

Rap Session, Direct Line Communication

By Scott Jay

ACTION STAFF WRITER

Florida International University President, Charles Perry, met with interested students during two rap sessions on Feb. 27. The sessions, held at noon and again at 5:15 gave students an opportunity to question Perry on any topic.

Over 150 students participated in the sessions, and many expressed a desire to see this as the first of a continuing series. Perry said that he would be happy to comply if enough students were interested.

Questions were raised on many topics ranging from class scheduling to FIU public relations. The issue of teaching

ethnic studies programs was also raised.

When asked about the present grading system and the effect of "no credits" Perry said, "We will review it very carefully. At the end of the year, we may go back to a traditional system or some other form."

"What is important is that we must be bold enough and honest enough that we can change whatever we are doing," said Perry.

Students commented on a number of topics including the operation of the job placement office, student publications, and the emergency alarm system.

In regard to the alarm system Perry said that his staff is currently in the process of informing the faculty of emergency procedures. When this is accomplished, students will then be notified.

The question of longer library hours was raised and Perry answered that he felt that FIU's hours were comparable to any other state school. When further asked about weekend hours, Perry replied that he felt that students would not use the library even if it was open longer hours.

As these were the first rap sessions Perry said that he had

"... big enough, bold enough and honest enough to do what we're saying."

Dr. Charles Perry

no idea as to how they would be received by students. He said that to promise immediate changes would be impossible. He added that he could not even promise that he would personally solve each problem, but rather that he would see that they were referred to the proper persons.

In his opening words to the

group of students who met with Perry at 5:15, he said that he feels that the rap sessions will bring about results.

"The success of this type of dialogue depends upon the results. We are already reviewing questions raised this morning," said Perry.

ACTION

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'so on' eliminated Innovative Grading System On Experimental Basis

By Helen Mannion

ACTION STAFF WRITER

Florida International has simultaneously in progress both the traditional grading system and one which is in the academic world. Most often used to grade students is the A, B, C, and "so on" system. FIU has modified this by omitting the "so on" or in essence the failure with the application of a No Credit. The A, B, C, No Credit system is officially used in the College of Arts and Sciences, the School of Business and Organizational Sciences, the School of Hotel, Food and Travel Services, and the School of Technology. The School of Education and the School of Health and Social Services are currently implementing the Honors Credit (HC), Credit (CR) and No Credit (NC) system.

Both systems are officially operating on an experimental basis for the next three years under study by the FIU Office of Institutional Research. At the end of the designated period this office will submit the results and findings of this project to the Florida State Board of Regents.

The Overall objective of both systems is to allow teaching and learning to become a cooperative and pleasant experience for the student and teacher. The primary emphasis is to reward rather than to punish the student by failing him. This is then an experiment in the positive approach to education. FIU is not the first university to try this method of evaluation, but certainly it is a leader in the philosophy of the need to research this vast area of education.

A complete explanation of the FIU grading system is enclosed with every transcript sent from the Office of Registration and Records. This policy is followed to aid recipients of transcripts to better understand the practices of this university.

Many questions were raised last term in regards to the significance of a NC. A significant change in the explanation of this grade was written for this quarter. If your grade report shows "NC," it means that your instructor considers your work incomplete. If your grade appears NC without

an asterisk, this means that you did not meet the criteria of the course and you must re-register for the course in order to receive credit.

Mr. Ron Butler, the Registrar of Florida International, is an articulate and strong advocate of the Credit-No Credit grading system. Commenting on the subject Butler says, "In the final analysis we need one uniform

grading system at FIU. Grades seem to be a threat for the student and creating the role of ruler for the professor."

Grading systems are an in depth problem for education everywhere. Next quarter ACTION will continue the task of examining the history and implications of a quality grading system which will be suitable for the entire academic community of FIU.

FIU Accounting Association Free Income Tax Assistance

The FIU ACCOUNTING ASSOCIATION in conjunction with the INTERNAL REVENUE SERVICE and UNITED FUND is providing "FREE" INCOME TAX ASSISTANCE throughout Dade County under the VITA program.

VITA, Volunteer Income Tax Assistance, is a community service for lower income, elderly, Black and Spanish-speaking people. The IRS provides the VITA service nationwide by holding tax preparation seminars.

The FIU Accounting Association sponsors this community service project in a joint effort by the School of Business and Organizational Sciences and the School of Hotel, Food and Travel Services.

The IRS intensively trained 100 FIU students, primarily accounting majors.

The United Fund of Dade County, seeking to set up a VITA program, contacted the IRS. The IRS referred the United Fund to FIU as it has the largest program of this type available.

Community service centers are set up in four Dade County locations (as follows) and will be manned through April 14. All

centers will closed one day, Saturday, March 24.

Florida International University:

Saturday: 9-12 and 1-4 (PC 438)

Wednesday: 1-4 p.m. (PC 438)

Edison Little River Self-Help Community Center:



University Moves To Accreditation

By Robert Stoch

ACTION STAFF WRITER

Those students who plan on matriculating to an institution of higher learning (Medical, Law, or Graduate) upon completion of their studies at FIU, and are worried or confused as to FIU's accreditation situation, can find answers in the person of K.W. Trowbridge. Dean Trowbridge is director of Self-Study and Accreditation at FIU, a position virtually unknown to most students, yet affecting the future of many of them.

Unfortunately, in wondering whether or not they attend an 'accredited' school, most students are unaware of the actual nuances involved in the accreditation of a university, and even lack the basic facts regarding it.

On June 1, 1970, FIU attained 'Correspondent' status with the Southern Association of Colleges and Schools. SACS, founded in 1895, is one of six regional accrediting bodies in the United States, and encompasses eleven southern states (the same states which formed the Confederate States of America during the Civil War). Institutions become accredited by meeting standards of quality set by their peers in

SACS. In a complete self-study (which Trowbridge directed) FIU developed its own special purpose and goals and set forth the means of accomplishing them. A Visiting Committee, sent by SACS, looked at FIU as an institution and made its recommendations that we should gain the first of three steps toward full accreditation Correspondence status (this is a rather innocuous term from a student standpoint).

FIU's position as of this date is that, the US Commissioner of Education considers us eligible for any program a fully accredited school would be (NDSL, College Work-Study, etc.). The Florida State Department of Education places us on an equal level with all other state schools, such as FSU and the University of Florida, for such purposes as transfer, credits, and admittance to Law and Graduate programs (there is no public Medical School in the state of Florida).

FIU will host a second Visitation team from SACS on campus from May 22-25 to review the University's request to become a candidate for accreditation (the second step).

The FIU Chapter of CEC is proud to announce that it has won two state offices in the Florida Federation of the Student Council for Exceptional Children. Deborah Murphy, President of the GIU Chapter, was elected State President and Ronnit Friedman, Treasurer of the FIU Chapter, was elected State Secretary. Colby Nevill of FAU was elected State Vice-President and Ann Blatch of FSU was elected State Treasurer. These officers were elected at the State CEC Convention held in St. Petersburg.

Anyone interested in joining the FIU Chapter of CEC can find applications in DM room 483.

Round Campus

with bob barry

President Perry at his "Rap Sessions" with University students said he hopes the University will be "big enough, bold enough and honest enough to do what we're saying."

One thing for sure, someone was bold enough when they instructed the Campus Security Department to block off the center parking area for VIP's attending a special preview of the campus production "The Night Thoreau Spent in Jail." We didn't hear any complaints of the special showing but from the parking lot came some unhappy students. Sample of the hassle, "What do you mean reserved? I paid for a sticker and now I have to park in the east forty." Or how about the comment from a car load of Dade County teachers coming to class, "Who's the VIP that can't walk like I do?" Of course many will have difficulty justifying the complaints, but if they keep in mind that student enrollment showed, during last quarter that there were more students on campus at 8:30 p.m. than at any other time block, they may see the connection.

Point of information: we don't think it has been made very clear to the student body. Our Campus Safety Department is authorized by the Florida State Legislature as a special state police organization. They have all graduated from accredited police academy's and have full arrest powers. They are authorized to carry arms and issue citations. They are here for the student's safety and to secure the campus properties. They wear blue blazers with a large FIU emblem on the breast pocket and most times can be seen carrying a portable radio. The results of a very enlightening survey concerning the CSD has been published in this edition of ACTION.

With all the planning going on in the county offices to get safer road markings you'd think someone would have allowed for a traffic light at the east entrances to the campus. It's a dangerous game of chicken trying to get in or out during the morning and even worse for the evening classes. Possibly one of those VIP types can be persuaded to do something about it before the University has a tragedy.

Bits and pieces...Pressure must be building up for the final push for grades this quarter. Students, seeking tension reduction by way of the foam route, drank the kegs dry at the Food Service counter last week.

Student organizations that are active can begin receiving money from the Student Services Department if they are recommended by the Student Governance Committee. Counselor Len Bryant had a birthday and no one seemed to care till his co-workers hit him with a surprise card.

The University Lacrosse team is very exciting to watch in ACTION, check the schedule and venture out to the field and give a look see...I'll see you Round Campus.

Briefs

...The next edition of ACTION will be Friday, April 13. This newspaper is the result of volunteer students at FIU and will gladly accept any news worthy contributions of students or staff at the University. All contributions must be typed and double spaced with the name and phone number of the person submitting the copy. The editorial board of ACTION reserves the right to edit or omit any copy it deems objectionable. ACTION can be contacted in room 406 DM or through Students Services room 220 PC.

The Intensive Language Program will get into full swing this Spring Quarter. Students, Faculty, and Staff may enroll for courses in the following languages Spanish, French, and Russian.

Small sized classes will give the student individualized informal instruction. Native speaker instructors will emphasize conversational skills, in the language chosen. For further information please contact Mrs. Di Salvo at International Affairs Office Extension 2846. Thank You.

...Having a meeting during the Spring Quarter? Send the time, place, etc. to the Action Bulletin Board in DM 406.

Letters to the Editor

Dear Editor:

Attention Education Department! You're making a big mistake! The mistake is having an excellent teacher serve the education department as a "clinical aide." You're holding the key to the candy store and keeping us education majors locked out.

We get the excitement of looking through your beautiful window, we see all the things that we want, but can't get to. We've got to get in! Dr. Sally Pell gave us a "taste" of what she can do by having us for students for one day, but we need more of her time. It is rare that one finds a professor who can get the message across to the students the first time. Her unique way of explaining things and reinforcing them is beautiful. Instead of fearing our "module" is all wrong, we are relaxed as she talks to us and explains the good and incorrect parts of our project. The relaxed atmosphere makes one want to learn.

Her knowledge and dedication to the field alone would surely be enough to enable her to be a full-time professor. Students, realizing her fine qualities, have begun circulating a petition to get Dr. Pell hired on a full-time basis. I watched a petition to secure this teacher as it circulated in my Edu 311 class and not one person let it go by without adding their signature. Surely this means something.

Education School, please take notice of our plea to you let Dr. Sally Pell share her knowledge with us. Let us have that key to the candy store!!

By Andi Stuart

If T.S. Eliot had not written "The Love Song of J. Alfred Prufrock" in 1917, and had it been written in 1973 instead, I think it would be a safe supposition to say that Eliot may have patterned his famous poem upon the habits of FIU's students.

Of a student population of 5,616, only a handful have not spent countless hours wondering, "Do I dare?"; these students have sought to produce changes in curriculum and administrative policies, participate in campus clubs or organizations, and generally take an interest in other students' needs.

As for the other students, I've watched them hurrying through the halls, only to see them a few minutes later, lounging in the cafeteria with bleak expressions, sipping on a glass of beer. If one listens to the bits of conversation they spit at each other as they hurry through the hall, it may bring to mind a part of Eliot's poem, "In the room the women come and go Talking of Michelangelo." Often I wonder just how many people, students or professors, understand completely what they are talking about. Mental vomiting of senseless sentences fills more of our campus than do our cars. These do-nothings have more than "measured out their lives with coffee spoons"; they are "formulated," and "sprawling on a pin," and once pinned, "wriggling on the wall."

Scott Jay resigned as editor of Action because a number of important people found his editorials too strong. That's not to say that he is guilty of poor reporting or writing libelous editorials. He is guilty of "daring," daring to print news that offended "important people." The difficulty arose because Scott is not sufficiently formulized.

For Scott, I think the mermaids will sing. As for those of opposite character, there seems little hope, unless they ask themselves the question, "Do I dare Disturb the universe?", and answer: YES.

Neil W. Herman

Dear Neil, Thanks for your contribution. Concur with your comments on actionless people, however that's not why Scott resigned. Ed—

Tax Help at FIU

Con't. from page 1

5905 NW 2nd Ave. - Saturday: 9-1 and 1-4
 Consumer Credit Counseling Service: 12345 West Dixie Highway
 Saturday: 9-12 and 1-4;
 Monday: 6-9 p.m.
 Latin Red Cross: 1351 S.W. 1st St.
 Saturday: 9-12 and 1-4;
 Thursday: 6-9 p.m.

The director of the program, Mark Kaplan, and faculty advisors, Dr. Dhia Alhashim and Charles Ilvento have received favorable comments from many of the several hundred taxpayers already assisted by the student volunteers. They report aht with the April 15th deadline approaching, more people are coming in for assistance each week.

Assistance is available to FIU students, faculty and staff at all the locations.

the specially trained student volunteers are ready to assist you in the preparation of your Federal Income Tax Return for 1972.

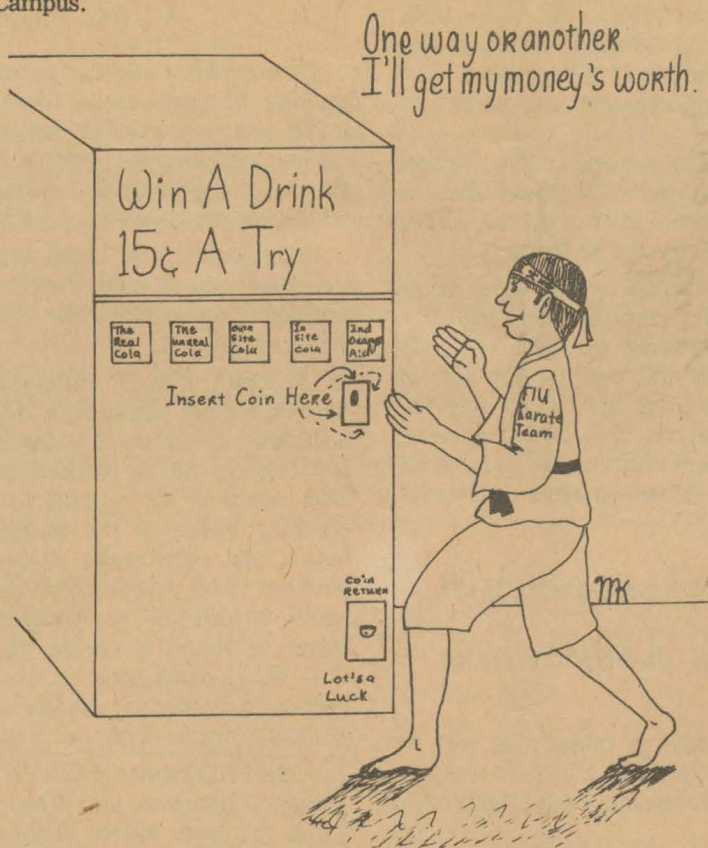
Carol & Pat

Getting Together

The last issue of ACTION announced the formation of a second campus paper, THE MASCOT. ACTION is presently involved in changing their overall format. At this time, the editors of both THE MASCOT & ACTION feel it would be to the best interests of this campus to combine our efforts to produce one superior paper. We would like to thank all of the students and advertisers who contributed to THE MASCOT, with a special thanks to the Student Services office staff.

..ACTION is independently published without state funds by students at FIU. ACTION may be reached c.o the Office of Student Services, Room 220 PC or Room 406 DM. ACTION welcomes all comments, criticisms, aand suggestions. All letters to the editor must be signed and a phone number should be included, however, identification will be withheld upon request.

EditorBob Barry
 Editorial BoardHelen Mannion, Diane Tolbert
 Michael Ray and Pat Mc Garry
 Business Mngr.....Jerry Minton
 Photo Editor.....Jack Seiderman
 Faculty AdvisorCharles Iluento
 Technical AdvisorDavid Wilson



One way or another
 I'll get my money's worth.

Message from Pres. Perry

As a student at Florida International University, you now have the opportunity to be more than someone who is attending classes here. You have the opportunity to play a role in shaping the destiny of the University.

On March 1, the Interim University Governance Document went into effect. This was another major milestone in the development of the University.

Last September, the governance document was just so many words on paper of a philosophy of how the University should be governed. Now, however, it is a reality on an interim basis, pending review and approval by the Florida Board of Regents. During 1971-72, the proposed mode of governance for the University was accepted through written ballot by the University faculty and staff, and, although final approval by the Regents may take sometime, we are pleased to have been given authority to use the document as a *modus operandi* in the meantime.

Those of you who have read the proposed constitution within the last few days no doubt realize that it has much more meaning for you than may have appeared when you first read it last September. You now have more with which to relate—650 faculty and staff members, more than 5,000 students, and their goals and needs. With the implementation of the Interim Governance Document, you have been provided both a direct and indirect means of sharing in the decision making process with a great number of persons looking to progress in higher education.

The document provides for a university council which will be made up of an equal representation of persons from four senates. Each of the four senates will represent a distinct segment of the population of the university. There will be a Student Senate, Career Service Personnel Senate, Faculty Senate and Administration and Professional Personnel Senate. The Interim Governance Document provides that each of these senates will send five representatives to the University Council. Hence, the council shall be composed of twenty voting members, and two non-voting ex-officio members, the vice presidents for academic and administrative affairs. The University Council shall be the principal advisory body of the University.

We believe that this working relationship of faculty, staff and students holds great promise. You are urged to get involved.

Charles E. Perry
President

What Do I Think Of FIU?

By Horacio Chavez Paz

If you are in charge of a group of recipients of an all-expenses paid grant who have attended a university for 15 days, particularly when exclusively invited, and you are asked an opinion of how the group is doing, the expected answer would be "rosy." That, however, is not my case. I've been asked for a report, an opinion and I'll try to make it as clear as possible, and, what's more important, as objective as I can.

I want to stress that what follows is to be taken at face value. It can be criticized in any way except one—its value as a personal statement. In the first place we are in a university which is just being born. This fact, which may sound like simply a bit of news, has a more transcendental dimension because we came to experience a country which is already developed, where one assumes that problems will not emerge out of what that country has to build, but what it has to consolidate and preserve.

When we enter a university in the process of birth, we get immersed into a "youth" reality, where problems possess the fascinating freshness of a grand project. It's as if we were berthed in an idea and at the same time, we were witnesses to how that idea metamorphoses into buildings, into university careers, into people who will have much to do and say in the United States.

In summary—at FIU we feel that we share in a birth that, in some measure, involves us. We say that it involves us because the greatest objection that we Argentines have vis-a-vis the U.S. is that we are not actually known, that we are misinterpreted, that characteristics and conditions are attributed to us which are very far from being ours.

Therefore, finding a university that at its very birth proposes to become international is like discovering a worthy "friend" in the rank-and-file of the "enemy"—("enemy" mostly in jest, of course).

These circumstances have made us feel, instantly, when we arrived, a part of this reality, this environment. In particular, two things attracted us—the structure of the program prepared for us and your desire to listen to us.

We, the Argentines are fond of discussion; each of us feels somewhat "masters" over Truth, and we never accept passively any idea, any opinion, any utterance which is outside the field of the exact sciences. That is why, when we were told here that you wanted to listen to us, that you wanted to know how

we felt about things, we received a pleasant surprise.

Of the whole program, so far, what amazed us most was the political maturity of the young Cubans with whom we've had the opportunity of debating the situation in their country. Frankly, we had not any time imagined that we would find such a healthy attitude. Another institution which made us feel comfortable was Operation Amigo. We could say that the Amigo (friend) in this case became reality and simple, profound and instant way.

Positive Self Image Opinion Of Yourself

By Bob Foreman
ACTION STAFF WRITER

Many of us in the student body here are parents, as are many of the faculty, and most of those who are not now parents will be within a few years. So we share or will soon be sharing in a common concern for the happiness of our children.

There are many ingredients in that rare and precious feeling we call happiness and it seems that many of them are different for each person.

basics, though, without which a person has a much smaller chance of finding happiness. A positive self-image is one of these. Your child will have a much better chance to achieve happiness and meaning in his life if he is fortified by a positive self-image.

A self-image is exactly what it sounds like. It's the image you have of yourself. It's your opinion of yourself. It's what you believe about yourself. It's what you believe others think of you.

You can't see it, smell it nor touch it but you can feel it. Or rather you can feel its results. You can feel what it does to you.

What it does to you is influence how you face the world and deal with life. If you have a positive self-image you feel able to meet life with confidence; if you have a negative self-image you feel weak and worthless and life seems too difficult and demanding to handle. Most of us fall somewhere between the two extremes although we tend to lean toward one of them.

The child who respects himself, who likes himself and who believes in himself has a priceless and powerful ally, the spirit of self-confidence. He expects to be liked and he is not afraid to try to accomplish things.

A child with a negative self-image doesn't have self-

confidence. Instead he bears the burden of increased insecurity. He doesn't expect others to like him and tends to be afraid to try things because he is afraid he will fail. So he tends to keep to himself, avoids trying difficult things and surrounds himself with a shell of aloofness, disinterest or unpleasantness.

What about your child? What kind of self-image has he? His future, to an important extent, depends upon the answer to this question.

You can get a good idea of what he believes about himself by observing what he does and says. Many of his actions and comments will give clues to his self-image.

Does he generally believe he can do his tasks well? Does he feel most people like him? Does he often reach his own conclusions and express his opinions to his friends even when he knows

they disagree with him? Does he like to take an active part in group play and discussion? Does he normally enjoy social relationships? Affirmative answers to all of the above questions tend to indicate characteristics of self-confidence.

The parental actions that will help support the development of a positive self-image are the very ones that are best for all other aspects of the child. Some of them are:

Within prescribed limits that are understandable to the child, he should be allowed the freedom to express and be himself. You should strive to maintain a happy middle ground between providing protection and safety on the one hand and encouraging independence on the other.

You should show him in day-to-day life that you love him, care what happens to him and respect his abilities and opinions. The way you treat him on an everyday basis should make him sure that he is a welcome, loved, respected and responsible member of the family.

Same Desire

LES AFFAIRES INTERNATIONALES

"Greater International Understanding—To become a major international education center with a primary emphasis on creating greater mutual understanding among the Americas and throughout the world," quoted from: Florida International University Introductory Catalog.

To make this goal a reality, the student body at FIU must work closely together through programs that will acquaint us to the different cultures of the students at FIU and the world.

¡Reafirmamos la Internacionalidad! Aquí tenemos ya, desde el domingo día 18 a los estudiantes argentinos, (12 en total), que, entre sus muchas actividades sociales y culturales, tendrán paneles y conferencias, ofrecidos por expertos en la materia de Economía y Política y discusiones con líderes estudiantiles cubanos.

Qu'il est bon d'avoir toutes ces différences culturelles en FIU! Ici, il est impossible ne pas être un peu international soi-même. Il y a dans les couloirs, dans les classes, a la "cafeteria" et même plus dans les ascenseurs, le mélange de salutations, des présentations et des conversations de différentes langues. Hélas! Nous avons la chance de voir et de connaître beaucoup d'autres cultures.

Although men communicate by different languages, the desire to understand each other is universal and we must channel our efforts in this direction.



OPERATION AMIGO—Part of the group of Latin-American students visiting FIU are shown here with some FIU students. (l-r) John Traverse, FIU, Grace Osimani, FIU, Carlos Negri, AMIGO, Horacio Chavez Paz, AMIGO, Rubin Chine, AMIGO, Raul de Quesada, FIU, Charlie Gunning, FIU, and seated are Rubin Chino, AMIGO and JoJo Rollinson, FIU.

Photo by Jack Seiderman

In reference to the limitations we have found—I would mention two: one is imposed by geography. The 13 Argentines are spread over a quite extensive area, and because of this we are a little trouble (of which we are well aware) in such things as people having to provide transportation for us, lodging us at a real inconvenience to them, and other details of daily life.

Another limitation, as inevitable as the one above, is lack of time. It occurs to me that the Argentines each in his specialty and in his own political and ideological position could be useful to this university. I could not improvise right away what we could offer, but I know well that if more time was available we could pour on our hosts a few worthy elements. One should not forget that Argentina is a very

cosmopolitan country.

To end I want to express that we hope that this will be only the first step of a growing relationship and that, looking at the future, we would very much like for students and faculty of FIU to consider the possibility of visiting our country. If that happens, there will be 13 Argentine homes with open doors, there will be 13 "amigos" wishing to collaborate with them, there will be an institution to support them—the University Foundation of Rio de la Plata; and there will be a restless, rich and cultured country which will know how to welcome them and make them feel "at home."

I hope that this expression of wishes will become a "challenge" to which we are ready with the most enthusiastic response.

Media Center: Learning Resource Warehouse Filled With Useful Aides

By George Simon

ACTION STAFF WRITER

The FIU Media Center is under the direction of Mr. David Wilson, a teacher of higher education for 9 years, who is working on his PhD. in Instructional media. A pioneer of FIU, He has seven full time employees and 20 student assistants. The Media Center occupies 7,000 square feet on the fourth floor of Primera Casa and will be moved in 1974 to Building Four where it will have three times the space it occupies now.

There is a total inventory of \$125,000 worth of electronic equipment, which at this point is considered, in terms of the number of students and faculty 25 average.

A few years ago, research information was ten years old by the time it reached students via textbook or film. Today an individual has an extensive information center in his own home which provides him with immediate information and research data that will appear in textbooks months later. Students and faculty who are part of this highly mediated, high information density environment expect more from a Media Center than just a projector or a record player.

Too many Media Centers are top heavy with technicians and engineers. Although these people play an important role in the success of any Media Center, Wilson thinks of his role as, "information gathering" in a world of information proliferation.

In a university with an enrollment of over 5,000 students, the Media Center is working toward accumulating material that is relevant to the objectives of a course and which provides opportunities for students to learn according to their own particular styles. Thus according to Wilson, staff for the media center should have a background in teaching and research as well as a knowledge of the role of the media in education. All of the staff and the illustrators taught courses with the faculty last quarter.

"An individual who has taught, or is teaching in addition to performing his assigned duties in the Media Center, can better identify with the problems of faculty and students alike," said Wilson "My goal is that the Media Center in FIU will be accepted as a part of the teaching faculty of the University."

There are five departments within the Media Center: equipment distribution center,

communications laboratories, 16 mm film library, assessment center, and micro-teaching clinics. The communications laboratory is set up with individual cassette tape recorders which are used to get maximum utilization out of tax dollars and space.

If you care to study any language you can listen to the instructor and at the same time repeat the words into a microphone attached to the headset and it will be recorded on the tape so you can listen to yourself. If needed these tape recorders can be easily moved to a classroom to tape lectures. The film library is a repository for 16 mm films; educational films, film strips, film loops, classic old films such as "The Battleship Potemkin" and "Un Chien Andalou" by Salvador Dali. You can view any of these films from 8 a.m. to 11 p.m. five days a week.

There is an FIU film society being formed to explore contemporary cinematic achievements of different nationalities. This shall fulfill two of the three basic goals of FIU: greater international understanding and service to the community. This new service shall be open to everybody at FIU and the community in general. A catalog will be circulated listing titles available.

There is also a department where students are instructed to produce a variety of multimedia programs. Video tapes are taken of guest speakers to show to night classes.

The School of Education uses these facilities for micro-teaching situations. The parts department handles all the equipment and has a sophisticated logistic system to make sure that the requested equipment is there on time and in working order when needed.

Finally there is the art section with two full time illustrators who work on projects with faculty to design instructional material and also help this publication. Efficiency, dedication, enthusiasm and above all pride in FIU; in what we are today and shall be tomorrow is what the Media Center is striving for," said Wilson.

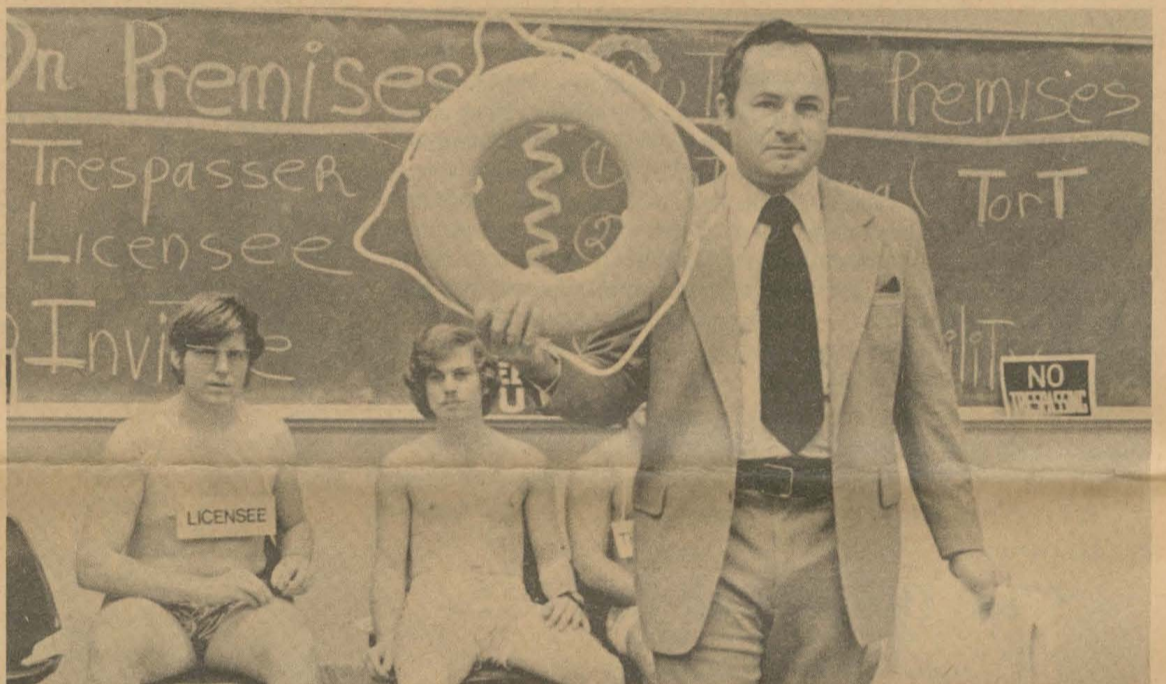


Photo by Scott Jay

Shown here is Marshall explaining the relationship between Hotel/Motel owners and guests during one of his recent HRM 325 productions.

The purpose of the visit, according to FIU President Perry, is to assess FIU's commitment to: (a) educational opportunities for students as outlined in FIU's Master Plan (available for review in the library), (b) operating under a well-designed structure for academic, financial, and staff planning, (c) progressing steadily and properly toward the eleven basic accreditation standards of SACS. In preparation for the visit, Perry established six task forces composed of student, faculty, and

administrative volunteers, to review the progress in meeting the eleven standards. The task forces are scheduled to report by the first two weeks in April.

If the Visiting Committee approves of the program, and SACS concurs, then FIU will achieve candidate status. Preliminary college estimates suggest this may occur in the fall of this year, with full accreditation coming one year later after the first class has completed the entire school program (two years).

The accreditation process is a unique one, with the structure of the accrediting organization just as unique. In most countries throughout the world, control of education is centralized in a government agency, while in the United States the power to determine educational standards is decentralized to achieve greater flexibility and outlook. The six regional accreditation associations are supported by membership dues, and are not connected in any way with federal or state government.

Your Florida International University Rings Are Here

YOU ARE INVITED . . .
to inspect your new, exclusive rings now on display! The most respected symbol of your educational achievement . . . a silent status symbol that will travel with you through all of life's professional and social events.



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Renaissance in Education

By Michael Ray

Professor Joe Olander was looking for some way students could cash in on the learning experiences of both national political conventions and several local elections. As a result, he began the Public Affairs Internship Program last summer, before FIU had actually opened.

Since last summer on-the-job experiences in several areas have been made part of the Political Science Department's internship program. There are four main areas of interest into which the program is divided, providing students with a rare opportunity to learn firsthand how the establishment rules and controls society. These areas are:

Legislative—For instance, the student can work for a national politician, a State Senator, or even a Metro Commissioner.

Administrative—The student can learn about organizational or bureaucratic behavior. This quarter two students are working with the Federal Aviation Administration.

Judicial—Students now work with the Public Defender's Office and the Migrant Legal Services.

International—Students can work at a foreign consulate or at headquarters for an international corporation.

Professor Olander also found places for interns to work. He

said the contacts were made by a lot of time, gas and phoning.

A student involved in the internship program is not limited to working somewhere where contacts have already been made. If he desires to work somewhere else, Professor Olander will see what he can do.

The Public Affairs Internship Program is open to any student at FIU. A student can earn from five to fifteen credits per quarter for his internship work, depending on the hours he works. A fairly accurate ratio of credit

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Library Reference Center Ready for Students

It has been said that the library is the heart of the university. To this might be added, the Reference Department is the heart of the library.

It is the one area especially designed to aid, guide and assist the patron, be he student or faculty, in his search for information. The simplest question may often prove perplexing when one does not know where to begin searching for an answer.

It is the responsibility and function of the reference staff to try to lead the patron to the appropriate resources of the library that will answer the who, what, where, when and how of this question.

Broadly defined, the Reference Department of any library explains and interprets the library's organization and holdings to its public. At FIU the reference resources consist of the books in the general reference collection, such as encyclopedias, dictionaries, almanacs, directories, bibliographies, handbooks, etc.

The Vertical File is a collection of pamphlets on all subjects; indexing and abstracting tools, used to locate journal articles in any field or discipline; government

documents, both federal and state and materials in microform. In addition, the department collects and maintains phone books and college catalogs from all areas of the United States.

The department's finest asset is its staff. Though small in size compared to other major university reference departments, the staff tries to give each patron individual attention and guidance. Each question is considered important and a sincere effort is made to fill each person's need. The staff enjoys

working with the university community in a mutual effort toward intellectual fulfillment.

The head of the Reference Department is Teddy Kassner, Associate University Librarian. Before coming to FIU in 1970, Mrs. Kassner was a librarian in the Undergraduate Library of the University of Miami. She is assisted by Muriel Efron, head of Documents, two part-time Adjunct Assistant University Librarians, Mrs. Margaret Cubberly and Mr. Robert Stack. In addition the staff includes five career service employees.

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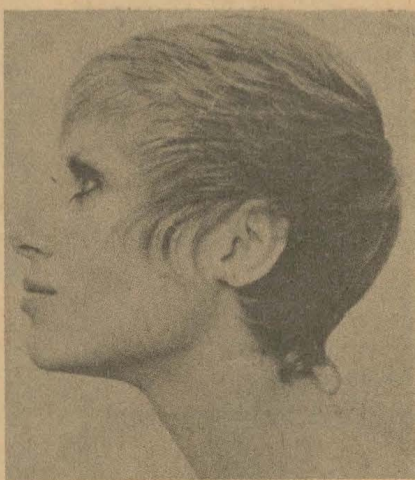
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As I See IT

By Pat McGarry

Two former officials of President Nixon's political organization were convicted on January 30 for plotting to spy on Democrats during last year's campaign. James W. McCord Jr. and Gordon Liddy, key figures in the Watergate affair, were found guilty on all counts charged against them; conspiracy, second degree burglary and eaves dropping. Liddy could receive a maximum sentence of 35 years in prison, McCord a 45 year term. The other five men charged in the Watergate affair all pleaded guilty and all are in the District of Columbia jail, except E. Howard Hunt Jr. who is free on a \$100,000 bond, pending sentencing. A Federal judge also fined Nixon's campaign committee \$8,000; the maximum fine for violating the new election spending law.

The Watergate investigations are far from over. Congressional Committee hearings are to be held later this year, and a civil lawsuit brought by the Democrats against the Republican Party is still pending. We will undoubtedly never know the whole truth of this political espionage, because of the ability of the Nixon administration to suppress the whole affair. In contrast is the Presidential election of 1872 in which President Ulysses S. Grant devised a way to answer charges of corruption. He stayed silent, campaigned little and used the power of his office to restrain investigation. On Inauguration Day President Richard M. Nixon said, "Let us reach out, for a new level of respect for the rights and feelings of others." I suggest he start practicing what he preaches! Four-More Years! Four-More Years! Four-More Years!

New Center

Construction has begun on Florida International University's third major building, the \$2.9 million, three-story University Center, which will house the various student services and activities. The 90,000 square foot structure is expected to be ready during the winter quarter of 1974.

The new building will be located just northeast of Primera Casa, as the third facility on the University's court system which is designed to unite the buildings visually and functionally.

The facility is designed to complement outdoor living and includes an indoor-outdoor social center that opens into a tropical garden and an outdoor amphitheater which will seat 2,000. Also included are student recreation facilities, bookstore, cafeteria, international conference theater, a classroom-type auditorium seating 200 persons and space for the Division of Student Services.

Plans are going ahead on two other major facilities at the University's Tamiami Campus. Construction will start later this year on the Multi-Function Two and Central Utility Plant, which will contain classrooms and office space. The fifth building, planned as the Library, will begin going up in 1974.

Psychological Assoc Students

Visit Operation Self-Help

"Because they were so open and honest with us, I think we will be more able to be honest with each other."

"I think they have a great program here; I hope to come back again sometime."

"It really meant a lot to me; I'm even going to send them a donation."

These were some of the feelings expressed by psychology students who visited Operation Self-Help Drug Rehabilitation Facility in Hialeah, Thursday, March 1. The visit was arranged and sponsored by the Student Psychological Association of Florida International University.

What started out as a standard field trip soon became a moving personal experience for the Florida International students.

The 15 students arrived at the Self-Help facility, a group of trailers and modules located at the old Amelia Earhart Field, and were greeted by Frank McGarry, Self-Help's Director of Counseling and Research. Mr. McGarry briefly explained the Self-Help therapeutic concept as closely related to the Reality Therapy proposed by Dr. William Glasser, a psychiatrist and author.

Following a general question and answer period with McGarry, the students listened to a tape made at one of the encounter groups conducted at Self-Help. The tape revealed the emotional process experienced by a young member of the Self-Help family as he attempted to come into contact with his own feelings and to learn how to deal with them honestly.

A discussion on the technique used in the taped encounter group was held with Miss Judi Barr, a Self-Help graduate who is now Facility Director. Through this discussion, the Florida International University psychology students were able to formulate many questions concerning therapeutic techniques which they will be eager to explore in further study and other field experiences which the SPA will sponsor in the future.

The most intense part of the visit came when several young members of the Self-Help family joined the group and described their own experience with drugs which led to their involvement with the Self-Help program. Besides the use of chemicals, the youngsters revealed family histories characterized in their own terms by lack of meaningful communication at home.

The openness of these young people in expressing their problems elicited many open emotional reactions from the Florida International University students.

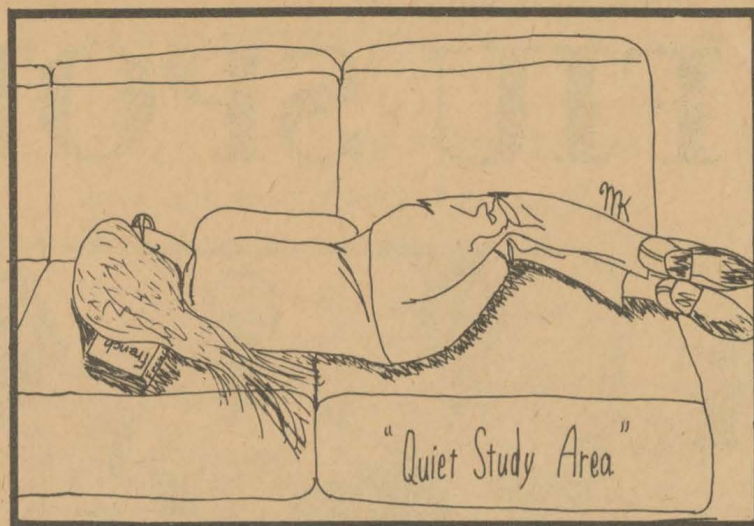
The program was wrapped-up as a very "together" happening when one of the Self-Help members said, "Before you go, let's all stand up and join hands and give a yell!" Quite the change for the students used to

Take notice. Financial aid is awarded for each academic year. Applications for the 1973-74 academic year beginning in September received before May 1 will receive priority consideration. Plan to have you applications in at least 90 days prior to the quarter you are requesting aid.

the diminuendo of the close of a class session.

The value of the experience for the psychology students was probably most manifest in their reluctance to leave; the visit extended to more than three hours and several students remained to talk individually with Self-Help members and staff.

Activities of this kind as well as lectures, panel presentations, research projects, community projects and others, are part of the Student Psychological Association's projected plans. SPA members are students with a serious interest in psychology as science and service. Anyone interested in membership in SPA should inquire at the Psychology Department office, Deuxieme Maison 432.



Math-Science Dept.

A primary concern of FIU's Mathematical Sciences Department is dispelling the idea that mathematics is something difficult and mysterious, interesting only to eccentric geniuses. MAS 305, The Significance of Mathematics, is designed to give non-majors an inkling of what mathematics is, how it is used, and why many of its theorems and constructs are considered beautiful. MAS 310, computers and society, considers the problems caused by the widespread use of computers. It gives non-majors an idea of what computers can and cannot do and gives majors some sense of the social consequences of their field.

Dr. Robert C. Fisher, chairman of the Math Sci Dept., has created a balanced department which fairly represents all aspects of the field. In his view there is much to gain by uniting mathematics, statistics and computer science in one

department. In many universities these disciplines are fragmented into several departments with a resulting loss of communication and constructive interaction. Dr. Fisher also believes that the department

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WE PAY 50% OF CURRENT RETAIL PRICE, REGARDLESS WHETHER PURCHASED NEW OR USED. It pays to buy a used book for classes and then sell back to the bookstore after classes finish.

(2) **MARKET VALUE**—Wholesale distributors will buy textbooks not being currently used on our campus for resale to other college and university bookstores nationally. We function indirectly as a purchasing source for several nationally recognized wholesale distributors, as well as for other bookstores within our own company.

WE PAY BASED ON THE VALUE AS APPRAISED FROM A WHOLESALE CATALOG WHERE GENERALLY THE VALUE FLUXUATES AROUND 15-20% OF THE RETAIL PRICE. Paperback editions bring considerably less on the wholesale market.

(3) **NO VALUE**—Textbooks in poor condition (with broken bindings and missing pages, etc.) have no value. Also, old editions and most printed materials made available by university departments have no wholesale value.

Q. What happens if my book is in new condition, having been purchased for a course but never used?

A. Once the initial two week refund period at the beginning of classes is past, all textbooks bought back from you by the bookstore are considered used and priced accordingly for resale. IF WE BUY IT USED, WE SELL IT USED.

If we haven't answered all your questions here, don't hesitate to ask. We prefer not to answer lengthy inquiries by phone. Try instead our personalized service at the buy-back window inside the bookstore. **CAPITALIZE NOW BY RECEIVING THE HIGHEST PERCENTAGE RETURN ON YOUR TEXTBOOK DOLLARS BY SELLING NOW.**

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- All titles (HIS 305)
- ANASTASI, PSYCHOLOGICAL TESTING
- BASHAW, MATHEMATICS FOR STATISTICS (MAS 309)
- BLACK, RADICALS GUIDE TO SELF DESTRUCTION (ECO310)
- DOOLEY, ELEMENTARY PRICE THEORY (ECO 301)
- FLANDERS, PSYCHOLOGY: A PRACTICAL APPROACH (PSY 303)
- GILL, ECONOMICS AND PRIVATE INTERESTS (ECO 310)
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- KISKER, DISORGANIZED PERSONALITY (PSY 422)
- HALL, THEORIES OF PERSONALITY (PSY 421)
- MANSFIELD, MICROECONOMICS THEORY AND APPLICATIONS (ECO 307)
- MANSFIELD, MICROECONOMICS SELECTED READINGS (ECO 307)
- MILLER, ECONOMICS OF NATIONAL ISSUES (ECO 310)
- MINTZ, AMERICA INC (ECO 310)
- NORTH, ECONOMICS OF NATIONAL ISSUES (ECO 301)
- RUNYON, FUNDAMENTALS OF BEHAVIORAL STATISTICS (MAS 307)
- SPIEGEL, GROWTH OF ECONOMIC THOUGHT (ECO 312)
- STONE, ABNORMAL PSYCHOLOGY THROUGH LITERATURE (PSY 422)
- WOODWORTH, EXPERIMENTAL PSYCHOLOGY (PSY 301)

BUSINESS

- BEATON, REAL ESTATE INVESTMENT
- BURNS, ACCOUNTING PRIMER (ACC300) limited
- HAMBURG, STATISTICAL ANALYSIS FOR DECISION MAKING (BUA 305/MAS 309)
- HAMPTON, ORGANIZATIONAL BEHAVIOR AND PRACTICE OF MANAGEMENT (BUA 309)
- HOPEMAN, PRODUCTION CONCEPTS ANALYSIS CONTROL (BUA 302)
- HORNGREN, ACCOUNTING FOR MANAGEMENT CONTROL (BUA 307)
- HORNGREN, COST ACCOUNTING
- MCCARTHY, BASIC MARKETING (BUA 303)
- MURDICK, INFORMATION SYSTEMS FOR MODERN MANAGEMENT limited
- WELSH, INTERMEDIATE ACCOUNTING (ACC 401/402)

EDUCATION

- ANDERSON, PLAY WITH A PURPOSE (EEL 307)
- ARY, INTRO TO RESEARCH IN EDUCATION (EDU 507)
- BANATHY, INSTRUCTIONAL OBJECTIVES (EDU 305)
- BORG, EDUCATIONAL RESEARCH: AN INTRO (EDU 507)
- BUCKLEY, MODIFYING CLASSROOM BEHAVIOR (EEC 511)
- CLARIZIO, TOWARD POSITIVE CLASSROOM DISCIPLINE (EDU 311/EEC 511)
- CLARK, EDUCATING THE EXPERT SOCIETY (EDU 305)
- DECHANT, DIAGNOSIS AND REMEDIATION OF CHILDREN (EEL 502)
- FROST, EARLY CHILDHOOD EDUCATION (ECE 501)

- GAITSKELL, CHILDREN AND THEIR ART (EEL 306)
- GRIER, BLACK RAGE (EDU 312)
- HALL, SILENT LANGUAGE (EDU 305)
- HALL, MANAGING BEHAVIOR I (EEC 511)
- HAMACHEK, ENCOUNTERS WITH THE SELF (EDU 312)
- HARING, ANALYSIS AND MODIFICATION OF CLASSROOM (EEC 511)
- HARRINGTON, THE OTHER AMERICA (EDU 312)
- HAUENSTEIN, CURRICULUM PLANNING FOR BEHAVIORAL DEVELOPMENT (EVO 306)
- HESS, TEACHERS OF YOUNG CHILDREN (ECE 502)
- HILDEBRAND, INTRO TO EARLY CHILDHOOD EDUCATION (ECE 501)
- HOMME, HOW TO USE CONTINGENCY CONTRACTING (EEC 511)
- KIBLER, BEHAVIORAL OBJECTIVES AND INSTRUCTION (EDU 311)
- KNOWLES, MODERN PRACTICE OF ADULT EDUCATION (EAD 519)
- KOZOL, DEATH AT AN EARLY AGE (EDU 312)
- LEHMANN, EDUCATIONAL RESEARCH: READINGS IN FOCUS (EDU 507)
- LUCK, CREATIVE MUSIC FOR CLASSROOM TEACHER (EEL 306)
- MEACHAM, CHANGING CLASSROOM BEHAVIOR (EEC 511)
- PATTERSON, FAMILIES: APPLICATIONS OF SOCIAL LEARNING (EEC 512)
- POPHAM, ESTABLISHING INSTRUCTIONAL GOALS (EDU 305)
- SANDERS, CLASSROOM QUESTIONS (EDU 311)
- SPODEK, TEACHING THE EARLY YEARS (ECE 502)
- STEPHENS, DIRECTIVE TEACHING OF CHILDREN (EEC 307)
- WEBER, EARLY CHILDHOOD EDUCATION (ECE 501)

HEALTH and SOCIAL SERVICES

- All titles (HSM 304 Reading List)
- CLARK, CRIME IN AMERICA (CRJ 301)
- DUNN, BASIC STATISTICS: A PRIMER FOR BIOMEDICAL SCIENCES (HSM 401)
- HOLT, JUSTICE MACHINE (CRJ 301)
- NIEDERHOFFER, AMBIVALENT FORCE (CRJ 302)
- PIFFNER, ADMINISTRATIVE ORGANIZATION (CRJ 311) limited
- SAXON, BASIC PRINCIPLES OF DATA PROCESSING (HSM 401)
- STAHL, PUBLIC PERSONNEL ADMINISTRATION (CRJ 312)
- STERLING, CHANGES IN ROLE CONCEPTS OF POLICE OFFICERS (CRJ 302)
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With Debbie Goldstein

Tom Wonderling's production line of baseball stars will have to be tough to withstand the upcoming calendar—31 games are scheduled by the Florida International team during March.

Among those collegiate powers who will take their first crack at the Tamiami Park diamond beginning Monday, March 5, are St. Joseph's, Eastern Illinois, Belmont and Middle Tennessee State.

The Florida International nine brought their record to 2-4 last weekend as they captured the second of a two-game series on succeeding days against Miami Dade, North.

After suffering a 5-2 loss to the Falcons on Friday, the team made a comeback in the ninth inning on Saturday. Howie Finklestein evened the score, 4-4, after his single to right field paved the way to a run by Danny Price.

The game, which lasted 13 innings, proved to be the longest in the University's young history. It ended after Larry Hoskin's double to left field aimed Dave

Myholak toward second base and sent Danny Price home from third.

A second meeting with Broward Community College last Monday resulted in a loss, 9-2. Danny Price knocked two triples, which resulted in runs. John Perez took over pitching duties from a tired Frank Baumgardner, through the fifth inning. Phil Hollar and Guy Bellevance also hurled in the game.



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