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BLOOMINGTON - NORMAL



# Post-AMERIKAN

15¢

*Man is Descended from Guerrillas*

Vol. 1, No. 2

NORMAL, ILLINOIS

April 17, 1972

**EARTH: LOVE IT OR LEAVE IT**



# MACHINES AND

## A MINORITY REPORT ON THE PROFESSIONAL SEQUENCE

Hard core assholeism is spreading. While the Nixons and Agnews of the world leave little doubt what that can mean at the centers of great power, no community, no matter how isolated, is safe from the crippling effects of the disease. At ISU an epidemic has broken out, and, if the professional sequence is to be believed, the College of Education has a terminal case. And just what, the uninitiated may ask, is that?

In short, the professional sequence is the newly created mechanized and programmed learning process all ISU secondary teacher candidates are required to complete before being certified to teach in Illinois. The sequence has replaced the previously separate courses: Secondary Education, Educational Psychology, Secondary School Reading, American Public Education and, ultimately, Philosophy of Education. There is no option to the sequence. One goes through it or he doesn't receive a teaching certificate on the recommendation of this university. While there are no courses or teachers as such in the professional sequence, there are "packages". A "package" is a unit of study built by the professional staff, who use video-tape or slides and audio-tape to present lessons formerly included in the individual courses. The tapes are stored in a highly sophisticated (not to mention costly) computer brain. The student is then called upon to plug into the computer and, with the aid of his Professional Sequence Guide -- a handbook of instructions and requirements, demonstrate his mastery of the data through various worksheets and tests. While the mechanics of the system are complex and involved, the intent is clearly simplistic. Working toward what they call "individualized instructional lessons for pre-service secondary teachers", the "educators of the educators" have established what they consider to be the model in teacher education and are now busily engaged in its production.

Each student works at his own pace through the sequentially numbered lessons, successfully completing a test at the end of each lesson before moving on to the next. In this manner the student earns merits for each completed task until he reaches the required number of merits whereupon he is moved on to student teaching and finally to certification. Old Cub Scouts will be forgiven at this point if they are reminded of Wolves, Bears, and Lions.

### RE-CYCLING

There are no failures in the professional sequence. If a student cannot master a given unit by scoring 80% or better on a multiple choice, true/false test then he is "re-cycled" until he can. There are no grades of any sort. There are only those who complete the sequence with the required number of merits and those who do not. Those who complete the cycle are certified while those who do not are forever lost in the somewhere world of the uncycled. And that has the potential of growing to a significant number as more and more students are dropping out of education, giving the professional sequence as their reason.

But while student criticism is mounting, the professional sequencers are retreating to last ditch defenses like "economic necessity" and victim analysis. Unable or unwilling to meet rising student criticism of the sequence, some of the professionals in the Department of Education are presuming to answer students with the specious argument that they complain only because they haven't adjusted themselves to the new system. Dr. Walter Pierce, one of the founding fathers, recently embraced this peculiar logic in a discussion with a disenchanted student who subsequently dropped out of education. As Dr. Pierce explained it, many students are essentially lazy and looking for an easy ride and that's why some of them think they dislike the profes-

sional sequence. Perhaps that explains why one of the questions on the first test in the sequence is a true/false item which states that the professional sequence is a better system than the one it replaced. The student is taught to respond with TRUE to that statement before he ever gets involved enough in the system to make any meaningful evaluation of his own. But that is more or less the point, after all. It isn't the students' considered opinion that counts. The only opinion that matters is the one the test-maker holds and he isn't asking for an argument, just agreement.

In the underground it is understood that anything the people don't control has the potential of being used against them. And Dr. Pierce, whether he knows it or not, is demonstrating how effectively that principle can be applied in the university community. There is a disturbing cynicism at work in all of this and Dr. Pierce is not alone in expressing it.

### SURVEILLANCE

At the grand opening ceremonies of the PS last fall in Capen Auditorium I was present as Dr. Charles Hicklin, with an overhead projector illuminating the words, DON'T TRY TO BEAT THE SYSTEM, admonished his audience of several hundred teacher candidates. He advised against any nefarious schemes and then, as if his warning lacked teeth, pointed out to the assembled ISU students that the professional sequence had a built in surveillance system and any attempt to beat it would be futile. The sorrow of the whole scene was that not one student said a word. They just sat there. No walk outs. No protests.

### No. 2 PENCILS

Recently, in a private conversation with Dr. Leo Eastman, Chairman of the Department of Education, I asked if he did not agree with me that it was insulting to the intelligence of college students to ask some of the mundane questions included in professional sequence tests. As a specific I cited a true or false item from the first test in the sequence: The statement, which is correctly marked TRUE goes to the effect: "We use number two pencils when taking a test." Dr. Eastman's response was that, while I and others might find that sort of question insulting to the intelligence of the students, the fact is that, even after learning and testing, there will be students who show up for the next test armed with a ball-point pen rather than a number two pencil. If we are to believe students are as incapable and irresponsible as these examples suggest, then, by what magic -- in or out of any sequence -- will such dolts ever become qualified teachers?

### STUDENTS AS FILE CABINETS

The educational philosophy out of which the professional sequence was born has best been defined as the "file cabinet" theory of learning. Under the terms of this theory, the student comes into the educational environment with an empty head, or file cabinet. The teacher, who is in possession of knowledge, then commences to store information in the kids' heads much as he would file papers in a previously empty drawer. Then, to make certain that the data has been properly stored, the teacher tests for feedback and grades for accuracy of recall. It's all very simple: One, two, three. Input, storage, retrieval. Very simple. And very outdated. John Dewey smashed that concept of education at the turn of the century and not one significant voice in the field today advances such an outmoded, inaccurate, and plainly unenlightened view of the learning process. Nevertheless, that is the prevailing philosophy in the ISU College of Education.

# OTHER TEACHERS



- self (herself) as being more like members of the opposite sex or wishes that he (she) were a member of the opposite sex."

At no place in the Professional Sequence Guide is the prospective teacher told what specific behavior characteristics manifest any of these internal feelings. It is just more or less assumed that such deep and complex attitudes will show up in behavior in so obvious a fashion that any ISU graduate will be able to recognize what is going on without any further instruction. This is the same ISU graduate, remember, who cannot be relied upon to bring a pencil to the testing center. Just who is kidding whom?

Those students who can successfully store the data will be passed on to higher grades. An especially perceptive student in this system is apt to notice as he goes along toward graduation that the common denominator of advanced knowledge is likely to be nothing more than an escalating scale of data abstraction. In the case of the Professional Sequence the data sometimes becomes so abstract as to lose meaning altogether. But if the philosophy of education embodied in the sequence is distressing, then the content of the packages can be an unmitigated disaster. Some all-too-typical examples from the Professional Sequence Guide include:

- \*\* The almost incredible "Package on Packages" wherein the student is taught how to build a package (ultimately the students will be adding their packages to the computer brain for use by other students). Two questions from objective 0516 ask: 1, "What optional elements may be included in a self-instructional package?" and 2, "In what circumstances is it necessary to write your own learning material and not depend on pre-written material?"
- \*\* From Checklist 0311: Students are given here a list of characteristics of disturbed classroom behavior including 1, "Excessive requests to go to the bathroom." 2, "Chronically fearful, apprehensive or depressed."

## DISTURBED BEHAVIOR

For some reason it never seems to occur to those intellects capable of thinking up standards of behavior for everyone else that there are some very sound reasons why certain individuals either will not or cannot conform to the model. Sad to report, but there are many high school teachers who would argue that there can be NO justification for a student being "chronically fearful or depressed". There are others, however, who maintain that American society is perfectly capable of producing conditions which would chronically depress or frighten. Indeed, there are even a few who consider it unlikely that many can continue to avoid that reality. Nevertheless, those conditions mean a disturbed and/or disturbing kid though no one in the Professional Sequence Guide has spelled out just exactly why being disturbed in so undesirable. In what seems to be some sort of refutation, Rollo May contends that anger, for example, can be a very healthy and useful response in dealing with the realities of the society.

As defined by PS, disturbances of attitude toward self include: 1, "The child who has a generalized sense of inferiority. He is clearly unrealistic in regard to his strengths or limitations". Here it is again, some one else knows you better than you know yourself. The professional sequencers, like oppressors everywhere, take upon themselves the right to define everything, including other people. They know what is realistic to the secondary school student, the same way they know what their own students really object to in the Professional Sequence. With the power to define terms, things can be pretty much as one wishes them to be.

Also under "disturbances of attitude toward self" one finds: 2, "the child who has an expanded sense of adequacy and is equally unrealistic about his abilities." "Round and round and round we spin ..." Again: 3, "The child who feels that he is unable to love or be nice to anyone". And again: 4, "The child who sees him-

After having spent over eleven years in secondary school teaching, I really am left wondering if the professional sequencers, with all their standards and norms of desired behavior, can even begin to imagine the horror that is dumped on a high school boy when his teachers have decided he is a sissy. I have seen a few examples of how an overcompensating physical education teacher or a frustrated army officer can go about "making a man" out of a kid. It can be grotesque and usually is. Later in the same checklist, under the heading "Disturbed Relationship with Peers" one finds: "overly shy and fearful of peers." And then, almost in self-parody, "Inability or unwillingness to be concerned about the welfare of the group as a whole".

I cannot resist the temptation to tell here of the Doran kid. Back in the mid-sixties, while I was teaching at Oak Lawn High School, there was a kid whose behavior was so odd that throughout the school his name became synonymous with crazy and wierd. His reputation was not limited to the student-body. I overheard teachers at Oak Lawn saying many of the same unkind and unsubstantiated things the kids were saying. In the mornings before first period there would invariably be a pack of boys who would follow Doran around the halls, taunting him, calling him names, and daring him to do something about it. And guess what, the Doran boy was "overly fearful of his peers". And what is more, he demonstrated an "unwillingness", yes, even an "inability" to be concerned about the welfare of the group as a whole". I am sure that the kid had a problem with which some ISU graduate could identify. But what in the name of common intelligence does he do about it? The Professional Sequence is real handy in telling one what a problem is. It doesn't say a word about what one does with any of the things he is taught to recognize. And therein lies the cruel hoax of the professional sequence. There are many students on this campus who really do relate to the thing. More's the pity there are a lot of those students in this university who truly like education that is all neatly mapped out so that all they have to do is complete a prescribed set of worksheets and tests and pick up their guaranteed diplomas and teaching certificates. And then they go out to the Oak Lawns of the state and start to teach, believing that they are trained to do the job. Naively, they have put their faith in the hands of some educational hucksters who are taking them on a classic buggy ride. And the sad fact is that some of them are bound to recognize it later on when they see first hand how totally unrelated their professional education is to the realities of the public school.

## SHITTING IN YOUR PANTS

In further definition of disturbed behavior, the Professional Sequence Guide will inform one that "Inappropriately Infatile Behavior" is demonstrated by "fecal soiling" (which in layman's terms means shitting in your pants). I do not question that there are some students at ISU who will write that down in their notes and study it for a test. And I am equally confident that someday, when one of their students-to-be is caught in an act of "fecal soiling", then our P.S. graduate will immediately recognize that as "Inappropriately Infantile Behavior". There is "Disturbance of Speech" which includes stuttering and baby talk, and what the PSers call "selective

(cont. p 11)

# Letters

In the recent primary elections punched ballot cards were counted electronically. This is done to speed up the counting process. However a serious defect of the system is that write-in votes are almost impossible to cast. The write-in vote must be made on the separate envelope in which the voter places the punched card. There is a space indicated on the envelope for this purpose but no instruction about the complicated procedure required if the vote to be valid. One must write in the name of the office, the name of the candidate, and, in addition, one must draw a box and then put an X in it. If these latter two are left out, no matter how clear it is that the written-in name and office are intended as a vote, the vote is ruled invalid. Needless to say few people, especially those with any amount of reasoning ability, will see the necessity of a box with an x all by themselves on a ballot card envelope. Therefore this drawing will be excluded and the vote invalid.

There is no practical way of finding out how many votes are invalidated either. After an election all ballots, valid and invalid, are sealed for sixty days. Only the tallied votes are made public, so there are no statistics on how many invalidated votes are sealed away. At the end of sixty days the tallies are considered irrevocable and the evidence, that is, the ballots, destroyed. Therefore, there is no time at which an interested citizen may check these ballots. If one wishes to contest the entire election count, then it is necessary to obtain a court order. This involves filing a request to examine the ballot with

(cont. p.14)

## BLACK POLITICS: ALIVE IN '72

Politics can be described as "the art of seeing who gets how much of what from whom." Black Politics is the vehicle through which Black America will establish and execute a political strategy of its own. For 1972, Black politics -- a politics of choice and power -- is one of determined emancipation from the two major political parties.

There are those who rap that Black politics is one of despair and hopelessness and that one political party is no better than the other. This is far from the truth. The fact is that the Democratic party has taken the Black vote for granted. As a result, the Republican party has treated the Black vote as if it did not exist, as, in fact, it did not for the Republican party. Therefore, neither of the major political parties have invested much, if anything, in the Black community in order to win its vote.

Under the past order of things, the Black community had to vote for any Democratic candidate or not vote at all. In most elections, Blacks were forced to vote for a candidate who was a symbol of oppression. For example, the nomination of Mr. Edward Hanrahan for States Attorney has inspired the Black community to come alive in politics.

Black political power has recently begun to act. The Black vote is no longer controlled by anyone. At the recent National Black Political Convention held in Gary, Indiana, Blacks launched an independent political movement. In the future, Black will rely on the power of unity rather than the two American political parties. If a political candidate should rally for Black support, his party must accomodate serious Black demands. Black America will test again the ability of

(cont. p.14)

## POST-AMERIKAN BOOK REVIEW

Mark Twain, Letters from the Earth

When was the last time you read Mark Twain? In your first American Lit. class? Puddinhead Wilson just last Summer? Most of us revere Twain for his quick wit and unflinching humor, but he was also capable of sliding in an occasional philosophical insight on American culture.

Well, why all the rap about Twain?

(Here it comes!)

I just read a book!

Big deal, more rabble. Just another suggestion of what we should do or try.

Well, as a breather between Rampa's third eye and the Bhagavad Gita, I managed to get into Twain's discussions on religions and beliefs.

Seeking his enlightenment I found a well-bound portable manuscript in the form of a pocket-book: Letters from the Earth. Under this TITLE I found Twain's total statement on Christianity. This came in the form of letters from one of Satan's many expulsions from the towering heights.

Satan visits God's greatest achievement, Man and his society, and sends confidential letters to St. Michael and St. Gabriel, his archangel cohorts.

Satan tells of man's religious folly. How a man can be dragged to church against his will and be expected to sing hymns and think about God for an hour. Most men can't sing and usually have no desire to do so. And this foolish man accepts a heaven where singing and harp playing is the objective of the day -- every day, for eternity! This same man is expected to anticipate this way of life as the supreme level of existence.

(cont. p.14)

### V. Hardrak

AGENT FOR  
P. R. O. M. I. S. O. R. Y.

(Primarily Regressive,  
Organically Maladjusted  
Individuals Salvaging  
Our Repressed Youth)

keep clean!

Our protagonist receives orders from the top!

Yessin.

Yes?

The smut sellers are after our children!

We've word they've infiltrated the university fully!

We must save them from themselves!

Blindfolded and protected, our heroine begins to investigate.

I'll write a letter to the Pantagraft.

At the Pantagraft:

This letter's illegible! Look's like someone wrote it blindfolded!

You all know the rest, kids. The letter was published, and a dorm director kicked in the ass! And my watchful vigilance has just begun!

I get too much ego-gratification to stop!

Why does she do this?

# Chapter 1: Slowly Do We Burn

(Another repulsive epicsnow of that Jack of all crackers, Fabulous Captain Commie Ciller. Done to you today in every way by Jedgar's Truck and Gun Shot. Remember, Jedgar knows all though he couldn't know less. Specials this week include Psycho-deathwish dum dums in blood, white, and blue; pre-shaped sneak sheets, and the **offitchial** Captain Commie Ciller banquet rook, cluck-bull of mindless ball-less slogans like, "Amerika, Suck It or Die", "Law and Order Spells Crew Cut", "Give a Hippie Peace Today, Slit his Throat", "Register Tits not Bombs", and everyone's all-time worst smeller, "Amerika, My Honktry". Come on over before the shell strikes 12, and you get free from who the

As CCC approaches Trigger he can only admire the unique genius of the cavalry leadquarters. One of the truly original capitalist efforts of the century, the colonel has converted what had once been the Temple of the Sun God into a practical, if profitable, establishment. A combination saloon, shooting gallery, and **economy** bordello, the Gloat of Harms had **been** removed and replaced with a **dead** Injun. The sign overhead **now read: Fartaway's Funnery -- Drink, Shoot, and Get Laid at Everyday Low Prices.** Trigger wouldn't accept credit. CCC made a note to talk to him about Town and Country.

CCC decides to shoot the shit with the colonel, only to find the

(Then to the colonel he proclaims)

CCC:  
They call me Fabulous Captain Commie Ciller, my card and price list.

Trigger:  
I call you a target. KAPOW!!!

CCC:  
Sir, I came here for piece and brotherhood.

Trigger:  
Oh! You come for the Injun Festival!

CCC:  
Maybe. What's the price?

Trigger:  
Two bits a day for all the Redskins you can put a hole thru. Snatch prizes awarded nightly for the youngest, oldest, biggest, smallest, and deadeast Injun.

CCC:  
Wow, that sounds like great fun!

Trigger:  
Hold on son, I ain't through yet. There's a grand prize of 100,000 ex-Injun acres, all the live

## CAPTAIN

latest in Hippie identification codes -- for work, for home, and to drool over in bed -- the lyrics to all your favorite target-side hate songs like "Never give a nigger nuttin but lead". Remember, "Hooker from San Berdino", and who could forgive everyone's all-pine savorite "The Easy Rider Requiem Face Stomp". And now back to our emmission.)

As we enjoy our hero, the time machine of Wild Willy Welch has been enacted upon a person. That person, of course, could only be fabulous Captain Commie Ciller. He is picked around, slapped down, knocked up and finally arrives as the clock strikes him. The date: July 4, 1877. The place: Snot Gun, Arizona, ancestral home of the Passivo Indians and presently occupied by 120 clowns of the 1st Cavalry Extermination Unit, the diplomatic arm of "The Great White Mother" and official emmisary to

colonel already doing so with two 45's and a 12 gauge snotgun. The target is the Colonel's faithful half-breed cout, Shitting Bull. With fire in his eyes and nearing orgasm, the Colonel snorts:

## COMMIE

Trigger:  
He ain't all Injun, but he's the closest thing I got to one of dem heathen bastards, and, by God, he'll have ta do till my pee-tral comes back with fresh Redskin.

Injuns you can still find, and one of my latest brain shocks, The Fartaway **Masterbaiter**, which all comes to the winner.

CCC:  
Can I go try my luck now?

Trigger:  
You remind me of a women, son, always in a hurry. Before ya go, take this here case of Red-eye with ya. Injuns are crafty deceiving bastards. They'd just a soon pick up and leave then ta let ya shoot um whiles they're sittin. So's ya gotta out smart em. Here, stick this in their water. ...Oh, and son, hows about letting me use your nylons?

CCC:  
Sure Trigger, you're a true Amerikan.

## CILLER

these here savages. CCC is materialized in a black satin negligee, skunk collar and all in the lead-quarters of Colonel Hargis "Trigger" Fartaway, four-time incipient of the medal of blunder, two-time winner of the Farmer County Hog call, and presently employed by the President of the United Shakes as chief negotiator to **the Snot Gun Peace talks**, or "Piece Talks" as Trigger calls them.

(CCC steps forward)

Trigger:  
Sorry honey, I only talk business at night. Say 9:00, in my room?

(CCC looks down at his getup and mutters)

CCC:  
Goddamn machine, somethin wrong with the diaphragm again.

(Watch weekly for more of the enticing dimwit adventures of fabulous Captain Commie Ciller. And remember, kids, send in those empty cartridges for the official Captain Commie Ciller display decal to use for security clearance. So until next week, remember, "Don't stand in the way of progress; destroy something traditional today!")

# FAT CAT

# SOCIOLOGY

Following is a speech delivered by a dude by the name of Nicklous to the American Sociological Association in 1968. It is reprinted from East Lansing's Joint Issue of January 10, 1972.

\*\*\*\*\*

Even though "Fat Cat Sociology" is an almost four year old speech, we thought it was worth reprinting because it's not just an attack on an irrelevant academic discipline made at a professional convention. Sociology and the other social sciences have become the new religion, the new justification of the social order, the new opiate. Life and The Reader's Digest analyze and then defuse issues like the war, racism, sexism and the counter culture in sociologese. People who make the mistake of taking those magazines seriously lose confidence in their own perceptions, their own experiences and become resigned. If we want to keep our heads together we have to know who the sociological analysis and vocabulary serve.

Nicklous gave the speech while the Secretary of Health, Education and Welfare was sitting at the Speakers Table. Nicklous called him the Secretary of Disease, Propaganda and Scabbing.

\*\*\*\*\*

Sociology is not now and never has been any kind of objective seeking out of social truth or reality. Historically, the profession is an outgrowth of nineteenth century European traditionalism and conservatism, wedded to twentieth century American corporation liberalism.

That is to say that the eyes of sociologists, with few but honorable (or: honorable but few) exceptions, have been turned downwards, and their palms upwards.

Eyes down, to study the activities of the lower classes, of the subject population--those activities which created problems for the smooth exercise of governmental hegemony. Since the class of rulers in this society identifies itself as the society itself--in the same way that Davis and Moore in their infamous 1945 propaganda article identified the society with those who run it--therefore the problems of the ruling class get defined as social problems. The profession has moved beyond the tearjerking stage today; "social problems" is no longer the preferred term, but the underlying perspective is the same. The things that are sociologically "interesting" are the things that are interesting to those who stand at the top of the mountain and feel the tremors of an earthquake.

Sociologists stand guard in the garrison and report to its masters on the movements of the occupied populace. The more adventurous sociologists don the disguise of the people and go out to mix with the peasants in the "field", returning with books and articles that break the protective secrecy in which a subjugated population wraps itself, and make it more accessible to manipulation and control.

The sociologist as researcher in the employ of his employers is precisely a kind of spy. The proper exercise of the profession is all too often different from the proper exercise of espionage only in the relatively greater electronic sophistication of the latter's techniques.

Is it an accident that industrial sociology arose in a context of rising "labor troubles," that political sociology grew when elections became less predictable, or that the sociology of race relations is now flourish-

ing--to name only a few examples here.

As sociologists you owe your jobs to the union organizers who got beat up, to the voters who got fed up, to the black people who got shot up. Sociology has risen to its present prosperity and eminence on the blood and bones of the poor and oppressed; it owes its prestige in this society to its putative ability to give information and advice to the ruling class of this society about ways and means to keep the people down.

The professional eyes of the sociologist are on the down people, and the professional palm of the sociologist is stretched toward the up people. It is no secret and no original discovery to take public note of the fact that the major and dominant sectors of sociology today are sold, computer, codes, and questionnaires, to the people who have enough money to afford this ornament, and who see a useful purpose being served by keeping hundreds of intelligent men and women occupied in the pursuit of harmless trivia and off the streets. I am not asserting that the individual researcher sells his brain for a bribe--although many of us know of research projects where that has happened--but merely that the dominant structure of the profession, in which all of its members are to some extent socialized, is a structure in which service to the ruling class of this society is the highest form of honor and achievement. (The speaker's table today is an illustration.) The honored sociologist, the big-status sociologist, the book-a-year sociologist, the sociologist who always wears the livery, the suit and tie, of his masters--this is the type of sociologist who sets the tone and the ethic of the profession, and it is this type of sociologist who is nothing more nor less than a house servant in the corporate establishment, a white intellectual Uncle Tom not only for this government and ruling class but for any government and ruling class, which explains to my mind why Soviet sociologists and American sociologists are finding after so many years of isolation that, after all, they have something in common.

To raise and educate and train generation after generation of the brightest minds whom this country's so-called educational system has let survive in this sociological ethic of servility, to socialize them into this sociocracy, is a criminal undertaking, one of the many felonies against youth committed by those who set themselves up in a loco parentis situation that is usually far more oppressive than any real parental relation. The crime which graduate schools perpetrate against the minds and morals of young people is all the more inexcusable because of the enormous liberating potential of knowledge about social life. Unlike knowledge about trees and stones, knowledge about people directly affects what we are, what we do, what we may hope for. The corporate rulers of this society would not be spending as much money as they do for knowledge if knowledge did not confer power. So far, sociologists have been schlepping this knowledge that confers power along a one-way chain, taking knowledge from the people, giving knowledge to the rulers.

What if that machinery were reversed? What if the habits, problems, actions, and decisions of the wealthy and powerful were daily scrutinized by a thousand systematic researchers, were hourly pried into, analyzed, and cross-referenced, tabulated and published in a hundred inexpensive mass-circulation journals and written so that even the fifteen-year-old high school drop-outs could understand it and predict the actions of their parents' landlord, manipulate and control him?

Would the war in Vietnam have been possible if the structure, function, and motion of the U.S. imperial establishment had been a matter of detailed public knowledge ten years ago?



Sociology has worked to create and increase the inequitable distribution of knowledge; it has worked to make the power structure relatively more powerful and knowledgeable, and thereby to make the subject population relatively more impotent and ignorant.

In the late summer of 1968, while the political party currently in power is convening amidst barbed wire and armored cars, the sociological profession ought to consider itself especially graced and blessed that its own deliberations can still be carried on with a police-to-participant ratio smaller than one-to-one. This may be because the people of the U.S.A. do not know how much of their current troubles stem--to borrow Lord Keynes's phrase--from the almost forgotten scribblings of an obscure professor of sociology. Or it may be that sociology is still so crude that it represents no clear and present danger.

In 1968 it is late, very late, too late, to say once again what Robert S. Lynd and C. Wright Mills and hundreds of others have long said, that the profession must reform itself. In view of the forces and the money that stand behind sociology as an exercise in intellectual servility, it is unrealistic to expect the body of the profession to make an about-face.

If and when the barbed wire goes up around the ASA convention in a future year, most of its members will still not know why.

April 22

MASS ANTI-WAR DEMONSTRATION

New York-Los Angeles

## THE PREVENTIVE DETENTION OF AMERICAN STUDENTS

Some time in the course of being processed by the American educational system, most every student comes to the realization that he or she is on trial. One realizes that from kindergarten to college one stands daily before the judge. One's achievements are graded, one's initiative measured, one's abilities tested and the results filed away for use by the American Corporate State.

But if one is constantly on trial, what crime has one committed? What is the crime of which the kindergartener stands accused on his or her first day in school? Is it a crime merely to be born in Amerika? Not really. The requirement that everybody born within the jurisdiction of the Corporate State be compelled to be processed by the American Educational System is not a punishment for past offenses committed but PREVENTIVE DETENTION in expectation of the crimes that one might commit if one were not detained by this "educational" system.

The Educational System is designed to produce willing workers and consumers for the Corporate State. If one has not been carefully shaped and molded by this system, one can be expected to act at variance with the needs of the Corporate State. And any activity at variance with the Corporate State, in its eyes, is criminal activity. Hence, MASS PREVENTIVE DETENTION, more commonly known as "school".

Preventive detention is as American as apple pie. It is not some new kind of mischief cooked up by John Mitchell, Spiro, or the Kommander-in-Chief. Preventive detention was used against Japanese-Americans during World War II, and almost no one blinked an eye. Indian reservations serve the same purpose, as do inner-city black ghettos. Preventive detention is, in fact, so much a part of the American way of life that we have killed Vietnamese children with little regret--such murder, after all, permanently prevents these little "dinks" from growing up and becoming VC. And with the ease that Amerika kills and maims Vietnamese children it spiritually maims its own children by its "educational" system.

The Educational System could not exist without the Corporate State, but neither could the Corporate State exist without the schools. The schools serve the Corporate State's purpose of detaining its youth until they have been properly conditioned to serve its needs. Refuse to cooperate with the educational system and you strike a blow against the Empire which is the Corporate State. Change the schools and you change society. But there will be no new society until, by refusing to cooperate with the schools, the schools are crushed. To free society, we must deschool society.

## FREE ALL POLITICAL PRISONERS

## DESCHOOL SOCIETY!







In case you hadn't noticed:

# WE'RE STILL AT WAR !

March 23

Nixon breaks off the Paris Peace Talks.

April 4

10 to 20 more B-52's were deployed to Indochina. This is in addition to 42 extra B-52's just recently added to the Indochina attack force, more than doubling that force. Hubert Humphrey urges Nixon to "use American air power" against the North Vietnamese offensive. Hubert wants to provide a real alternative to Nixon. Sure.

The U.S. has flown more air strikes against North Vietnam so far this year than in all of 1971.

April 7, 1972

Walter Cronkite began the CBS Evening News tonight by announcing that the situation in Vietnam "had taken on grim aspects despite the continuing American air strikes in both North and South Vietnam." For Christ's sake, in the name of everything that's decent and moral, hasn't this country yet woken up to the fact that the situation in Vietnam has been "grim" for more than eight years because of the presence of American troops and air support?

It was announced today that a fifth U.S. aircraft carrier, the Midway, had been dispatched to the Gulf of Tonkin off North Vietnam. At the height of the American raids into the Democratic Republic of Vietnam in 1968 only three carriers were stationed there. Nixon's statements during the Johnson administration, like those of Goldwater, always indicated that this is the kind of war he wanted to fight. And, as Nixon is now committed to very gradual withdrawal from Indochina, this is the only kind of war he can fight (Re-deployment of ground troops would be politically disastrous in November.).

The purpose of the air raids is clear -- to hold back the inevitable collapse of puppet Thieu's regime until after the November elections here in the U.S. of A. That's their only purpose. THEIR ONLY PURPOSE! So, thousands of Vietnamese will be killed, maimed, tortured, and made homeless. For what? So Nixon doesn't lose the right-wing fascist vote in the up-coming Presidential election.

When will the people of this country wake up to continuing moral outrages committed in Indochina? WHEN?

"We have chosen to say, with the gift of our liberty, if necessary our lives: the violence stops here, the death stops here, the suppression of the truth stops here, this war stops here."  
-Dan Berrigan, S.J.

April 8

The first B-52 bomber ever damaged by hostile fire is hit over the DMZ -- hit by a surface-to-air (SAM) missile -- but lands safely.

April 10

A sixth carrier, the Saratoga, begins preparing to leave for Vietnam from Jacksonville, Florida. Eight warships including four destroyers, a guided missile cruiser, and the carrier Midway, are dispatched from Long Beach, California. B-52 bombers penetrate further into North Vietnam than ever before (not since 1967 have B-52's been used over North Vietnam). Draw your own conclusions!

Nixon says that all nations should renounce the use of force in international affairs, especially the great ones. Pick your own examples!

What's happened to the POW issue? Of course, its hard for Nixon to say that he wants these men back when he is constantly supplying North Vietnam with more U.S. fliers. Or does Nixon expect immediate return of these men as soon as they are shot down?

April 11

American troops move up to the combat zone near Hue "to protect American installations, particularly top-secret electronic equipment" near that city.

Daily reports on air strikes in Vietnam were discontinued by the Pentagon, allegedly because this would be giving valuable aid to the enemy. Presumably, "the enemy" doesn't know when he's bombed.

CBS news reports that U.S. military aid to South Vietnam during 1970 and 1971 was ten times the combined total of Russian and Chinese aid to North Vietnam during those years. ABC News today claimed that 638 planes, 33 ships, and 50,000 MEN have been dispatched to Vietnam since the recent build-up began. "Vietnamization" this isn't. Amerikanization it is!

67,500 tons of bombs were dropped on Indochina in February, '72.

April 12

CBS News reported that in January, 1972, 45 B-52's were being used in bombing runs on Indochina, whereas that number is now 130 bombers. Withdrawal?

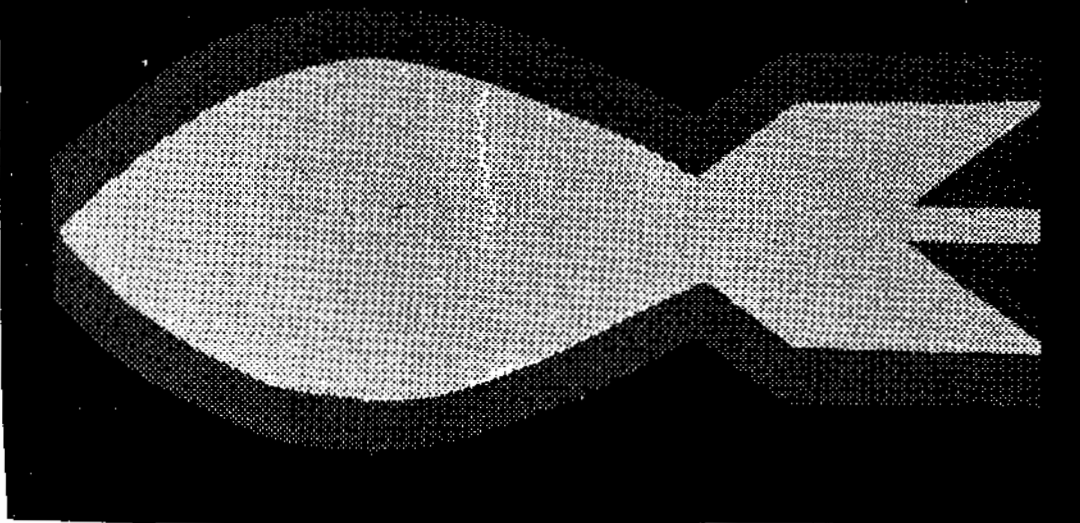
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## Machines and Other Teachers (Cont. From p.3)

mutism" which means a kid has enough sense not to talk to some people. The student in Professional Sequence is taught that "frequent vomiting in class" constitutes a "disturbance in physical functioning".

What can one say? The last section of disturbed behavior is devoted to "Sexual Disturbance". And what do the professionals in the College of Education see as disturbed sexual behavior in the high school? **First:** "Masturbates frequently; either overt or covert". Now I must confess some bewilderment here. How many times should a kid be allowed to masturbate in class before it becomes "frequent"? Of course this might not mean masturbation in class. It might refer to frequent masturbation outside of class like at the movies or at home, in which case I don't really see how the teacher can gather data to support the notion that the kid is overdoing it without raising some serious questions about his own disturbed behavior. And finally, "dirty words" constitute a "sexual disturbance". Which might, in a more pixilated moment, move one to say: "Fuck you."

### UNIFORMITY

While there are some exceptions, and not all the material or information included in the Professional Sequence is as outlandish as that mentioned previously, it still remains a massive collection of over-generalized, abstracted and essentially useless nonsense. One can open the handbook at random to prove the point. In a section covering "The Teacher in Politics" the worksheet consisting of ten questions is devoted to such inquiries as: "What per cent of teachers contributed money to a political party in the 1964 election?" and "Describe the most likely teacher to run for political office. How old would he be? What part of the country would he be from?"

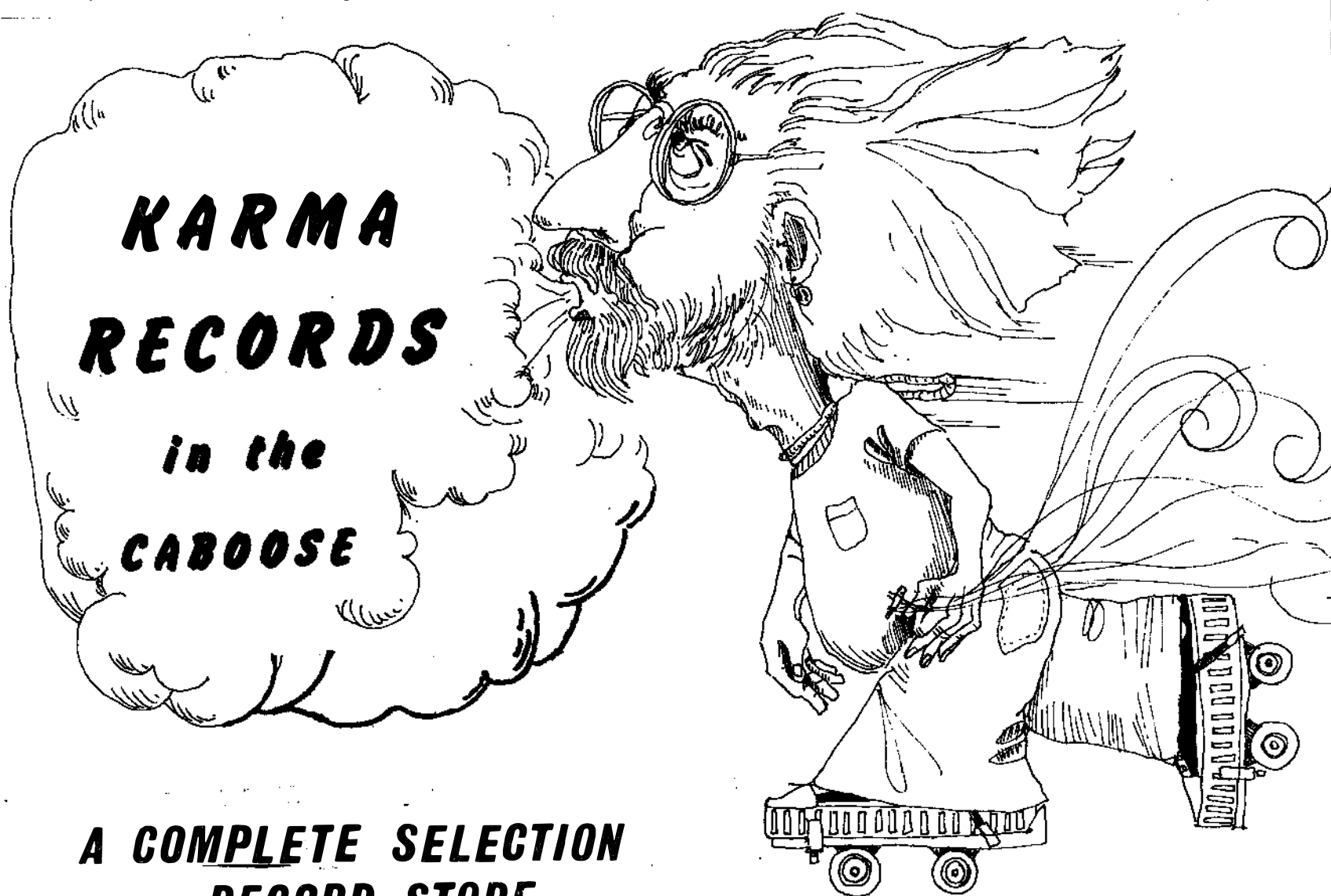
Another package which is most galling personally is one covering inner city education. Worksheet for objective 2.10 includes twenty-three questions beginning with: "What were the conditions under which Africans were first brought to the continent?" and winds up with:

"What conditions of education exist in the inner city schools today?" The other twenty-one questions move in some sort of logical progression from the first question to the last one. And that is what the secondary education student at ISU is given in his required courses concerning one of the most far-reaching and impactful educational and social realities of the day. And the sequencers are ostensibly **satisfied** that in this cursory fashion our graduates will have covered the unfamiliar ground that is urban education.

Still, in face of this shabby treatment of education, there are those in the Department who will maintain that an ISU graduate with a certificate is equipped to teach in any high school in the state. The training process is the same for the student who will teach at Crane High on the West Side of Chicago as it is for the candidate who will find himself at Mahomet-Seymour High down in rural Champaign County. And the reasoning behind the system is that all teachers have certain qualities and capacities in common which the professional sequencers believe they have identified and are imparting.

In a fifteen point comparison of the Professional Sequence with the system it replaced, Dr. Walter Pierce has "compiled" what amounts to a highly favorable view of the new and "innovative" teacher education program. In one of his comparative points, Dr. Pierce states: "The P.S. is specifically designed on the basis of the competencies needed as a teacher." However, he neglects to tell us just what those competencies are. It is my contention that one would be hard pressed to argue for any stated set of competencies for all teachers, whatever they might be. It isn't reasonable to me that an English teacher at Mahomet needs the same competencies as a wrestling coach at Crane. In any event the sequence materials only suggest what the necessary competencies are and really never even begin to demonstrate how they are acquired. In an overview of the professional sequence, what strikes one most dramatically is how much of the thing is devoted to nothing more than

(cont. p. 12)



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# Machines and Other Teachers (cont. From p.11)

labeling. A vast portion of the material is simply learning the jargon; knowing what to call a given thing.

## FEEDBACK

Yet another and more serious misstatement of the case for the defense of the P.S. is to be found in a Survey of Student Attitudes and Opinions Concerning the Professional Sequence. In what is undeniably one of the most flagrant abuses of the basic rules of statistical research imaginable, Dr. Al Bjork and Dr. Charles Sherman conducted a survey during the fall semester of 1971 to determine something about student attitudes. With an unrepresentative sample which was not selected at random (they simply interviewed those students in the sequence who happened in to see an adviser during a particular five day period), they attempted a pre-test/post-test type of survey in which a shift of opinion for or against the sequence might be observed. Much like the soap commercial on television where the woman holds up two pairs of pants to show a before and after comparison, Dr. Bjork and Dr. Sherman asked one group of students in their first semester of professional sequence what they thought of it and then compared that finding with the results of the same poll administered to students in their second semester. The results showed that in the first semester of the sequence 15% were favorable and 57.5% were unfavorable with 27.5% undecided. However, in the second semester group 30% were favorable while 55% were unfavorable and the remaining 15% were undecided. From those findings the professors were able to conclude:

"From the data in the foregoing table it can be seen that students in the PS II have a more favorable attitude than students in PS I. This observation suggests that as students move through the PS and begin to experience success their attitudes toward the PS are more positive."

Interestingly, the professors were able to show an increase from 15% to 30% in favorable responses with the same number of positive respondents in each group. The sample was so small that six people represented 30% in the one group while six other people represented 15% in their group. The total number of students who responded to the questionnaire was sixty. And on the basis of this sort of shoddy research the Professional Sequence lays claim to an increase in positive reaction. The study has no statistical validity. There was no random selection. No control group. A totally perverted and fallacious attempt at a pre-test/post-test with the most outrageous and whimsical conclusions being drawn from thin air. The study was atrocious. And while my personal affinity for the two men involved causes me some pain to say it, the fact is that the "survey" was of the worst sort of conclusion-first research and constitutes a serious academic deception. In observing the emergence of the professional sequence at Illinois State, one is struck with the growing awareness that the moving forces behind it fully intend to see it survive and prosper irrespective of what any critic may say or do. The economic commitment made in its behalf thus far is enormous. It would, on top of everything else, simply be bad business to turn away from programmed learning at this late date.

There are those in the department who seem less than enthusiastic about the whole thing, but they have been neutralized for the most part. It is generally understood that the PS is the wave of the future, and one can either ride that wave or go elsewhere. And some have learned to love it while a few now are beginning to see in it some rare opportunities. In a recent set of feedback comments from faculty concerning a new package, one enterprising sort replied: "You're crazy to put a package this good in the guide. Publish it and it'll sell like crazy." Why not? If there should happen to be a decent package come along, why waste it on ISU students and let all that profit potential go down the drain?

## IMPOSING STANDARDS OF BEHAVIOR

As I survey the world and national scene I just cannot help thinking of all the glaring similarities in the values and orientation of those men who "lead" the rest of us. How much alike they are. How they want to impose on us all their standards of behavior. Whether in Washington, D.C. or Normal, Illinois, they operate in much the same way wherever they are found. First they establish, without your consent, controls over your life, controls which work for their purposes, not yours, tel-

ling you all the while that it's for your own good and that they should be believed because they are experts and have access to information you don't have. Then they haggle among themselves for awhile over which of them really best represents you and wind up trying to convince you that control over the whole process is in your hands anyway so if there is any disfunction in the system it is attributable not to **the institutionalized** establishment but merely to your human imperfections. It's you, not them. You don't work hard enough. You don't try. You don't give your full cooperation. All failure and criticism emanates from the lazy and the disloyal.

We hear the rap from every institution. "Rodney isn't working up to capacity. He isn't trying. That's why he's failing." Or: "The war would have been over with a long time ago if everybody had gotten behind the good old U.S. of A. and worked for **victory**. It's those creeps at home who forced us to fight the commies with one hand tied behind our back that are responsible for the prolonged war in Viet Nam." It's always the same. You fail. They don't. The only people who don't get along won't go along. And soon you begin to wonder. After all, can I always be right and so many of them always be wrong? **Yes!** On this score there can be no doubt: One should always harbor a healthy distrust of any man who wants to prescribe the life of another. It is a safe rule of life to distrust all in whom the instinct to rule is strong. All public officials, no matter how petty, should be held accountable for all their actions all of the time. And when these same officials compound their cynical disregard for the individual and his intellect in attempting to justify their actions with doctored statistics and fallacious studies to show how right they are -- rather like Nixon holding up a chart on national television to prove that prices have actually gone down, not up -- then those officials should be called to an accounting. And if you should discover somewhere along the way that yours is the only voice being raised against them, then yell louder.

Finally, with a note of cautious optimism concerning ISU students: the professional sequencers, with all their double talk to the contrary, will be judged not by what they say, but by what they do. In the minds of some, what they are doing is already clearly and specifically manifested in their unabashed treatment of students as objects -- objects to be used for the advancement of individual careers and reputations of certain self proclaimed "innovative educators". No one can say with certainty that all those involved with the professional sequence are men of little insight and great ambition; selfish men whose concerns in the university are more for personal survival and advancement than for intellectual excellence or integrity. That has not been established. But it does seem fair to ask how their behavior would be different if it had been.

The Post-Amerikan is available in Bloomington at The Joint Nature's Way, and McLean County Pant Company and in Normal at Ab-Normal Records, Karma Records (in The Caboose), Student Stores, Apple Tree, The Gallery, Minstrel Record Parlor, and Mr. Goodbar Records.

\*\*\*\*\*

The Post-Amerikan is published biweekly by The Normal Liberation Front and Trans-Normalcy Tribes.

Anyone wishing to submit material for publication, please contact us. (829-2765) Anyone wishing to make some bread can hawk the Post-Amerikan. Give it a try. You make 7.5¢ a copy.

Thanks for putting together this issue go to Ken, Garry, Mark, Paul, M and M, Alcor and the Phoenix, George, C.E. and M.E.W., Larry, and Bizo. Special thanks to S.L., "The Hawk", Minister in Charge of Distribution.

Inspiration for this week's issue was provided by the whole goddamned fucking mess of a country in which we find ourselves living. Off war-mongers! Off imperialists! Off all those who would enslave the spirit of man!

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# YOUR MIND is a MEAL

Angel Dust

PCP, Angel Dust, Elephant Tranquilizers, Moon Dust, Doggie Downers. All of the above cultural names usually denote Phencyclidine, an animal tranquilizer. The drug was synthesized by Parke-Davis in 1957 for human use as an anesthetic agent, then an analgesic (pain killer), and finally for treatment of mental disorders. In 1965 the FDA ordered human consumption stopped, and in 1967 PCP was introduced for veterinary use only.

First street use was reported in 1967 by the Haight-Ashbury Free Clinic. It was sold as the "PeaCe Pill", but people weren't too happy with the trip so it dropped out of use by early 68. By that summer it was back as "Hog" in New York. People were pissed again, but promoters had it back in circulation by 69.

Promoters had all kinds of shit in circulation in '69. That's the summer that a lot of things had contaminants, PCP to mention one. You couldn't be sure of acid, mescaline, psilocybin, THC, MDA, any more than you could of atropine, PCP, tranquilizers, downers, speed or any other thrill thrown into the test tubes.

Street use of PCP is now pretty much the same -- a cheap filler that nets more cash. But advertising and promotion really do work. Despite its effects and history, PCP had its own sub-group last summer. People would buy acid that had the largest amounts of PCP, and a few were encountered to have used straight PCP and liked it better than acid and Ripple.

Why? The head trip has three stages: 1) a change in body image sometimes with feelings of depersonalization; 2) visual and/or auditory hallucinations; and 3) apathy, estrangement, or "nothingness" or "emptiness". The physical trip can be drowsiness, dizziness, double vision, numbness of extremities, poor muscular control, similar to alcoholic intoxication. If taken in large enough doses, PCP can produce difficulty in breathing, vomiting, unconsciousness, coma, and death.

If you have such problems and need safe help, call Middle Earth, 452-7511, or PATH, 452-4422, who will patch the call to Middle Earth.

One other thing, possession of PCP is illegal. Sentence and fine the first trip through is not more than \$5,000, not more than one year, or both. For manufacturing or selling, it's up to 5 years and \$15,000, or both. Second time around is always worse.

You are what you eat.

Middle Earth.

## POST-AMERIKAN RECORD REVIEWS

American Cry

Don McLean, American Pie  
United Artists UAS-5535  
(8-Track: U-8299)

Don McLean, Tapestry  
United Artists UAS-5522  
(8-Track: U-8280;  
Cassette: K-0280)

The title cut of American Pie needs no long rap. Though this reviewer would see the history of rock in the 60's quite differently than does McLean, McLean's view is a plausible one, and "American Pie" is already one of the hits of the 70's. The popularity of this one song should not, however, obscure the good folk-rock music which fills the rest of the American Pie disc and McLean's earlier recording, Tapestry, as well.

Goose pimples broke out all over a close friend of mine who is trained in classical music when we first heard McLean's madrigal-like interpretation of the traditional "Babylon", the concluding cut of the American Pie disc. "Babylon" is a traditional symbol of a captive people crying for their homeland. Its presence on this disc is not accidental. Here Babylon is Amerika, and the captive people weep for their homeland, America. If you doubt that McLean intends the song in this way, listen to the cut "Everybody Loves Me, Baby", the best song on the disc, and not a traditional love-song in the least. "Me" is the U.S.A., and the reprise, "Everybody loves me, baby; what's the matter with you?", is a crystal-clear satire of the imperialistic self-righteousness of this country's foreign policy. If this were a boy-girl song, it would be a classic example of male chauvinism. But the target of McLean's satire is a different kind of chauvinism altogether.

Then there's "The Grave". What can one say? Another requiem for the American soldier, dead in Vietnam. Dead in vain. If only a song could undo what the bullet has done.

McLean's social consciousness pervades his first LP, Tapestry, as well. "General Store" portrays the Amerikan redneck so successfully that one can look only to Dylan's "Only a Pawn in Their Game" for a comparison. Oppressed by forces of which he is completely uncognizant, the oppressed becomes the oppressor, shooting "niggers" and burning their homes, keeping them in their place, completely unaware of how he is kept in his.

"Tapestry", the title cut, is a quick course in ecology. The subject has been dealt with musically by singers and groups as diverse as Judy Collins and Grand Funk Railroad. McLean makes perhaps the most succinct statement.

"Respectable" deals with Amerikan social justice -- i.e. justice for those who can afford it and them only. On this, also, "Orphans of Wealth": the faces of the impoverished children of minority groups in this country as the face of America dying.

Don McLean: a sensitive human being, singing them as he sees them, portraying the face of America crying, "the face of America dying". His songs are not All American Pie.

## BETTER DEAD THAN VIOLET

Letters (cont. from p. 4)

the circuit clerk at a cost of \$30 filing fee plus an inevitable attorney's fee. Then the matter is brought before the circuit court and the judge may or may not rule in your favor.

L.H., Normal

P-A's Response:

What do you expect? Democracy?

BLACK POLITICS  
(cont. from p.4)

democracy to provide equal life chances.

The age of the controlled Black vote has passed, and the age of an independent Black political movement is upon White America. It is the tool of survival, and, as DuBois said: "The power of the ballot we need in sheer self-defense -- else what shall save us from a second slavery?"

Lawrence W. Terrell,  
Observer at the National  
Black Political Convention

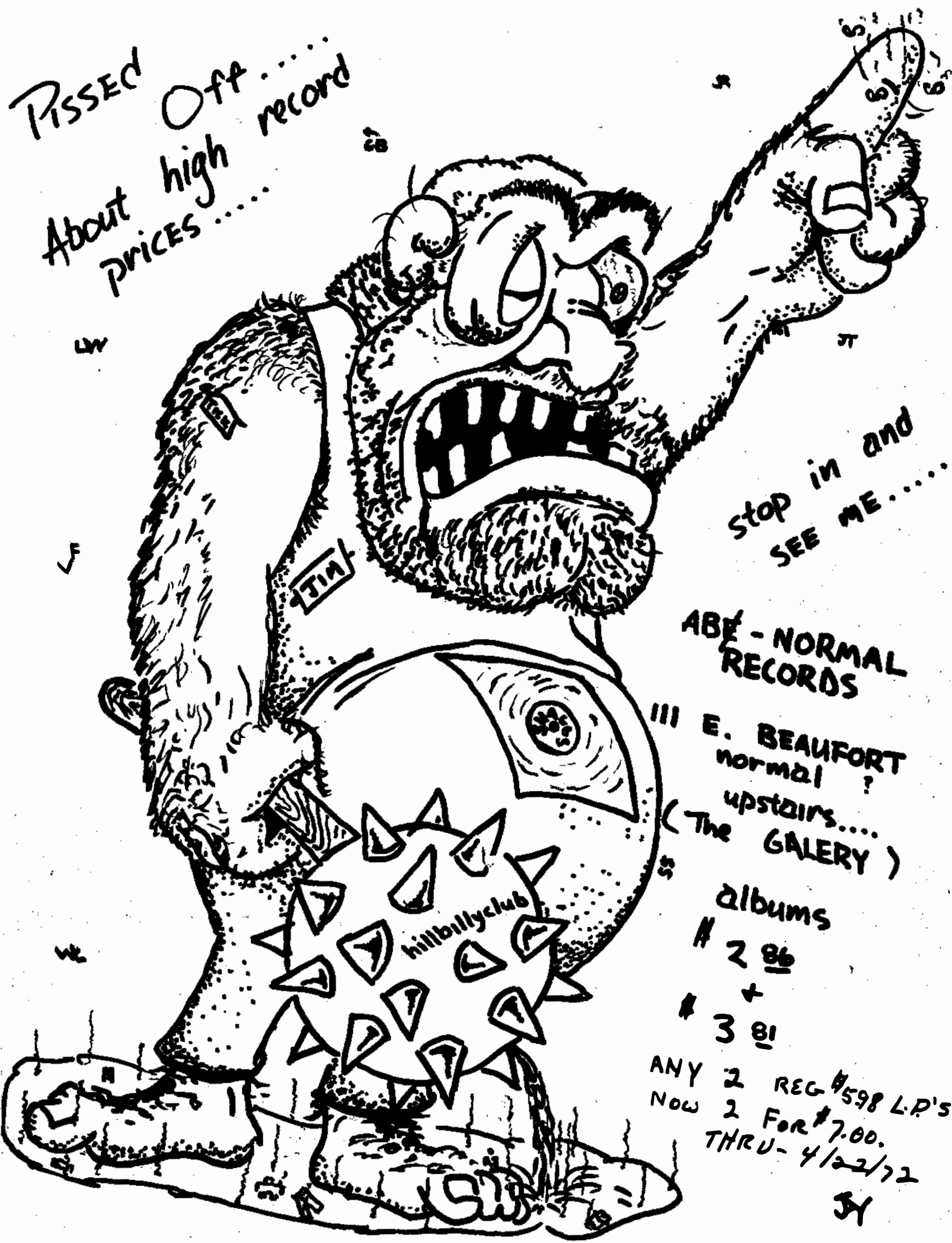
BOOK REVIEW  
(cont. from p.4)

Satan is perplexed at this contrary man, son of God, -- "son of a fool" would be more fitting. Especially since man relishes his wine, good times, and, most of all, fornication. The foolish man has neglected to include intercourse as a means to pass eternity.

Twain, in several of Satan's letters, condemns war and killing. An unusual aspect of Twain's philosophy is his hate of war. He says that man's Bible tells of the all-forgiving father commanding Moses to avenge him by vanquishing the Midianites. Moses slew all of the Midianites -- all males, man and child, and all expectant women. This same God demands unswerving obedience to his laws. "Thou shalt not kill." Twain amends this commandment to read, "Thou shalt not kill -- unless they are different, enemies of the church, or just non-believers."

Twain comes across like a real progressive anti-war theorist. It's a real go-getting thought-bender which should be a real best seller. Unfortunately, it's been in print since 1938!

Letters from the Earth isn't a real hot book, but I considered it worth my while. Especially when someone mentions Twain. I can say that he was a social radical and give them my copy, if not just make room on the bookshelf for more.



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# What's Happening?

- Every Monday - Pinball team competition, ISU Union
- Every Monday - Concerned Student Union meeting at ISU, Eastgate Hall 219, 8:00P.M.
- April 14-May 14 - Traditional African Sculpture and Fifty Years of Afro-American Art, Centennial East Gallery, ISU
- April 17-May 30 - Student and Faculty Art Show, Black Affairs Council House, 210 N. School St., Normal
- Tues., April 18 - Ralph Abernathy, 8:00 P.M., Capen Auditorium, ISU
- Fri., April 21 - Folksinging on the Quad, ISU, early evening:  
An Environmental Concert sponsored by ENACT, NFOTM, etc.
- Fri., April 21 - Van Cliburn, pianist, Capen Auditorium, ISU, 8:15 P.M.
- Fri., April 21 - Movie: The Lion in Winter, Student Center, Wesleyan, 8:00P.M.
- Sun., April 23 - ISU Film Society showing DeSica's The Bicycle Thief and Gessner's Time of the Locust, Hayden Auditorium, 8:00 P.M.
- Mon., April 24 - Isaac Hayes, Horton Fieldhouse, ISU (\$3-6)
- Tues., April 25 - Charles Castleman, violinist, Bloomington-Normal Symphony Orchestra, Scottish Rite Temple, Bloomington
- Fri., April 28 and Sat., April 29 - Misa Criolla Black Dance and Singing, Amphitheater, Quadrangle, ISU, 8:00 P.M.
- Fri., April 28 - Movie: The Fox, Student Center, Wesleyan, 9:00 P.M.
- Fri., May 5 - Gospel Music with Rev. James Cleveland, Capen Auditorium, ISU, 8:00 P.M.
- Sun., May 7 - Quicksilver Messenger Service, The Barn, Peoria
- Mon., May 8 - Madrigal Singers, Hayden Auditorium, ISU
- Wed., May 10 - Student Recital, Music of Black Composers, Hayden Auditorium, ISU, 8:00 P.M.
- Tues., May 16 and Wed., May 17 - De-Nig-a-Rising, Black Theatre Encounter, Allen Theatre, Centennial East, ISU, 8:00 P.M.
- Sat., May 20 - Chicago Women's Liberation Rock Band, ISU
- Sat., May 20 and Sun., May 21 - Fred Benjamin Dance Company, Stroud Auditorium, University High School, Normal, 8:00 P.M. (Sat) and 3:00 P.M. (Sun.)
- Sun., May 28 - Outdoor Folk Festival, Peoria

good numbers

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Other numbers that should be here?

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