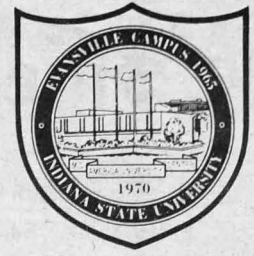


The Shield



Vol. 111 No. 2

Evansville Campus, ISU

November 30, 1970

SENATORS SPEAK OUT!

Nancy Mossberger

The SGA of 1970-71 is composed of 17 students including 15 senators, and the vicepresident. The majority of these, excluding the freshmen senators, were elected in the spring of 1970 in the Senate elections. Any person who was a fulltime student having a 2.0 grade average and who had submitted a petition with 10 signatures was allowed to run for senator. During this election all full-time students of Indiana State University-Evansville were given the opportunity to vote for their choice of senators. It was entirely their decision as to who would represent the student body and who would be the "voice box" for the students.

There was a lot of criticism concerning these elections. The criticism expressed by the majority of students was that the election was a "farce" and simply a "popularity poll contest." Most students argued that the election of senators wasn't as efficient as it could have been because most of the names which appeared on the ballot were virtually "unknowns" to the students. Therefore, those who won, did so because they were the best known.

This criticism does have some truth to support it. It is the desire of the present senators and of the student body to improve the next elections. Hopefully, with the cooperation from all concerned, during this election, one week will be set aside giving those students running for a Senate office the chance to campaign, and one day will also be set aside to allow the student-campaigning to present publicly his desire and reasons for wanting to be a senator. Through this means the students will have a chance to see first-hand and to question these students in hopes of electing an effective Senate.

Even though there have been numerous remarks referring to the present Senate as a "farce" and even though it has been a victim of the so-called popularity elections, the senators are concerned with the problems of the student and ISUE. As stated by Senior Senator Bill Burgdorf, "Some have called the Senate a 'farce'; my reply is to ask a question in return. Is it really the Senate that is a farce--we are real and here--or is it the students that are shirking their responsibility of support?"

Many of the present senators are aware of the problems encountered in last year's Senate, but it is because of their knowledge of this past failure that they are working harder this year. This is best stated by Junior Senator Stevs Bohleber, "I ran for the Student Senate because I was appalled by the ineffectiveness and disorganization of the Senate last year. This year's Senate has great potential; all it needs is the full cooperation of the entire student body." Sophomore Senator Michael A. Cook commented further, "Our student government association has been literally racked with considerable factional squabbles and bickerings in the past. Thus we defeated our purpose for existing, which is to coordinate all activities between the student body and administration and to act as an effective means of communication for the leveling of all student complaints and grievances."

All of the senators have expressed their desire to help in the growth and unification of ISUE. Steve Cravens, Freshman Senator, expressed his reason for running for the Senate, "I want to help make ISUE a better place to go to school." This has been expressed as the desire of the present senators and Junior Senator Tony Edwards emphasizes this even more, "As a member of the Student Senate, I am obligated to work with and for the welfare of the students of this institution to my fullest capacity to help make this a better institution."

Like the National and State Senates, House of Representatives, and other government organizations, the Student Senate of ISUE can be only as effective as the students want it to be. If any student has a criticism or gripe, they should make this known by telling their senators.

This communication can be accomplished through the Senate mailbox located in the Business Office or by attending Senate meetings which are held every Friday in Room 100 at 8 a.m. If after a student informs a senator of a certain problem, the senator fails to bring it to the attention of the Senate, then it is up to the student body to be sure that in the next election they elect a Senator who will represent them. If this should happen, then you as a student have done your part in making for a better school. However, if you as a student do not voice your opinions, then it is your fault and yours alone if the Senate and/or Senators do not work for you.

As stated by Sophomore Senator Debi Duvall, "We must have student support to enable us to voice your opinions." Remember, the Senate is only effective as you, the students, want it to be.

Head Start

Here at ISUE some 1000 students are getting a head start on their teaching careers as teacher assistants in 19 Evansville schools. This program, whose student participants are from two to three years away from formal student teaching assignments, is the brainchild of a program headed by Dr. Ted Devries, who is the chairman of the division of education. "Through this program we hope to get the sophomores and juniors acquainted with the teaching environment as soon as possible to see if they like it or not," Dr. Devries said.

On Nov. 30, ISUE was given final approval by the State Department of Public Instruction for all its teacher education programs. Dr. Devries feels that the approval and accreditation was partially due to the school's pre-student teaching educational program. "This accreditation means that the new teachers will be licensed directly from the Evansville campus. Previously, students had to go to the main campus in Terre Haute for all practice teaching and licensing." This means that a student can attend ISUE all four years and receive all the needed credits in certain areas here without transferring. With the accreditation of the teaching program, Dr. Devries feels certain that the curriculum will continue to grow along with a major increase in education students.

Financial Aid

Since ISUE started its second year financial aid has increased by 40 per cent.

The increase of financial aid is due to several reasons, including increased enrollment, and a greater number of scholarships, both academic and need types. The work-study programs have increased greatly in both on and off-campus opportunities.

This year the athletic and Music departments are offering grants and aid. The dental department will have grants and scholarships by 1971 and 1972. Including social security and GI assistance 35% of the 2,175 enrolled at State receiving some form of financial aid. Also, 75% of the students are working part time or full time to pay for their education.

"Speak"

There will be a Student Forum on Dec. 2, 1970 from 1 p.m. till 3 p.m. in room 34. All students are asked to attend and voice their opinions on anything concerning ISUE.



Seated in the Humanities Division Lounge discussing business and job opportunities for college graduates, who will remain in the Evansville area after graduation are (left to right): Al Cook, Stephen Clark, Carl Diederich and Dr. Helen Sands.

"Opportunities"

What does the Evansville area have to offer college graduates? What are the job opportunities in business and what is needed to attract new businesses and ideas to the area?

These were some of the questions explored by three ISUE students in business and professional Speech Class, taught by Dr. Helen Sands.

These three students, Al Cook, Stephen Clark, and Carl Diederich, talked with several of Evansville's leading businessmen to find out the part college graduates play in local business.

Al Cook, a junior majoring in business management, summarized the problem of insufficient job opportunities by stating two inadequacies, (1) our present labor structure and it's philosophies, and (2) less mobile and seniority prone employees. Cook feels that National firms have been scared away in the past because of the impossible demands made by local union leaders. Cook also stated that another draw-back in the job turnover rate is the area's Dutch-German ancestry who seem to think that "security is commensurate with longevity. Once we get these people out of decision-making positions, our philosophies can begin to change."

Stephen Clark, in talking with personnel men at various businesses, found that all businesses he contacted hire college graduates and do limited recruiting. Listed as being of prime importance in the hiring of graduates was appearance, and the ability to communicate with others. Grades and abilities were found to be considered also. In general, Clark states, "average grades with good participation in extra-curricular activities is appreciated much more than above average grades with little or no participation in other activities."

Carl Diederich, along with Clark, felt that low pay in the Evansville area is a factor that draws recent graduates to other

areas. Small, family-owned businesses have little to offer the college graduate and other desirable positions are not readily available. Diederich feels that the older businesses are somewhat "afraid of young people with new ideas."

When asked for solutions to the labor situations in Evansville, various solutions were offered. The most frequently mentioned solution was to bring in new ideas and philosophies, which, it was admitted, will take much time and effort. In order to attract new businesses and ideas, it was felt that the Evansville area could greatly benefit by increased social activities and entertainment. Presently existing firms will have to get away from the status quo and concentrate on enlarging and improving their businesses through mergers and internal improvements.

As a general statement, the local job situation needs improvement, and will only improve through the combined efforts of both the old and new business leaders or would-be leaders.

Al Cook, in his report quoted a leading Evansville executive who probably summed up the situation best: "If Evansville doesn't change its job situation, we'd better tear up the streets and plant them in corn."

Students May Join Newspaper Staff

Any student wishing to work on the ISUE campus newspaper, The Shield, may do so by contacting either Vickie Smith (426-2906) or Victor Voigt (in Room 64).

Any interested student is encouraged to participate in the production of the campus newspaper.

There are still some positions open this year and this is the time for those who anticipate an interest for next year.

The Shield



Published by Board of Trustees

Victor Voigt - Ed. in Chief

Vickie Smith - Man. Ed.

Counterpoint

Michael A. Cook

With the fiery rhetoric of Ho! Ho! Ho Chi Minh, the Vietcong are goona win. American's self-styled saviors of society have decided to a take on the world. So they set out with their quaint little sayings and cute little bombs in an effort to scare us nasty capitalists into submission. Tsk! Tsk! And they call us Nazis. Could it be that "Right On is the Americanization of Seig Heil?"

Yet, believe it or don't America has been attacked. Not from the dreaded forces of international communism, but from the radical fringe of the lunatic binge. America has been attacked, abused, criticized and spit upon in the vilest manner by some of her own children.

America...poor America. People just aren't content with singing patriotic songs and eating apple pie anymore, to think you were once the great power where everyone was proud to call himself an American. Yet look at you now. The best that most Americans can do is to hide their heads in shame. Can you be the same great country that our forefathers founded? You, a rotting carcass, covered with the festering sores of misery, social injustice and brutal oppression.

Or at least, American, that's the picture that has been painted. Yet so long have they pictured you as the nation of modern day Huns, that the world has no choice but to believe it. Worse yet, even we are beginning to believe it.

But why have your loving students turned against you? Why aren't they content with writing term papers, and watching television, and studying? Surely if they applied themselves to their academic duties, they wouldn't have time to go about fomenting violence and revolution. Yet, sad though it may see, times have changed. An active New Left has moved onto the campuses in an effort to abolish institutional sterility.

As Phillip Abbott Luce, (the Bill Buckley of the younger set) so aptly put it, "The New Left is guilty of ACTION; we some-what later decry their actions and condemn their fervor. The New Left is vital; we are passive. The New Left is hell bent on destroying our individual freedoms and liberties, and we are content to play coffee-cup politics."

But what does it all boil down to? Just this! These bearded lunatics or as they prefer to call themselves, the New Left have exploded to thumb their noses at AUTHORITY. These young hoodlums will not be told anything. They demand an unlimited right to do whatever they want, whenever they want to do it.

They totally reject America and all that she stands for. (Now if that isn't un-patriotic, I don't know what is!) They run about denouncing traditional American values, yet they feel no

responsibility to provide adequate replacements. They reject our form of government as oppressive and dictatorial, yet they propose to set up a Marxist-Leninist revolutionary government. Their violent cry that America's salvation is in its destruction is a philosophy totally foreign to our way of thinking.

To call these degenerate darlings Revolutionaries would be an injustice to the world. Rather I feel it more appropos to label them bearded infants. For there is a great likening to their kicking, screaming, and throwing to the weird gyrations of a young child. When the child realizes that the world is not coming to a screeching halt to placate his every want and desire, he vents his frustration in a massive temper tantrum. Likewise, when the college revolutionary sees that his demands will not be met, he becomes totally unglued and mast vent his frustrations in some manner. Any comment Dr. Spock?

Yet there is a great majority of students who do have legitimate grievances. Yet they also desire to continue their college educations. Furthermore, they totally reject the actions of these few who would deny them their right to continue their education. For the most part, those who do have legitimate grievances have found that by working through the proper administrative channels, their grievances can often times be solved. Yet it is these same channels that the activists denounce as archaic and ineffective. To prove this they proudly point their "yeah, well what about" finger at Kent State.

Kent State is an exception to the rule. Human Events, a somewhat reactionary tabloid, ran an article on just where the blame lies at KSU. In effect it said that the blame for the four deaths could not be placed entirely on the Jerry Rubins's of the world. The blame lies just as much on college administrators who have failed for years to act on valid student grievances. The blame lies on faculty members who have shirked their "high responsibility to provide examples of maturity and restraint." The blame lies equally on the apathetic non-participating students who are too timid to stand up for their rights.

But the blame must also be placed upon the hard-core revolutionaries of the universities who have been encouraged by a few radical professors who have been allowed to run wild by nambypamby college administrators who lace the moral backbone and guts to expel those foment violence and revolution.

But then again, NOBODY'S PERFECT. So all together now. "And its one-two-three... what are we fighting for?..."

Pornography Propaganda: Does it Turn You On?

Three years ago the word pornography would have meant anything from a new signing group to a disease found in South Africa for most people. But today, it is possibly the most overused work in our language.

Pornography has been found in the printed media for years, but today we have the SKIN FLICK. Yes, it's the answer for all dull Wednesday night. What does pornography do for you? Well, most people say nothing at all yet they line up for blocks in the rain to see the films.

As President Nixon said, "We need a crusade against smut." There was a crusade founded and even a federal committee set up to try and see what would be the outcome of pornography. However, the committee became so interested in the subject it took nearly two years to reach a decision. The whole world awaited the announcement of the new federal flunkies. The analysis was that pornography isn't the root of all evil but the backbone of America. Thusly, the federal men saw nothing wrong with "skummy," movies "trashy" books or the films shown at Macks during poker games.

What I have just mentioned about pornography can be found in any newspaper in the country. But, what you don't read about is the unbelievable amount of money which is spent on possessing it. Last year alone over one billion dollars was spent on the sexy stuff. In many cases the films make over 10,000 profit. One movie in particular, "I Am Curious (Yellow)" cost only \$160,000 dollars to make, and so far it has surpassed the 5 million dollar mark with ease. Another good example is the "Zodiac Couples." This film made two college men \$50,000. The filming to one week.

What's next for the dirt birds who produce pornography? Possibly TV. Now, with the existence of pay TV, anything goes. Can you imagine Johnny Carson being replaced by Sam, Sheryl, Sally and Crabs?

By Terry Rutledge

Letter to the Editor on the Racial Situation

As I walk through the lobby of ISU I look at the blacks sitting on one side and the whites on the other. Each group looks satisfied, but as we all know, people cannot exist without interaction. There is an extent of interaction taking place between the groups, but not enough to pull the groups together as one.

ISUE grows later with each passing year and the time for the students to tie together is now. We as students of ISUE have an obligation not only to make ourselves better humans, but to the school also, to make it a school we all can be proud of, and to brag that our school will be the best school, for we all are together and we are brothers.

By Frank McKissic (Freshman)

Views are not necessarily those of The Shield.

ON PATRIOTISM

Youth today have become increasingly disillusioned with the two highest public offices in our nation. Nixon and Agnew have reduced themselves to name calling with such epithetical phrases as "radiclib," "thugs," "hoodlums," and "intellectuals."

The only crime these "hippiecommie-radiclibs" have committed is that they disagree with the Nixon administration's policies and procedures. Agnew attempts to appeal to the "hard-hat-Ku Klux Klan" segment of our society. He tends to characterize every person with a left-of-center philosophy as a revolutionary, bomb-throwing member of the Radical Left.

I believe that the United States Constituion gives every American citizen the right to speak out and protest against anything he may feel is wrong. If we do see such a wrong then it is our DUTY to protest. The illegal, immoral war in Southeast Asia (it used to be only Vietnam), the inequities suffered by the black people and other minority groups, and an outright attack on the youth sub-culture by some of our legislators who desire to maintain the status-quo are reasons for protest.

Perhaps our leaders would benefit by a review of two national documents: the Declaration of Independence (a radical-liberal document even when it was conceived) and the United States Constitution. Article I, Section VII of the constitution states that only Congress has the power to declare war. This section of the constitution has apparently been overlooked by the past few administrations. When several "radiclib" legislators proposed to "limit" the authority of the President, Nixon and other hawks vehemently opposed such "radical" action. Let's face it, Nixon is a three-time loser who is in love with power. He has that element of revenge that debases his moral character in the eyes of all but his so-called silent majority who are not even the majority.

It seems that Nixon and his followers have the assumption

that the United States flag belongs solely to them. The flag belongs to every American. Yet, it is disrespectful for a long-haired freak to wear a flag on his jacket; but if a cop wears a flag on his jacket he automatically becomes a fine, loyal American. If Mr. and Mrs. Middle America displays the flag on their windshields they are considered true-God fearing Americans, but if I displayed the flag upside down, the international symbol of distress, I would be considered a disloyal bum or commie.

It is this set of dual values that is polarizing our country. It isn't the Abbie Hoffmans and Jerry Rubins that are destroying our nation. It is the Julius Hoffmans, Richard Nixons and Spiro Agnews that are producing the revolutionary forces in our country.

Agnew has put the rused wheels of repression in motion again. Those wheels that have been silent since the black days of Joe McCarthy when Americans could not protest for fear of loss of citizenship, reputation or even life. The murders of four Kent State students by trigger-happy National Guardsmen and the murders at Jackson State by white hate-filled pigs will probably be just the beginning of even more severe repressive tactics. Already, 25 persons have been indicted at Kent State and the National Guard exonerated. What kind of justice is this?

I am an American citizen. I believe in this country and the ideals that it was founded on. I hope that the political and social ills in our country can be solved peacefully. The people must get out and vote to hopefully change things through the electoral process. If my interpretation of patriotism is different than yours, then that doesn't make me a radical reactionary. You might ask yourself what a patriot is by asking one question. Is a patriot one who without understanding agrees with whatever the government says is right or is a patriot one who will become involved enough to defend the ideals that he believes is best for the people and the nation?

Jim Jaquess

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Hell Max, Where are your Yellowbells!

Just Wondering

The cards measure about two and a half by six inches. They are placed discreetly on the counters in the registrars office and the business office. Buried among other information is a short, two-line notice to save certain dates in December for a dinner. Period. Not where. Not what time. Not for what purpose. Not who or what organization is sponsoring it. Not how much it will cost the individual. Not where interested students may obtain tickets.

Although signs, notices, posters and announcements are liberally spread about the two buildings concerning other coming events--the play at the Opera House at New Harmony, the Basketball games and the formation of a pep band-- there is by comparison, a conspicuous silence concerning the madrigal dinner.

"Students are welcome to buy tickets," says Robt. Lawson, dean of students. "I have been assured that there is no attempt to shut out our students."

As of this writing, however, neither has there been any active, whole-hearted attempt to solicit the attendance of the students. It would be difficult for a student to track down the source of the tickets, far more so for anyone who is a new-comer to the campus. Repeated inquiries at the business office resulted only in hearing "No, we do not have the tickets as yet." No, we have not been notified as to when we can expect them."

Another innocent inquiry, the next day revealed that "the tickets are going fast, but if you hurry you may still get one." "Where?" "Oh, you have to go to Dean Rice's office for the tickets."

Inquiry at the deans office

revealed that tickets were all but gone for Friday and going rapidly for Saturday and Sunday.

Nobody seems to know or want to explain just why there is no school publicity, or why the general public, by means of a lengthy Sunday newspaper article, received notice of the event prior to that of informing the student body, and why the ticket sale is not being handled in the usual way as other ticket sales are in the business office.

When the question was put to the outer desk in the dean's office, the reply was, "The office has been swamped with requests since the notice in the newspaper. I personally am not responsible for the situation, and I am only doing what I've been told to do."

Comments From Students Ranged From "What Madrigal Dinner?"

Maybe someone is afraid I'll use the wrong fork or show up in sneakers and sweatshirt." One student said, "With all the English literature courses I'm taking, I'd really love to hear the music and singing. But if tickets are being sold under the counter, I'm getting the impression that there are much more important people who have been notified in advance." Another student said, "I've supported by actual attendance many of the school's activities, but this affair smacks too much of special favors to special people."

The madrigal dinner, is a popular form of entertainment in the Evansville area. The Musicians Club for several years, has invited club members and the public to attend such holidays events. They have been held in the Great Hall at the University of Evansville. There will be one again this year.

Editorial

Debbie Miller

A new staff has tackled the task of creating a school newspaper. Like other student-oriented programs, the Shield was steadily falling into a bottomless pit of apathy. If we are to "save the paper, then we must first decide if it is worth the effort. I seriously doubt that the students on campus have any desire for the newspaper. Perhaps this is the result of too many poor editions of the Shield, but I tend more to believe that it is merely another extension of the lack of pride in the university itself.

It seems that the majority of students attend this school because they had no choice of going anywhere else. Consequently, if one were to eavesdrop on the conversations of those discussing campus life, phrases such as "Not bad for this place," or "What do you expect at this school?" would be common. One would be justified in assuming that the average student at I.S.U.E. simply does not feel that the school is worthy of his contributions or of his obviously superior knowledge of university life.

The student would rather attend the larger universities where academic and social life has been well-established, and requires little assistance from the student body. He prefers to follow in the paths cut for him by his predecessors than to venture out alone in search for perfection in education.

Yet among this flock of student sheep are individuals desirous of curing the many ills of society. We propose instant solutions for ending the war in Viet Nam, campaign against pollution, and reduce domestic problems to a minimum. But when the time comes to examine issues at the immediate level, we become children at the breasts of the institution. And if the nutrients we receive are not satisfactory, we cry like babies for a change.

Indiana State University - Evansville is 5 years old. It would be naive to request change in a school which has yet to become cemented in its programs. But it is necessary to help create a school which can give each student the individual education that he needs. This creation is not made by those who are satisfied with American college life of today, but by those students who have both the desire and the opportunity to mold their school.

MADRIGAL DINNER

The I.S.U.E. music department will host one of the gala events of the holiday season, the Madrigal dinner, on December 11, and 12 and 13 on campus, at 8:00 p.m.

The Christmas festivity is being planned by head of music department, David Deeg, and the I.S.U.E. Women's Association, which consists of the faculty wives and the female administration staff.

Deeg, along with Mrs. Mary Patterson, personnel director, began working on the dinner in March of 1970. "The initial idea," explained Deeg, "was to bring something to Evansville that has not been done before in this fashion. It was to make Evansville become more aware of a historical cultural background and by holding it on campus, bring recognition to the university."

The main attraction of the evening will be the entertainment which will be provided by the Mid-America Singers, they will be attired in costumes of the period in which the madrigal song was popular, 16th century England. The lavish costumes, are trimmed in mink and other furs, made of rich brocade and plush velvet. The school has purchased them. Some of the materials were donated to the music department. The furs were a gift from Al Rosenzweig, a New York furrier.

The student center will be decorated with the pomp and regality of a 16th century castle. Felt and satin banners, three by four and a half, will be hung throughout the hall. Pages will serve each course of the dinner, including the traditional wassail and the flaming plum pudding. Heralders will announce the serving of each course and the arrival of the singers. The decorations were designed by Mrs. Wilhemus and her committee. Besides the madrigals the singers will sing other songs popular at that time and dance the pavanne, a graceful, intricate dance.

Members of the group are Becky Becker, Carol Osgatharp, Judy Weyer, Cheryl Tenbarge, Sharon Osgatharp, and Connie Dartt. Also in the group are Sue Muntzer, Bill Graves, Daryl

Hazel, Randy Lewis, Rick Herring, Stan Burch, Dave Mattox, Tim Miller, and John Deusner. The group will be assisted in their singing by director, David Deeg and by Madonna McMahan.

Unfortunately for students without tickets, there are no more available. Due to an unexpected response, the tickets were sold out on the second day they were made available. Because of this overwhelming response, the dinner was scheduled for a third night, the 13th which was also immediately sold out.

There has been much criticism on the part of the students because of this shortage of tickets. Feeling that they have been too often criticised of apathy, the students wonder why there were not given an opportunity to show their support of their school at this affair. The students feel they should have been notified first and given the first opportunity to purchase tickets. Mr. Deeg offered an explanation for the publicity being handled as it was. "This would be in criticism that the students were not notified prior to the public.

"This was to be brought to public and students, per se, at the same time. This was whole idea behind it. We had to be very careful that this would not leak out and someone pre-empt us in presenting a similar presentation. The very fact that originally it was necessary to bring it to campus was to create pride in the school.

"The reason that the tickets were handled through the Dean's office instead of the business office as are other school affairs, was because of the complications that would ensue from table reservations."

Mr. Deeg also wanted to remind the student body that a book-mark was made available to them at the beginning of the year announcing that a Madrigal Dinner was coming although offering no explanation of the event.

Although there will not be many students attending the affair, it promises to be the event of the holiday season this year.

ISUE PEP BAND

This semester ISUE will present its first Marching Pep Band at ISUE's opening basketball game on Dec. 5 at Roberts Stadium. David Deeg, head of the Mid-American singers, and Bob Kerth, freshman, devised the program for persons with two to four years experience in a major band and who possess instruments.

There are openings for brasses and woodwinds. Especially needed are tubas, clarinets, flutes, and saxophones.

Rehearsals will be held at least three times a week before the first game and twice a week afterwards. The music program is open to all students who want to get back into the swing of playing in a band. If enough students sign up and are willing to adhere to the schedule, this activity may be put on an academic level with a possibility of a major in this area.

Girls who wish to be Pom-Pom Girls are invited to try out for the positions.

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MON CHICKEN & CHIPS--3 PCS \$ 5.59

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5c

SPRING SEMESTER - ISU

EVANSVILLE, IN

SPRING SEMESTER 1970-71

(The following schedule of dates is tentative and subject to change.)

February 3-4, Wednesday, Thursday...Registration for Pre-Advised Students
 February 5, Friday...Advisement and Registration for all other students.
 February 8, Monday...Classes begin, 8:00 a.m.
 February 11, Thursday...First Day to Drop/Add classes and to late register.
 February 17, Wednesday...Last day to add a class or late register.
 February 19, Friday...Last day for a 90% refund on dropped classes or withdrawal from the University.
 March 5, Friday...Last day for a 60% refund on dropped classes or withdrawal from the University.

April 2, Friday...Last day for a 30% refund on withdrawal from the University.
 April 3, Saturday...Spring Recess begins, 12:00 noon.
 April 9-10, Friday, Saturday...University offices closed.
 April 13, Tuesday...Classes resume, 8:00 a.m.
 April 30, Friday...Last day to drop classes or withdraw from the University.
 May 26, Wednesday...Reading Day
 May 27-June 3, Thursday-Thursday...Final Exams
 May 31, Monday...University offices closed.

| Code Number | Time | Day | Course | Course No. | Sec. | Sem. Hrs. | Instruct. | Rm. | Code Number | Time | Day | Course |
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| DIVISION OF ARTS, COMMUNICATIONS, AND LITERATURE | | | | | | | | | | | | |
| ART | | | | | | | | | | | | |
| 0401 | 8:00-10:00 a.m. | MWF | Color and Design | 101B | 1 | 3 | Hinton | 191 | 0499 | 1:00-2:00 p.m. | MWF | Princ. of Account |
| 0402 | 1:00-3:00 p.m. | MWF | Color and Design | 101B | 2 | 3 | Hinton | 191 | 0500 | 8:00-9:00 a.m. | MWF | Princ. of Account |
| 0403 | 10:00-12:00 a.m. | MWF | Drawing and Composit. | 102B | 1 | 3 | Hinton | 191 | 0501 | 9:00-10:00 a.m. | MWF | Princ. of Account |
| 0405 | 1:00-4:00 p.m. | TTh | Figure Draw. in Compos. | 205B | 1 | 3 | McNaughton | 191 | 0502 | 10:00-11:00 a.m. | MWF | Princ. of Account |
| 0406 | 8:00-11:00 a.m. | TTh | Design in Materials | 222 | 1 | 3 | McNaughton | 191 | 0503 | 6:00-9:00 p.m. | Wed. | Princ. of Account |
| 0407 | 9:00-10:00 a.m. | MWF | Survey of Art Hist. | 252 | 1 | 3 | Sciarenco | 296 | 0504 | 8:00-9:00 a.m. | MWF | Intermediate Typ |
| 0408 | 12:00-2:00 p.m. | MWF | Oil Painting | 311 | 1 | 3 | McNaughton | 193 | 0505 | 6:00-9:00 p.m. | Mon. | Intermediate Typ |
| 0409 | 6:00-8:00 p.m. | TTh | Elem. Art Education | 395 | 1 | 4 | Hinton | 191 | 0506 | 9:00-10:00 a.m. | MWF | Advanced Typing |
| ENGLISH | | | | | | | | | | | | |
| 0410 | 8:00-9:00 a.m. | MWF | Freshman English | 101 | 1 | 3 | Hesler | 157 | 0507 | 6:00-9:00 p.m. | Wed. | Advanced Typing |
| 0411 | 9:00-10:00 a.m. | MWF | Freshman English | 101 | 2 | 3 | Hesler | 193 | 0508 | 6:00-9:00 p.m. | MWF | Elem. Shortband |
| 0412 | 2:00-3:00 p.m. | MWF | Freshman English | 101 | 3 | 3 | Richards | 157 | 0509 | 10:00-11:00 a.m. | MWF | Intermediate Sho |
| 0413 | 3:00-4:00 p.m. | MWF | Freshman English | 101 | 4 | 3 | Richards | 296 | 0510 | 6:00-9:00 p.m. | Thurs. | Office Machines |
| 0414 | 2:30-4:00 p.m. | TTh | Freshman English | 101 | 5 | 3 | Hesler | 296 | 0511 | 8:00-9:00 a.m. | MWF | Office Machines |
| 0415* | 11:00-1:00 a.m. | MWF | Freshman English | 102 | 1 | 3 | Gottcent | 296 | 0512 | 6:00-8:00 p.m. | Mon. | Office Machines |
| 0416* | 11:00-1:00 a.m. | MWF | Freshman English | 102 | 2 | 3 | Wilhelmus | 296 | 0513 | 9:30-10:30 a.m. | TTh | Mach. Dict. & Tr |
| 0417* | 11:00-1:00 a.m. | MWF | Freshman English | 102 | 3 | 3 | Gottcent | 296 | 0514 | 10:00-11:00 a.m. | MWF | Business Finance |
| 0418* | 11:00-1:00 a.m. | MWF | Freshman English | 102 | 4 | 3 | Wilhelmus | 296 | 0515 | 6:00-9:00 p.m. | Mon. | Business Finance |
| 0419 | 12:00-1:00 p.m. | MWF | Freshman English | 102 | 5 | 3 | Pasko | 154 | 0516 | 11:00-12:30 p.m. | TTh | Business Statist |
| 0420 | 3:00-4:00 p.m. | MWF | Freshman English | 102 | 6 | 3 | Lisman | 296 | 0517 | 2:00-3:30 p.m. | TTh | Business Statist |
| 0421 | 4:00-5:00 p.m. | MWF | Freshman English | 102 | 7 | 3 | Sands | 157 | 0518 | 11:00-12:30 p.m. | TTh | Princ. of Market |
| 0422 | 8:00-9:30 a.m. | TTh | Freshman English | 102 | 8 | 3 | Blevins | 296 | 0519 | 6:00-9:00 p.m. | Thurs. | Princ. of Market |
| 0423 | 11:00-12:30 a.m. | TTh | Freshman English | 102 | 9 | 3 | Pasko | 193 | 0520 | 12:00-1:00 p.m. | MWF | Accounting Typ |
| 0424 | 2:00-3:30 p.m. | TTh | Freshman English | 102 | 10 | 3 | Pasko | 193 | 0521 | 11:00-12:00 p.m. | MWF | Accounting Typ |
| 0425 | 3:30-5:00 p.m. | TTh | Freshman English | 102 | 11 | 3 | Lisman | 157 | 0522 | 6:00-9:00 p.m. | Thurs. | Secretarial Proce |
| 0426 | 6:00-9:00 p.m. | Mon. | Freshman English | 102 | 12 | 3 | Rivers | 296 | 0523 | 2:00-3:30 p.m. | TTh | Secretarial Proce |
| 0427 | 6:00-9:00 p.m. | Tues. | Freshman English | 102 | 13 | 3 | Richards | 157 | 0524 | 6:00-9:00 p.m. | Wed. | Marketing Chann |
| 0428 | 4:00-5:00 p.m. | MWF | Freshman English | 103 | 1 | 3 | Follis | 154 | 0525 | 8:00-9:30 a.m. | TTh | Business Law I |
| 0429 | 8:00-9:30 a.m. | TTh | Freshman English | 103 | 2 | 3 | Follis | 193 | 0526 | 6:00-9:00 p.m. | Thurs. | Computer Tec. in |
| 0430 | 12:30-2:00 p.m. | TTh | Linguistics | 213 | 1 | 3 | Eichman | 196 | 0527 | 2:00-5:00 p.m. | MW | Computer Tec. in |
| 0431 | 12:00-1:00 p.m. | MWF | Intro. to Lit. | 220 | 1 | 3 | Follis | 157 | 0528 | 2:00-5:00 p.m. | MW | Methods (Bookke |
| 0432 | 8:00-9:30 a.m. | TTh | Intro. to Lit. | 220 | 2 | 3 | Rivers | 193 | 0529 | 2:00-5:00 p.m. | MW | Methods (Typing |
| 0433 | 6:00-8:00 p.m. | Thurs | Intro. to Lit. | 220 | 3 | 3 | Hesler | 193 | 0530 | 2:00-5:00 p.m. | MW | Methods (Bas. Bu |
| 0434 | 10:00-11:00 a.m. | MWF | American Lit. | 231 | 1 | 3 | Richards | 296 | 0531 | 11:00-12:00 a.m. | MWF | Methods (Shortha |
| 0435 | 2:00-3:00 p.m. | MWF | American Lit. | 231 | 2 | 3 | Wilhelmus | 154 | 0532 | 9:30-11:00 a.m. | TTh | Income Tax I |
| 0436 | 10:00-11:00 a.m. | MWF | Survey of Eng. Lit. II | 251 | 1 | 3 | Gottcent | 193 | 0533 | 6:00-9:00 p.m. | Tues. | Auditing |
| 0437 | 2:30-4:00 p.m. | TTh | Survey of Eng. Lit. II | 251 | 2 | 3 | Sands | 154 | 0534 | 6:00-9:00 p.m. | Mon. | Investments |
| 0438 | 2:00-3:00 p.m. | MW | Creative Writing | 309 | 1 | 2 | Lisman | 256 | 0535 | 6:00-9:00 p.m. | Wed. | Production Manag |
| 0439 | 1:00-2:00 p.m. | MWF | Advanced Composition | 310 | 1 | 3 | Follis | 154 | 0536 | 6:00-9:00 p.m. | Tues. | Retailing Policy |
| 0440 | 6:00-9:00 p.m. | Tues. | Advanced Composition | 310 | 2 | 3 | Lisman | 154 | 0537 | 12:30-2:00 p.m. | MW | Marketing Manag |
| 0441 | 3:00-4:00 p.m. | MW | Expository Writing | 311 | 1 | 2 | Rivers | 157 | 0538 | 5:30-8:30 p.m. | TTh | Policy Form. & Ac |
| 0442 | 12:00-1:00 p.m. | TTh | Expository Writing | 311 | 2 | 2 | Rivers | 154 | | | | Managerial Finan |
| 0443 | 6:00-8:00 p.m. | Thurs | Contemporary Poetry | 431 | 1 | 2 | Wilhelmus | 296 | | | | |
| 0444 | 8:00-9:00 a.m. | MWF | Literary Crit. & Theory | 448 | 1 | 3 | Pasko | 296 | | | | |
| 0445 | 2:00-3:30 p.m. | TTh | Milton | 452 | 1 | 3 | Gottcent | 196 | | | | |
| *These are special laboratory sections of English 102. Students will not be expected to attend all meetings of the laboratory. They must, however, keep the two hours free. | | | | | | | | | | | | |
| FOREIGN LANGUAGE | | | | | | | | | | | | |
| 0446 | 11:00-12:00 a.m. | Daily | Elementary German | 102 | 1 | 4 | Eichman | 154 | | | | |
| 0447 | 10:00-11:00 a.m. | MWF | Germ. Grammar Review | 202 | 1 | 3 | Eichman | 154 | | | | |
| 0448 | 9:30-11:00 a.m. | TTh | Interm. German Readings | 212 | 1 | 3 | Eichman | 193 | | | | |
| 0449 | 9:00-10:00 a.m. | Daily | Elementary Spanish I | 102 | 1 | 4 | DaRosa | 154 | | | | |
| 0450 | 9:00-10:00 a.m. | MWF | Interm. Spanish II | 202 | 1 | 3 | Diaz | 157 | | | | |
| 0451 | 10:00-11:00 a.m. | TTh | Modern Span. Prose | 214 | 1 | 2 | DaRosa | 157 | | | | |
| 0452 | 11:00-12:00 a.m. | MWF | Survey of Span. Lit. II | 312 | 1 | 3 | Diaz | 271 | | | | |
| 0453 | 1:00-2:00 p.m. | MW | Adv. Comp. & Convers. | 322 | 1 | 2 | Diaz | 154 | | | | |
| 0454 | 8:00-9:00 a.m. | MWF | Survey of Span. Amer. Lit. | 411 | 1 | 3 | Diaz | 271 | | | | |
| HUMANITIES | | | | | | | | | | | | |
| 0455 | 9:30-11:00 a.m. | TTh | General Humanities | 202 | 1 | 3 | Sciarenco | 296 | 0554 | 8:00-9:00 a.m. LC | MW | GEOGRAPHY |
| 0456 | 1:00-2:30 p.m. | TTh | General Humanities | 202 | 2 | 3 | Sciarenco | 296 | 0555 | 9:00-11:00 a.m. LB | Mon. | Intro. to Earth & S |
| 0457 | 6:00-9:00 p.m. | Wed. | General Humanities | 202 | 3 | 3 | Wiehe | 296 | 0556 | 8:00-9:00 a.m. LC | Mon. | Intro. to Earth & S |
| 0458 | 2:00-3:30 p.m. | TTh | Intro. to the Film | 331 | 1 | 3 | Blevins | 292 | 0557 | 8:00-9:00 a.m. LC | Mon. | Intro. to Earth & S |
| JOURNALISM | | | | | | | | | | | | |
| 0459 | 10:00-11:00 a.m. | MW | Feature Writing | 301 | 1 | 2 | Vance | 92 | 0558 | 3:00-5:00 p.m. LB | MW | Intro. to Earth & S |
| 0460 | 11:00-12:00 a.m. | MW | Editorial Writing | 302 | 1 | 2 | Vance | 193 | 0559 | 1:00-3:00 p.m. LB | Tues. | Intro. to Earth & S |
| 0461 | 2:00-4:00 p.m. | MWF | Film-making | 345 | 1 | 3 | Vance | 193 | 0560 | 8:00-9:00 a.m. LC | MW | Intro. to Earth & S |
| MUSIC | | | | | | | | | | | | |
| 0462* | 3:00-4:00 p.m. | Daily | Mid-American Singers | 200 | 1 | 2 | Deeg | 34 | 0561 | 3:00-5:00 p.m. LB | Tues. | Intro. to Earth & S |
| 0463 | 11:00-1:00 p.m. | TTh | Elem. Music Education | 301 | 1 | 4 | Deeg | 296 | 0562 | 6:00-10:00 p.m. LC | Tues. | Intro. to Earth & S |
| 0464 | 12:00-2:00 p.m. | MWF | University Singers | 319 | 1 | 1 | Deeg | 34 | 0563 | 6:00-10:00 p.m. LB | Tues. | Intro. to Earth & S |
| 0465 | 1:00-2:00 p.m. | MWF | Intro. to Mus. App. II | 333 | 1 | 3 | Sciarenco | 296 | 0564 | 9:30-11:00 a.m. LB | MW | Cons. Natural Res |
| *Students will enroll in this course during drop add after audition with Mr. Deeg. | | | | | | | | | | | | |
| PHILOSOPHY | | | | | | | | | | | | |
| 0466 | 9:00-10:00 a.m. | MWF | Intro. to Philosophy | 200 | 1 | 3 | Mussard | 196 | 0565 | 2:00-4:00 p.m. LC | Mon. | Phys. Geology |
| 0467 | 3:30-5:00 p.m. | TTh | Intro. to Philosophy | 200 | 2 | 3 | Mussard | 193 | 0566 | 1:00-3:00 p.m. LC | Wed. | Historical Geology |
| 0468 | 6:00-9:00 p.m. | Thurs. | Intro. to Ethics | 201 | 1 | 3 | Mussard | 157 | 0567 | 2:00-4:00 p.m. LC | Tues. | Lab |
| 0469 | 11:00-12:00 a.m. | MWF | Intro. to Logic | 205 | 1 | 3 | Mussard | 157 | 0568 | 2:00-4:00 p.m. LB | Thurs. | Lab |
| 0470 | 1:00-2:30 p.m. | TTh | History of Phil. | 351 | 1 | 3 | Mussard | 154 | | | | General Astronom |
| SPEECH | | | | | | | | | | | | |
| 0471 | 8:00-9:00 a.m. | MW | Intro. to Speech | 101 | 1 | 2 | Sands | 193 | 0569 | 9:00-10:00 a.m. LC | MWF | LIFE SCIENCE |
| 0472 | 10:00-11:00 a.m. | MW | Intro. to Speech | 101 | 2 | 2 | Sands | 157 | 0570 | 2:30-4:00 p.m. LB | MWF | Princ. of Biology |
| 0473 | 1:00-2:00 p.m. | MW | Intro. to Speech | 101 | 3 | 2 | Sands | 196 | 0571 | 9:00-10:00 a.m. LC | MWF | Lab |
| 0474 | 2:00-3:00 p.m. | MW | Intro. to Speech | 101 | 4 | 2 | Crenshaw | 196 | 0572 | 2:00-4:00 p.m. LB | Tues. | Intro. to Life Sci |
| 0475 | 3:00-4:00 p.m. | MW | Intro. to Speech | 101 | 5 | 2 | Schroeder | 196 | 0573 | 9:30-10:30 a.m. LC | TTh | Intro. to Life Sci |
| 0476 | 4:00-5:00 p.m. | MW | Intro. to Speech | 101 | 6 | 2 | Awe | 296 | 0574 | 1:00-3:00 p.m. LB | Thurs. | Intro. to Life Sci |
| 0477 | 6:00-8:00 p.m. | Mon. | Intro. to Speech | 101 | 7 | 2 | Awe | 196 | 0575 | 9:30-10:30 a.m. LC | TTh | Intro. to Life Sci |
| 0478 | 8:30-9:30 a.m. | TTh | Intro. to Speech | 101 | 8 | 2 | Schroeder | 196 | 0576 | 10:00-12:00 a.m. LB | Fri. | Intro. to Life Sci |
| 0479 | 11:00-12:00 a.m. | TTh | Intro. to Speech | 101 | 9 | 2 | Schroeder | 157 | 0577 | 9:30-10:30 a.m. LC | TTh | Intro. to Life Sci |
| 0480 | 12:00-1:00 p.m. | TTh | Intro. to Speech | 101 | 10 | 2 | Brodsky | 157 | 0578 | 1:00-2:00 p.m. LC | Wed. | Intro. to Life Sci |
| 0481 | 1:00-2:00 p.m. | TTh | Intro. to Speech | 101 | 11 | 2 | Brodsky | 157 | 0579 | 2:00-4:00 p.m. LC | Wed. | Intro. to Life Sci |
| 0482 | 1:00-2:00 p.m. | TTh | Intro. to Speech | 101 | 12 | 2 | Crenshaw | 193 | 0580 | 1:00-2:00 p.m. LB | Fri. | Intro. to Life Sci |
| 0483 | 6:00-8:00 p.m. | Thurs | Intro. to Speech | 101 | 13 | 2 | Awe | 196 | 0581 | 2:00-4:00 p.m. LC | Mon. | Intro. to Life Sci |
| 0484 | 10:00-11:00 a.m. | MWF | Voice and Diction | 201 | 1 | 3 | Crenshaw | 196 | 0582 | 6:00-8:00 p.m. LC | Wed. | Lab |
| 0485 | 11:00-12:00 a.m. | MWF | Public Speaking | 202 | 1 | 3 | Schroeder | 196 | 0583 | 9:30-10:30 a.m. LC | TTh | Human Anat. & P |
| 0486 | 11:00-12:30 p.m. | TTh | Oral Interp. of Lit. | 265 | 1 | 3 | | | | | | |

INDIANA STATE UNIVERSITY, EVANSVILLE
1970-1971 Basketball Schedule

DECEMBER

5 Oakland City College Away
10 Indiana University Southeast Home
12 University of Tennessee (Martin) Away
17 Northwood Institute Home
23 Bellarmine College Home

JANUARY

1 Transylvania University Home
5 Northwood Institute Away
7 Oakland City College Home
9 Indiana University Kokomo Away
16 St. Meinrad College Away
21 Thomas More Home
23 Indiana University Southeast Away
30 Indiana University Kokomo Home

FEBRUARY

4 McKendree College Home
18 St. Meinrad Home
24 Transylvania University Away

MARCH

Regional Campus Tournament

GAME TIME 8 P.M.
All home contests will be played at Robert's Stadium.

Code Number

Time

Day

Course

Course No.

Sec.

Sem. Hrs.

Instruct.

Rm.

DIVISION OF SCIENCE AND MATHEMATICS (Con't)

| | | | | | | | | |
|-------------|---------------------|-------|--------------------------------------|-----|---|---|-----------|------|
| 0594 | 1:00-2:00 p.m. | MW | Histology and Microtechnique | 441 | 1 | 4 | Townsend | 91 |
| 0698 | 1:00-5:00 p.m. | Fri. | | | | | | |
| 0595 | TBA | TBA | Spec. Topics in Lif. Sc. | 491 | 1 | 1 | Denner | TBA |
| 0596 | TBA | TBA | Spec. Topics in Lif. Sc. | 491 | 2 | 2 | Denner | TBA |
| 0597 | TBA | TBA | Spec. Prob. in Lif. Sc. | 492 | 1 | 1 | Townsend | TBA |
| 0598 | TBA | TBA | Spec. Prob. in Lif. Sc. | 492 | 2 | 2 | Townsend | TBA |
| PHYSICS | | | | | | | | |
| 0599 | 11:00-12:00 a.m. LC | MWF | Gen. Physics II | 106 | 1 | 4 | B. Miller | 254 |
| 0600 | 2:00-4:00 p.m. LB | Mon. | Lab | | | | | 256 |
| 0601 | 1:00-2:00 p.m. LC | MWF | Intern. Physics II | 206 | 1 | 5 | B. Miller | 256 |
| 0602 | 2:00-5:00 p.m. LB | Tues. | Lab | | | | | |
| 0603 | 9:30-11:00 a.m. | TTh | Physics Elementary | 111 | 1 | 3 | B. Miller | 254 |
| MATHEMATICS | | | | | | | | |
| 0604 | 11:00-12:00 a.m. | MTThF | College Algebra | 111 | 1 | 4 | Pohl | 190 |
| 0605 | 2:00-3:00 p.m. | MTThF | College Algebra | 111 | 2 | 4 | Pohl | 190 |
| 0606 | 6:00-8:00 p.m. | TTh | College Algebra | 111 | 3 | 4 | Huber | 190 |
| 0607 | 11:00-12:00 a.m. | Fri. | Trigonometry | 112 | 1 | 2 | Labhart | 190 |
| 0608 | 6:00-7:30 p.m. | MW | Finite Mathematics | 115 | 1 | 3 | Long | 190 |
| 0609 | 1:00-2:00 p.m. | MTThF | Analytic Geometry | 122 | 1 | 4 | Fu | 190 |
| 0610 | 9:00-10:00 a.m. | MW | Basic Elem. Math II | 204 | 1 | 5 | Bertram | 190 |
| | 9:30-11:00 a.m. | TTh | | | | | | |
| 0611 | 11:00-12:00 a.m. | MW | Basic Elem. Math II | 204 | 2 | 5 | Bertram | 34 |
| | 11:00-12:30 a.m. | TTh | | | | | | |
| 0612 | 9:00-11:00 a.m. | MW | Basic Elem. Math II | 204 | 3 | 5 | Labhart | 34 |
| | 10:00-11:00 a.m. | Fri. | | | | | | |
| 0613 | 10:00-11:00 a.m. | MTThF | Calculus I | 230 | 1 | 4 | Pohl | 256 |
| 0614 | 12:00-1:00 p.m. | MTThF | Calculus II | 330 | 1 | 4 | Fu | 256 |
| 0615 | 2:00-3:00 p.m. | MTWTh | Teaching of High School Mathematics | 391 | 1 | 2 | Bertram | 71 |
| 0616 | 1:00-2:00 p.m. | TTh | Teaching of Elem. School Mathematics | 392 | 1 | 2 | Bertram | 193P |
| 0617 | 3:00-4:30 p.m. | TTh | Advanced Calculus | 432 | 1 | 3 | Fu | 190 |
| 0618 | 6:00-8:00 p.m. | Mon. | History of Math | 492 | 1 | 2 | Staff | 294 |

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

| | | | | | | | | |
|-------------------|------------------|--------|-------------------------------------|-----|---|---|------------|-----|
| 0619 | 6:00-9:00 p.m. | Wed. | ANTHROPOLOGY Intro. to Anthropology | 100 | 1 | 3 | Elliott | 28 |
| ECONOMICS | | | | | | | | |
| 0620 | 12:00-1:00 p.m. | MWF | Macroeconomics | 200 | 1 | 3 | Robb | 28 |
| 0621 | 10:00-11:00 a.m. | MWF | Microeconomics | 201 | 1 | 3 | DaRosa | 28 |
| 0622 | 5:00-8:00 p.m. | Tues. | Microeconomics | 201 | 2 | 3 | DaRosa | 28 |
| 0623 | 5:00-8:00 p.m. | Wed. | Government & Bus. Public Finance | 311 | 1 | 3 | Robertson | 290 |
| 0624 | 1:00-2:00 p.m. | MWF | Public Finance | 331 | 1 | 3 | DaRosa | 290 |
| 0625 | 5:00-8:00 p.m. | Wed. | Intern. Micro. | 401 | 1 | 3 | McEntaffer | 292 |
| HISTORY | | | | | | | | |
| 0626 | 8:00-9:00 a.m. | MWF | Studies in World Civ. II | 152 | 1 | 3 | Scavone | 28 |
| 0627 | 9:30-11:00 a.m. | TTh | Studies in World Civ. II | 152 | 2 | 3 | Miller | 34 |
| 0628 | 12:00-1:00 p.m. | MWF | The US, 1865 to Pres. | 262 | 1 | 3 | Bigham | 126 |
| 0629 | 6:00-9:00 p.m. | Mon. | The US, 1865 to Pres. | 262 | 2 | 3 | Pitzer | 292 |
| 0630 | 8:00-9:30 a.m. | TTh | Historiography | 310 | 1 | 3 | Bigham | 290 |
| 0631 | 11:00-12:00 a.m. | MWF | The Medieval World | 352 | 1 | 3 | Scavone | 290 |
| 0632 | 9:00-10:00 a.m. | MWF | Europe, 1815 to Pres. | 355 | 1 | 3 | Scavone | 290 |
| 0633 | 6:00-9:00 p.m. | Wed. | English History II | 453 | 1 | 3 | Miller | 294 |
| 0634 | 12:30-2:00 p.m. | TTh | American Thought II | 469 | 1 | 3 | Pitzer | 290 |
| 0635 | 6:00-9:00 p.m. | Tues. | American Colonial to 1789 | 470 | 1 | 3 | Millbranth | 292 |
| 0636 | 2:00-3:30 p.m. | TTh | Civil War to Prog. Era | 472 | 1 | 3 | Pitzer | 290 |
| 0637 | 1:00-2:00 p.m. | MWF | 20th Cen. Am. Since 1933 | 474 | 1 | 3 | Bigham | 292 |
| POLITICAL SCIENCE | | | | | | | | |
| 0638 | 9:00-10:00 a.m. | MWF | Intro. to Pol. Sc. | 130 | 1 | 3 | Wardner | 126 |
| 0639 | 6:00-9:00 p.m. | Mon. | Intro. to Pol. Sc. | 130 | 2 | 3 | Kirsch | 28 |
| 0640 | 11:00-12:00 a.m. | MWF | National Government | 201 | 1 | 3 | Wardner | 292 |
| 0641 | 10:00-11:00 a.m. | MWF | Political Inquiry | 245 | 1 | 3 | Kirsch | 292 |
| 0642 | 9:30-11:00 a.m. | TTh | Foreign Governments | 280 | 1 | 3 | Wardner | 292 |
| 0643 | 6:00-8:00 p.m. | Thurs. | Law, Courts, & Justice | 308 | 1 | 2 | Berger | 292 |
| 0644 | 11:00-12:30 a.m. | TTh | Amer. Polit. Theory | 309 | 1 | 3 | Kirsch | 292 |
| 0645 | TBA | TBA | Field Work in Pol. Sc. | 497 | 1 | 2 | Staff | 155 |
| 0646 | TBA | TBA | Readings in Pol. Sc. | 498 | 1 | 2 | Staff | 155 |
| PSYCHOLOGY | | | | | | | | |
| 0647 | 6:00-9:00 p.m. | Thurs. | Gen. Psychology | 201 | 1 | 3 | McNary | 28 |
| 0648 | 11:00-12:00 a.m. | MWF | Gen. Psychology | 201 | 2 | 3 | Donaldson | 28 |
| 0649 | 9:30-11:00 a.m. | TTh | Comparative Psych. | 455 | 1 | 4 | Donaldson | 290 |
| 0650 | 10:00-11:00 a.m. | MWF | Abnormal Psychology | 468 | 1 | 3 | Donaldson | 290 |
| SOCIOLOGY | | | | | | | | |
| 0651 | 10:00-11:00 a.m. | MWF | Princ. of Sociology | 120 | 1 | 3 | Cole | 126 |
| 0652 | 2:00-3:30 p.m. | TTh | Princ. of Sociology | 120 | 2 | 3 | Rounsavel | 126 |
| 0653 | 6:00-9:00 p.m. | Tues. | Princ. of Sociology | 120 | 3 | 3 | Cole | 34 |
| 0654 | 9:00-10:00 a.m. | MWF | Soc. Org. & Disorg. | 220 | 1 | 3 | Smith | 192 |
| 0655 | 12:00-1:00 p.m. | MWF | Social Psychology | 240 | 1 | 3 | Smith | 290 |
| 0656 | 9:00-10:00 a.m. | MWF | American Society | 281 | 1 | 3 | Cole | 292 |
| 0657 | 11:00-12:30 a.m. | Mon. | Intro. to Soc. Research | 380 | 1 | 3 | Rounsavel | 290 |
| 0658 | 6:00-9:00 p.m. | TTh | Social Control | 443 | 1 | 3 | Smith | 290 |
| 0659 | 12:30-2:00 p.m. | TTh | Sociology of the Family | 460 | 1 | 3 | Rounsavel | 156 |
| 0660 | 12:00-1:00 p.m. | MWF | The Community | 461 | 1 | 3 | Cole | 292 |
| 0661 | TBA | TBA | Contemp. Soc. Lit. | 482 | 1 | 1 | Smith | 155 |
| 0662 | TBA | TBA | Contemp. Soc. Lit. | 482 | 2 | 2 | Smith | 155 |
| 0663 | TBA | TBA | Contemp. Soc. Lit. | 482 | 3 | 3 | Smith | 155 |

DIVISION OF EDUCATION

| | | | | | | | | |
|---------------------------------|------------------|-------|-------------------------------------|-----|---|---|-----------|------|
| 0664 | 10:00-11:00 a.m. | TTh | Init. Exp. in El. Ed. | 100 | 1 | 2 | Small | 194 |
| 0665 | 2:00-3:30 p.m. | TTh | Educ. Psychology | 202 | 1 | 3 | Small | 194 |
| 0666 | 6:00-9:00 p.m. | Wed. | Educ. Psychology | 202 | 2 | 3 | Small | 196 |
| 0667 | 1:00-2:00 p.m. | MWF | Teach. & Lrn. in Sec. Sc. | 305 | 1 | 3 | Kinzie | 194 |
| 0668 | 6:00-8:00 p.m. | Tues. | Intro. to AV Commun. | 314 | 1 | 2 | Tron | 196 |
| 0669 | 6:00-8:00 p.m. | Tues. | Indust. Arts for El.Sch. | 340 | 1 | 2 | McCutchan | 294 |
| 0670 | 9:00-10:00 a.m. | TTh | Meth. of Teach. PE for Ele. Sch. | 348 | 1 | 2 | Altstadt | 194 |
| 0671 | 1:00-2:00 p.m. | TTh | Teach. of El.Sch. Math | 392 | 1 | 2 | Bertram | 194 |
| 0672 | 1:00-2:00 p.m. | TTh | Teach. of Soc. Std. in Elem. Sch. | 392 | 1 | 2 | Kinzie | 294 |
| 0673 | 10:00-11:00 a.m. | MWF | Teach. of Science in Elem. Sch. | 393 | 1 | 5 | Davis | 194 |
| 0674 | 10:00-12:00 a.m. | MW | Teach. of Lang. Arts for Elem. Sch. | 397 | 1 | 5 | Venatta | 294 |
| 0675 | TBA | TBA | | | | | | |
| PROFESSIONAL SEMESTER-EDUCATION | | | | | | | | |
| 0676 | TBA | TBA | Tests & Measurements | 366 | 1 | 2 | Small | 193P |
| 0677 | TBA | TBA | Supervised Teaching | 451 | 1 | 3 | DeVries | 193P |
| 0678 | TBA | TBA | Supervised Teaching | 452 | 1 | 2 | DeVries | 193P |
| 0679 | TBA | TBA | Supervised Teaching | 455 | 1 | 3 | DeVries | 193P |
| 0680 | TBA | TBA | Sem. in Elem. Superv. Teaching | 460 | 1 | 2 | DeVries | 193P |
| 0681 | TBA | TBA | Prob. in Elem. Teach. | 458 | 1 | 2 | Venatta | 193P |
| 0682 | TBA | TBA | Teach. of Science in the Sec. Sch. | 392 | 1 | 2 | Davis | 193P |
| 0683 | TBA | TBA | Teach. of H.S. Math. | 391 | 1 | 2 | Bertram | 193P |
| 0684 | TBA | TBA | Teach. of Eng. in H.S. | 391 | 1 | 2 | DeVries | 193P |
| 0685 | TBA | TBA | Teach. of Soc. Std. in Sec. Sch. | 305 | 1 | 2 | Kinzie | 193P |
| 0686 | TBA | TBA | Educ. Technology | 447 | 1 | 1 | Emhuff | 193P |
| 0687 | TBA | TBA | Prob. in Sec. Ed. | 448 | 1 | 2 | Emhuff | 193P |
| 0688 | TBA | TBA | Found. of Sec. Ed. | 449 | 1 | 2 | Emhuff | 193P |
| 0689 | TBA | TBA | Supervised Teaching | 431 | 1 | 2 | Kinzie | 193P |
| 0690 | TBA | TBA | Supervised Teaching | 453 | 1 | 2 | Kinzie | 193P |
| 0691 | TBA | TBA | Supervised Teaching | 454 | 1 | 2 | Kinzie | 193P |

1. Arranged - Seniors who are Elementary Education Majors ONLY--Professional Semester

2. Arranged - Seniors ONLY who are completing Professional Preparation for Secondard Education--Professional Semester.

| | | | | | | | | |
|-------|------------------|-----|------------------------|------|---|---|----------|-----|
| 0689 | 9:00-10:00 a.m. | MWF | PHYSICAL EDUCATION | 401 | 1 | 3 | Altstadt | 194 |
| 0690 | 8:00-9:00 a.m. | TTh | Org. & Adm. of HPER | 431 | 1 | 2 | Altstadt | 194 |
| 0691 | 11:00-12:00 a.m. | TTh | Coaching of Basketball | 260 | 1 | 2 | Brown | 294 |
| 0692 | 1:00-2:00 p.m. | MW | Camp Counseling | 143 | 1 | 1 | Brown | 294 |
| 0693 | 10:00-11:00 a.m. | TTh | Team Sports Appre. | 432 | 1 | 1 | Brown | 294 |
| 0694* | 2:00-3:00 p.m. | MW | Coaching of Baseball | 137M | 1 | 2 | Brown | 294 |
| 0695* | 2:00-3:00 p.m. | MW | Softball & Skating | 137M | 1 | 1 | J. Davis | 194 |
| 0696* | 11:30-12:30 p.m. | TTh | Softball & Skating | 140W | 1 | 1 | J. Davis | 194 |
| 0697 | 2:00-3:00 p.m. | TTh | Speedball & Bowling | 211 | 1 | 2 | J. Davis | 294 |
| 0698 | 2:00-3:00 p.m. | TTh | First Aid | | | | | |

*Meets general education requirements. M-Men only W-Women only

| Course No. | Sem. Sec. | Hrs. | Instruct. | Rm. |
|------------|-----------|------|-------------|-----|
| 101 | 1 | 3 | Ferrell | 156 |
| 102 | 1 | 3 | Hibbitts | 156 |
| 102 | 2 | 3 | Ferrell | 156 |
| 102 | 3 | 3 | Deem | 156 |
| 102 | 4 | 3 | Ferrell | 156 |
| 122 | 1 | 2 | Wilson | 195 |
| 122 | 2 | 2 | Harris | 195 |
| 123 | 1 | 2 | Wilson | 195 |
| 123 | 2 | 2 | Rodgers | 195 |
| 211 | 1 | 2 | Weber | 195 |
| 212 | 1 | 3 | Frost | 195 |
| 212 | 2 | 3 | Harris | 195 |
| 214 | 1 | 2 | Wilson | 156 |
| 214 | 2 | 2 | Woodman | 156 |
| 238 | 1 | 2 | Wilson | 195 |
| 260 | 1 | 3 | Hibbitts | 192 |
| 260 | 2 | 3 | Hibbitts | 192 |
| 265 | 1 | 3 | Blankenship | 156 |
| 265 | 2 | 3 | Blankenship | 156 |
| 280 | 1 | 3 | Leedy | 192 |
| 280 | 2 | 3 | Leedy | 192 |
| 304 | 1 | 3 | Hibbitts | 156 |
| 339 | 1 | 3 | Frost | 192 |
| 339 | 2 | 3 | Frost | 194 |
| 353 | 1 | 3 | Leedy | 192 |
| 363 | 1 | 3 | Griffith | 192 |
| 376 | 1 | 3 | Blankenship | 192 |

It's Your Thing

Student apathy is poison in the veins of ISUE. ISUE will never reach its potential as a university as long as there are students who are unwilling to fight for a cause which will create a university that we can be proud of academically and socially. Therefore, the responsibility rests on students to establish traditions which will be carried on by students in the years to come. Students working together through the student Senate can put an end to student apathy.

The past student Senate elections have been popularity contests in which the senators who were elected contributed very little toward the wants and needs of the student body. Your present senators are also victims of this contest, but they, unlike the previous senators, want to be the voice of the student body and get things accomplished. But the Senate can accomplish nothing without your cooperation and help by presenting your ideas to them.

One of the most frequently expressed criticisms of the SGA is that too often, when an idea is presented to the Senate, it is never acted upon. One must understand that the SGA must go through a set process in getting an idea passed as law. This process begins with you the student expressing an idea or grievance to a senator either by direct verbal request or through a signed petition. This is then discussed by your senators who in turn present this to the dean of student, Mr. Lawson. After his consideration, along with the president and vice president of the Senate, he would present this to Dean Rice. At this point it rests entirely upon Dean Rice's shoulders to either make it official or to kill it. This process is not the best, but it is the set process that the SGA must maintain to act upon your ideas. It must again be understood that this process begins with concerned students like you.

To begin this process of a student-senate relationship, a senate forum was held on Wednesday, Nov. 11 in Room 34 from 1-3 p.m., where all senators would be available for any questions or criticisms you as students would want to express. All students were urged to attend to help establish better communication and understanding between the Senate and students.

At this Forum, which was attended by 13 senators out of a possible 15, the vice-pres., President of the Senate, Mr. Lawson, Dean of Students, Dean Rice, and 16 students, many criticisms were expressed and discussed. Among those was the problem of the "lousy" food and prices at the new snack Shack. Many of those present expressed criticism of the present facility and suggested that the Senate should discuss this with the Canteen manager, Mr. Gene Silke, and after this if nothing was accomplished, to possibly boycott the facilities in order to get some suitable facilities for the students.

The students also discussed the problem of apathy present on campus, including discussion on the newspaper, The Shield, and its ineffectiveness to fully serve as a communication between students because of the bickering and internal friction among the various education departments. The apathy was also voiced by several students as being caused by the unwillingness and uncooperation of the various organizations to work together in helping ISUE grow and move ahead in its capacity as a university.

It was emphasized by Student Union President Bob Roeder that many new events have been scheduled this year on campus; and these include basketball games, scheduled to be played at the stadium, the Madrigal dinner, and various dances. Mr. Roeder pointed out that if these are successful this year, many more will be added on next year's curriculum which will enable ISUE to better serve in its capacity as an educational and social university.

The problem of the high cost of books purchased from the bookstore was also pointed out and it was suggested that one day towards the end of the semester, a day be set aside to have one room available for those students desiring to buy or sell books on a "bartering" basis.

Although RM. 34 was not completely packed and there wasn't the usual "heated hostility" present between the senators and students, there was established a beginning means of communication between the two. These forums will be held at least once a month and we, the Senate, do invite you, the students, to attend these to voice your criticisms and ideas to the Senate. If you feel there is something to be done at ISUE, then it is your responsibility as students to make this known and to see that something is done.

Nancy Mossberger
Tony Edwards

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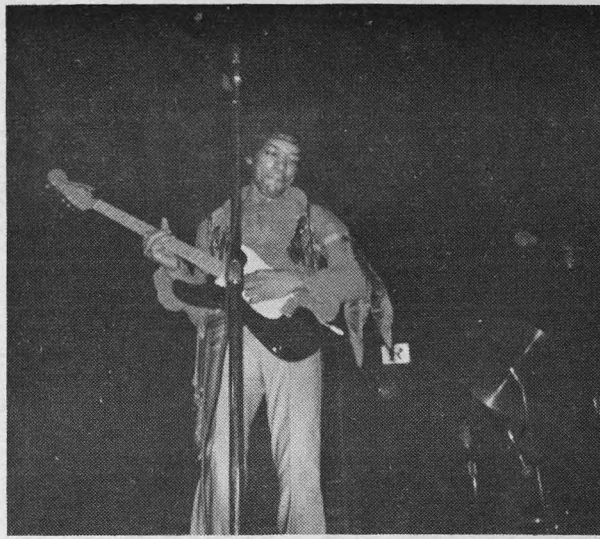
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HENDRIX AT STADIUM

JIMI HENDRIX

The death of Jimi Hendrix came as a shock to the many rock fans that considered him the most creative guitarist in the world. Hendrix was the backbone of acid rock music. He developed his own imaginative style that no one could quite equal. Jimi was many things: ex-paratrooper, super-head, electronic genius, lightning-fast guitarist, and demigod to Woodstock Nation.

At Monterey in 1967, he ignited the audience with his burning, screeching guitar. Before Monterey, Jimi had become a legend in England. Now he is a legend to the entire world.

I had the personal experience of seeing Jimi perform on three different occasions. Last July 4, at the Atlanta Pop Festival, Hendrix played his version of "The Star-Spangled Banner" as fireworks exploded in the summer night. He left no doubt in the minds of those 300,000 who heard him at Atlanta that he was the master.

Jimi was immortalized at Woodstock. He was the final act because Woodstock knew that you put Jimi on Last. There was nothing that could quite follow him.

Perhaps Jimi's friends from the Monterey International Pop Festival summed it up with the eulogy:

To a Black Gypsy Cat
Who Rocked the World
When It Needed to Be
Rocked

Sleep Well.

We Are Second-Class Students

This year marks one of the most important events in the life of any educational institution — the graduation of its first senior class. This "first rose of spring" is a humble tribute to the countless men and women who have given so freely of their time and energy that southern Indiana and this community should have this badly needed institution. But, with no disrespect for these foresighted people, it appears to me that all of us here at ISUE are nothing more than second-class students!

Dean David L. Rice has done an admirable job and should be admired, respected, and appreciated for his labor under the circumstances. On the other hand, President Rankin appears to be either indifferent or narrow-minded as to his responsibility to the students of ISUE. One gets the feeling that he feels his responsibility is confined to Terre Haute, but at the same time demands the deciding role with regard to our June ceremonies. He will be the one who decides who will be the main speaker — totally disregarding the feelings and opinions of the graduating seniors. He has decided that the ceremonies will follow the traditional archaic procedures with their drab colorless atmosphere, again with no consideration for a young dynamic group of men and women, who wish to implement some new ideas, new procedures, and bring some fresh color into the modern graduation ceremonies to personify and characterize the modern intellect.

But perhaps the most disgusting situation which affects not only this first graduating class, but every graduation class who will receive their diploma from Terre Haute, is our inability to utilize a tax funded placement center! It appears to me, that Terre Haute feels that ISUE students should feel honored to receive a diploma from Indiana State University, but that utilization of ISU's job placement center — a center which all of us and our parents pay for through our taxes — is out of the question. Right is right, and wrong is wrong; this is nothing less than flagrant disrespect for the taxpayer and for every ISUE student. An argument may be raised that Terre Haute is first responsible to its own students in job placement, but shouldn't Terre Haute's first responsibility lie in aiding every ISU senior, whether they are dormed on the Terre Haute campus or attending ISUE at home in Evansville, in finding at job after graduation? Another aspect to consider: if out-of-state students can utilize a state-funded placement center, then we Indiana students can damn well utilize the same placement center.

Now is the time when every student at ISUE must stand ready to prove to those in the administration that hold appointed offices that we will not stand back idle and become second-class students. If Terre Haute's complacent attitude does not change then we will have no alternative but to take our case to the final determinant in this state — THE PEOPLE.

THE BOOKCASE

Michael E. Petty

Eight years ago Oregon-born Ken Kesey published his first novel. In the '70's *One Flew Over The Cuckoo's Nest* promises to attain that popularity its author hoped for in 1962.

Kesey has written a book that has every possibility of being one of the best of the sixties. The appeal of *One Flew Over The Cuckoo's Nest* lies not only in its being fantastically funny, but also in its Orwellian representation of the "Combine" — the established mechanical system.

The setting of the story is in a mental hospital, and the main trend of action is provided by the newcomer, *P. McMurphy, who challenges the established policy, Kesey as employed an interesting technique in his presentation; the narrator, a patient named Chief Bromden, is deaf and dumb to everyone with the exception of the reader and McMurphy.

One Flew Over The Cuckoo's Nest is one of the most quizzically entertaining books I have read. Ken Kesey's readers will be looking forward to more of his books.

Mid-States Art Show

ISUE Students will be able to view two of their instructors' art work at the Mid-State Art Show from Nov. 8 to Dec. 6 at the Museum.

Mr. John McNaughton, an art professor at ISUE, entered two pieces, "The Rape of the American Indian," and "Dairy Queen." The "Indian" is a steel wood assemblage sculpture of a surrealistic nature, and could be termed a social comment sculpture. Mr. Naughton puts a value of \$300.75 on it.

McNaughton's second sculpture, "Dairy Queen," is made out of limestone and held together with a steel pin. A series of breast sculpture done by McNaughton, the price value is \$75.00.

"El Gato Nuevo," Miss Mona Hinton's abstract sculpture, is of black walnut and stands 15 inches tall. The translation of the sculpture's name is the New Cat. Miss Hinton named it this because it is an abstract cat. Miss Hinton, also an art instructor at ISUE, is asking \$130.00 for the sculpture.

Jean Nix, an art student, entered his free-form wood sculpture called "Scoobas Friend." Made of walnut and cherry and covered with India oil, it is \$700.00.

Photoquiz



The first student to correctly identify the enlarged photo above to Mr. Lawson Dean of Students, will receive a \$10 Cross Pen & Pencil Set compliments of the Bookstore and The Shield. Winner will be announced in the next issue with correct answer.