

# the Technician

Volume LI, Number 71

Monday, March 29, 1971

## Committee May Propose Deconsolidation

by Hilton Smith  
News Editor

Chairman Lindsay Warren, Jr. has issued a statement seeking to dispel rumors that his Committee has come to a decision on reorganization of higher education in North Carolina.

The Greensboro Daily News, in a lengthy story last week speculated that Warren's committee will call for "deconsolidation" of the Consolidated University of North Carolina.

State, along with the University branches at Chapel Hill, Greensboro, Charlotte, Asheville, and Wilmington, is part of the Consolidate University and is governed by a combined Board of Trustees.

Warren's committee on reorganization, formed by Governor Bob Scott late last year, was assigned the job of studying what the relationships should be between the fifteen

(including State) state-supported higher education institutions.

### Reports Premature

Warren stated that "the reports are premature inasmuch as the committee has not reached a decision as to what organizational or structural changes may be recommended for the North Carolina system of Higher Education."

Warren assured the news media that when a decision is made, they would be informed.

The Greensboro paper, quoting two sources, stated that the committee will probably decide upon either a single centralized governing board for all university units or a single coordinating board with 16 individual boards, one for each campus.

### Deconsolidation

Either measure, if adopted, would amount to deconsolida-

tion of the Greater University System of which State is a member.

Both plans would do away with the current Consolidated-University Board of Trustees in favor of a single board for each institution.

Several university officials have expressed apprehension about the possible implications of deconsolidation. The University system would be completely broken up. Consolidation has been in effect since 1931.

Besides the first two alternatives being discussed, there are two others reportedly being considered.

One is a system where institutions are grouped into universities, senior colleges, and community colleges with each group having a board of trustees.

The other isto retain the

Board of Higher Education and strengthen it. This would present additional problems.

### Infighting And Politics

Governor Scott set up the committee in order to find a solution to what he calls the

"infighting and politics" that

are present under the current system. He says having the six-branch university under the Board of Trustees and the other institutions with individual trustee boards has caused

real problems.

The committee has reached a tentative date of April 15 for reaching a final decision which will then be submitted to the North Carolina General Assembly, now in session.

## Cummings To Leave Post As State's Research Dean

Dr. Ralph W. Cummings, administrative dean for research at State, will join the Ford Foundation July 1 as Program Adviser in Agriculture for Asia and the Pacific.

The Foundation for many years has supported the development of emerging nations

as well as a multitude of programs within the United States.

"Our University and the entire state benefitted from Dean Cummings' dedicated and comprehensive service in administering the \$18-million-a-year research programs at our campus for the past two years,"

stated University Chancellor John T. Caldwell.

"We will miss his presence in this important post, but we know his great competence in overseas work will again help to fill needs felt around the world, this time with the Ford Foundation. Those needs center on producing enough food to feed the hungry. Half a billion people are at starvation point and another one and a half billion humans are malnourished. Ralph Cummings takes with him great expertise and a magnificent conscience."

Dean Cummings, a native of Rockingham County, N.C., served 12 years with the Rockefeller Foundation's international programs prior to his appointment in 1968 as administrative dean for research.

## Five Arrested For Possession Of Pot

Five members of Sigma Chi Fraternity were arrested early Friday morning on charges of illegal possession and transportation of marijuana. Raleigh policeman Steve McLeod made the arrests at the intersection of Avent Ferry Road and Varsity Drive after stopping the car and noticing some peculiar activity in the back seat.

McLeod was given permission to search the car after he noticed the strong odor of burning marijuana. In the ensuing search the officer found several bags of marijuana being burned in a coffee pot in the back seat of the car.

Arrested were: David L. Henderson, 2624 1/2 Bedford Ave.; Richard I. Stewart, Edward L. Babb, Jr., and Hugh E. Moore Jr., all of 2490 W. Fraternity Drive; and James E. Hutcherson of 3245 Octavia St.

Moore and Babb are members of the Technician staff, as

is Hutcherson who is Advertising Manager for the paper.

## Library To Check ID's With Books

Use of State's new library facilities by unauthorized students has prompted the library staff to begin checking registration cards.

Effective immediately the D.H. Hill Library will require all students to present their valid registration cards before books can be checked out to them.

Students are urged to have registration cards ready when presenting books to be checked out.

Unauthorized non-university students have been charging out books using State student names and numbers.

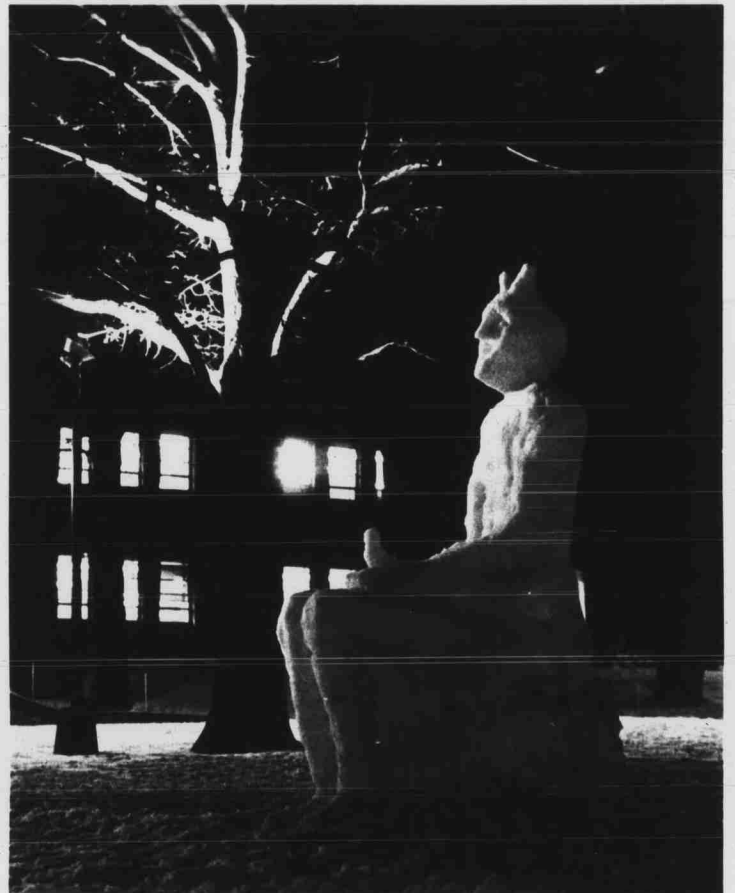


photo by Atkins

NEW STAFF PHOTOGRAPHER Lane Atkins captured an eerie scene on film during Friday's freakish spring snowstorm. By Sunday, students returned to campus beaches.

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THE MALL provided a perfect place for snowball wars this weekend while the snow lasted. This one State student took it all on the chin. But there were many opportunities to get even.

photo by Atkins

### ON THE INSIDE

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### TODAY'S WEATHER

Rain likely today and tonight. Chance of thundershowers. High today in the 60s. Chance of precipitation is 60 per cent today and 70 per cent tonight.

# the Technician

A paper that is entirely the product of the student body becomes at once the official organ through which the thoughts, the activity, and in fact the very life of the campus, is registered. It is the mouthpiece through which the students themselves talk. College life without its journal is blank.  
the Technician, vol. 1, no. 1, February 1, 1920

EDITORIALS

OPINIONS

## State's football program is not Up to level of big-time sports

Indiana University's naming of Bob Knight as head basketball coach was a pleasant announcement to those who are anticipating great events for Wolfpack basketball. Coach Norman Sloan has compiled an outstanding record at every college where he has coached, and his performance at State has certainly been a fine one. This year's team did not live up to anyone's expectations, prompting rumors that Sloan would leave to take the job at Indiana.

But his overall record is a good one at State; he took teams which did not have a great deal of talent and turned them into solid ballclubs. The high point of his State coaching career came last year with his team's Cinderella ACC Championship. This year had been one marked by inconsistency and some apparent disillusionment, which resulted in starter Ed Leftwich and top reserve Bill Benson leaving the team just prior to the Atlantic Coast Conference Tournament. However, State's solid win over a hot Duke club and the team's fine performance against nationally-ranked South Carolina in the tourney ended the season on a more pleasant note.

State is fortunate to still have the services of Sloan. All indications point to a fine Wolfpack team for the future, if the players recruited can pull the grades to stay in school. The area which does not appear to have too bright a future is football, the same sport which propelled State into the national spotlight in 1967.

With the beginning of spring football drills, one immediately thinks back to the embarrassing season head coach Earle Edwards' forces had last year. We realize winning is not everything; crowds will turn out to see an exciting club, even if it loses a few games. But State football has turned into such a dull "one yard and a cloud of dust" style of play that attendance and school spirit are suffering badly. Duke's football team has not had great records over the past few years, but crowds did turn out to see the kind

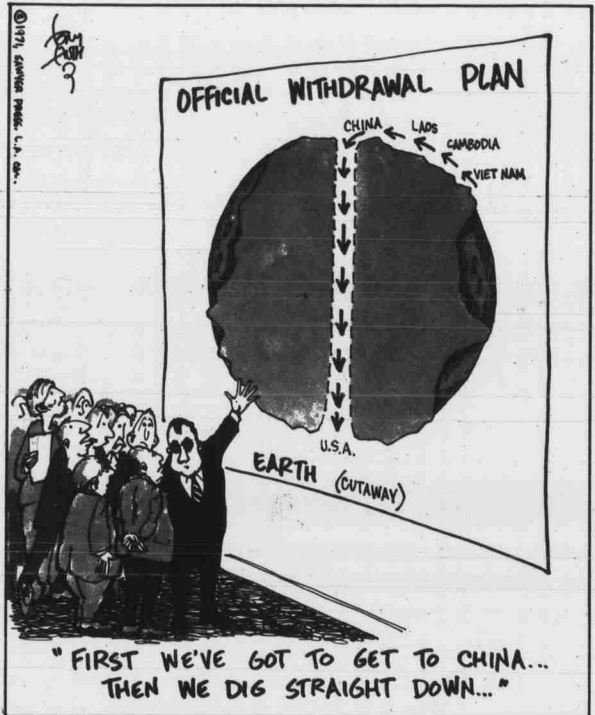
of exciting football Leo Hart produced.

In the last 12 campaigns, Edwards' teams have won a total of 61 games while losing 67. During that span, State has had only five seasons with better than break-even records. Last year's 3-7-1 record was bad enough in itself, but the lackluster play and apparent lack of team spirit was even worse. Loyal State fans unhappy with the season were joined by several players on the football team who were not satisfied with Edwards' job. Reports that the team was unhappy with Edwards were no secret to those who followed the team closely. There was reported dissent on the 1969 Wolfpack club also, which compiled a 3-6-1 record.

Defenders of Edwards' performance claim that lack of good material is to blame for our poor record. Poor material comes from poor recruiting, which is the coach's job; therefore, any poor performance will ultimately find its way back to the shoulders of the coach.

In the recent controversy involving mandatory student fees to support our athletic program, athletic department spokesmen have stated that student fees is the price students must pay for a "big-time" sports program. What kind of a big-time sports program is it that produces only five winning seasons in the past 12 years? Edwards' career record at State shows a total of only six winning teams in his 17 years as head football coach at State!

Students should demand something better than this if they are forced to contribute \$20 per year each to the athletic program. We do not know what kind of contract Earle Edwards was given after his lucky season of 1967, but surely it was not such that we will be forced to watch dull, losing football until Edwards reaches the age of mandatory retirement. If our athletic department means what it says about "big-time sports," it will do something to correct the mess Edwards has made of football.



## AC'70 up to students

by Richard Curtis  
Managing Editor

Last year, when All Campus '70 was announced, then Student Body Treasurer Rick Rice, campaigned for that memorable event to the extent that it succeeded and he failed.

Rice failed in his bid for Student Body President. All-Campus succeeded, if one overlooks the \$3,000 the Student Senate lost by underwriting the event. As a campus-wide, student social event, it did most certainly succeed—and this year's All Campus '71 appears headed for bigger and better things.

But Woody Kinney, present Student Body Treasurer, is surmising that All-Campus '71 will be a financial disaster if the Student Senate opts to underwrite it to the tune of \$10,000.

Kinney showed apparent disbelief that the All-Campus Committee could sell anywhere near 10,000 tickets in order for the event to break even. If the Senate does underwrite All-Campus—and it does fail—then he stands to gain favor in the eyes of the student body, assuming an "I told you so" attitude. With spring elections approaching at a very rapid pace, this turn of events would place Kinney in a prime position for announcing any political

ambitions. But since the elections will be over by the time of All-Campus (Apr. 16-17) this, theoretically, will have no bearing on those elections, unless there is a runoff.

In last Wednesday night's Senate meeting, Kinney reported the event stands to lose a bundle if the All-Campus Committee doesn't sell 10,000 tickets. Those 10,000 tickets represent \$40,000-\$70,000 dollars, depending upon how many tickets are sold to non-students.

To date, the Committee has only signed four groups to appear during All-Campus Weekend: Judy Collins, Badfinger, Goose Creek Symphony and Chartre. Two more signings are anticipated. But tickets go on sale today in the Union. Time is running out—and money is a very touchy subject, especially when one speaks of \$10,000 of student fees.

But the burden of All-Campus '71's success falls on the shoulders of the student body. For years, State's student body has been clamoring for a weekend similar to UNC's Jubilee. Now they have one.

And they are the ones who decide.  
And they alone.

## 30—THE STORIES BEHIND THE HEADLINES

# Walser's Nematodes in My Garden of Verse

BY GEORGE PANTON

The ninth floor of the new library tower has become a regular tourist attraction. People continuously go to the top floor with cameras to take pictures of the campus.

Friday, a couple entering the building said:

"The ninth floor of the library is just like the Eiffel Tower. Hordes of tourists up there. It looks like they have never seen snow before."

\* \* \* \* \*

SEMINAR OF THE WEEK: (or what are the nematodes up to now): Plant Pathology Seminar: "Effects of Crop Residues on Nematode Activity." Nematodes have become so popular lately in -30- that the campus information office sent us an article on what nematodes actually are. Watch this space for the true story of nematodes.

\* \* \* \* \*

On the subject of nematodes, the *Charlotte Observer* Sunday carried a story on Richard Walser, retired N.C. State English professor. It said:

"He does like delving into the oddities of N.C. literature. If he has a favorite among his own books it may well be *Nematodes in My Garden of Verse*, the best of bad poetry, which he collects with glee.

Nematodes are universal.

\* \* \* \* \*

The following ad appeared in the *Gamecock*, the University of South Carolina's newspaper. (No comment need be made):



A COLA PRODUCT

A part of the profits from every bottle of Cockade is donated to the general Scholarship Fund of the University of South Carolina. Ask for it at your local store.

As a special offer clip this coupon for a discount at your local store

COUPON	10' OFF	COUPON
	On Purchase of 2 28 oz. bottles of	
	<b>COCKADE</b>	

manufactured by Canada Dry Rotting Company of Columbia

# 'Nigger' Still Has Campus Relevance

(See related story, Page 4)

by Craig Wilson  
Opinions Editor

Approximately two years have passed since I first read "The Student As Nigger." Since then I have come almost to the end of my undergraduate studies, and, having passed on to more advanced courses, I have not encountered some of the more detestable aspects of University education which this article cites. Nonetheless, it has occurred to me that even though I am not as caught up in the bitterness and disillusionment so many of us were in the hottest part of the radical protests of the late '60s, this article can be more helpful to us now than ever, since it holds up for us in graphic detail the manifestations of the American university's most horrible qualities, which we can discuss with less blinding emotion and more constructive reasoning in these less impassioned times.

## "Nigger" Examples On Campus

I must say that I know of at least one comparable example of every incident Farber cites in "Nigger." Indignation was my initial response two years ago; now I realize that the sad state of our universities has evolved quite naturally from the nature of our public institutions of higher learning. No one should really be surprised to learn that the university, as a creature of society, socializes its students. Undeniably there are times when instruction at N.C. State enables one to become a reasonably free thinker, but such is not the intent of "the university" as an institution.

Its purpose is to inculcate the values of American society, to teach technical proficiency, to expose us to some of the world's great thinkers within the framework of our own culture's criticism, to teach us *en masse*. It is simply erroneous to say that the avowed aim of the American public university is, or has ever been, to educate the whole man by leading him to himself, by helping him define who he is, where he is

headed, what he wants. The notion that the university is set apart from society to pursue a "radical inquiry into truth," to hold our present conduct as a nation of people up to probing criticism, while it may have been true in Medieval Europe, has never been true as far as American Universities supported by public funds and trustees, is concerned.

## Universities Turning Into Monsters

This is not to say that such purposes should not be upheld by universities. Indeed, the modern American institution is turning into a monster, feeding its impersonal mass indoctrination on its spiraling enrollment, its computerization, its traditionally shallow approach to "grading," all of which hurl the university exponentially farther from a position of separation from the socialized world, and with each passing day foreclose the possibility that it will ever be able to educate rather than socialize.

Thus I view with alarm the lack of seriousness which students and faculty demonstrate concerning reform of the university. For example, we have recently had raised on this campus the question of the efficacy of the grading system. Most persons with whom I have discussed the matter view it as a relatively minor one, maintaining that since we are all agreed on the basic nonsense of grades to begin with, the problem is by-passed by simply ignoring it. Yet it seems to me that the question of grade reform bears upon the basic philosophy of how the university should function. There are, for example, a great many persons who feel that an elaborate A-B-C-D-F grading system is desirable, since the business of the University is to certify its graduates so that prospective employers may choose student X with a 2.5 average over student Y with a 2.4.

Now without even objecting to the philosophy that the university's aim is to certify, one should be easily

persuaded that our present manner of assigning grades fails miserably to differentiate between the abilities of students. What, for example, is the difference between an 88 and a 92? How can one realistically say that such arithmetical representations reveal anything significant about relative performance, much less intelligence? Perhaps if each professor were to write long evaluations of individual students, a fairly accurate means of certification might be achieved. But since the university is so large, and since professors are not disposed to accept that much additional work, the university cannot, even if it wants to, accurately represent accomplishment on an arithmetic scale. The real reason grades are assigned as rewards and punishments is explained quite well by Farber: grades are part of the sexual frustrations which accrue from the oppressive nature of any institution of society. Reforming the grading system is one of the first steps toward freeing the university, just as breaking the shackles of greed, avarice and public approval constitute some of the primary means of liberating oneself as an individual.

## Need For Campus Reform

The point is this: if we think that universities should educate and develop us as individuals, the university will have to be reformed. While it may be true, saying that "students are niggers" will not save the university; only well reasoned proposals for reform, presented in a persuasive manner by those who obviously care about the course of public instruction in America can do that. The bitterness and cynicism of Farber's article, while it points out many problems, cannot bring about the changes we seek. Only our participation in grade change proposals and other academic policy questions will make the university an institution in which students and faculty pursue basic questions about our roles in the world, both as individuals and as a people.

## Doctor's Bag

by Arnold Werner, M.D.

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Address letters to Dr. Arnold Werner, Box 974, East Lansing, Mi. 48823.

**QUESTION:** I wish you would comment on Linus Pauling's book "Vitamin C and the Common Cold." Aside from its effect on colds, what are the known effects of taking large doses of Vitamin C? Is the Pauling regimen completely harmless? I'm hesitant to ingest any medication in large amounts.

**ANSWER:** Pauling himself states in his book that the long term controlled studies, involving a sufficiently large number of people to determine the effects of Vitamin C in treating the common cold, have not yet been done. The studies that he quotes, according to many experts in pharmacology (the study of drugs and their effects) were not designed to take into account the normal differences in infections, idiosyncrasies of the host's response, and many other factors. In addition much of the material quoted is strictly anecdotal. Investigation of high doses of vitamins in the treatment of certain illnesses is warranted. However, to print material which would encourage large numbers of people to take massive doses of any medication before there is proof of value is unwise.

Large doses of Vitamin C are not harmless. For instance, in people susceptible to gout, kidney stones can be precipitated. Vitamin C interferes with the common urine sugar tests used by diabetics. Pregnant women on large doses of Vitamin C are thought to give birth to babies who have adapted to the huge amounts and when they are placed on a normal diet develop symptoms of scurvy. There have not been enough people on large doses of vitamins long enough to know the full impact of these vitamins on their systems.

The misuse of prescription and non-prescription medications is very widespread. At times, people alter their physiologic balance and bacterial flora to such a degree that they become, in the words of one of my favorite physicians, comparable to an ecologic disaster.

**the Technician**  
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## LETTERS TO THE EDITOR

### Another irate student

Dear Chancellor Caldwell:

The March 19 edition of the "Student Affairs Bulletin" contains, as you must know, an announcement of changes in student fees. These changes appear very illogical in view of the information published in the Student Government report on non-academic fees, "Due to Circumstances Beyond our Control."

The \$3.00 decrease in the Gymnasium Building Fund (from \$11.00 per full time student to \$8.00) is accompanied by an increase in student non-academic fees in two other accounts. Why increase the Intramural Athletics Fee from \$1.50 to \$2.50 when, according to the SG report, this fund currently has a surplus over twice its operating budget? The other increase is that the Physical Education Fee is raised from \$6.00 to \$8.00, while the SG report states that the surplus in this account is almost equal to its annual operating expenses.

Your office, which appears to be quite reluctant to offer a detailed response to the Student Government's report on non-academic fees, leads only to the conclusion that the information in the report is indeed correct. For if the report were not correct, you have passed up an excellent opportunity to eliminate a very embarrassing controversy.

Assuming the SG report to be valid, these changes in non-academic fees serve only to substantiate claims made by Student Government concerning the wisdom of the administration's handling of these fees. The administration has yet to disprove these claims.

If the condition of the non-academic fees' accounts are as Student Government reports them to be, one can quite logically ask why the increase in academic fees (from \$70.00 to \$76.00) could not have been easily compensated for by a decrease in non-academic fees? If this were done the student would not be forced to suffer another increase in the cost of his education.

In the February 12 issue of the Technician you were quoted as saying that you "would always involve students in decision making concerning fees," and yet, Student Government was not aware of the previously mentioned changes in fees until the announcement was made in the "Student Affairs Bulletin."

The students of this university, who pay these fees, deserve answers to these questions.

Michael A. Moxley  
Soph. CEC

### Parking privlages

To the Editor:

While the NCAA Tournaments were being played at Reynolds Coliseum, I was reminded of the tremendous furor generated by John Hester, our Student Senate President, over the reserved parking for heavy contributors to the Wolfpack Club. In spite of the fact that financial support from Wolfpack Club members extends beyond the support of our athletics program to include also the numerous foundations which augment the programs here at State, Mr. Hester is of the opinion no one should have special privileges when it comes to parking on this campus, especially contributors to the University.

If Mr. Hester were to be consistent in his crusade against special contributors to the University, he would find it difficult to explain his "A" decal which he at times prominently displays on his automobile as he prowls North and South campus in his many contributions to student life here at State. He should also have complained bitterly when part of the Coliseum lot was reserved for TV trucks and NCAA personnel.

On the other hand, I cannot but remember Mr. Hester's tremendous concern for a group of postmasters present on this campus last summer. These gentlemen arrived on campus without having notified the Traffic Administrator of their need for parking spaces. Had this simple request for spaces been made, a number of the postmasters' vehicles would not have been towed. The mere fact that these gentlemen were parked in a "No Parking" area and blocked construction vehicles around the library tower again was unimportant. Indeed, at a Student Senate meeting to which the Chairman of the Traffic Committee had been invited to speak, Mr. Hester made quite a point of the fact that these people were "politically powerful and he was much concerned as to what effect their negative attitude toward the University might have regarding future financial appropriations to be realized through the State Legislature. He even exhibited some concern that faculty salaries might be cut and some positions terminated as a result of the dastardly deed. The Chairman of the Traffic Committee answered questions honestly and sincerely and was thanked "for passing the buck." A slam totally uncalled for and bush league in nature. It would seem to me that the student body of NCSU could do very well without the immaturity and inconsistency demonstrated by Mr. Hester.

Rodney Broman  
Graduate Student

# Farber Brings The Ante - bellum 'Uncle Tom - Masa

## The Student As Nigger

### BEFORE YOU READ...

Reprinted, completely unabridged and uncensored, on these two pages is "The Student As Nigger," a piercing, methodical, and disarmingly frank article by Jerry Farber, which first appeared in the *Los Angeles Free Press*. Farber has drawn a clever analogy between American college students and the black race.

"The Student As Nigger" is written on a very real plane. The depth of Farber's emotions shows through in the bitter note struck throughout the article.

Words, phrases and allusions considered profane or indecent in most prose are used liberally in the article. For the *Technician* to have censored

these portions would have sundered and disorganized the piece, and both blunted the article's objective and destroyed its mood of bitter, desperate introspection.

It appears, therefore, untouched. The reader who would peruse "The Student As Nigger" in search of something which he may claim has offended him is hereby advised to pass it by.

But to the majority who we hope will read this provoking piece openmindedly, we offer two questions:

Is the academic community actually as devoid of meaningful dialogue as a slave cabin?

And if it is, can or will a peaceful course be taken toward emancipation?

--the editor

NOTE: "The Student As Nigger" was reprinted in the *Technician* February, 1969 and promptly generated the year's most fierce controversy. The *Technician* made 1,000 additional reprints available to classes and other groups who made the article the topic of endless debate, sometimes basing final examination on questions raised by Farber's "underground" masterpiece. We reprint it here because we feel that its message is timeless, and in the hope that some of that old exchange of ideas might rage once more.

by Jerry Farber  
*Los Angeles Free Press*  
March 3, 1967

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there we can go to consider whether it might ever be possible for students to come up from slavery.

First let's see what's happening now. Let's look at the role students play in what we like to call education.

At Cal State L.A., where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room my colleagues get uncomfortable, as though there was a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a niggerlover. In at least one building there are even rest rooms which students may not use. At Cal State, also, there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections - their average age is about 26 - but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally

with a trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally when student leaders get up - pity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

#### SMILES AND SHUFFLES

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" - and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says "jump", students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out - each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a pro; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in a rage when they fall asleep.

Just last week, during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying "This class is NOT dismissed" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of

that in his class. The class, incidentally, consisted mostly of high school teachers.

#### FOLLOW ORDERS

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshman come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year, I spoke to a student assembly at Manual Arts High School and then couldn't get out of the god-damn school. I mean there was NO WAY OUT. Locked doors, high fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment I expected sirens, a rattle of bullets, and his clawing the fence.

Then there's the infamous "code of dress." In some high schools, if your skirt is too short, you have to kneel before the principle, in a brief allegory of fellatio, if the hem doesn't reach the floor, you go home to change while he presumably, jacks off. Boys in high school can't be too sloppy and they can't even be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties and stinky brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class. They've got that slave mentality; obliging and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others - including most of the "good students" - have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in General Education requirements. They're pathetically eager to be pushed around; they're like those old gray-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in a passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights

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# sa Charlie' Scene From Cottonfield to Classroom In

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## "WHITE SUPREMACY"

The teacher's fear is mixed with an understandable need to be admired and to feel superior, a deed which also makes him cling to his "white supremacy." Ideally, a teacher should minimize the distance between himself and his students. He should encourage them not to need him - eventually or even immediately. But this is rarely done. Teachers make themselves high priests of arcane mysteries. They become masters of mumbo-jumbo. Even a more or less conscientious teacher may be torn between the desire to give and the desire to hold them in bondage to him. I can find no other explanation that accounts for the way my own subject, literature, is generally taught. Literature, which ought to be a source of joy, solace and enlightenment, often becomes in the classroom nothing more than a source of anxiety - at best an arena for expertise, a ledger book for the ego. Literature teachers, often afraid to join a real union, nonetheless may practice the worst kind of trade-unionism in the classroom; they do to literature what Beckmaster does to song in Wagner's "meistersinger." The avowed purpose of English departments is to teach literature; too often their real function is to kill it.

Finally, there's the darkest reason of all for the master-slave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white men so fearful of integrated schools and neighborhoods, and makes the castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins, before school years, with parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

## BLEEDING BRAINS

How does sex show up in school First of all, there's the sad but masochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the teacher - a kind of intellectual rough trade - and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us the perversion is intellectual but its no less perverse.

Sex also shows up in the classroom as academic subject matter - sanitized and abstracted, thoroughly divorced from feeling. You get "sex education" now in both high school and college classes; everyone determined not to be embarrassed, to be very up to date, very contempo. These are the classes for which sex, as Feiffer puts it, "can be a beautiful thing if properly administered." And then, of course, there's still another depressing manifestation of sex in the classroom, the "off color" teacher, who keeps his class awake with sniggering sexual allusions,

obscene titters and academic innuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

What's missing, from kindergarten to

graduate school, is honest recognition of what's actually happening - turned-on awareness of hairy goodies underneath the pettipants, the chinos and the flannels. It is not that sex needs to be pushed in school; sex is pushed enough. But we should let it be, where it is and like it is. I don't insist that the ladies in junior high school lovingly caress their students' cocks (someday, maybe); however, it is reasonable to ask that the ladies don't by example and stricture, teach their students to pretend that those cocks are there. As things stand now, students are physically castrated or spayed - and for the very same reason that black men are castrated in Georgia; because they're a threat.

## ONCE A NIGGER

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, its not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man getting out of his bag. Because the student doesn't even know he's in it. That more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier and more timely word, you can only program them.

## DANCE OR DUNCE

I like to folk dance. Like other novices, I've gone to the intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe." And then the teacher graded him, A,B,C,D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. Its especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get your hands in some clay? Make something? Then the teacher announced that a 20-page term paper would be required with footnotes.

At my School we even grade people on how they read poetry. That's like grading people on how they fuck. But we do it. In fact, God help me, I do it. I'm the Adolph Eichmann of English 323. Simon Legree on the poetry plantation. "Tote that lamb! Life that spondee." Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school, and my own residue of UCLA method are turning them off.

Another result of student slavery is equally serious. Students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness - over 16 years - to remain slaves. And for important jobs, like teaching, we make them go through more years, just to make sure. What I am getting at is that we're all more or less niggers and slaves, teachers and students alike. This is a fact you want to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries.

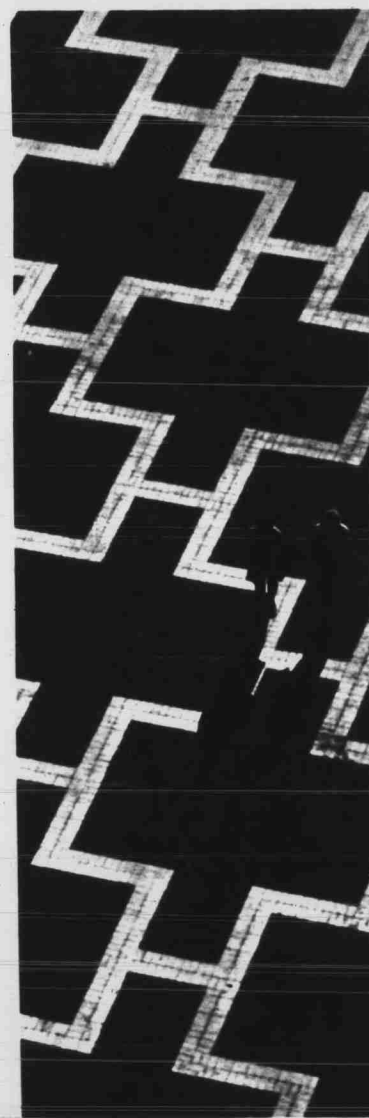
## INTIMIDATE OR KILL

Educational oppression is trickier to fight than racial oppression. If you're a

black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down in devastating accuracy. In high school its usually the student who gets it; in college, its more often the teacher. Others get tired of fighting and voluntarily leave the system. This may be a mistake though. Dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum. They could raze a set of walls and let life come blowing into the classroom. They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where its at - a "field of action" as Peter Marin prodigiously for the best of all possible reasons - their own reasons.



# Wilkins Sets Florida Record

by Wayne Lowder  
Staff Writer

Fleet-footed Jim Wilkins set a new record Saturday at Gainesville, Florida, in the invitational mile run. His new record of 4:07.4 broke the old record of 4:10.0 set last year by Maryland's John Baker.

The race, billed as a confidence builder for Wilkins, found him running in the third spot for most of the race. On the back stretch of the final lap, Wilkins smelled victory

and kicked out to win by a comfortable 3 second margin over Barry Brown of the Florida Track Club.

Collegiate runners and other noted runners participated in the 28th Annual Florida Relays, the largest relay the the South.


After a slow start by the other speedsters, Wilkins was keeping pace in third place. Then he made the final burst that made the difference as he ran the last quarter in a blazing

56 seconds.

"I had to prove I could outkick the other runners," he commented. "I thought the guys would go out faster, but the first lap was so slow I just felt great with the final lap remaining."

Wilkins' new mark, also a school record, was his best time ever. He also captured the only victory for a Big Four team in Friday's competition.

Wilkins travels to Columbia this weekend to participate in the South Carolina Relays.



**BENCHWARMER**

**Sloan Stays With Us**

by Stephen Boutwell

Any qualms that anybody had over the leaving of basketball coach Norman Sloan can now be shuffled to the side.

Over the last two weeks the sports media had Sloan all but packed and heading toward the campus of the University of Indiana to become the head coach of their basketball team.

The issue is now history. Bob Knight, coach at the U.S. Military Academy, was named head basketball coach at Indiana Saturday. Knight succeeds Lou Watson, who had resigned. Knight will take over immediately.

### No Intention To Leave

Sloan, from the very beginning had no intention of leaving State. He had no comment on whether or not he had been approached.

Last Year's ACC Coach of the Year has been on a recruiting trip in the Indiana and Illinois area last week. Before leaving he told Chancellor Caldwell and the Athletic Council that he was going to talk to the officials at Indiana but he was not going to leave State.

When one really thinks about it, the whole issue is absurd. Sloan has brought State's basketball program up to the par of the Everett Case era.

Next season he will have the likes of 7-4 Tommy Burleson on the front line with an improved Paul Coder. Steve Nuce will give Rick Holdt a tough battle for a forward spot. Battling it out at the guard positions will be Bob Larson and Steve Smoral.

All this with veterans Bob Heuts and top sub Rennie Lovisa and new comers Steve Graham and Billy Mitchel, who would want to leave?

It is reported that Sloan and his staff have some top prospects for next season. Sloan has a fine record at State and is a very reputable person both on and off the court. Even a disappointing season doesn't dampen his spirits. It is all in the past. There is a future with a lot of promise and attainable goals. An NCAA berth is in the makings.

So everyone can breath a sigh of relief. Sloan is here to stay, much to everybody's satisfaction.

### ACC Still Has Power

North Carolina winning the NIT and Duke earning the fourth place spot in the tournament renewed in everybody's mind the power that the ACC does hold even though South Carolina blew it in the NCAA regionals.


Without a super star and their leading scorer, Dennis Wuycik out, the Tar Heels displayed balance and determination to go all the way. Each game provided its own star. Sub turned starter Dave Chadwick came through in one game with 22 points to pave the way.

In the final it was Bill Chamberlain with a career high of 34 points to lead the team. Team work was the name with all contributing. Many of Chamberlain's points came on feeds from the other players.

Many will often wonder how far Carolina would have gone if USC's Tom Owens hadn't retrieved the stray jump ball for the winning basket in the ACC final. Many believe that the Tar Heels would have gone to Houston. The northern teams in the regional played ball more to the style of Carolina than did South Carolina.




JIM WILKINS pauses for a moment of rest. The State track star set a record at Florida in the mile run.



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# State Takes Two In Trip South, Pitching Big Factor In Both Games

by Stephen Boutwell  
Sports Editor

State's baseball team completed a trip to South Carolina on a successful note when they outlasted the Gamecocks 4-3 in 14 innings and then turned around and defeated Clemson 3-0 Sunday on a two-run homer by Mike Baxter and the shutout pitching of Mike Caldwell.

In Saturday's game, State got near perfect pitching from ace reliever Reid Carter that proved the main factor, enabling the Wolfpack to pull the game out.

Carter relieved starter John Lewis in the bottom of the eleventh after centerfielder Bill Petoskey singled to open the frame.

With one batter down, pinch-hitter Don Churchwell moved to first on an inter-

ference play by catcher Bill Glad when Churchwell's bat hit Glad's glove.

The next two batters then grounded out to end the inning.

The pitchers controlled the next three innings as neither team was able to mount much of a threat. In the 14th, State got its break.

## Carter Leads Off

The ace righthander led the inning off with a base hit over the pitcher's mound, and then moved to second on a sacrifice by Jerry Mills.

With one down and a man on second, the Gamecock's infield moved in to stop any further advancement. Kelly Sparger retaliated by drilling a shot in the hole between first and second forcing the pitcher, Bill Houston to cover the bag. Houston then dropped the ball

with Carter racing home for the winning run.

Both teams scored unearned runs in the first innings and remained that way until the sixth with the Pack scoring two on a triple by Harvey Willis. After getting a run in the sixth, Butch Anderson gave Coach Bobby Richardson's team a tie with a leadoff homer in the eighth.

State threatened to take the game in the ninth and eleventh when they put two aboard but were unable to bring anyone home.

## Pitching Duel

Sunday's game with Clemson saw a brilliant pitching duel between State's Mike Caldwell and the Tiger's ace Rick Gerhardt.

Both moundsmen held the other team in check until the fourth inning when Baxter, subbing for Harvey Willis who was back at State for the football scrimmage, connected for the two run shot over the left-center field fence. The homerun followed a base hit by Chris Cammack.

State's third run of the contest came in the top of the ninth following walks to Kelly Sparger and Cammack and a sacrifice hit by Danny Baker scoring Sparger. Baker was safe on an error in the attempt to

complete a double play.

## Triple Play

A highlight in the game came in the ninth when, with Cammack at third and Baker at first, Baxter lined a shot to the third baseman Billy Prophet who then forced Cammack at third and threw to first to get Baker, who had started toward second, to complete a triple play to end any more threat from State.

Caldwell, in picking up the win, completed his second straight shutout and raised his season record to 5-0. It was his eighth shutout of his career and 28th victory. It was also

his 29th complete game.

In going the distance, the hard throwing lefthander struckout 13, giving him 45 for the season, walked four and gave up six hits.

Gerhardt, equally effective except for the two run homer, struck out eight and gave up five hits. His record now stands 3-2 while Clemson drops to a 7-7 record and 0-1 in the conference.

State now possesses a 10-5-1 ledger and 3-0 in the ACC to lead the conference. The Wolfpack's next game is this Saturday when they host the Campbell nine in a 1:30 contest.

## IM Notice

Women's Intraurals had a full slate of events the week of March 22 with Sigma Kappa downing YMCA and the Tapers overcoming Carroll II in the semifinal roll-off in bowling. The bowling finals will be held at 4 p.m. Tuesday, Mar. 30 at Western Lanes.

Tennis competition was held on Tuesday and Thursday beginning a double elimination tournament. Softball also saw action on Monday and Wednesday with two leagues participating.

## Match At Ten Netters Drop Two

by Wayne Lowder

Last week's cold spell took its toll in the State and tennis courts as the Wolfpack dropped its only two matches.

Tennessee Tech came to Raleigh Monday and drubbed State by an 8-1 score. Jeff Griffith and Ben Page were the only winners for the Pack as they captured a win in doubles.

"Tennessee Tech came in and simply beat us," commented Coach J.W. Isenhour. "They have some real talented players on their squad."

Dartmouth invaded the courts Thursday and also left with an 8-1 victory. Griffith,

who holds the number two spot, won his singles match. According to Isenhour, Griffith played his best match ever against Dartmouth in raising his season singles record to 2-1, the best on the team.

"Thursday's match was much closer than the final score indicated," said Isenhour. "We had four 3-set matches and lost by a narrow margin."

Today East Stroudsburg and Williams will play the Pack. The first match will begin at 10 a.m. with the second following at 2 p.m. Both matches will be held on the courts behind Lee Dorm.

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There is a "common sense" way to select your diamond—rely on the facts. Let us show you the overall picture of diamond value and quality. Take advantage of our vast geological knowledge and experience. You'll find this is the wise way to select the diamond you'll be proud to give or own.

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**'Husbands**  
AL RUBAN and SAM SHAW Present  
**THE FALL FROM CASAVETES**  
HUSBANDS  
Produced by AL RUBAN Associate Producer SAM SHAW Written and Directed by JOHN CASSAVETES  
FROM COLUMBIA PICTURES

**NOW SHOWING** colony theatre  
1:46, 4:15, 6:49, 9:23

**HELD OVER valley 1**  
SHOWS: 2:00-3:57-5:54-7:56-10:00  
4 ACADEMY AWARD NOMINATIONS  
including Best Picture, Best Actor  
A MUST SEE FILM!!!

**HELD OVER valley 2**  
SHOWS: 1:05-3:05-5:05-7:10-9:15  
BARRY NEWMAN  
makes the chase scene in  
"Bullitt" look like kids stuff!

JACK NICHOLSON  
**FIVE EASY PIECES**

**VANISHING POINT**

Campus Crier announcements are a public service afforded the University community by the Technician. Announcements will only be inserted once and must be brought by our offices personally prior to 3 p.m., Tuesday, Thursday or Sunday. Consecutive insertions will not be published unless extenuating circumstances dictate

otherwise. Announcements are subject to editing for length but not content. The editor reserves the right to reject any or all announcements because of subject matter or space limitations.

ANYONE having recommendations or suggestions concerning athletic ticket distribution for next year please leave them at the Union Bitch Box. A commission is

presently studying this matter.

LECTURES BOARD will meet Tuesday at 7:30 p.m. in the Committee Room on the second floor of the Union.

LIFE SCIENCES Club will meet tonight at 7 p.m. in 3533 Gardner Hall. Dr. Bradbury will be the guest speaker.

Tau Beta Pi will have its initiation banquet Thurs. April 1 at the North Hills Steak House at 7 p.m. Tickets cost \$3 for members, \$7 for guests. Members please contact Lou Stengel before Wel. for tickets.

SOPHOMORES: Nomination blanks for membership in the Order of Thirty and Three, an honorary service and leadership fraternity can be picked up at the Union Information Desk or 204 Peele Hall. Complete applications must be turned in to 204 Peele Hall before 5 p.m., Friday, April 2. Any

sophomore who exhibits leadership qualities is eligible for nomination.

CONTACT Football Club will practice every Mon., Wed., and Thurs. at 4:30 on lower intramural field. All interested persons are urged to attend.

SG Office is now taking bids for any group to run the election polls for Spring elections. Maximum bid is \$200. Removal of tape maximum is \$45. Submit bids in sealed envelope to SG Office prior to 5 p.m. April 1.

Freshman Technical Society will meet Tues., March 30 at 7 p.m. in 242 Riddick.

FOLK GROUPS: Mu Beta Psi Hootenanny (All Campus Weekend) auditions will be held March 30 and April 1. Sign up at Union Information Desk or in 205 King Building before 5 p.m. March 29.

The Scabbard and Blade sponsored Blood Drive will be held March 30, 12:30-5:30, and March 31, 11:30-4:30 in Union Ballroom. Objective to raise blood for the local chapter of the American Red

Cross.

ASCE will meet tomorrow at 7:15 p.m. in Mann 216. Program on prefab sections and '71-'72 officers elected.

## —Classified Ads—

KING SIZE water mattress, \$39 ppd. Finest quality. Guaranteed. Manufacturer seeks local distributor. Contact Steve Boone, Industrial Fabrics Inc., 735 South Fidelity Street, Seattle, Washington, 98108. 206-763-8911.

booklet of OA flap restrictions. Most information now is outdated. Need accurate, recent information. Any help would be tremendously appreciated. Contact: Chuck Phelps at 755-9352, 365 Tucker.

PREGNANCY Testing by mail. Government certified, licensed laboratory. Prompt results. Free instructions. Write or phone Poplan Box 2556-P4, Chapel Hill, N.C. 27514, phone (919) 929-7194.

MOTORCYCLE Road Races: Virginia International Raceway, Danville, Va. (Milton, N.C.) April 3 & 4. Free Camping! For details contact Open Road, Inc., Durham.

FOR SALE: 5-14" Cragar SS chrome mags, and 5-8.25x14" tires with good tread. \$140. 467-8300 after 6 p.m.

MICKEY MOUSE is coming soon!

BUSINESS Opportunity: Would you like a business of your own? You don't need an office to start. Begin at home, full or part time. Ideal for student or husband and wife teams. Call: 832-4118 or 755-9871. Ask for Jimmie or Ronnie. No obligation.

LOST: Brown American Tourist Brief Case containing very valuable papers. Return papers to Wayne Pace, Mathematics Department. No questions asked. Reward offered. 755-3100 or 851-3896.

APO? OA? Am putting together

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NIGHTLY SERVING COLLEGE STUDENTS

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PORK CHOPS \$1.10 RIB-EYE STEAKS \$1.35

HAMBURGER STEAKS \$1.05

(ALL WITH TWO VEGETABLES and DRINK)

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with each purchase of:

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### FOLK GROUPS

AUDITION FOR MU BETA PSI

HOOTENANNY

ALL CAMPUS WEEKEND

AUDITIONS ARE TUESDAY & THURSDAY NIGHTS

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BEFORE 5:00 TODAY!

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We believe you're entitled to your privacy when it comes to buying contraceptives. We're a nonprofit family planning agency and we offer you contraceptives through the privacy of the mails. We specialize in men's products (including two new European imports)—but we have nonprescription foam for women, too. And a wide assortment of books and pamphlets to answer your questions on birth control, family planning, the population problem and ecology.

You can get our illustrated brochure and price list absolutely free—and at no obligation. Better yet, send us \$5 and we'll ship you, postpaid, a deluxe sampler package including the brochure, price list, and 3 each of six different condom brands. And we'll cheerfully refund your money if you're not absolutely satisfied. Why wait?

POPULATION PLANNING, ASSOC.  
Box 2556-L, Chapel Hill, N. C. 27514

Gentlemen: Please send me: \_\_\_\_\_ Your free brochure and price list at no obligation, \_\_\_\_\_ Deluxe sampler package(s) (remittance enclosed).

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Flash!

Coming Thursday!

## Harris Cafeteria Announces

### GRAND OPENING Of The Magnolia Buffet Monday March 29th.

Service From 5:00 P. M. Until 7:00 P. M.

ALL YOU CAN EAT FOR \$ 1.75

### SAVE UP TO 50% ON COLOR PRINTS



Save on developing slides, movies, black and white prints, too. Beautiful prints and other processing... conveniently delivered to your door in just a few days... at prices that save you up to 50% over usual "drug store" prices. We guarantee you'll save and be completely satisfied with our high quality.

AND IT'S SO EASY... use your own envelope with the coupon below... just fill out coupon, write name on roll or cartridge, enclose coupon and remittance. Or, use the coupon to get film mailers, and extra coupons... order film and flashes at low prices.

YOUR ORDER MUST INCLUDE THIS COUPON — (Only one roll of film per coupon)

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Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

fastest service  
highest quality  
lowest prices

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|--|--|
| <input type="checkbox"/> Send me free film mailer envelope and discount coupon     | <input type="checkbox"/> 20 exp. Black & White ..... 1.99 1.55       |
| <input type="checkbox"/> I'm enclosing roll of film and payment (plus tax in Ohio) | <input type="checkbox"/> 20 exp. Slides or 8 mm Movies .. 1.48 1.22  |
| <input type="checkbox"/> 12 exp. Kodacolor ..... 2.99 2.33                         | <input type="checkbox"/> Send me fresh Kodacolor film and/or flashes |
| <input type="checkbox"/> 20 exp. Kodacolor ..... 4.48 3.55                         | Circle your size: (limit two) ..... 88¢ each                         |
| <input type="checkbox"/> 12 exp. Black & White ..... 1.29 .98                      | Instamatic 126-12 — 127 — 120 — 620                                  |
|  | Circle your flash: (limit two sleeves) ..... 88¢ each                |
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