to him and suit his academic needs.

To afford faculty an opportunity to review their teaching effectiveness through the use of questionnaires completed by students. These questionnaires will be completed near the end of each semester and returned to the faculty.

To enable the administration within each college to gain insight into the overall effectiveness of the courses it offers. Weaknesses in courses will become evident so that changes can be made. The strong points and best features of courses will be emphasized.

METHOD

Following the example of other well respected universities where course guides have been successful, the University of Illinois Course Guide will be an interpretive and objective evaluation of all courses offered and will be based on questionnaires returned by the students who have recently completed those courses. The questionnaire will be formulated through the joint efforts of students, faculty, and administration in each college. These surveys will be completed by students in the classroom; they will then be returned to the Student Senate Course Guide Committee. This committee will employ competent personnel to read, review, and interpret evaluations based on the returned questionnaires. Responses to objective questions will be compiled through the use of computers. The committee will also ask instructors to give a brief outline of their course as they intend it. Included will be a list of exams, papers, and reading required if this information is available at the time. This synopsis of each course will serve the same function as the Preview publication that has been used in LAS for many years. In other words, the Preview concept will be expanded to include all courses in all colleges in the university, and this information will appear in the

Course Guide. After the Student Senate committee has completed the work, the questionnaires will become the exclusive property of the instructor. The final results will then be published in a printed handbook and sold for a nominal fee. This process will be repeated at the end of every semester and a new book will be published prior to advance enrollment each semester.

OBJECTIVES

The University of Illinois Course Guide will be an invaluable aid to students, faculty, and administration. By providing students with prior information on courses and instructors, much of the inadequate and often prejudiced "word of mouth" evaluation that students now must rely on will be eliminated. Students will be able to better determine which courses provide for their needs and wants.

Faculty will benefit greatly because they will receive feedback information on their effectiveness as instructors. What every good instructor wants is to be a better instructor, and the returned questionnaires will provide them with the information they will want to improve their teaching effectiveness.

Administrators will benefit also, for they will be able to see which courses capture the greatest student response and which courses should be changed so as to stimulate greater student interest.

Therefore, the overall objective of a University of Illinois Course Guide is to help the student get the most, academically, out of fours years of college, and to provide faculty and administration with feedback information from students. That such programs have been in progress for many years at other respected universities, and have benefited them greatly, is testimonial to the fact that the University of Illinois should make an effort toward a published Course Guide.

The University of Illinois is bigger than most other colleges, and therefore greater problems will be encountered. To overcome these problems will require a good deal of effort by those involved, but above all, total support by the university community will be necessary. With such a commitment, a well organized Course Guide can be realized at the University of Illinois.

Following are some comments about The Advisor made by members of the University administration and faculty:

William L. Evenitt, Dean, College of Engineering: "In my opinion, the analyses which have been made, and in particular, the 'Comments' on each course, add greatly to the value of the publication. In the areas with which I am conversant, it is apparent to me that you have secured knowledgeable students who were able to make intelligent use of the information which was collected on the questionnaires for this purpose... Even one of the faculty members who received rather critical appraisals said that he thought that it was quite fair and he was going to take it into account in the presentation he makes in the classroom this year. While I am sure the successive issues will find some room for improvement, I must say that the publication far exceeds my expectations. This is a general comment I have heard from faculty and department heads. The Engineering College is making copies available in all departmental offices, and is also supplying them to every advisor for his use in discussing future programs with students."

William M. Gilbert, Director, Student Counselling Service and Professor of Psychology: "I should like to compliment you... on the excellent job you have done in producing The Advisor. The material in the introductory section is excellently presented; the policy positions you have taken seem to be sound and fair. One of the pressing problems today, particularly in larger institutions of learning, but also in smaller colleges is the problem of promoting and securing sufficient faculty attention to effective teaching. Publications such as yours should do much in the long run to promote this very worthwhile goal. The information which you supply for each course should be of significant help to students in making appropriate course selections.... Perhaps my favorable reaction to your work is best demonstrated by the fact that I ordered enough copies of The Advisor so that every one of our clinical and counselling psychologists would have one available."

Gaylor F. Hatch, Assistant Dean, College of Liberal Arts and Sciences: "Congratulations to the Student Senate on The Advisor. What a delightful look into the world of the student. This glimpse behind the classroom door provides the kind of information that students have long needed in just such a form... The Advisor shows unmistakably that students expect quality in the classroom and have scant respect for teachers or courses where standards are doubtful... This happy development is the sort of service that students ought to provide for one another to share your own personal experience with fellow students, indeed, the most thoughtful kind of consideration. College life, just as with other aspects of life, involves choices—and hopefully intelligent choices. The Advisor provides the 'insider's' perspective which will help make such choices.... It is to be recommended to all students and faculty in this society of learners."

Harold G. Halcrow, Head, Department of Agricultural Economics: "Congratulations on publication of The Advisor. I found the information very helpful, and in many cases, really enlightening.... This will be helpful to students and advisors alike.... This is an important piece of work and worthy of serious attention by both students and staff."

Morton W. Weir, Acting Head, Department of Psychology: "I have read with interest The Advisor and wish to commend you for a Herculean job."

from the editorial page of THE DAILY ILLINOIS, September 19, 1968

THE ADVISOR

The creators of the ADVISOR deserve a vote of thanks from students and faculty alike.

Not only is the ADVISOR a well-executed students' guide to courses, it is also a teacher's guide for better classes. The criticisms of a course or teacher are summarized from a series of complaints from that teacher's students. A teacher who is interested in getting his message to his students should take note of his students' criticisms, and the ADVISOR offers one of the first forms for these criticisms.

For students, the ADVISOR is just plain good reading. It offers the student information about courses that has never before been available in such concise and authoritative form. The statistics for the concentrations on each course are printed so that students need not be afraid about a course because of a small sampling. Besides all this, the ADVISOR is engaging and well written.

According to William Evenitt, Dean of Engineering, the College of Engineering is supplying its advisors with copies of the ADVISOR to help incoming students. This would be good practice for all University advisors.

This year's ADVISOR was certainly a success, even more so because it was the first attempt. Student Senate has provided an invaluable service and at a decent cost to individual students. We hope it will be the beginning of a new Senate tradition -- service to students.

FUCK THE SYSTEM

"The Time Has Come For Palace Revolution"
The Rolling Stones

10

Why Fuck-subvert- our system, the University of Illinois? Because it is a dehumanizing, anti-intellectual knowledge-factory, a nursery for the infant adults of this great society? Because the student is as a slave, with little power to lead his life in the way he would want? No. For the hell of it? Maybe; if you like subverting, then do it. But make your subversion into art. Art is the only thing worth dying for. (Abbie Hoffman)

You can't ignore the system, and remain a vital, growing person. So, really why should you fuck the system? To survive, in the grandest manner possible of course. Everyone in this country should have everything he wants. "Take what you want. Take what you need. There is plenty to go around. Everything is free. America is the land of the Free. My old man George always told me that Free means you don't pay." (George and Jim Metesky) But remember, revolution is motivated by love--love for yourself, your brother, and the freedom and happiness you should enjoy.

"What we need is information that helps us solve problems. Where do I get food when I'm hungry? How can I sneak into movies? What do I do when I get busted? How do I spot the claps? Where can I get an abortion? How can I make a Molotov Cocktail? The politics of the book [Fuck the System] speaks for itself. No long essay on the evils of corporate liberalism, capitalism is never mentioned, yet the book implies a system beyond communism. Communism is the correct alternative to capitalism if one finds oneself in the midst of an industrial revolution. It makes sense to join the workers together, establish a concept of national trade unionism, and fight the tyrannical bosses if the economics of the system fit. Those radicals that dream of taking to the streets and a week later having a national strike à la France are stoned out of their minds. The truth of the matter is that most workers in America have a good deal materialistically. Secondly, the struggle between the working class and the bosses in traditional Marxist economy theory is built on premise of security. With the introduction of cybernetics into industry we have a glimpse of economic theory built on a premise of abundance. The details of such an economic theory remain to be worked out but the means of reaching a Free society are not that difficult (at least postulating them is not that difficult). A good many people will have to change their ideas on competition vs. cooperation, work vs. play, postponement of pleasure vs. instant gratification. It is also obvious that a lot of fat cats living high off the hog are going to have to get their asses kicked. But above all this, more people have to begin to live the revolution and to live it now. George Metesky does just that.

Seven years ago George was just a lonely guy working for Con Edison. He had worked 15 years in the accounting department doing stamp and file work 9 to 5, five days a week. One day he got fed up and started returning customers' checks with a small note saying they had already paid the bill. Con Edison found out about it, fired George and soon was responsible for George taking revenge on the property system. For six months George left three-inch pipe-and-gunpowder bombs in various buildings around New York. Most of them never really went off but the whole city was scared shitless every time George went into his back room laboratory and came out as "The Mad Bomber." One day George got tired and a little careless so the fuzz grabbed him. Released from jail a few years ago, George spends most of his time publishing poems and booklets such as Fuck the System, attacking the property fetish of America. He also does a little counterfeiting on the side to support himself and his friends in the style to which they are accustomed. His son, Jim, lives on the Lower East Side and divides his time between hanging nails in police car tires, passing out free LSD, and burning money at the Stock Exchange.

The booklet raises some basic questions: "If we have so much extra shit lying around how come we have ten million poor people in the country? I think it is that contradiction that keeps many of us in the streets picketing or throwing Molotov Cocktails or whatever else is handy. Here we have, for example, the Cuban Revolution only eleven years old and they already have free phones, free bus rides, 60 percent of the housing free, free medical service, and free food on all crops of which there is an abundance. On the Isle of Pines in Cuba, eighty thousand young people are busy working out the dynamics of a money-free society in an experimental situation supported by the government. Fidel states candidly that the goal of the Cuban Revolution is the abolition of money. My God, our revolution is close to two hundred years old and you have to pay ten cents to take a shit in the train station while we spend thirty billion in Vietnam, to say nothing of those ten million poor."

A final basic question is: "What would happen if large numbers of people really do decide to fuck the system?" The little book is a sort of Bible and it's not unusual to hear young smil-

ing barefoot kids on the Lower East Side saying they live by the book. What would happen if large numbers of people in the country started getting together, forming communities, hustling free fish on Fulton Street, and passing out brass washers to use in the laundromats and phones? What if people living in slums started moving into abandoned buildings and refusing to move even to the point of defending them with guns? What if this movement grew and busy salesman sweating under the collar on a hot summer day decided to say fuck the system and headed for welfare? What if Secretaries got tired of typing memos to the boss's girlfriend in triplicate and took to panhandling in the streets? What if when they called a war, and no one went? What if people who used to get educated just went to a college classroom and sat-in without paying and without caring about a degree? Well, you know what? "Who would do the work?" Fuck it. There's always some schmuck like Spiro Agnew lying around. Let him pick up the garbage if he's worried about the smell. We'll build a special zoo for people like that and every weekend we'll take the kiddies over to Queens to watch them work. Needless to say, the zoo will be free and if history deems it otherwise and you have to pay to get in, ol' George Metesky will come around and put out another booklet on how to sneak into zoos.¹

Fuck the system any way you can! Use your imagination--be yourself, a unique human being--anything is possible. Make your life the revolution, make your life into art; guerrilla theatre is where you create it. Be as non-violent as possible--but don't hesitate to blow away any pig who threatens your life. Stay out of jail. If you go in, get out. Some modest proposals regarding subversive activity at the University of Illinois:

1. Mice are cheap, breed rapidly--they make excellent pets for administrators.
2. Hassle pigs, expose narcs. If you see a pig, just say to him "Pigs sure do stink" or "Poor narc, dead and gone, left me here to sing his song".
3. Big-offs are easy--don't pay for books, food, clothes, etc.
4. If you must confront pigs or administrators, threaten them as the human beings they are, as far as that is possible. But, if they hassle you, hassle them back--blow kisses, throw acid in their faces, urinate on them, spit at them, break their furniture (on them), punch them in the mouth, scream in their ears, make them feel like shit.
5. In case of a violent revolution (very possible)--
 - A. Store, food, water, bedding.
 - B. Buy weapons--pistols, rifles, shotguns, cannons.
 - C. Learn how to make molotov cocktails, dress wounds, bury dead.
 - D. Leave escape routes.
6. Epoxy glue makes a good permanent door lock (pig cars, etc.)
7. Parking meters are much more aesthetically pleasing if painted entirely silver (or red).
8. Bluff, bullshit, hustle to get your way with pigs--"I can kill you with one blow," "If you want to search me, you'll have to arrest me."
9. Pigs appreciate receiving gifts--send pizzas, flowers, weird telegrams, all sorts of introductory mail order offers to their home addresses.
10. Visit the basement of the Administration building--the long thin room where the computers are that keep their records. Think of ways to cut off the power.
11. Burn the Christmas tree that stands inside the Illini Union. Remember that matches are cheap (they used to be free in the Union, remember that?).
12. Show your appreciation to Mr. Earl Pinder, who runs our Union for us, in as many ways as possible. Help pay him back.

Postscript:

Stay high, straighten out your head, and dig other people's. Get together with your brothers and sisters. Live a revolutionary life.

1. Free, Revolution for the Hell of It, New York, Dial Press, 1968, pages 217-219

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The Johns in the Red Herring
My head!

What Pre-Med Is All About

INTRODUCTION

The role of the premedical student at the University of Illinois is that of a conscientious and dedicated student who is about to forego the best years of his life so that he may do his thing for mankind. Now the authors are not trying to present the pre-med as some kind of martyr, but when one really starts to think about it, the pre-med is a little screwed up.

Faced with cut-throat competition where somebody would turn in their mother for an 'A', required science courses that one couldn't give a damn about, and the ever present thought that the guy sitting next to you is out to make sure he gets into medical school before you do, the pre-med's world it would seem is that of constant pressure and unhappiness.

This the authors believe, is not the way it should be. They feel changes should be made within the university so that the pre-med's curriculum is made more to his liking. For example, he is required to fulfill many requirements with in the College of Liberal Arts that take up much of his time. The authors suggest the pre-med, since he faced by enough course requirements by the medical colleges already, be allowed to program the remainder of his academic career to his liking, taking courses that appeal to him.

Another basic change the authors would like to see is the elimination of a specific major for the pre-med student and the creation of a degree in pre-medicine. Outside of fulfilling medical college requirements, one should be able to round out his education so that he feels he has gained the most from his undergraduate years.

Two areas where one must concentrate, and should be interested in anyway are biology and chemistry. Here the student must be extremely conscientious. The authors will now in separate sections explain these curriculums.

CHEMISTRY

Chemistry courses are very important to a pre-med. They form a solid background which is needed in medical school. There are changes needed in the University of Illinois Chemistry Department which would help the pre-med get the chemistry background he so badly needs.

Medical schools require a minimum of two years of chemistry, divided equally between organic and inorganic. In other words, the medical schools are asking for a year of basic chemistry (inorganic) which at Illinois can be fulfilled by Chemistry 101, 102 or Chemistry 107, 108. These courses can be greatly improved by better professors and teaching assistants. Also, although not always required, a pre-med needs a background in quantitative analysis. Quantitative analysis is included in Chemistry 108 but not in Chemistry 102. The other courses open to the student who takes Chemistry 102 for his quantitative analysis background involve a ridiculous amount of hours per week. The Chemistry Department should add a three or four hour course, requiring no more than six class hours per week, for pre-meds in the fundamentals of quantitative analysis.

The year of organic chemistry which is required and needed is usually fulfilled by Chemistry 133 or 234 and Chemistry 336 or 350. These courses have had in the past very good professors; however, they, especially Chemistry 336, have been directed and geared for the chemistry major, not the pre-med. The authors feel that the organic courses should have a special section for the pre-meds.

BIOLOGY

The biology sequence for the premedical student consists of Biology 110-111. This is a survey course of biology and is basically an interesting course. It is with Biology 110 that one first gets a taste of what pre-med is all about. It is here that the University is out to get you, (or so it seems). The course is mostly taken by sophomores and all are pre-something or other.

The authors recommend other biology courses which may be helpful to the student. These are Biology 210, Genetics, and Microbiology 200, (with either Kaplan or Wachman). These courses are very interesting and are handled on a very mature level. After a year of competition in this course one witnesses many discouraged students.

There is one vast way this course could be a more beneficial one to the student. The students can be taken off a competitive curve and a point system set up. This, in effect, would enable every student in the course to get an 'A' if he or she so deserves, but does not prevent one from receiving a high grade because a certain percentage of students are doing slightly better work.



TRY AND FIND A WAY

College life offers the student an unending variety of new "lives" which he can assume. The question though is of the type which can keep one wondering for the entire time that one is here, and that is:

WHAT IS THE RIGHT ONE FOR ME???

A patient search in some of the local bookstores on campus will yield several excellent books offering various systems of life as answers to this quest. To start with, an excellent "popular" type of book is Ruth Montgomery's A Search For The Truth. Despite some people's distaste for a book such as this one, written with a public-spirited viewpoint, it has a lot to be recommended for even though it deals only with those aspects of psychic or mystic phenomenon concerned with death.

BY RUTH MONTGOMERY

the meaning of personal existence

**in the light of paranormal phenomena,
reincarnation and mystical experience**

ARTHUR W. OSBORN



Arthur W. Osborn delves into the field of psychic phenomenon to a much broader scale in the book to the left here. He effectively gives excellent coverage of the whole field to the extent that the book makes a good primer for the student looking for some of the answers behind the current trends in popular thought pertaining to such questions as:

WHY ARE WE HERE???

SITUATION

The New Morality

JOSEPH FLETCHER



Finally getting down to an example of a specific type of "answer" to the questions which ultimately affect the student's everyday living, Joseph Fletcher's SITUATION ETHICS offers a provocative approach. What he proposes in this book is not a system or guiding philosophy, but instead he outlines a "methodology for decision-making which presupposes individual responsibility and declares that every man must decide for himself what is right."

The student might ask why all of this questioning and searching is necessary all of a sudden. Perhaps he should consider that the present day society is not the first or only one asking these questions or offering answers. Proposals have been made all through man's lifetime.

"We approach truth only inasmuch as we depart from life.... The wise man seeks death all his life and therefore death is not terrible to him."

- Socrates



— 1000 A.D.

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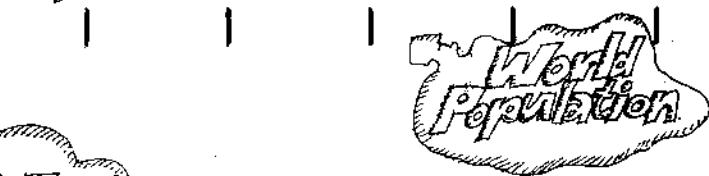
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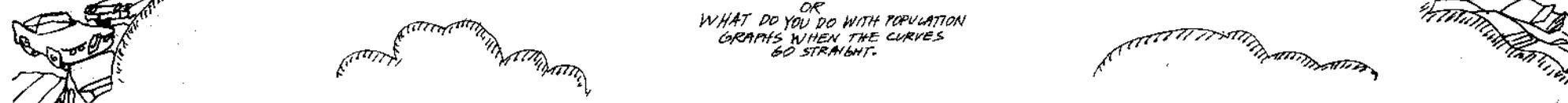


**HOW OH!
ARE YOU?**

Doomsday: Friday, 13 November, A.D. 2026

At this date human population will approach infinity if it grows as it has grown in the last two millenia.

WHAT DO YOU DO WITH POPULATION
GRAPHS WHEN THE CURVES
GO STRAIGHT?





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and a number less had a baby under
her benign aid. Speak to us of children
that he will.
Our children are not other children.
They are the sons and daughters of life
engaged for it all.
They come through you but not from you,
and should they go with you let them
break fast in your

For now give them your love but not
your thought,
For they have their own thoughts.
Encourage, where their bodies bid you
then say,
For their souls dwell in the realm of
infinity, which you cannot tell, nor even
in your dreams.
You may often be like them, but let
not the world bind you.
For life and not backward nor hating
with yesterday.
You are the parent from which your children
as living arrows are sent forth.
The archer was the mark upon the path
of the injuries, and He sends you with His
mights but His arrows may go swift and far.
Let your bending to the archer's hand
be few groanless.

scientific theory has provided us with a foundation which we can build upon, and which will be well equipped to meet the present situation.

For certain types of uterine enlargement, especially those due to
either of pregnancy or fibroid, and for uterine prolapse, like a
cervix, oral contraceptives are probably the best method. If oral
contraceptives are being taken, it is best to be informed
as to whether progestin is taken orally, as this has
advantages over the possible undesirable side effects of a pill
that pills cannot be obtained without a doctor's prescription. However,
any discomforts usually disappear as soon as the oral contraceptives
are discontinued, due to the resulting hormone change, and a person can begin taking
another easily if one is unwilling to carry the small amount of money
continuously.

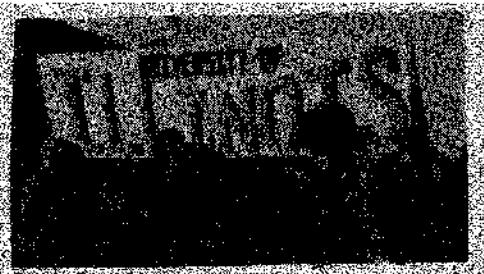
If you do not want this procedure to be done, you must let the doctor know. If you do not want to receive, a list of Chancery-Grants Doctors by Bill number, or if you do not want to receive, a list of Chancery-Grants for older cars so old that they are no longer in use. If you do not want to receive, a list of Chancery-Grants Doctors by Bill number, or if you do not want to receive, a list of Chancery-Grants for older cars so old that they are no longer in use.

Once you have the prescription, you can obtain either the Chicago Planned Parenthood Association or a local Planned Parenthood drug store price. For further details, the YWCA, located in the YMCA building on Wright Street, has a room in the medical center pertaining to everything from women's job places and to abortion.

This article has approached the problem of stabilizing wife and a effective birth control methods. It does not attempt to answer why one must depend on a doctor's moral and religious convictions or often require to deposit to obtain this protection, or why there are still unwanted and often unloved children born in a supposedly free and modern society. Perhaps it is time to make individual freedom a reality.



the WAR and the UNIVERSITY



"AND THIS IS THE THING I worried about way before I came to Washington, knowing the liberal element in this country is so, so against us. As my husband has said many times, some of the liberals in this country, held like to take them and change them for the Russian Communists."

- Mrs. John N. Mitchell
Wife of the Attorney General of the United States,
November 21, 1969

"Should I remain silent while what those heroes have done is vilified by some as "a dirty and immoral war" and criticized by others as no more than a war brought on by the anti-Communism of Presidents Kennedy, Johnson and Nixon?

"These young men made heavy sacrifices so that a developing people on the rim of Asia might have a chance for freedom that they will not have if the ruthless men who rule in Hanoi should ever rule over Saigon. What is dirty or immoral about that?"

- Vice President Agnew
November 20, 1969

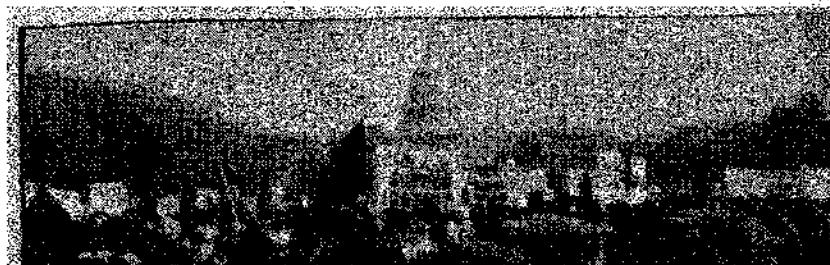
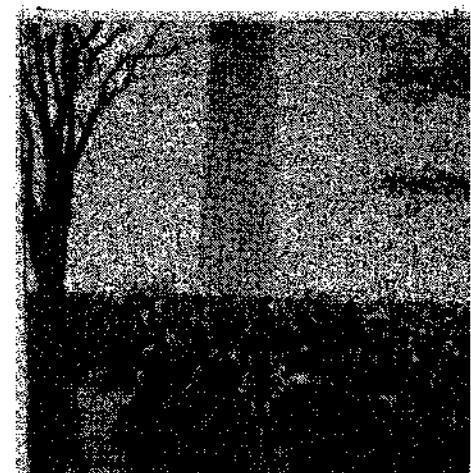


"I asked [unclear] several times if all the people were killed. He said that he thought they were - men, women and children. He recalled seeing a small boy, about three or four years old, standing by the trail with a gunshot wound in one arm.

"The boy was clutching his wounded arm with his other hand, while blood trickled between his fingers. He was staring around himself in shock and disbelief at what he saw. He just stood there with big eyes staring around like he didn't understand. He didn't believe what was happening. Then the captain's RTO (radio operator) put a burst of 16 (M-16 rifle) fire into him."

- Former PFC R.L. Ridenhour
New York Times,
November 21, 1969

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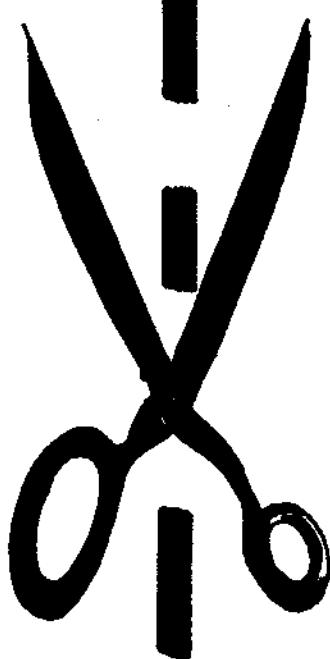
"One question "What have I done?" is one that we may well ask ourselves, as we read, each day, of fresh atrocities in Vietnam - as we create, or mouth, or tolerate the deceptions that will be used to justify the next defense of freedom."

- Noam Chomsky



comments ...

Please give us your comments on this catalogue, and your suggestions and ideas for the forthcoming L.A.S. Symposium on April 12-17- 1970. We need your feedback!



Name

Address

Date

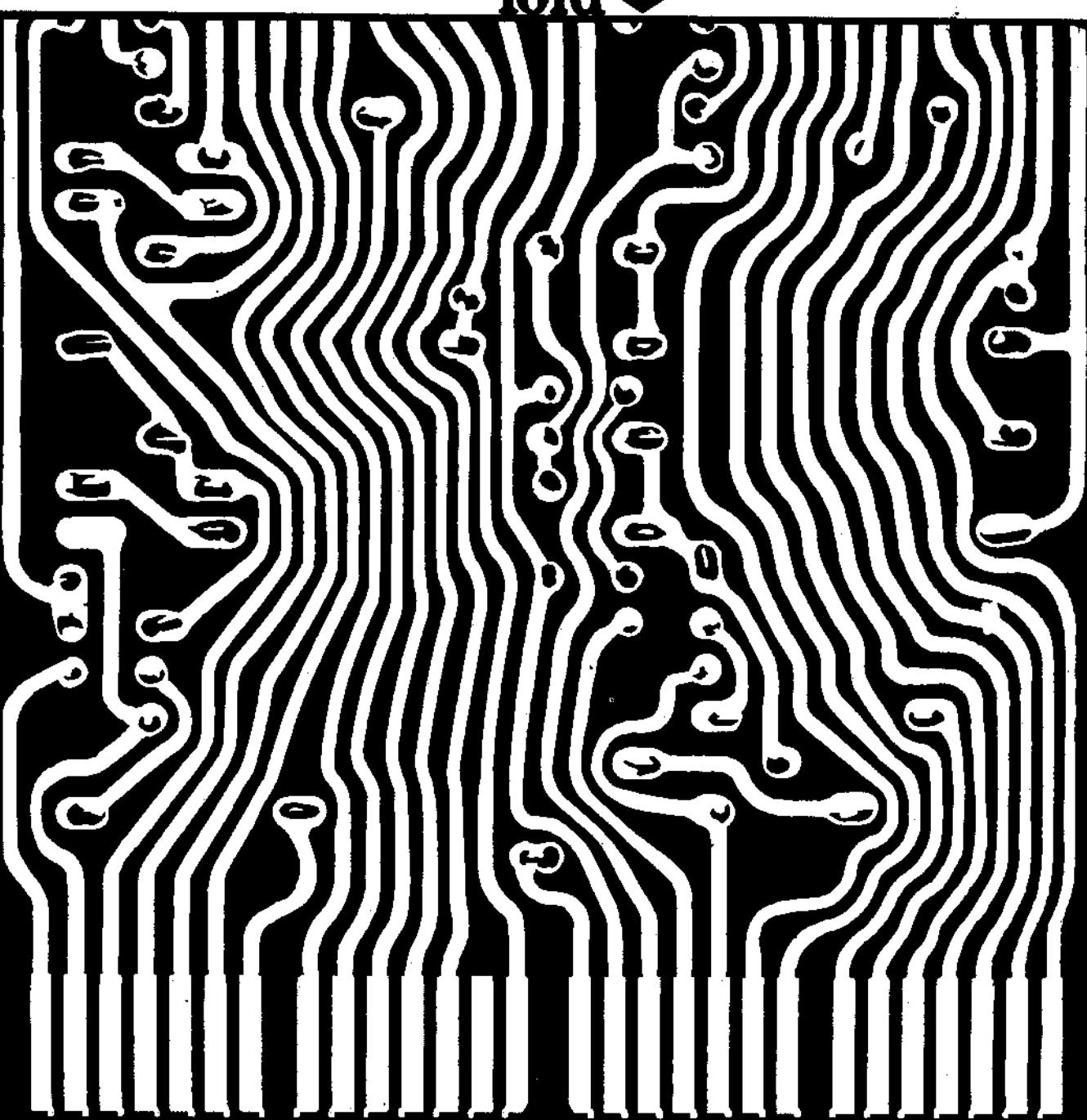
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