Course Catalogs & Student Handbook
Thornton
Community College
1972-1973 catalog
Health Science

HEALTH SCIENCE 100 (1) 1 CH
Physiological evaluation for lifetime preparation.

HEALTH SCIENCE 101 (for General Student Body) (2) 2 CH
Fulfills state teacher certification requirement.

HEALTH SCIENCE 102 (1) 1 CH
Attitudes and practices of healthful living—alcohol, drugs, tobacco, human reproduction.

History

HISTORY 109 — History of Modern Europe from the Renaissance to the 19th Century (3) 3 CH
Rise, collapse of political, social institutions in three centuries preceding 1800. Emphasized are religious political divisions of modern Europe, constitutional developments in west, spread of European influences.

HISTORY 110 — History of Modern Europe (19th and 20th Centuries) (3) 3 CH
Collapse of Napoleon’s empire leaves Europe political, intellectual leaders in world. Course traces influence of Europe in modern times; political, social developments in its empires; recent decline in political control.

HISTORY 151 — Afro-American History (3) 3 CH
History of the Afro-American from 17th Century to present.

HISTORY 203 — Early American History (3) 3 CH
Survey of American History — Discovery through Civil War.

HISTORY 204 — Later American History (3) 3 CH
Survey of American History — Reconstruction to present.

Humanities

HUMANITIES 201 — General Humanities I (3) 3 CH
Perception, criticism through the arts. Painting, architecture, music, literature compared with each other in terms of materials, organization.

HUMANITIES 202 — General Humanities II (3) 3 CH
Literature, philosophy, painting, sculpture, music. Works studied in groups: interpretations of historical persons, events; myths, legends; ideas, speculation. Shakespeare, Raphael, Hesse, Nietzsche, Santayana, etc.

P. Humanities 201
Typewriting

TYPEWRITING 101 — Beginning Typewriting (AVT) (3) 4 CH
Introduction to keyboard, operative parts; speed and accuracy in preparation of memos, cards, letters, manuscripts.

TYPEWRITING 102 — Intermediate Typewriting (AVT) (3) 4 CH
Speed, accuracy in preparation of letters, reports, tabulations, employment applications.
P. Typewriting 101, year of high school typewriting, or consent of instructor

TYPEWRITING 201 — Advanced Typewriting (AVT) (3) 4 CH
P. Typewriting 102, more than a year of typewriting or consent of instructor

TYPEWRITING 202 — Professional Typewriting (2) 3 CH
Final course for students preparing for office employment. Proofreading techniques, sufficient skills to meet high-level office employment, business teaching.
P. Fifty words a minute, Typewriting 201 or equivalent

Urban Studies

URBAN STUDIES 101 — Introduction to Urban Studies (3) 3 CH
Phenomenon of urbanization. Growth of metropolitan areas; resultant changes in American life styles, values; present state of urban society in interrelationship between central city and suburban areas; regional planning.

URBAN STUDIES 141 — Afro-American Arts (3) 3 CH
Contribution of blacks to art, music, philosophy from 1600 to 1970's.

URBAN STUDIES 214 — Minority Group Politics (3) 3 CH
Basic political theory, as it relates to urban community power structures. Emphasis on political context within which black communities exist; upon use and potential of political power in reform movement. P. Pol. Sci. 101 or 102

URBAN STUDIES 271 — Survey of Contemporary African Civilizations (3) 3 CH
Major societies of the past, with present problems in areas south of the Sahara. Africa's attempts to overthrow new-colonialism, problems of consolidation with countries; African unity; other present day African affairs.
P. History 151 or History 203 or 204
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Established September 19, 1927
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University of Southern Mississippi, M.S.  

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<tr>
<th>Name</th>
<th>Field</th>
<th>Institutions</th>
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<tr>
<td>DeVAUGHN MILLER</td>
<td>Behavioral Science</td>
<td>Indiana University, B.S.</td>
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<td>Indiana University, M.S.</td>
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<td>FRANCIS J. MILLER</td>
<td>Engineering and Technical</td>
<td>Chicago Teachers College, B.E.</td>
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<td>Illinois Teachers College, M.S.</td>
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<td>JAMES MOODY</td>
<td>English</td>
<td>Ball State Teachers College, B.S.</td>
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<td>MIGONETTE MURRAY</td>
<td>English</td>
<td>Brigham Young University, B.A.</td>
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<td>Brigham Young University, M.A.</td>
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<td>CLETUS O'DROBINAK</td>
<td>Business</td>
<td>University of Dayton, B.A.</td>
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<td>DePaul University, M.B.A.</td>
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<td>THOMAS C. PAVLIK</td>
<td>Business</td>
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<td>DePaul University, J.D.</td>
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<td>CHARLES PENNINGTON</td>
<td>Biology</td>
<td>University of Arkansas, B.S.</td>
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<td>Michigan State University, M.S.</td>
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<td>VERNON PETERSON</td>
<td>Business</td>
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<td>FRANK J. PRIST</td>
<td>Business</td>
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<td>DANIEL PRUDY</td>
<td>Engineering and Technical</td>
<td>Iowa State University, B.S.</td>
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<td>BLAKE REED</td>
<td>Educational Media</td>
<td>Platteville State College, B.S.</td>
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<td>DOROTHY S. REEDY, R.N.</td>
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<td>University of Nebraska, B.S.</td>
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<td>JAMES REJHOLEC</td>
<td>Art</td>
<td>Ft. Lewis College, B.A.</td>
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<td>FRIEDA REYNOLDS</td>
<td>Music</td>
<td>Barnard College, A.B.</td>
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<td>CAROL RIEKE</td>
<td>Mathematics</td>
<td>Northwestern University, B.A.</td>
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<td>Radcliffe College, Ph.D.</td>
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<td>SHERRY RISE</td>
<td>Mental Health</td>
<td>Maryville College, B.A.</td>
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<td>McCormick Seminary, M.A.</td>
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<td>Princeton University, M.S.</td>
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<td>NORMA ROONEY</td>
<td>English</td>
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<td>TAMMER SALIBA</td>
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<td>Taylor University, B.S.</td>
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<td>EDITHA SANCHEZ, R.N.</td>
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<td>Loyola University, M.Ed.</td>
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<td>DONALD A. SATHER</td>
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<td>University of North Dakota, B.S.</td>
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<td>University of North Dakota, Ph.D.</td>
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<td>CLIFTON SATTERTHWAITE</td>
<td>Teacher Aid Program</td>
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<td>University of Iowa, M.A.</td>
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<td>GREULING SCHELLHORN</td>
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<td>University of Missouri, B.A.</td>
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<td>University of Wisconsin, M.S.</td>
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<td>Illinois Teachers College, M.A.</td>
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<td>Loyola University, M.S.</td>
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</tbody>
</table>
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Dear Students:

Registrar's Note:

Edition 20, Vol. 18, No. 4 - September 8, 1973

Dear Students:

Registrar's Note:

Edition 20, Vol. 18, No. 4 - September 8, 1973

SPEAKERS BUREAU:

Qualified TCC personnel are available to speak to religious, business, social, civic and educational groups. No fees charged. For additional information or request for a speaker, write Community Services Office, phone 596-2000.

SPECIAL INTEREST

FALL 1973

Classes meet from 7-9 p.m., unless otherwise indicated

Sept. 4 .......................... Tuesday Classes Begin
Sept. 5 .......................... Wednesday Classes Begin
Sept. 6 .......................... Thursday Classes Begin
Sept. 7 .......................... Special Classes Begin
Sept. 10 .......................... Monday Classes Begin
Sept. 18, 4 p.m. .................. Last day for Refund (9th week)
Oct. 19 .............................. Midterm
Oct. 22 through 25 ............... Registration - Second Eight Weeks
Oct. 25 ............................. End of Second Eight Week Classes
Oct. 29 .............................. Monday Classes Begin (Second Eight Weeks)
Oct. 30 ............................. Tuesday Classes Begin (Second Eight Weeks)
Oct. 31 .............................. Wednesday Classes Begin (Second Eight Weeks)
Nov. 1 .............................. Thursday Classes Begin (Second Eight Weeks)
Nov. 3 .............................. Saturday Classes Begin (Second Eight Weeks)
Nov. 8, 4 p.m. .................... Last day for Refund (3rd 8 Weeks)
Dec. 20 ............................. End of Second Eight Week Classes

SPECIAL INTEREST

(General Studies)

Registration Dates and Hours

August 22 and 23 6:00 to 9:00 p.m.

TCC Welcomes You!

All high school graduates, persons over 18 who have not graduated from high school, and certain individuals under 18 years of age are eligible to attend Thornton Community College. Entrance into certain programs of study may require special qualifications.

At TCC you may take COLLEGE CREDIT COURSES or SPECIAL INTEREST COURSES.

College credits may be applied:

1. As credits for the first two years of a four year college curriculum or as credits in one of the career curriculums offered by Thornton Community College.

These career curriculums are either one or two year programs.

FALL TERM DATES

COLLEGE CREDIT COURSES

August 23 - December 21 16 weeks (Day classes)
August 27 - December 21 16 weeks (Evening classes)
SPECIAL INTEREST COURSES: 1st Eight Weeks
September 4 - October 25 8 weeks
SPECIAL INTEREST COURSES: 2nd Eight Weeks
October 26 - December 20 8 weeks

YOU CAN REGISTER by completing the mail-in registration form on Page 19 of this brochure, or by registering at the center of your choice.

REGULATIONS AND PROCEDURES

When you register you will need: 1. Social Security Number
2. Driver's license or other proof of residency
3. Full payment of all fees.

FEES

SPECIAL INTEREST CLASSES:

Fee listed on class schedule is rate for those living in
Junior College District 510 only. Fees for out-of-district
and out-of-state are shown below:

If fee shown is Non-Resident Fee
$8.50 $19.00 $26.75
9.00 9.00 9.00
17.00 38.00 53.50
18.00 18.00 18.00
34.00 76.00 107.00

COLLEGE CREDIT COURSES:

1. Instructional Fees (Tuition) and Credit Equivalency Courses

In District ..................... $17.00 per sem. hr.
Out of District .................. $38.00 per sem. hr.
Out of State ........................ $50.00 per sem. hr.

Non-Credit Courses

Fees charged for non-credit Courses are based on
nature and length of Course. Exact charges are listed in this
brochure.

2. Student Services ..................... $8.00
   (Required of all students enrolled in 10 or more
   semester hours.)

CLASS CANCELLATIONS

Classes will be held as scheduled in the brochure unless can­cellred due to insufficient enrollment. Report to class unless otherwise notified.

CHANGE OF REGISTRATION

Add:

Courses may be added after second five instructional days of term as published in the college calendar and during first five instructional days of the term with instructor’s permission.

A $3.00 service charge is made for each course added to a registration.

Drops:

Courses may be dropped without additional fee through the end of the tuition refund period as published in the college calendar by obtaining a “Change of Registration” form in the Admissions and Records Office.

FOR INFORMATION PHONE 596-2000 ext. 400

FOR INFORMATION PHONE 596-2000 ext. 400
<table>
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<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Call No.</th>
<th>Cr.</th>
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<td>Private applied music lessons for credit are available in the following areas: Piano, Voice, Brass, Woodwinds, Strings, Percussion, Organ, and Classical Guitar. For more information call the Music Office, 506-2000, ext. 286.</td>
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**NURSING (For RN's only)**

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**#M-MAIN CAMPUSES—INTERIM CAMPUSES**
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Urbn 214 • Minority Group Politics
3 credit hours, 3 contact hours
Basic political theory, as it relates to urban community power structures. Emphasis on political context within which black communities exist; use and potential of political power in reform movement. (Prerequisite: Pisc 101 or 102)

Urbn 271 • Survey of Contemporary African Civilizations
3 credit hours, 3 contact hours
Major societies of the past, with present problems in areas south of the Sahara. Africa's attempts to overthrow neo-colonialism, problems of consolidation with countries; African unity; other present-day African affairs. (Prerequisite: Hist 151 or Hist 203 or 204)

WELDING

Weld 101A • Welding Processes 1A
3 credit hours, 6 contact hours
Fundamentals of oxy-acetylene welding including equipment use, procedures; safety factors; practice skill development in flame control; torch manipulation; heat application; welding rod use; welding symbols. Principles of arc welding, including welding circuit, machine control electrode classification, selection, safety procedures, protective devices applied through arc welding practice and skill development. Introduction to inert gas welding using tungsten inert gas shielded arc process (TIG) machines, accessories and procedures. Fee $40.

Weld 101B • Welding Processes 1B
3 credit hours, 6 contact hours
Continuation of Weld 101A. (Prerequisite: Weld 101A) Fee $40.

Weld 103 • Print Reading
2 credit hours, 3 contact hours
Principles of multi-view drawings, applied to reading welding shop drawings. View relationship, dimensions, notes, specifications, welding symbols interpreted. Structural drawings, piping drawings, weldments for machine parts used as print reading problems.

Weld 104 • Welding Metallurgy
3 credit hours, 4 contact hours
Structure, classification of metals and their properties; characteristics, uses; related to welding processes, weldability, effects of shielding gases, pre-heating and post-heating, residual stress and electrode metallurgy for both ferrous and non-ferrous metals and alloys. Metallurgical laboratory used for physical testing and microscopic study of grain structure of welds. (Prerequisite: Weld 101A) Fee $6.

Weld 105 • Science and Mathematics for Welding I
3 credit hours, 3 contact hours
Science related to welding processes. Chemistry of oxy-acetylene gas; inert gases; chemical description of metals and their alloys, chemical changes; principles of electricity related to welding machine ratings, control. Mathematics for welders includes a review of percentages and averages; measurement, linear, angular, circular; surface and volume calculations; metric system; basic algebra of simple equations, formulas, coordinates, graph interpretation.

Weld 201 • Welding Processes II
5 credit hours, 8 contact hours
Continuation of Weld 101B. Advanced work in all positions with the emphasis on Arc Welding. (Prerequisite: Weld 101A, 101B) Fee $50

Weld 202 • Layout Practice
2 credit hours, 3 contact hours
Bench layout by geometric construction, structural layout, piping templates, and sheet metal layout. Fee $4
Tch 211 • Teacher Aide Internship I

3 credit hours, contact hours arranged
Ninety-six hours of supervised teacher aide work experience in a local school; plus 16 hours of seminar work coordinated with students in other internship settings. Problems, skills of teacher aide explored. One class hour and six experience hours per week. (Prerequisite: approval of program coordinator)

Tch 212 • Teacher Aide Internship II

3 credit hours, contact hours arranged
Ninety-six hours of supervised teacher aide work experience in a local school; plus 16 hours of seminar work coordinated with students in other internship settings. Problems, skills of teacher aide explored. (Prerequisite: Tch 211 and approval of program coordinator)

TYPEWRITING

Typg 101 • Beginning Typewriting

3 credit hours, 4-6 contact hours
Media-assisted, individualized instruction is used to acquire personal use and/or general vocational skill in using electric typewriter keyboard and operative parts with speed and accuracy to prepare memos, cards, letters, outlines, and manuscripts. Fee $7

Typg 102 • Intermediate Typewriting

3 credit hours, 4-6 contact hours
Media-assisted, individualized instruction is used to acquire general vocational skill in using electric typewriter with increasing speed and accuracy to prepare letters, telegrams, billing forms, tables, manuscripts, and employment application forms. (Prerequisite: Typg 101, 1 year of prior instruction, or consent of instructor) Fee $7

Typg 201 • Advanced Typewriting

3 credit hours, 4-6 contact hours
Media-assisted, individualized instruction is used to acquire specialized vocational skill in using electric typewriter with increasing speed and accuracy to prepare letters, forms, tables, statements, and reports used in governmental, medical, technical, legal, and financial work. (Prerequisite: Typg 102, 2 years of prior instruction, or consent of instructor) Fee $7

Typg 202 • Professional Typewriting

2 credit hours, 3-4 contact hours
This is the final course for students preparing for employment in office occupations. Included in this professional-level typewriting are advanced knowledge of problems, proofreading techniques, and sufficient skills to meet high-level office employment and business teaching. (Prerequisite: Typg 201, 2 years of prior instruction and work experience, or consent of instructor) Fee $4

URBAN STUDIES

Urbn 101 • Introduction to Urban Studies

3 credit hours, 3 contact hours
Phenomenon of urbanization. Growth of metropolitan areas; resultant changes in American life styles, values; present state of urban society in interrelationship between central city and suburban areas in regional planning.

Urbn 141 • Afro-American Arts

3 credit hours, 3 contact hours
Contribution of blacks to art, music, philosophy from 1600 to 1970's.

Urbn 151 • Urban Black Economics

3 credit hours, 3 contact hours
Unlike most economics courses that deal with book facts on a national level, this course will deal with the survival of black businesses at the urban level having the students work directly with black businessmen in Chicago and the south suburbs.
1 - Teacher Aide Internship I  3 credit hours, contact hours arranged
24 hours of supervised teacher aide work experience in a local school;
16 hours of seminar work coordinated with students in other internship
programs. Problems, skills of teacher aide explored. One class hour and six
science hours per week. (Prerequisite: approval of program coordinator)

2 - Teacher Aide Internship II  3 credit hours, contact hours arranged
24 hours of supervised teacher aide work experience in a local school;
16 hours of seminar work coordinated with students in other internship
programs. Problems, skills of teacher aide explored. (Prerequisite: Tch 211 and
approval of program coordinator)

TYPEWRITING

01 - Beginning Typewriting  3 credit hours, 4-6 contact hours
In-assisted, individualized instruction is used to acquire personal use
or general vocational skill in using electric typewriter keyboard and opera­
parts with speed and accuracy to prepare memos, cards, letters, outlines,
manuscripts. Fee $7

02 - Intermediate Typewriting  3 credit hours, 4-6 contact hours
In-assisted, individualized instruction is used to acquire general vocational
in using electric typewriter with increasing speed and accuracy to prepare
paragraphs, letters, forms, tables, manuscripts, and employment applica­
tions. (Prerequisite: Typg 101, 1 year of prior instruction, or consent of
instructor) Fee $7

03 - Advanced Typewriting  3 credit hours, 4-6 contact hours
In-assisted, individualized instruction is used to acquire specialized voca­
al skill in using electric typewriter with increasing speed and accuracy to
prepare letters, forms, tables, statements, and reports used in governmental,
technical, and financial work. (Prerequisite: Typg 102, 2 years of
instructor, or consent of instructor) Fee $7

04 - Professional Typewriting  2 credit hours, 3-4 contact hours
This is the final course for students preparing for employment in office occu­
pations. Included in this professional-level typewriting are advanced knowledge
problems, proofreading techniques, and sufficient skills to meet high-level
employment and business teaching. (Prerequisite: Typg 201, 2 years of
instructor and work experience, or consent of instructor) Fee $4

URBAN STUDIES

01 - Introduction to Urban Studies  3 credit hours, 3 contact hours
The phenomenon of urbanization. Growth of metropolitan areas; resultant changes in
American life styles, values; present state of urban society in interrelation­
between central city and suburban areas in regional planning.

02 - Afro-American Arts  3 credit hours, 3 contact hours
Tribution of blacks to art, music, philosophy from 1600 to 1970's.

03 - Afro-American Economics  3 credit hours, 3 contact hours
Most economics courses deal with book facts on a national level, issues are
taken with the survival of black businesses at the urban level where
the students work directly with black businessmen in Chicago and the
major cities.

04 - Afro-American History  3 credit hours, 3 contact hours
Focus on history of black people in the United States, from earliest times
to the present day.

WELDING

Weld 101A - Welding Processes I  3 credit hours, 6 contact hours
Fundamentals of oxy-acetylene welding including equipment use, procedures;
safety factors; practice skill development in flame control; torch manipulation;
heat application; welding rod use; welding symbols. Principles of arc welding,
including welding circuit, machine control electrode classification, selection,
safety procedures, protective devices applied through arc welding practice and
skill development. Introduction to inert gas welding using tungsten inert gas
shields in arc process (TIG) machines, accessories and procedures. Fee $40.

Weld 101B - Welding Processes II  3 credit hours, 6 contact hours
Continuation of Weld 101A. Fee $40.

Weld 102 - Print Reading  2 credit hours, 3 contact hours
Principles of multi-view drawings, applied to reading welding shop drawings.
View relationships, dimensions, notes, specifications, welding symbols inter­
preted. Structural drawings, piping drawings, weldments for machine parts
used as print reading problems.

Weld 103 - Welding Metallurgy  3 credit hours, 4 contact hours
Structure, classification of metals and their properties; characteristics, uses;
related to welding processes, weldability, effects of shielding gases, pre-heating
and post-heating, residual stress and electrode metallurgy for both ferrous
and non-ferrous metals and alloys. Metallurgical laboratory used for physical
testing and microscopic study of grain structure of welds. (Prerequisite: Weld
101A) Fee $6.

Weld 104 - Welding Processes III  3 credit hours, 6 contact hours
Science related to welding processes. Chemistry of oxy-acetylene gas; inert
gases; chemical description of metals and their alloys, chemical changes; prin­
ciples of electricity related to welding machine ratings, control. Mathematics for
welders includes a review of percentages and averages; measurement, linear,
angular, circular; surface and volume calculations; metric system; basic algebra
of simple equations, formulas, coordinates, graph interpretation.

Weld 201 - Welding Processes IV  5 credit hours, 8 contact hours
Continuation of Weld 101B. Advanced work in all positions with the emphasis on
Arc Welding. (Prerequisite: Weld 101A, 101B) Fee $50

Weld 202 - Layout Practice  2 credit hours, 3 contact hours
Bench layout by geometric construction, structural layout, piping templates,
and sheet metal layout. Fee $4
HEALTH SCIENCE

Hlth 100 1 credit hour, 1 contact hour
Physiological evaluation for lifetime preparation.

Hlth 101 - Health Science (For General Student Body) 2 credit hours, 2 contact hours
The course deals with the basic factors which influence the health of the individual. Includes: physical and mental outlook on life, intelligent use of foods, living with others, sexual adjustment, disease prevention, choosing health services, and protecting our environment. Fulfills state teacher certification requirement.

Hlth 102 1 credit hour, 1 contact hour
Attitudes and practices of healthful living—alcohol, drugs, tobacco, human reproduction.

HISTORY

Hist 101 - History of Modern E. Asian Civilization (17th Century to Present) 3 credit hours, 3 contact hours
Focus on China and Japan, secondarily upon Korea and Viet Nam. Emphasis on contrast between development of westernized, capitalistic Japan versus Communist China. Readings from Confucius to Mao-Tse-Tung.

Hist 109 - History of Modern Europe from the Renaissance to the 19th Century 3 credit hours, 3 contact hours
Rise, collapse of political, social institutions in three centuries preceding 1800. Emphasized are religious and political divisions of modern Europe, constitutional developments in west, spread of European influences.

Hist 110 - History of Modern Europe (19th and 20th Centuries) 3 credit hours, 3 contact hours
Emphasis upon people and events with world-wide impact; Bismark and German unification; Karl Marx and Socialism; Lenin, Communism and Russian Revolution; Hitler, Nazism, and WW II; Cold War.

Hist 151 - Afro-American History 3 credit hours, 3 contact hours
History of the Afro-American from 17th Century to present.

Hist 203 - Early American History 3 credit hours, 3 contact hours
Survey of American History—Discovery through Civil War.

Hist 204 - Later American History 3 credit hours, 3 contact hours
Survey of American History—Reconstruction to present.

HUMANITIES

Huma 101 - Communication in Modern Media 3 credit hours, 4 contact hours
A study of the methods of communication unique to the media of film, TV, and contemporary rock and electronic music. An attempt is made to improve the student's appreciation and critical capacities of commercial and underground films, commercial TV, and modern music by studying the message most often utilized by those media and the techniques to deliver those messages. Fee $7
COMMUNITY EDUCATION

Recently, a major change occurred in the field of adult continuing education. The Illinois Community College Board directed local community colleges to organize their adult continuing education courses into a new General Studies Program.

Most of these courses now are approved for college credit. Credits earned by taking these courses now can be applied toward a certificate in one of the General Studies curriculums. These credits do not apply toward a certificate or degree in the Transfer or Occupational Programs. Their transferability to another institution depends entirely upon the review and receptiveness of the other institution.

Community education for hobby, recreation, and leisure activities remains on a non-credit basis. Community Education classes are held during the evening hours at the Thornton Community College campus in South Holland and at the following high schools:

- Bremen High School, 15203 Crawford Avenue, Midlothian
- Hillcrest High School, 175th & Crawford, Country Club Hills
- Oak Forest High School, 152nd & Central, Oak Forest
- Thornton High School, 150th & Broadway, Harvey
- Thornton Fractional North High School, 755 Pulaski, Calumet City
- Thornton Fractional South High School, 18500 Burnham, Lansing
- Thornridge High School, Sibley & Cottage Grove, Dolton
- Thornwood High School, 170th & South Park, South Holland
- Tinley Park High School, 6111 175th Street, Tinley Park
THORNTON COMMUNITY COLLEGE
Credentials and Credos

ACCREDITATION
North Central Association of Colleges and Secondary Schools

APPROVAL
Illinois Community College Board, Board of Higher Education, Board of Vocational Education and Rehabilitation, Veterans Administration.

MEMBERSHIP

THE COLLEGE
Thornton Community College is a comprehensive two-year college established in 1927. It operates under the State of Illinois Junior College Act with guidelines established by the Illinois Community College Board and offers the first two years of four-year curriculums, one and two-year career curriculums, and programs designed to serve special educational purposes. Associate Degrees and Certificates are granted.

PHILOSOPHY
The College is committed to provide comprehensive educational programs to meet the diverse interests and needs of its students. The realization of individual educational goals is supported by counseling services available to help students reach their greatest potential. Consistent with this commitment, the College assures that no person shall be excluded from or denied the benefits of any program or activity on the basis of sex, color, race, creed, religion, national or regional origin.

GOALS
To Provide quality learning experiences in
Baccalaureate-oriented education programs commensurate with the first two years of education at four-year colleges or universities and career education programs which provide knowledge and skills required for employment.

To Provide
Opportunity for lifelong continuing education.
Courses and programs which facilitate adjustment to, or re-employment or advancement in the work environment.

To Offer
Programs and activities designed to contribute to personal and cultural enrichment and encourage constructive participation in a free society.

To Complement
Educational programs through counseling and academic advisement.

To Complement
The learning process by providing learning resources and supportive activities.

To Encourage
Public use of its facilities and services for educational and cultural purposes.

To Support
The concept of comprehensive growth through co-curricular activities.

To Assure
Effective organizational, management, and administrative operations.
Lottie T. Tylka, R.N. ............................................... A.D. Nursing
Loyola University, B.S.N.; DePaul University, M.S.

Linn A. Tyrrell ................................................. Behavioral Science
College of William and Mary, A.B.;
University of Michigan, M.A., Ph.D.

Linda S. Uzureau ............................................. Social Science
University of Idaho, B.A.; Emory University, M.A.

Norman S. Warns, Jr. ......................................... Geology
Thornton Community College, A.A.; Illinois State University, B.S.Ed.;
Chicago State University, M.A.

Larry A. Wehner ................................................ Art
Chicago Art Institute, B.F.A.; Northern Illinois University, M.A., M.F.A.

Eugene M. Wensel ............................................. Life Sciences
Carthage College, B.A.; University of Cincinnati, M.S.

Katherine Wessel ............................................. Business
Illinois State University, B.S., M.S.

Paul Wessel ........................................................ Business
Illinois State University, B.S.E, M.S.E.

Martha E. Wetzel ................................................ Physical Education
Northern Illinois University, B.Ed.;
State University of Iowa, M.A.

Gerald E. Willey ................................................ Life Sciences
Joliet Jr. College, A.A.; University of Illinois, B.S., M.S.

Wallace L. Wirth ................................................ Business
Northern Illinois University, B.S., M.S.; Indiana University, M.S.

Valerie M. Wojcik ............................................... Business
Northwestern University, B.S., M.S.; Governors State University, M.A.

Wayne L. Wolf .................................................. Law Enforcement
Thornton Community College, A.A.;
University of South Florida, B.A., M.A.; Governors State University, M.A.

Ariethia T. Wright, R.N. ....................................... A.D. Nursing
University of Pennsylvania, B.S.N.; St. Xavier College, M.S.N.

Myo K. Yoo ...................................................... Chemistry/Math
Yonsei University, B.S.; Illinois Institute of Technology, Ph.D.

Carolyn A. Yoss, O.T.R. ........................................ Occupational Therapy
University of Kansas, B.S.

Sally E. Zook ..................................................... English
University of Southern Mississippi, B.A., M.A.
II State Teachers College, B.S., M.A.; Governors State University, M.A.

E. Morrison ................................................. Mathematics
8ckburn College, B.A.; Northwestern University, M.A.

ck J. O'Connell ........................................... Law Enforcement
8inois Institute of Technology, B.S.; Governors State University, M.A.

is O'Drobinak, C.P.A. ..................................... Business
iversity of Dayton, B.A., DePaul University, M.B.A.

nice F. Page ............................................. Behavioral Science
ark College, B.A.; University of Chicago, M.S.W.

nas C. Pavlik ............................................ Business
diana University, B.A.; DePaul University, M.Ed., J.D.

ra Payne, R.N. ............................................. A.D. Nursing
avernors State University, B.N.S., M.A.

es S. Pennington ......................................... Life Sciences
iversity of Arkansas, B.S.; Michigan State University, M.S.

on G. Peterson ........................................... Business
thern Illinois University, B.S., M.S.

ha J. Phelps ............................................. Business
icago Teachers College, B.S.; University of Chicago, M.B.A.

k J. Prist .................................................. Business
thern Illinois University, B.A., M.S.

el M. Purdy ................................................ Engineering and Technology
awa State University, B.S.

E. Rau .................................................. Business
thern Illinois University, B.S.; Northern Illinois University, M.S.

le L. Reed ................................................ Educational Media
atteville State College, B.S.; University of Wisconsin, M.S.

thy S. Reedy, R.N. ........................................ A.D. Nursing
iversity of Nebraska, B.S.N.

ph E. Rejholec ........................................ Art
 Lewis College, B.A.; Northern Illinois University, M.A.

ron E. Rise ............................................. Behavioral Science
aryville College, B.A.; McCormick Seminary, M.A.;
 nichton University, M.S.

estine S. Robinson ........................................ English
arber-Scotia College, B.S.; Indiana University, M.A.T.

St. Agnus College, B.S., University of Iowa, M.A.

Tammer Saliba ................................................ Behavioral Science
aylor University, B.S., A.B.; Ball State University, M.A.

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Geuling C. Schellhorn .................................... English
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Michael E. Schnur ........................................ Counselor
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Judith M. Scott ............................................ Counselor
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Jean L. Sedlack ........................................... Foreign Language and Journalism
icago Teachers College, B.E.; Illinois Teachers College, M.A.;
stituto Tecnologico de Monterrey (Mexico), M.A.

Joseph T. Selbka ........................................... Chemistry
aws C. Pavlik ............................................. A.D. Nursing
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Curt L. Serbus, R.T. .................................... Radiologic Technology
orthern Illinois University, B.S.

Raymond C. Sherman ..................................... Business
thern Illinois University, B.S., M.S.; Governors State University, M.A.

Essie M. Smith, R.N. .................................... Practical Nursing
uaryville College, B.A.; Mc;Cormick Seminary, M.A.;
ittledon University, M.A.

Frank F. Stanicek ........................................ Behavioral Science
 Knox College, A.B.; University of Chicago, M.A.

James P. Steimle ......................................... Business
inois State University, B.S.; Northern Illinois University, M.S., C.A.S.

Robert E. Sullivan .................................... Life Sciences
inois State University, B.S., M.S.

Joseph E. Thornton ..................................... English
iversity of Illinois, A.B., M.S.; Southern Illinois University, M.A.

Douglas E. Tweeten ..................................... Chemistry
iversity of North Dakota, B.S.; University of Missouri, M.S.T.
Irthorn Illinois University, B.S.; Chicago State College, M.Ed.;
Washburn University, B.S.; University of Illinois, Advanced Certificate;
yola University, Ed.D.

C. Hallides .........................................................Physics
chigan State University, B.S., M.S.

B. Hartmann .......................................................English
nois State Teachers College, B.S.; University of Illinois, M.A.;
oilos Institute of Technology, M.S., Ph.D.

E. Heinrich ..........................................................Counselor
rth Central College, B.A.; Evangelical Theology Seminary, B.D.;
rthwestern University, M.A.

J. Held ............................................................Chemistry
rthorn Illinois University, B.S., M.S.

H. Helgesen ..........................................................English
iversity of Minnesota, B.A., B.S., M.A.

E. Hellburg .........................................................Behavioral Science
estern Illinois University, B.S.; Indiana University, M.S.

L. Hoerman ..........................................................Counselor
iversity of Northern Iowa, B.A., M.A.

cordia L. Hoffmann ............................................Counselor
iversity of Wisconsin, B.S.; Chicago State Teachers, M.A.

stance Rodgers Huff, R.N. ...........................................Practical Nursing
ornton Community College, A.A.,
ovens State University, B.A., M.S.N.

d L. Hundley ........................................................Speech
iversity of Cincinnati, B.A.; Bradley University, M.A.

t T. Janis, R.N. ....................................................A.D. Nursing
o Paul University, B.S.N.; Northern Illinois University, M.S.

es A. Jenkins .......................................................Business
orthern Illinois University, B.S., M.S.

dward Jenkins .......................................................Life Sciences
oriana State Teachers College, B.S.; Union College, M.S.;
orida Atlantic University, Ed.D.

D. N. Johnson ........................................................Urban Studies
oward University, B.A., Rutgers University, Ed.M.

es M. Keane ........................................................Mathematics
iversity of Western Ontario, B.A.; University of Detroit, M.S.

W. King .............................................................General Studies
orthern Illinois University, B.S., M.S.

ard P. Kirchner ....................................................Engineering and Technology
orthern Illinois University, B.S.

Irther Technical Institute, A.A.S.;
oilos Institute of Technology, B.S.E.E.

Drake University, B.Mus.; American Conservatory of Music, M.M.

Donald F. Kramer ................................................Music
Washburn University, B.Mus.; Kansas State Teachers College, M.M.

Michael N. Kulycky .............................................Language and
DePaul University, B.A.; University of Chicago, M.A.

George F. LaVaque ...............................................Communications
St. Mary's College, B.A., M.A.

Edith N. Lebed .....................................................English
iversity of Chicago, B.S., M.A.

Charles E. Ledbetter .............................................Philosophy
iversity of Houston, B.A.; University of Minnesota, M.A.

Peggy A. Leiko .....................................................Library
orthern Illinois State University of New York, B.A., M.L.S.

Bailey Magruder ..................................................Social and Behavioral Science
urray State College, B.S.; Northwestern University, M.S.;
orthern Illinois University, C.A.S.

Fred F. Malito .....................................................Engineering and Technology
orthern Illinois Community College, A.A.; Illinois State University, B.S.

Robert T. Marshall, Jr. .............................................Counselor
orthern Illinois University, B.S., M.S.

George A. Mattsey ................................................Business
orthern Illinois State University, B.S., M.S.

K. James McCaleb ................................................Behavioral Science
orthern Illinois Valley Community College, Diploma
orthern Illinois State University, B.S., M.S.; Michigan State University, Ph.D.

Judith A. McDonald, R.N. .........................................A.D. Nursing
ortheastern Illinois University, B.A.; Governors State University, B.S.N.;
olyola University, M.S.N.

Patricia J. McGarry ................................................Art
iversity of Illinois, B.F.A.; Chicago Art Institute, M.F.A.

Joyce L. McMahon, O.T.R ..........................................Occupational Therapy
aront Mary College, B.S.

Whabiz D. Merchant .............................................Social Science
 Bombay University, B.A.; Western Michigan University, M.A.;
iversity of Chicago, M.A.

Barbara J. Meyers ................................................Library
iversity of Illinois, B.A.; Rosary College, M.A.L.S.

DeVaughn A. Miller ...............................................Behavioral Science
orthern Illinois University, B.S., M.S.

Francis J. Miller ....................................................Engineering and Technology
orthern Illinois Teachers College, B.E.; Illinois Teachers College, M.S.
Faculty

James H. Abbott .............................................. Physics
University of Illinois, B.S., M.S.

Joseph J. Adamek ............................................. Business
Northern Illinois University, B.S., M.S.

David R. Anderson ............................................ Social Science
Northern Illinois University, B.S., M.A.

Mary E. Anderson, R.N. .................................. A.D. Nursing
University of Illinois, B.S.N.; Northern Illinois University, M.S.

August R. Banks ......................................... General Studies
Chicago Teachers College, B.Ed.; St. Xavier College, M.A.

David C. Bartlett ........................................... Social Science
Illinois State University, B.S., M.S.

Leila J. Bashaw, R.N. ...................................... A.D. Nursing
University of Minnesota, B.S.; DePaul University, M.S.

Claudette A. Bobay .......................................... Art
Ball State University, B.S.; Illinois Institute of Technology, M.S.

Barbara L. Bogdan, R.N. .................................. A.D. Nursing
St. Francis College, B.S.; St. Mary of Nazareth, R.N.;
Governors State University, B.H.S., M.S.N.

Edmund A. Bonczyk .......................................... Physical Education
Illinois State University, B.S., M.S.

William A. Bourland ........................................ Counselor
Southern Illinois University, B.S., M.S.

Smith V. Brand ............................................... Speech
Knox College, B.A.; Northwestern University, M.A.

Sister Dorothea A. Burkard, R.T. .................... Coordinator, Radiologic Technology
St. Louis University, B.S.

Nancy E. Caillies, R.N. ..................................... A.D. Nursing
Loyola University, B.S.N.; Governors State University, M.S.N.

John E. Carlson ............................................... Physical Education
Illinois State University, B.S., M.S.

Dale C. Chapman ............................................. Social Science
Richmond College, B.A.; University of Chicago, M.A.

Lois A. Chapman ............................................. English
University of Kentucky, B.A.; Northwestern University, M.A.

Dimpna B. Clarin ............................................. Music
University of Santo Tomas, B.Mus.;
American Conservatory of Music, M.M., D.M.A.

George W. Clark ............................................. Business
Ball State University, B.S., M.S.

Kathryn H. Clauson .......................................... Physical Education
Northern Illinois University, B.S.; Indiana University, M.S.

William D. Curran ............................................. Physical Science and Social Science
Southeast Jr. College, A.A.; Northern Illinois University, B.S., M.S.

Phyllis M. Davis ............................................. Counselor
North Park College, A.A.; Northwestern University, B.S., M.A.

Earl D. DeGroot ............................................. Mathematics
Hope College, A.B.; University of Illinois, M.S.

James S. Denier ............................................... Life Science
North Dakota State Teachers College, B.S.; University of North Dakota, M.S.

Violet M. Dodd, R.N. ......................................... A.D. Nursing
DePaul University, B.S., M.S.; University of Chicago, M.S.

Helen L. Dolan, R.N. ......................................... Coordinator, Practical Nursing
St. Xavier College, B.S.; University of Illinois, M.Ed.

Dennis E. Dryzga ............................................... Business
Chicago State College, B.Ed.; DePaul University, M.B.E.;
Governors State University, M.A.B.A.

Daniel J. Durlan ............................................... Mathematics
Purdue University, B.S.; Illinois State University, M.S.

L. Ronald Farquhar .......................................... English
Central Bible College, B.A.; Bradley University, M.A.

William L. Fink ............................................... Chemistry
Blackburn College, A.A.; North Central College, B.S.;
Washington State University, M.A.

A. George Finstad ............................................. Art
Illinois State Normal University, B.S., M.S.

Diane Vorhies Fitzpatrick ................................. Counselor
Lorain County Community College, A.A.; Bowling Green University, B.A.;
Eastern Michigan University, M.A.

James P. Flynn ............................................... English
Illinois Benedictine College, B.A.; DePaul University, M.A.;
Illinois State University, D.A.

Alveana L. Foscott, R.N. .................................. Practical Nursing
Olive-Harvey Junior College, A.A.S., Purdue University, B.S.N.

Arlene W. Francis, R.N. .................................. Behavioral Science
St. Xavier College, B.S.N., M.S.

Leslie A. Freeman ............................................. Life Science
Eastern Illinois University, B.S., M.S.

Carolyn S. Funk ............................................... Mathematics
Illinois State University, B.S.; University of Illinois, M.Ed., Ph.D.

Paul L. Gill .................................................... English
Indiana University, B.S., M.S.
Urban Studies

Urban 101 - Introduction to Urban Studies
3 credit hours, 3 contact hours
Phenomenon of urbanization. Growth of metropolitan areas; resultant changes in American life styles, values; present state of urban society in interrelation­ship between central city and suburban areas in regional planning.

Urban 141 - Afro-American Arts
3 credit hours, 3 contact hours
Contribution of blacks to art, music, philosophy from 1600 to 1970's.

Urban 214 - Minority Group Politics
3 credit hours, 3 contact hours
Basic political theory, as it relates to urban community power structures. Emphasis on political context within which black communities exist; use and potential of political power in reform movement. (Prerequisite: Plsc 101 or 102)

Urban 271 - Survey of Contemporary African Civilizations
3 credit hours, 3 contact hours
Major societies of the past, with present problems in areas south of the Sahara. Africa’s attempts to overthrow neo-colonialism, problems of consolidation with countries; African unity; other present-day African affairs. (Prerequisite: Hist 151 or Hist 203 or 204)

Welding

Weld 101A - Welding Processes 1A
3 credit hours, 6 contact hours
Fundamentals of oxy-acetylene welding including equipment use, procedures; safety factors; practice skill development in flame control; torch manipulation; heat application; welding rod use; welding symbols. Principles of arc welding, including welding circuit, machine control electrode classification, selection, safety procedures, protective devices applied through arc welding practice and skill development. Introduction to inert gas welding using tungsten inert gas shielded arc process (TIG) machines, accessories and procedures. Fee $40.

Weld 101B - Welding Processes 1B
Continuation of Weld 101A. (Prerequisite: Weld 101A or consent of instructor) Fee $40

Weld 103 - Print Reading
2 credit hours, 3 contact hours
Principles of multi-view drawings, applied to reading welding shop drawings. View relationship, dimensions, notes, specifications, welding symbols inter­preted. Structural drawings, piping drawings, weldments for machine parts used as print reading problems.

Weld 104 - Welding Metallurgy
3 credit hours, 4 contact hours
Structure, classification of metals and their properties; characteristics, uses; related to welding processes, weldability, effects of shielding gases, pre­heating and post-heating, residual stress and electrode metallurgy for both ferrous and non-ferrous metals and alloys. Metallurgical laboratory used for physical testing and microscopic study of grain structure of welds. (Prerequisite: Weld 101A)
History

Hist 101 - History of Modern E. Asian Civilization (17th Century to Present) 3 credit hours, 3 contact hours
Focus on China and Japan, secondarily upon Korea and Viet Nam. Emphasis on contrast between development of westernized, capitalistic Japan versus Communist China. Readings from Confucius to Mao-Tse-Tung.

Hist 109 - Europe to the 19th Century 3 credit hours, 3 contact hours
Classical cultures of Greece and Rome, Medieval Europe, the Renaissance, Reformation and the Age of Kings.

Hist 110 - History of Modern Europe (19th and 20th Centuries) 3 credit hours, 3 contact hours
Emphasis upon people and events with world-wide impact; Bismark and German unification; Karl Marx and Socialism; Lenin, Communism and Russian Revolution; Hitler, Nazism, and WW II; Cold War.

Hist 151 - Afro-American History 3 credit hours, 3 contact hours
History of the Afro-American from 17th Century to present.

Hist 203 - Early American History 3 credit hours, 3 contact hours
Survey of American History—Discovery through Civil War.

Hist 204 - Later American History 3 credit hours, 3 contact hours
Survey of American History—Reconstruction to present.

Humanities

Huma 101 - Communication in Modern Media 3 credit hours, 4 contact hours
A study of the methods of communication unique to the media of film, TV, and contemporary music. An attempt is made to improve the student's appreciation of and critical capacities with commercial films, commercial TV, and modern music by studying the message most often utilized by those media and the techniques to deliver those messages. Fee $10

Huma 120 - Introduction to Music 3 credit hours, 3 contact hours
For non-music major developing an understanding and appreciation of music through recordings, concerts and other media. Fee $12

Huma 201 - General Humanities I 3 credit hours, 3 contact hours
Man's attempts to express his understanding of his nature and the world he lives in through his art, music, literature, and philosophy. Focus centers on man's chronological expression from ancient times through the Renaissance era.

Huma 202 - General Humanities II 3 credit hours, 3 contact hours
Man's attempts to express his understanding of his nature and the world he lives in through his art, music, literature, and philosophy. Focus centers on man's chronological expression from the 18th Century to the contemporary world. No previous knowledge of art or music required. Fee $12

Huma 205 - Music in a Contemporary American Society 3 credit hours, 3 contact hours
A study of contemporary pop music and its background from the early 1900's to today. Course shows the influence of earlier pop music, jazz, blues and rock on today's music through style (jazz, rock, soul, disco); medium (concerts, film, television, recordings); sociological implications (poverty, prejudice, drugs); and through the message conveyed (lyrics, literature, art). Fee $15
<table>
<thead>
<tr>
<th>COURSE</th>
<th>CRSE. CPN</th>
<th>DEPT.</th>
<th>DESCRIPTION</th>
<th>SEMESTER</th>
<th>CLASS</th>
<th>TIMES</th>
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<td>GSP81</td>
<td>FIRE SCIENCE</td>
<td>Natural Science</td>
<td>4</td>
<td>8:00-10:20 am</td>
<td>M W</td>
<td>3225</td>
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<td>GENERAL STUDIES PROGRAM</td>
<td>GSP84</td>
<td>GENERAL STUDIES</td>
<td>English</td>
<td>3</td>
<td>10:00-12:30 pm</td>
<td>T</td>
<td>4105</td>
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<td>GSP95</td>
<td>GENERAL STUDIES</td>
<td>Developmental Reading</td>
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<td>GEOGRAPHY</td>
<td>GEOL101</td>
<td>GEOGRAPHY</td>
<td>Western Hemisphere</td>
<td>3</td>
<td>7:00-9:45 pm</td>
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<td>GEOS102</td>
<td>GEOGRAPHY</td>
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<td>GEOLOGY</td>
<td>Physical Geology</td>
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<td>GEO201</td>
<td>GEOLOGY</td>
<td>*Geology of Illinois</td>
<td>3</td>
<td>8:30-10:00 am</td>
<td>B</td>
<td>010</td>
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<td>GRAPHIC ARTS INTERNSHIP</td>
<td>GRAP208</td>
<td>GRAPHIC ARTS</td>
<td>Graphic Arts Internship</td>
<td>3</td>
<td>TBA (by consent of M. L. Marquardt)</td>
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<td>HILTH101</td>
<td>HEALTH SCIENCE</td>
<td>General Health Science</td>
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<td>HUMANITIES</td>
<td>HUMA120</td>
<td>HUMANITIES</td>
<td>Introduction to Music</td>
<td>3</td>
<td>TBA (Audio Course)</td>
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<td>LWEN101</td>
<td>LAW ENFORCEMENT</td>
<td>Intro to Law Enforcement</td>
<td>3</td>
<td>7:45-9:00 am</td>
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<td>LAW ENFORCEMENT</td>
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<td>MATH5</td>
<td>MATH</td>
<td>Intro. to Algebra</td>
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<td>Intro. to Algebra</td>
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<td>MATH9</td>
<td>MATH</td>
<td>Intermediate Algebra</td>
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<td>8:10-10:25 am</td>
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<td>MUSIC</td>
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<td>MUSIC</td>
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<td>MUSC151</td>
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<td>MUSC160</td>
<td>MUSIC</td>
<td>Private Applied Classical Guitar</td>
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<td>MUSIC</td>
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<td>MUSC191</td>
<td>MUSIC</td>
<td>Opera Workshop</td>
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<td>7:00-9:45 pm</td>
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<td>MUSC199</td>
<td>MUSIC</td>
<td>Chamber Ensemble (Percussion)</td>
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<td>Basic Nurse Aest. Trng.</td>
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<td>12:00-3:50 pm</td>
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<td>HRSG102</td>
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### Typing

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<th>Location</th>
<th>Fee</th>
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<tbody>
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*AVT - Audio-Visual Tutorial

### Accounting

**Accounting I**
- **Course Code:** ACCT 101
- **Title:** Principles of Accounting
- **Credit Hours:** 3
- **Contact Hours:** 3
- **Days:** MTWA
- **Time:** 7:45-9:25 am
- **Fee:** $3177

The fundamentals of accounting for a single proprietorship are developed. Emphasis is on the accounting cycle, analysis and recording of transactions, and on the meaning, preparation, and interpretation of financial statements, the voucher system, payroll procedures, and the use of data processing in accounting.

**Accounting II**
- **Course Code:** ACCT 102
- **Title:** Principles of Accounting II
- **Credit Hours:** 3
- **Contact Hours:** 3

This course covers the principles of accounting as they apply to partnerships, corporations and manufacturing enterprises. Branch and departmental accounting, the analysis of investments, job order and process cost, and the funds statements are studied. (Prerequisite: ACCT 101 or ACCT 101B).

### Art

**Art 101: Drawing**
- **Course Code:** ART 101
- **Title:** Drawing
- **Credit Hours:** 2
- **Contact Hours:** 6
- **Fee:** $10

An introduction to drawing with emphasis on representation, perceptual growth, and individual expression. Control in line, value, and spatial illusion is developed through the use of a variety of art media and tools.

**Art 102: Ceramics**
- **Course Code:** ART 102
- **Title:** Ceramics
- **Credit Hours:** 3
- **Contact Hours:** 6

Introduction to ceramic clay-forming techniques with emphasis placed on wheel throwing and hand building combined with procedures on glazing, surface decoration, and clay and glaze theory. Fee $20.

**Art 110: Two-Dimensional Design**
- **Course Code:** ART 110
- **Title:** Two-Dimensional Design
- **Credit Hours:** 3
- **Contact Hours:** 6

A comprehensive study of the design art elements and the principles of composition is offered in this exploration of design. Emphasis is on inventiveness. Fee $10.

**Art 120: Textiles and Fibers**
- **Course Code:** ART 120
- **Title:** Textiles and Fibers
- **Credit Hours:** 3
- **Contact Hours:** 6

A chronological survey of Western European art beginning with the Baroque period and continuing through World War II. This historical study will include such significant artistic movements as Neoclassicism, Romanticism, Realism, Naturalism, Impressionism, Post-Impressionism, Expressionism, Symbolism, Cubism, Dada, Surrealism and Abstraction. (Prerequisite: Fee $5.

**Art 120: History of Art I**
- **Course Code:** ART 120
- **Title:** History of Art I
- **Credit Hours:** 3
- **Contact Hours:** 6

A chronological survey of Western European art beginning with the Baroque period and continuing through World War II. This historical study includes such significant artistic movements as Neoclassicism, Romanticism, Realism, Naturalism, Impressionism, Post-Impressionism, Expressionism, Symbolism, Cubism, Dada, Surrealism and Abstraction. (Prerequisite: Fee $5.

**Art 120: History of Art II**
- **Course Code:** ART 120
- **Title:** History of Art II
- **Credit Hours:** 3
- **Contact Hours:** 6

Continuation of Art 120, emphasizing a more in-depth exploration of the techniques of wheel throwing and hand building combined with procedures on glazing, surface decoration, and clay and glaze theory. (Prerequisite: Fee $20.

**Art 120: Ceramics I**
- **Course Code:** ART 120
- **Title:** Ceramics I
- **Credit Hours:** 3
- **Contact Hours:** 6

Continuation of Ceramics 109, emphasizing a more in-depth exploration of the techniques of wheel throwing and hand building combined with procedures on glazing, surface decoration, and clay and glaze theory. (Prerequisite: Fee $20.

**Art 120: Textiles and Fibers I**
- **Course Code:** ART 120
- **Title:** Textiles and Fibers I
- **Credit Hours:** 3
- **Contact Hours:** 6

Continuation of Art 120, Study of fundamental weaves and experimentation and construction of hand-woven textiles. (Prerequisite: Fee $20.

### Urban Studies

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<th>Course Code</th>
<th>Title</th>
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### Welding

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12

13
GEOLOGY

GeoL 101 - Physical Geology
4 credit hours, 5 contact hours
An introduction to the dynamic processes of the earth for the non-science as well as science major. Emphasis is placed on integrating earth science concepts with the excitement of modern geology. A multi-media presentation. Fee $8.

GeoL 201 - Geology of Illinois
3 credit hours, 5 contact hours
General survey of the geology of Illinois with an emphasis on the Pleistocene and resulting topographic features. Appropriate field trips. (Prerequisite: Geology 101) Fee $8.

GRAPHIC ARTS

Graph 201 - Graphic Arts Internship I
3 credit hours, 15 contact hours
An on-campus supervised work experience restricted to the typesetting, layout, camera work, plate making and printing of major school publications.

HEALTH SCIENCE

Hltl 101 - Health Science (For General Student Body)
2 credit hours, 2 contact hours
The course deals with the basic factors which influence the health of the individual. Includes: physical and mental outlook on life, intelligent use of foods, living with others, sexual adjustment, disease prevention, choosing health services, and protecting our environment. Fulfills state teacher certification requirement.

HISTORY

Hist 151 - Afro American History
3 credit hours, 3 contact hours
History of the Afro-American from 17th Century to present.
Hist 201 - Early American History
Survey of American History—Discovery through Civil War, 3 credit hours, 3 contact hours
Hist 202 - Later American History
Survey of American History—Reconstruction to present. 3 credit hours, 3 contact hours

HUMANITIES

Huma 120 - Introduction to Music
3 credit hours, 3 contact hours
For non-music major developing an understanding and appreciation of music through recordings, concerts and other media. Fee $12.

LAW ENFORCEMENT

Lwen 101 - Introduction to Law Enforcement
3 credit hours, 3 contact hours
Administration of Justice in the U.S. with a general overview of the total systems functional areas of the Criminal Justice System; role of police, courts and corrections; nature of law; interpretation of various components that form the system.

Lwen 102 - Police Administration
3 credit hours, 3 contact hours
The identification of constitutional and statutory mandates of a police department and their implementation into operational objectives. The construction of an organizational apparatus necessary to accomplish police justice goals. The development of a pattern of dynamic practices to ensure an administrative state of maximum output in terms of quality and quantity per unit of taxpayers' financial investment. (Lwen 101 may be taken concurrently).

Lwen 105 - Criminal Law
3 credit hours, 3 contact hours
State, Federal, and local laws, current-day interpretations and application. This is not to be construed as a basic or theory course in Criminal Law; rather it is designed for both Law Enforcement personnel and for students aspiring to a career in Law Enforcement or to greater knowledge of criminal law.

Lwen 211 - Law Enforcement Field Work
3 credit hours, contact hours arranged
Field work assignment with a law enforcement agency within the College community area. Ten hours per week at the agency plus one hour per week in seminar session at the College.

Lwen 212 - Constitutional Law
3 credit hours, 3 contact hours
Constitutional provisions and principles with emphasis upon the first, fourth, fifth, sixth, eighth, and fourteenth amendments as they apply to the Criminal Justice System.

MATHEMATICS

Math 94 - General Mathematics
3 credit hours, 3 contact hours
Arithmetic concepts and skills supply needs of students with little or no math training or background. Basics from integers through real numbers. This course or equivalent is prerequisite to Math 95.

Math 95 - Introduction to Algebra
3 credit hours, 3 contact hours
Fundamental concepts of beginning algebra. Acquires student in one semester with material usually given first year of high school algebraic preparation for plane geometry, intermediate algebra. (Prerequisite: high school general math or Math 94).

Math 96 - Modern Elementary Geometry
3 credit hours, 3 contact hours
Plane Euclidean axioms, theorems; degree, radian measure; introduction to basic trigonometry; graphs, distance, slope formulas, conic sections. (Prerequisite: high school algebra or Math 95).

Math 100 - Intermediate Algebra
3 credit hours, 3 contact hours
Intermediate course between a one year course in high school algebra or Math 95 and college algebra. (Prerequisite: high school algebra or Math 95).

Math 101 - College Algebra
3 credit hours, 3 contact hours
Factoring, fractions, exponents, inequalities, functions and their graphs, logarithms, induction, binomial theorem, quadratic equations, complex numbers, probability, series, determinants; elementary theory of equations. (Prerequisite: 2 units high school algebra, satisfactory grade on pre-test, or Math 95, 96, 103).

Math 102 - Plane Trigonometry
3 credit hours, 3 contact hours
Geometrical, analytic development of trigonometric functions and use in problem solving. Tables, identities, functional applications stressed. (Prerequisite: college algebra or concurrent enrollment in college algebra).
RADIOLOGIC TECHNOLOGY
Radi 130 - Introduction to Clinical Education
1 credit hour, 40 contact hours
A four-week orientation to the hospital. (A total of 160 hours). A seminar is included. Assignment by program coordinator. Fee $8; Insurance $12.50. Pass-Fail Grading.

Radi 223 - Clinical Education
4 credit hours, 36 contact hours

SPEECH
Spch 108 - Oral Communication
3 credit hours, 3 contact hours
Basic principles of speech delivery, speech composition. Emphasis on attention devices, audience analysis, topic selection, speech organization, interpersonal and small group communication.

READING
Read 81 - Reading I
2 credit hours, 3 contact hours
Reading skills needed for college. Vocabulary, study skills, listening, reading comprehension, outlining, knowledge of how to read for a purpose. Fees: $9.

Read 81 - Reading II
2 credit hours, 3 contact hours
Extension of reading 81. Critical, analytical, inferential reading. Specialized reading techniques in poetry, business, technical, journal reports, research. Greater facility through speed is particularly emphasized.

SOCIOLOGY
Soc 101 - Introduction to Sociology
3 credit hours, 3 contact hours
Basic concepts about human relationships, interrelations of society, culture, individuals; major social institutions, factors, processes in social-cultural change.

Soc 102 - Social Problems
3 credit hours, 3 contact hours
Conditions and processes influencing social disorganization. Selected problems of society are considered. (Prerequisite: Soc 101).

Soc 206 - Juvenile Delinquency
3 credit hours, 3 contact hours
Social, psychological factors in delinquent behavior; causation, prevention, rehabilitation, role of community agencies; juvenile court. (Prerequisite: Soc 101).

SPECIAL EDUCATION
Sped 211 - Special Education Internship I
3 credit hours, contact hours arranged
One hundred forty-four hours of supervised work experience in a local special education facility. Students with prior special education work experience in a local special education facility plus sixteen hours of seminar work coordinated with students in other internship settings. The problems, skills, and current trends of special education facilities are explored. (Prerequisite: Approval of program coordinator)

Sped 212 - Special Education Internship II
3 credit hours, contact hours arranged
One hundred forty-four hours of supervised work experience in a local special education facility plus sixteen hours of seminar work coordinated with students in other internship settings. The problems, skills, and current trends of special education facilities are explored. (Prerequisite: Sped 211 and consent of program coordinator)

TEACHER AIDE
Tch 211 - Teacher Aide Internship I
3 credit hours, contact hours arranged
One hundred forty-four hours of supervised teacher aide work experience in a local school. Sixteen hours of seminar work coordinated with students in other internship settings. Problems, skills of teacher aide explored. (Prerequisites: approval of program coordinator). This course satisfies I.C.E. requirement for pre-student teaching clinical experience for elementary and secondary education majors.

Tch 212 - Teacher Aide Internship II
3 credit hours, contact hours arranged
One hundred forty-four hours of supervised teacher aide work experience in a local school. Sixteen hours of seminar work coordinated with students in other internship settings. Problems, skills of teacher aide explored. (Prerequisite: Tch 211 and approval of program coordinator).

TYPEWRITING
Typg 101 - Beginning Typewriting
3 credit hours, 4-6 contact hours
Media-assisted, Individualized instruction is used to acquire personal use and/or general vocational skill in using electric typewriter keyboard and operative parts with speed and accuracy to prepare memos, cards, letters, outlines, and manuscripts. Students with prior typewriting instruction may earn credit by passing a proficiency test-ACE. Fee $10.

Typg 102 - Intermediate Typewriting
3 credit hours, 4-6 contact hours
Media-assisted, Individualized instruction is used to acquire general vocational skill in using electric typewriter with increasing speed and accuracy to prepare letters, billing forms, tables, manuscripts and employment application forms. Students with prior typewriting instruction may earn credit by passing a proficiency test-ACE. (Prerequisite: Typg 101, one year of prior instruction or consent of instructor). Fee $10.

Typg 201 - Advanced Typewriting
3 credit hours, 4-6 contact hours
Media-assisted, Individualized instruction is used to acquire specialized vocational skill in using electric typewriter with increasing speed and accuracy to prepare letters, forms, tables, statements, and reports used in governmental, medical, technical, legal, and financial work. (Prerequisite: Typg 102 with a "C" grade or better, two years of prior instruction, or consent of instructor). Fee $10.

URBAN STUDIES
Urbn 141 - Afro-American Art
3 credit hours, 3 contact hours
Contribution of blacks to art, music, philosophy from 1800 to 1970's.
Spring 1983

College-Credit and Special Interest Classes
at your community college
and its community education centers

Thornton Community College
15800 S. State St., South Holland, Illinois 60473 • 596-2000
HEALTH SCIENCE

HLTH 101 - HEALTH SCIENCE (FOR GENERAL STUDENT BODY) 2 credit hours, 2 contact hours
The course deals with the basic factors which influence the health of the individual. Includes: physical and mental outlook on life, intelligent use of foods, living with others, sexual adjustment, disease prevention, choosing health services, and protecting our environment. Fullfill state teacher certification requirement.

HLTH 101 01 2 9:00 AM - 9:50 AM MW MA 3102 Clauson K $40
HLTH 101 02 2 10:00 AM - 10:50 AM MW MA 3102 Clauson K $40
HLTH 101 03 2 8:00 AM - 8:50 AM TR MA 3105 Clauson K $40
HLTH 101 04 2 9:00 AM - 9:50 AM TR MA 3105 Clauson K $40
HLTH 101 05 2 7:00 PM - 7:50 PM W MA 3102 Clauson K $40

HISTORY

HIST 101 - HISTORY OF MODERN E. ASIAN CIVILIZATION (17TH CENTURY TO PRESENT) 3 credit hours, 3 contact hours
Focus on China and Japan, secondarily upon Korea and Viet Nam. Emphasis on contrast between development of westernized, capitalist Japan versus Communist China. Readings from Confucius to Mao-Tse-Tung.

HIST 101 01 3 10:00 AM - 10:50 AM MWF MA 3225 Ucereau L $60

HIST 109 - EUROPE TO THE 19TH CENTURY 3 credit hours, 3 contact hours

HIST 109 01 3 10:00 AM - 10:50 AM MWF MA 3197 Wolf W $60

HIST 110 - HISTORY OF MODERN EUROPE (19TH AND 20TH CENTURY) 3 credit hours, 3 contact hours
Emphasis upon people and events with world-wide impact. Bismark and German unification; Karl Marx and Socialism; Lenin; Communism and Russian Revolution; Hitler, Nazism and WW II; Cold War.

HIST 110 01 3 9:00 AM - 9:50 AM MWF MA 3225 Chapman D $60
HIST 110 02 3 7:00 PM - 7:50 PM T MA 3225 Ucereau L $60

HIST 151 - AFRO-AMERICAN HISTORY 3 credit hours, 3 contact hours
History of the Afro-American from 17th Century to present.

HIST 151 01 3 11:00 AM - 11:50 AM MWF MA 3225 Johnson D $60
HIST 151 02 3 7:00 PM - 7:50 PM T MA 3104 Johnson D $60

HIST 202 - EARLY AMERICAN HISTORY 3 credit hours, 3 contact hours
Survey of American History — Discovery through Civil War.

HIST 202 03 3 8:00 AM - 9:15 AM TR MA 3225 Chapman D $60
HIST 202 03 3 11:00 AM - 12:15 PM MWF MA 3225 Chapman D $60
HIST 202 03 3 7:00 PM - 8:15 PM R MA 3225 Bartlett D $60

HIST 203 - LATER AMERICAN HISTORY 3 credit hours, 3 contact hours
Survey of American History — Reconstruction to present.

HIST 203 01 3 8:00 AM - 9:50 AM MWF MA 3225 Chapman D $60
HIST 203 02 3 8:30 AM - 10:30 AM TR MA 3205 Bartlett D $60
HIST 203 04 3 7:00 PM - 7:50 PM T MA 3225 Chapman D $60

PRIORITIES OF REGISTRATION:

HUMA 101 - COMMUNICATION IN MODERN MEDIA 3 credit hours, 4 contact hours
A study of the methods of communication unique to the media of film, TV, and contemporary music. An attempt is made to improve the student's appreciation of and critical capacities with mass media messages, especially music by studying the message most often utilized by those media and the techniques to deliver those messages. Fee $10.

HUMA 101 01 3 9:00 AM - 10:50 AM TR MA PAC Liedbetter C $10 $60
HUMA 120 - INTRODUCTION TO MUSIC 3 credit hours, 3 contact hours
For non-music major developing an understanding and appreciation of music through recordings, concerts and other media. Fee $12.

HUMA 120 01 3 11:00 AM - 12:15 PM MWF MA 1114 Clarin D $12 $60
HUMA 120 02 3 1:00 PM - 2:00 PM TR MA LHB Clarin D $12 $60

HUMANITIES

HUMA 201 - GENERAL HUMANITIES I 3 credit hours, 3 contact hours
Man's attempts to express his understanding of his nature and the world he lives in through music, art, literature and philosophy. Focus centers on man's chronological expression from ancient times through the Renaissance era.

HUMA 201 01 3 9:00 AM - 9:50 AM MWF MA LHB Clarin D $60
HUMA 201 02 3 10:00 AM - 10:50 AM MWF MA LHB Clarin D $60
HUMA 201 03 3 7:00 PM - 7:45 PM T MA LHB Clarin D $60

HUMA 202 - GENERAL HUMANITIES II 3 credit hours, 3 contact hours
Man's attempts to express his understanding of his nature and the world he lives in through art, music, literature and philosophy. Focus centers on man's chronological expression from the 18th Century to the contemporary world. No previous knowledge of art or music required. Fee $12.

HUMA 202 01 3 8:00 AM - 8:50 AM MWF MA 3225 Liedbetter C $12 $60

HUMA 205 - MUSIC IN A CONTEMPORARY AMERICAN SOCIETY 3 credit hours, 3 contact hours
A study of contemporary pop music and its background from the early 1960's to today. Course shows the influence of earlier pop music, jazz, blues and rock on today's music through style (blues, soul, disco), medium (concerts, films, television, recordings); sociological implications (poverty, prejudice, drugs); and through the message conveyed (lyrics, literature, art). Fee $15.

HUMA 205 01 3 11:00 AM - 12:15 PM TR MA LHB Kramer D $15 $60
HUMA 205 02 3 1:00 PM - 7:45 PM MWF MA 3225 Liedbetter C $15 $60

INDUSTRIAL SECURITY

IS 170 - INTRODUCTION TO PRIVATE SECURITY 3 credit hours, 3 contact hours
The survey of private police/industrial security field. Historical; philosophical and legal basis for security. Role of security, its extent, policy and nature in modern society. Examination of roles, responsibilities, and program current and historical development. Sec $3.

IS 170 01 1 7:00 AM - 9:45 AM M MA 3107 Staff $50

IS 171 - INDUSTRIAL SECURITY ADMINISTRATION 3 credit hours, 3 contact hours
Introduction to Industrial Security Administration. Historical, philosophical and legal framework for work security operations. Specific security processes and programs currently and historically used. Protection of governmental and proprietary systems and installations. Programs for factories, railroads, retail stores. Security education and training. Environmental, political, financial, and legal ramifications of security.

IS 171 01 3 7:00 AM - 9:45 AM R MA 3225 Breul J $50

IS 172 - SECURITY SYSTEMS 3 credit hours, 3 contact hours
Role of security and security industry in criminal justice. Administrative, personnel and physical aspects of the security field. Less prevention management in governmental and institutional. Variations in physical security systems.

IS 173 01 1 7:00 AM - 9:45 AM T MA 3209 Breul J $50

IS 203 - CURRENT PROBLEMS IN SECURITY 3 credit hours, 3 contact hours
Special course, focusing on current issues in industrial security; private policing; hospital security; law, security investigation; systems and administration.

IS 203 01 3 7:00 PM - 9:45 PM W MA 3229 Staff $50
WELD 101B - WELDING PROCESSES 1B
3 credit hours, 6 contact hours
Continuation of Weld 101A. (Prerequisite: Weld 101A or consent of instructor). Fee $45.

WELD 101B 01 3 8:00 AM - 12:55 PM M MA L102 Schreoder R $45 $60
WELD 101B 02 3 9:00 AM - 11:45 AM MW MA L102 Penny C $45 60

WELD 103 - PRINT READING
2 credit hours, 3 contact hours
Principles of multi-view drawings, applied to reading, welding shop drawings. View relationship, dimensions, notes, specifications, welding symbols interpreted. Structural drawings, piping drawings, weldments for machine parts used as print reading problems.

WELD 103 01 2 7:00 PM - 9:45 PM M MA L109 Schreoder $40

WELD 104 - WELDING METALLURGY
3 credit hours, 4 contact hours
Structure, classification of metals and their properties; characteristics, uses, related to welding processes, weldability, effects of shielding gases, pre-heating and post-heating, residual stress and electrode metallurgy for both ferrous and non-ferrous metals and alloys.
Metallurgical laboratory used for physical testing and microscopic study of grain structure of welds. (Prerequisite: Weld 101A).

WELD 104 01 1 7:00 PM - 9:45 PM W MA L105 Ryczky T $80

WELD 202 - LAYOUT PRACTICE
3 credit hours, 5 contact hours
Bench layout by geometric construction, structural layout, piping templates, and sheet metal layout. Fee $45.

WELD 202 01 3 7:00 PM - 9:45 PM M MA L109 Sykes J $45 $60

WELD 203 - SCIENCE AND MATHEMATICS II
3 credit hours, 3 contact hours
Continuation of Weld 105. Comparative chemistry of inert gases for shielding; chemistry of non-ferrous alloys; electrical principles applied to generators, transformers, rectifiers as applied to welding machines, control systems, electrical diagrams, formulas. Mathematics includes applied right triangle trigonometry, logarithmic and trigonometric functions, slopes and rises, handbooks and tables for structural, piping calculations. (Prerequisite: Weld 105 or equivalents).

WELD 203 01 3 8:00 AM - 9:20 AM TR MA L102 Penny C $60

WELD 204 - WELDING INSPECTION
3 credit hours, 3 contact hours
A beginning course in welding inspection designed to give the advanced welder inspector or supervisor an overview of the ways and means to determine welding quality. Fee $5.

WELD 204 01 3 7:00 PM - 9:45 PM T MA L104 Thomas L $5 $60

CLASSES AT LOCAL HIGH SCHOOLS

HILLCREST
ACCT 101 12 3 7:00 PM - 9:45 PM M HC 317 Gallagher J $60

BREMEN
ACCT 102 11 3 7:00 PM - 9:45 PM R BR 211 Kelly R $60

OAK FOREST
ENG 102 25 3 7:00 PM - 9:45 PM W OF 104 Staff $60

TINLEY PARK
ENG 102 27 3 7:00 PM - 9:45 PM R TP 110 Moody J $60

THORNTON TOWNSHIP
MACH 100A 01 3 7:00 PM - 9:45 PM TR TT 107 Lemmon R $18 $60
MACH 100B 01 3 7:00 PM - 9:45 PM TR TT 107 Lemmon R $18 $60
MACH 100B 02 3 7:00 PM - 9:45 PM TR TT 107 Lemmon R $18 $60

*Thornton Fractional Vocational Center, 135-167th Street, Calumet City, Il.
REFUNDS

REFUNDS OF INSTRUCTIONAL AND SPECIAL COURSE FEES NOT IDENTIFIED AS NON-REFUNDABLE ARE AUTHORIZED WHEN THE CHANGE OF REGISTRATION FORM IS PROPERLY COMPLETED AND RECEIVED BY THE COLLEGE ADMISSIONS OFFICE. SEE CATALOG FOR SPECIFIC DETAILS.

August 31 - Last day for 100% refund
September 10 - Last day for 50% refund
<table>
<thead>
<tr>
<th>Course Title</th>
<th>CRN</th>
<th>Description</th>
<th>Credits</th>
<th>Type</th>
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<tr>
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<td>3220</td>
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<td>2.00</td>
<td>8:00 AM - 8:50 AM</td>
<td>TR MA 3220 CLAUSON K .00</td>
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<tr>
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<td>3218</td>
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| HISTORY | 3225 | MODERN EUROPE | 3.00 | 9:00 AM - 9:50 AM | TR MA 3225 CLAUSON K .00 |
| HISTORY | 3226 | MODERN EUROPE | 3.00 | 10:00 AM - 10:50 AM | TR MA 3226 CLAUSON K .00 |
| HISTORY | 3227 | MODERN EUROPE | 3.00 | 11:00 AM - 11:50 AM | TR MA 3227 CHAPMAN D .00 |

| AMERICAN HISTORY | 3228 | EARLY AMERICAN HISTORY | 3.00 | 8:00 AM - 9:50 AM | TR MA 3228 CHAPMAN D .00 |
| AMERICAN HISTORY | 3229 | EARLY AMERICAN HISTORY | 3.00 | 9:00 AM - 10:50 AM | TR MA 3229 CHAPMAN D .00 |
| AMERICAN HISTORY | 3230 | EARLY AMERICAN HISTORY | 3.00 | 10:00 AM - 11:50 AM | TR MA 3230 CHAPMAN D .00 |
| AMERICAN HISTORY | 3231 | EARLY AMERICAN HISTORY | 3.00 | 11:00 AM - 12:50 PM | TR MA 3231 CHAPMAN D .00 |

| HUMA 104 | 3208 | CAMPUS COMMUNICATIONS | 3.00 | 9:00 AM - 10:50 AM | TR MA 3208 CLAUSON K .00 |
| HUMA 105 | 3209 | CAMPUS COMMUNICATIONS | 3.00 | 10:00 AM - 11:50 AM | TR MA 3209 CLAUSON K .00 |
| HUMA 106 | 3210 | CAMPUS COMMUNICATIONS | 3.00 | 11:00 AM - 12:50 PM | TR MA 3210 CHAPMAN D .00 |

| HUMANITIES | 3211 | GENERAL HUMANITIES | 3.00 | 9:00 AM - 10:50 AM | TR MA 3211 CLAUSON K .00 |
| HUMANITIES | 3212 | GENERAL HUMANITIES | 3.00 | 10:00 AM - 11:50 AM | TR MA 3212 CLAUSON K .00 |
| HUMANITIES | 3213 | GENERAL HUMANITIES | 3.00 | 11:00 AM - 12:50 PM | TR MA 3213 CLAUSON K .00 |

| MUSIC | 3214 | MUSIC/DIMENSIONAL AN | 3.00 | 11:00 AM - 12:50 PM | TR MA 3214 CLAUSON K .00 |
| MUSIC | 3215 | MUSIC/DIMENSIONAL AN | 3.00 | 12:00 PM - 1:50 PM | TR MA 3215 CLAUSON K .00 |

| JOURNALISM | 3216 | JOURNALISM | 4.00 | 8:00 AM - 9:50 AM | TR MA 3216 CLAUSON K .00 |
| JOURNALISM | 3217 | JOURNALISM | 4.00 | 9:00 AM - 10:50 AM | TR MA 3217 CLAUSON K .00 |
| JOURNALISM | 3218 | JOURNALISM | 4.00 | 10:00 AM - 11:50 AM | TR MA 3218 CLAUSON K .00 |
| JOURNALISM | 3219 | JOURNALISM | 4.00 | 11:00 AM - 12:50 PM | TR MA 3219 CLAUSON K .00 |

* For location of class see: Credit Courses at High Schools & Off Campus, pp. 8-11
| COURSE | TITLE | SECTION | Credits | Time | Days | INSTRUCTOR | LAB | P Lot | ROOM | METHOD | LAB | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUCTOR | LAB | PAYLOAD | METHOD | PAYLOAD | INSTRUC
Silmarillion Club — Open to all Students
The Silmarillion is an informal body of students who meet at least twice every month to examine contemporary and historical problems which are considered to be relevant to today’s society. These meetings feature a speaker of educational interest to those concerned.

Student Education Association — Open to all education Students
The Student Education Association is the professional association for college students preparing to teach. It is affiliated with the Student Illinois Education Association.

The purpose of the SEA is to develop leadership training by student participation in existing professional programs and in pioneering new programs; to encourage all teacher education institutions to seek proper accreditation; to continue to improve relationships between SEA and the members of teaching profession; to encourage the formation and support of FTA programs in secondary schools; to strive to abide by and respect the Student NEA Code of Ethics; to develop close working relationship between the SEA and other student organizations; to develop an awareness of problems; and to approach their solutions with wisdom and discretion.

Meetings are held every two weeks at a time decided by the members.

Student Government
The Student Government has the responsibility of expressing the needs of the student body, presenting a student consensus on college decisions to the administration and faculty, and of distributing the student government fee to various college activities.

The Student Government is a representative student organization which strives to present an opportunity for the individual student to become active in college decisions.

A new constitution for the Student Government will be submitted by the Student Constitutional Convention this fall. Upon ratification of this constitution, personnel will be elected to fill student government positions.

Uhuru — Open to all Students
Uhuru was instituted to help Black students understand the black experience here in America and on campus. Its purpose is to foster in the Black student a sense of group identity in his heritage.

ATHLETICS

Interscholastic Athlete

Fall  
Winte
Football  Basketball
Golf  Wrestling
Cross Country  Indoor

The Thornton Community is believed to be a men who take part but a body. It is also believed the developing process of a well as mental, well-being of the flourished in sports will teach and the going is difficult and the occasion permits. It is to provide game common number of young men.
ACADEMIC CALENDAR 1972-73

FALL TERM

August 16-22, 1972
August 21-23, 1972
August 24, 1972
September 4, 1972
October 23, 1972
November 23-24, 1972
December 18, 1972

WINTER SESSION
January 2-19, 1973

SPRING TERM

January 17-23, 1973
January 22-24, 1973
January 25, 1973
February 5, 1973
April 20-27, 1973
May 23, 1973
May 25, 1973

SUMMER SESSION
June 11, 1973-August 3, 1973

Registration
Faculty Seminar and Preparation
Classes Begin
Labor Day-Holiday
Veterans' Day-Holiday
Thanksgiving Holiday
Fall Term Ends

Registration
Faculty Seminar and Preparation
Classes Begin
Lincoln's Birthday-Holiday
Spring Recess
Spring Term Ends
Commencement

APPROVED BY BOARD ACTION
MAY 13, 1971
ACADEMIC CALENDAR 1971-72

FALL TERM
Registration
Faculty Seminar and Preparation
Classes Begin
Veterans' Day-Holiday
Constitution Test
Thanksgiving Holiday
Christmas Holiday
Fall Term Ends

SPRING TERM
Registration
Faculty Seminar and Preparation
Classes Begin
Lincoln’s Birthday-Holiday
Constitution Test
Spring Vacation
Memorial Day-Holiday
Spring Term Ends
Commencement

SUMMER SESSION
Registration
Classes Begin
Summer Session Ends

APPROVED BY BOARD ACTION
MAY 13, 1971
curriculums and programs for special educational purposes are granted.

The college is dedicated to providing opportunities for everyone in offering:

- Baccalaureate Degrees which enable students to better understand the increasingly complex social, cultural, and environmental situations
- Technical preparation
- Personal enrichment and intellectual growth

TCC is a fully accredited member of the North Central Association of Colleges and Secondary Schools and is recognized by the Illinois Junior College Board. It also holds membership in the following organizations:

- American Association of Junior Colleges
- Council of North Central Junior Colleges
- Illinois Association of Community and Junior Colleges
- National Commission on Accrediting
- Council of Member Agencies
- American Council on Education
- Council of Member Agencies National League of Nursing
- American Technical Education Association
Thornton Community College, formerly Thornton Junior College, has a history covering more than forty years. In September 1927, thirty men and seventeen women entered its doors. In June 1929, fifteen men and women had the honor of being in Thornton’s first graduating class.

Throughout the years the majority of Thornton Community College students have come from Thornton Township and the surrounding areas. In 1966, Thornton Community College became a Class I Junior College under the Illinois Master Plan and was designated Junior College District No. 510. By annexation in the spring of 1967, Bremen Township and Thornton Fractional Township became a part of Junior College District No. 510.

To meet the needs of an ever-increasing enrollment, close to 9,000 day and evening students registered in the fall of 1970, a new 103 acre campus is being constructed in South Holland. As the first step to occupying the South Holland facilities, interim buildings opened for the Fall, 1971 term.

Thornton Community College, a comprehensive two-year college, operates under the State of Illinois Junior College Act and the guidelines established by the Illinois Junior College Board. It offers the first two years of four year curriculums, one and two year career curriculums and programs designed to serve special educational purposes. Associate Degrees are granted.

Thornton Community College is dedicated to providing educational opportunities for everyone in its community by offering:

**Academic Education**
Transfer courses leading to Baccalaureate Degrees.

**General Education**
Flexible programs which enable students to better understand our increasingly complex social, cultural and economic environment.

**Career Education**
Curriculums designed to provide technical preparation for employment.

**Adult Continuing Education**
Courses for individual personal enrichment and career advancement.

TCC is a fully accredited School and is recognized by accrediting organizations;
The Office of Student Activities coordinates student activities, advises and approves new organizations, social events, budgets, maintains a calendar of events and reserves all non-academic facilities.

Current and Chartered Student Clubs, Organizations and Associations

Students are urged to join those active chartered clubs, organizations, and associations currently functioning on our campus. If your area of interest is not found in existing clubs, organizations and associations feel free to petition for the formation of new units. Staff members in the Office of Student Activities are happy and eager to serve you. Current units to choose from are:

- Biology Club
- Chemistry Club
- Cheerleading
- Chess Club
- Christian Fellowship Club
- Christian Science Club
- Coffee House Club
- Drama Society
- Foreign Students Club
- Inter Fraternity Council (4 units)
- Inter Sorority Council (4 units)
- Jazz Band (Motives)
- New Society
- Newman Club
- Phi Theta Kappa
- S.P.E.E.D.
- Speech and Debate Society
- Student Education Association
- Student (Government) Association
- Transcendental Meditation Society
- UHURU
- Veterans Club

Eligibility for Offices in Student Organizations

1. A First-Semester freshman must be in the upper one-half of his high school graduating class with a C average in his senior year.

2. A college student not in his first semester in college must have:
   a. At least 15 semester hours of credit in the preceding semester with a 2.0 average or, if taking a lighter load of 12, 13, or 14 hours, a 2.25 average. If enrolled in less than 12 hours, the student is ineligible.
   b. A first semester transfer student must have a 2.0 average in all college courses.

3. In the event an elected officer is placed on probation during the semester prior to incumbency, or in any semester during incumbency, he must resign.
CAMPUS SECURITY

The Campus Security Office, service oriented, is responsible for traffic control, patrol of parking lots, building security, and other assistance as required.

Officers of the Campus Security Department are conservators of the peace and as such have all powers possessed by policemen in cities and sheriffs in counties. Included are the powers to make arrests on view or on warrants of violations of state statutes and city or county ordinances in the county in which the community college is located.

Cadet Program

The Cadet program is the first in generating both male and female candidates. Their major responsibility is to develop rapport between the Security Department and students. Not involved in police functionings, Security Cadets have numerous clerical and administrative duties; relieving watchmen, checking parking lots, and initiating programs (such as Drug abuse), etc. There is an anticipation of enlarging this program on an internship basis for those interested in law enforcement. The Security Department is an authorized agency under Chapter 122 of the Illinois State Statute, and operates under the same procedures as a municipal department.

For further information, please contact the Campus Security Office, Building 15, Interim campus.

STUDENT ACTIVITIES

The Director of Student Activities does not dictate activities to the students he serves, but, invites the student body, as adults, to participate in adult activities that include: community service involvement, intramural sports, athletics, student government, social clubs, membership on advisory councils to various administrative officers of the college, publications work, art and cultural expositions, drama units, human relations workshops, drug and alcohol seminars, student recruitment and other items that you as members of the college community will help to develop.
MESSAGE FROM THE VICE PRESIDENT OF STUDENT AFFAIRS

Dear Student:

Welcome to Thornton Community College. The administration, faculty, staff, and fellow students wish you a profitable and enjoyable experience at the college.

As a student you should become acquainted with the many and varied services and facilities that the college offers. Through the use of these services and facilities you will be able to make an easy and relatively pleasant adjustment to life in the college community. To assist you in becoming aware of the services this handbook has been especially prepared.

The formal instruction received in the classroom, laboratories, and workshops is only one dimension of a college education. In addition, there will be many opportunities to become involved in activities that will enhance your personal growth and development.

You are strongly urged to fully participate in the activities at the college such as the Student Government Association, Men's Club, Coed Club, UHURU, New Society, Intramural Sports, and student publications.

You are also urged to take full advantage of the comprehensive counseling program which includes: educational, vocational, and personal counseling, financial assistance and placement.

Please keep in mind that the only purpose for our existence here is to be of assistance to you in clarifying and achieving your educational, vocational and personal goals. I sincerely hope that I will have the pleasure of meeting and getting to know each of you personally. The Office of Student Affairs awaits the opportunity to be of service to you. Good luck and much success to you.

Sincerely,

LaVell Wilson
Vice President of Student Affairs
President's Message:

Abraham Lincoln said: "I like to see a man proud of the place in which he lives. I like to see a man live so that his place will be proud of him." It is our hope that you will be proud of Thornton Community College as you "live" here and that your own deportment will cause the college community to be proud to count you as one of its number.

Thornton Community College can point to many accomplishments during its existence. These accomplishments are a credit to the students who have already "lived" here. Now is the time for you to make your own contributions.

As a Thornton Community College student, you are the focal point of the efforts of many people dedicated to the ideal that the pursuit of knowledge ultimately enriches the quality of human existence. The pursuit of this ideal and the attainment of personal goals is a cooperative effort and one to which your college is devoted.

To the new students, welcome. To returning students, welcome back.

Sincerely,

Nathan A. Ivey
President
THORNTON COMMUNITY COLLEGE 1973-74

Board of Trustees

1. Mr. George M. Marovich, Chairman

2. Mr. Robert Anderson, Vice Chairman

3. Mr. Raymond C. Dohmeyer

4. Mr. Robert Frazier

5. Mrs. Dorothy Howell

6. Mrs. Carole Jannik

7. Mr. James Livingstone
Each Thornton Community College student is responsible for knowledge and observance of the college administrative policies and regulations as described in the general catalog, student handbook and other official college publications.

Office of the
Vice President for Student Affairs
1973-1974
THORNTON COMMUNITY COLLEGE 1974-75
Board of Trustees

Mr. George Marovich, Chairman
Mr. Robert Anderson, Vice Chairman
Mr. Raymond Dohmeyer
Mr. Robert Donahue
Mrs. Carole Jannik
Mr. James Livingstone

HOW TO FIND
THORNTON COMMUNITY COLLEGE

A SOUTH SUBURBAN REGIONAL MAP
ty college is located.

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- Chess Club
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- Drama Soc.
- Earth Science Club
- Inter Fraternity Council (4 units)
- Inter Sorority Council (4 units)
- International Club
- Jazz Band (Motives)
- Newman Club
- Phi Theta Kappa
- Special T's
- Speech and Debate Soc.
- S.P.E.E.D.
- Student (Government) Assn.
- UHURU
- Veterans Club

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   a. At least 15 semester hours of credit in the preceding semester with a 2.0 average or, if taking a lighter load of 12, 13, or 14 hours, a 2.25 average. If enrolled in less than 12 hours, the student is ineligible.
   b. A first-semester transfer student must have a 2.0 average in all college courses.

3. In the event an elected officer is placed on probation during the semester prior to incumbency, or in any semester during incumbency, he must resign.

4. A special student, a post-graduate, or a student with an at-
Dear Student:

Welcome to Thornton Community College. The administration, faculty, staff, and fellow students wish you a profitable and enjoyable experience at the college.

As a student you should become acquainted with the many and varied services and facilities that the college offers. Through the use of these services and facilities you will be able to make an easy and relatively pleasant adjustment to life in the college community. To assist you in becoming aware of the services this handbook has been especially prepared.

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You are strongly urged to fully participate in the activities at the college such as the Student Government Association, Men's Club, S.P.E.E.D., UHURU, Vet's Club, Intramural Sports, and student publications.

You are also urged to take full advantage of the comprehensive counseling program which includes: educational, vocational, and personal counseling, financial assistance and placement.

Please keep in mind that the only purpose for our existence here is to be of assistance to you in clarifying and achieving your educational, vocational and personal goals. I sincerely hope that I will have the pleasure of meeting and getting to know each of you personally. The Office of Student Affairs awaits the opportunity to be of service to you. Good luck and much success to you.

Sincerely,

LaVell Wilson
Vice President of Student Affairs
Greetings:

I want you to know at the outset that we are here to serve you. Students are our business, and you are the reason we are here.

With this in mind, may I note that in order for the college to do the best possible job for the student, the student must make the attempt to communicate with the college. If your concerns are to become our concerns, you must make your concerns known to us.

Elsewhere in this Student Handbook, you will find the names, locations and phone numbers of people who can help and further your career as a TCC student. Please make use of them.

I wish for you a most successful, most progressive, most satisfying year as a member of the TCC family.

Sincerely,

Nathan A. Ivey
President
ABOUT THORNTON COMMUNITY COLLEGE

TCC is a comprehensive two year college established in 1927. It operates under the State of Illinois Junior College Act with guidelines established by the Illinois Junior College Board and offers the first two years of four year curriculums, one and two year career curriculums and programs designed to serve special educational purposes. Associate Degrees and Certificates granted.

PHILOSOPHY

TCC is committed to provide comprehensive educational programs to meet the diverse interest and needs of its students. The realization of individual educational goals is supported by counseling services available to help students reach their greatest potential. Consistent with this commitment, the college assures that no person shall be excluded from or denied the benefits of any program or activity on the basis of sex, color, race, creed, religion, national or regional origin.

OBJECTIVES

To Provide quality learning experiences in
Baccalaureate oriented education programs commensurate with the first two years of education at four-year colleges or universities.
and
Career education programs which provide knowledge and skills required for employment.

To Provide
Opportunities for lifelong continuing education.

Courses and programs which facilitate adjustment to, or re-

To Offer
Programs and activities designed to contribute to personal and cultural enrichment and encourage constructive participation in a free society.

To Compliment
Educational programs through counseling and academic advisement.

To Encourage
Public use of its facilities and services for educational and cultural purposes.

To Support
The concept of comprehensive growth through co-curricular activities.
Thornton Community College District 510 is governed by a seven-member Board of Trustees. Trustees are elected at large by the residents of the College District and are charged with determining the policies of the College. Each year, the students of the College elect a Student Trustee, a non-voting member, who acts in an advisory capacity to the Board of Trustees.

Assisting Our Students

Whatever your goals—an associate degree as a first step to a bachelor's degree, career training for immediate employment, credit or non-credit coursework to assist you in advancing on your job or to enrich your life—we're eager to see you reach them.

Our purpose at Thornton Community College is to do all we can to assist you to achieve your individual goals and to make your stay at the College rewarding. That's why the members of our staff have prepared this handbook.

Whether you're new to the College or returning to TCC for some special purpose, we think you'll find this handbook offers some very useful information about topics ranging from academics and activities to testing and tutoring. Please take a few moments to read it and then keep it as a handy reference that will allow you to make full use of the services of the College.

I take great pride in being able to speak for all of the members of the TCC staff-administrators, instructors and support staff—when I say that we are dedicated to serving you, the student. Please feel free to call upon us if we can assist you in any way during your time as a student at Thornton Community College.
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The formal instruction received in the classroom, laboratories, and workshops is only one dimension of a college education. In addition, there will be many opportunities to become involved in activities that will enhance your personal growth and development.

You are urged to take full advantage of the comprehensive student services program which includes: admissions & records, counseling, financial assistance, placement, student activities, babysitting services, athletics and intramurals.

Please keep in mind that the only purpose for our existence here is to be of assistance to you in clarifying and achieving your educational, vocational and personal goals. I sincerely hope that I will have the pleasure of meeting and getting to know each of you personally. The Office of Student Services awaits the opportunity to be of service to you. Good luck and much success to you.

Sincerely,

LaVell Wilson
Vice President of Student Services
2009 Websites
Harvey, Illinois

From Wikipedia, the free encyclopedia

Harvey is a Chicago area city in Cook County, Illinois, United States. The population was 30,000, at the 2000 census, but a 2003 Census estimate showed the population dropped to 29,367.

Harvey is bordered by Dixmoor, Riverdale and Blue Island to the north, Posen and Markham to the west, South Holland, Phoenix, and Dolton to the east, and East Hazel Crest to the south.

Three major north-south streets in Chicago venture as far south as Harvey in some capacity. Halsted Street (Illinois Route 1) runs through the east side of town. Dixie Highway, as it is known in Harvey, is Western Avenue in Chicago. Finally, Chicago's Ashland Avenue becomes Wood Street in Harvey. The reason for this is a surveyor's error along the line where Interstate 57 is now located; Harvey's street names and numbers conform to the section lines rather than actual distance from Chicago's base lines (as indicated by the jogs in Halsted Street near 150th Street and 159th Street between Harvey and Markham, as examples). Harvey's own Ashland Avenue serves as the east-west dividing line for house numbering.

Contents

- 1 Geography
- 2 History
- 3 Demographics
- 4 Government
- 5 Transportation
- 6 Harvey in film
- 7 Notable residents
- 8 References
- 9 External links

Geography

Harvey is located at 41°36'39"N 87°39'07"W (41.610934,
According to the United States Census Bureau, the city has a total area of 6.2 square miles (16.1 km²), all of it land.

History

Harvey was founded in 1891 by Christian leader Turlington W. Harvey, a close associate of Dwight Moody (founder of the Moody Bible Institute in Chicago). Harvey was originally intended as a model town for “Christian” values and temperance (no-alcohol); it was closely modeled after the company town of Pullman (which eventually was annexed into the city of Chicago).

Demographics

As of the census[2] of 2000, there were 30,000 people, 8,990 households, and 6,760 families residing in the city. The population density was 4,842.2 people per square mile (1,868.2/km²). There were 10,158 housing units at an average density of 1,639.6/sq mi (632.6/km²). The racial makeup of the city was 79.57% African American, 10.02% White, 0.26% Native American, 0.38% Asian, 0.05% Pacific Islander, 7.94% from other races, and 1.78% from two or more races. Hispanic or Latino of any race were 12.78% of the population. There were 8,990 households out of which 39.1% had children under the age of 18 living with them, 36.4% were married couples living together, 31.8% had a female householder with no husband present, and 24.8% were non-families. 20.7% of all households were made up of individuals and 7.1% had someone living alone who was 65 years of age or older. The average household size was 3.30 and the average family size was 3.80.

In the city the population was spread out with 35.1% under the age of 18, 10.8% from 18 to 24, 26.7% from 25 to 44, 18.8% from 45 to 64, and 8.6% who were 65 years of age or older. The median age was 28 years. For every 100 females there were 92.2 males. For every 100 females age 18 and over, there were 86.0 males.

The median income for a household in the city was $31,958, and the median income for a family was $35,378. Males had a median income of $30,610 versus $25,248 for females. The per capita income for the city was $12,336. About 20.3% of families and 21.7% of the population were below the poverty line, including 27.8% of those under age 18 and 17.6% of those age 65 or over.

Government

Harvey is in Illinois' 2nd congressional district.
The current mayor is Erik Kellogg. Since taking office, Mayor Kellogg has worked towards providing more housing developments, promoting racial harmony, and is attempting to develop new businesses for Harvey.

**Transportation**

Harvey is serviced by two stations along the Metra Electric University Park line to Chicago. One is at 147th Street (a.k.a. Sibley Boulevard) & Clinton Street, and the other is at Park Avenue & 154th Street.

**Harvey in film**

The Dixie Square Mall, an abandoned shopping mall in Harvey, was the location where the famous car chase scene in the movie *The Blues Brothers* was shot. Although the mall was closed in September 1979, the makers of the film convinced the city to allow them to shoot the scene. The mall was remodeled and filled with stores for two days in order to shoot the scene. After filming was completed, the mall was boarded up and closed again. The main precinct of the Harvey Police Department was built on part of the old parking lot during the 1990s.

**Notable residents**

Notable past and current residents of Harvey.

- Ivan Albright (1897-1983) Magic realist painter self-portrait, character study, and still life and artist
- Paris Barclay (1956- ) - Hollywood TV & film Director/Actor
- Michael Boatman (1964- ) - actor/writer
- Eddy Curry (1982- ) - New York Knicks Center
- Lou Boudreau (1917-2001) - MLB-baseball Hall of Famer
- Nelsan Ellis (c1978- ) - Actor & Playwright
- Melvin Ely (1978- ) - American NBA-professional basketball player
- Lupe Fiasco (1982- ) - Rapper
- Kevin Huizenga (1977- ) - Cartoonist
- Syleena Johnson (1976- ) - Grammy nominated singer/songwriter
- Garrett Jones (1981- ) - American MLB-professional baseball player
- Keke Palmer (1993- ) - Actress/singer
- Jim Smith (1955- ) - a former professional American football player
- Willie Taylor (1981- ) - Singer/member of DAY26
- Steven Whitehurst (1967- ) - Award winning author
- Barry Gardner NFL Player

**References**

External links

- Dixie Square Mall Documentary Film site (http://www.dixiesquaremall.com/)
- City of Harvey (http://www.cityofharvey.org/site/)
- Additional Information about Harvey (http://hpshome.northstarnet.org/)


Categories: Cities in Illinois | Cook County, Illinois | Harvey, Illinois

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Thornton Township High School

From Wikipedia, the free encyclopedia

Thornton Township High School, often simply referred to as Thornton is a public high school founded in 1899. The school is located in Harvey, Illinois one of the south suburbs of the city of Chicago, Illinois. The school is one of three schools administered by Thornton Township High Schools District 205. It is occasionally confused with the two other similarly named schools in the district: Thornridge High School and Thornwood High School.

A predominantly African American high school, Thornton is perhaps best known for its many alumni who have been successful in both the performing arts and athletics.[4]

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• 3 Activities
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• 5 References
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History

The site for Thornton Township High School was decided by a special election on May 28, 1898, where Harvey was selected over Dolton by a 1,504 to 1,123 vote; with the estimate of the school's cost being $40,000.[6] Oscar L. Murray was the architect of the building that by October 1898 was now costing $35,000, and had plans that included physical and biological laboratories, a library, gymnasium, a 280 seat assembly room, bicycle, and lunch rooms.[7]

By May, 1899, the plans had firmed up to include a two story structure with basement, with an interior to be finished in red oak. Heat would be provided by steam, with electric fans and an automated clock and signal system. The main floor assembly room was expanded to seat 700. Construction was set to begin in

Thornton Township High School

Address
15001 S. Broadway
Harvey, Illinois, 60426
United States

Coordinates 41.618089°N 87.643454°W

School type public secondary

Opened 1899

School district Thornton Township High School District 205

Superintendent Dr. J. Kamala Buckner[11]

Principal Dr. Betheny Lyke[2]

Grades 9-12

Gender coed

Enrollment 2,513[3]

Average class size 19.6[4]

Campus suburban

School Colour(s) purple[3]

Athletics conference SICA (South Inter-Conference Association)

Nickname Wildcats

Average ACT scores 16.5[5]

Newspaper Paw Prints

Communities served Harvey, South Holland, Phoenix, Riverdale, Dixmoor, Markham, Blue Island[3]

Website http://www.district205.net/thornton/
June, with completion in October.[8] The original building, located at 154th Street and Columbia Avenue.[9]

In 1913, Thornton was one of nine schools (and the only south suburban school) invited to found what would become the Suburban League, which mostly consisted of schools like Thornton which had formerly been members of the Cook County High School League.[10]

1928 saw 16 year old Betty Robinson (between her junior and senior years at the school) not only win the very first Olympic gold medal awarded to a woman in the 100 meters (at the 1928 Summer Olympics in Amsterdam), but set a world record which would stand for four years.[11]

With the advent of World War II, like many high schools, Thornton made changes to accommodate the war effort. Evening classes for adults started in 1942 to begin training people for necessary war jobs.[12] By 1943, the school was open 87 hours each week, and had been converted over almost exclusively to wartime training.[13]

Additions were made to the building in 1912 ($140,000), 1927 ($345,000), and 1937 ($300,000).[14][15] A third floor was added in 1948.16 1949 saw the addition of a new physical education facility, including a natatorium, wrestling rooms, locker facilities, and class rooms for health classes, in addition to two gyms, one of which could seat 3,500 for basketball games.[17][18] The new gymnasium was ultimately dedicated in April, 1950.[19]

Athletics

Thornton's sports teams, which are referred to as the Wildcats, compete in the South Inter-Conference Association or SICA. The teams also compete in state championship series sponsored by the Illinois High School Association (IHSA). The school colors are purple and white.

The school sponsors interscholastic athletic teams for men and women in basketball, soccer, and track and field. Men may also compete in baseball, football, swimming & diving, and wrestling. Women may compete in cheerleading, softball, and volleyball.

The following athletic teams have finished in the top four of their respective IHSA sponsored state tournament:[20]

- basketball (boys) - State Champions (1932–33, 65–66); 2nd place (1933–34, 34–35, 60–61, 94–95, 95–96); 3rd place (1982–83, 96–97); 4th place (1964–65)
- football - State Champions (1990–91); 2nd place (1989–90)
- track & field (boys) - 3rd place (1972–73); 4th place (1971–72, 75–76, 84–85, 95–96, 2000–01)
- track & field (girls) - 2nd place (1987–88); 3rd place (1984–85, 2006–07)

Activities

- Band- In 2009 the marching band won 1st place at Rich Central Battle of the Bands, the concert
Thornton's competitors in the dramatic arts and public speaking have been particularly successful over time. The following groups placed in the top four of their respective state competitions sponsored by the IHSA:\[20\]

- Debate - State Champions (1974–75); 3rd place (1971–72)
- Group Interpretation - State Champions (1980–81, 82–83, 96–97); 2nd place (1988–89)

**Notable alumni**

- Jim Ard was an NBA player and member of the 1976 NBA Champion Boston Celtics.\[21\]
- Lloyd Batts was a basketball player for the University of Cincinnati who played one season with the ABA Virginia Squires.\[22\]
- Michael Boatman is an actor and writer, perhaps best known for his role on the television series *Spin City.*
- Lou Boudreau was a Major League Baseball shortstop and manager. He was elected to the Baseball Hall Of Fame in 1970.\[21\][23]
- The Dells is a primarily R & B musical group formed in 1952, and continues to perform (*Oh, What a Night*).\[21\]
- Suzzanne Douglass - Actress
- Tom Dreesen is a comedian, entertainer, and public speaker, best remembered for his appearances on *The Tonight Show* with Johnny Carson, and as an opening act for Frank Sinatra.\[21\]
- Melvin Ely is an NBA player (2002-present); currently playing for the New Orleans Hornets.\[21\]
- Lupe Fiasco (Wasalu Muhammad Jaco) is a Grammy Award winning rapper\[24\]
- Barry Gardner was an NFL linebacker (1999-2005), and was a member of the Philadelphia Eagles team that appeared in Super Bowl XXXIX.\[25\]
- Jack Golden is an NFL linebacker who was a member of two teams which appeared in the Super Bowl; the 2000 New York Giants and 2002 Tampa Bay Buccaneers.\[21\][26]
Napoleon Harris is an NFL linebacker (2002-present); currently playing for the Minnesota Vikings.[21]

Bill Hayes is an actor and singer, best remembered for his role on the soap opera, The Days of Our Lives.[21]

Rod Higgins played in the NBA for 13 years before becoming an executive, currently serving as general manager for the Charlotte Bobcats.[21]


Antwaan Randle El is an NFL wide receiver (2002-present); currently playing for the Washington Redskins.[21]

Betty Robinson (class of 1929) is a two–time Olympic gold medalist; winning the first ever gold medal in the women's 100 meter dash at the 1928 Summer Olympics. She held the world record in the 100 meters for 4 years.[21][27][28]

Tai Streets was an NFL wide receiver (1999-2004). He was also a standout receiver for the University of Michigan.[21]

Willie Taylor- Singer

Danitra Vance - Actress

Steven Whitehurst - Award winning author

References

1. ^ Thornton Township H.S. District 205 District Administration; accessed 23 November 2008 (http://www.district205.net/District%20Administration.htm)
2. ^ Administration, Thornton H.S. homepage; accessed 24 November 2008 (http://www.district205.net/thornton/Administration.htm)
3. ^ a b c Thornton High School profile, ihsa.org; accessed 24 November 2008 (http://www.ihsa.org/school/schools/0807.htm)
6. ^ Harvey Wins School Site, 29 May 1898, Chicago Daily Tribune, p. 3; accessed ProQuest Historical Newspapers Chicago Tribune (1849 - 1986); 26 November 2008
8. ^ Thornton Township High School, Harvey, Ill., 28 May 1899, Chicago Daily Tribune, p. 10; accessed ProQuest Historical Newspapers Chicago Tribune (1849 - 1986); 26 November 2008
11. ^ Shirer, William, Chicago Girl Breaks World's 100 Meter Record, 1 August 1928, Chicago Daily Tribune; accessed ProQuest Historical Newspapers Chicago Tribune (1849 - 1986); 26 November 2008
13. ^ Thornton High School Adapts Studies To War, 28 February 1943, Chicago Daily Tribune, p. SW2; accessed ProQuest Historical Newspapers Chicago Tribune (1849 - 1986); 26 November 2008
syleena johnson needs to be added as a notable alumni

External links

- Thornton Township High school (http://www.district205.net/thornton/index.htm)


Categories: High schools in Illinois | Educational institutions established in 1899
South Suburban College

From Wikipedia, the free encyclopedia

**South Suburban College** is a community college located in the south suburbs of Chicago serving the Chicago Southland. The main campus is situated in South Holland, Illinois with a second campus called the University and College Center in Oak Forest, Illinois. South Suburban College is also affiliated with DePaul University, University of Saint Francis, Chicago State University, Governors State University, and Illinois Institute of Technology.

<table>
<thead>
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<th>South Suburban College</th>
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<tr>
<td><strong>Location</strong></td>
</tr>
<tr>
<td>15800 South State Street</td>
</tr>
<tr>
<td>South Holland, Illinois</td>
</tr>
<tr>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>Established</td>
</tr>
<tr>
<td>1927</td>
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<tr>
<td>Enrollment</td>
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<tr>
<td>17,000</td>
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<tr>
<td>Campus</td>
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<td>suburban</td>
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**History**

South Suburban College was founded in 1927 as Thornton Junior College. At that time, the College was an extension of Thornton Township High School in Harvey, Illinois. The Illinois Community College Act of 1965 created Community College District 510 and enlarged the area served to include Thornton High School District 205, Thornton Fractional High School District 215, and Bremen High School District 228.

In 1969, the name was changed to Thornton Community College to emphasize the comprehensive mission of the College. The College moved into its existing main campus facilities in South Holland in 1972.

In June 1988, the Board of Trustees voted to change the name of the institution to South Suburban College to more accurately reflect the geographic location of the College. In an effort to serve the western portion of the district and to provide opportunities for district residents to complete a four-year degree, the University & College Center was opened in Oak Forest in 1992.

**Student Body & Demographics**

On average there are more than 17,000 students enrolled at SSC. The current statistics for the demographics of the student body are 65% African American, 25% White, 7% Hispanic, 1% Asian and Pacific Islander, and 2% Other.

**Notable alumni**

- Steven Whitehurst, author
- Rob Mackowiak, Major League Baseball player
- Tim Byrdak, Major League Baseball player
- Julius Matos, Major League Baseball player
- Ron Mahay, Major League Baseball player

Retrieved from "http://en.wikipedia.org/wiki/South_Suburban_College"
South Suburban College of Cook County

15800 S. State St.
South Holland, IL 60473

www.southsuburbancollege.edu

Chief Executive Officer: Mr. George Dammer, President

Name change notes: Thornton Junior College to Thornton Community College to South Suburban College of Cook County (1988)

HLC Institution ID: 1161

Current Accreditation Status: Accredited

Accreditation Date(s): (1933- )

Commission Participation: PEAQ PARTICIPANT

Year of Last PEAQ Comprehensive Evaluation: 2008 - 2009
Year of Next PEAQ Comprehensive Evaluation: 2018 - 2019

Last Action: 06/25/2009

Legal Status: Public

Degrees Awarded (details below): A

Stipulations on Affiliation Status:

None

Approval of New Degree Sites:
Prior Commission approval required.

Approval of Distance Education Degrees:

Prior Commission approval required.

Reports Required:

Progress Report: 03/01/2012; A report on assessment and integration of assessment data and analysis in the planning process.

Other Visits Scheduled:

None.

Enrollment Headcount (last updated: 04/14/2009)

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<tr>
<td>Post-baccalaureate First Professional:</td>
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Other Headcounts (last updated: 04/14/2009)

Non-Credit headcount: 482
Dual enrollment (high school) programs: 813

Degree Programs (last updated: 04/14/2009)

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<tr>
<td>Doctoral Degrees</td>
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Certificate Programs (last updated: 04/14/2009)

<table>
<thead>
<tr>
<th>Programs Offered</th>
<th>Certificates Awarded in Last Reported Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>683</td>
</tr>
</tbody>
</table>

Off-Campus Activities (last updated: 04/14/2009) Click here for definitions...

In-State:
- Campuses: Oak Forest (University and College Center)
- Sites: None
- Course Locations: 1

Out-of-State:
- Campuses: None
- Sites: None
- Course Locations: None

Out-of-U.S.:
- Campuses: None
- Sites: None
- Course Locations: None

Distance Learning (last updated: 04/14/2009)

This listing is limited to programs that are delivered 100% asynchronously.

None
NUMBERING MORE THAN 1200, COMMUNITY COLLEGES ARE A SIGNIFICANT fact in higher education in the United States. Yet the evidence that four­year colleges and universities have recognized them, especially in academic matters, is not overwhelming. There are only minimal signs that American Studies organizations in particular have taken note of community college programs and courses. An account of the nature and scope of American Studies activity in the two-year institutions will lessen the mutual insularity between the two types of colleges. Accordingly, this essay will probe several situations: separation of community colleges from four-year institutions, steps toward cooperation, and recent community college programs in American Studies. The principal thesis of this essay is that an appreciable amount of worthwhile activity in American Studies exists in community colleges.¹

In assessing the separation of two-year institutions from the mainstream of our professional activities, one inquires how many American Studies Association meetings have regularly large attendances from community colleges, and how many articles in American Studies journals are written by community college faculty. There is no head or article count available, but the answer to each question is probably “relatively few.” More concrete proof is the meager list of community colleges in the official rolls of the American Studies Association. Only two appeared in Charles W.

¹E. Alden Dunham in “What is the Junior College All About?” *PMLA*, 83 (1968), 530, suggests that “junior colleges” is the generic term for two-year institutions. For the most part, I will use “community colleges.”
Bassett's survey of 1973, and only ten in 1976. Further, few community college faculty members sit on the national council and standing committees of the American Studies Association. In preparing a panel presentation for the 1971 American Studies Association convention, Roger Yarrington, representing the American Association of Community and Junior Colleges, concluded that the three sample American Studies programs mentioned in an article by Bruce A. Lohof virtually constituted the field of American Studies in community colleges. Yarrington suggested a number of measures that would encourage more interaction between two-year and four-year colleges. He would have senior institutions develop model courses and programs and work out instructional resources such as texts and audiovisual aids. Programs could be structured to apply the American Studies approach to two-year occupational curricula. In the area of community services, concerts, seminars, institutes, and festivals might be worked into courses. Clearly, in seeking assistance, this spokesman for the community colleges was requesting closer relationships between his constituency and the main body of American Studies faculty.

Although insufficient attention has been given to such relationships, some precedents have been set. In 1972, the National American Studies Faculty and the Florida Department of Education jointly sponsored a community college workshop to explore interdisciplinary alternatives to current general education requirements. The National American Studies Faculty is now trying to secure funding for a project which, working through regional chapters of the American Studies Association, will provide consultants to inaugurate American Studies programs in community colleges and in secondary schools. NASF's endeavors have started some activity even at the early stages. The April 1977 convention of the Midcontinent American Studies Association held a special meeting to consider cooperation of the kind Yarrington called for. Several four-year colleges in this region are planning workshops and symposia related to NASF's

5Other speakers on the panel were Peter Whitten, Leicester Junior College; Darrel Staat, Southwestern Michigan College; and Joseph Collier, El Camino College.
6Peter F. Drucker in "The Professor as Featherbedder," The Chronicle of Higher Education, January 31, 1977, p. 24, contends that the community college offers the best opportunities for anyone who can work in the areas Yarrington has described.
7This information is from a personal letter to me from Darrel Staat, a resource person at the workshop.
plan. Others will survey community college programs within their own states. Yale University offers yet another mode of two- and four-year college cooperation. A recent release (#22) from the National Endowment for the Humanities lists two community college instructors among the twenty Fellows chosen for the 1977–78 session of the National Humanities Institute at Yale. The tendencies visible in this incomplete account seem at least encouraging, though the net worth of these advances lies in the future.

On their own, community colleges have increased interest in American Studies. Journals in general education often have led them to try interdisciplinary curricula as a way to restructure general education, a strong component of two-year degrees. G. N. D. Evans and Leonard Quart, for example, recommend that community colleges adopt American Studies programs to meet students' needs for both lasting and transitory intellectual experiences. Primarily, these authors view American Studies as a way to bring contemporary, non-academic experience into general studies by supplementing the traditional literary-historical texts with such material as ephemeral literature, street life, and current social service programs.

In an Educational Resources Information Center (ERIC) release, William C. Strasser advocates what is essentially American Studies as he suggests a “different approach” to general education. He derides the “conventional wisdom” that samples only a few specialized fields of knowledge, avoids interdisciplinary approaches, and assumes that each professor can teach general education using only his specialized training. He criticizes instruction that fails to unify life's separate features and to demonstrate that things and actions cannot be categorized into “neat, non-related conceptual compartments.” Much like Evans and Quart, Strasser wants to synthesize a variety of materials to reach the “multi-millions” who are seemingly unaware that their world—fragmented into separate academic disciplines, occupational specializations, races, nations, and sexes—can be considered a unit. Strasser's schema for general education would include both theoretical and practical courses. It is as if Strasser were responding to Yarrington's implied complaint that no one was working out interdisciplinary vocational courses. Certainly, Strasser's ideas would appeal to students who want to link their academic pursuits to their societal concerns and working careers.

References to American Studies in community college journals begin with Lohof’s attempt to investigate the extent and nature of community college American Studies programs. Lohof observed that pre-1968 American Studies Association reports failed to include junior colleges. In 1968 he surveyed more than 700 of the two-year schools but was disappointed in the results. Fewer than twenty had courses which subscribed to the simple criterion established by the American Studies Association—that they be interdisciplinary studies of American culture. His general accounts of several courses promised, nonetheless, that students might find it exciting to examine the whole fabric of American culture.

Several recent articles aim to draw community college faculty to American Studies. In essence, their authors are convinced that the American Studies approach will unite the students and the community by relating their academic concerns to community problems. Thomas F. Barnes reminds community college faculty and administrators that American Studies can unify fragmented general education courses. Barnes’ plan ties humanistic to behavioral studies. To obviate any concern over a lack of focus in American Studies, he supplies a theoretical rationale, course outlines, and lesson plans. Moreover, the large volume of writings on American Studies in such journals as *American Quarterly* and elsewhere (Leo Marx’s essay, for example) has surely been effective in acquainting community colleges with American Studies. Also, through their graduates, four-year institutions have carried American Studies programs to community colleges.

Experience in lower teaching levels could have raised American Studies consciousness for some, as it did for Darrel Staat. In 1964, he and a colleague began to respond to complaints from their junior high students that English and social studies classes had little in common. Though they


11 Thomas F. Barnes, “Theory, Methodology, and Content for a Model Course for General Education Students,” *CCSSQ*, 5 (Summer-Fall, 1975), 83–90.


had never heard of American Studies, the two instructors attempted to correlate the two areas by teaching in one class literature that reflected the history taught in another and by assigning writing projects to encourage students to discover the connections. Successful in these trials, they organized a long-range program but were thwarted by skeptical teachers and administrators. Later, they both taught at Southwestern Michigan Community College, where they initiated an American Studies program based upon their secondary school experiment.

Elsewhere, certain academic and vocational forces brought social studies and English departments to consider interdisciplinary modes of teaching. If the social studies were not “social” enough and dealt only partially with society, instructors could correct this deficiency by incorporating the humanities. Similarly, English departments could wed humanities to social studies by moving beyond formal, text-oriented criticism to consider a literary work in its social context. Historical criticism could encompass the social studies and other disciplines. Declining enrollments in English classes also spurred new alliances. Among the recommendations of the Association of Departments of English for the 1970s are courses that would combine literature with studies of society, with the history of ideas, and with the study of the lives of American women. Many community college instructors, however, were impelled not by these external “influences” but by their own sense of what was right: it demands no acquired theory for one to want to view the world holistically.

* * *

Several conditions influenced the selection of the courses and programs surveyed here. One was the problem of names, for not all programs were labeled “American Studies.” If a course or program had the effect of examining American culture via an interdisciplinary approach, I included it for consideration though it might be termed “general studies,” “social science,” or “humanities.” While this may seem to be playing fast and loose with traditional categories (especially the humanities), the differences between American Studies and these other areas have actually been lessening. They

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are now chiefly distinguished in their geographic focus, American Studies not usually encompassing the foreign scene, although a cross-cultural approach may bring even European perspectives to bear upon American problems. Fred E. H. Schroeder, who works both in the humanities and American Studies, links the two in noting that the latter is "the most practical starting point in humanities teaching." At the same time, he sees the two areas as nearly congruent. A study of America through Thoreau's *Walden* will yield problems, he suggests, at once perennially American and humanistic.18

My mode of exploring the territory of American Studies programs began with a computer literature search (DIALOG) under such descriptors as "American Studies," "Interdisciplinary Approach," "Junior Colleges," and "General Education." Using its findings, investigation came to be largely catch-as-catch-can, soliciting information from colleges which had anything resembling American Studies, often writing blindly to others, sometimes inquiring of state departments of education, and following up on leads contributed by community college faculty members. All in all, only a few of the 1200 or more community colleges in the United States are represented in this search, and this is by no means a comprehensive survey. Other community college instructors should now come forward with course and program descriptions not included in this study.19

I will present selected programs in respect to their relative magnitudes. First will be programs that have a single course in a galaxy of discipline offerings, as if an institution is trying its way gradually into American Studies. Then will follow programs consisting of multiple courses, less tentative attempts but still not a major part of a college's offerings.


19The best mode for surveying community college programs is that of Alfred Apsler, Clark Community College, who visited 25 colleges in 1967. Results of his study were not made available to me. There is a clear need for indexing agencies to use the term "American Studies" more comprehensively. Searching a period from 1965 to 1974, the ERIC Clearinghouse discovered but one document mentioning American Studies. In "The Humanities in Two-Year Colleges," ERIC, ED 108 727 and "The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction," ERIC, ED 110 119, Arthur M. Cohen comments on the relative paucity of community college journals and on the small body of data coming from these institutions preventing our knowledge of them. Cohen's statement is not an absolute. See two contributions from community college faculty: Alfred Apsler, *An Introduction to Social Science*, 2nd ed. (New York: Random House, 1975); Joseph M. Collier, *American History and Culture* (Los Alamitos, Cal.: Hwong Publishing Co., 1977).
Finally I will discuss large programs in which many satellite courses radiate from a central core. Nearly all of these programs are similarly constructed. Following a general-to-particular progression, programs will often begin with an overview of interdisciplinary studies followed by a more narrow examination of a subject at hand, which in turn will prescribe even more restricted subjects for individual projects. Even a single course will follow this pattern. In outlining these programs, I will note distinctive arrangements of courses, unusual individual study projects, and striking degrees of student-community involvement.

* * *

A single American Studies course at Thornton Community College (South Holland, Ill.) is a good model for other colleges that would like to try out American Studies. Planners Concordia Hoffman and Smith Brand cautiously began with what they had: they united two existing survey courses in American history and literature. To this combination, they brought features not customary to such survey courses. Hoffman and Brand correctly label their course American Studies since it is "an interdisciplinary study of American life in its historical, political, social, and cultural perspectives." They expect the course to synthesize the divergent elements of the American experience, particularly those germane to the community immediately surrounding their college. The course begins with a résumé of the history and general nature of American Studies, then moves to a special study of twentieth-century America, exploring decades by pairs to the present. Within any given twenty years, the course examines novels, poetry, political writings, and films to present a well-rounded view of each period. The in-class patterning is conventional: lectures, readings, and films. Students trace their "intellectual" growth in a journal by recording daily their responses to Crevecoeur's question, "What is an American?" In addition, each student works out a project—lecture, essay, film presentation—based on his or her own interests. Imagistic poetry, western music, and gospel songs were three areas of interest chosen by students from a rich list of possibilities.

This is a good starting course in American Studies. In uniting history and literature, it chooses disciplines that are closely related and easily joined under a common theme. The order within the course is logical—from the philosophy of American Studies, to an examination of a sixty-year period, to an individual's special project. The concentration on the twentieth century, while still comprehensive, is in its narrower scope superior to

the conventional survey courses which may embrace at least a century in a semester. The course synthesizes, for it juxtaposes subject matter from diverse fields. Some interlacing among the sets of decades occurs. Topics alluded to in the 1920s, for example, reappear in the 1960s. What is not apparent, however, from the course description is focus, either for each two-decade era or for the entire sixty-year sweep. That is, what is the theme around which perceptions should cluster? If an early twenty-year period has a prevailing “spirit,” what is it and what are its fortunes in succeeding times? The course syllabus does not indicate that this kind of conceptualizing occurs, though it may certainly take place in the lectures as the course proceeds. As a whole, this course at Thornton Community College shows informed planning.

Richard N. Watzulik's humanities course at Cuyahoga Community College, Metropolitan Campus (Cleveland, Ohio), is another model for the single course in American Studies. Proposing to relate the arts to their environment, Watzulik set up the following procedure: students study for performances (a concert by the Cleveland Philharmonic, for example) before attending; afterward they work out individual responses to them. The course stresses "the interrelation of the arts as they reflect through their individual symbolism and their peculiar media, the history, the mores, and the philosophical concerns of a given period." These concerns can be American. The course is interdisciplinary, and, as an important feature, it involves the students in both symbolic and sensory experiences. It takes them into the community. Further, though no innovation, it brings aesthetic considerations into the entire social milieu. As a practical matter, it can attract students for the enjoyment they derive from viewing "live" performances and from seeing how different styles in art reflect the spirit of a given age.

Some of Watzulik's experiences forecast the adjustments other initiators of interdisciplinary courses can expect to make. For the first two years from 1971, the team-teaching system prevailed at both the Western and the Metropolitan campuses. Since then, for reasons of lower cost, one instructor and an assistant have offered the course. Problems of cost, scheduling, or available teaching personnel can affect interdisciplinary programs in any institution, of course. Similarly, changing instructors can alter emphases.

21 Information about this course comes from Watzulik, "Experiment in Teaching the Humanities," *Junior College Journal*, 13 (March 1972), 36-39, and from course syllabi and the author's letter.

22 A course similar to this though lacking its variety is offered at Platte Valley Community College (Columbus, Nebraska), while one more in keeping with Watzulik's is directed by Beverly David, Division of Humanities, Western Michigan State University.
Whereas the course at Western campus from its inception took the "philosophy route," that at Metropolitan changed from music to literature as the central discipline, principally because instructors in literature will have primary responsibility in years to come. Watzulik established his course in order to get semi-literate students into concert hall situations where their inclinations would not normally take them; he did not assign written analyses for concerts attended or galleries visited. Eventually, he had to bow to a college requirement for concrete evidence of work performed, mere attendance at class lectures and public performances not being enough. Thus Watzulik's original intentions were subverted by institutional regulations.

Several community colleges have programs with a limited number of courses. One exists at Cuyahoga Community College's Western Campus (Parma, Ohio). Inspired by Lohof's article on American Studies, James G. Banks launched a pilot project in 1971. He was certain that the "concepts of 'discipline' and specialization" were not "serving the students," who were questioning the value of survey courses in history. American Studies, he concluded, could be made more personal and immediate to them than survey courses and at the same time offer creative possibilities in job placement and curriculum innovation.

Like Hoffman and Brand, Banks first emphasized the origins and methodology of American Studies and its applications to community colleges. His sources were the American Quarterly and similar journals. He divided the first sixty students into three groups according to their interests—one on political and social issues, another on international affairs and literature, a third on music, art, photography, and popular culture. Once a week these groups met to interact with a guest speaker. All seminars focused on the American dream. The second course explored contemporary issues in an interdisciplinary manner. This year, Banks has refined and extended his earlier courses. The latter portion of the first course deals with family history. After a psychologist instructs students in the evolution of the self, each one explores his or her own genealogy through extensive holdings in a nearby university library.

Banks' pilot project of two courses has several striking, though not necessarily original, features. In planning, he sought advice from a recognized American Studies institution, Case Western University represented by Dr. Morrell Heald, Chairman of American Studies, who helped secure the teaching assistance of two doctoral students. Banks replaced history survey courses with contemporary studies of the community because he was convinced that these were more valuable, especially for the non-transfer students. He reasoned that since both students and their community are "multidimensional," it would require the varying dimensions of interdisciplinary courses to respond to their desires. In the community involvement phase, students brought in a variety of resource people—a representative from the Bureau of Indian Affairs, a defense attorney for Lieutenant Calley (who was then being tried), and a burlesque comedian of fifty years' experience. One student investigated political assassinations in an attempt to discover their common causes. All participated in the 1976 political campaigns by telephoning voters, writing letters to political figures, and attending party rallies. They invited into their classes candidates from the American Nazi Party and the Socialist Workers' Party. As a long-range goal, Banks and his students are laying plans to link with West Park College, Birmingham, England, eventually to exchange students.

Representatives from three large community colleges—City Colleges of Chicago, Coast Community College of Orange Coast (California), and Miami-Dade Community Colleges—worked out multiple courses of a high order. They jointly devised a core course which sought to provide humanistic experiences to their thousands of students. To accommodate those with special interests, they devised "optional" courses to spin off the core. Labeled "A Contemporary Course in the Humanities," the core course deals successively with an individual's awareness of his own nature, his role in society, and his place in the cosmos. Most of the units relate the arts to life in twentieth-century America and lend the course an American Studies flavor. Each of the cooperating colleges prepared an optional course. Coast College developed "Of Men and Women," Miami-Dade, "The Humanities: Preparation for the Future," and the City Colleges of Chicago, "The American Dream." The third of these, clearly an American Studies endeavor, deserves special attention.26

The "American Dream" course has two major parts: a core of nine weeks and a series of three optional units. The first nine weeks of the core covers three sections—Utopias, the idea of success, and an American

26Project Director, James J. Zigerell, City Colleges of Chicago. Edmund Dehnert, Harry S. Truman College, and James Quinn, Loop College, prepared the course syllabus.
style. During the last six weeks of the semester, the instructor chooses three special topics for class study. Because the approaches to each of the three units of the optional core are distinctive and consistent, I will analyze “Utopias Old and New” in detail. Taking up to nine hours of class time, this course shows how the Dream motivated migration to America, considers how the Dream affected the American experience, and then locates the Dream in philosophical sources. The instructor presents a “film dialectic,” in this instance 1999 A. D., in order to arouse discussion on such topics as ethnic diversity, sex, religion, and technology. Following this exercise, the unit rises to the “symbolic” level in which a variety of “art” works are used to comment on the issues raised by the film. This level includes selections from Thomas More’s Utopia, excerpts from Francis Bacon’s New Atlantis, and references to B. F. Skinner’s Walden II. Supplementing the literature is music like “Those Were the Days” (the theme song of All in the Family), Manhattan by Rodgers and Hart, and “The Boxer,” a popular song by Paul Simon. Paintings such as Edward Hopper’s The Nighthawks and Thomas Cole’s Oxbow of the Connecticut River, sculpture by Claes Oldenburg, and poems by Emma Lazarus and Carl Sandburg round out the offerings of the symbolic phase. The final stage consists of readings in the philosophical sources of the Dream, beginning with Plato’s Republic, moving to John Locke’s Of Civil Government: The Second Treatise, and running up to John Dewey’s Freedom and Culture and Joseph Wood Krutch’s The Measure of Man.

After nine weeks on the three units of the Dream, the instructor chooses three topics in order to examine “larger works or developments over greater spans of time so as to integrate the separate concepts of the three core units into a whole.” He hopes also to provide for students’ special interests in this final six weeks of integrating activities. One topic, “American Architecture from Colonial Times,” for instance, met these dual aims: it encompassed a three-century time span and appealed as well to a student’s interest in architecture.

An overview of this three-campus program does not do justice to its many admirable qualities. It is flexible; a community college could offer only the core course, and it would still be complete in itself. An instructor could, moreover, follow the core with from one to three optional courses and could even offer optional courses without the preliminary core, since each course is self-contained. It is a comprehensive and unified program and an interdisciplinary one. The schema of the American Dream is particularly outstanding in the logical, consistent examination of each sub-theme by way of stimulating films, illustrative materials (literature, music, and art), and philosophy. This three-pronged attack on each of three sub-
themes can inculcate in students at least one form of critical inquiry, supplying them with an investigative tool with which to probe other problems in their culture.\textsuperscript{27}

While not having a fully developed program, the experimental college of the College of DuPage (Glen Ellyn, Ill.) has courses that are organized in "response to concerns for contemporary problems and interest in 'experiential' educational opportunities."\textsuperscript{28} The way in which this experimental college accomplishes its goals is worth our attention.

For example, the series of courses in "Native American Studies" for non-Indian students originated because American Indians in the Northern Illinois area, angered by excavations of an Indian burial mound nearby, demanded a course that would educate and raise non-Indian consciousness. Material in the series covers an extensive chronology: Indian societies prior to 1500, European and American contact with Indians throughout history, and Indian-white relations today. Another cluster of courses is "Indo-American Studies," formulated by a Cuban-American widely experienced in Latino studies. While exploring the culture of the Chicano in contemporary Northern Illinois, one module covers a wide range of Chicano history, from Spanish colonizing efforts in the New World to the present. Laboratory experiences have students working with Indo-American children in elementary schools in the Chicago area, with the Joliet Migrant Service, and with Spanish-American clubs. Another course, "Latino Studies Center," performs a variety of services for the Latin community in DuPage County.

The College of DuPage bases several other courses in Chicago, one a field station in the inner city for a "living-learning situation." From this station, the college offers "experience-based" courses on Chicago—its literature, politics, and psychology. One is "Halsted Street: Chicago," a multidisciplinary approach to the study of Chicago history. Elements of a six-option freshman composition program are clearly American Studies, according to its planners. While the emphasis is on writing, the themes of one option place the issues of the Seventies into students' own social, cultural, and ethnic milieus. Other courses in the experimental college are concerned with Illinois history field trips, with Appalachian studies, and with physically reliving the "charge" given Lewis and Clark to explore the Louisiana Purchase.

\textsuperscript{27}The course syllabus notes that the City Colleges of Chicago and Coast Community College are producing a television course based upon this curriculum. It will be broadcast to Southern California and to Chicago in 1978 and will then be made available on a lease basis.

\textsuperscript{28}Information supplied by William A. Leppert, Dean, Alpha College, February 15, 1977.
Several features commend the DuPage offerings. They center on the DuPage County community. When dealing with a contemporary, local issue, they supply a historical background, as in the course on Indians. The courses are clearly interdisciplinary. The “re-expedition” of Lewis and Clark qualifies at this experimental college as biology, geography, and anthropology. Even the freshman composition courses are interdisciplinary, employing American Studies content in writing assignments.

Experiences at El Camino Community College (California) demonstrate that an institution can set up an American Studies program without disturbing existing curricula. Establishing the program involved adding two courses and utilizing existing ones.29 Joseph M. Collier, organizer of the program in 1971, first planned to have American Studies I, An Introduction (4 units), to be succeeded by a series of two-unit special topics courses which any instructor could propose and teach. A general curriculum committee decided, however, to offer two three-unit courses instead—the first on the American character, the second on American culture, 1940-70. These were to be supplemented by three units in American intellectual history, three in American literature, and nine from a variety of other disciplines. The current major in American Studies is essentially the same as in 1971. American Studies II takes up in depth one phase of American culture from a list including “The Adams Chronicles,” “Religion in America,” and “The American Jewish Experience.” Another course, “Women in American Culture,” team-taught by a female political scientist and a male historian, covers novels ranging from The Scarlet Letter to Fear of Flying. A course entitled “Futurism in America,” is so successful that it has two sections.

American Studies is effective at El Camino Community College. Whereas only one section could be filled in 1971, in 1976-77 there were 12 sections of 45 students each. The program is interdisciplinary and unified; it centers on American culture in a traditional sense, not particularly aiming to gratify students’ desires for what is immediate to them. While there is no capstone course at the conclusion of a student’s program, the curriculum moves from the general to the particular. The topics for American Studies II represent a broad spectrum of American culture, and the program operates in substantial cooperation with other departments, especially the social sciences. Others who might establish American Studies programs can look to the El Camino experience. Collier had to assuage

29Information on the El Camino program is derived from a paper read by Joseph M. Collier, Biennial Meeting, American Studies Association, October, 1971, and is updated from college catalog copy, course outlines, and personal correspondence from Collier.
fears that he would teach another’s discipline under the guise of American Studies. Literature, he assured other faculty members, would be offered only as “cultural artifacts” to develop a theme; and, to allay intense fears of duplication, he agreed not to use The Great Gatsby for the 1920s. Further, he had to abide by the college curriculum committee’s fear of a wholesale influx of American Studies courses. Finally, Collier recognized that American Studies courses will gain larger enrollments if community college catalogs specify that given courses will meet the state history requirement, and if the program is cross-listed as both American Studies and as disciplinary courses.

Unlike the El Camino experience of adopting an American Studies program with two courses, organizers at Los Medanos Community College (California) built an entirely new program in general studies. Planning began in the late 1960s well ahead of the 1974 opening date of their campus. Their program will be of value to anyone interested either in general studies or in American Studies. The Los Medanos planners blocked out the general education requirement into six areas—behavioral, social, biological, and physical sciences, language arts, and humanistic studies. All instruction was to be interdisciplinary. For each area, they created a one-hour “generic” course intended to mark out commonalities among the different disciplines of that area (in the behavioral sciences, for example, the concepts, principles, and attitudes common to anthropology, psychology, and sociology). Students in the generic course enroll also in one of its component disciplines. Within it, each student contracts for a “plural pursuit,” some special study intrinsic to a social problem or related to a career objective. Degree candidates must complete one generic and one disciplinary course for each of the six general areas and earn 24 hours, all accepted by the California college and university system. Crossing disciplinary lines—e.g., sociology and psychology within an area—these courses are labeled “intradisciplinary,” in contradistinction to “interdisciplinary” studies which connect area studies.

While it appears that Los Medanos was to have only a series of disjunctive area studies, the planners actually began with the idea of interdisciplinary courses in mind, particularly a “Sophomore Colloquy,” but set the larger generic-discipline plural-pursuits series into motion first; they scheduled the colloquy for 1976. A student who dealt with population problems in sociology would link this issue to one of genetics for his colloquy problem. Whether this plan for the “top of the general education pyramid” becomes standard was not determined in late 1976.

Los Medanos faculty asked that all courses center either on students' career objectives or social issues. Instructors in the generic courses should touch on such problems as ecology, racism, or sexism, with the instructors of the disciplinary courses developing deeper understandings of similar issues. While, for example, in the generic course, "The Influence of Perception on Language," the instructor contends in general terms that language is largely the product of one's cultural environment, the instructor in the discipline of speech details this principle with reference to a specific speech community. In his or her plural pursuit a student continues along the same line of interdisciplinary inquiry. For example, in a political science course, a black woman explored the relationship between religion and politics in Pittsburg, California, asking why Black Jehovah's Witnesses and the Nation of Islam (Black Muslims) did not participate more fully in politics.

While the individual courses are of high quality, it is the design of the program that invites comment. The generic course, though but one unit, gives students whose disciplinary course is sociology some acquaintance with anthropology, a contact not all general studies programs provide. The model provides for in-depth learning, especially in the plural pursuits. Finally, it provides also for considerable interaction with the community.

* * *

While the programs described here have considerable merit and are generally successful, other experiments in American Studies have not proven themselves. Several have been initiated either to be dropped completely or to live on as separate courses. None of the three programs mentioned in Lohof's essay survived to 1976. Others have been modified as the interests of changing faculty dictate. A California professor explained how the program at his college disintegrated into separate social science courses because of problems with enrollment. Instructors did not sufficiently advertise the classes, and the courses being new had not built up followers by word of mouth. Nor had instructors worked closely enough with counselors at enrollment sessions. The division chairperson withdrew her support, as did the administration. So, although many faculty members still wanted an interdisciplinary program, it lapsed.

These unsuccessful exceptions noted, how in summary can American Studies in the community college be defined as a method that recognizes the need for several kinds of synthesis? Generally, programs offer first a kernel of American Studies philosophy which rests on a foundation of specific courses and individual projects. In another way, the courses, tying discrete subjects together, are interdisciplinary. Beyond these syntheses, the programs involve students in community affairs and show that these colleges take to heart the "community" in their designation. Working
the community into the educational process, their most distinctive trait, American Studies programs treat local and contemporary problems more often than they do those that lie deep in history. References to American culture prior to the twentieth century are few. This tendency, wherein American culture is more “now” than “then,” is a concession to students’ limited time of two years, to their demands for immediacy, and to faculty disapproval of the generality of survey courses.

American Studies programs in community colleges are perhaps more flexible than those in four-year institutions. Since many of these colleges have been established within the past few years and older ones are consciously changing their roles, they are allowed to experiment. Their reason for being is to work out new modes of education. This ability to experiment has led to several striking features in the various programs, as in the Los Medanos arrangements of generic and disciplinary courses complemented by their plural pursuits. It has led to such measures of college-community cooperation as the one Watzulik worked out in getting students into concert halls. Community colleges have jointly developed unusual approaches to American culture evidenced in a three-stage investigation using film, artistic symbolism, and philosophy. As an outstanding example, the College of DuPage established an experimental college within its own boundaries. American Studies officials and faculty members can build stronger ties to their colleagues in two-year institutions, to the benefit of all concerned.

American Studies workers might find their situation analogous to that of English department faculty, suggests James Kinney, a former community college instructor and in 1976 a member of the English department at Virginia Commonwealth University. Kinney urges English department chairmen to establish personal liaison with community colleges and, above all, to disabuse themselves of the notion that English teachers in community colleges cannot possibly be following the “sacred calling.” If the former continue to scorn their community college counterparts, departments of education will not. They will step into any void. In fact, Kinney warns, these departments presently flood community college English teachers with invitations to workshops and symposia. “Is there,” he asked, “a lesson to be learned here from the wily pagans?” While it is a marvel that these “wily pagans” have not organized workshops in American Studies methodology, Kinney’s question can validly be posed to the American Studies community.

This text is the current phase of a fourteen year project. It was first developed as a course syllabus-study guide at Fisk University. At this level, there were three editions and 3,500 copies distributed. The 4th edition was two volumes, an edited anthology of 1,000 pages. It went through four printings and 9,000 copies. The 5th edition brought the text to the current format. This text is the 6th edition with a first run of 3,000 copies.

I have been the main editor/author of this course since its inception. However, in no way is, this a "single' author text." This text is the collective product of many individuals. Major contributions over the last decade were made by Ronald Bailey, Matyemma Graham, and more recently by Kina McAfee. No contribution has been greater than Aysha - she has the gift to turn the abstract truth into a concrete tool. Special thanks go to Jane Mohraz whose editorial skill was an essential component of our team.

The rigor of classroom use has been an essential ingredient in the development of Introduction to Afro-American Studies. Significant contributions have been made by our many co-teachers, especially: Johnetta Jones (Eastern Illinois University); Warren Swindell (Indiana State University); Carol Adams (Loyola University); Diana Slaughter (Northwestern University); Ismay Ashford, Charles Evans, and Harold Rogers (Olive Harvey Community College); Daryl Thomas (Sangamon State University); and David Johnson (Thornton Community College).

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Introduction to Afro-American Studies has been developed as part of a general trend in Afro-American Studies., Within this trend there is diversity but more important is the united front around a committed scholarship: Robert Allen (Mills College), Amiri Baraka (SUNY Stony Brook), Linda Burnham (Black Scholar), Rod Bush (Institute for the Study of Labor and Economic Crisis), Johnetta Cole (University of Massachusetts), James Cone (Union Theological Seminary), Angela Davis (San Francisco State University), Howard Dodson (Schomburg Library), Vincent Franklin (Yale University), Vincent Harding (University of Denver) Donald Harris (Stanford University), Lloyd Hogan (Hampshire College), Manning Marble (Colgate University), C. J. Munford (Guelph University), Robert Rhodes (Ohio University), Cedric Robinson (University of California at Santa Barbara), Geneva Smitherman (Wayne State University), and Cornell West (Yale University).
Introduction to Afro-American Studies

A PEOPLES COLLEGE PRIMER

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South Suburban College

Find detailed information and statistics about South Suburban College in South Holland, IL.

School Overview

Institution name: South Suburban College
Institution name alias: SSC, Thornton Junior College, Thornton Community College
Address: 15800 South State Street, South Holland, Illinois 60473-1200
Telephone numbers:
- General: (708) 596-2000
- Financial Aid: (708) 596-2000
- Admissions Office: (708) 596-2000
Website: www.southsuburbancollege.edu

Geographic region: Great Lakes

Institution Facts

Institution size category: 5,000 - 9,999
Sector of institution: Public, 2-year
Degree of urbanization (Urban-centric locale): Suburb: Large
Carnegie Classification 2005: Size and Setting: Medium two-year
Carnegie Classification 2000: Associates Colleges
Highest level of offering: At least 2, but less than 4 academic yrs
Religious affiliation: n/a
Distance learning opportunities: Yes
Student Body

Percent of applicants admitted: n/a
Estimated enrollment - total: 6071
Estimated enrollment - full time: 2228
Estimated enrollment - part time: 3843
% of total enrollment that are women: 70%

Student body by race:

Tuition & Fees

Published in-state tuition and fees 2006-07: $8,250.00
Published out-of-state tuition and fees 2006-07: $9,900.00
Oral histories can be found on the disk(s) stored inside the back cover of the hardbound volume or on the IDEALS website, at the URL on the first page of this volume.

(one disk contains all video)
Curriculum
TEACHERS' GUIDE

Introduction to

AFRO AMERICAN STUDIES

EXPERIMENTAL FOURTH EDITION

Peoples College Press P.O. Box 7696 Chicago, Illinois 60680 • USA
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*****

SPECIAL NOTE

The text for this edition of *Introduction to Afro-American Studies* has been combined with the readings, resulting in two volumes rather than three. Volume 2 of this edition will be available before November 1 and will cost $6. Orders should be placed immediately.
A. INTRODUCTION

1. WHAT IS INTRODUCTION TO AFRO-AMERICAN STUDIES?

Are you concerned about the deepening economic, political, and social crisis in the U.S.A? About the increased attacks on the democratic rights of Black people to quality education? About the attempts to abolish or cut back access to higher education and to dismantle Black Studies programs? Are you concerned that in the face of these escalating external attacks on our programs, we in Black Studies are still faced internally with the necessary tasks of developing a curriculum, producing teaching materials, planning degree programs, and conducting research that demand intellectual respect and is socially relevant. For us to argue that Black Studies must have a more permanent place in the University, do you think our efforts must reflect the highest standards of academic excellence and still embody a commitment to social responsibility, to the struggle for Black liberation which gave birth to Black Studies in the first place?

Are you disappointed with the failure of most textbooks in Black Studies to cover the economic, social, cultural, and ideological development of Black people in historical perspective, drawing on the social sciences and the humanities for insights and discussion? Do you feel that textbook discussions of the struggles of Black people during the 1960's and 1970's fall short of helping this generation of students learn important lessons from what actually happened? Are you finding out that many of the textbooks you need are now out-of-print? Or that budget cuts prevent the library from xeroxing the number of readings your students need? Are students complaining about the availability of the readings or having to buy several textbooks? Is your teaching load so heavy that you do not have enough time to really stretch out and develop a solid introductory course on the Black experience with all the needed components—readings, slide lectures, standardized tests, etc.? Are you interested in joining a group of your colleagues in Black Studies who want to collectivize and share experiences and resources for the purpose of standardizing a basic course in Black Studies for colleges, universities, and other institutions throughout the U.S. and the world?

If your answer to only one of these questions is YES, then you know a need that can be satisfied by INTRODUCTION TO AFRO-AMERICAN STUDIES. This
course represents a four-year-effort to develop an introductory course on the experiences of Black people in the U.S. that is already widely taught and is developing into a standardized course. In general, this project is based on the last ten years of struggle to build Black Studies and is a direct response to the kinds of problems faced by many teachers in the field. This TEACHER'S GUIDE will spell out most important considerations about Intro (this is what it will be called) and is intended to share with you, the teacher, some of the experiences and lessons gained from using it over the past four years so that you can use it more effectively. We stress that it is only a GUIDE, only suggestions. One of the strengths of Intro is that it has had the benefit of collective discussion over the years and we fully expect your experiences can contribute to making it stronger.
2. WHY INTRODUCTION TO AFRO-AMERICAN STUDIES?

The historical development of Black Studies and its struggle for survival must remain at the center of any discussion of Black people in higher education. While almost one million Blacks are engaged in post-secondary school education, and oppression and exploitation continue to exist for nearly all Black people, Black Studies remains a battle front for justice and equality, an arena in which to link the fight for reforms with the fight for revolution.

It is within this context that we can best understand Introduction to Afro-American Studies, an on-going project initiated by Peoples College in 1970. It is a response to the problems facing Black Studies; but more importantly it is a small part of the solution, a step in building the kind of unity and collective response in fighting the increasing attacks on Black people, an aspect of which is the attack on Black Studies. This historical context of Intro can be made clearer in a brief discussion of the history of Black Studies as an emerging discipline. This historical sketch is a necessary point of departure in using Intro-Blue (this experimental 4th edition) and in grappling with the current problems facing us.

Our general summary is that Black Studies has gone through three stages of development. The stages of this national trend are:

a. **Innovation**: the social incidents that challenged the status quo and initiated the process of bringing Black Studies into being.

b. **Experimentation**: the theoretical and practical struggle to set and achieve initial goals, and the setting of new goals based on concrete experience.

c. **Crisis of Development**: the intensification of attacks against Black Studies that seriously challenge its continued existence.

**Innovation**: The initial thrust for Black Studies was a turbulent experience, one that continued the unexpected outbursts of rebellion and resistance that characterized the 1960s. The Middle 1960s was a high tide of resistance for the Black liberation movement; militancy was a common posture. A key act was the brutal slaying of Martin Luther King in the Spring of 1968, because it unleashed an outburst of violence in 110 cities, resulting in 39 deaths, over 2,500 injuries, over 14,000 arrests, and over
2,600 fires. The U.S. government repressed this spontaneous action with 45,000 National Guardsmen and 21,000 Federal Troops.

The key social force in this spontaneous violence were those young, working class Black people who were being kept out of productive jobs, and kept out of institutions that they felt could help them improve their lives. For these young people, the only real options seemed to be jail or the armed services. But after this thrust of spontaneous violence (1963-1967), a large sector of this youth population was coopted into higher education, purportedly "to civilize the natives and quell the unrest." According to government statistics, Black college enrollment increased to 370,000. This represents an increase over the previous year of 88,000, 11 times the increase of 1966 over 1965. But things didn't work out for this scheme of bourgeoisification, i.e., the muting of working class militancy with the petty bourgeois privilege of the college campus and the subsequent benefits from a white collar job. This plan backfired and these students became a militant social force inside the university by disrupting the normal state of affairs (meaning racism, elitism, and other forms of reaction); they demanded Black Studies by any means necessary.

This is how one discussion sums up what happened. Note how similar this is to the above description of what happened after King was murdered:

"...The early programs clearly and simply signified a yielding to student pressure, threats and violence; in 1968-69, according to one estimate, 43 institutions experienced fires, 80 experienced wrecking of buildings or breaking of furnishings, 45 experienced personal injuries, at least 24 officials were held captive, and at least 8 people were killed."

In a very concrete sense we can conclude from the data that it was this militant struggle inside the university that forced the initial change, the essence of this first stage of innovation. For example, one study of 239 2-year colleges across the U.S. reports this data on when course offerings in Black Studies were added. Note the rapid increase after 1968.
Experimentation: The rapid increase in courses and programs brought with it a broad pattern of experimentation regarding all aspects of Black Studies. Nick Aaron Ford reports in *Black Studies*: "For the 200 programs upon which this study is based, approximately 200 objectives are listed with enough variation in wording to be considered different." Moreover, about 75% of these programs were interdisciplinary and, for the most part, characterized by a hodge-podge of faculty interests and backgrounds, shaped by the history of racist scholarly neglect and discrimination in faculty hiring practices.

To anyone vaguely familiar with Black Studies programs over the last 10 years, an obvious conclusion is that there has emerged no established pattern of intellectual content, administrative organization, or standard of academic excellence and social responsibility for faculty and students. Moreover, when the militant students who fought for and won Black Studies left the campus, or were bought off, the fire of the initial thrust began to dwindle. One ex-student sums it up this way: "When we left, Black Studies lost its political cutting edge. It was taken over by either poverty pimp-type hustlers, or straight traditional academic types. Either way, that's not what we fought for."

However, this period of experimentation has by no means been a total loss, although this has often been the assessment of both the ultra-conservatives (e.g., Bayard Rustin, Martin Kilson, etc.) and the ultra-left student anarchists (e.g., many of the student activists who founded Student Organization for Black Unity, SOBU). The material basis for this anti-Black Studies position is their common middle class outlook. Both groups negate the potential force of objective reality, the rapid increase in Black participation in higher education. The conservatives openly declare their

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<td>1969-70</td>
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allegiance to elitism, while the "infantile leftists," failing to grasp the relationship of reform to revolution, negate the militant fight for the democratic right to quality higher education.

Out of this period of every flower blooming, however, there is now beginning to emerge a clear direction forward. The current task at hand is to clarify lessons learned, divide the good from the bad, consolidate gains won by uniting with all progressive forces, determine new goals, and continue to fight for change.

Crisis of Development: When we speak of crisis in this context, we refer to two levels of analysis: (A) The deepening of the crisis of U.S. capitalism, and (B) the specific features of how this crisis impacts on higher education. The crisis of capitalism has sharpened and, coupled with the winds of revolutionary national struggle blowing throughout the third world, there is a major realignment of forces on the world scene. The threat of an unjust war to reenergize the imperialist systems of the two super-powers--the United States, old and dying, and the Soviet Union, young and growing--is a menace to all of the world's people.

Here in the USA the attacks on working people, Black people and all oppressed nationalities are growing sharper every day. The carrot of Kennedy-Johnson has been replaced by the stick of Nixon-Ford-Rockefeller. That fascist-prone regime, wildly striving to maintain the rule of the USA imperialist class, went beyond the existing ruling class consensus and faltered on the corruptions of Watergate and the CIA-FBI debacle. But the resulting revelations and expose spoke more to questions of form than of essence. Now we have the old con game with Carter, the white country preacher with a grin, trotted out with the verbal rap of an F. D. R. and similar bandaid solutions. For example, with war preparations underway, Carter appoints a non-violent preacher to be the mouthpiece of the ruling class in the United Nations while okaying the development of the cruise missile and the neutron bomb. And with over 8 million workers unemployed, he proposed a so-called job program for fewer than a million of them at a less than adequate wage in addition to a drastic cut in public assistance programs.

The economic picture is bleak indeed. The Gross National Product declined in 1974 and 1975, housing starts were down in 1974-1976 and basic industry (steel, auto, etc.) continued to operate only 80% of its capacity
in 1976. And, similar to the Great Depression, large numbers of bankcies have occurred, including the billion-dollar W.T. Grant Company and eleven large banks - this during 1976 alone!

Now, does this mean that the fat cats, the corporate ruling class, are taking the loss? NO! In manufacturing, from 1974 to the first half of 1976 there was a 5.5% decrease in the number of production workers, but during this same period profits went up 72.9% to $63.8 billion. This means that more and more profit is being squeezed out of fewer and fewer workers. This attack on working people continues with the real value of income (measured in 1967 dollars) declining nearly 2% between 1974 and 1975. In straight inflation terms, the Consumer Price Index went up 11% in 1974, and over 9% in 1975.

The crisis goes deeper as we all see and live it in our communities every day. Corporate profits are protected by governmental policies of massive cutbacks in social services--hospitals and libraries are closing in nearly every major city, public transportation is being cut back, streets go unrepaired, and public health programs are deteriorating. There have also been major cutbacks in the area of education. According to the Chronicle of Higher Education (May 17, 1976), corporate gifts to colleges and universities declined by 3.5% in 1975 and gifts from leading foundations declined from $12.1 billion in 1974 to $2.01 billion. The Ford Foundation reduced its expenditures by $81 million. Their aim is to hedge against shrinking profits. Moreover, the costs of one year of education for each four-year student went up 42% in the past 10 years--from $2167 to $3070.

The net result of this deepening crisis for Blacks in higher education is alarming and those of us in this area of work must seize upon it as a call to arms. Consider these reversals:

Increased Dropout Rate: Because of the cutback in support services--which have never been well financed and organized--the drop-out rate among Black students will increase. Only 40.9% of the number of Blacks who entered as freshmen in 1971 were enrolled as seniors by 1974. This compares with 55.8% for white freshmen, so the crisis is really an attack on the masses of all nationalities!

Decline in Enrollment: The percentage of Blacks entering as first year students declined in 1973 for the first time in years. Since a peak
increase of 30% in the number of Blacks among all students in college, the increase was only 7% between 1971 and 1972, and declined by 6% between 1972 and 1973. Since the big increase in 1971, the rate of increase has slowed considerably. Compared to a 65% increase between 1969 and 1974 and a 110% increase between 1964 and 1969, there was only a 0.6% increase between 1971 and 1973, and between 1971 and 1974, a 20% increase. Many institutions have recently revised entrance requirements, reduced financial aid, and raised tuition, all of which will further restrict enrollment.

Reversal of Affirmative Action: The courts have become the focal point for the counter-attack of the ruling class to reverse the gains that Black people won through militant struggle. Three major court cases--in Washington (Defunis), New York (Alevy), and California (Bakke)--have all involved charges of "reverse discrimination" by white students who were denied admission to professional schools. In each case, Blacks and other minority students who had lower scores on biased "objective" tests were admitted in efforts to overcome past discrimination, increase the access of oppressed nationalities to medical education, and improve the quality of health care available in oppressed communities. The future ruling of the U.S. Supreme Court in the Bakke case from California will have a major impact on overturning the legal basis for affirmative action--in education and on jobs--which was established after the mass struggles of the late 60s and early 70s.

It is within this context that we find the most compelling reasons to continue this work on Introduction to Afro-American Studies.
3. **WHAT IS THE HISTORY OF INTRODUCTION TO AFRO AMERICAN STUDIES?**

Peoples College initiated work on curriculum development in Black Studies during a high tide of struggle in 1970. *Introduction to Afro-American Studies* (first edition) was first developed as a social science course called "Modern Culture and Black People" in the Freshman Interdisciplinary Program at Fisk University, Nashville, Tennessee in 1972. The program was an attempt to develop a fresh approach to the "basic college" or "general education" courses required of all students. It was developed and taught by scholars from several disciplines. As presented in the initial course outline, the purposes of the course were (and still are):

1. To **challenge** every student to be a serious intellectual, (knowledgeable about herself/himself and the society she/he lives in, committed to making the world a better place to live in).
2. To study the development of modern society and culture, and the role Black people have played in it.
3. To investigate and discuss the historical origins and development of the Afro-American people in the USA today.
4. To systematically examine the development, basis, and make-up of several important social institutions in the Black community.
5. To evaluate the relevancy of various ideologies concerning the social oppression, political repression, and economic exploitation, of Black people (past, present, and future).

The work on *Introduction to Afro-American Studies* received a big push when a national conference of "The Pull The Covers off Imperialism Project" met in Nashville in January 1975 and urged the development of anti-imperialist study guides which could be used as models for college courses and study groups. (For a report on this conference, see the January-February 1975 issue of *The Black Scholar*). The topics of these guides were Introduction to Black Studies, Political Economy and Black People, Black Culture and Black Liberation, Twentieth Century Black Liberation Movement and U.S. Imperialism in Africa. On January 31, over one hundred letters were mailed out nationally requesting copies of course outlines, reading lists, etc. related to the above topics. The plan was to collect as much information
as possible so that the outlines prepared by national drafting committees would reflect a thorough summation of the experiences in Black Studies and these various areas of work.

Continuing this work, the first edition of *Introduction to Afro-American Studies* was revised and produced as *Intro-Brown* (2nd edition). On April 17, 1975 over 150 copies were mailed to programs and scholars around the U.S. for criticism, implementation and revision.

In addition, efforts were made to share *Intro-Brown* with as many people as possible through reports to various conferences and associations. For example, a report was made in a workshop of the African Heritage Studies Association on April 5, 1975.

The criticisms and self-criticisms resulting from this year of using and discussing *Intro-Brown* were very useful and were used in a third edition -- *Intro-Green*. An example of the important changes made was the addition of the section on the problems and struggles of Black women. *Intro-Green* was widely disseminated, discussed and used as a course outline in such colleges and universities as Atlanta Junior College, The City College of the City University of New York, University of Oklahoma, Cornell University, State University of New York (New Paltz), Thornton Community College (Ill.), University of California (San Diego and Santa Barbara), University of Illinois at Chicago Circle, Wayne State University, and the five college consortium in Massachusetts (U. of Mass, Amherst, Holyoke, Hampshire and Smith).

Widespread positive acceptance of *Intro-Green* led us to deepen the process of experimentation and revision of summation and criticism. The result is now an experimental fourth edition called *Intro-Blue*. *Intro-Blue* was to address five general concerns raised during the last year of discussions. Most of these have been addressed in this edition, and all are still being worked on.

a. there is a need for a glossary of terms in order to equip the student with a working vocabulary and definitions;
b. there is a need for the more systematic inclusion of material from the area of humanities, art, and literature;
c. there is a need for a series of slide lectures and audio tapes to accompany the course materials so that interest can be sustained and the experience made more immediate;
d. there is a need for a teacher's guide and for standardized examination materials in order to evaluate the impact of the course on a national level;
e. there is a need for an edited textbook which includes a collection of the best available discussion of the topics covered in Introduction to Afro-American Studies.

It is important to emphasize that this fourth edition is EXPERIMENTAL meaning that it will be revised during the spring and summer of 1978 and republished in more permanent form for use in the 1978-79 academic year. It is in this process of evaluation, experimentation, and revision that we ask your input as an integral part of the process, teach the course this year.
4. Why should curriculum in Black Studies be standardized?

This is a question that more and more appears on the agenda of various conferences and organizations. *Introduction to Afro-American Studies* was initiated four years ago with this in mind so it is important that we comment on it.

In the face of the continuing attacks on Black Studies and the growing struggles against these attacks, we in Black Studies must be as united and organized as our attackers. Inside our programs—individually and collectively—we need the strength that can come from having a common platform from which to launch our counter-attacks. Black Studies, during its earlier stage of experimentation, developed out of the particular context of each campus and therefore reflects the limitations of the political, demographic, intellectual, and financial resources of each campus. This is illustrated most clearly in the wide variety of courses offered in each program. As an emerging discipline, there has been little time to systematically organize existing knowledge of the Black experience which is necessary for the development of a sound and effective curriculum. This process of standardization—developing a broad intellectual consensus around a core curriculum—is how disciplines establish their intellectual credibility and lay claim to a permanent place in the university.

Now, there has been sufficient experience accumulated during the last decade of experimentation to enable us to consolidate Black Studies on a new level. Academically, a standardized curriculum will enable us to provide our students with a quality education about Black people, one that represents the best of our collective experimentation over the past ten years. Politically, a standardized curriculum which maintains academic excellence and social responsibility will provide the most effective base to build community support for Black Studies, and serve as the most effective foundation for defending our programs.

More concretely, a standardized curriculum in Black Studies will:

(A) Enable us to better coordinate and utilize our available resources,

(B) Allow graduates of community colleges to more easily transfer Black Studies credits to four-year institutions;
(C) Permit scarce library resources to be focussed on building collections which service the needs of an expanding core curriculum in Black Studies;

(D) Assist in planning teacher training and recruitment based on specific curriculum needs;

(E) Lead to more efficient program administration because it can be based on long-term planning and budgeting with a clear view of where the program is headed, and

(F) Encourage special cooperative efforts in research and producing text materials since many publishers are not now interested in meeting the need for quality text materials in Black Studies.

Only through such broad-based and cooperative efforts that could flow from developing and implementing a standardized curriculum in Black Studies can we expect to weather the present storm and guide Black Studies in carrying out its initial mandate.

Thus, there should be no question about the urgent need for standardizing curriculum in Black Studies. Because *Introduction to Afro-American Studies* is an effort to develop one model for a standardized introductory course, it is an essential first step in this long term process.
5. WHAT HAPPENS AFTER INTRODUCTION TO AFRO AMERICAN STUDIES?

Our approach to this question is summed up in the slogan "STUDY AND STRUGGLE."

On the one hand, there is the urgent necessity of developing the clearest possible understanding of exactly what the historical experiences of Black people have been and how they have related to the major historical forces in the U.S., and in the world. In this we agree with DuBois (in the first reading in Intro-Blue) that "Somebody in each era must make clear the facts with utter disregard to his own wish and desire and belief. What we have got to know, so far as possible, are the things that actually happened in the world." The historical record of Black people in the U.S. and most of the history about the U.S. and the world is characterized by the wishes, desires, and beliefs of those who write it, and it is quite clear that the masses of people are not the main concern of these writers. Thus, we aim to provide in this text a basic understanding of some of the important questions and issues in the historical development of Afro-American people, with Black liberation in mind. Our concrete experience in using this course has been that students are able to and are excited about taking this understanding into other courses, and are able to make more sense out of the wealth of knowledge that was often confusing before and to understand some of the important issues that arise in their daily lives.

But, as we stress in the preface to Intro-Blue, the search for knowledge does not end when new information is obtained. "The real test of new ideas is not just in how well they help us understand the world; the real test comes in applying these new ideas to building a new and better world for the masses of people. Therefore, we hope that after this course those who take it seriously--teachers and students--will be encouraged and inspired to plunge more into the daily struggles of Black people for a better life through fighting for fundamental social change.

To us, this is the most important lesson of Black history. The struggles of the masses of Black people have never ceased. Therefore, if this course contributes to an understanding of these historical and contemporary experiences, it should also contribute
"to establishing a new relationship between Black intellectuals and the Black liberation movement in which intellectuals function to serve the interest of the people with humility based on compassion, strength based on science, and a revolutionary optimism that the people will triumph over all enemies and prosper."* 

* From The Declaration Against Imperialism 1975, reprinted as Reading #4 in Intro-Blue.
B. TEACHING METHODOLOGY

6. USING INTRO-BLUE ON THE QUARTER OR SEMESTER SYSTEM AND WITH OTHER TEXTS

One of the problems with teaching an introductory course in Black Studies is that there is so much material to be covered. Often the quarter or semester ends with many important points not discussed. Intro-Blue has been designed with the flexibility to accommodate the various arrangements of the academic year. It can be used where introductory courses in Black Studies meet for one quarter or semester, or for two quarters or semesters, and still enable the teacher to systematically cover all of the material. The chart on page sixteen includes suggestions for how Intro-Blue might be used. We hope that you will let us know if you come up with a more effective arrangement based on your local situation. (NOTE: Some introductory courses meet for three quarters. One alternative is that Plan #1 on the following chart be used for the first two quarters, and that the third quarter be based on sections of Intro-Green, Part II: FOUNDATIONS OF BLACK SOCIAL THOUGHT.)

Introduction to Afro-American Studies can be effectively used with other texts, especially texts that are focused more on specific disciplines or topics like history, sociology, racism and race relations, etc. Intro-Blue brings to these more specific texts additional information and a broader analysis of issues that are rooted in the field of Black Studies. To illustrate this and provide some suggestions, we have selected six texts and one bibliography. The table on page seventeen suggests the sections of these texts from which supplementary readings may be selected. This index will be done for Volume II and will be substantially expanded for the 1978-79 revised editions. The seven books indexed on page seventeen are:

Lerone Bennett, Before the Mayflower
Leslie Fishel and Benjamin Quarles, The Black Americans
William Z. Foster, The Negro People in American History
John Franklin, From Slavery to Freedom
Nathan Huggins, et. al., Key Issues in The Afro-American Experience
James McPherson, Blacks In America: Bibliographic Essays
E. Franklin Frazier, The Negro In the United States
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| 1      | 2 Quarters (10 Week Quarters)        | 1st Quarter:  
Weeks 1-9: Vol. 1, Chap. 1-9, chapter per week  
Week 10: Review  
2nd Quarter:  
Week 1: Vol. 1, Chap. 1: Introduction  
Weeks 2-16: Vol. 2, Chap. 10-18, chapter per week |
| 2      | 1 Semester Only (16 Weeks)          | Week 1: Vol. 1, Chap. 1 and 2  
(It is necessary that two chapters be combined into one week's discussion. We suggest that this be done in Vol. 2 as the teacher deems appropriate given local conditions.) |
| 3      | 1 Quarter Only                      | See above Plan #1 for 2 quarters. Each volume of Intro-Blue stands alone as a self-contained course, if the first chapter of Vol. 1 is used with Vol. 2. Thus, if the course must be repeated every quarter or for two quarters, we suggest that Vol. 2 be used for the second quarter, that new students be recruited, and that the students who used Vol. 1 be encouraged to continue. Independent study credit can be assigned to these continuing students; some teachers are seeking approval for a second course in their sequence based on Intro-Blue, Vol. 2. |
| 4-A    | 2 Semesters                         | Alternative 1:  
1st Semester: See Plan #1 for 1 semester course  
2nd Semester: Based on "FOUNDATIONS OF BLACK SOCIAL THOUGHT", part two of Intro-Green |
| 4-B    |                                      | Alternative 2:  
1st Semester: Vol. 1, plus supplementary readings  
2nd Semester: Vol. 2, plus supplementary readings  
(To facilitate the use of supplementary texts, we have included a guide which indexes Intro-Blue to popular textbooks in Black Studies.) |
### 7. USING INTRO-BLUE WITH OTHER BLACK STUDIES TEXTS AS SUPPLEMENTARY READING

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8. A GUIDE TO INTRO BLUE

A. Study Questions and Key Concepts

These two items in Intro-Blue are the guideposts to the most important points to be covered in each chapter. Many of us who have used Intro-Green have found it useful to spend the last five minutes of each week's discussion introducing the study questions and key concepts for the next week. If the study questions and key concepts are covered first, then a kind of "mental fishing net" is created that will aid the student in gathering the main points presented in the slides, overview, readings, lectures, class discussions and even their own reviews.

The answers to the study questions will usually not be found in any one part of the text. They are sometimes found more in the overview, sometimes in the readings, and usually in both. Moreover, some of the study questions challenge the student to think critically and analytically about the material they read and to formulate their own opinions.

For teachers, the study questions provide the themes of major lecture topics. It should be stressed to students that while the lectures will cover the main points as outlined in the study questions, there is much additional information in each chapter of Intro-Blue that should be carefully read, studied, and used in class discussions and written assignments.

The key concepts are to be used in reviewing and answering the study questions. It should be emphasized that brief definitions are not to be memorized. Rather, the broader conceptual meaning of each key term be understood. For example, in addition to giving a brief definition of racism or capitalism, a student should be able to discuss the origin, historical development and significance of each phenomena—and be able to discuss the relationship of these two key concepts to each other.

B. Overviews

A useful feature of Intro-Green was a brief paragraph at the beginning of each chapter which presented the most important points about that topic.
In Intro-Blue, the section called "Overview" serves this purpose. It provides the analytical framework for reading the material in each chapter.

It should be stressed to the student how important these overviews are. They provide summaries of the main points in the readings, in most instances. But they often present new material and almost always reorganize the information found in the readings in a new way.

This is a key point to grasp because it relates to the key intellectual task at the core of Afro-American Studies. At its inception Black Studies adopted a critical posture on all old knowledge. It sounded a challenge for us to come up with a new analysis of the Black experience that would not only do justice to the richness of the history of Black people but serve the masses of people struggling for a better life. This is what Introduction to Afro-American Studies is developing to be. As such, the overviews represent a set of ideas that will be further elaborated and developed based on continuing research and investigation. We would appreciate your comments not only on Intro-Blue's effectiveness as a teaching tool. We are also interested in your critical response and comments on the substantive intellectual concerns and propositions advanced in this textbook.

C. Required Readings

One of the main points made in response to Intro-Green was that while it was an excellent outline, it was generally very difficult to deal with because the readings were scattered in so many sources. This shortcoming in earlier editions should be understandable. Most textbooks in Black Studies, even edited texts, do not reflect an inter-disciplinary approach to the Afro-American experience. Rather than being rooted in Black Studies as a discipline of study, they are more rooted in individual disciplines. We are including the readings in Intro-Blue on an experimental basis and this should help to remedy this shortcoming. If this proves effective, it will become a feature of the permanent edition.

There are three points about the readings in Intro-Blue:

(1) The readings in each chapter have been carefully selected to present a thorough discussion of the main points in each chapter. The main concern is on the content--and not on the individual authors. We are including the sources of the readings in the appendix of the Teacher's Guide and not in Intro-Blue itself, however, so you can undertake a deeper
investigation in preparation of lectures, etc.

(2) The readings have been edited to an average of 35 pages or so for each chapter. This should facilitate covering all of the required readings in the one week allotted for each chapter.

(3) The readings have utilized the social sciences as well as the humanities. The failure to include more material from the humanities was another major criticism of Intro-Green. Thus, in this edition, social science material still provides the core readings for each of the chapters, but the humanities--poems, songs, short stories, and excerpts from novels--have been used to make the main points come alive more. This points out that many Black artists were deeply rooted in the experiences of Black people and made attempts to reflect the lived experiences of Black people in their artistic work.

D. Supplementary Readings

The supplementary readings provide a guide to additional material for students who would like to go more into the chapters, and for advanced undergraduate students who may take Introduction to Afro-American Studies offered for first and second year students on the condition that additional reading be done. In addition, this is material which may be used by teachers in preparing for lectures. The supplementary readings have also been used as the basis for seminar and independent study courses in which a student reads all of the material in a section and engages in periodic written summations and discussions with the teacher.
9. USE OF THE SLIDE LECTURES

There has been much recent discussion about the impact of television on the development of educational skills. While we may be critical of this impact, the fact is that recent advances in instructional technology--audio-visual aids, computers, etc.--have added many useful dimensions to the learning situation. We have developed a set of 17 slide lectures consisting of over 400 slides to accompany the first seventeen chapters of Introduction to Afro-American Studies. Each lecture consists of about 25 slides per week. The slides present visual images of the material covered in the text. Accompanying the slides is a brief narrative which describes each slide's significance for that week's topic.

The most effective use of the slides, we suggest, is during the first meeting of the class on the week's topic. In this manner students are given a most lively and interesting (visual) presentation of the material to be covered, which should carry over into the reading, lectures, and class discussion as they seek further explanations of the pictures that have been shown.

It is very easy to spend all of the available time showing slides. We would argue strongly against this and suggest that only 20-25 minutes be utilized in viewing slides. If the course meets for three or four times weekly, as some will, it is possible to end the week's discussion with a review of the slides for that week.
10. LECTURES

Lectures are an important aspect of presenting the material in Intro-Blue. Only in cases where they are used with advanced students would lectures be substituted by seminar-type discussions. As we have suggested, the lectures should be organized around the main points of each chapter as summed up in the study questions. In this way, each lecture will be focused on one or two major points.

Of course, Intro-Blue cannot possibly speak to the special interests that all of those who teach it will bring to it. Nor can it take account of all the particular local conditions that it will face. Therefore, the lectures are important as a method of tailoring Intro-Blue to these particular circumstances.

We should be careful to allow ample time for discussion—for questions to be asked during the lecture and at its conclusion. Again, careful attention must be paid so that a single point will not consume all of the available time.
11. CLASS SESSIONS

1. The student should be allowed to ask questions at the beginning of each class session about material already covered.

2. If necessary, sleeping students should be awakened, those without paper and pencil should be given some, and all disruption stopped immediately.

3. The teacher should freely use current examples and write new terms, names, and dates on the blackboard.

4. The class session should always reflect a dynamic interaction process and not an elitist one-way flow from teach to student. A good teacher will encourage students to deepen their investigations and to "teach" what they learn; good students will actively seek additional information and share it with the class—even when such aggressive efforts are not "officially" encouraged.

5. The class projects and audio-visual materials are intended to supplement the regular course of study. They are not required and should only be used after a thorough assessment of the concrete conditions and available resources in each local situation.
12. WRITTEN ASSIGNMENTS

When Introduction to Afro-American Studies was initially taught at Fisk University, over 100 students, randomly selected from the entering first year students, were faced with this assignment during the first semester:

Write a short paper (2-3 typed, double-spaced pages), every week and turn it in on time, the beginning of the first class period of each week. The papers are to be a summation of each week's topic.

Papers not in on time lost one grade automatically, and 50% if not passed in by Friday of the week due.

Our theory was that these students were just entering "college," did not know what to expect, and would respond to a challenge. Our completion rate for the papers was over 85%. There was a reaction against the amount of work during the second semester--students complained, circulated a petition in protest, and solicited faculty and administration support. But we persisted and in the end, their productivity far surpassed all expectations.

Most students greatly improved their skills during this course. Indeed, we realize that one of the appalling results of the current social crisis is the deterioration of high school and college education: students are not being trained and encouraged to read and write. Moreover, our responsibilities often over-commit us so that we have limited time to cover basic skills and our course content. But, we would still argue strongly that a regular written assignment be an integral part of Intro-Blue. There are various alternatives and we look forward to hearing from you on what you decide is most effective in your situation. We are interested in your evaluation of Intro-Blue and in being able to read some of the papers written by your students. (Some of us have over three years xeroxed the best papers produced by students for possible publication as a useful tool in teaching the course.) Some of the alternatives are:

1. Write a short (2-3 pages) paper every week on the weekly topic (as described above).

2. Write three or four longer papers (5-6 pages) on each of the first four parts of Intro-Blue (theory and method, from Africa to the Americas, the historical stages of the Black experience, and the contemporary social structure).

3. Write two papers (10-15 pages)--one due at mid-term and one at the end of the term--on Part III (historical stages) and Part IV
(contemporary social structure).

4. Write regular papers (weekly, every two weeks, etc.) on one (or more) of the study questions in each chapter.
13. GROUP PROJECTS AND GROUP STUDY

Education in a capitalist society breeds the same kind of competition and "dog eat dog" individualism that exists in all other areas of this society. Many of us who have used Introduction to Afro-American Studies have sought ways to counter this in our courses. Two of the most effective methods have been the use of group projects, and encouraging group study.

There are usually many issues and struggles affecting Black people in each local area where Intro-Blue will be taught--struggles against cutbacks in educational opportunities, struggles over desegregation and achieving quality education for Black students, union struggles and strikes, struggles against police brutality, etc. The slogan "STUDY AND STRUGGLE FOR BLACK LIBERATION" is very appropriate in these cases--encouraging students to investigate the various issues and to write them up or present them in special forums organized by the class for which credit might be given or a substitute for a paper. And students should also be encouraged to learn through getting involved in the issue, with the point being made that most knowledge does not come from schools and textbooks--but from actually being involved.

Group Study has been another important tool in teaching Intro. Students have been encouraged to organize study sessions where they share notes, and discuss the main points. Sometimes students have after these sessions decided to invite the instructor to review important questions that were not understood.
14. COURSE EVALUATION AND STANDARDIZED EXAMS

In Intro-Green, we attempted to put the question of grades on an objective footing so that all students would be well aware of what was expected of them well in advance of the last week of the term, and would therefore have no unreal expectations of what they should expect from the teacher. The determination of grades in Intro-Green was as follows:

1. 40% Weekly papers and class participation
2. 20% Mid-term exam
3. 40% Final exam
4. Students should be examined on:
   (a) definition of key concepts;
   (b) grasp of required readings and lectures;
   (c) ability to apply the material covered to current conditions.

A standardized examination consisting of 100 questions--multiple choice, completions, true-false, essay questions--has been developed and has been tested over a two year period in two universities. The exam is designed not only to test the student on his/her grasp of the factual material presented in Introduction to Afro-American Studies. It is also intended to test the student's ability to think analytically and critically about the material presented. These materials are now being evaluated and revised for Intro-Blue and will be mailed out as soon as possible.
C. EVALUATION OF INTRODUCTION TO AFRO-AMERICAN STUDIES (BLUE EDITION)

We are very interested in having your fullest evaluation of Intro-Blue before we undertake its revision for the 5th edition. As we have suggested, teachers and students alike have made many valuable suggestions which are reflected in the current edition. While a more detailed evaluation format will be developed and mailed to you, please attempt to regularly record observations which will enable you to speak to the following questions at the end of using each volume:

1. What is your general response to Introduction to Afro-American Studies?
2. How does it compare to other textbooks in Black Studies?
3. What are its major strengths?
4. What are its major weaknesses?
5. What are the specific difficulties you encountered in trying to teach it?
6. What specific improvements and revisions would you suggest?

From students, we are interested in similar responses. It would be of considerable use if you would duplicate the following questions and distribute them for students to answer:

1. What is your general response to Introduction to Afro-American Studies?
2. How does it compare with other textbooks you have used in Black Studies?
3. What are its strong points, what you liked most about it?
4. What are its weak points, what you liked least about it?
5. What was most difficult about the book?
6. What was the most important thing you learned?
7. What suggestions would you make for improving the book?

Finally, we would suggest that you xerox the best student papers and the papers of students who had the most difficulty in dealing with the textbook. These would be useful in getting a firmer handle on the responses to the text in a variety of situations.

One program which used Intro-Green taped many of the lectures and discussions. This is certainly not possible in all situations, but we would appreciate being able to review any such tapes or documents.
**Regional Workshops:** The most important aspect of the review process will take place in a series of workshops we will hold in the late winter and spring of 1978. Here we want to discuss with all of you who have used Intro-Blue and some who intend to use it next year the kinds of questions listed above and share with you the general plans for 1978-79. We will be discussing this with you and details on these workshops will be mailed when they are finalized.
D. SUPPLEMENTARY RESOURCES AND MATERIALS

15. What is Peoples College?

Peoples College is an organization that has been active in several aspects of the Black liberation Movement since 1970. These include Black Studies, support for African liberation movements, and building the United Front Against Imperialism in the U.S.A. After a period of reorganization, it is now actively working on theoretical issues of Black liberation and the class struggle, and in engaging in other forms of work. A number of its current activities are useful for Black Studies teachers, students, and programs.

SPEAKERS BUREAU. Peoples College has organized a Speakers Bureau. It includes scholars and activists, some whom have work appearing in Introduction to Afro-American Studies. Many of the issues and topics in Introduction to Afro-American Studies can be discussed by participants in the Speakers Bureau. Honorary received from these speeches support the continuing educational work of Peoples College. Information can be obtained by writing an initial letter indicating possible dates, topics, the honorarium involved, and other details to:

PEOPLES COLLEGE
P.O. BOX 7696
CHICAGO, ILLINOIS 60680

Also available are bibliographies on Black Studies, Black Sociologists, and other topics related to Black Studies. Write for details.
16. ORGANIZATIONS

Write for the latest information on membership, conferences, and activities.

1. AFRICAN HERITAGE STUDIES ASSOCIATION
   Dr. Ronald Walters
   Department of Political Science
   Howard University
   Washington, D.C.

2. AFRICAN LIBERATION SUPPORT COMMITTEE (A.L.S.C.)
   Organizing Committee for a New A.L.S.C.
   c/o Vicki Garvin
   126 North Taylor Avenue
   Oak Park, IL 60302

3. ASSOCIATION FOR THE STUDY OF AFRO-AMERICAN LIFE AND HISTORY
   1401 14th Street, NW
   Washington, D.C. 20005

4. ASSOCIATION OF BLACK PSYCHOLOGISTS
   7614 16th Street, NW
   Washington, D.C.

5. ASSOCIATION OF SOCIAL AND BEHAVIORAL SCIENTISTS
   Dr. Robert Holmes
   Department of Political Science
   Atlanta University
   Atlanta, GA 30314

6. CAUCUS OF BLACK SOCIOLOGISTS
   Dr. Al Black
   Department of Sociology
   University of Washington
   Seattle, WA 98195

7. COLLEGE LANGUAGE ASSOCIATION
   Morgan State University
   Baltimore, Maryland

8. NATIONAL CONFERENCE OF BLACK POLITICAL SCIENTISTS
   Dr. Vernon Gray
   Department of Political Science
   Morgan State University
   Baltimore, Maryland

9. NATIONAL COUNCIL OF BLACK STUDIES
   Dr. Joseph Russell
   Indiana University
   Bloomington, Indiana

10. Council of Black American Affairs
    Affiliate of the American Association of Community and Junior Colleges
    Dr. Don Godbold, President
    Merritt College
    Oakland, CA
17. SOURCES FOR AUDIO-VISUAL MATERIALS

Write to each for up-to-date catalogues and prices.

1. Audio Brandon Films
   8400 Brookfield Avenue
   Brookfield, IL 60513

2. Folkways Records
   701 Seventh Avenue
   New York, NY 10036

3. Impact Films
   144 Bleeker Street
   New York, NY 10012

4. Kit Parker Films
   P.O. Box 227
   Carmel Valley, CA

5. New World Resource Center
   1476 W. Irving Park Road
   Chicago, IL 60613

6. New Yorker Films
   43 West 61st Street
   New York, NY 10023

7. Paredon Records
   P.O. Box 889
   Brooklyn, NY 11212

8. Single Spark Films
   P.O. Box 3486--Merchandise Mart
   Chicago, IL 60654

9. Third World Newsreel
   26 West 20th Street
   New York, NY 10011

10. Tricontinental Film Center
    P.O. Box 4430
    Berkeley, CA 94704

    244 West 27th Street
    New York, NY 10001
APPENDIX

Introduction to Afro-American Studies (Blue)

Sources of Readings

Chapter 1

   Black Reconstruction, 1935.

2. Commitment: For My People (1942, poem) Margaret Walker
   For My People, 1942


4. Response: A Declaration Against Imperialism (1975)
   Year to Pull the Covers off Imperialism Project; adopted at Conference Fisk University, 1975.

Chapter 2

5. Memories of Africa before the Slave Trade (1789) Gustavus Vassa

   How Europe Underdeveloped Africa, 1972 (Chapter 3).


8. Racism and Imperialism in Africa (1936) Ralphe Bunche
   A World View of Race, 1936.

9. The Death Pangs of Imperialism (1961) Amilcar Cabral
Chapter 3

10. The Middle Passage (1789)  
   Gustavus Vassa  
   "The Interesting Narrative..." in *Cavalcade: Negro  
   American Writing from 1760 to the Present*, eds. Arthur  

   Eric Williams  
   *From Columbus to Castro: The History of the Caribbean,  
   1492-1969*, 1970

12. New England Merchants, the Slave Trade and the Development  
   of Capitalism in the United States (1942)  
   Lorenzo Greene,  
   *The Negro in Colonial New England*, 1942. (Chapter 1,2).

Chapter 4

13. What is Slavery? (1846)  
   Frederick Douglass  

14. The South Carolina Slave Code: An Act for the Better Ordering  
   and Governing of Negroes and Slaves (1712)  
   *The Black American*, eds. Leslie Fishel and Benjamin Quarles,  
   1976.

15. Maps: Geographic Expansion of the Slave Population in the  
   United States: 1790-1860  

16. The House Slave and the Field Slave (1857)  
   James Stirling  
   *The Black American*, eds. Leslie Fishel and Benjamin Quarles,  
   1976.

17. Through the Eyes of a Slave: Growing Cotton and Sugar Cane in  
   Louisiana (1853)  
   Solomon Northup  
   *Twelve Years a Slave*, 1853.

18. Problem: Bury Me in a Free Land (1854, poem)  
   Frances Harper  
   *Cavalcade: Negro American Writing from 1760 to the Present*,  

   to the Slaves of the U.S. (1843)  
   Henry Highland Garnett  
   Earl Ofari, *Let Your Motto Be Resistance*, 1794.
20. No Progress Without Struggle! (1857) Frederick Douglass
   Philip Foner, Frederick Douglass, 1964.

21. The Struggle Against Slavery: The Slave Revolts (1939) Herbert
   Aptheker
   Negro Slave Revolts in the U.S. 1526-1860, 1939

22. The Struggle Against Slavery: Escape and Organized Resistance
   (1859, a novel) Martin Delany
   Blake, or the Huts of America, 1859.

23. Taking Up Arms Against Slavery: John Brown (1859) Langston Hughes &
   Chicago Defender
   The Black American, eds. Leslie Fishel and Benjamin Quarles, 1976.

24. The Result of Struggle: Emancipation Proclamation (1863)

25. Men of Color, to Arms! (1863) Frederick Douglass

Chapter 5

   Will Alexander
   Collapse of Cotton Tenancy, 1935

27. What is Peonage? (1930) Carter G. Woodson
   The Rural Negro, 1930.

28. Black Code of Louisiana (1865) Louisiana State Legislature
   Official Publication

29. Agriculture and Tenancy in Alabama: A Case Study, 1865-1900 and 1900-1930
   Horace Mann Bond
   Negro Education in Alabama, 1939

30. Table: Farms of Negro Operators by Tenure, Number, Acreage,
   and Specified Values for the U.S. 1900-1940
   U.S. Department of Agriculture
   General Report on Agriculture, 1940
31. Maps: Counties in the Southern States Having at Least 50 Percent of Their Population Negro

32. Map: Black Belt and Border Territory

33. The Defeat of Reconstruction: Taking Away the Vote 1890-1908
(1932) Paul Lewinson


35. On Lynching (1940, poem) *Crisis Magazine* 
*Crisis*, November, 1940 (cover)

36. How to Stop Lynching (1919) *The Messenger* 

*Reluctant Reformers*, 1974

38. Causes of the Migration from the South (1938) Arthur F. Raper

39. Ballad of the Boll Weevil (1900) Unknown sharecropper
Irwin Silber, *Lift Every Voice*, 1953

Chapter 6

40. The Uneasy Exodus (1915, poem) Unknown migrant
Roi Ottley, *The Lonely Warrior*, 1955

41. Urbanization of the Négro Population (1957) E. Franklin Frazier
*The Negro in the U.S.*, 1957
42. Map and Table: Negro Population Statistics, 1910-1940
   E. Franklin Frazier, The Negro In the U.S., 1957

43. The New Negro: What is He? (1920) The Messenger
   The Messenger, vol II (August 1920)

44. The Transition Era, Second Phase: World War I to World II (1971)
   Harold Baron
   The Demand for Black Labor, 1971

45. The Color Line in Jobs and Housing (1945) St. Clair Drake
   Horace Cayton

46. The Doctrine of the Double Duty Dollar (1945) St. Clair Drake
   Horace Cayton
   Black Metropolis: A Study of Negro Life in a Northern City, 1945. vol II, Chapter 16

47. Table: The Struggle for Jobs in the City

48. A Toast to Harlem (1943, short story) Langston Hughes
   Simple Speaks His Mind, 1943
   Chapter 7

49. Black Workers from Farm to Factory (1941, novel) William Attaway
   Blood on the Forge, 1941

50. The Industrial Status of the Negro (1930) Ira De. A. Reid
   Negro Membership in American Labor Unions, 1930.

   Nelson Johnson
52. Simple on the Struggle of Black Workers: When a Man Sees Red (1940, short story) Langston Hughes
   Simple Speaks His Mind, 1943.

53. The Negro in "Little Steel" (1937) Romare Bearden

54. The Black Community and the Struggle of Black Workers (1936) John P. Davis
   Crisis, September, 1936.

55. I Am a Domestic (1940) Naomi Ward
   New Masses, June 25, 1940.

56. The American Negro Labor Congress (1930) Official Pamphlet

57. The Struggle of Unemployed Workers (1933) Angelo Herndon
   Let Me Live, 1939

58. The Marching Song of Fighting Brotherhood (1920s, song)
   Philip Foner, Organized Labor and the Black Worker (1974)

59. Our Thing is Drum (1960s, poem)
   Philip Foner, Organized Labor and the Black Worker (1974)

60. Drum: Dare to Fight! Dare to Win! (1968) Dodge Revolutionary Union Movement

   Where Do We Go From Here: Chaos or Community, 1967.

62. The Fight Against the Oppression of Black People Is a Fight of the Whole Working Class (1975) Revolutionary Communist Party
   Programme of the Revolutionary Communist Party, 1975.

Chapter 8

63. The New Negro Middle Class (1955) E. Franklin Frazier
   The New Negro Thirty Years Afterward, 1955
64. Boston's Black Middle Class: Roxbury's Sugar Hill (1965)  
   Autobiography of Malcolm X, 1965

   Louie Robinson  

66. The Bases of Negro Prestige (1963)  
   Norval D. Glenn  

67. Three Poems (1935)  
   Frank Marshall Davis  
   Black American Literature, ed. Ruth Miller, 1971

68. Black People in the Petty Bourgeoisie (1977)  
   Peoples College  
   Peoples College Press, 1977

   U.S. Dept. of Labor  
   Social and Economic Status of the Negro in the U.S., 1974

70. Black Enterprise Top 25 Black Businesses (1977)  
   Black Enterprise, June 1977

71. Fortune Top 25 Industrial Corporations (1977)  
   Fortune Magazine, May, 1977

72. Tables: A Comparison, Black Capitalism and Monopoly Capitalism (1977)  
   Compiled from listings in Black Enterprise (June 1977 and Fortune (May 1977)

Chapter 9

73. The Origins of Racism  
   Ralphe Bunche  
   A World View of Race, 1935

74. Racial Problems in the U.S. and World Society (1955)  
   E. Franklin Frazier  
   Race Relations, 1968

75. Martin Luther King on Racism (1966)  
   Martin Luther King, Jr.  
   Where Do We Go From Here: Chaos or Community, 1967
Activism on Campus
Charles Mosley

Earns Appointment

TCC Board of Trustee

Charles Mosley, Harvey, has been appointed to the State of Illinois Board of High Education Council on Community Services and Continuing Education.

Mosley, 34, in his second year as a TCC trustee and former faculty member, is currently director of the Department of Black Studies at Chicago State University, Chicago. According to James B. Holderman, executive director of the Board of Higher Education, Mosley, with his background in college affairs will be able to help implement significant programs relating to community services and social involvement.

While an English instructor at TCC, in 1967, Mosley was given the job of planning and developing the General Studies Program, an innovation in higher education designed to assist and motivate those students who might need additional help or, for one reason or another, had inadequate preparation for college. Although he resigned in 1969 to accept the position at Chicago State, the TCC General Studies Program has become an integral part of the curriculum.

His interest in TCC did not diminish and in 1970 Mosley was elected to the Board of Trustees where he has served on the policy and finance committees.

Holding a Master of Arts degree in English from Roosevelt University, Mosley has also received a Masters in Education on Inner City Studies from Northeastern Illinois State.

up and coming

EVENT

Skolnick Lecture
Charlie Brown
FSA Fashion Show
Publications Board Meeting
Vets Meeting
Jesus Raps
Wrestling (Du Page)
Basketball (U. of Wisc.)
President-Students Meeting
Love and Kisses
Madrigals Xmas Feast
Christmas Concert

PLACE

Building 21
Building 21
Building 17
Building 18
Building 21
Room 1104
Building 12
away
Building 16
Building 21
150th & Ashland, Harvey

Due to the lack of facilities, director Smith Brand has had to make many allowances. For instance, the audience will virtually surround the cast, thereby destroying any of the usual player-audience separation. For the young at heart, there will be seating available on floor mats, bringing them even closer to the action.

According to Brand, there will be much left to the imagination. The sets, designed by Todd Booth, are limited to basic, multicolored cubes, however, with a little help from the players, these cubes will take on the appearance of anything from a piano to a doghouse.

The hand props are limited to a blanket, a supper bowl and a few pencils with the rest to be pantomimed.

Though many allowances had to be made due to lack of facilities, Brand promises an excellent production, nevertheless and is quite confident that “Charlie Brown” will be a success both financially and critically.

Performances are also scheduled for Saturday and Sunday at 2:30 and 8:15.

The title role of Charlie Brown will be played by Danny Mead. Others in the cast include Martha Tanis as Lucy, Ron Klaprodt as Snoopy, Jack Sampels as Linus, Lou Ann Pavelin as Patty, and Jeff Quilici as Schroeder.

Playing that part of Lucy at the Saturday matinee will be Barbara May. “Tryouts were so successful,” says Brand, “that I had to double cast the part.” “This will also help the cast learn that there can be more than one interpretation of a role,” he added.

Brand has also sent out general invitations to area grammar schools in hopes that the play will go on tour.

Tickets cost $1.25 in advance and $1.50 at the door. They are available at the speech office in building 21, from the cast members, and from members of Thornton’s drama society.
Well, brothers and sisters if you have not been welcomed at T.C.C. in good old South Holland yet, just be sure and read the local school newspaper. In the last three papers, the area of Student Affairs has been attacked. At first, it was the counseling department, then the Vice-President of Student Affairs, and the latest, the area of Student Activities.

It kind of makes you wonder, when this is considered the area of student life. Take the latest issue. Gaines was attacked because he had the brothers work with the whites at a round table. He felt that all the clubs should voice their opinions together and thus come up with real common goals. Yet, Gaines got attacked because 31 people out of 450 students didn't have and I.D. card. The editor failed to mention that this is a school rule not a Gaines rule. Gaines was accused of spending 65% of Student Activity Fees on Speakers. The editor failed to mention that speakers and activity fees are only released through approval of the Advisory Board.

The latest attack was not only childish but it also had to be racist in nature.

The white racist mind does not want blacks and whites too work together at T.C.C., but since it can't attack the student it has to attack the so called "Weak Area".

The white racist mind does not want blacks and whites too work together at T.C.C., but since it can't attack the student it has to attack the so called "Weak Area".

If the paper must attack people, why doesn't it attack the white administration for not keeping its promise on a culture center. Why not bring up the issue of what happened to last year's Student Activity money. If not that, why not the area of ventilation in the student center. If not that, why not bring up the issue of white administrator who cursed a black staff member. It won't attack these issues and the reasons are obvious. Yet, the attack on Gaines was just a "damn shame", because it was not just Gaines, but a lot of students who put a lot of hard hours in the lecture series, as well as the Student Activities Board, both black and white. The editorial was not called for, because all it did was break down the morale and hope. It is sad that the editorial comment could not see any good in the concept that the Advisory Board is trying to bring about, but only the bad because 31 people had to pay. Well, THAT'S THE WAY IT IS.
madrigals and lab band to honor class of '29

The "Roaring Twenties" will live again on the Thornton Community College campus, 50 W. 162nd St., South Holland, on Sunday, Oct. 24 at the Open House scheduled for 2 to 5 p.m. Bringing the nostalgia touch will be the TCC Madrigal singers and Jazz Lab band, garbed in authentic 1920 costumes as they serenade the Class of 1929 who are being honored as the college's first graduates.

An invitation to the Open House is extended to the entire community. Everyone interested in seeing our college in action is invited to tour the new interim campus and attend the reception on the 24th said TCC president Dr. J. Philip Dalby. "I am personally looking forward to meeting old and new friends at the Open House," he added as he explained it would have been impossible to send announcements to all residents of Junior College District 510.

continued on page 3

Homecoming - I wonder who it's for?

I have often wondered why homecoming was so distant to black people. When I first arrived at TCC the first big event on campus was supposedly Homecoming. I'm not against homecoming for a certain segment of the student body. But how about that specific section of black folks who are supposed to get involved in things like this.

Homecoming has always been in some remote little out of the way white country club or hotel ballroom. So I would ask myself why in the hell would I want to go way out there to dance to some jive band, eat some food that isn't suited to my life style, and most of all see none of the brothers and sisters there? The most obvious is the location. It seems that the most out of the way place is the most likely place for homecoming. Why couldn't homecoming be held at the Roberts 500 instead of the Ramada Inn? A lot of people don't even know where the Ramada Inn is located. Others could care less because it is not within easy reach.

If Homecoming was meant to be an all-white affair the organizers are doing a great job of making sure of it. The only conclusion that can be drawn about homecoming is that it is an event for a select group of intellectual racists. Intellectual racists are demented individuals who don't call you names but cut your throat by what they do. In other words, they make it hard for things to go your way. Why don't they hold it at Winstons in Robbins? I would like to think homecoming was for all the students instead of one organization. Why don't they hold it at the Salaam restaurant on 83rd and Cottage. A great way to solve this problem would be to hold it on campus instead of the boonies? Why not hold it at the Green bunny? The Sleigh bell hopefully will be held on campus or somewhere close; maybe the attendance might be up for a change. Why not hold it at jack-in-the-box? You may not like it but that's the way it is.
gregory appears as guest lecturer

first in '71-72 series

Premiering TCC's 71-72 Lecture series is Dick Gregory. His appearance is scheduled for Mon., Oct. 18, at 1 p.m. in Building 21.

Gregory is recognized in the entertainment world as a comedian-satirist, who pokes fun at racism, an author and actor. Politically, he's known as a candidate in Chicago's 1967 mayoral election, and the 1968 presidential election, and as a crusader for civil rights.

Still making social engagements, Gregory has been travelling to college campuses for the last couple of years, talking to students on politics and human civil rights.

The lecture series is part of a program of Lester Gaines, student activities director. His purpose is to make students aware of activities going on outside. "I hope to enhance intellectual stimulation," said Gaines.

The program will also feature Pierre Salinger, press secretary to the late President Kennedy, on Nov. 1. Admission is free.

from hospital to campus, radiologic technology moves

Radiologic Technology is taught on the faculty for a few years. She then opened a school what they have learned in the classroom. The fourth hospital...
places until a general election by the whole student body can take place.

There are six major purposes for the formation of the Publications Board at TCC, to provide an atmosphere and environment for the functioning of publications, to guarantee freedom of the press and speech for chartered publications, to provide the academic community and publications with a judicial recourse for complaints concerning publications, to coordinate the functions of chartered publications on campus, to provide an objective body with the publications structure with the responsibility of seeing that chartered publications follow established guidelines, and to provide financial support for chartered publications.

LaVell Wilson, Dr. Byron Kee, and representative from the Courier, Martha Tanis, tally names during drawing for Publications Board.

pres. cook says...

frat welcomes black males

"Any black male student is more than welcome—that's the spirit of Delta Beta," says president Bill Cook. Delta Beta is a black fraternity at TCC, designed to keep black thinking alive. Cook stated. "Unity means togetherness and power."

Les Gaines is the sponsor. This year's officers for the "dark brothers" frat are Bill Cook, president; John Allen, vice president; Larry Rollins, secretary; and Jesse Pickett jr., treasurer.

Cook said Delta Beta has a financial problem. They need money to have speakers, such as black poet Nick Giovanni, to buy materials needed for posters of black heroes, to start a scholarship for two black students, and to have skits at local high schools to recruit blacks to TCC.

To obtain the needed cash, the frat will soon be selling school license plates, having bake sales, dances, and participating in Uhuru's Black Expo. From such past activities as bake sales, hot pants contests, dances, and a bidwhist, the frat raised $200.

Cook stated the frat gets full cooperation from administration and members, and that black students seem very interested in what's happening. Membership is $1.

Delta Beta meetings are held every Thursday, at noon, in the conference room in the student center. If you are unable to attend, contact one of the officers.

United for togetherness and power are the members of Delta Beta fraternity. From left, they are (bottom row), Bill Cook, president of the frat; Leon Ockworth, Rahn Forbes, and Melvyn Rousseau; (top row) Alfonso Dixon, Cyrus W. Eion, Samuel Rousseau and Larry Rollins, secretary. Absent from the picture are John Allen, vice-president; and Jesse Pickett, treasurer.

Polk Bros. has a great supply of DIXIE SQUARE in HARVEY at discount prices

1018
Uhuru is ready to deal with the problems at TCC now that election of new officers is complete. The officers are Bill Cook, President; Julie Anderson, Vice-president; Phyllis Hardin, Secretary; and Greg Wright, Treasurer.

The new officers were elected by a majority of the 105 Uhuru members who voted. Considering Uhuru's membership is 150, the voter turn-out was good.

Riots or the threat of riots have been plaguing the high schools around the area. It makes you wonder where the problems lie--in the schools or with the students. Granted that the school systems have more problems than other institutions, but I thought we were seeing a new day or new era.

What happened to all the human relation councils, interracial councils and student-parent groups that were going to solve all the problems? You might as well ask where have all the flowers gone or why is there air?

Who cares what happened to them? They were formed to appease the militant masses, who finally found out they were getting shafted in the rear. That was 1968: this is The schools in question have a new administration and a different student body. Yet they still have problems.

I wonder what's going on in the schools. The problem seems to lie with the administration at these institutions. Administrators seem not to be listening to the voice of change. They have got to change with the times or they won't be able to cope with their students, which is what school is all about. It helps shape the minds of the students.

If a school will not allow for change, then a school is not doing its job. That school administrator should be removed. If he is not a part of the solution, then he is part of the problem. The only persons to benefit from all the previous rioting are the police. They have gotten all the overtime they want, new blue hard helmets, (that may be used as either riot helmets or crash helmets), bigger and better SWAT trucks, bigger and better mace cans, and a lot of other junk.

If black students want to bring about change, we should let the administrators know, or else we won't get what we want. Tired tactics bring about tired changes. Think about it because that's the way it is.

feeling the draft

Congress has given us a new draft law and a more equitable one according to many politicians. However, we have to note the extension was for two years. It would seem that politicians feel the new law, as equitable as it is, is still too controversial to debate in a presidential election year. They are expecting the memory of the young to be as short-lived as their parents.

The new draft extension, which eliminated student deferments, makes draft counseling more important to a large number of TCC young men. TCC does provide counseling off-campus at Cook County Legal Assistance...
The existence of the social clubs at TCC hangs in the precarious balance.

Wilson returns to TCC as student affairs dean

by Sue Demar

As everyone begins or returns to school this year, there will be the routine of getting acquainted with all the changes. One in particular that all should be familiar with is that of the office of the Dean of Student Affairs. New in the position this year is LaVell Wilson.

Wilson has previously been a member of TCC's faculty from 1967 to 1970 when he was a part of the counseling program. He started the Academic Achievement Seminar, which is still going strong now. Also, he was the sponsor for the New Society and Uhuru. Wilson resigned in Oct. 1970, to be a part of the counseling division at Indiana University.

Having been in the counseling area since 1963, with a masters-degree in counseling and guidance from Chicago State College and graduate work from Northern Illinois and Indiana University and George William College, Wilson comes to his new position as vice-president of the office of student affairs, very-well qualified.

This office heads a comprehensive students service program. Under the dean's supervision will be the counseling program, student activities program, financial aid and placement program, athletics and intramurals, health services and publications.

With a look to the future, Wilson wants to establish and maintain a climate which promotes optimum intellectual, social and personal growth of the students in the college. He also wishes to increase the level of cooperation between the administration, faculty and students in order to provide the most profitable, rewarding and educational experiences for all concerned.

The dean also hopes to intensify his efforts with the high school program to encourage more students to attend TCC.

Wilson feels that the current changes in the campus, i.e., the new facilities, new location, will have a great impact on improving the morale of the faculty and students.

Highly honored, and grateful for the opportunity to rejoin TCC in a new capacity of greater responsibility and realizing the overwhelming demands of his new office, Wilson feels confident that if the students and faculty can work together in establishing common goals, this year will be successful.

"I am looking forward with great anticipation and enthusiasm to meeting with the various student groups, organizations and individuals and hope that we can work together as a team to enhance the quality of student life on campus," he said.

Overdue schedule. But it seems that stubborn resistance to change, now somewhat defective roots and have definitely being revised.

Now don't misunderstand. There are cures instituted to all of TCC's past problems. It's just that now, when cures are usually investigated and carried out.

TCC clubs will probably be the first in the making to revise the structure after last year's activities fiasco.

The place and value of purely social campus are being questioned. These formed with a specialized area of interest were a fall by the wayside last year. Time school funds for activities that apparently student body. A group of 20 was consistent.

Students were blamed for being able to rest with the organizations. The activity fee required of all students weren't served. Student time is a public wanted--all take time. So why shouldn't social happening? Was it planning of time?

I can hear the indignant waves of leaders. Their clubs have open mem sav. It's not their fault if students don't want to participate.

They forget this is a college. With nothing they are responsible for it. They need to support themselves activities, or fold. Undoubtedly, many associated students that do survive understand what the students want, would be better off.

Under the system, $600, hundred-longer flourish.

Leaders need not panic--yet. It's suggested, not adopted. The decision to not SGA, now called the Student Association, to be a bitter pill for many groups still be getting of their own medicine. For years forced in the past to be satisfied with the activities that failed to really happen.

Maybe specialized clubs just don't survive college. In any case, student leaders the case before it's too late--for their problems. It's just that now, when cures are usually investigated and carried out.
This has been increased over last year's maximum of twelve hours so that students can meet with the rising costs of tuition.

With the ever-increasing costs of tuition, students are advised to apply now for financial aid for next year.

wants lecture series

gaines aims at intellect

by martha tanis

"I believe the student activities office should encourage and assist students in the planning and carrying out of cultural, social, and intellectual activities, that serve to enrich, enhance, and supplement the regular academic program at TCC," said Lester Gaines, new Director of Student Activities.

To accomplish this, the former Administrative Assistant of the Chicago Public System and counselor last semester intends to make students aware of activities going on outside surrounding areas (South Holland, Harvey, Riverdale). His aim is at national and international events.

Gaines now has a lecture-concert series in the making as part of his program aimed at greater student awareness. Full-time students that served on the revision committee last year for the Student Government Association's constitution are helping in the development of the series.

"Through these lectures, I hope to enhance intellectual stimulation," he said.

According to Gaines, there is a definite reason for student activities. He said his office will operate on the assumption that the spirit of the college (pride, respect, and enthusiasm with which students respond to academic and extracurricular activities) is largely determined by the quality and vigor of the student.

Speaking on school spirit, Gaines feels that "basically there is none. Possibly this is because it's a two year college. Whatever the reason, all that TCC students do now is go between class and home. There is no other reason to stay. Morale here is awfully low," he added.

To encourage a greater school spirit, Gaines is urging the initiation of a program with participant participation in day activities instead of evening events. This is due to previous experience where relatively few students showed up for evening activities, he said.

Also to bring students together and boost student morale, Gaines has suggested to the administration that there be one hour in the middle of the day, preferably from 12-1, in which no classes should meet.

During this hour, there would be free speakers and entertainment for the students. This would give students a break before they go to afternoon classes, and the opportunity to get together, he said.

"We're definitely behind in this area. Other schools have set aside an activity hour, when students may break from the day's classes. But we haven't," he said.

Gaines' duties include providing assistance to SGA in elections, legislation, and general administration procedures. He also plans to help organizations to exercise restraint and good judgment in the use of their budget allocations.
"SO, in all probability," said Uncle Oscar, another road leading to higher education will soon be paved—literally. Wasn't that an interesting story, kids?" (WOW!! It sure was, they reply, eyes bright with excitement.)

"THERE'S only one thing that I can't swallow," said the earlier dissenter. "Where things of menial importance are put before things that really matter; where small difficulties are left to develop into major problems—There's only one thing that bothers me. Are you sure that was a story about a COLLEGE?.....

The way it is
by jessie pickett jr.

Welcome to the new campus of Thornton, Brothers and Sisters!

Along with this new campus, we have a whole lot of new problems. We still have a whole lot of new problems left over from last year. The only way we can deal with these problems is through Uhuru. If you have any ideas, please see Lester Gaines, Director of Student Activities, in the Student Center (Building 16).

You are vital to the existence of Uhuru. It is your organization—dedicated to your blackness, your black heritage, and your black identity. Join and become active.

If you would like to submit something for this column, bring it to the journalism office any Monday before noon. Or if you see me around, give it to me. Blackness is the key word this semester whether people like it or not. That's The Way It Is.

Lashima Yushinde Maushaika (We shall conquer without a doubt).

Located in Building 10, the library was the first thing to be moved during the summer. This accounts for the fact it is one of the few areas of the college to have arrived intact. According to Miss Alice Smith, director of the library, not only did it arrive intact, but it is bigger and better than before.

"I like the appearance much better. There's much more room," commented Miss Smith. "It is also more accessible. I haven't heard any of the older women say they were going to have a heart attack because of three flights of stairs."

According to Miss Smith, the new library is well-organized and prepared to meet the demands of the students. "It is so well organized that the student will not have any difficulty finding the

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<td>Sat. 9 a.m.-12 noon</td>
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which the library will serve the student body better than ever before," she concluded.

It IS
by jessie pickett jr.

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Of all the rock stars to appear in the sixties, the Beatles were no doubt, the most publicized. Now since, they have adopted solitary identities, both popular opinion, as well as individual criticism, has reacted with slight distaste. John Lennon, however, stands to change these mediocre opinions with his latest album, “Imagine”. Long ago recognized as the most creative and intellectual of the four, this new record shows a great deal more of the poetry and musical uniqueness than the other three have on their own.

With accompaniment by the Ono Band, Klaus Voorman, and Alan White, variety dominates the songs presented here. George, the Beatle, also appears on several cuts, as well as King Curtis, Mike Pinder (the Moody Blues), the guitarists from Badfinger, Nicky Hopkins (Quicksilver), and the Flux Fiddlers, who make their debut here.

As far as the songs themselves go, “Imagine” is not the most outstanding. Indeed, “Crippled Inside” a social commentary on the moral condition of most people, sugars the first side with a ragtime beat, and very bitter lyrics.

“You can go to church and sing a hymn,
Judge me by the color of my skin,
You can live a lie ‘til you die,
One thing you can’t hide,
Is when you’re crippled inside.”

As is the case in his earlier album, many of the songs are of a highly personal nature. “Jealous Guy,” “Oh My Love,” and “Oh Yoko,” are doubtfully your intimate references to his emotional relationship

We now have our black frat on campus. It is alive and well. If you were not at the meeting, the new officers are: Bill Cook president; John Allen vice; Larry Rollins secretary; and Jessie Pickett treasurer. Be expecting a lot out of Delta Beta. To all you brothers, I would advise joining. It is well worth your while.

Black expo started this week. I hope to see most of you down at the International Amphitheater. The expo is an exposition of things done by our people. If you don’t go down for anything else but the entertainment, pick up a free Black Book Directory. It’s like a good wine; it gets better with age. And that is the way it is.

First of all, I’d like to welcome all the sisters and especially the brothers to TCC this year. My main objective is not only to welcome you, but to bring out a few points on why we are at TCC, or why we should be here. It is important that we, as black people should study and work together. Full attention should be
Noble has not yet become active in local affairs. His wife and son hope to join him soon in their new home in Hazel Crest. Noble also has a married daughter who resides in Utah.

Concerning his primary aims as Vice-President of Academic Affairs he said, "I see trends in higher education toward the increased use of periodicals as part of course content, additional interdisciplinary courses, and greater use of multi/media approaches to instruction."

**new society wants people who need people**

*by larry galica*

Among the many clubs at Thornton, one of the most interesting will be the New Society. Larry Rollins, president, said that the club has two functions: creating better relations between students and administration in order to solve student problems, and helping students realize the problems of minority groups.

Rollins states the New Society plans to hold a human relations conference in addition to other activities to help students understand the hardships of minority groups. The club plans to invite Uhuru and the Student Education Association to instruct members on minority group histories, cultures, and problems. The club is seeking travel funds from the school budget to enable members to talk with Indian groups and attend an Operation Breadbasket meeting.

One great advantage of the New Society is its flexibility. Rollins said that as student interests change, the organization will change. In this way the club will be able to tackle most student issues.

There is no charge for membership. The first meeting was held yesterday, Sept. 30.

**parking to be solved**

Relief is on the way for student drivers. The Board of Trustees decided unanimously at the Sept. 23 meeting to acquire bids for graveling the area that runs parallel to Route 6, and to contact the Illinois Building Association requesting the purchase of an alternate road and parking lot, leading to State Street.

Both moves are first steps in alleviating the parking and traffic situations. When graveling, the road next to Route 6, where student drivers are now parking to avoid the lot hassle, will provide approximately 100 additional spaces.

IBA purchase of the alternate road leading to State Street will allow TCC to diversify traffic. At present, Becker Brothers contractors are “on” the road and other lot (which part of the permanent campus) which prohibits its use by TCC.
reflection
in
black.
by gilda smith

In many of the recent prison riots we have heard many stories about why and why the riots started. Most of the time, it is blamed on the inmates, but they never really say why the inmates react in such a manner. In order to understand the inmates, we must have some partial knowledge of the problems they face within the institution.

This week I have included a list of some of these problems, written by an inmate at Stateville. This list describes the conditions of the prison. The brother begins by saying, "It is known by us here how it really is. Mr. do they know of your skills? Mr. do you think they've heard the grunts and pain? Is it known by them that you crush brother skulls and brains?"

"STATEVILLE IS"

Stateville is a home for a black man that was robbed of justice in court.

Stateville is finding live bugs crawling in your uncleaned salad.

Stateville is having your meal served to you.

Stateville is having to eat rotten, unexpected meat.

Stateville is getting the world via the butcher shop daughter house grape vine that the meat they have to cut and process is unfit to eat because they are forced to process meat that has paws ears.

Stateville is having roaches crawl on you and your plate while eating in the dining room.

Stateville is knowing the dog machine has dead mice floating in the grease.

Stateville is being asked to work until you are dripping with sweat.

Stateville is being asked to work with your hands wearing a pair of rubber gloves and scrapes ragtags of the top of the floor that floats atop of the falling sweat.

Stateville is having two doctors treating 300 men in three hours.

Stateville is being able to see the doctors on only three days a week.

Stateville is having better than to get sick on the other days.

Stateville is knowing another inmate died from an infection because he had a minor operation.

Stateville is getting back dirtier sheets from the laundry than the dirty ones you turned in.

Stateville is having your radiator on a hot day and not having any heat on cold nights.

Stateville is earning 45 cents a day for your work.

Yes, these things may seem a little fantastic, but it is true that such things are happening. These are the facts, written by a brother who has served five years under these conditions. Now then it is safe to say that riots are not caused by the inmates, but by those who are the cause of such conditions these men live under.
activities on block

Lester Gaines, Director of Student Activities, is calling an emergency meeting for all at 11 a.m. in building 16's conference room, who want student activities to survive. "Next Tuesday, Jan. 11, I want to meet with all students who believe social events like Homecoming, prom, smoke-ins, Black Arts Festival, etc. are worth continuing next year," said Gaines.

The meeting is being held in response to a proposal being considered by many in the Administration which would make payment of the $5 student activity fee voluntary. "If this proposal is made school policy, the future of Men's Club, Inter-Sorority Council, New Society, and other weak student organizations is doubtful," continued Gaines. "I feel that if only 10 per cent of the student body participates in activities, why should 10 per cent pay the $5 student activity fee?"

"The problem here at TCC is the majority of the students work and only stay around school long enough to attend classes," stated Gaines. "Other junior colleges, such as those in Chicago, have the same problems but they have active, lively students who care about their school."

The key to survival of student activities at TCC, according to Gaines, is the establishment of a Student Government as soon as possible. "If students are going to have any power around this school, an active, representative Student Government must be their voice," said Gaines.

During the 1970-71 school year, the Student Government Association was disbanded because of student representative lethargy and lack of student leadership. This semester the Student Advisory Committee (SAC) has been acting with limited powers in the place of a Student Government.

The purpose of the club as stated in the constitution is "to promote the interaction and cooperation of its members throughout this campus, thereby creating an atmosphere conducive to the formation of Midlothian. Both are TCC sophomores."

All members of sororities are expected to cast a ballot according to Mary Jo Badenese, Vice-President of ISC.

final exam schedule

General Information:
1. Any student failing to report for an examination at the scheduled time must first report to Mr. Wilson. Provisions for possible make-up will be made on an individual basis. In most cases there will be a $5 charge for taking an examination at an unscheduled time.
2. Students scheduled for more than two examinations on any given day should contact Mr. Wilson immediately.
3. Examinations will be administered in the room in which the class normally meets unless informed otherwise.

4. Examinations for courses normally meeting for more than one period each day will be given at the time corresponding to the first period in which the course meets.

<table>
<thead>
<tr>
<th>PERIOD OF CLASS</th>
<th>DAY CLASS MEETS</th>
<th>DATE OF EXAM</th>
<th>TIME OF EXAM</th>
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<td>1</td>
<td>M, M-W, M-W-F, M-Th, M-F, W-F, F</td>
<td>January 13</td>
<td>8:00 - 10:00</td>
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<td>8:00 - 10:00</td>
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<td>T, Th, T-Th, T-Th-F</td>
<td>January 13</td>
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black arts festival

Above:

Right - Lester Gaines, Director of Student Activities and sponsor of Uhuru, was also on hand for the festivities. (Photos by Ali Muhammad)
The article, "Blacks Recycled or Removed?" appeared in Chicago Today, Saturday, July 22, 1972. Before commenting on the article, I would like to give you a sketch of the article, so that each one of you can formulate your own ideas as to its importance.

Beginning with a quote by Professor Sidney Wiflkieim in "Who Needs the Negro?" "Because of automation, the black man is increasingly not needed in the U.S. economy. When white America no longer needs the black man, he might then feel free to express his racism fully; not merely to exploit the black America, as in the last 100 years, but to kill him."

Barbara Reynolds' article on "Blacks: Recycled or Removed?" states that, "Either by design or apathy, Chicago is creating a human junk pile which by the year 2000 will have to be recycled into uselessness or eliminated."

A University of Chicago professor and the director of Population References Bureau, Dr. Hauser, says: "America has two choices. It can make the heavy investment in people which will have to be made to transform the underprivileged into responsible citizens or it can suppress its rebellious minorities."

Hauser adds: "If we are not prepared to make investment in human resources that is required, we will be forced to increase our investment in the police, national guard and the Army. And possibly — it can happen here — we may be forced to resort to concentration camps and even genocide."

The tragedy is that this is the first nation in the history of man which has the economic muscle to rectify such social ills, but which is too stupid to do it.

Now then, according to Pierre Devise, an urbanologist, by the year 2000, Chicago's population will be an estimated 3.3 million and two-thirds will be black. Because many of our people live under such things as substandard health, poor education, and low employment skills, we will be fixed at the bottom of this human pile. The article also states that all experts agree that it spells out GENOCIDE — either slow and indirect if blacks accept their status, or very fast if we rebel.

Other things were mentioned in the article such as the high black infant mortality rate which includes "50 babies killed unnecessarily each year because of poor prenatal services for first time mothers."

Malnutrition is also increasing, which often cause retardation and mental illness. This is happening now, and has been happening for a long time.

Sam Yette, in his book entitled "The Choice," says that, "Blacks are an obsolete people. In the '70s and beyond, the dilemma of blacks is clearly of survival."

"Unlike an economic asset, they are now considered an economic drag. The wood is all hewn, the water all drawn, the cotton all picked, the ditches all dug and only a few others remain to be stolen."

To many of us this article may sound "far out," but the fact remains that this could happen, and the year 2000 is only a matter of 28 years away.

Dealing with this particular article, and our experience, and knowledge of what is happening to us now, should help us understand that things are not really getting better for the majority of us.

Because we live in fairly decent housing, own cars, clothes, and are getting an education does not mean that we stand clear of the events to come, because we do not. We are in this thing together.

We should try to do the best of our abilities to study and work collectively, if we are to win in our struggle. We should try and base as much study and work as possible in helping one another, and all those who suffer from exploitation and oppression. We must stand prepared to meet whatever we are confronted with, if we are to survive.
Black cultural center to be initiated

by Dave Kergy

In November a new program will be initiated at TCC. The campus will have a Black Cultural Art Center in building 3 where anywhere from 25 to 30 Chicagoland artists will have their artwork on display for sale. Coordinator for the project is David Johnson, a qualified choice because of his closeness to students and his awareness of their problems and desires.

The center will have an art room where the paintings will hang, a library with tapes, records, books and magazines, and a music center. Lectures will be given by guest speakers on topics which the students feel that they would be interested in. Johnson feels that the center will affect all students on campus, black and white, since it is open to both.

The program hopes to enlist student members to help on some of the projects they plan for the community. Working with faculty and community citizens they will try to improve relations between the college and people in the community. This will insure the student of an awareness of the problems facing the community.

As Johnson stated, "the purpose of the center is to distribute information and engage in activities that strengthen the students awareness of his responsibilities to the school and the community."

The program will be divided into two phases. Phase I will deal with the evaluation of the school relationship in the community. Black studies student acts. Counselors; faculty, community leaders, most importantly, the themselves, will make the center work.

Johnson realizes the college faces a financial crisis and his hopes are to make the center work with as little help from the administration as possible. His long range goal is to make the center self-supporting and self sufficient.

The center needs students, however, to donate their time and energy, to make this project a success for the school and the students. Furnishing the rooms and the activities will be done totally by the students and their advisors. Committees will be formed to organize fund-raising ideas and to organize and decide what will be in the criteria.

Johnson expresses the hope that student apathy will not keep the black or white students away. The main purpose of the cultural center is to educate the student body as a whole on black culture and also on the problems faced by both black and white students on the TCC campus.

There will be a great deal of work to be done in the initial phase—fixing and setting up the decor and furnishings in the center to provide receptionists and guides. The guides will be used to give tours of the center to young students, from grammar school up to members of the community who wish to view the center.

Johnson hopes the center will ease tensions on the campus between students and the administration and between students themselves, both black and white. This will be a place, Johnson explained, that students can discuss their problems and, "... continue on page 6"

suggest prevention tips

by Larry Golica

"TCC citizens must aid both police and themselves in the prevention of thefts," warned Security Director William E. Moelle. In the past week, three automobile tape deck players were stolen from cars in the mag wheels, portable spot lights, etc. . . are prime targets of thieves.

Moelle warned students to refrain from fancy car decorations. "To beautify an automobile in reality is asking for..."
cultural center open to all students

continued from page 1

very importantly, their opinions and suggestions.

It’s time for the black students and students in general to stop reacting to the school’s administrative policy and organize into active groups to undertake changes.

However, Johnson pointed out that the cultural center’s purpose is not revolutionary as he feels some of the students may think, but to enlighten the students to the problems that black people face the world over.

There will be advisors and counselors available to all students and an advisory board will hold meetings every Wednesday at 1:30 p.m. The advisory board will consist of faculty members, students, and interested parties from the community. This board will act in an advisory capacity for the participants in the program in planning their activities.

The main purpose of Phase I (TCC style) is to develop the talents of black students on campus. Lectures and lessons in music, drama, and art appreciation are planned, mostly with visiting guest speakers helping students.

Johnson feels that the Black Cultural Arts Center will be a lift for all aspects of TCC that have never been attempted in this manner.

The center will be located in room 4 and the old practical nursing room in building 3. Plans are set to have the opening date in November. Johnson

Johnson has formed have come from his recent trip to Atlanta and New York where he conferred with black leaders at Atlanta University and the Institute of the Black World. In Nashville, Tennessee he met and talked with Samuel Proctor, the successor of Adam Clayton Powell’s Abyssinian Baptist Church in Harlem, on the subject of black culture and black students’ problems in general.

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Right now as Johnson feels, the main problem is funding and of student apathy. With limited appropriations from the administration, the funds will
took second place in the All Sports Section.

Ms. Welzel, who has been an instructor and again been offering training to her expertise in the field of visiting nurses. She graduated from St. Benedict’s in 1934.

Ms. Welzel, who has been an instructor and again been offering training to her expertise in the field of visiting nurses. She graduated from St. Benedict’s in 1934.
The conference is planned for all T.C.C. students and members.

The conference cost is $10 per student and $15 per staff member covers the trainers’ fees, materials and the meals to be ed by the college. The materials are provided by NLM. Leadership Methods are licensed by NLM believing it is a practical blend of proven business management techniques and psychological concepts.

For further information and applications please contact: Office of Student Activities, Lester Gaines or Carol Kurdziel, Building 16. Deadline for applications for the conference is February 18, 1972.

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The spring term of 1972 is just really getting off to a start. The new semester brings upon the campus many new faces, each seeking to better their condition in some way by getting a higher education.

For many years it has been thought that the uneducated Black has been one of the many reasons that has been holding our people back from reaching that long sought goal of freedom.

It is my belief that to be wise you must have total knowledge, that is the positive and negatives of a given concept. Recently, the positives and negatives of the concept of an education has been reanalyzed with startling discoveries. Many Blacks come to school to get an education so that they can get a better job in America today. By getting more education, they become more valuable in that they can fit better into the system to make it work more efficiently and they are rewarded by society with more money and a status higher, that of an educated Nigger.

When we look at the system they are going to help function better, let us look and see what that systems functions has been in relationship to Black people. Why it is the same system that has been oppressing, exploiting and depressing us for 400 years. If educated Negroes are going to help the system function better, then the system will oppress, exploit and depress us better. You know how it works when one of your own blood sits behind a desk with a little status. You know how they will turn their nose up at you as if to say “Get back, black, you no good nigger. You’re the reason why we haven’t gotten anywhere today. I hate you,” the self-hater—an Educated Fool. If you ask him who he is and where he’s going or even where he’s been he will regurgitate an answer one that the many years of schooling has fed him—justifying memorizing for learning, yeah, just like a computer, a nigger robot, one who’s been to college to get full of the White man’s knowledge. Mark how you feel when the blood puts you down and then the White man will step forward and treat you better than your blood will. Blow your mind, the psych is on!

Then, there are the Sisters that go to school to get educated how to get wrapped up in everything but Black men. If you check out the majority of campuses where Blacks attend, you will find that Sisters outnumber Brothers by large numbers. Without a good woman, man is in hell. Women are prizes of war. To keep the conquered conquered, you must keep him in hell, where he can’t hurt you or think. One way is to keep his women where you can’t tell your women anything. Women look up to strength. Some Sisters go to school to pursue careers. Some even get psyched out on Women’s Lib, revolution they call it. If you check out the Women’s Lib movement wouldn’t have a revolution because you have been out in front for the past so many years. Your revolution then, would be just the opposite, Black men’s Lib. Then, there are Black men and women who go to college to get educated and do not get psyched out of their minds. They are wise, in fact, they get blacker and they come out to help make America better, but America doesn’t want to become better, at least not in this reality. With this thought, I will leave you to check out your mind and remember that the psych is on and only the strong survive!
In this week's column, we will deal with an article written in the African World by the YOBU News Service New Orleans, Louisiana. The article dealt with the New Orleans gun battle that occurred on January 7 in which James Essex, 23 years old, was killed.

James Essex was killed after twenty-four whites were wounded and seven killed. The mass media have attempted to explain the Brothers' actions but have not admitted that he was motivated by a love for his people and a hatred of oppression. Essex was not the product of a background any different from the average black man in this country, nor was he mentally ill. James Essex was raised in Emporia, Kansas, a university town of 19,000 of which less than 600 were black. James was a likable person and from an average family background. He had become bitter after a tour in the Navy. It was pointed out that the brother was faced with racism in the Navy that he had never experienced before. He experienced discrimination and harassments which are experienced by blacks in the military.

When the shooting began, reports spread to create an illusion that it was a group of "highly organized political extremists engaged in planned guerrilla warfare." After Essex was killed the truth emerged, as was stated in the article, "Either a group of Blacks were so highly organized that they escaped from a building in the midst of 600 troopers who had sealed off a 50 block area, or one brother with one rifle made a highly armed small army look like pigeons."

What ever the case may be, police forces have used this incident to justify the training of more "quick kill" squads and to carry out increasing repressive activities in our communities.

In the article it was said that Essex family displayed courage and offered no apologies for him. Instead, they place the responsibility with this society and its racist oppression. This is indeed where the responsibility should lie. It was revealed by Essex's sister that he became upset when he saw a hungry black child. This is truly something to get upset about especially when one is concerned about the welfare of his people, and the fact that hunger is something that should not occur, especially in this country. Although Brother Essex had a typical background of most black youth, he differed from the majority in that he had reached a point in which the struggle against oppression was primary in his life. All over the world the problems of Black people are the same.

Tuesday night the Delta Tau intramural basketball team won its first decision, a forfeit by the Vet's Club because of not enough players. We still were able to get in some practice time. For our players it was a good chance to brush up on our techniques and our shooting ability.

Certainly at guard we have some of the best ball-controllers. In Jim Conneely, Bob Horan, and Chuck Mielke we have the players who can shoot and score, while still being able to get back on defense quickly enough to hold the opponents score to a minimum.

At forward we will be playing Wally Nickowitz, Mark Zander, Chuck Mielke, Bob Ross, and Nick Scuderi, who also can play guard.

Ron Romanek, Tom Mroz and Jim Ott will be filling up the center position. In rebounding and defense we feel we have one of the best teams in intramurals. I'll be filling you in on the developments of our team in later issues.

We had our stag party for Ed Gricus last Friday, at Chuck Mielke's house and thanks to Chuck's dad we were able to see several very educating films on yoga and other exercises. Along with this film there were several on crime and the criminal act. We'd like to thank Chuck's dad for running the projector for us. We all pooled our resources; there was coffee and Mark Zander for the refreshments, we all had a great time. Ed is now married to Peggy Carroll and the whole frat extends their congratulations to the couple. As for the rest of us we are all single so come and get us.

really a bunch of guys interested in helping both the school and ourselves and still have fun while we're doing it. We conduct our meeting with business-like manners, accomplishing a lot and still having time to talk about things. The requirements of a rusher are that he must be a member of the school, male and be willing to attend our weekly meetings as often as possible. This is not too late in the semester to join as we plan to remain active this summer.

We'll be playing B-Ball next Monday against Delta Beta, our first chance to prove how good we really are. Till next week. Thank you.

---

i.s.c. was all heart at valentine's day tea

by judi hoad

It was a rainy Wednesday afternoon, and nothing seemed to be happening at T.C.C. unless, you happen to wander by the east end of the semester. President, Debbie Davitt was there and expressed hopes for the sororities to become more active and participate in the I.S.C. activities.

There are plans in the making for a Dance Marathon, in which the audience and participants would have to dress in the 1920 fashion, and also a dinner-dance near the end of the semester. Hopefully there will be a good turn-out for these events.

And for all the faculty who missed the Valentine Tea; may your stomachs never forgive you and the Cupid of Love get a direct hit with his arrow.
Big Name Groups to Play

Peace Movement Planned

by Joan Halko

A national peace movement is being planned, Monday, May 29, to commemorate Memorial Day and to speak out about President Nixon's recent entanglement with the blockading of Haiphong Harbor.

Through the efforts of Lloyd DeGrane, Frank Plontek, Lenny Evans, Al Geierman and a few other initiative students, a peace rally is being planned on campus for that day.

Presently, one speaker, outspoken Indian leader Mike Chosa, is scheduled.

Chosa recently spoke at TCC stressing the hostilities which his people are facing in regards to Camp Logan, a plot of government swamp land which the government refuses to give to his people.

He also denounced Nixon's use of genocide.

Student concern seemed to be on the up and up and there was a real desire to help.

Free music will also be on hand that day. Hopeful plans include the Amboy Dukes, Segal-Schwall Blues Band, Wilderness Road, Hound-dog Taylor, the local likes of James Bay and possibly J. C. Hartsfield and Company (the Crosby Stills Nash and Youngs of this area). More definite plans are still in the making.

The students have been hard at work contacting groups and their booking agencies all week.

Their efforts hopefully will not be fruitless. A large group is expected, but nothing that could get out of hand.

This rally is being backed by most of the organizations on campus and should prove to be a good day for all.

The grounds between buildings 9 and 10 have already been secured for this event, which will probably get underway around 9 a.m.

Activity Fee System Revised for Fall '72

by Lawrence E. Galica

Student activity fees collected in the past to finance student government will be discontinued next fall, according to Lester Gaines, director of student activities.

Gaines said that a general non-academic fee will replace the former student activity fee of $5. The exact amount of the new general fee has not been determined.

The general non-academic fee will be split up between athletics, the Courier, student government, and other non-academic areas. The student activity fee paid only for student government.

Gaines also said his responsibilities will increase next semester because of the time needed to care for two campuses. Gaines also said he might be doing extra non-academic work, other than student activities.

Clubs and activities will have more specific responsibilities for handling events, according to Gaines. No club or activity will be deleted next semester.

Groups can still petition SAC at any time to become a chartered club.

Lester Gaines, director of Student Activities, said clubs and Student activities will not be deleted next year, but will stay the same.

TCC Gets National Honor Society
reflections in black
by gilda smith

Because there is much work being done in organizing different clubs, and organizations in campus, I feel that we should get on the topic of struggling against liberal tendencies.

First, of all liberalism itself stands for unprincipled peace, and gives rise to decaying and uncultured attitudes. It will also bring about the degeneration of the organization.

I would like to give you a few examples of how liberalism reveals itself.

First of all, many of us will let certain things slide for the sake of friendship and keeping peace, even when we know that a person or persons are wrong. We will stay away from honest argument because the person is an old friend.

Secondly, liberalism reveals itself when people get involved in irresponsible criticism behind close doors instead of giving suggestions to the organization or club during the meetings. And most of all, gossiping behind a person's back or to say nothing when the meetings are in session, but to hold gossip sessions after the meetings.

Thirdly, to get involved in personal attacks, or seek revenge, instead of getting into an argument to struggle against incorrect views for the sake of getting the work done properly. When I use the term argument, simply mean to struggle with individual ideas, as to gain knowledge and understanding from one another.

Another form of liberalism is to see someone harming the interest of the organization and not feel indignant, but to allow him to continue instead of trying to reason with that person.

To work without interest or without a definite plan or directions, in my opinion, is very bad for the organization.

The last one I will mention is the liberal attitude towards oneself. To be aware of your own mistakes and not to attempt to correct those mistakes.

In my opinion these few points are all very harmful to the club, the organization and to the individuals.

If each one of us would try to struggle against these liberal tendencies and start off on the "right foot", this year will be the start of something big.

OLYMPICS

The Olympic Games of today and yesterday can be looked upon as a mark of achievement. The first modern Olympic Games were held in Athens, Greece in 1896. The governing body of the Olympic committee has always insisted that the Olympic movement be "kept free of politics, commercialism and professionalism." But in the 76-year history of the modern games, to say these principles have been sacrificed many times, would be an understatement.

A long time ago, the I.O.C. used to select particular cities around the world as sites for the games. Representatives of these cities would campaign before the I.O.C. The main point of these games became how much capital a particular city would raise to have the Olympics in their country.

The sixth Olympics was cancelled because of World War I and the games resumed in Antwerp, Belgium in 1920.

In 1936, the Nazi Germany press stated "infamous festival continued from page 2

One not wanting to be labeled one. Another not wanting to be labeled a Some chance it not wanting to be labeled. The rest fearing the great putdown, re In the foreground I hear the word " But that's the problem nevertheless. Wanting to reach out into the other mi. So it's said "LET'S BE UNITED." Seems to be brother, we're all falling into some-

Blacks don't want to be labeled "Troublemaker.
Whites don't want to be labeled "nigger. Some chance to mix and become one.
In the foreground I hear a false sense hate you."

Let's probe the back of the mind, jett ing to really "reach out and touch" into That's just what it is, background...
There's talk of a civil war. It's a farce. Some are really getting it together,
good to know a people like this, I'm tir ing to really "reach out and touch" into...

vets

continued from page 2
continue throughout the year, unless 1) we run out of girls; 2) we can't tell the difference; 3) we lose to the sororities today! Whichever the case, be it Scotch, Vermouth, or Vodka; we'll have a real good time.

That reminds me of a story. A few days ago some of the guys were out shooting nine holes of golf at a neighboring course. One of the guys, whose name I will not mention, said to the caddy, "Ah, hand me that club I bought in London, hand me that London... on second thought, hand me that club I bought in Toronto, hand me that Canadian Club." Needless to say we never did finish the game, or the ninth hole. He has been warned of his encounters with the liquid evils, and that someday he will die in a vat of whiskey, and he only replies, "Death where is thy sting?" Simply hopeless.

If you hear anything funny or have any comments, drop me a line at the Courier.
Reflections in Black

by Gilda Smith

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Olympics

The Olympic Games of today and yesterday can be looked upon as a mark of achievement. The first modern Olympic Games were held in Athens, Greece in 1896. The governing body of the Olympic committee....

Poetry

The Truth Is...

by Tom Stonepher

One not wanting to be labeled one. Another not wanting to be labeled another. Some chance it not wanting to be labeled outcasts or whatever. The rest fearing the great putdown, replying, "who me -- never." In the foreground I hear the word "togetherness." But that's the problem nevertheless. Wanting to reach out into the other mind, but that's the feeling all but behind. So it's said "LET'S BE UNITED." Seems to be brother, we're all falling far too divided...

Blacks don't want to be labeled "Tom" or has the word changed? Whites don't want to be labeled "nigger lover"... Some chance to mix and become outcasts... the rest fearing the great putdown. In the foreground I hear a false sense of togetherness, which people are trying to say "I hate you." Let's probe the back of the mind, jealousy is the thing into another mind... That's just what it is, background... we'll never be united. There's talk of a civil war... it's a fact, why hide it? Some are really getting it together, cause they know that one doesn't even care, it's good to know a people like this, I'm tired of just knowing, I'd like to see the lighter side of life get in on the struggle.

Veterans

continued from page 2

continue throughout the year, unless 1) we run out of girls; 2) we can't tell the difference; 3) we lose to the sororities today! Whichever the case, be it Scotch, Vermouth, or Vodka, we'll have a real good time.

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Students welcome at Jimbo's Drive-In

162nd State Carry-Outs

SOUTH Holland
now you see it—now you don’t

Due to the unfailling fallibility of our administrators, no one has yet received a student handbook this year. Actually, they should have been available at the very beginning of the semester as an aid to incoming students and ignorant sophomores.

It’s not because they weren’t printed, though. Reprography knocked themselves out putting the material together and they succeeded in printing 3000 fine copies!

Les Gaines, last year’s activities director, who resigned from TCC altogether, should have had the responsibility of compiling the information for the handbook. However, being as efficient as he was as activities director, it’s understandable why the job fell into LaVell Wilson’s lap.

His office reportedly spent the whole summer on the $2000 project. Pressed for time and clever ideas, much “borrowing” was done, courtesy of the William Rainey Harper College handbook (to understand the issue. One quick glance through this year’s handbook as compared to that of the previous year and it’s obvious that it is not TCC style and does not reflect the real TCC.

Repro made proofs and all the VPs approved them to be printed up. After the Brookfield printers did $350 of work on it, it was belatedly discovered that they weren’t suppose to be printed off campus, so our repro center started all over and completed the project.

Several months work, a couple thousands dollars and two hard weeks of printing labor adds up to 3000 copies of plagiarized? student handbooks that are all locked up, for no one to see.

Once again, the administration doesn’t fail to baffle us. The real puzzle is why they waited until the copies were finished to disapprove it.

All the copy for the handbook was compiled and proofs were approved by all the VPs. They all knew what the final copy would be. Yet when the books were ready for distribution they decided not to let them out

The most aggravating factor is that the money afforded was all spent on this unnecessarily extravagant commodity that no one received.

We, the courier, feel that the administration at least owes us an explanation if not a handbook.

We’re waiting to hear from you.

letters

Certain things have recently come to the attention of Courier opportunity to write about the things on campus that are really important. Perhaps if more of the should have a re-evaluation and recognize the goals of a newspaper, to give the people
This week will dedicate some time on Black poetry, because it has in fact played a great part in our history. The following poems are by two outstanding Black poets, Paul Lawrence Dunbar and Claude McKay.

**PREPARATION**
The little bird sits in the nest and sings
A shy, soft song to the morning light;
And it flutters a little and prunes its wings.
The song is halting and poor and brief,
And the fluttering wings scarce stir a leaf;
But the note is a prelude to sweeter things,
And busy bill and the flutter slight
Are proving the wings for a bolder flight!

by Paul Lawrence Dunbar

**DAWN**
An angel, robed in spotless white,
Bent down and kissed the sleeping night.
Night woke to blush; the sprite was gone
Men saw the blush and called it dawn.

by Paul Lawrence Dunbar

**IF WE MUST DIE**
If we must die, let it not be like hogs hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursed lot.
If we must die, let us nobly die,
so that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honor us though dead!
O kingsmen! we must meet the common foe!
Though far outnumbered let us show us brave
And for their thousand blows deal one deathblow!
What though before us lies the open grave?
Like men will face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!

by Claude McKay
letters...

Dear Editor:

As football season comes to a close, I sometimes wonder if I am at a college or not. I am referring to our sports activities held this past season and to the upcoming season of basketball. "Audience Hecklers" are common, but too frequently prominent at the college level. As a great sports admirer, I am fond of the way our football players can get out their and compete to the best of their ability. Whether they are winning or losing, they still keep on trying so that maybe TCC's student-body can be proud of them— "Guys, you're alright!"

But have you ever noticed when half-time rolls around and the pom-pom girls and twirlers try to put a little variety into the scene and again try to entertain all those people? Did you ever stop to think that it hurts our pride for our school and ourselves to hear someone in the audience harass and make fun of what we are doing, when obviously they couldn't get out there and even compare to what Judi and I have put into Baton Twirling.

Baton Twirling is a sport just like football and basketball, we compete too, only nationwide. We have our ups and downs, wins and losses, smiles and tears, but mostly hard work. I know it for a fact, I have ten long years of three hours of hard practice every day behind me, and when I hear what I hear from the audience, the vulgarity and abusive comments, I get discouraged.

When you put all you've got into your performance you only hope for the best and that is ..... being accepted and enjoyed by your audience. I sincerely hope basketball half-time proves to be more favorable on the performance of the audience.

Patti Latos

just some music

by dale a. machulais

Some great groups have recently been "getting on" around town. Steve Marriott and Humble Pie, recently played two sold-out concerts at the Arie Crown Theatre and needless to say were unbelievably fantastic. They are undoubtly, one of the "funkiest," most together, rock and roll bands around today.

Groups that will soon be coming to the Chicago area are: Chase, November 25th at hornridge, and the Allman Brothers, on December 5th. Bands playing closer to home have generally been few and far between. If you dig soul and jazz, don't miss "Rasputin's Stash", a Hyde Park area group. They are a very smooth, polished and would expect from the Band. One of the reasons is that the album utilizes horns, and in my opinion the Band's general style is best suited without horns. The album is still musically a very fine effort. It features all of their popular songs that were previously recorded by the band.

Humble Pie, "Smokin," - A. plus M. SP4342. Humble Pie literally "smokes," on this album. But don't believe me, try this one out yourself. Steve Marriott one of the most versatile persons in rock, shows his versatility not only on guitar, but also on the harp and various keyboards. Along with Clem Clempson, also on guitar, the group is one of the tightest, most
descent harp playing by "Magic Dick." Also on the album is their hit, "Looking for a Love." But why is band named after J. Geils? Geils is a damn good lead guitarist, but his sidemen deserve much more merit than they receive on the album cover. Objectively speaking, "J. Geils Live," is a very fine effort.

One more thought, before going into recluses, is smile, things can get better but will probably get worse.

counselors

cont. from p 3.
Human Salvage-General Educational Development Program was designed by Robert Marshall to help high school

reflections in black

by gilda smith

This week we will discuss the case of the De Mau Mau. The situation itself is very touchy and there are many unanswered questions.

For instance, How could a Black person get into Barrington Hills? Had the newspapers been unjust with their publicity? If so why and for whose benefit? Is it another political scheme in favor of Hanrahan? The elections are right around the corner. Haven't those responsible for the newspaper articles acted irrationally?

Of course there are those who do not question at all and tend to go along with whatever is said. At this time I will go into some articles written in the Chicago Sun Times on October 16, 1972. "Mood in Barrington Hills: Reserved Relief about Arrests" and "People Acting Touchy" are two articles.

Paul Haak, the recruiter, who lives in Lake-in-the-Hills said, "That's good. I'm glad they caught them."

The relative of the daughter of Corbett who declined to otherwise identify herself said, "We're all glad they've caught someone."

Mrs. Hungren said, "Before (the murders) we used to leave our doors open, but not all the kids carry keys and we're on our guard."

On the same day, they linked a student's death to the case.

There was no physical evidence linking these four slayings to earlier ones. But investigators proceeded on the assumption that there was just one "roving pack of killers."

The outcome was filing charges against eight men. When he announced the charges, Elrod praised Conlisk and Hanrahan and his staff specifically.

Yes, the elections are near. We have a lot to think about. You see, the paper has said there were 3,000 members and because they do not go on only physical evidence, but rather assumptions - THEIR ASSUMPTIONS - they can assume that anyone is a member. They might even pick you up.
They have always been trying to get their time only spent of Chicago. Their station "Percy for Chicago," had helped many old lad's town.

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Mary LaVell Wilson affixed his signature.

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The letter, signed "KKK," told Young to get off Dalby's and Donohoue's backs or "we'll take care of you like we did Malcolm X and (Martin Luther) King."

Printed in large letters and dated November 1, the letter apparently had been slipped under the SA office door in building 16.

Young said in response to the letter, "I must be on the right track and I'll keep at it till I get to the bottom of this."

As SA president, he has been questioning Donohue on his handling of SA funds.

He recently ended last week's personal investigation on last year's budget. According to Young, $2,482 was charged against SA's $23,000 budget last year for student loans.

An October 25 letter from Alan Donahue, Treasurer, informed Young the $2,482 should have been charged against William Hafer's budget, not SA.

Donahue's letter, explained Young, gives SA a refund while taking SA out of debt. With the clerical error, SA spent about $2,500 over its budget.

On October 26, Young sent a letter to Donahue regarding rules and regulations regarding funds. Young wanted a separate bank account for SA monies called Student Activities Committee Fund.

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reflections in black
by gilda smith

Last week we spoke of family instability as being one of the explanations given to the lack of Black progress in achievements open to all Americans.

This viewpoint makes its first appearance in a report called "The Negro Family: The Case for National Action." It is more commonly known as the "Moyihian Report," which was published in 1965, by the office of Policy Planning and Research of the U.S. Department of Labor. Patrick Moynihan who is most responsible for developing the thesis, at that time was the Assistant Secretary of Labor and has since been given the office of Special Assistant on Urban Affairs by President Nixon.

The Moynihan Report traces the state of the Black family, back into slavery at the time when most Civil War Blacks were southern slaves and the majority of the ones free in the North and South had been slaves. To sum it up, because Blacks were sold as individuals rather than as a family it prevented the development of a durable family. Also, because the Black male was the one who was being transferred more often, it was almost or should we say impossible to hold a lasting relationship. Consequently, it developed a mother centered on matriarchal family.

According to this family instability thesis, after the destruction of slavery, the Blacks still failed to develop a family structure characteristic of the broader society. This was supported when Moynihan showed the proportion of non-white women living with husbands declined from 1950-1960.

An opposing view by William Ryan, writing in the "Nation" challenges this thesis. Ryan says, "the explanation almost always focuses on supposed defects of the Negro victim as if those and not the racist structure of American society were the cause of all woes that negroes suffered. The Moynihan Report, following this line of thinking, singles out the unstable Negro family as the cause of Negro inequality. But the statistics reflect current effects of contemporaneous discrimination. They are results not causes. The new ideology, accepted now even by some liberals, would make it seem that unemployment, poor education and slum conditions result from family breakdown, "cultural deprivation," and lack of acculturation of Southern rural migrants..."

If we are to believe the new ideologues, we must conclude that segregation and discrimination are not the terrible villains we thought them to be..."

Ryan also claims that when looking upon census data, when dealing with unemployment, illegitimacy, etc., by Aid of Dependent Children funds, misrepresents the force of racial discrimination. Ryan feels for example, that illegitimacy rates are bias against Blacks since economic resources made out-of-wedlock births easier for the whites to conceal.

Looking at the two aspects of the "instability of the family thesis, do we also question whether or not this argument in itself is not racist."
In a previous article, we discussed the fact that Blacks are increasingly not needed. Because by the year 2000, Blacks will be at the bottom of the economic ladder, there are two alternatives, whether to recycle the Blacks into usefulness, or remove them.

Professor Wilhelm, author of “Who Needs the Negro?” follows Oscar Handling, who believes that the chattel slavery derived from the evolution of indentured servitude 17th century Virginia and Maryland. He believes that because of the fall of tobacco after 1660, the New World had to find a cheaper source of labor. It was also believed that the main point is that slavery came to being for economic reasons and racism was to rationalize the enslavement of the Blacks.

But of course, it is now 1972 and in the US economy the black man is not needed, the reason, according to Professor Wilhelm and others is automation. To back up the fact that insurGENCY of the Blacks is to technological change, I will quote Ernest Mandel a European economist, which confirms Professor Wilhelm’s analysis:

“The number of unskilled labor jobs in industry had come from 13 million to less than four million and probably to three million within the last ten years…The group that suffers the hardest of course are the black population of the US. Today the average rate of unemployment among the Black population is double that of Whites…”

Professor Wilhelm demolishes the partial or false explanations that have accounted for poverty and radicalism among Blacks.

One of them, is the instability of the family. It gives the explanation that the Black America’s poverty to the Black Americans yet it can not deal with the fact that even the stable Black families suffer economic discrimination, low income, also high unemployment rates.

Another false explanation that has been Urbanization, it blames the Black man’s poverty on the city. Wilhelm said, “The Black man was poor before he came to the city and he is still poor.” He continues, “It is people who discriminate; urbanization and industrialization are not processes that inherently produce or resolve minority-majority differences.”

Urbanization can be racist depending on how it is administered. Automation itself is not inevitable racist, but is a reinforcement of racism when it is controlled by those who put the interest of profit before human welfare.

Profits before human welfare - this is truly something for all of us to think about. After all it is our welfare that we are talking about.

Before closing, as we all know, there is much help needed from the students to help win the development of the Black Cultural Center. You can report to Mr. David Johnson, building 3. He’ll be able to give you an idea on what is needed for its success.
We have reached the final days of school, and this will be the last article of “Reflections in Black.” I sincerely hope that the articles have given a prospective to the problems we face as a nation of people. Yes, the problems are deep but we will win.

The article this week will deal with birth control. My reason for choosing this is because it is very important that we understand and know as much about what affects us as possible.

In the past months there have been various campaigns for birth control promoted not only in the underdeveloped non-white areas of the world, but here in our midst.

The United States is sponsoring sterilization clinics in non-white countries, especially in India where three million young men and boys around New Delhi have been sterilized.

The vasectomy, which is performed on males, takes six to seven minutes and is relatively simple to perform. On the other hand the salpingectomy, which is used to sterilize the woman is a major operation. This method is commonly used among Puerto Ricans. The Puerto Ricans have long been used by the colonialists in experimental laboratories for medical research before allowing certain practices to be used here. For example, when the birth control pill was first being perfected, it was tried out on Puerto Rican women and selected black women (usually poor) to evaluate its effect and efficiency. On the island, already 20% of the Puerto Rican women are sterilized.

Francis Beal, writer of the pamphlet “Double Jeopardy” says that some black welfare mothers, who are being threatened with the cutoff of relief funds, have been forced to accept sterilization in exchange for a continuation of welfare benefits.

The laws concerning abortions according to Francis Beal, are another form of subjugations and outright murder. However, non-white women obtain the same operations with little or no difficulty. It is the poor Black and Puerto Ricans who are at the mercy of the “local butcher.” Miss Beal states that statistics show that non-white deaths at the hands of unqualified abortionists are substantially higher than those of white women. Nearly half of the child bearing deaths in New York City were attributed to abortion alone and out of these, 79% are among non-white and Puerto Rican women.

Now then, it is not to say that we do not have the right to determine when it is in the interest of the struggle to have children and not have them. We do have this right, and it is important that we make correct decisions to help us in our development and our children’s development.

The problem is the lack of availability to obtain safe birth control methods. We must begin to study the situation carefully, so that we will have a full understanding of how we are being affected by the measures of birth control. As I look at the situation it seems that not only are children being prevented from living but the pill itself can cause the death of the woman using them. In my opinion, it is something that is worth looking into.

John Novak’s poem, “A Singular Crowd”, has been selected by the Board of Judges to be published in the Annual Anthology of College Poetry.

“A Singular Crowd
I gazed deeply at the center of my soul.
It did not stir, but only winked in approval.
I looked to see if it was of the conscious state,
Without knowing of my existence it shook, then trembled and laughed.
The sign of this I read to be, something unfamiliar,
But only after much thought, I found myself a friend.

Granules of sand slip through the hourglass of my life—
each precious speck erodes away—my last minutes of TCC.
I have enjoyed my four semesters here learning, working on the Courier, meeting people, and culturing myself.
The Courier didn’t have a fruitful reign this year. The outrageous abundance of student concern and involvement accounted for this.
Every fall, it’s the same shit.
Twenty or so people work for the Courier. By spring, we have four.
Most people people drift away when they realize putting a newspaper together is hard work.
Others are on an ego trip. Once they have their name in print, the novelty wears off and they float away into the abyss of sweet apathy.
Certain people will be remembered: Rich Olson, Mike Quinlan, Martha Tanis, Steve Smith, Tom Ellement, Al Geierman, and Joan Halko.

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things to do whether one is on campus or not.

All students are welcome of any race, color, creed or religion.
The work of God says, “For God so loved the world that he gave his only begotten son, that whosoever believeth in him shall not perish but have everlasting life.” John 3:16

In accepting Christ, repent from sin. For the word of God said, “Let the wicked forsake his way, and the unrighteous man his thoughts: and let him return into the Lord and he will have mercy upon him; and to out God, for He will abundantly pardon.” Isaiah 55:7

Next?
“That if thou confess with thy mouth, the Lord Jesus and shalt believe in thine heart that God hath raised him from the dead,

geology club

An old club will be hopefully revived on campus this year as the Geology club is going to be instituted.

All students who are interested in joining may sign a sheet in Mr. Curran’s office in building 20.

Tentative trips are being planned to Mammoth Cave in Kentucky, and possibly a weekend trip to Niagara Falls in order to study interesting geologic formations.

For any further information students may contact Jack Mooney or Bob Parrent in the Courier Office any time during the afternoon.

You freshmen don’t realize how fortunate you are! You can tell your grandchildren that you were the last class to walk the Ho Chi Minh trail back and forth to class.

Our new Director of Student activities wishes more people would come in and visit her in building 16 and she wishes to help anyone with whatever problems they may have. If you have any suggestions which could help the school besides an earthquake, she will be a very interested listener.

Well I guess this is as good a place to end as any although I probably should have stopped before I started. See you later, I hope.
get it on!

The prospect of an International Club has already been decided upon, but unfortunately, that appears to be the extent of the organization thus far.

For those uninformed, the TCC International Club is an organization which offers a chance to give students from other countries the opportunity to interact with the United States citizens. All club or activity chairmen and presidents are automatically in the club, bringing school harmony and understanding as well.

The idea is a beautiful one, and it is truly needed here. The problem, and it seems to be a real problem, is that there exists a lack of cooperation amongst the students involved.

For the past week, attempts have been made to contact the desired members for reasons of reorganization. The attempts have been a bold one, but the results have not been satisfactory.

In many cases, the president of a club graduated and for the most part, those organizations do not know what to do next in terms of representation.

We, at the Courier, were informed that a vice president, secretary, treasurer, or even any member, can represent the club for the time being. There is absolutely no excuse whatsoever for the apathetic behavior which has been exhibited.

Mrs. Giddings, the one remaining sponsor of last year's three, can be contacted in building two. All persons involved are urged to get the International Club rolling as soon as possible. They can't start until you get there.

Christian Fellowship Club continues

The Thornton Christian Fellowship Club will continue this coming semester, 1973-74. The followup is believing in the full gospel of God, the complete Bible.

To give a few examples of how the club functions and what they do as activities: they conduct revivals, prayer services and bible studies for students on campus.

"Thou shalt be saved." Romans 10:9

Come on a let's worship Jesus together.

For further information, look for a column or announcements in the newspaper or contact Mr. Banks, Pat Golden or Ron Faquarr. The message will be relayed to the right person.

Reflections in black

by Bill Wright

Habari Gani:

My name is Bill Wright and I will be writing this column along with Ndugu Akim Haneef. I welcome all you beautiful brothers and sisters to Thornton Comm. College and I hope you will have a very successful year.

And you will have a very profitable year if we stay off the BID WISK TABLE. The game of games, bid wisk has ruined more college students than algebra, physics, and English together. Bid Wisk has helped flunk out more black students than finals.

Using one example, last year there was a sister that took 14 semester hours which is not a full real heavy load since most people take between 15 and 17 hours.

This particular sister would come to school about nine o'clock in the morning, take out a pack of cards and would not leave the table until three o'clock in the afternoon, except to use the lady's room, go to coffee, and lunch break.

She failed all fourteen hours. What makes it so bad is that this sister was rather intelligent, except she played bad wisk all day.

Using another example, there was another sister (I hate to talk about the sisters, but these were the worst cases of card playing) this particular sister wasn't quite as bad as the other one but she couldn't lose a game.

Another bid wisk team could have beaten her hands down but she wouldn't move from the table because she was cheated out of her game. She too would come to the opposite direction, she drops her head and speeds up until she gets past you. That's exactly what this sister did. And that hurt, when a white woman does that it's kind of funny, but when a sister walks past you as if you want to rape her, that really hurts.

But you really can't blame the sisters for being afraid of brothers. Because from what I've noticed of a lot of my so called black brothers, trying to be sly, slick, fly, and acting like the man, it's a wonder we get any sisters to speak to us.

But being that this is my first article of the year I'll have time to go into black male-female relationships later in the year.

Last year the black clubs (UHURU, Delta Beta, Delta Sigma and Wine Psi Phi) could not get together and work toward a specific goal.

This was because, in my opinion, some of the officers in UHURU were trying to prove that they were blacker than any other black person on campus.

You had one person trying to prove that she was Angela Davis, another person who was trying to be a copy of this other person and another brother trying to be a diplomat.

And with all this going on we never got anything done. I hope that this year, we'll get some very together brothers and sisters involved in the black organizations, who are not hypocritical, and who will listen to some of the wishes of the black student body.

Have a nice year. Oh, before I forget, there will be a meeting of all concerned black students Friday in building 3. For the time of the meeting contact David Johnson whose office is located in building three, the Black Cultural Center.

ASANTE SANA
Bill Wright

Mooney Shines

Hello everyone this is my first effort as a columnist and don't be surprised if it is my last. I am going to attempt to tell of some of the things that are happening on our beauteous campus.

One of the first things that I want to say is in the way of an apology to Mr. Robert Marshall whom I indirectly and unintentionally criticized in last week's edition. I made reference to him as having failed in his job as Director of Student Activities. I found that this was not strictly true as learned after the story came out. According to information that came into my hand which was not available to me at press time he accomplished the job he was supposed to do.

This information still leaves a large question in my mind as to what is wanted out of the people who manned this job in the past few years. Well so much for the apology and enough with administrative rigamarole, which is really none of the students business or so I have been told by a certain administrator who shall remain nameless. I guess the school is not here to serve the students after all.

Many say things have happened and...
black culture center a success
by mary evans

A growing Black pride has made the Black Cultural Center a success in the ten months it has been on TCC's campus.

The Cultural Center, which is intended to be a community resource and development center, is located in Building #3 on the interim campus. It has seen activities and groups such as a Kwanzaa, which is a “first fruits” festival, and Project Awareness. The speakers have been Ruwa Chiri from South Africa, Hannibal Tyrus Afrk from the Pan-African Student organization, Joe Mitchell from Markham, poet and author of One Room Shack, Cleve Washington, and Stokely Carmichael. Battle of Algiers, Aluta Continues, meaning the Struggle Continues, and Breaking the Chains of Oppression Through Black Unity which documents the African Liberation Day demonstrations in 1971 were the three films that were presented. There was also an art exhibit featuring works by Ben Bey.

The idea for a Black Cultural Center began in 1969. This was the year when students began to retaliate vocally and physically against institutional racism. Since that time there have been several attempts at starting a Black Cultural Center but the current one seems to be the most consistent.

Plans for this year include:

- Project Awareness, a Kwanzaa, art exhibits, and perhaps musical and theatrical programs.
- The Black Cultural Center’s permanent resources include a set of silk screen prints depicting Black Life and a library containing books, magazines, and other materials which are difficult to find in stores or on other library shelves. Also, one of the Black Studies Courses, Black Literature, will be held in the Cultural Center.
- David Johnson, who initiated the Cultural Center, says that he hopes to bring high school history classes in to view slides and filmstrips which would be beneficial to their learning experience. Mr. Johnson, in mentioning some of the goals for the Black Cultural Center this year, said that he “would like to work closely with student government in developing inter-racial programs” and in taking programs into nearby communities such as Drexmoor, Phoenix, Markham, and Harvey. He said he would also like to see more white students come to the Center, especially those going into education, business, law, political science, and law enforcement.

With regard to white students, I am sure the question has been raised as to the relevancy of a Black Cultural Center to white students. Viewing oneself through the eyes of other people is very profitable in interacting with those people. The Black Cultural Center presents a challenge to white students to view themselves differently; from a Black perspective; from a Black viewpoint.

Although the Black Studies Program is not a part of the Black Cultural Center per se, it is a vital aspect in the study of Black life. Currently, TCC offers courses in Black History, Contemporary African Civilizations, Urban Studies, and Black Literature. Next semester a course will be offered in Black music and theatre. It will be looked at from a social as well as a musical angle from Afrika to blues, rock, and jazz. Also, a course in minority group politics will be offered.

Dr. William Markham, poet and author of One of Algiers, Aluta Continua, and Breaking the Chains of Oppression Through Black Unity, has announced that petitions are now available for students who are interested in running for any student offices. Students that are interested may pick them up in her office in Building 16.

Judi Price, Director of Student Activities, has announced that the final election results will be published in the Oct. 5 issue of the courier.

vets find campus vibrant
by stephen gosnell

The campus this year, especially for the veterans, is ALIVE due to the vibrant efforts of the personnel involved with the three veteran’s organizations here at TCC. There is Ron Cooley’s office (Vet’s Club Coordinator), the “Outreach” program and one of the strongest clubs on campus; the Vet’s Club.

Judi Price is requesting from EACH organization, on campus, a list of all members. Names, phone numbers, and addresses. Also, a list of all officers, and sponsors.

There will be a meeting held on Wed., Sept. 12, at 2:00 p.m. in the Club room for all the Club Presidents. This includes all clubs, Cheerleaders, COURIER, Drummers, Drama, etc. If the Pres. is unavailable, a representative must be sent.

Give all information to Judi as soon as possible. Hopefully no later than Sept. 10th or call Miss Price at 230.

office petitions out
by jack mooney

Judi Price, Director of Student Activities, has announced that petitions are now available for students who are interested in running for any student offices. Students that are interested may pick them up in her office in Building 16.

Miss Price commended that the offices that are open are President of Student Association, who must be a sophomore as well as members to the complaint board and Student Activities committee.

The aim of the Student Association is (1) To serve as an authority on the needs of, and the services available to the students as follows: (1) A student voter must present his I.D. card or some proof that he or she is a student at T.C.C. (2) The poller will list the student’s name on the voter registration form. (3) The Poller will initial the ballot before the voter casts his vote. (4) Voter gives the ballot back to the poller to secure confidentiality. (5) Poller places ballot in the box. (6) At 3:30 p.m. on Sept. 28 the polls will be closed and the votes will be counted in the presence of the Director of Student Activities. (7) The final results of the election will be published in the Oct. 5 issue of the courier.

Other leading figures of these associations are Wayne Dumbrowski and Ted Graves.

At the present these organizations are serving some six hundred Vets. In general, some of the services a veteran can rely upon are as follows; the monthly V.A. check, the Ill. Veterans scholarship, tutorial assistance (up to $50 per month, and a maximum of $450 for nine months), buses to away football and basketball games, and getting old jobs back, and other services.

It might be interesting to note that the school was allocated $20,765 for the cost of instruction, and 1,100 hours (through the V.A.) for work-study programs.

Presently, there is a petition available at the Outreach Office (in Bldg. 17) to extend the present time limit on the collection of V.A. Education Benefits. The present time span is eight years. Veterans are urged to sign the petition and help circulate it through their friends and neighbors.
reflections in black... let us now look forward

by aklim hanef

Greetings and salutations brothers, sisters and comrades. My name is Aklim Hanef, my purpose is to present to you, the people, a concise analysis of the political, social and economical conditions, which are so prevalent in our communities and country.

My objective is to initiate and inform the masses of present day capitalist tactics which seek to subjugate the masses.

“Reflections in Black” will be co-written by Brother Bill Wright and myself. My articles will sometimes seem controversial and argumentative, however, I wish at this time to extend an invitation for rebuttals to my articles.

Brother Wright’s article exemplified the attitude of the students on this campus. Interaction is a part of everyday life, however, when the socialization process interferes with our scholastic achievements and turns our objective analysis towards subjective analysis then we have regressed into a primitive state. This phenomenon must be rectified at the dormant stage not be allowed to develop into a parasitic stage.

The stigma that developed between the Black clubs, (Uhuru, Delta Beta, Delta Sigma and Wine Psi Phi), must not be allowed to develop again. Petty disagreements must not be allowed to impede the progress of collective and positive action. My colleague (Bill Wright) made reference to one individual trying to be Angela Davis and trying to be a copy of this person and another person trying to be a diplomat. In my opinion, Angela Davis is an example personified, which should be followed. Miss Davis is a woman who is endowed with the positive characteristics which should be displayed by all potential revolutionaries.

In reference to the “I’m blacker than you” syndrome, which is utterly ludicrous and a backward statement, can only be identified with backward elements in this country.

In conclusion, we are the future for the world, we must not let petty disagreements obstruct the path for positive action. We must be strong for the children must survive to endure perhaps a better world.

So much for the trivialities of yesteryear, let us look forward to the days ahead. Perhaps this is the year for unity on the campus and the end of internal bickering. Hopefully you, the black students will have a very stimulating and interesting year ahead.

To the Editor,

I understand that there is going to be a school picnic on Sept. 15, where the students are going to play the faculty in a tug-of-war. It has been noted that, the faculty, due to all its apathy, would never show up in any great numbers. Due to this fact, the Veterans have consented to give them a slight edge by only allowing the number of Vets to equal the number of faculty.

You may be curious as to how this may be an edge. Take the team of Miller and Saliba, for instance. Mr. Miller, an ex-Marine, outweighs many, many of the Vets, (even though he is getting a little flabby), and he has been working with Mr. Saliba for years. We Vets have only been together for a short while.

And how about the team of Schloss, Carlson, and Massick, three all-time black gridiron. With their ability to lead the football team, I have no question as to their talents.

And under the saintly leadership of Dr. Ivey, I have no doubt in my mind that the faculty will make a good showing. But...the veterans are going against an unblemished record against the faculty. And I’m sure that this will reek terror into the hearts of the faculty members, to the point that they will not even show up.

Since they should have a good amount of female teacher cheerleaders, they could very well outnumber the team.

—Right Mrs. Mensi?
—Right Miss Sedlack?
—Right Miss Hoffmann?

I also would like to bring out the fact that the freshmen will be having a tug-of-war against the Sophomores. Needless to say, the Froshies don’t stand a chance, as once again, the Sophomores have been training for two years.

So if you freshmen girls can stand to be without your Barbies dolls, and you green dudes can take getting your clothes dirty (mommy might not like that), then show up. Don’t worry, we’ll take you to a laundromat before we drive you home.

This is all just for the record. I don’t want to make anybody mad...but the facts are the facts.

See you Feather Merchants Saturday. (sissies)

Your Buddy,
Wayne Dubrowski

Habari Gani:
Brothers and sisters, we as black students must come together for a common goal. This common goal is unity of the black students, staff and faculty. We’ve been in school just about two weeks and we still have black students walking around in a daze. Not knowing who’s who, thinking teachers are students and vice versa. It’s bad to see black students walk around a college campus and not know who the black staff is. It is bad to hear criticisms of black organizations, by black students. Especially since these black students aren’t doing anything to help the situation any.

The black clubs went through this type of thing all last year. I, as the president of one of these organizations, would like to see this changed. So in a unified effort with other concerned black students on campus, are calling a meeting of all black people on campus. We also invite the colored people and Negroes, too. The meeting will be held Friday Sept. 14, 1973 at 1:00 p.m. in Building 3. This is a very important meeting, if you have to miss a class, miss it.

Asante Sana
Bill Wright

Let’s get it on! There is a club on campus called the Inter National Club which needs all student involvement it can obtain. An evaluation of student opinions and conclusions as summarized below.

All students regardless ethnic background are permitted to join.

The campus needs togetherness.

Giving all students a chance to communicate.

Communication is the key to things, so give the Inter National Club a chance. Let’s get in on

The Thornton Christian Fellowship Club will meet Bldg. 16 on Tues. the 11th at noon. All are welcome.

The Institute of International Education has asked that universities submit information to be compiled in the only comprehensive report of current developments in the exchange of student scholars, and faculty between U.S. and other countries.

This information must be submitted soon. Thus, you every foreign national student regardless of your visa status stop in the Counseling Center room 2225 M, before September 14 to see Susan Molnar. If you have any questions, call on extension 309.

Class ring lost in the boys’ locker room
Return to Bldg. 16 Lost at Found

Gold with red stone
73 Leo High School class ring

Reward for return
reflections in black

This week I would like to rap to you on a couple of things, first on the subject of black student involvement. There is a problem at Thornton Community College. There seems to be a great need for some of the people on this campus to get black students and white students integrated; or more so, to get the black students involved. In building 16, most black students sit at the north end of the building whereas the white students sit at the other end. And it seems as if these people who want to get blacks involved, also want us to give in.

For instance, I was meeting with a group of students concerning the picnic and I was asked if I would get the black students involved in the picnic. Being a black student, I resent this request very much, because I'd been hearing the same request for almost two years. I resented it because it sounded as if these white students wanted the black students to give in or make the first move for integration. But these students must realize that when black students want to get involved in school functions, we will. And the hangup about where students sit and who they sit with isn't a problem — most of the people on this campus are so concerned with the involvement of blacks on campus, or are they?

Next, I would like to compliment some of you beautiful black brothers and sisters about your reaction to my last article, the section on speaking to one another. I've received some comments about getting so hung up with black people speaking to one another and being so hung up that it interferes with scholastic achievement. To this I'll just state that, someone must get involved, not so much that it interferes with an education, but someone must get involved and be concerned about it. I feel that communication is the most important part of black unity. If we can't get together, and just say “what's happening” how will we be able to get together and talk to one another at a conference. Black unity, I feel, begins with black students not being so afraid of one another or thinking that I'm better than you and just speaking.

This is an announcement to all black students. There will be a meeting concerning the black students in Building 21, today, Friday, Sept. 14, at 1:00. Refreshments will be served.

Asante Sana
Bill Wright

announcements

We have something else in the Counseling Center that would
Local businessmen and civic group leaders were honored for contributing $100 or more to SAF. Honored with certificates of appreciation were Jesse Black of the First National Bank of Harvey; Damon Rockett, manager of Illinois Bell Telephone offices in Harvey; Ronald Romanek of Delta Tau Kappa; and Landau Romanek of Chicago College. The breakfast featured a taped TV show about the college and SAF which was on channel 26 in January, 1973. Bill Hafer, LaVell Wilson, Paul Ceil and Gilda Smith were interviewed during the program. The program also featured a slide presentation showing the baccalaureate and career curriculums at TCC.

The movie deals with the liberation day demonstrations that took place in Canada, Washington D.C., San Francisco and the Caribbean, last May 26, in support of the anti-colonial struggles taking place in Angola, Guinea-Bissau, Mozambique, Zimbabwe (Rhodesia) and Azania (South Africa). Scenes of the actual fighting is included in this film that runs for about forty minutes.

This year there will be demonstrations in nearly all of the major cities in the United States, Canada and Caribbean May 26. It should be pointed out that Portugal is the last of the countries practicing colonialism directly on the African continent. Portugal has more troops employed in Mozambique, Angola and Guinea-Bissau, in relation to its population and gross national product, than the U.S. had in Vietnam during the same years of fighting under the Johnson administration while being the poorest and most backward country in Europe. Portugal would not be able to do this if it weren’t from the support it receives from the American government through NATO.

The congressman was the pollution of the Little Calumet River, pension reform, and tax credit for non-public school children.

*Official announcement by the congressmen.*

### up & coming

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<tr>
<th>event</th>
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<th>time</th>
<th>place</th>
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<tr>
<td>ISC dance</td>
<td>March 23</td>
<td>6-12 p.m.</td>
<td>building 21</td>
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<tr>
<td>Delta Beta dance</td>
<td>March 24</td>
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<td>building 21</td>
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<tr>
<td>concert</td>
<td>March 25</td>
<td>4 p.m.</td>
<td>building 21</td>
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<td>job seminar</td>
<td>March 26</td>
<td>2 p.m.</td>
<td>u 218</td>
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<td>Christian Science meeting</td>
<td>March 28</td>
<td>10:15 a.m.</td>
<td>1910</td>
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<td>Project Awareness film</td>
<td>March 29</td>
<td>1:30 p.m.</td>
<td>building 21</td>
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<tr>
<td>GSU representatives</td>
<td>April 4</td>
<td>2-7 p.m.</td>
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the problem and a few suggestions to the board about Suntone Drive.

We are quite aware that there will be a considerable sum of money involved and thought that as long as the road would be paved sooner or later, why not sooner. The answer was, "If you have $20,000 or $30,000 jingling in your pocket you're welcome to pave it." Why such an answer? Is it because we have a bored board or nobody that knows the answer. In another instance, the question was asked about TCC being in-

The only alternate routes that could be taken are walk, have 2,000 money raising projects, or use Route 6 exit. If there is nothing that can seriously be done about Suntone Drive we will go to work on getting a left turn signal to be put in on the intersection of Route 6 and Indiana. Meanwhile, thank your lucky shock absorbers that the South Holland Street and Road Commission is doing a great job on keeping the road adequately level.

Complaint Board

Project Awareness presented Brother Ruwa Chiri February 22. Brother Ruwa is an exile from Zimbabwe (known to the colonists as Rhodesia). He is presently facing deportation by the U.S. government for supposedly being in this country illegally since a month after his arrival ten years ago.

Ruwa Chiri began by defining the African Revolution. He stated that a "revolution is a quick change which alters conditions. Although liberation is another word for revolution, it differs in the fact that revolution tells you what you will do after liberation."

Summarizing his feelings on ideology, Brother Ruwa stated that ideology is a set of principles—kinds of truths which remain constant. Three principles were mentioned, 1) focusing on the ownership of land; 2) self reliance and independence; 3) taking people from the chains of oppression.

An example was Cabral, Secretary General of the (PAIICC), African Party for the Independence of Guinea-Bissau and Cape Verde Islands. Cabral was a leader in the struggle for world African liberation. He was killed January 20, 1973 because of his ideas. Ruwa says, "Revolution does not depend on how you look, but what you do... it has to do with the quality of life that people chose to live by." He went on to say that the African Revolution which works at arm level also works on political economical and educational levels.

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(No service charges with

reflections
in black
by gilda smith

file for graduation

Those students who will be eligible for graduation at the end of the 1973 spring semester, should complete the graduation application and submit it to the Controller's Office, Building 18, by March 13, 1973, along with the five ($5.00) dollar application fee. Application forms may be picked up in the Admissions and Records Office, Building 17, or at the switchboard in Building 18, on the interim campus.

ski trip

Anybody interested in going skiing to Caberfae, in Michigan, March 23 to 25 contact Charlie at 849-2721. Cost is $60 which includes meals and lift tickets.

Tutoring.

Students and faculty are again reminded that a tutoring program is available for students who are having difficulty in a specific subject area. Currently, 58 students are participating in the program.

If you are a student in need of a tutor or wish to be a tutor, you are encouraged to contact Christy on room 3222 in the main building.

To qualify as a tutor you must have earned an A or B in the subject you wish to tutor. If you are currently enrolled in a subject, you must be doing either A or B work. Pay for tutoring is $2 an hour.

The Thornton Township Youn Republicans are active recruiting new members during their present annual membership drive. John Peterson, TYT President, said that a very active year has been planned for the YR's and emphasized that the group will continue to sponsor community oriented affairs as well as social and political events.

Peterson pointed out the during the past year the YR's have co-sponsored a voter registration drive, assisted in blood drive, distribute Christmas food boxes to need families, and have sponsored numerous special interest meetings.

The YR's have also served as training ground for numerous Republican candidates. Stat Representative Tom Miller is Thornton YR as well as the following candidates; Mik Fryzel for Township Clerk, Glen

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1050
'truly a cultural experience'

by gilda smith

UHURU presented its cultural expo Saturday evening February 25, at Thornaston Township High School. The expo was presented to better enlighten those who attend, to our many black talents, and cultural survivals. It was presented not only for enjoyment but for political enlightenment through music, dance, drama, fashion, and poetry. The pictures shown were taken at the expo. UHURU would like to thank all those who attended the expo and those who gave donations.

Individual playing a very original instrument (hollowed out log). The jazz group was called Black Fire and sounded quite progressive.

Short skit performed by members of Uhuru and children in neighboring communities. The short play emphasized the meaning of black culture to our current generation.

—photos by lamorte

yearbook being laced along

Caldron editor, Mark Lace is promising a bigger and better yearbook this year. The staff is currently working on the 128 page edition to meet their April 1 deadline. Lace hopes to have the book ready for distribution May 10.

plague hovers over tcc

by larry galica

K.J. McCaleb, director of buildings and grounds, said biology faculty for enforcing the no smoking rule in their labs and in the carpeted hallways adjacent to the labs," said Mc-grounds Superintendent stated. Toilets, especially in building 11, have been plugged and fire extinguishers and exit signs have
There has been much talk lately about P.O.W.'s, ending the war, and Henry (super kraut) Kissinger, but let's talk about the dead in this war. The people who die for a cause that started out to be stopping the spread of communist oppression and wound up withdrawl with honor. They died for a cause that is no longer concrete and everyone is forgetting the war and remembering the peace.

THE MAN-BOY
Marching all day, his feet grew sore, His name, your son, or the boy next door, The place, a paddy in VietNam, The object, to destroy the Viet Cong, His rank, I think it matters not, His position, the man at the most forward spot, His age, too young to fight and die, His mistake, thinking of home and mom's apple pie, His trap, a grenade attached to a tree, The explosion, a moan, and a man on his knee, The schrapnel caught him in the chest, His breath then ceases, now he's at rest, The men gather round their minds in a daze, Each sheds a tear and silently prays, He was the man who died with a gun, But he's still the boy his father called son.

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Lots of things have changed, too. For the better. Like the newest cuts in diamonds, especially our exciting new heart shapes. And the large selection of beautiful new settings that you'll find at Hollands Jewelers today.

Hollands Jewelers
Downtown Evergreen Plaza Lakahkan Woodfield

EMG-East end of main gym
WMG - West end of main gym
Games will be played at Thornton Township High School

Enter Northeast door
BASKETBALL PLAYERS ONLY

It might be noted that in Both Divisions I & II, there are two teams which are undefeated. In the first division, Sigma Phi I and the Creamery hold the 3-0 record, while the Bushwackers and the Whizzies of Division II hold the top.

It has been reported that the Creamery holds the edge in the fight for top spot, due to the fact that one of their starters was the toughest forward spot.

Hollands Jewelers
Since 1910
Downtown Evergreen Plaza Lakahkan Woodfield
Because there was so much interest in things happening today, the students felt it would be a good thing to do on a regular basis,” explained Johnson.

“After two or three meetings dealing with black movies, we branched off into other areas such as the role of black college students and their organization, the De Mau Mau incident, Black politics for 1970’s to name a few,” he continued.

Johnson said Project Awareness has presented the work of black artist Ben Bey. On February 8, “A Luta Continua” (the Struggle Continues), a film on the struggle against Portuguese Colonialism of Mozambique, was shown.

Presently, Ruwa Chiri, an exiled Rhodesian, will speak on the totalitarian state in Africa, stated Johnson.

On March 15, Cleve Washington of the Institute for Positive Information will speak on the educational center founded by poet Don Lee.

To conclude Johnson pointed out, “Black Studies should not be seen as for blacks only. I recognize that white students have much to contribute to a wholesome black studies program.”

poetry

by wayne dabrowski

There has been much talk lately about P.O.W.’s, ending the war, and Henry (super kraut) Kissinger, but let’s talk about the dead in this war. The people who die for a cause that started out to be stopping the spread of communist oppression and wound up withdrawing with honor. They died for a cause that is no longer concrete and everyone is forgetting the war and remembering the peace.

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Marching all day, his feet grew sore, His name, your son, or the boy nextdoor, The place, a paddy in VietNam, The object, to destroy the Viet Cong, His rank, I think it matters not, His position, the man at the most forward spot. His afe, too vain to fight and die.
not for blacks only
classes explore history of black culture

by Larry Galica

"The aim of the Black Studies Program is recognition of black cultural contributions and the elimination of racial problems on this campus and wider community. Thus, Black Studies give students a multi-national view of human activities of past and present," explained Dave Johnson, director of black studies.

Black studies, according to Johnson, involves not only Black, Urban, and Ethnic courses but also the cultural center in building 3 where education and research are done and social theories are tested.

Currently, four Black Studies courses are available. One Afro-American History 151, is taught by Dave Johnson and Dave Bartlett. -- History 151 surveys black people, their institutions and their growth and development in America.

Afro-American History portrays blacks in the American social, economic and political system up to the present, according to Johnson. The role of slavery and its relationship to racial problems, industrial revolution and capitalism are discussed. Blacks' roles in the American Revolution and Civil War are researched.

English 123, taught by Ron Farquhar, is an introduction to Black Literature in America. Johnson said the course deals with black writers using the medium of short stories, plays, poetry, novels and essays.

Black writers, including James Baldwin, Ralph Ellison, John O'Kullens, Don Lee, Leroy Jones (Imamu Baraku) and Benjamin Quarles, are explored.

Another Black Studies course is Urban Studies 101, with instructor Dave Johnson.

Urban Studies deals with the phenomena of urbanization and classical problems of ecology,

continued on page 3

students recognized;
win monetary awards

Larry Rallins of Blue Island and Barbara DeGroot of Harvey are the winners of $100 scholarships from the Student Achievement Recognition Program established and funded by Continental Illinois National Bank and Trust Company in Chicago.

Rallins, a sponsor, explained Mrs. Phyllis Davis, SARP campus coordinator and counselor.

The third annual award presentation was held Wednesday, February 14 on campus.

Barbara, sponsored by Physical Education Instructor John Carlson, is a physical education major.

She has worked for the Harvey Park district during the summer and has held office in several working as the evening manager of the student center.

"Why don't we stop fooling ourselves? The game is over-over-over. It is with a tear of remorse that I bid Thornton Community College adieu.

"Time is running out and so is typing paper, so I'll be brief in my farewell.

"The people are the things that will be missed, not the things that people made happen."

tragic death of former courier columnist
**New Campus Organization**

The College Republican Club is the newest organization on campus. Sally Meyers, TCC English teacher, is advisor of the club and Michael Ingersoll is the head person.

Ingersoll's goal for the club is to bring about more interest by student in political affairs and elections, both community and national. He feels students should become more involved in political matters.

While at DePaul University, he was a student senator and is presently advising the "Teenage Republicans in Thornton Township".

More details and a photo will appear in next week's courier.

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**What Is It?**

Progress was seen here at TCC within the last week with the installation of an outside pay telephone at the southwest corner of Building 17 on the interim campus.

Illinois Bell installer and repairman George Bond told the Courier Tuesday that the phone would be in use by that afternoon. One phone has been taken out of both buildings 16 and 17, leaving 14 with two and 17 with one inside and one outside.

 Installer Bond feels that the addition of an outside phone on campus is a good idea because new students will have access to a phone on campus even when the buildings are locked up for the night.

Anyone can use these phones. All one has to do is pick up the receiver and wait for the dial tone. Then one can either dial "O" for operator or deposit his dime and place a call.

And just in case you're wondering, the new phone's number is 331-9600.

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**Reflections in Black**

by Rodney C. Smith

For the first time in the history of the United States, three of the nation's largest cities are operating under the administration of black mayors.

In Los Angeles, Mayor Tom Bradley heads the government for some three million citizens with more than 10 million persons in the metropolitan area.

In Detroit, the nation's fifth largest city with a population of one and one-half million, is headed by Coleman A. Young. He is a former State Senator who took the mayor's office last month.

In Atlanta, Mayor Maynard H. Jackson is chief executive to some half million citizens within the city's boundaries and a "total population of one and one-half million in the metropolitan area.

What I will do is give the views of these three mayors starting this week with Tom Bradley.

Tom Bradley considers that there are four major issues that are priority problems for the city of Los Angeles. These problems include the energy crisis, transportation problems, crime and unemployment. Of course, there are other problems, but the four mentioned will occupy much of his time.

Long ago, the L.A. Department of Water and Power decided to place its largest order for oil with Arab bloc nations (oil is lower in sulphur content). So, as a result of the Arab oil embargo, which has now been lifted, their potential shortage was more than twice that of other American cities.

The city council took action on the department's five-step plan to curtail energy: 1) conservation or careful elimination of wasteful use of energy; 2) voluntary cutbacks; 3) variances granting electric power plants permission to use high sulphur content fuel; 4) rolling blackouts or turning off all electricity on a rotating basis for as much as three hours per day.

Bradley has asked citizens to begin voluntary cutbacks, but if this fails, he will turn to mandatory cutbacks and rolling blackouts.

Twenty months ago, Bradley presented a motion in the city council meeting requesting the Dept. of Water and Power to develop a long range energy plan to anticipate shortages and to settle a policy to stabilize use of energy. He feels that if the plans were implemented, things would probably be less severe now.

The department has been allotted $25 million for the purpose of the Mayor's "energy committee on energy." Conservation to develop even further programs to reduce use of energy within the city.

One plan is the basic car plan where the officer patrolling the neighborhood meets each month to inform the people on what he is doing. Also, the people are given a compact with information, and are currently exploring the conversions of city vehicles, as well as turning off all decoration lights, water fountains and air conditioners.

Individualic electric heaters have also been banned. In another effort to help, the use of city vehicles has been eliminated or reduced.

Bradley also stated that the city has begun to replace big cars with compacts and are currently exploring the conversion of city cars to natural gas. Also created is the interdepartmental committee on energy conservation to develop even further programs to reduce use of energy within the city.

He has also requested that the state and national governments take a certain action during the energy crisis and they have called upon all individuals, organizations, businesses and corporations to set a goal of 30% voluntary cut of energy use.

On transportation, Bradley feels mass public high speed transit is needed. He considers that a long-range kind of thing can be done in a short-range manner as well as long range. He has gotten a consensus from most of the elected officials, and now the rapid transit district people. One must not look at just the twelve year project the Southern California Rapid Transit has proposed but at the immediate problem also.

So no matter what the answer to the shortage problem, Bradley feels reliance on the largest gas consumer, the auto, must cease. He stated that the people of the City of Los Angeles can do. They can help immediately through car pooling, use of private operated buses and use of the transit district.

But it cannot work unless private corporations are willing to join in the effort.

Also, there is a car pooling arrangement for city employees, and the city is going to expand it and put it in the computer involving county, state, and federal employees who work in the downtown area.

Bradley also proposed that they use high speed buses on the freeway system and set aside a lane for them to move quickly and not be stopped by normal traffic. It is a pilot program in effect on two freeways.

They have experienced some reduction in crime in the past year, but the fear of crime is still prevalent. There have been problems on buses: for example, bus drivers and/or passengers have been attacked and sometimes robbed. To solve that problem, Bradley feels that police officers on buses, and in some instances, trail behind them. Applications have also been made by the city for money to install electronic automatic warning devices.

The expansion to the law enforcement agency he feels is not the total answer to the problem. He is now using methods to get the police involved which he feels will reduce crime.

One plan is the basic car plan where the officer patrolling the neighborhood meets each month to inform the people on techniques to fight crime. Another program is where citizens ride in their automobiles using two-way radio links connected with the police complaint board.

They are not allowed to play "police games" but to serve as extra eyes and ears to the police department.

Bradley also commented that reducing the amount of light in the city does not result in crime increases.
FEBRUARY 7, 1973

Reflections
in black...

"By Marilyn Seally

While many of us are studying the ancient history and European and Oriental culture and finding it difficult to relate to, current Black history is being made right in our own neighborhood.

Dr. Charles Mosley, the only Black mayoral candidate in Harvey, is waging a dynamic campaign. Dr. Mosley has a doctorate in education and is a former faculty and board member of TCC.

Mosley has a twelve-point platform for the betterment of Harvey and the whole south-suburban area. Some of the points include: increased police protection-safety program; increased commercial developments; increased employment opportunities for local residents; and an improvement of multi-racial relations. Other platform points include programs for youths and senior citizens, and an end to deficit spending in Harvey.

Mosley needs our help. If you are a resident of Harvey, please vote in the primary election Tuesday, Feb. 20.

Even if you are not a Harvey resident, a contribution or write-in candidate? Any time and/or money will accomplish the sure goal. That goal being a person who is concerned about the welfare of the community. Are you?

For further information please contact the Citizens for Charles Mosley, at 118 E. 144th St., or call 504-5063 or 395-5984.

College call-board

TCC students, as well as students throughout the Chicago land area, will have an opportunity to attend regular undergraduate classes at Illinois Institute of Technology during Open Classes Day on Monday, Feb. 19, from 8 A.M. to 5 P.M.

Visitors may select the classes they wish to attend from a variety of subjects, including management, economics, mathematics, humanities, architecture, social sciences, design, physics, city and regional planning, chemistry, and engineering.

Where did all the $$$ go?

(Cost from p. 1)

SAC members debated the idea, and Ms. Price said she would contact Ingersoll with the results, and also suggest he re-vise the policy somewhat, following SAC feedback.

Ingersoll asked a request from the TCC Chemistry Club for approximately $250 to finance an educational camping trip over Easter break. The environmental studies trip, which 14 students and

Where did all the $$$ go?

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Ingersoll asked a request from the TCC Chemistry Club for approximately $250 to finance an educational camping trip over Easter break. The environmental studies trip, which 14 students and
It is unfortunate that many performances at TCC have been unsatisfactory for reasons other than Smith Brand's directing ability. Between rehearsals for the Dollhouse production, the directing was a plus factor. My reference to "Lilliom" failure was justified.

My attitude of entering the performance, as the cast suggested, was not "negative." I did not sit on the chair with a pen in hand, mentally smirking and giggling while jotting down everything I could find wrong. But things did happen right and there was nothing incorrect with pointing them out in an equal balance with what happened right.

I stated unreasonably and, I quote, "that they were all able to pull of a rather successful adaptation of Ibsen's popular play." Act/actor misinterpretation to my review seems rather confusing, except possibly for armafla Bracio. But she was the main character in the play and always on stage, and therefore constant criticism of her performance was inevitable.

However, I stated that in Kevin McQuade and Theodora 's final scene, their lines were delivered so naturally one could swear it was happening for real. And I continued to compliment McQuade by stating "that he proved he could be quite a dramatic showman." Indeed, comic character portrayals are always harder to perform than tragic ones.

I extremely complimented Liz Strohs by calling her the "best actress in the entire production," describing her as "graceful, articulate, stable, suave, sensitive, and extremely convincing." She objects to that?

I acclaimed Robert Flynn's ability to project comic bits into his portrayal and his ability to pull off a successful tragic figure in the style of the 1980's.

It is unfortunate that TCC performers spend less time brooding over reviews and more time perfecting their skills, they wouldn't waste college newspaper space expressing their disappointments. And students reviewing college performances wouldn't have to turn to rebuild just to a k e temperament actors happy.

BARD ALLIOD

Theatre 21

is back again

By KATHIE HADDINGTON
Blithe Spirit, a hit comedy by Noel Coward, will be presented by the Theatre 21 Company at 8 P.M. on Friday and Saturday, Feb. 14 and 15, with a Sunday matinee on the 16th, in Bidg. 21.

Tickets will be available for $1.50 from all members of the Theatre 21 Company. If possible, we will also be sold at the door.

Blithe Spirit deals with one Charles Condomine and his efforts to rid himself of the ghost of his first wife, Elvira.

Heading the cast are Glenn Schurman, playing Charles Condomine, and Jeannette Sylva, as Elvira. Both are from South Holland.

The supporting players are Doris Landes, Berta Krwaczek, Marilyn T. Mayer, John Malloy, and Phyllis Poppe. Blithe Spirit will be directed by Sue Wadley.

The play will be presented in three quarter hour and one hour in the style of the 1920's.

This will be the fourth production by the Theatre 21 Company. The first three were Plaza Suite, The Secret Affair of Mildred Wirt, and Grendher Ch-Ch.

The International Student Club will meet Monday, Feb. 3, at 12:30 P.M. in the Counseling Center, Main Campus, main level.

Interested students, both "native," and "foreigners" are invited to attend.

On Thursday, Feb. 5, there will be a Latino Studies meeting in the Culture Center, Bidg. 3, room 3, at 10:30 a.m.

Plans for organizing a class in Latino history or culture will be discussed. David Johnson, Urban studies instructor, will act as chairman. All interested students and teachers are encouraged to attend.

The Student Activities Council has changed its meeting date and time. Meetings will now be held every Tuesday afternoon at 2:15, in the Bidg. 16 meeting room.

Delta Beta Fraternity will meet Wednesday, Feb. 5, in the Culture Center, Bidg. 3, at 3:10 p.m.

The Student Activities Council (SAC) has changed its meeting date and time. Meetings will now be held every Tuesday afternoon at 9:15, in the Bidg. 16 meeting room.

The Student Activities Council will meet Monday, Feb. 3, in the Bidg. three Culture Center at 1:53 p.m.

Reflections in black...

By Ken Williams

Hikari Gadi, brothers and sisters, another year has ended and a new semester begins, one step closer to the achievement of our goals. Welcome to all of the returning freshmen and sophomores, and a special greeting to the incoming students.

Along with the beginning of a new year comes the resolution made with sincere convictions that somehow seem to fade into the blue before the year ends. Hopefully, one of the resolutions you made as you student activities on this campus.

TCC offers a variety of social, academic and sports-oriented organizations and activities. Among these programs are national organizations: Delta Beta Fraternity, Delta Sigma Sigma Sorority and Uhuru. These organizations are seeking individuals who are interested in student and community affairs.

Last semester, the members of these organizations sponsored, and actively participated in the following activities: TCC's Faculty/Student picnic, bake sale, raising funds for the Student Aid Foundation, the Student Aid Foundation Banquet, Homecoming parade and concert, raised money for needy families, attended the 15th Annual Meeting of the Association for the Study of Afro-American Life and History in Philadelphia, held panel discussions, sponsored dances, attended the Student Workshop Seminar in Crete, conducted a survey of the Black students, plus much more.

The organizational wheels are always turning to make the activities of this semester a success. But we can't be successful without your help.

Involvement in student organizations on this campus should be your personal priority. The commitment you make will prove to be self-beneficial. TUTAONANA (Go in peace).

Editorial opinions expressed in the COURIER are those of the editorial board, and do not necessarily reflect the opinions of administrators, faculty members, or student government.

Editor: Sandi Sullivan
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Co-Features Editor: Darlene Graczzyk
Sports Editor: Bob Olson
Advertising/Marketing Manager: Tina Donnelly
Circulation Manager: Tina Demetriz
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**Reflections in black...**

By Ken Williams

Through the efforts of Career G. Woodson, the nation is now having its 49th annual celebration of "Afro-American History Week." The founder of the Association for the Study of Afro-American Life and History, Woodson thought this annual celebration should dramatize the achievements of Afro-Americans.

Although our education has been very limited, we are somewhat familiar with the accomplishments of such notable blacks as Marcus Garvey, George Washington Carver, WEB DuBois, Sojourner Truth, Booker T. Washington, Frederick Douglass, Malcolm X, and Paul Robeson.

Because of our education or lack of it, we have yet to dust the surface in uncovering the historical accomplishments of a real number of black Americans.

To these nameless brothers and sisters of our past, to whom we are forever indebted, and to you, whom all future history is yet to be made, I dedicate this excerpt from the poem, "Black Mother Praying," by Owen Dodson.

Every time they strike us, they strike your Son.

Every time they shine us in, they shine your fenders and bumper:

I'm gonna scream before I hope again.

I ain't never gonna hush my mouth or lay down this heavy black, weary, terrible load

Until I fights to stamp my feet with my black soul

On a freedom road and mind that peaceful thought

And look out into the star wilderness of the sky

And the lilies of that clean, and secure land.

And people not afraid again.

Land, let us all see the golden wheat together, Harvest the harvest together.

TUAONA (Go In Peace)

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**Students to spend Spanish night**

Spanish play and Mexican dinner are the next cultural events planned for students in TCC's five Spanish classes.

The play, "Brida de Sombrero," is the most famous work of Federico García Lorca, modern Spanish writer. It will be staged by the Spanish National Society of Rich Township High School East in Park Forest on Friday, March 14.

A "fifth dimension" setting is designed to leave the audience enthralled to time and space while following a love story.

The Mexican dinner, including tamales and enchiladas, will be served in the school cafeteria by the Rich East Spanish Club in cooperation with the ladies of La Primera Iglesia Bautista.

Students in the intermediate Spanish class are currently studying the play as one of their theoretical literature projects, and will tape their own version of major scenes before attending the production.

Reservations for the dinner should be made in advance. There will be a special meeting for all staff photographers following the regular meeting.

**Letter**

**Editor:**

My axle is bent, my tire rims are dented and my universal joint isn't quite as universal any more. I've had two sets of shock absorbers since September, my fenders and bumpers refuse to stay clean and I'm not even one-year-old yet.

Everyday the scatter-brained dizzy broad who tickles my heart... a hole and drops completely out of sight.

Sincerely yours,

Catalina Pontiac

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**Status Quo:"Vadis"**

VOC Director and Drama Instructor Smith Brand has announced that the 1975 spring play will be "Status Quo Vadis" by Donald Driver.

Auditions for the play will begin Friday, Feb. 14 and Tuesday, Feb. 18 at 2:30 P.M. in Theater 21, and also at 7 P.M. Feb. 18.

Persons interested in working on the crew are also asked to attend the auditions. Many of the tour pictures will be re-scheduled for a new time and location. They will now be taken Tuesday, Feb. 18.

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**courier editorial**

Following a series of negotiations, presence of the National Guard, gunfire, and final agreement, the 34 day Menominee Indian occupation of the Alexian Brothers' Abbey, near Gresham, Wis., has come to an end.

The Abbey was seized by the Indians for use as an education, recreation, and health care facility for 2,300 Menominee living in the area.

Actually, they were only fighting for what they believed belonged to them.

Considering the Gridley had been vacant since 1968, it seems strange that such a big issue was made by government officials over the Menominee takeover.

Former owners of the Abbey, the Alexian Brothers, compose a religious order who should be concerned about the welfare of others. By expressing a negative attitude towards the Indians, they were not acting in good faith.

Another point that comes to mind is that the government officials believed the Menominees had no rightful claim, why didn't they evacuate the Indians instead of giving in to them? Personally, I feel that the excuse they give of wanting to avoid bloodshed is only a cover up for the true reason for giving in to the Menominees was to cover their own feelings of guilt.

As for the presence of the National Guard, the Menominees could not be the only ones blamed for the expense. The main purpose for the presence of the National Guard was to protect the Indians from the angry townspeople.

True, it can be said that the Menominees were wrong in their course of action, but the takeover was the only way to get the attention of government officials.

Where will the citizens of the United States accept the Indians as they are and provide them with fair treatment and equal opportunities?

CINDY CRUZ

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**Reporters' opinion**

By Kathie Huddleston

Well, it's not that bad news for us. Well, the news isn't so great for Gerald B. when the IBIS elections come around.

Most Americans have known we were in trouble for a long time. It's only been a year since we had a pull up behind here of 10 blocks of cars trying to see a gas station. Let alone put a little tiger in our tanks.

Despite the fact that we had the ingredients for a recession, with gas shortages, inflation, and unemployment, the president refused to admit we were experiencing one. I wonder how many
Reflections in black...

By Kenneth Williams

Sat., Feb. 21, 1973, at 10:14 A.M., the Rev. Jesse L. Jackson did the thing that many black people on the corners and in barber and beauty shops and homes were saying he should do. Rev. Jackson, in an eloquent speech, announced his support for the black mayoral candidate, State Senator Richard Newhouse.

Rev. Jackson's speech, "Stand Up, Black Man," was educational and inspirational. This speech was an educational experience applicable to black political candidates everywhere; the Newhouse in Chicago, the Motleys in Harvey, the Jacksons in Atlanta and the Hatcher in Gary.

"We as a people are inclined in a political jungle and must carve out our own road from this jungle. Our primary problem is to discern the Mayors' desk where it would mean nothing. The machine can pass laws without hearing us; it can pass budgets without considering us," stated Rev. Jackson.

He proceeded to list his reasons for supporting Senator Newhouse:
1. This represents the first free election in Chicago's history for black people. You may not choose to vote for Newhouse, but you have a choice.
2. We need change now.
3. Chicago needs a democracy now. Newhouse may or may not win on Tuesday, but others will not respect us unless we respect ourselves.
4. If Newhouse gets a decent vote, it will compel the Independent Movement and the Machine to seriously back a black candidate for the 1979 election, because we hold the margin of victory.
5. We cannot forever sanction others for the sake of coalition.
6. Every candidate slated for Mayor by the Democratic Central Committee has been Irish. The last two candidates backed by the Independent Voters of Illinois have been Jewish. The IVI board is composed of 11 white members; seven of them are Jewish. This is not to be construed as anti-Semitic, but only serves to point out that people organize their own and for themselves.
7. So what, if we don't know how to run a campaign, we will learn by doing.
8. You don't become politically powerful or respectable because you support a political machine. It were so, black people would control Chicago's political machine. You gain power when you learn to be respected.
9. Rev. Jackson's endorsement is one that the people have long awaited. My personal complaint is that the endorsement came at the 11th hour of his campaign. One need only look at Tuesday's returns to see whether my complaint has any validity.

Since this article is being written prior to the Tuesday election, I can only hope my claim has no justification, although I fear it will have a considerable bearing on the way Chicago's black voters cast their votes.

TUTANANA (Go in Peace)

Jobs for Summer Look

When Clarin talks, people remember

By Kathie Huddleston

Lott T. Clarin, an instructor at the Thornton Community College, talks on museums and a technique of improving the memory Tuesday, Feb. 19, in Bldg. 16.

During 50 minutes, the distinguishing feature in his lecture was a blackboard, a handout of words and blackboard, to pass these in the memory. Clarin then asked the audience to choose words to pass in the memory. His memory would not be used; it can pass budgets without concerning us.

Clarin discussed the four principles of having a good memory:
1. These are concentration, picturization, motion and exaggeration, and association.

With these four things, Clarin said, just about anyone can have a good, or even excellent memory. He also stated that hypnosis could be quite helpful.

Clarin was invited to speak by the Thornton Community College Division of Arts and Humanities. His main purpose was to help some of the music students remember the words to songs andифax, students were invited to attend.

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Clarina was invited to speak by the Thornton Community College Division of Arts and Humanities. His main purpose was to help some of the music students remember the words to songs, if anyone chosen.

The audience of students was invited to attend.

‘Breakaway’ offers chance for weekend retreat

By Cindy Cruz

Approximately 200 students and faculty members will be attending Spring Breakaway 1975, this weekend at the Lake William Laxon Center 60 miles south of Springfield.

The semi-annual breakaways are sponsored by the Illinois College Student Ministries, the youth branch of the Assemblies of God.

Scheduled activities for the weekend include workshops, seminars, and small-group sharing activities.

Highlighting the weekend will be a number of speakers. They will include Rev. Dave Gaile, who is the national college youth representative for the Assemblies of God and Editor of Campus Ambassador magazine.

Rev. Gaile will be discussing the "Jesus Style of Leadership."

Also speaking will be Rev. Thurman Faison, Director of the Chicago Teen Challenge. Rev. Faison, formerly a pastor in Harlem, N.Y. and the south side of Chicago, will be discussing "Discipleship."

The Christian as an Artist" will be the topic of discussion by Rev. Jim Hall, Director of the Illinois College Student Ministries Assemblies of God.

Rev. Hall is a graduate of the University of Missouri with a B.A. in English literature.

Correction

In an article in last week's paper about the two Student Achievement Recognition Program winners, Greg Stocker was incorrectly referred to as Greg Stanley. We apologize for any inconvenience or confusion that may have resulted from the error.

TC4 lecture

TC4 welcomes Mark Reynolds, noted speaker on the subject of food preservatives. All persons interested in the TC4 lecture are invited to Bldg. 1, Rm. 1 at 1 P.M. this afternoon. Pizza will be served following the lecture and post-lecture discussion. Check Club hopes to see you there today, Feb. 21, at 1 P.M.

Can one priest make a difference?

In Italy, in the 1800's a poor priest met a boy of the streets. At that time there were thousands of such boys in Turin...human. homeless and...


torical editorial

During the past few months, Ronald Farguhar, TCC Director of General and Experimental Studies; David Johnson, Coordinator of Urban Studies; and others have been trying to start a class dealing with Latino history and culture.

Due to the limited amount of time you would have to contribute to this program because of your busy schedule the Latino Studies Program has been slow in getting started.

However, one survey to determine the students' interest has been taken. Results of the survey show that many of you would participate in the course.

If you are planning to take part in the program, I suggest you consider that at least two courses are being offered at Florida State University during the Spring semester.

The course "Latin American Society" will be offered during the mid-term break.

The course "Latin American Literature" will be offered during the Summer semester.

The course "Latin American History" will be offered during the Fall semester.

The course "Latin American Economics" will be offered during the Winter semester.

The course "Latin American Politics" will be offered during the Spring semester.

If you are interested in participating in the program, I suggest you contact the Coordinator of Latin American Studies at your school to obtain more information.

Ernestine Robinson to lecture

"Afro-American Poetry: An Historical Perspective" will be discussed during the Wednesday Lecture Series. Free and open to the public, the program will begin at 7 p.m. in the main campus's Auditorium.

Ernestine Robinson, TCC Language and Communications Instructor, will present an overview of black poetry in America from its beginnings to the present. Through commentary and the reading of selected poems, Mrs. Robinson will emphasize the more compelling themes which have occupied the minds of black poets while demonstrating the variety in treatment of these themes.

Tired of stale candy bars?

By Kenneth Williams

In a continuing search for the correct analysis and solution of the problems faced by blacks in a capitalist society, we should view one movement that has been successful in attaining the goals of black nationalism. That movement is The Nation of Islam.

The Nation of Islam was founded in Detroit, in the early 1930's, by W. D. Farrah Mohammed, who taught the man under whose leadership the nation would achieve its greatest success, The Honorable Elijah Muhammad.

Born Elijah Poole in Sandravel, Ga., on Oct. 1, 1917, the seventh of 13 children born to Will and Mari Poole, young Elijah grew to become one of America's most important leaders.

He came to Chicago in 1936, where he set up Temple No. 2, beginning his 40-year reign as the spiritual leader of the Nation of Islam.

The nation's rise was characterized by its constant struggle to survive government harassment, because of its beliefs and goals for black people and finally being given the credit is no easy task.

The Honorable Elijah Muhammad passed from this earth Feb. 25, 1975, but his spirit and wisdom will live forever in our hearts and actions.

TUTAONANA (In Peace)
Lerone Bennett, Jr. to speak here

The TCC Urban Studies Program will present Lerone Bennett, Jr., Monday, May 19, in the Black Cultural Center at 6 p.m. Bennett is a senior editor at EBONY MAGAZINE and the author of "The Mayflower," "Black Power U.S.A." and his latest book is "The Shaping of Black America.

Bennett's speaking at TCC can be considered noteworthy in that it's the birthday of Malcolm X and because it was approximately 10 years ago that Malcolm X was assassinated. He should be remembered for his connecting the struggles of black people in this country and the struggle of oppressed people around the world and especially Africa.

Bennett will speak on the lessons of Malcolm X and the struggle of black people in America, and the liberation struggle in Africa.

The Black Cultural Center is located in Bldg. 3, Room 4 on the interim campus. Admission is free and the public is invited.

Ron Bailey discusses black studies and liberation

By Kathleen Huddleston

Ron Bailey, a teacher at Peoria College in Peoria, Illinois, speaking in the TCC Culture Center on Wednesday, April 30, Bailey addressed a group of adults and students on world revolution, black studies, and black liberation. Bailey is a former professor at Fisk University in Nashville, Tennessee.

He switched subjects and spoke on unemployment. He quoted figures showing that there are double the number of black people out of work compared to that of white people.

Bailey stated his talk by discussing world affairs and the recent happenings in Saigon and Viet Nam. He stated that the image of America, according to the rest of the world, comes from America's high percentage use of the world's natural resources.

He switched subjects and spoke on unemployment. He quoted figures showing that there are double the number of black people out of work compared to that of white people.

The plight of the black is connected to the struggle in educational programs due to recent world problems, Bailey said.

"The main thing about black studies has been that of black liberation," said Bailey. This has been shown through history. However, he also stated that the approach to black studies has to be about what's happening to black people today.

To sum up, he discussed the role of students in today's society. "Being a student is a lifelong process as well as being a teacher," he stated.

Student Art League (SAL) members exhibit a print during Wednesday's art auction in Bldg. 16. The club raised over $255 in profits. The money will be used to help cover expenses for the Summer Art Festival, set for July 18 and 19 on the main campus.

GOVERNORS STATE UNIV. EXTENDS INVITATION

Join Us In An Exciting New Educational Experience

July - August Registration Set For June 17, 18 & 19

WE'RE FULLY ACCREDITED

THE HIGHEST RECOGNITION OF ACADEMIC EXCELLENCE THAT CAN BE GIVEN TO A NEW INSTITUTION OF HIGHER EDUCATION WAS GRANTED TO GOVERNORS STATE UNIVERSITY ON APRIL 9, 1975, ON THE RECOMMENDATION OF THE NORTH CENTRAL ASSOCIATION VISITING TEAM.

GSU - THE LOGICAL CONCLUSION

GSU IS CLOSELY RELATED TO COMMUNITY COLLEGES, OFFERING JUNIOR SENIOR AND GRADUATE LEVEL PROGRAMS TO COMPLETE YOUR COMMUNITY COLLEGE COURSEWORK, BOTH THE BACHELORS AND MASTERS DEGREES ARE OFFERED.
Reflections in black...

By Kenneth Williams

Conscious blacks, who attempt to find where they are relative to their blackness and all of its implications, have to personally evaluate their relationship to the black community. Answering the question, "How black am I?", is very difficult, because as young black students we are as new born babies. As babies, through education, we are becoming aware of the black community in its various forms. It is crucial in the black community to answer this question. Discoverying where our heads are is a long process of gaining knowledge about the history of Africa, our relationship to the peoples of Africa, our history here in America, its economic, political, cultural, and social influences on us, and gaining an understanding of the realities that exist for black people today.

We observe many blacks, in our extended community, who are in positions of leadership. These blacks, whether in the fields of politics, business, education, law or entertainment, have a responsibility to set positive models for our youth. In our observance of these blacks we make certain character judgments about them.

But without knowledge of our past and its relationship to the present, our evaluation of them and, of most importance, ourselves, is apt to be an inaccurate one.

TUGAIONA (Go in Peace)

Join the third biggest family in the world.

Imagine an order of 22,000 priests and brothers in 73 countries around the world. (That is a pretty big family.)

`Status Quo Vadis' rates

By Kathie Huddleston

The Drama Society's play, "Status Quo Vadis" was good. Not only was it good; it was hilarious.

There will be no charge and admission will be $1 for children and 50 cents for adults.

The play took place in late March, was directed by Smith Brand and had a cast of 26.

The show had a message, that being now difficult, it is a break out of the status quo (system).

Everyone in the play wore numbers on their clothing to represent this aspect. It produced an interesting effect with the 1's being teachers and leaders and 0's being factory workers.

Brand's directing job resulted in a very fine show.

Show

Come one, come all, to the "Greatest Show on Earth" No. 3. It is now coming to TC, but a group of our students will be participating in a Talent Show tonight, Friday, April 11, on our very own campus.

Bldg 21 will be the place; 7:00 the starting time in the "Big Top." Skills, poetry and prose readings, musical selections and "dancing karaoke" will highlight the night, which is part of the two-week Spring festival now underway.

Springfest events to date have included two "Hobo Lunch" days, contest day, and days of regression.

Next Friday, April 18, will be the date for the "Big F." Dance. The "Big F" Pique will be held the following day at North Creek Meadows. A bike bingo concert affair has been scheduled for Sunday.

Committees are currently working on arrangements for next week's activities, and persons interested in helping can connect with Mr. Howard Bled. Springfest Chairman, in Bldg. 16, or notify Joe Price, Director of Student Activities, also in Bldg. 16, or at 596-2000, ext. 230.

More details about the upcoming activities can be found in next week's Courier.
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TUTANGOANA (Go in Peace)

Jobs For Summer Look Promising

The Counseling Department will be employing from eight to ten student leaders for an approximate six-week period. Approximately 200 students and faculty members will be attending Spring Breakaway 1975 this weekend at the Lake Williamsohn Lake 60 miles south of Springfield.

The semi-annual breakaway is sponsored by the Illinois College Ministries, the youth branch of the Assemblies of God.

Scheduled activities for the weekend include workshops, seminars, and small-group sharing activities.

‘Breakaway’ offers chance for weekend retreat

By Cindy Cruz

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In an article in last week’s paper about the two Student Achievement Recognition Program winners, Gregg Stocley was incorrectly referred to as Gregg Stuckle. We apologize for any inconvenience or confusion that may have resulted from the error.

TC4 lecture

TC4 welcomes Mack Reynolds, noted speaker on the subject of food preservatives. All persons interested in the FREE lecture are invited to Bldg. 1, Room 1 at 1 p.m. this afternoon. Pizza will be served following the lecture and postlecture discussion. Chess Club hopes to see you there today, Feb. 25, at 1 p.m.

Can one priest make a difference?

In Italy, in the 1860’s a poor priest met a boy of the streets. At that time there were thousands of such boys in Turin... hungry, homeless and
Oakton entered the contest with a 23-4 record in the Skyway Conference, good enough for second place behind No. 1 state-ranked Triton.

It was an exciting ball game from the outset. Oakton was unexpected from the field, hitting over .50 per cent from outside. TCC was on drive's doorstep several times in the first half only to reach back and pull out their extra spark - shooting, hustling or rebounding when they needed it most. Despite falling behind 47-3 at the half.

Julius Patterson ripped the nets for eight points and Chris Polk managed six to support Williams' performance and turn in fine team play for the Bulldogs.

The second half started out in the same fashion. Both teams came out firing. Patterson and Polk scored 20 points each, and the Bulldogs took over the game.

Julius Patterson rippled the nets well in the beginning, with Latin's history and culture. Keith Williams kept his team going by 10-9, and on fire from the shooting aspect of the game.

Mike Pitman, Polk, Burchett, Williams, Patterson and John Merrill were maniacs on defense, galvanizing the boards and on fire from the shooting aspect of the game.

With 7:14 remaining, Burchett double-pumped a jumper from 30 feet out on the right side to put the Bulldogs behind by 74-71. A comeback jumper by Oakton forward Jerry Jones.

Phase Two remains on schedule

By Pam McGowan

"Phase II is coming along just fine. In fact, it's running ahead of schedule and only two days of work have been lost due to the weather," stated Edwin Dahl, TCC's Director of Institutional Resources and Development.

Phase II should be completed by March 1976, and the present projected date for student enrollment is fall 76. However, Dr. Jim McCaleb, head of TCC Buildings and Grounds, "anticipates the completion of Phase II in January 1976 if all steps go according to schedule."

No attempts to the state have been sought for the $25 million contribution cut from Phase II for a physical education building.

Dahl stated that Governor Walker has proposed a $4 billion construction program in the state to provide construction jobs. Detailed programs have not yet been published on this.

However, it is anticipated that mental hospitals, road improvements, public buildings, schools and colleges have been included.

It is hoped that if money is made available to colleges that TCC would obtain money to finance the construction of the physical education building.

Ellis Boyd was auctioneer at last Friday's Delta Sigma "Slave Auction." The auction held in Bldg. 14, was just one of a series of potentially embarrassing situations the new sorority pledges found themselves in during the past two weeks.

"Five dollars, five dollars, do I hear another $5? C'mon people. Sir, I hear $6..."

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TCC pop concert Sun.

TCC Arts and Humanities Division is sponsoring a Pop Concert Sunday, March 5, at 4:30 p.m. in Building 21. The TCC Symphony Winds, Jazz Band and Nancy Plantinga's Brass Ambassadors will be featured. Admission is $5 for students and $6 for adults. Refreshments will be available.

Special film next Friday

"Attica, Like It Is", a documentary film portraying the uprising that took place at the New York prison, will be shown next Friday, March 3, at 7 p.m. in Building 21, Room 4. It is open to all students, and admission is free.

Urban Studies Department, show only slight interest in the formation of a class dealing with Latin history and culture.

Although only 16 surveys were returned, opinions expressed indicated the course would be beneficial to TCC students. Students responding indicated they felt the class should run for one semester and deal with history and culture. Also, most felt that a Latino instructor would not be necessary, however, one might be beneficial.

Even though the results of the surveys show that only four of those replying would take the course, many of the students expressed their ideas as to what should be included in the class.

In addition, Jean Sedrick, Spanish instructor, expressed her willingness to teach the course. Some of the ideas expressed on the surveys to be included in the class were: the definition of the term Latino, history of the people, their art, music, and literature, economics, identification of their goals, the Latino's place in society, cultural philosophy and customs.

Field trips and guest speakers were mentioned as possible class "extras."

More information on the survey will be available at a later date. Also, if any instructors have completed surveys, please return the notes, Dave Johnson, Coordinator of Ethnic Studies, in Bldg. 5.

There will be a Latino Studies meeting Monday, Mar. 5, at 2:30 P.M. in the Bldg. 3 Culture Center to discuss the results of the survey. Dave Johnson will be chairman.

All interested students and faculty members are encouraged to attend.
Reflections in black...

By Marilyn Scally

While many of us are studying the ancient history and European and Oriental culture and finding it difficult to relate to, current black history is being made right in our own neighborhood.

Dr. Charles Mosley, the only black mayoral candidate in Harvey, is waging a dynamic campaign. Dr. Mosley has a doctorate in education and is a former faculty and board member of TCC.

Mosley has a twelve point platform for the betterment of Harvey and the whole south-suburban area. Some of the points include: increased police protection-safety program; increased commercial development; increased employment opportunities for local residents; and an improvement in multi-racial relations. Other platform points include programs for youths and senior citizens, and an end to deficit spending in Harvey.

Mosley needs your help. If you are a resident of Harvey, please vote in the primary election Tuesday, Feb. 17.

Even if you have not been a Harvey resident, a contribution of your time and/or money will accomplish the same goal. That goal being a person who is concerned about the welfare of the community. Are you?

For further information, please contact the Citizens for Charles Mosley, at 137 E. 154th St., or call 395-5013 or 369-5074.

College call-board...

TCC students, as well as students throughout the Chicagoland area, will have an opportunity to attend regular undergraduate classes at Illinois Institute of Technology during Open Classes Day. Monday, Feb. 17, from 9 A.M. to 5 P.M. Visitors in any select the classes they wish to attend from a variety of subjects, including management, economics, mathematics, humanities, architecture, social sciences, design, physics, city and regional planning, chemistry, and engineering.

Class attendance permits, campus maps, and class schedules will be available during registration in the south lobby of Grover M. Hermann Hall, 1474 South Federal Street, beginning at 9 A.M.

ITT's library, gymnasium, and other university facilities will also be open to visitors. Ample parking is available immediately north of and adjacent to Hermann Hall on 32nd Street.

For further information contact the IIT Office of Admissions, 225-6960, Ext. 902.

Where did all the $$$ go?

(CONT. FROM P. 1)

SAC members debated the idea, and Ms. Price said she would contact Invergo with the results, and also suggest she review the policy somewhat, following SAC feedback.

—tabled a request from the TCC Chemistry Club for approximately $335 to finance an educational camping trip over Easter break. The environment- al trip, with 14 students and two faculty members, would be

TCC

Sit in Tuesday

Basing themselves on the principle, "Is Everybody Happy?" they shall soon become scale as week-old old bread. I must sadly say I am a member of the SAC Complaint Board, and my main complaint is that SAC is unorganized. Personally, I think Daffy Duck has a better organized... Bob Hardy Reporter

P.T.K. photos

Any current member of Phi Theta Kappa (PTK) Honor Society wishing to order a PTK key (pin) is asked to submit a $2 check payable to Phi Theta Kappa, President; Phi Theta Kappa, Bldg. 2, Room 15; Thornton Community College, 50 W. 162nd Street; South Holland, Illinois 60473.

If society members would also like to order car decals, at a cost of 23 cents each, they are asked to add this amount to the check. Along with the check, please enclose a note listing your name, address, telephone number, and order.

All members who have not signed up for our toy drive or day the recycling center may do so by calling M. Barbour at 312-3137 or R. Kukuya at 312-3163.

S.A.C. MEMBERS: The certificates from the national headquarters have not yet arrived. Notice will be posted when they are available.

NOTICE OF ELIGIBILITY FOR P.T.K.: In order to be eligible for P.T.K. based on the Fall 1974 honors list, a letter will be sent out in late February or early March.

Yearbook pictures for Phi Theta Kappa Honor Society will be taken at 9 A.M. Tuesday, Feb. 11, in the same square on the main campus, across from the library. President Ron Kukuya announced Tuesday.

Copies of the Keypointer are now available in Instructor James Abbott's office, Bldg. 8, Room 15. Some may be borrowed from the loan desk at the campus library.

SOMETIMES...
Teachers call for mediator in negotiations

Following the second meeting with a federal mediator, a tentative agreement was reached by the faculty association and school board Tuesday evening. Both parties agreed not to release information regarding the settlement until they received full ratification.

Separate ratification meetings will be held. The faculty association will meet Thursday for a ratification vote and no details are available regarding the boards meeting. The next board meeting is scheduled for Oct. 14, however, they could call a special meeting beforehand.

The ratification of the settlement can go either way, according to Dick Nirenberg, director of Public Relations.

The first meeting with faculty,

SAC election returns show

Donald A. Young, president

Donald A. Young is the new president of SAC. Results of the student elections were tabulated Tuesday morning.

Janice Scholewocki, Donald Cienawski, Robert Smith, Pamela Peterson, Bob Lucas and Jean Comstock are the new administrative council members. John O'Keefe, Paul Martis and Brenda Gorski were chosen for the complaint board. They are all sophomores. Two freshmen candidates won on write-in; they are Floretine Murphy and Delane Hanney.

Two freshmen and two sophomores make up the student activities committee, they are: Janice Frazier, Kim McCarty, Earl Jones and Steve Mack.

Phase II nears finish, bookstore opens Oct. 10

By Tim Thomas

Phase II is nearing completion on the main campus, the interim campus is being phased out. Of the 21 buildings that composed the interim campus, only five are being utilized by the school.

Buildings 7, 12, 13 and 21 are currently retained by the college for adult education, central storage, intercollegiate athletics and grounds. One third of building 18 is being used for TCC's baby-care center.

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As an office funded by the school administration the Courier was allocated $1,334 for salaries, printing and production costs, supplies and miscellaneous expenses.

* A portion of this edition and once for this Christmas issue.

Our present budget, separate from the special fund, reveals the following. Supplies: allotment, $250, money spent, $225.70. Salaries, allotment, $504, money spent, $496.70.
Just Ask a Student

How Effective is Student Government?

Steve Siwinski: "At the present time it seems to be trying to get students organized. If it could get students more interested in it to participate, it would be more effective. Right now they are doing a fine job.

Bill Buettner: "I don't know that much about it."

Sue Shue: "To be honest, I don't know."

Carolyn Taylor: "It's okay, I suppose. I'm really not into it."

Marlon Burchette: He said he didn't know anything about student government. The members are, or when they meet, but he said that whatever they do it's effective.

Sharon Kabat: "It could be a more effective organization, but at this point it hasn't been made aware of it enough. The meetings are divided. They can't get along. There's a lot of friction at meetings. We're supposed to be working together. We've grown up people, why can't they get along? The government complains that the COURIER's not covering things and others wonder why the paper should? What is the problem here?"

Reflections in Black

By Don Young

Greetings brothers and sisters and welcome to reflections in black. Reflections in black is here to inform you, black students, of events and activities that directly effect you.

Last Friday at Prairie State College an educational seminar was held. The topic was blacks, education, and the future. It turned out to be a very interesting seminar. The main areas that were discussed included the role of the black student on a white campus. These topics tackled by Lu Palmer of Lu's Note Book, David Burgest, and Andrew Thompson of Prairie state.

What is the role of the black student? This question had two major answers: study and learn the skills that are needed for our people to prepare for the twenty-first century, then the struggle against the forces that are fighting against us.

These were said to be the primary roles of the black student on a white campus. The black educator must also follow these lines and strive to prepare himself and his black students for the future by means of education. We must use the educational system to our benefit even though we may disagree with it. We must go into the educational system in the right frame of mind remember that it is not there for our benefit but to perpetuate and maintain the U.S. economic system.

Positions Open:

Copy Editor: 10 hours per week, $2.20 per hour
Feature Writer: 25¢ per column inch

See: Mary McHugh Mon., Wed., Fri.,
11 A.M. - 1 P.M.