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THE COURIER

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Faculty votes for cluster; Berg names study group

By Wendy Wilson

College of DuPage faculty has indorsed by a 3 to 1 ratio the idea of reorganizing the college instructional program into a cluster college system in the near future.

The cluster college, which is a group of small colleges within a large one, will be tried beginning with an experimental program, Alpha One, this summer. Under the cluster plan, the administration is reorganized into smaller independent sections totally integrated. Using this idea, it seems to bring about greater faculty and student involvement, educators believe.

A steering committee has been appointed by Dr. Rodney Berg, college president, to work on and plan the program. The faculty members of this committee are William Doster, Ruth Nechoda, Robert Thomas, Robert Liska, Don Dame, Roy Marks, John Paris, Jim Heinselman, Bill Gooch, and John Anthony, chairman. Six students have also

Cub fans to see twin bill June 24

A real bargain for Cub fans is available to students on a first-come first-served basis.

Student Activities is sponsoring a bus trip to the Cub-Mets doubleheader June 24. A \$5 fee includes reserved seats, transportation and a box lunch.

There are only 50 tickets available. Cub fans can sign up for the trip in K-138. The bus leaves at 11 a.m.

been appointed to this committee: Bruce Zorn, Claude Knuepfer, John Hrubec, Jr. and alternates, Patricia Gorak, Karen Kirstner, and David Weakland.

Some questions have been given to the committee to study and use as suggestions in their work. Just a few of the suggestions were: 1) What are the functions of the college which should be centralized and those which should be decentralized? 2) What is a model cluster organization? 3) How do we select leaders (deans or provosts) for the various clusters? 4) How are the faculty selected for the various clusters.

5) How are students selected for the various clusters? 6) How do we maintain individual college identities while preserving the total commitment to College of DuPage? 7) What is the process by which the themes for each of the clusters is determined? 8) What are weaknesses in the new organization and how may they be avoided? and 9) What are questions of mechanics that need to be solved; i.e., unit size, transfer between one cluster and another, occupational courses, continuing education, etc.?

Oxford and Cambridge colleges were the first schools in which the idea of the cluster was used. Since then, many in the United States have been started, such as the University of California and Cypress Community. College of DuPage, however, will be the first in this area.

The idea for such a program here started about 18 months ago

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Intramural golf at bargain rates opens next week

College of DuPage intramural golf will begin Monday, June 22, at bargain rates at the Village Links in Glen Ellyn and Thursday at the Lombard Park District Golf Course on Butterfield Rd. east of Rte. 53.

It is open to all interested students and faculty. Players will pay their green fees and sign in at either course.

When they finish play, if the attested score cards are turned in to Coach Don Sullivan in the gym, players will be reimbursed \$1 for any nine holes played or \$2 for 18 holes played at the Village Links.

It will continue on Mondays at the Village Links and Thursday at the Lombard course. Players should plan to tee off anytime before 3:30 p.m.

Those interested should first contact Coach Sullivan in the gym.

Board to speed building

College of DuPage Board of Trustees has moved to contribute additional funds from local sources, over and above the 25 per cent sharing ratio stipulated in the junior college master plan approved by the Illinois Junior College Board.

This action will permit the college to begin construction of the Phase I part of the permanent campus, rather than waiting to go through rebidding and the resultant delays and cost increases involved.

Low bidder for the project, a 427,250 - square - foot teaching complex with 106 classrooms and lecture halls, 60 laboratories and shops and 323 faculty and administrative offices, was the Miller-Davis Co., Melrose Park, Ill. Its \$14.9 million bid was \$1.1 million above the estimate provided by the college architect C. F. Murphy Associates of Chicago.

College President Rodney Berg attributed the high bids to in-

Summer enrollment shows sharp increase

By Kathy Ryba

Summer enrollment at College of DuPage is about 2,500 now, according to James H. Williams, director of admissions and student accounting.

Last summer enrollment was about 1,800.

Because of the number of sessions offered, registration will continue all summer.

Williams said the most popular sessions were the 10-week and the first five-week session. He added that the most popular courses were those that would transfer to other colleges and that the majority of the students were registering for the night classes.

Williams told *The Courier* that in a survey of a class with 22 students, 17 were new students from other colleges; 12 of the 17

registered by mail; and that 10 of these students were from Western Illinois University.

Williams said the school is pleased with the increased enrollment.

When asked about Workshop '70, a new program for the summer set up by the Department of Performing Arts, W.W. Johnson, program chairman, said more than 100 students are already involved. He added that this program was designed so that everyone involved would have not only an important place in it, but also the opportunity to participate in all phases of the theater or merely those facets that the student was most interested in exploring.

This is the first time a program of this nature has been used here. Johnson said he felt this would be a spring board for a wide variety of theatrical activities of this community.

Pleased with the response, Johnson said he hoped that this program would continue to grow in future summers and ultimately expand to include the use of major orchestras and other professional services in the theatrical field. He added that this program stemmed directly from the expressed interest by the community.

June 20 deadline for state grants

The Illinois State Scholarship Commission is re-opening the opportunity to be considered for a monetary award for 1970-71. Students must have their applications completed and returned to the Illinois State Scholarship Commission postmarked no later than June 20, 1970. Applications postmarked after that date will not be considered.

It is the Commission's hope that all students who have financial need as determined by the Commission and who meet the June 20 deadline will be assisted.

Conrad Szuberla: he's a political scientist who'll get you involved

By William LeFevre

Most high school "drop-outs" never amount to very much. But Political Science teacher Conrad Szuberla, a high school "throw-out," has become a well-liked and respected staff member here at College of DuPage.

Szuberla, after traveling in Mexico and Europe, began extensive reading about government as an instrument of social control. He never lost his enthusiasm for learning, which led to his becoming a teacher, and this same enthusiasm led him to his present system of methods and "gimmicks" to keep his students not only interested but actively involved in the study of political science.

He uses a series of simulations in his teaching process. For example, the class may be asked to rewrite the United States Constitution and then compare their efforts with constitutions of other governments.

They play the "Budget Game" by appointing Secretaries of Defense, Welfare, etc., and making up an actual budget. "I feel that this is an easy way of learning a boring thing," he explained.

To better understand the problems of local government, the "City Management Game" incorporates the development of contracts, negotiations and the balance of power.

Szuberla introduces into the classroom photostats from books and magazines on material he feels is relevant and vital to the subject under discussion. He also encourages and promotes class participation, even to the point of an occasional heated argument.

"Most teachers talk too much," he said, "and personally, I hate lecturing. I would rather let the student develop his thoughts through as much class discussion as possible."

"I am surprised that no one else is employing simulations in the classroom," he said, "because I feel I can get a better idea of what the student thinks by using them." You might say that these simulations become stimulations which actually help the class to a better understanding of the subject.

Szuberla wants to get away from reading of specifically assigned textbooks and encourages oral book reports in class. "In the future I would like to have all of my students make up their own reading lists," he added.

Furthermore, he takes into account the minorities—the slow learners and those who couldn't care less. "I feel that the current system discriminates against students who want to go at their own pace," he said.

On the subject of tests, he places high emphasis on take-home examinations and doesn't care how many times a student wants to

take a test over in order to pass. His finals are all open-book and notebook.

Szuberla has no attendance policy and holds many seminars at his home, graded by himself and his wife.

He has also been doing some work in the Developmental Learning Lab, working out a system of take-home programmed courses in American Government and International Relations.

Before being employed at College of DuPage, Szuberla amassed an impressive amount of study and experience by travel and observation.

After being thrown out of Chicago Vocational High School, due to lack of interest, he entered the University of Illinois, majoring in sociology. After a short time, however, he became dissatisfied with this and went to Europe for a year. It was there that he became interested in political science.

After returning from Europe, he traveled to Mexico and acquired much knowledge about Mexican government.

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CONRAD SZUBERLA

What happens when students 'plan and teach' English 102A?

By Pete Douglas

During the recent discussion on drugs, John Dace, acting student instructor for the day, pointed out that 85 percent of the class had voted in favor of legalizing marijuana.

Immediately, hands shot up all over and a murmur of voices disrupted the classroom.

One of the critics stood in near anger and said, "You're all crazy!" To this, someone on the majority side said, "How the hell can you believe that after the discussion we had on the subject?"

One of the hands was still raised. It belonged to William Myers, the official instructor. The last time he was up before the class giving a talk even resembling a lecture was the seventh meeting back in April.

The title of this course is English 102A, Sounds of the Sixties, the



BILL MYERS

purpose of which is to deal with contemporary issues. The object of this type of course, as Myers put it, was that "if the students planned and taught the course themselves, the class might be more likely to revolve around the issues that the students are concerned with and think about most."

The course was broken down into four "mini-courses" with a group of four to seven students in charge of each one. The subjects were: (1) over-population and pollution; (2) riots, dissent and the law; (3) music of the sixties; and (4) how to be a free individual. These topics were also decided by the students.

This approach is being used in many schools today from the primary grades up through colleges and universities. Myers said, "We tried it here at DuPage

because the school's atmosphere was such as to lend itself to this."

The reason for this trend in courses, he feels, it basically "renewed emphasis on the individual, as a reaction against living in a highly automated impersonal mass society."

Myers teaches two sections of this course. In the other section, he uses an approach closer to a lecture-oriented class. In appraising and comparing the success of the two, he noted that the good points and the bad points were nearly opposites.

"The worse aspect of the student-taught class was that it leads to superficial learning because the students, whether consciously or not, constructed a topic so as to avoid looking at it in a way that might force them to change the attitudes that they had before."

He continued, "In the other class, they can't avoid getting deeper into a subject because the instructor is in control of the discussion and can lead it in any direction he chooses."

The main thing that disappointed him in the student-taught class was a lack of "conflict and encounter" which he had been looking and hoping for.

When asked which one he enjoyed more, he replied that that would be hard to say, "but I feel safer with the class I taught. Accomplishments are more tangible because I provided myself with more methods to measure what students learned."

"And in this class, the activities were more varied, while the student-taught class preferred mainly discussion, the reason being that discussion is the most voluntary type of class activity."

"Also, I got to know students better in the class I taught than in the student-taught class."

Three of Myers' colleagues in the English department were asked their opinion of this type of class. Each was all for this approach in classes that could effectively be arranged this way.

One felt that Myers showed a lot of courage in taking on this class. The reason was the same idea which made the class the most interesting—the element of surprise and the fact that nobody really knew what to expect from day to day.

Another faculty member added that he didn't approve of calling this a trend because "that would seem to indicate that this approach is expected to be a panacea for all that ails the educational system. This is a valid method of teaching as are many others, such as lectures or discussions, but it should not be considered the ultimate answer."

Students' comments differed in that they talked only in terms of how the class affected them.

One thought it was a great experience and felt that everyone should participate in this type of class because it gives a person a better understanding of other individuals.

Several students felt that it was an interesting class but that they would have done better grade-wise if it had been a conventional class with regular assignments and grading procedures.

Another liked the course for the very reason some didn't, saying "All through a person's first 13 years of school, they are marched into a little room where they sit for a prescribed number of minutes being told by someone 30 years older than themselves exactly what problems they should be concerned with. When a person gets out of school, they will be expected to think and act for themselves and if they expect to be guided every step of the way, they aren't going to survive. College should prepare one to think, and this type of class will do it."

Myers said he discovered that "students had a lot more to teach each other than the normal classroom allows one to realize. This helped create an atmosphere of interest and excitement on those occasions where students were able to run in topics which were their immediate concerns."

Depending upon how you want to look at it, the class could be considered either a success or a failure because he feels the final outcome showed that "rightly or wrongly, students learned more about one another than about contemporary issues."

IRC SCHEDULES

Instructional Resource Center hours for the summer session are: Monday through Thursday: 7:45 a.m. to 10 p.m.; Friday, 7:45 a.m. to 4:30 p.m.; Saturday, 8 a.m. to 12 noon; Sunday, 1 to 5 and 7 to 10 p.m.

Szuberla on student government here

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Upon his return to the United States, Szuberla took a job with the Equitable Insurance Co., but he soon became bored with desk-work.

In 1961, he enrolled at the University of Chicago and, working part-time, graduated five years later.

Probably one of the strangest days of his life was Nov. 22, 1963. It was, of course, the day President Kennedy was assassinated, but it was also Conrad Szuberla's birthday and the day on which he took his Master's Degree final exams.

He now feels that he has found a most satisfying and fulfilling career at College of DuPage.

When asked to comment on student government here, he said, "There are just too many chiefs and not enough followers." He added that student government must feel out and discover its functions. "The administration gave the students power and I believe it should get better in time. After all, they do control a budget," he said.

Szuberla believes that student protest today shows the effectiveness of the educative

process and a victory for the new type of teaching—self-expression. He encourages self-involvement and feels that students should be critical of the world today.

"The students are more idealistic," he added, "and without dissent, there would be little social progress." He believes that the vast majority are not violent and the students have broken down a barrier by learning to teach themselves. He also encourages class discussion on current problems.

A tremendous change will take place in future college campuses, according to Szuberla, because of all the unrest. He said the community colleges will probably lead the way.

"Most universities are hooked to military and industrial concept," he explained, "and the faculty is usually indifferent to students' needs." He added that universities usually cater to white middle-class elites. "They teach many irrelevant and impractical things and some courses are really 'Mickey Mouse.'"

He expounded at great length on the fact that many students believe the teacher knows all. "What they get is 50 minutes of talk," he said. "Most students rate teachers next

to God and look on the podium as a pulpit!"

Szuberla sees student attitudes at C. of D. more beaten down than those of other schools. "They're all a decent bunch, with no pent-up aggressions," he said. "A crushing effect has been applied at home, and Mom seems to be the chief enemy. The big problem is getting students involved."

"The high school system was hard on all of them," he continued. "The kids were too dependent on teachers when they should have been more critical."

On the United States Government situation today, he feels that the Vietnam War is the worst conflict every waged. He said it is all based on a paranoid reaction to China, which really isn't such a great power.

"It's all against our interests, because we really don't need any Southeast Asia property," he explained. "The whole war is misguided and we have overreacted."

Though he believes that President Nixon's policy on setting a time limit for withdrawal is correct, Szuberla would like to see a faster withdrawal than the President predicted.

When asked if he thought the U.S. played too big a role as policeman of the world, he said that he realized many nations do not tolerate United States policies. "Our reputation as a counter-revolutionary force is not a good way to win friends," he said. "We just interfere in too many affairs."

He thinks we need a peaceful revolution because there is a necessity for social change.

Conrad Szuberla has a definite purpose in teaching political science. He wants his students to realize how man can control his destiny through organized collective action—government; how man can influence government policy; what group action is involved in politics; and how the American system works.

He emphasized, though, that political science is not the most important step to success. "Philosophy and literature, which educate the emotions, are the real tools to effect change," he said.

"All we want to do is look for ways to make the world a peaceful and safe place in which to live," he concluded.

Cluster gets faculty OK

Continued from Page 1

at a meeting of deans and department heads. It was dropped until about four months ago, when faculty again studied the possibility of using the concept.

There are many advantages to the idea of becoming a cluster college. Just a few listed are: 1) Students taking courses from the same teachers would get to know them better, 2) Small groups of faculty, by working together in one college, will identify with it and each other, 3) Students will get to know their fellow classmates better, and 4) More use of the campus center, IRC, food services, etc. will be seen by all involved.

With the set up of a cluster, each college would have a common core for education. This would take on separate degrees of self-identity. Examples of common area would be speech, English communications, general biology and history. Shared examples are

anthropology, basic chemistry, basic physics, and accounting.

In the area of unique courses, there would be found advanced physics, electronics, and nursing. Each one of these areas would end with baccalaureate and graduation just as the regular college does now. The requirements for graduation will be a centralized function, although policies will be individualized according to the cluster.

The student, when he registers for the first time, will be assigned to a college. If his major is decided, he can be directly assigned. If his major is general or undecided, he can be put in any college with a vacancy. In order to obtain his goals he has to stay in the assigned college and will not be permitted to attend any other college for any course offered in his cluster. Only if a student changes his major is he permitted to change colleges.

Readers Theatre comes on strong

By Gerry Healy

In their 11 short weeks together, members of Readers Theatre have won the applause of every audience they have played before.

What is remarkable is that they have achieved it without the aid of props, make-up, costumes, scenery, or prize-winning scripts.

Mrs. Jodi Briggs, who is in charge of Readers Theatre at College of DuPage, explained the difference between it and conventional theatre.

"Readers Theatre is actually a medium in which the actors try to portray a scene through their oral

reading. There is very little movement on stage. The players must rely solely upon their vocal tones, gestures, and facial expressions to gain and keep the attention of the audience."

Almost anything can be developed into material. The group has used everything from published scripts to original works, to what is written on the back of a box of Screaming Yellow Zonkers.

Mrs. Briggs explained that Readers Theatre is actually a five credit (Speech 210-Interpreters Theatre) course offered during the spring quarter. The course will be

offered during the winter and spring quarters next year.

The group had as many as 36 members at one time. Twenty-one of them from Mrs. Briggs class and 15 others joined the group for one of more public performances.

In the 11 weeks, the group has played before audiences ranging from grammar schools to College of DuPage students to the Elmhurst American Legion. Audiences usually range from 40 to 250 people.

Mrs. Briggs said that such variety taught the players to be flexible. Often the group does not know what they will face until the performance starts.

"It is then up to them to make what adjustments are needed," said.

Mrs. Briggs, whose office is somewhat of a Grand Central Station for drama students, was interrupted when Pat Berkos stopped in to drop off a script.

Berkos said that participation in Readers Theatre had been a very rewarding and valuable experience for him but he liked it mostly because it is fun.

According to Mrs. Briggs, audience response has been very encouraging.

"The audiences respond quite well," she said. "Their reactions differ from those of the grammar school students who sit wide-eyed and intent during a performance of *The Reluctant Dragon* to the night club response of an American Legion group who joined in with shouts of 'you tell them' or 'you know it!'"

How do the players respond to this?

"They find it quite fascinating," she said. "And as I said before, it teaches them to become very flexible in responding to the type of audience they are playing for."

Mrs. Briggs produced a pile of letters. They were from spectators who had written to tell how much they had appreciated the performances.

One wrote, "A month later and still I am meeting people who comment on your selections."

Another included a donation for a scholarship fund in her letter.

Most recently was the \$200 donation by the AAUW of Wheaton. This money is also to be used as a scholarship.

Another interesting note was brought to the attention of Mrs. Briggs by John Qualkinbush. The players would usually rather play before a male audience then before a female one because the men ask them to join them for a meal before they perform whereas the women simply ask them to perform.

Why do students sign up for Readers Theatre?

"It gave us a great chance to ham it up," said Jan Barker.

This drew a laugh from other players, Karen Wisniewski and Dan Gurski.

Gurski said the main reason for taking Readers Theatre was probably due to interest in acting and theatre.

Karen, who plans to go into professional theatre or teaching said, "I like to perform as much as possible. The more you perform the better. Readers Theatre offers this chance to perform."

Gurski likes the idea of Readers Theatre because it is different. "Most people are used to convention theatre. In Readers Theatre voice and expression are the keys. The scenes have to be set up by the narrator."

Gurski, who plans to go into some area of speech or performing, put his words into practice the next day as he narrated the final production of Readers Theatre, *Behind the Beyond*.

Jan explained her part in Readers Theatre had been helpful in that she now finds it easier to communicate with people outside of the theatre.

Karen agreed, "It is now easier to feel out a person as you would an audience. This makes communicating more relaxed. There is no barrier between the speakers."

The three students echoed Mrs. Briggs' words on audience reaction.

"It teaches you to be prepared for any circumstances that may come up," said Gurski.

They agreed that when they can feel an audience is enjoying the performance, their performance becomes better as they are motivated to try harder.

Karen said that often she will pick out one person in the audience who is enjoying the show more than anyone else. When she finds such a person, Karen directs her performance primarily toward that person.

About the only complaint voiced by the students was the conflict that they had devoting time to Readers Theatre and other subjects.

Mrs. Briggs said that the group had put on nearly 25 performances in 11 weeks. One week the group gave as many as eight programs.

Gurski said that even though there was much conflict with time the players have learned to live with it.

In his words, "The desire is greater than the problems that may arise."

No matter what happens, Readers Theatre is sure to enjoy more success in the future. With the enrollment of new students to join those planning on returning next year, the outlook is bright. The group already has advance bookings for next year.

BOOKSTORE HOURS

The bookstore on campus will be open this summer session Monday through Thursday from 9 a.m. to 4 p.m. and again from 6 to 8:30 p.m. On Fridays it will be open from 9 a.m. to 4 p.m.

TYPING LAB HOURS

The typing laboratory, K-128, will be open daily from noon until 3 p.m. Typewriters, adding machines and a ditto machine will be available to students and faculty.

Academic year in review

By Ralph Guglielmucci

The academic year of 1969-70 at College of DuPage brought many important issues and events, some of which were sources of happiness and really sparked college life, and others which brought frustration, anger, and grief to both students and faculty.

Without a doubt, Lambert Rd. and its miseries was one of the biggest issues. In fact, *The Courier* devoted more time and space in discussing this issue than any other, except perhaps the parking problems.

Spring brought the Lambert Rd. situation to a boil when holes deepened and heavy rains all but completely destroyed it. Although the road was regularly "fixed," the heavy flow of college traffic kept it in bad shape.

Numerous articles condemning Lambert Rd. were published throughout the year, but had little effect.

In late May, the Lambert Rd. situation reached a crisis—angry students decided to boycott and protest the issue, but later decided against doing so when promised permanent repairs by next October.

Parking problems confronted the college all year. Indeed, no one failed to experience the disgust and anguish which the parking situation had brought about.

At first, students were forced to park along streets in residential areas north of campus, and many received tickets from county police as a result. Others were forced to park in muddy fields south of the "J" building, resulting in tow trucks and flatter wallets.

Although a thorough study of the parking situation was made and the problem promised to be alleviated by next fall, one must consider the expected fall quarter enrollment for September—8,500 compared with only around 5,500 in the spring.

The surprise resignation of Thom O'Donnell as president of the Associated Student Body on Nov. 20, 1969, can only be forgotten by a few. A long article by O'Donnell appeared in the Dec. 4 issue of *The Courier* explaining why he resigned.

This forceful and provocative article really shook up both students and faculty.

Nanci Alumbaugh was named president following O'Donnell's resignation, and Ed Marx was named vice president.

Although these issues and events were doubtless the most significant, the following were also important landmarks during the year:

The 40 students from C. of D. who rode a bus to Washington, D. C. for the Moratorium and had to hitchhike back; the students who donated blood to Glenn Rakosnik of Lisle, a young hemophiliac; the establishment of the Environmental Council in February to fight pollution.

The remodeling of the bookstore; the proposed "Bra-burning" by militant members of the Women's Liberation Corps; the proposed publicity code by the administration which the Student Senate violently rejected; the issuing of a parking ticket to Dr. Berg; and the conflict between the Executive Board and Rich Coe, editor of the *Quarterly*.

Other events were: the ASB elections in early May, which resulted in Fred Robinson's being elected President of the student body; Liz Zubaty, coordinating vice-president, and Tom Biggs, executive vice-president; the subpoena of four White Panther students after a complaint of obscene literature being distributed on campus; the no "F" grade proposal; the rise and fall of Lake DuPage; the construction of the new arts building.

The protest and memorial services dedicated to the four students who were killed at Kent State and the mock graves constructed by students in front of the "J" building; and the death of Kathy Vandermullen, C. of D. student, as a result of an auto crash.

Faculty Wives install officers for coming year

The College of DuPage Faculty Wives recently installed officers for the coming academic year.

Mrs. William Bell of Glen Ellyn is taking over the presidency, assisted by Mrs. Carter Carroll of Westmont as vice president.

The new recording secretary is Mrs. Arthur Rose of Glen Ellyn; corresponding secretary is Mrs. Ralph Martin of Glen Ellyn; and Mrs. George Kautz of Wheaton is serving as treasurer.



Summer 'yakata' expected to be 'in' big this summer

By Jennie Sokol

Do you know the secrets of a Japanese yakata? If not, you soon will when the wave of Japanese style infiltrates the American fashion industry this summer.

A yakata is a summer kimono in cool informal prints. It is the least formal and easiest to manage. At first it was used as a kind of bathrobe, for the cool feeling of cotton on one's skin gives a great relief. The complete outfit for the yakata includes three sashes of which two are almost or completely covered and one, the obi, wider than the others, is wrapped around the outside. Nowadays the yakata has even come to be used as outdoor wear.

Putting on the yakata is very simple. One slips the arms into the sleeves, and holding the lapels, bring the left side over the right, like with a man's coat. Make certain that the side seams are straight and in exact positions at each side.

The yakata is worn slightly shorter than the regular kimono. It should come to just above the ankles and it is important that the right part not show under the left. When the yakata has been raised to the desired level, the first of the Himono or narrow sashes, should be firmly and neatly tied around the yakata a little above the waist.

Since the yakata is longer than needed, the previous step will leave extra length above the waist and this material should be folded down neatly over the tied sash. The fold is known as the chashori. Next arrange the collar and the neckline neatly, smooth the upper part of the garment and tie the second Himono over the Ohashori to hold it firmly in place. Tie the obi or wide sash over the Ohashori and the second himo.

The yakata can be purchased at most any large department store or can be made using the same pattern as for a kimono.

Board names co-editors for Worlds and Pictorial

Mariclare Barrett and Lyn Hamlett have been chosen coordinating editor and literary editor, respectively, for the 1970-71 College of DuPage literary magazine.

The two coeds have stressed the importance of calling student attention to the publication. They hope to get literary materials from more areas of the college than have been obtained in the past.

The co-editors intend to seek more short stories and essays. They also intend to continue the use of color and the various novel graphic effects instituted in this year's magazines.

The girls are already sending notes to faculty requesting help in calling student's attention to Worlds. The co-editors will succeed Mrs. Kathy Ryba, editor of last year's Worlds.

The Quarterly Magazine will be under the co-editorship of Richard Coe and Philip Argenti during 1970-71. Coe, last year's Quarterly editor, has suggested that areas of the magazine be given to different photographers for them to work out. There will be some use of color and magazine layout will still be done by students, but the printing will be done outside the college.

Anyone interested in contacting Coe about the Quarterly Magazine may do so at the photo darkroom in the J building between 5 and 8:30 p.m. Tuesdays and Thursdays.

The editors were selected by the recently created publications board, comprised of editors and advisers of all the college's student publications.

Randy Meline will succeed Robert Baker as editor of next year's Courier as was previously announced.

DuPage to host N4C cross-country conference Nov. 7

The newly established North Central Community College Conference (N4C) has announced the fall conference championship dates for golf and cross country.

According to N4C Athletic Commission Chairman Dr. Joseph F. Palmieri, physical education chairman at College of DuPage, the conference golf tournament will be held Saturday, Oct. 17, at Illinois Valley College in La Salle, while C. of D. will host the conference cross country meet Saturday, Nov. 7.

College of DuPage and Illinois Valley College were formerly members of the Northern Illinois Junior College Conference, which has been divided into four separate leagues due to the rapid expansion of community college athletic programs in recent years.

Also members of N4C are Joliet Junior College, Morton College, Rock Valley College and Thornton Community College.

ASTROLOGIA

By Carol Mejdrich

Aries (March 21-April 20): The Aries personality contains courage, activity, movement. He is the battering ram of military ventures. He has the capacity for bravery, pioneering, pulling up stakes and moving to another environment, exploring and colonizing, and also for sacrificing of self in order to attain specific ends. Sharp, energetic, fiery, unthinking, never counting the costs, Aries is fierce. First sign of the zodiac, it is associated with birth and rebirth. It is ruled by Mars, the planet of energy and instigation.

Taurus (April 21-May 20): All of the lore associated with Taurus testifies to the hardy determination of this solar group, its possessiveness, its warmth, and its passionate nature, which is not particularly demonstrative. The typical Taurean, like the bull, glories in his personal strength and plunges forth into life with enormous self-confidence. Its Venus rulership testifies to its glowing love of nature, its appreciation of beauty and comfort and the effort it will expend in order to have possessions and luxuries. He has great charm and poise which can emerge when the Taurean feels that it is demanded of him.

Gemini (May 21-June 20): Gemini is the third sign of the zodiac, denoted by the symbol II, which testifies to the duality always associated with this sign. Communications, fine speech and humor are always associated with the Gemini personality, while speed was given to Mercury, the winged messenger of the gods. There is an implication of eternal youth attributed to Gemini and Mercury. Gemini is the sign of education and science, and it signifies the desire to learn.

Cancer (June 21-July 22): The crab, the symbol of this sign, testifies to the tenacity of this solar personality, which clings to traditions, customs and routines. People born in the sign Cancer are usually quite sensitive, and great care must be taken to avoid hurting their feelings. They, too, like the Taureans, are possessive. They have a love for home and accumulations. Cancer people are often found to be very good artists, and they can truly enjoy leisure-time painting or sketching activities, especially when near water. They should watch their moodiness, though, because it causes great concern to friends.

Leo (July 23-Aug. 22): This sign is symbolized by the lion, and is associated with leadership, proud and lofty thoughts. The ancients called Leo "the day house of the Sun," and the Sun in all its splendor always had prime jurisdiction over this sign of the zodiac. Leo has pride, dignity and brilliance. It is considered a masculine sign and those born in the sign or Leo are said to be especially close to their male parents, capable of enjoying and profiting from harmony with their fathers. Leo rules the theater, and it's interesting to note that there are probably more theaters operated during the summer than at any other time.

Virgo (Aug. 23-Sept. 22): This sign is symbolized by the Virgin. This sign is usually represented by a serpent with a check mark, indicating prohibition of sex in the virgin. Virgo rules at the time of preparation of the harvest, when the virgin earth will bring forth food for the human race. It signifies the care of good health and daily vigor. This sign is said to

produce the best, most practical, and energetic workers of the zodiac. Virgo is also ruled by the planet Mercury, and because of this, often tends to over-communicate.

Libra (Sept. 23-Oct. 22): The seventh sign of the zodiac, Libra has long been symbolized by the Scales or Balance, which represents the astronomical truth that while the Sun is in Libra the days and nights are nearly equal in length. There is also great balance in the Libra personality, a feeling for justice, harmony, and symmetry. Unity is expressed by Libra, because it is the bridge sign between the two halves of the zodiac, and has authority over all partnerships, including marriage. Equality is always the goal of Libra, linked with the spirit of fair play in all dealings.

Scorpio (Oct. 23-Nov. 21): The eighth sign of the zodiac, is symbolized by the scorpion in most representations. In all the lore associated with the Scorpion, you will find the implication of passionate emotions and great desire. Some have seen an association between the scorpion of the zodiac and the reptile in Eden which led Eve astray. These stories testify to the truth that the Scorpio-born are particularly dynamic in love relations and ultraphysical, the sign Scorpio having rule over the generative organs of cosmic man.

Sagittarius (Nov. 22-Dec. 21): This sign is symbolized in the zodiac by the Centaur. The Centaur is holding a bow with an arrow, drawn and ready to shoot, a representation of the outward honesty of the Sagittarius-born. This sign rules all field sports as well as advanced studies and long-distance travel, is considered to bring easy-going, freedom-loving attitudes. Since Jupiter, typifying wealth and windfalls, is the planetary ruler of Sagittarius, many 19th century casinos used representations of the Centaur on their carriages taking gambling tourists to the tables.

Capricorn (Dec. 22-Jan. 19): This tenth sign of the zodiac is symbolized by the goat. The word, Capricorn, is a compound of the Latin "capra", meaning goat and "cornu" meaning horn. The ancients represented this sign with a strange-looking animal — its forepart that of a goat, its hind part that of a fish, thereby signifying the unusual talents that are found in the earth-ruled Capricorn people, who can function well outside their own element. These people are self-disciplined, tending to be conservatives because Saturn is their planetary ruler, showing all the endurance of the mountain goat, climbing from narrow ridge to a higher precipice, refusing to be put off or denied. The Capricornians are associated with the status and prestige achieved in life — but almost always on their own.

Aquarius (Jan. 20-Feb. 18): This is the eleventh sign of the zodiac, symbolized by the water-bearer, and denoted by the symbol of two wavy lines, which represents part of a stream. Free-flowing water also is a representation of the drive for personal independence that characterizes people born when the Sun is in the sign of Aquarius. This sign is friendly and helpful in nature and is most often associated with companionship and membership in large groups. People born in this sign are most thoughtful and considerate.

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Dear Students:

We, the members of the A.S.B. Executive Board, would like to extend a hearty welcome to you. We know that in the heat of the summer, courses can get to be a drag. That's what we're here for: to provide relief in all sorts of forms, from a glass of lemonade to a really fine program of summer activities. Watch for details to be appearing soon.

You can find us almost any time of the day or night in the student government office, located along the south wall of the campus center in K140.

We'd like to meet you. If you have any questions, problems, or ideas to offer, or if you'd just like to come in and rap, feel free to do so. We're here for you. Welcome to the College of DuPage.

Mariclare Barret
ASB Comptroller

boisterous confrontations. The freedom of discussion and the apparent impact of these discussions reaffirmed our hope in our political system. We firmly believe that our presence in Washington has had a profound effect. This effect may not be seen immediately, but we can only hope than the awareness in the necessity of involvement which we now have will continue and that we can and will convey this awareness to those around us.

Margaret Sheehan
ASB Senator

Summer theatre schedules 4 plays in Campus Center

This summer College of DuPage will enhance the dramatic scene in DuPage County with four major theatrical productions to be held in the Campus Center:

June 26, 27, 28: **TWO WORLDS**—a variety show featuring Norman Corwin's "The World of Carl Sandburg."

July 10, 11, 12: **YOUR OWN THING**—a rock version of the Shakespearean comedy, **TWELFTH NIGHT**.

July 24, 25, 26: **THE TIME OF YOUR LIFE**—a Pulitzer Prize-winning comedy by William Saroyan.

August 7, 8, 9: **HOW TO SUCCEED IN BUSINESS WITHOUT REALLY TRYING**—one of the most popular Broadway musicals in recent years.

Williams heads Illinois admissions counselors group

James H. Williams, director of admissions and student accounting here, took office as president of the Illinois Association of College Admissions Counselors during its annual meeting at Millikin University, Decatur.

While serving as president for the coming academic year, Williams hopes to "expand the efforts to aid students from minority and disadvantaged groups in their quest for meaningful advanced education."

At the same time, he is concerned with the "unreasonable" admission demands that some groups of students have been making on colleges and universities.

He plans to work for an equitable resolution of the problem that will not jeopardize educational fulfillment desired by the majority of the student body nor endanger the academic standards of educational institutions. He feels that community colleges can play a vital role in this important task.

Williams also hopes to expand the association's program of in-service training, in an attempt to help admissions counselors better serve today's pre-college students.

Williams joined College of DuPage in 1967 as a counselor and director of financial aid and placement. He assumed his present position in 1968.

WANT ADS

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