Board Appoints Mahoney To Academic Affairs

John Mahoney, a sophomore from Springfield, Ohio, was elected to the Academic Affairs Committee last Monday by the student body. Mahoney is interested in working with the pass-fail system, and different things in the curriculum that come up," Mahoney Tougher, a committee member, commented. The former members of the committee would continue on the Academic Affairs Committee next year. According to Vice President R. S. Farris, the Board will decide next Monday night who will have a vote on the Board and who will head the Student Academic Affairs Committee.

Am Statham presented the constitution of the Social Council for approval. Some length debate followed about Article I Section 1 which reads: "Any student group desiring to initiate any kind of (social) activity affecting the entire Student Body, excluding the date and description of the desire activity to the Social Council for approval and entrance onto the social calendar." The problem, as pointed out by Tom Hanrahan, is that such a council would not have a discussion or any other event without consulting the Social Council—"even though REACT is not an officially recognized campus organization. In order to solve this problem the Board added "social activity" to the section and apparently felt this would remedy the situation. If this does not remedy the situation the Social Council must be amended. The constitution did pass. One Board member was heard to remark, "I thought anything involving more than one person was a social activity."

The premiere performance of "Everybody Loves A Clown," the second student film production, will be held Saturday, May 17, in the Marian Hall Auditorium. The film, which has been about eight months and $150 in preparation, is an attempt to explain the life of an individual through a "parable." The clown, played by Joe Ackerman, presents the life of a bum, with few possessions, who has complete control over the lives of his own, his only reward for living is the life he projects on the film. "If this film the business students, the others, the essentials will emerge," said Ackerman. The film may also make it possible for the producer to earn a future dollar in film experimentation.

The film is being produced by John O'Kane, Jim Widmer, Bob Schaff, Paul Kasmer, and Kent Overholser. Film distribution is being handled by the Film Society and is expected to make $200. Interested students and faculty members of the film are being invited to a special showing Friday night.

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TheHoli Thing

Editor-Grilled, But Not Cooked

by Michael Hohl
Editor-In-Chief

Last Tuesday evening the Phoenix was purgatorially "investigated." It was the Student Board, Mark Fedders, Mary Ann "Firebrand" Millar, and the Phoenix. This investigation is, was, and will continue to be, to the advantage of telling Board members how publications work.

Unfortunately, the members of inquiry of Miss Fleetwood and Mr. Radke had straws of the Spanish Inquisition. They came to see me with three legitimate complaints: crooked headlines, misspelled names, and misstated pictures. I agree wholeheartedly that these things should be corrected. However, included in the Board members help me see this point in a 50 minute ride.

It would seem that they are quite concerned about the make-up of the Phoenix, which they feel is in poor taste. One member, not all of whom, reproaches me for some un-named English misspeach. I'm not sure if we can read in the same way. When quizzed about the names of these teachers, this member preferred not to be quoted. This is the most value criticism by people with some experience in journalism, particularly critical about make-up of our paper.

In the course of the process, there was a question about the fact that the Phoenix is a student newspaper, makes a $5000 commission on advertising. These two Board members evidently felt that this was out of line. They were quoted over the Phoenix.

Miss Fleetwood and Mr. Radke informed the committee of me and my staff in putting out a weekly newspaper, and that this is a completely un-warranted criticism. So you see, each one of these can be seen by this semester's Phoenix.

I could well provide this by discussion with those Board members, if before their view of putting out the time to become acquainted with the pitfalls of putting out a newspaper and the time to become acquainted with some journalistic techniques.

The Board members and I, I think, do not agree on the primary function of a college newspaper. I was unable to get a satisfactory answer from them on what they thought was the primary function. My philosophy is: a college newspaper should be an up-to-date, factual report of the happenings on this campus for diverse opinions and topical detail, thus fulfilling journalistic capacity can end.

This semester's Phoenix has strived toward this goal, this was out of line. Any Phoenix that I edit in the future, my staff, will be topically and weekly, informative. Phoenix, a not desirable publication for us edit, not a necessary one for this campus.

My editorial board and I are ready to take on the responsibilities of a newspaper. We will not print a history book.

Letters To The Editor

To the Editor of the Phoenix:

Next week, the final issue of the Phoenix, will be presented for public opinion. The issue, for some, will provoke anger for others praise. However, included in this issue will be a question asking whether the opportunity to vent their opinions under the anonymous make-up of the Phoenix magazine has had upon them, and at the same time place the Anti-Editor on trial for judgment by the student and academic body to decide the foreseeable future.

The "Anti-Editor Notes" in the first issue stated that Marlan is "vital territory," of which the firelli will "rape and destroy.

The firelli is a catalyst," the notis state.

"If we do anything, we hope to provoke debate." And this is what it does. Aside of the debate, instead of being centered around the publication, as should be a campus publication, it is centered on the publication, so href or intellectual, were asked. Putting aside all labels which might be attached to the firelli, we, the Antii-Editor, state that this "vital territory" which the firelli should have been what it was, and whether or not one would want to go on this vital territory or intellectual is of no concern. It should be judged for its effect.

If the magazine seemed so over, we feel that it was necessary for the kind of "territory" in which it appeared.

PropogationOfSelfRespect

ChangesBlackPerspective

by Carole Williams

One of the more recent and progressive movements of the black revolution is the development of a new self-awareness and inherent pride of one's blackness and one's black past. Black has called the black community a "black pride," which has too long been emphasized only white history and accomplishment. Black awareness is not a just a fact, for blacks have now, more than ever, hungry minds which will not be satisfied with white rationalization or mass violence. Black history is not the beginning of a long journey to the goal of black self-respect and awareness, and now education must replace indoctrination.

Black college students have been the pioneers in this movement for self-knowledge, but this education must be given before college self-awareness and self-pride can be installed in a semison of one's life. Just as young blacks must be taught the preconception of self-regard, so must they also be taught that mutual hatred will achieve nothing. This is a monumental problem, since there has been and still is a great deal of mistratment of blacks, and this factor alone seems the need to educate all blacks, not just the blacks who attend college. How mass education is to be accomplished is still unresolved, but it is not a hopeless goal since blacks are now even more willing to unite to protest.

Blacks are just as badly in need of education in black culture as they are in need of education in the outside world.

One of the many problems hampering the black movement in black rationalization. Too often, while "allowing" blacks a few opportunities, thereby provide their own ideas, black pride is not a just fact. For blacks can no longer be considered as white people, and until now they have been. And it is a gross injustice that this should be considered. But blacks are now even more willing to unite to protest.

Blacks are just as badly in need of education in black culture as they are in need of education in the outside world. It is in this process that the issue brings to light the problem of mutual hatred.

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**Teacher Aspirant Program Focuses On Inner City**

By Nita Saler

The more films created by Francesca Truffaut that one watches, the less inclined become one to want to grow up. For underlying all of Truffaut’s films is a little-noticed tragedy of man, namely, that one has to sooner or later give up the quality of teaching and mature. This tragedy is mainly centered around Truffaut’s semi-autobiographical series about the innocent Antoine Dolté. The last time we saw Antoine was when we followed his loss in the films of The 400 Blows. However, most recently we have seen him in Truffaut’s latest film, Stolen Kisses.

The film is basically a casually remarkable reminiscence of hygiene education and teaching, or nostalgic and scruffy recording of a French song from which the film takes its theme, “What’s Left?” The singer bemoans the loss of the art of the day, of stonemasons, of stonemasons. What’s left? Nothing but an old tree, a worn out and withered youth; and this is what we see in Stolen Kisses, a photo of Truffaut’s, or mine, or yours, or anyone’s, the innocent times through which Antoine travels playfully, treating his job as a private detective in the manner we knew as a child, hiding in our trenchcoat while trudging a sleepy, hopping, and sneaking from tree to tree; or Antoine’s infatuation with the older but beautiful Madame Tabard, whose gentleness and poetic mysticism draws you into the screen in her about monologues in which she tells Antoine something about her and her strange family. “People are terrible.” Her infatuation reminds each of us of one we all experienced in our youth.

This is one of the five contributions that Truffaut pays to humanity. For in the end we see how much Truffaut loves the real life, “Love,” Antoine’s detector of reality, “is a way of compensating for death, or proving that you exist.” And after all, just as we must someday. But before we die we have to grow up and it is about which the director is warning us. The last scene follows a man who has been tracking Christine, Antoine’s girlfriend, since the beginning of the year and who finally comes up to the young couple sitting on a park bench, confessing love to the girl. She must accept this love, he tells her, or else leave the whole world which can provide only “provincial love,” taking time out from the everyday world, this man has left the stamp of his existence. Because this woman will always be there to love her, every hour, every minute. “For madame,” he relents, “I am legal.” He is always there for Antoine and Christine only soolf and in between small crowds is insane, and this is the tragedy that Truffaut is trying to say. Antoine, once a lover of music, is like that of the young couples, is slowly fading and we are rapidly approaching adulthood and reality, and our youth will only become “indestructible kisses” of our real lives.

**Truffaut Explores Lost Youth**

by Jim Widmer

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**Teacher Aspirant Program Focuses On Inner City**

by Nita Saler

...Invisible. Black, white, beneficial and worthless...” affords an insight into teaching methods.

Students and teachers give their opinion on the value of the Indianapolis Public School System’s Teacher Aspirant Program, which originated with Dr. Harold Negley, Superintendent of Schools in Indianapolis, in 1964, as part of the National Education Program, Truss program had as its function to improve the quality of teaching in public schools. Initially, it didn’t match with the areas of remedial reading, and tutoring in inner city schools, but has since been extended to other areas. In its early period, only 33 Indianapolis public schools received the assistance, but this number has steadily increased over the past four years.

Qualifications for the Teacher Aspirant Program include being a college student, working toward a degree in education or teaching, or involvement in a related field such as social work or psychology. The Aspirant teacher is paid $3.50 per hour from Indianapolis public school funds and is expected to work a maximum of 15 hours per week. Hours are chosen to fit the student’s schedule and the regular class time of the school. For example, a school might extend from 8:30 a.m. to 3:15 p.m.

The aspirant, usually assigned to an Inner City school, is usually placed with a well trained teacher; in this way she can acquire valuable teaching habits and ideas.

By being placed in an Inner City school, the young teacher becomes aware of the conditions, problems and effects that this kind of environment can have on the children.

The aspirant more or less follows the professional teacher’s code. He must maintain a professional relationship with each student and staff member at all times. Individual interviews with an individual student or a student’s environment must be used only as a basis for aiding the student and may not be taken outside the classroom situation.

Most teachers involved in the program, respeoted favorably when asked whether they felt the program was beneficial.

Mrs. Coleman, a professional teacher, says that "the Aspirant Teacher Program is a very beneficial and worthwhile program for all participants. Participation in this program enables the student to gain more insight into methods, techniques and procedures pertaining to the field of teaching. The aspirant teacher has an opportunity to share experiences with the students, the classroom teacher and the classroom teacher.” Speaking of a particular student, she continues, "It is a great desire to help, and to participate in any way possible is characteristic of the aspirant teacher working with children. The service she performs are done willingly and executed well. However, one disadvantage is shortage of time which does not allow the aspirant teacher to get an overall picture of the classroom and its abilities in areas other than teaching. Activities which they might be called upon to perform include working on special projects with students, playing games, assisting with bulletin board preparations, and correcting papers.

Mrs. Betty Picker of School 7 feels that "This program has given me a chance to work with which grades they would like to teach. I wish I had the chance to participate in such a program as a college student."

"The aspirant teacher is an asset to the classroom," says Mrs. Wallace of School 44. "They seem to have enthusiasm and an armed service themselves in classroom and school." She says that "The program has special merit since it can be started as early as the freshman year in college. This is of two-fold value. It helps eliminate those whom not, personality or otherwise, from the teaching profession and it same time because the aspirant can make an astute decision about going into teaching as a career. I only hope that we can help them make a more knowledgeable decision." On the program, she states, "We have gotten insights into the problems of teachers, schools, and the special problems of the inner city that I couldn't have gotten from books."

Kathy Langenherz feels that this program is "a good way to get involved with the inner city, especially the inner city child." She says that "I have been an aspirant teacher at School 44 and have benefited in strengthening my desire to enter the teaching profession. I now feel better informed as to what people do to make inner city life, I feel the program is resourceful to a person's overall development."

She says that "The experience I've gotten from the program will speak a lot about me to my development as a person," states Ruth Miller. "For six hours each week, I live almost totally surrounded by people."

Lara Jo Bills, who works at School 76, an inner city school, enjoys the teaching opportunity. "This has given me a chance to work with people."

Audiology, 8:30-12 p.m.

Mary Ann Elshoff, 8 p.m.

Mindy Wilson, 6-9 p.m.

Michele Clements, 8-10 p.m.

Carolyn H. Miller, 7-10 p.m.

Mary Lou Johnson, 5-8 p.m.

Vivian Leavitt, 5-8 p.m.

Patricia Lee, 5-8 p.m.

Vicki Lachow, 5-8 p.m.

Joyce Miser, 5-8 p.m.

Judy Manlove, 5-8 p.m.

Barbara Miller, 5-8 p.m.

Janet Miller, 5-8 p.m.

Susan O'Brien, 5-8 p.m.

Julie Pugh, 5-8 p.m.

Barbara Ritter, 5-8 p.m.

Sue Schaefer, 5-8 p.m.

Deborah Smith, 5-8 p.m.

Sandra Timmons, 5-8 p.m.

Sharon Wilson, 5-8 p.m.

Susan Young, 5-8 p.m.

Suzanne Zern, 5-8 p.m.
Knights Bound For N.A.I.A.

Take Loss From Rose Poly

The N.A.I.A. bound Knights dropped a 7-5 decision to RPI in Harkins Valley Wednesday. Barney Pangard made his first appearance for the Knights on the mound and was tagged with the loss. Pangard gave up seven runs on ten hits. He also gave up two walks and struck out four. Dick Smith, the RPI hurler, went three for four including a 336 foot drive over the right field fence.

Larry Horbach again led the team offensively, going two for three at the plate and scoring three runs. The clutch hitting of Dick Wilhelm and the power of Mel McIntyre helped to produce two more Marrian scores. Aaron "Mr. Utility of 1969" Goldsmith had a disappointing day at the plate but found a new home at shortstop making several excellent plays.

Rose Poly led off the scoring with two quick runs in the top of the first on two hits, an error, and a fielders choice. Goldsmith ended the inning by snaring a line drive and catching Beranek of RPI off base. The Knights got one back in their half of the first, two in the third, and two more in the fifth to go ahead 5-3. RPI picked up one in the sixth, one in the seventh, and two in the eighth to wrap up the victory.

Earlier this week, the Knights pulled off a big one by beating Butler at Butler, 4-3. This win plus victories over Ball State, and the Univ. of Louisville insured the Knights a N.A.I.A. berth. Five day the Blue and Gold diamondbag students play Taylor Univ. away in double elimination play. The game with Taylor should be the real test as they are favored to win the tourney.

Andretti Leads At Speedway

So far this year's practice laps out at the Speedway have produced near record breaking speeds like Marlo Andretti's 173.657 M.P.H. Sixteen other cars have also screamed past the 165 M.P.H. mark. Many of the old pros are predicting 165 as this year's cut-off for the starting field of 30. Also out at the track right now is STP No. 20 and driver Art Pollard. No. 20 is built as a Plymouth super-wedge with a 318 cubic inch engine.

Cas (Continued from page 3) may be appealed but the school is better off if requests are not cut at the local level, since they are almost always cut again at the national level.

A change in the nation's administration is also a sign that a college's requests will be cut. As an example, the school will receive only 49% of its NDSL request for next year.

Paul Newman Stars May 10

Friday, May 10, the Fine Doyle Hall Film Series will present "Hombre" in the Marian Hall Auditorium. The film will begin at 8:00 p.m. and the admission fee for adults is only $1.75. Paul Newman stars as a white man who has been subdue and raised by his redskin counterpart, the Apache. When he is ejected back into the world of the white man, he must then decide with whom he is to identify. The opportunity presents itself when he and a group of white stagecoach passengers are trapped in a decrypit mining camp.