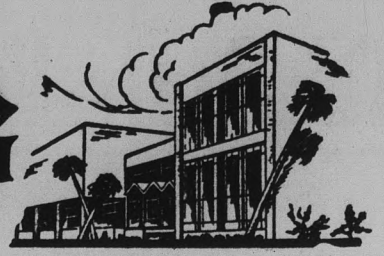




State Press

ARIZONA STATE UNIVERSITY

TEMPE, ARIZONA



#8

Summer Session

Friday, August 17, 1962

No. 8

"Brothers Four" To Appear Here

"The Brothers Four," one of the top folk singing groups in circulation, will appear in the Sun Devil gymnasium, October 2 at 8:30 to 10:30 p.m.

Tickets for the show go on sale starting the first week in September at Hill's Record Shop in Tempe Center and through the school.

John Brooking, ASASU Activities Vice President, stated that a well planned sound system and lighting will be provided for the performance. The Social Board will assume responsibility for the publicity

and the ticket sales when the fall session begins.

Student tickets will begin at \$1 for general admission and \$1.50 for reserved seats.

The general public will pay \$1.50 for general admission and \$2.00 for reserved places.

Brooking also announced that all students who have a musical group are directed to come to Room 203 of the MU when school begins. Here they can obtain "Talent Cards" for reference to any dances or talent need in the area.

ASU Grad Receives Highest Pay Offer

An ASU graduate in electrical engineering received the highest dollar offer, \$700 per month, made to any graduate of the 32 colleges and universities participating in the annual College Placement Council's salary survey.

"I might add," commented Dr. Robert F. Menke, director of placement at ASU, "after due deliberation, he accepted it."

Starting salary offers to new college graduates during the recent year increased sharply over the preceding year, according to the nation-wide survey.

Dr. Menke said "the volume of offers for engineering and scientific positions continued to outnumber offers for non-technical positions by more than three to one, but graduates of all curricula enjoyed about 4-5 percent increases over last year."

Surveyed were offers made by 16 types of employers to male bachelor-degree level candidates from 11 curricula including both technical and non-technical.

The greatest percentage increase in offers made by a single employer category was in the field of public accounting. This amounted to 5.3 percent for an average offer of \$496, up 25 over last year's average.

Second highest increase by employer category was the field of banking and finance which raised last year's average offer by 5.1 percent to \$433.

Average offers to aeronautical engineers at \$584 were the highest of all curricula, nosing out electrical engineering by a single dollar at \$583. For all engineering, physical science and mathematics offers, the average was \$570.

Final results of the year-long survey showed that by curriculum offers of Liberal Arts candidates posted the greatest increase at 4.5 percent, followed closely by accounting at 4.2 percent. Average offers to Liberal Arts candidates jumped from \$444 to \$464.



CORPS SPEEDUP—Arizona State University's Peace Corps training program is moving into high gear as the volunteers keep an eye on Aug. 27, the date they will leave the state for further training in Puerto Rico. Trainees

such as Melvin Zielinski, Belleville, Ill., battling a stubborn crank on an equally stubborn tractor, are now at the Gila River Indian Community preparing for even-ual rural development projects in Bolivia.

Regents Study Salary Plight

The Arizona Board of Regents have expressed "great interest and concern" over the need to increase ASU faculty salaries and cited the "comprehensive nature" of Dr. G. Homer Durham's August 4 report in Tucson.

Dr. J. Byron McCormick, adviser to the Board, has been appointed to conduct a study and analysis of the legislation affecting nonforfeitable annuities and faculty retirement.

Durham Names Economic Head

An associate professor of economics at Southern Illinois University for the past five years has been appointed chairman of the economics department at ASU College of Business Administration.

Dr. G. Homer Durham announced that Dr. John A. Cochran has been added to the faculty, and will assume his new duties next month.

Dr. Cochran, a research economist with the Federal Reserve Bank of New York in 1956-57, received doctor of philosophy and master of arts degrees from Harvard University and a bachelor of arts degree from Drake University.

Additional study has been completed at Clark University, Worcester, Mass., and at the University of Exeter, England.

After serving as a teaching assistant at the Massachusetts Institute of Technology and as a teaching fellow at Harvard, Dr. Cochran was an assistant professor of economics at the University of Illinois for six years.

The new ASU professor was with the Army from 1944 to 1946, with civil affairs in France and with the military government in Germany. He was a psychological warfare instructor at Ft. Riley, Kans., during the Korean War.

Dr. Cochran is secretary-treasurer of the Midwest Economic Association, and also a member of the American Finance Association, the American Economic Association, Phi Beta Kappa, Sigma Tau Delta,

Pi Kappa Delta and Who's Who in Education.

He is currently under contract with the Macmillan Publishing Co. to write a book on money and banking.

Years Pass Since GI's Returned

Seventeen years ago last Tuesday millions of GIs were "sweating it out" in fox holes, gun turrets and almost every conceivable place from Adak to Australia. Our combat teams were poised for an invasion of Japan.

Then the war was over. The GIs started counting their "going home points," commenced planning just how to take up in civilian life where they left off. Could they carry the handicap of such a time loss in the very prime of their young lives?

They could and they did. Tuesday, the 17th anniversary of VJ-Day finds the average ex-GI of World War II to be 44 years old, married with three children, an annual income of just under \$6,000 and—if he purchased it under the GI Bill's home loan guaranty plan—living in a home costing \$14,500.

This is a "capsule look at the (Continued on page 2)

Exam Schedule

FINAL EXAMINATIONS

Classes will meet as usual on Friday, Aug. 24, with final examinations beginning at 2:00 p.m., according to the following schedule:

Classes meeting regularly from		Hours for Examinations
7:00- 8:00	Friday, Aug. 24	2:00- 4:00 p.m.
7:00- 9:00	"	2:00- 4:00 p.m.
7:40- 9:10	"	2:00- 4:00 p.m.
8:10- 9:10	"	4:00- 5:00 p.m.
9:20-10:20	Saturday, Aug. 25	7:30- 9:30 a.m.
9:20-10:50	"	7:30- 9:30 a.m.
10:00-12:10	"	7:30- 9:30 a.m.
11:00-12:00	"	9:45-11:45 a.m.
11:00-12:30	"	9:45-11:45 a.m.
12:10- 1:10	"	12:30- 2:30 p.m.
12:40- 2:10	"	12:30- 2:30 p.m.
1:00- 3:00	"	12:30- 2:30 p.m.
2:00- 4:00	"	2:45- 4:45 p.m.

Night Class—at the last scheduled meeting.

No examinations are given in advance of schedule. A student leaving or failing to take the examination is given an "Incomplete" or an "E" according to the judgment of the instructor.

Audio-Visual Head Attends Conference

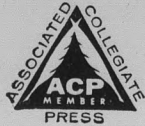
Vernon Gerlach, acting director, Audio-Visual Center, ASU, will attend the eighth annual Lake Okoboji Audio-Visual Leadership Conference at the Iowa Lakeside Laboratory in Milford, Iowa, August 19-23.

Seventy audio-visual specialists from 30 states and Canada will attend the national conference, sponsored by the State University of Iowa Extension Division and the Department of Audio-Visual Instruction of the National Education Association.

The conference will deal with problems relating to programmed learning and teaching machines.



THE STATE PRESS, distributed by the campus chapter of Sigma Delta Chi under the direction of Circulation Manager Mike Barrick, is the official campus newspaper of Arizona State University. It is published each Wednesday and Friday throughout the school year, excepting holidays, and is entered as second class matter at the Tempe, Arizona, Post Office under the Acts of March 3, 1879, and August 24, 1912. Subscription price, \$3 per school year.



THE STATE PRESS is a member of the Arizona Newspapers Association, Associated Collegiate Press and National Advertising Service, Inc.

Softly

When multitudes rise to their morning madness,
tarantula-bitten, and trample each other,
and beckon him, bully him into the dance—
softly, softly he sings to himself:
oh one of these days . . .

When his wife slams a bowl of rage on the table,
and the door shouts hello instead of the children,
and the dog won't get off her ass at his call—
softly, softly he sings to himself:
oh one of these days . . .

When friends look away for mysterious reasons,
and everyone tells him what nobody said,
and nobody tells him what everyone said—
softly, softly he sings to himself:
oh one of these days . . .

When the sky seems ready to bare its fangs,
and the ocean's loud elbow pokes at his peace,
and the wind in the courtyard mimics his worry—
softly, softly he sings to himself:
oh one of these days . . .

When his hope is yanked out of the active files,
and his charity's shoved—like dung—through his jaws,
and his faith is quartered in front of his eyes—
softly, softly he sings to himself:
oh one of these days . . .

won't pack a suitcase, won't buy a ticket,
won't take a roadmap, won't bring a checkbook,
won't carry postage, won't need addresses—
one of these days, oh one of these days . . .

—Aaron Kramer

LITTLE MAN ON CAMPUS



"I UNDERSTAND YOUR CLASS STARTED DISSECTING CATS OVER IN LAB TO-DAY."

Veterans

(Continued from Page 1)

15,127,000 living World War II veterans, according to John S. Gleason, Jr., Administrator of Veterans Affairs.

A look at the record also shows that 87.8 percent of the World War II veterans are living with their original wives. Another indication of "normal readjustment" to civilian life is the fact that 97.9 percent of World War II veterans are employed, according to latest available VA compilations.

Most of them are engaged in some phase of manufacturing, with trade, transport and con-

struction following in that order. Seven percent live on of agriculture or animal husbandry.

VA administrator Gleason pointed out:

"This settled character of the average ex-GI and the lack of unrest common among veterans in some other nations is, I believe, due largely to the laws passed by Congress.

"These laws, which expressed the will of the American people, were designed to aid and speed the assimilation of the World War II servicemen into civilian ranks and community life," Mr. Gleason declared.

Bits & Pieces

By LINDA WARREN

The most dangerous time of all in the newspaper business is when an editor can find no news. Then he or she begins to dig and there's no telling 'what might be found. Perhaps this is the most creative time, the most imaginative in the doldrum profession that deals with stark realism. Today, in the last issue, it is evident that a bit of digging took place to fill this back page.

You are urged to engage your aesthetic viewpoints before reading the poetry that appears.

* * *

Dr. Rodger Swearingen, noted author and lecturer, spoke Tuesday evening on "Soviet Myths vs. Reality." For all who attended he seemed to have an extremely pacifying effect. However, if one was hoping for more than pacification, he was disappointing.

* * *

The high schoolers are keeping Sahuaro Hall jumping with their adolescent energy which is being channeled into learning the most about Student Council work. We dull college students might find it refreshing to drop in on their enthusiastic meetings, forums, discussions, etc. We might be once again rejuvenated. For those of you who intend to teach them, it is best not to lose contact with the uninhibited energy they exhibit.

The four years spent in college away from teenagers might be a mistake as we tend to forget WHO we're going to teach as we become more and more bogged down with WHAT we'll teach them.

* * *

Yes, it's been a long hot summer and for those of you who have braved it through two sessions, a silver star for courage in the heat of battle is your prize. For those who chose to stay for only six weeks, you, too, deserve congratulations.

Here's wishing you a long, cool, rainy winter. We need it!

"It began before the war had actually ended with passage of the GI Bill and continues to the present day in a series of laws passed to benefit veterans and their dependents.

"Congress has aided veterans in the fields of education, housing, medical care and hospitalization, vocational training and a host of other categories ranging from specially equipped automobiles to burial expenses," the VA head said.

The scope of the various programs administered by the Veterans Administration—for veterans of all wars—becomes apparent from some of the statistics.

"Right To Love" Denied Delinquent

By ADAM MARGOSHES
(Taken from "The Village Voice," July 5, 1962. Greenwich Village newspaper.)

Jerome Eden, a former New York City Public High school teacher, spoke on "Organic Education," at Cooper Union on June 13, as part of the series of lectures on Wilhelm Reich and organology sponsored by the Interscience Research Institute of Stamford, Connecticut.

Mr. Eden told of teaching in a Manhattan vocational school for boys. When he entered the room for his first class, some of his students were shouting out of the window to friends on the street, others were throwing chalk erasers at one another, and a few were sitting on the teacher's desk. He asked them to sit down and be quiet while he called the roll, but there was absolutely no response. He asked again, a little more firmly, still without results. Just then another teacher came in and roared: "SHUT UP AND SIT DOWN!" That worked.

The rest of the term continued on the same note. Nobody paid any attention. When the pupils spoke to the teacher, they never called him "Teacher" or "Mr. Eden," but always, "Hey, Teach." In self-defense he started calling them "Pu." When one pulled a knife on him and he sent a note to the assistant principal saying, "I need help," no help came: the official was more scared than he was.

CATCH-PHRASES

He tried to get around this impossible teaching situation—for example, by mentioning that proper names like Mantle or Mays are capitalized. But the pupils caught on that the lesson was being sneaked in, and they resented it.

When Eden appealed to his instructors at Teachers College, they looked unbelieving and mouthed a few catch-phrases, especially, "Teach to the pupils' needs, find their needs." How this was to be done was not explained.

Finally he gave up. He told his captive audience that they could attend class or not, as they chose; from now on he was going to catch up on his reading. All he wanted from them was silence. He brought a book to class every day and read, leaving the pupils to their own devices. A Board of Education inspector who visited his class during this period gave him a good rating because he kept his students "orderly."

But in a few weeks they got restless. "Hey Teach," they said, "how about some lessons? This is boring. Nothing's happening. Why don't you talk about something?"

"Why should I talk?" he said. "You're not interested in anything I have to say. You don't want to learn spelling or grammar or composition. What would I talk about?"

"We're interested in girls."
"Don't you care about anything else?"

"What else is there?"
At first he went back to reading his book. But then he

started thinking. And he remembered his instructor's advice: Teach to the student's needs!

ASTONISHING CHANGE

So the next day he told his students he would answer any questions about girls and sex. When they were at last convinced that he meant what he said, their whole attitude changed astonishingly. They became intent, serious, and most surprising, utterly quiet. They sat there quickly scribbling out questions, and when one of the students made a mild disturbance, he was quickly shushed by the others.

One of the boys asked how to spell a word, one of the dirty words that made up their only sexual vocabulary. Eden spelled it out on the blackboard. Then the spelling of other such words was requested, and soon the blackboard was covered with four-letter words. Eden held his breath against the chance of an inspector or official walking in at that moment.

When he started answering their questions, always in a way that affirmed healthy heterosexual genitality and its rights, he held their rapt attention. At the end of the period they didn't want to leave for the next class, and he had to promise that he would answer more of their questions after school hours, never believing that they would actually stay. So it went for five classes. And at the end of the school day, there were all his students lined up outside the room in an orderly, quiet line, waiting to come in and hear more.

One of the worst students from the point of view of discipline and studies, who had been described by other teachers as "uneducable," broke in on Eden and said: "You know something? This 'right to love' that you're talking about that they won't let us have—THAT'S the cause of juvenile delinquency." He had clearly grasped a principle evaded by the overwhelming majority of psychiatrists, criminologists, and social workers.

In the second, theoretical part of the lecture Mr. Eden spoke of Reich's concept of character armor. He illustrated this by drawing a turtle with its legs and head extended toward a pleasant stimulus, perhaps a bit of food. If this stimulus turns out to be say, a jellyfish that stings the turtle, it retracts its head and legs; only its shell is left exposed. Exactly so with the armored human being. To get the retracted turtle to move, you can no longer lure him with a stimulus; he is now conditioned against that; you have to push him. Thus while an expansive, unarmored human being can be educated by engaging his interests and feelings, the armored man must be pushed—by the coercive methods of compulsive education.

These methods are the standard ones in use in almost all our public and private schools. That they can be broken through is shown by Eden's above-cited experience.