

\* \* \* *Special New Student Edition* \* \* \*

# the Technician

Volume LI, Number 85

Summer, 1971

## Frosh Face New Program

# Thousands Attend Orientation

by Fritz Herman  
Managing Editor

"This year we are trying out a brand new philosophy in orientation, and as far as we know, this is the only university using such a method." John Poole, Assistant Dean of Men went on to describe the new program in further detail by saying, "The program has been restructured so that a new student will have to attend only a few mandatory events, but by and large most of the events are optional."

Orientation has long been a problem to new students at State, as they have been "heard around like sheep." But this new program is an attempt to remedy the situation in an effort to provide a meaningful experience to incoming students, according to Poole. "Some students weren't getting all that they had hoped to out of their orientation. This new program is an attempt to really give the students something more meaningful when they come for orientation."

Incoming students will now be able to select the programs offered that they wish to attend during the first orientation periods. The program held in August will remain the same as it was last year because of time limitations. Incoming students will have registered for the programs that they wish to attend before

arriving for orientation. Poole went on to say that a new student may choose as many or as few programs as he or she feels will be beneficial to the understanding of college life at State.

About 3,300 students will attend the orientation programs for the fall semester, and there will be 17 orientation leaders for the activities. The leaders will be undergraduate students; 11 male students and six co-eds, and are being paid through the Orientation Committee. The Head Student Leader for the program will be Arthur Webb. Three of the student leaders have worked on the program previously.

### New Programs

The programs added for this year include a campus politics discussion with Cathy Sterling and other Student Government leaders to encourage new students to become involved with the campus government. Also offered will be a Black Students problem Seminar and a Drug Seminar with the SBI Drug Bus. "We hope that people will find these programs interesting and will attend them," Poole went on to say.

He added, "We hope that this new program will work out to the advantage of all the new students and that we will get the results that we want. So far this is only an experiment, and we will be changing the program in the future if the situation warrants it."



SOME FOLKS are completely oblivious to the happenings around them, but while the opportunity exists, freshmen might take full advantage of what orientation offers.

## Some Helpful Do's And Don'ts For Freshmen Who May Be Taken Down The Garden Path

If you read anything in this entire newspaper, read this.

We at the Technician have prepared a list of recommendations, do's and don't's if you wish which should aid a student during his first year at State. Hang on to this page, tack it on your wall when you return in late August, we don't think you will regret it.

Do not buy a meal card, at least not until you have been on campus and have had a chance to try the food. So many of your parents will want you to buy the plan so that you will be assured of three wholesome meals every day. The meals are not that wholesome, are not very tasty, plus there may be days when you do not feel like eating three meals. In any event, don't buy the board plan until you have a few days to try the food. Also if you have to buy a board plan. You will probably not eat many meals on campus on the weekend.

Another hint about campus food, be wary of the sandwiches lurking in the snack bars. The hamburgers and cheeseburgers are fairly decent; therest of the sandwiches may really disappoint you.

The refrigerator which will be offered to you for around \$40 for the year is a good investment. It would also be a good idea for you to get a popcorn popper for your room.

As long as you're getting things for your room, any student who ends up in one of the older dorms, such as Syme, Gold, Welch, Berry, Owen, Alexander, etc., should get a good desk lamp because the lighting in those old rooms is not very good.

Those who will be spending a good deal of their time around Lee or Sullivan should be very careful of the falling objects from the balconies of those two dorms.

The linen rental program sponsored by the campus laundry will save one a tremendous amount of time and money before the year is over. It is cheaper to do your own laundry at one of the nearby laundramat facilities.

Get a campus map and use it. A map can be one of your most useful pieces of reading material until you have familiarized yourself with the campus.

### Watch For Money Solicitors

The University sponsored Blue Cross & Blue Shield Health Insurance program would be ideal if you are not covered under your parents' policy. Be extremely wary of any official-looking letters you may receive before the summer is over. Many businesses use an N.C. State University letterhead to trick new students out of their money.

Whenever you register upon your return in August, be careful of those soliciting your money while you are completing the task in Reynolds Coliseum. There are many items you will be tempted by that you really will not need or can not actually afford. Use your own good judgement. We recommend that you do buy the New Arts Ticket; you will get more than your money's worth.

After you have registered and received your class schedule, you will realize that a sizable amount of money will have to be spent on the purchase of your books. Too many students make too many mistakes the first time around.

Be sure to meet your class before you purchase a book for a course. Even if your roomie or good friend is going to use a certain book in a different section of the same course, you may need a different book altogether. Save all the sales receipts from every book you buy. You will be able to return the book if it happens to be the wrong one.

Don't rush right over to the Student Supply Store or College News Center right after you meet a class to buy the first shiny new book you see on the shelf. Look around until you can find a good used one. Freshman coursee change so rapidly that you might not be able to sell the book after you have finished the course, and

you miss the extra cash. Therefore, try to buy a used book the first time around.

Don't buy the supplementary texts that may be recommended in some of your courses. Make sure that you will actually need the supplement before you go another six or seven dollars in the hole.

Most students will not need a \$30 slide rule. The inexpensive plastic ones usually do the trick for most. Check with your profs and your advisor; they can give you some good advice on the matter.

Those \$30 slide rules have a tendency to walk away when you are not watching them. Be careful where you leave it. The same thing goes with umbrellas on rainy days, and an umbrella is a must.

### Car Owners Be Wary

If you do happen to bring a car to Raleigh, be wary when parking it on campus. The security officers are strict about the regulations and towing laws are enforced. If you don't believe it, ask some of the guys who had to pay seven dollars to get their cars back.

If you want to cash a check, the Student Supply Store, the Union, and the Student Bank in Holladay Hall are the three places on campus, and they require registration card for each check. Local addresses are sometimes checked.

All of you freshman engineers can prepare yourselves for a tough second semester. Don't plan to do very much outside of your studies; you will have an almost unbelievable work load.

Do not be disappointed in your advisor if he doesn't seem to have very much time for you at first. Remember, he has about 200 advisees like you in addition to the courses he teaches. But if you are not satisfied with your advisor at the end of the first semester, request another through your department.

Again, we repeat that we aren't trying to be funny. The things you have just read represent many years of experience at this fine University you are about to enter. Last of all, we urge you to become involved in something on campus, but we caution you against spreading yourself too thin. Don't tackle more than you can handle.



THE PRETTY SHINY car is towed off by the shiny pickup tow-truck because of being illegally parked. It could—and probably will—happen to you. Be careful.

***'Help us to make this revolution a peaceful one'***

# Student body president addresses freshmen

by Gus Gusler

*Student Body President*

Well, after going through twelve years of bullshit you've finally made it. You're a full-fledged college student, but don't let it go to your head. Before long you'll learn that in the Administration's eyes you're nothing but a second class citizen, a "Nigger" of the University. In an article written in 1967 by Professor Jerry Farber of Cal State L.A., entitled "The Student as Nigger", this philosophy is explained. In his article he explains:

"Students are niggers. When you get that straight, our schools begin to make sense... A student 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... They tell him what to read, what to write, and fre-

quently, where to set the margins on his typewriter. They tell him what's true and what isn't."

A copy of the entire article is printed on pages 2 and 11 of this issue. After reading it, I believe you will be better equipped to cope with the situation as you go along here at State.

If your parents have told you what college life used to be like, forget it. It's no longer 'all panty raids, monogram sweaters and "Rah-Rah-Rah, Sis-boomba, Go Team Go!" Students are no longer satisfied with coming to school and being programmed like computers five days a week and going to ballgames on weekends. We no longer care to be molded into products for four years and then placed on the market for sale like machines. But if that's what you wish to do, you can.

We can no longer get along just learn-

ing how to make a living, but we must also learn how to live. This is something which we cannot learn in a classroom. We must get outside of the classroom get involved and work with real people. This will be where your real education is acquired.

This past year a revolution began on

set forth by the Administration. In order for these stands to be effective we must have the support of the entire student body. Student Government is no longer the Administration's "yes sir" organization it used to be. It is now one which is willing to raise immortal Hell if it has to in order to protect student rights, but



Gus Gusler — Student Body President

## 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, desparate 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

our campus aimed toward achieving some of the goals discussed above. A peaceful revolution designed to "strengthen and add new dimensions to the role of the student within the University community," as described by last year's president, Cathy Sterling. The success of this revolution depends entirely on the support we as students give it. Student Government will be taking many stands during the coming year concerning certain areas where students are being shafted. Most of the time, these stands will directly contradict with the policies

again, it needs all the student's support.

I want to extend to you a warm welcome to North Carolina State University. I hope the years you spend here will be both fulfilling and enjoyable. I want to again urge you to get involved with Student Government and help us to make this revolution a successful one as well as a peaceful one. If at any time you have a problem please come by the Student Government office on the second floor of the Student Union or call 755-2797. Someone here will be glad to help you. Good luck. Peace.

# Farber's 'The Student As Nigger'

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 provo; 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.

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

(Continued on Page 11)

# 'Nigger' Still Has Campus Relevance

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.

## MY APARTMENT LOUNGE

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College students admitted for ½ price (\$1.00) @ all times except amateur night. Don't forget our amateur contest Monday and Wednesday nights, all girls invited to participate for Grand Cash Prize of \$50. Cover charge \$2.00 for everyone.

At the end of each month there will be a run-off contest for all of the previous month's contestant winners. \$125 first prize, \$50 second prize, and \$25 third prize.

**For a change of pace check out the sharpest topless club in town!**

# 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

## College is not as easy as It may first appear to be

For three weeks now you've revelled in stacks of graduation gifts, gallons of Atlantic Ocean, megawatts of sunshine, and untold pounds of self-satisfaction in having completed high school.

"You" are 3,300 eager souls who compromise the bulk of North Carolina State University's Class of '75.

You're here—interrupting what may be your most festive summer—to familiarize yourselves with State. In these few days you will wander across brick checkerboards past funny round buildings, pausing now and then to hear various persons greet you as a group.

Right now, as you read this newspaper, we are going to try to reveal to you certain facts you would not otherwise learn until this fall.

For most of you, academics will become a nightmare. Yeah, we know you never cracked a book in high school. Okay, sure your SAT was good. But there are two big factors which will make coursework at State rough for you. First, many classes are large lecture sessions, often more conducive to slumber than learning. In some smaller classes and labs, you may find your instructor is too preoccupied with graduate studies to teach you well, or that he is foreign and has poor command of the English language.

Second, you will confront theoretical material and abstract ideas which can be understood only through careful, diligent study. While many professors do not require "homework" to be

submitted, neglect of studies which was harmless in high school can flunk you out in a wink.

In short, especially during your first two years here, some of your courses will be difficult and uninteresting. To be sure, there will be some that will challenge you and stimulate you—just don't expect too much this fall.

Your lives will be largely unsupervised. You will make your own decisions.

As the parental finger is lifted from your shoulder, you may begin to question certain things you have heretofore accepted as "truth." Religious beliefs, morals, racial feelings, and your opinion of yourself—all these will come under your scrutiny. Answers are scarce; they are indeed "blowin' in the wind."

This is that time of life when you are tested. Minor crises will occur daily; major ones, occasionally. Men students will labor in the shadow of selective service, which intensifies the pressure created by academics and emotional trials.

Four years from now, a third of you will have made it. Those who graduate will be infinitely wiser, though. Salaries will bring stars to your eyes. Graduates will be wise; in addition to knowledge gained in class, a vast amount of less tangible knowledge will be received from contacts with others whose goal is learning. And the strains of four years at this University will leave you much more aware of—and satisfied with—your capabilities.

You will be ready for a world that needs you.

## Some Things Like Youth Are A Joy Forever

The more things change, the more they remain the same . . . A famous line, an old cliché, a striking paradox—

And some would say a tuned-out give-in to the status quo in this age when change, disorder and upheaval are the battle cries for so many who speak to the issues.

But this is the way of man: he sees his age as the most important in history. His wars are the wars to end wars, his crusades the most noble of all time.

Dare we be so arrogant as to see our age as the pinnacle of civilization? For we are not the only generation to urge reform, fight the establishment, make the over-30 crowd gasp at wild fashions and strange pleasures.

For is it not the way of youth to be up to mischief and down on the imperfections of life? What alumnus can honestly say it was any different in 1960? 1950? 1940? 1900?

Was State College not young then, full of North Carolina's most rambunctious farm boys, the hardest-working, most ambitious, most exuberant specimens the state had to offer?

Yes, the student's world is different now. The temptations it holds out to him are more sophisticated than when his Daddy was cavorting around, swallowing goldfish and drinking liquor from a hip flask.

But men still make war for their sons to fight and the young inherit the mistakes of the old. Some things never change . . . like youth.

Take the State student. Will he not forever be a young man or woman coming to grips with himself and the world? Will there come a time when he is not still a child at heart, but a man by necessity? A success today, a failure tomorrow? A child, if he could have his choice, but a man when someone catches him in his reverie?

His pleasures are relatively simple—a friend, a song, a glass of beer, a good time.

Yes, his conscience and consciousness have awakened for black pride, political equality and peace—inward-directed causes no less fervent than the tunes of a "world safe for democracy" to which his father marched to war years ago.

Yes, the student body is different in composition, for it includes white, black, American, Asian, farmer, chemist, historian, hawk, dove. But neither time, nor color of skin, can alter the ageless ebullience that is youth.

Insofar as the world changes, so has the State student. But he is naive one day, wise the next; frustrated by poor teachers; worried about tests; apprehensive about the future. These things are intransigent.

The world of ideas evolves, technology spirals upward, but the State student despite outward appearances is a rather invariable creature adapting to the challenge of time, bringing to the issues of any day the spirit of youthful freedom and simplicity.

—Craig Wilson

THE STORIES BEHIND THE HEADLINES

# 30

## Apathetic students create campus elite

BY GEORGE PANTON

"Student Rights" and "Student Power" have become popular phrases in recent years among student leaders who desire to see more student participation in areas other than academics. Yet even with more areas for student participation opening up as a result of this effort, only six or seven hundred of the 13,600 students enrolled at State are associated with any campus organization or group outside of their living environment.

This lack of involvement on the part of the student body has fostered the formation of a student body elite. This elite is not an oligarchy of intelligence, wealth or talent; but it is an oligarchy of students who identify themselves with some form of campus extracurricular activity. These students are the members of the school clubs, work in student government, play in the band, work on the various publications, join political clubs, participate in the activities of the women's association or women's liberation; and in general rule the campus by participation.

This oligarchy is not exclusive; membership requires only a commitment to become involved in some form of extracurricular activity. The 12,000-plus students who are not engaged in campus activities often times do not realize most extracurricular activities are in need of more student members. It is noninvolvement—apathy on the part of a majority of the student body—which allows for the creation of a student body elite.

Because of a lack of student participants, the elite usually have to do most of the work. Thus they are appointed to important University committees and are involved with other important functions, not so much because they are a part of the oligarchy but because they are the only ones willing to take on the work and responsibility. The power of the elite is thus preserved and increased.

Among the student body elite, there is a super-elite which contains only a few dozen students. These individuals have the power to run the student end of the campus. Included in this group are the top student government officers, top editors of the Technician,

important student chairmen of University and student senate committees, and officers of more important clubs and organizations. Many times the super-elite represent several organizations.

What advantages does the super-elite have over the average student? They have access to people, money, information and communications media which, when combined, result in tremendous power and influence.

This super-oligarchy also enjoys many small advantages over the average student. Four members of the super-elite have reserved North Campus parking spaces close to their offices. Many have their own secretaries and offices. At least three: the president of the student body, president of the senate and editor of the Technician, have offices which are larger and plusher than the offices of most of the faculty and department heads and, in some cases, rival the offices of deans.

On a football Saturday afternoon several members of the super-elite can be found among the invited guests at the luncheon at the A.E. Finley Fieldhouse while other members of this group are in the press box. They handle large sums of money. For example the editor of the Technician runs a \$69,000 a year business with 50 employees.

The oligarchy has its own government, the student senate. The senate more often than not will be representing the views of the elite and in the final analysis, there are very few measures enacted which do not have the endorsement of the members of the super-elite. The major controversies in the senate usually arise when the members of the oligarchy are not in agreement. The best example of a major split in the elite occurred three years ago when a proposed student body constitution was defeated in a power showdown between the president of the student body and the editor of the Technician. The constitution failed in ratification, but the next year a compromise constitution with the backing of all of the elite passed overwhelmingly.

The oligarchy's biggest potential problem is the

isolation from the student body. Members of the elite associate socially with each other and could thus be prone to become self-protective. Yet if there was a disagreement with the way things were being handled, it would probably be a member of the elite who protested, for the general student body is passively apathetic.

A campus oligarchy is not an exclusive feature of this University. One can be found in almost every leader-follower situation, but it is most prevalent on large, impersonal college campuses. The size of a campus and its student body often causes a student to form primary group relationships with his own companions in a sociocentric affiliation.

Yet there is a vast opportunity for rewarding non-academic pursuits at State. The doors are open; all that is required is a commitment to become involved.

the Technician  
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Founded February 1, 1920, with M.F. Trice as the first editor, the Technician is published Monday, Wednesday and Friday by the students of North Carolina State University except during holidays and exam periods. The opinions expressed do not necessarily represent the views of the University or the student body.

Represented by National Advertising Service, Inc., agent for national advertising. Offices are located in the basement of the King Building, Yarbrough Drive, Campus Mailing Address: P.O. Box 5698, Raleigh, North Carolina 27607. Second Class Postage Paid at Raleigh, North Carolina 27607. Subscriptions are \$5.00 per academic semester. Printed at the North Carolina State University Print Shop, Raleigh, North Carolina.

## Priorities must be changed

# Students have to work for Their new-found freedom

by Fritz Herman  
Managing Editor

Freedom, that's what they've been telling you college life is all about, isn't it? Your counsellors have told you how great it will be to schedule your own classes, how you'll be able to choose your own curriculum and make decisions on your own now. No more hassle from the parents because you got in late or were out with someone that they didn't approve of. Yessir, you told yourself, I'm really going to enjoy some freedom at college.

The first thing you're going to find out is that it's not all that free, being a college student. Somewhere along the line university administrators got the idea that students are like dogs boarded at a kennel for four or five years. They feel that they've been intrusted with your care and feeding, and their job is to accomplish this in the most efficient manner possible.

Of course no administrator will admit to this. Any of the top officials of this campus will point to all of the student run organizations and committees and task forces and tell you that students do have a say in how things are run. This would be true except for the fact that each and every one of these student groups has a faculty advisor.

That advisor is ostensibly there to provide guidance in matters unfamiliar to the students in the group. But you can bet that if the group goes astray from the prescribed course set down by the administration, then the advisor is going to try damn hard to get them back on the 'proper' track. If he doesn't, it means his job.

All these are facts of life, no matter if it's college life or 'grown-up' life. And you can't really blame administrators for the way they act. After all, they've

been at the school most of their lives and have built the university system into what it is today. How would you like to have your little brother walk up and smash the special project that you've been working on all week-end? That's what most officials feel some students are trying to do.

What can be done about all of this, you may be so rightly asking yourself. It's not as impossible as the pessimists in the crowd make it out to be. Changing the mind of a man who has been doing things the same way for 50 years is a formidable task, but not impossible.

Believe it or not, university administrators used to be college students, once upon a time. And as college students, even back in the good old days, they had disagreements with their school administrators. Ronald Reagan, of all people, once led a food strike at his alma mater, Eureka College. So if students can get their administrators to remember their good old days, and how they were dissatisfied with their administrators, then maybe students stand a chance of getting the freedom that they desire.

Perhaps some administrator along the line will see the light and really listen and act to serve the students, as the students are paying him to. Maybe someone will realize that students do have a point in their quest for freedom, and that it's not just a 'phase' we're going through.

There have been a lot of solutions to the problem of freedom on the campus, and this is one of the many. But at least this one is peaceful and perhaps does deserve some consideration. Anyway, it is an attempt to get at the root of the problem - that of switching priorities around. Maybe it will work.

Something has got to, and fast.

## NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

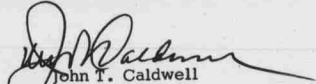
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7 May 1971

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John T. Caldwell  
Chancellor

There's a quick-service restaurant near campus that has bigger, better sandwiches than anyone else; one that features 15 different drinks, from shakes to apple cider; one that has the best fruit turnover in Raleigh. Come down to see us, we're just this side of Meredith College on Hillsborough Street and we'll show you why we're so proud of our food and service.



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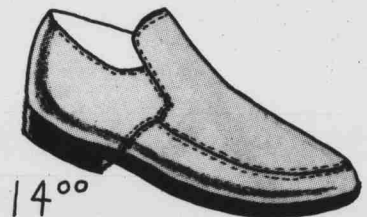
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# Alma Mater Evolves Over Years

by Lee Plummer

"Though the years may come and go their way,  
Down the path where ages trod;"

How many students can recognize these lines of an old and familiar song? They are the first two lines of the third verse of our Alma Mater. In May, 1925 when the original Alma Mater was written, many students sighed with relief. Now N. C. State had an alma mater to sing when they visited other campuses.

Bonnie Norris, '23, and Alvin Fountain, '23, were ready to shout out the words to Clemson and Georgia Tech who had been taunting them all summer with their alma maters.

"We did even sing 'Tarheel born and Tarheel bred' for a while but for obvious reasons, it didn't go over very well," Dr. Fountain related.

Mainly through the scorn of Georgia Tech and Clemson did Mr. Norris and Dr. Fountain find the inspiration and time to write an alma mater to shout back at all the other colleges.

Dr. Fountain was well prepared to undertake the monumental task of writing the words to our Alma Mater. He had been editor of the Technician and had had much recognition for his poetry and literary talent.

Mr. Norris, too, was very talented. He was Captain of the Band in 1922, and was recognized as an outstanding member of the college musical organizations.

In late 1924, Mr. Norris sent the original music score to Dr. Fountain for him to write the words to the Alma Mater. Dr. Fountain sat down and wrote these words for our Alma Mater. He completed it by May, 1925.

*Where the winds of Dixie softly blow  
O'er the fields of Carolina;  
Where the pine tree sentinels stand  
As a guardian at thy shrine;  
Where the bravest hearts of men are found,  
That are loyal through and through,  
There stands, ever, cherished, N.C. State,  
Firmly, strong and true.*

*Shout afar our tribute loud and strong,  
That the whole wide world may hear,  
Tell the story to all the land,  
Ye persons, and have no fear,  
As she grows the greater every hour,  
As she scales the topmost height,*

*Our voices will blend in triumph songs,  
For the Red and White.*

*Though the years may come and go their way,  
Down the path where ages trod;  
Though the workings of men may lead,  
As we leave our native sod;  
Yet no time nor climb can e'er dispel any love  
That holds thee here,  
Nor keep from our hearts thy memory, Alma Mater dear.*

Chorus

*Then lift your voices' loudly sing  
Our Alma Mater's praise!  
Over all the earth her song shall ring,  
Whose notes we proudly raise;  
Her glories we shall sound afar  
From hill to ocean side;  
Our hearts ever hold you, N.C. State,  
In the folds of their love and pride.*

In 1941 the words to the Alma Mater shrank to the first verse and the chorus. At least since 1965 the present Alma Mater has been parts of the original three verses.

*Where the winds of Dixie softly blow o'er the fields of Caroline,  
There stands ever cherished, N.C. State, as thy honored shrine.  
So lift your voices! loudly sing from hill to ocean side!  
Our hearts ever hold you, N.C. State, in the folds of our love  
and pride.*

At almost the same time that the Alma Mater was coming out the current Fight Song was written. The music is the US Artillery song by Col. E.L. Gruber and the words were written by Hardy Ray.

It's original title is "State College Keep Fighting Along".



## Bell Tower Reflected

The Bell Tower is seen reflected in one of the first campus buildings, Primrose Hall. It was built in 1898 in a time when the University was a college of only a few hundred students.

*Play the game, fight like men,  
We're behind you, lose or win—  
State College, keep fighting along!  
Scrap 'em men; hold 'em fast;  
You'll reach victory at last—  
Rise, men, to the fray, and let your banners wave,  
Shout out our chorus loud and strong;  
And where'er we go we'll let the wide world know,  
Old NC keeps fighting along!*

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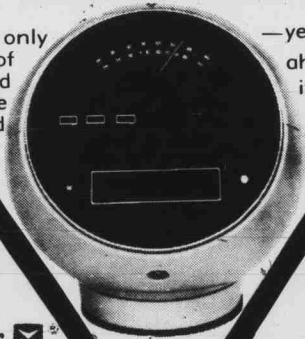
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Student Center For Off-Campus Activities

# North Hillsborough Is Second Campus

There is a part of the campus that is different from the rest. It doesn't have any dorms or classrooms, labs or lecture halls, not even a Slater cafeteria. It's sort of what you might call an off-campus campus. That's right, it's the north side of Hillsborough Street.

Each day hundreds of students daringly risk their lives to cross that sure-kill speedway known as Hillsborough to get to the other side. But why?

Could it possibly be to avoid the construction? Could it be that there is something over there that isn't on campus?

For many students North Hillsborough means food, good old non-institutional food. The let's-stand-for-a-while-and-wait-for-a-booth routine is second nature to most students, as is the I-wish-they-wouldn't-stare-while-I'm-trying-to-eat routine. Somehow, the lure of a pizza, or the tempting thoughts of a favorite hamburger steak just have to win out over a second meal

at the snack bar no matter how much you love their submarines and gushy shakes.

You soon have your "regular order" and your favorite booth to act as stabilizing forces, as well as the greetings of your favorite waitresses and managers. Why, it's almost like home.

All students at some time or other seek some diversion from studies—some off-campus entertainment. Here again Hillsborough comes through with movies to rival those of the Weekend Free Flicks, and night spots of somewhat different appeal.

It's very unusual to see a bored person on Hillsborough Street. If you are rather athletically inclined, you can take advantage of such facilities as the bowling alleys and pool halls. If gregariousness is your bag, the various dens and retreats are more your speed.

If participation isn't for you, you can quietly appreciate the antics of the polluted or observe the swingers at Arthur Murray.

Anyway you can look at it, Hillsborough can't be beat entertainment-wise. Shucks, its even got an all-night laundramat.

It is a forgone conclusion that North Hillsborough is the financial center of Raleigh. The lines at the various banks at the beginning of the fall semester are enough to tell you that everyone at State is in line ahead of you.

Were it not for North Hillsborough, many more students would be wearing grungy clothes and goodness only knows, many a wrinkled suit.

To a fortunate few, Hillsborough is home. Those lucky individuals with off-campus housing are often the targets of enthusiastic party-goers. Poor souls, their place is in a constant state of disorder, but it's theirs and they are proud of it.

Hillsborough is truly a necessary and vital part of every student's life. Who knows what we'd do without that paradise across the road!



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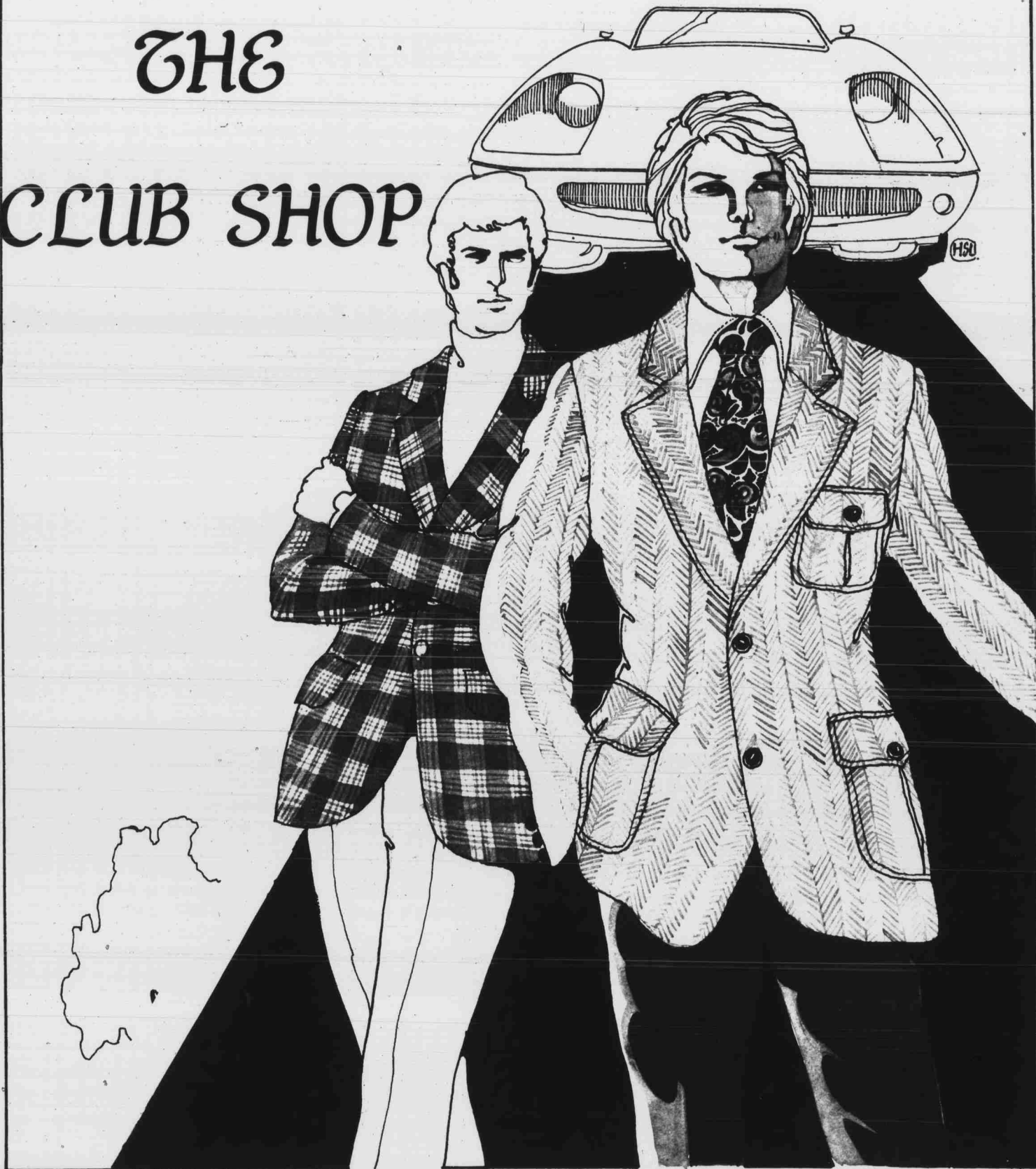
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CAMERON VILLAGE



# Opening Of New Center Scheduled This Year

by Hilton Smith  
News Editor

State's student organizations are already making plans to move into the new student union later this year.

After several delays, estimates are that the new \$4.3 million University Student

1969, the massive building will contain a variety of student offices including all student publications, student government, the Interresidence Council, the Inter-Fraternity Council, and other student groups.

In fact the entire building, including

building will contain a variety of student service functions. There will be a large snack bar on the ground floor as well as a 200-seat cafeteria on the top floor.

A 900-seat semi-circular theater, an 800-seat ballroom, the student bank, lounges, game rooms, and a vending machine room will also be included.

State's music department will be housed in a wing adjoining the new center. They have had no permanent facility since Pullen Hall burned to the ground several years ago.

Combined space in the center and music wing will be about double the space in the present Erdahl-Cloyd Union.

The present union building will become part of the D.H. Hill library after the Union functions move.

## Reorganization Bill

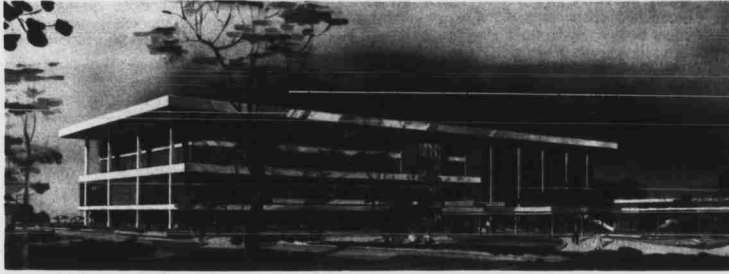
Besides a change in buildings, a reorganization of the Union structure is also

underway. A bill to install a student-oriented Union Board of Directors has already been approved by the Student Senate.

Former Student Body President Cathy Sterling introduced the measure to bring a stronger student voice to Union operations and to involve the Union in more social programming. The proposal has the backing of new Student Body President Gus Gusler.

In a general referendum in April the student body approved the Union reorganization bill by a 9 to 1 margin. It is now a part of the Student Body Constitution.

However, there are problems with implementation that will be needed to be worked out with University administrators. Negotiations are being planned over the summer.



After two years of construction and waiting, students should be able to start using the \$4.3 million Center this fall.

Center will be completed by December. The project is located next to Reynolds Coliseum in an area which was formerly a parking lot.

Under construction since May of 1967, the adjoining music wing is being paid for entirely through student fees. No state funds are going into the project.

## Food Facilities

Aside from student offices, the new

## Power Plant Under Conversion

## To Cut Down On Air Pollution

Construction will be continuing this summer on a major project to cut down pollution on campus and in Raleigh.

The University Heating Plant is being converted from coal to natural gas with oil stand-by at a cost of \$325,000.

Students here have noticed the sometimes thick smoke that arises from the plant smokestack, even in summer.

This is because the plant must run twelve months a year for such things as processing steam and running air-conditioning units.

According to University Contract Construction Supervisor Robert E. Fite, the total conversion of the plant is expected by November 7 of this year.

"The contractor is already converting one of the boilers. At the same time, the other contractor is proceeding with the construction of the two tanks for the fuel oil," stated Fite.

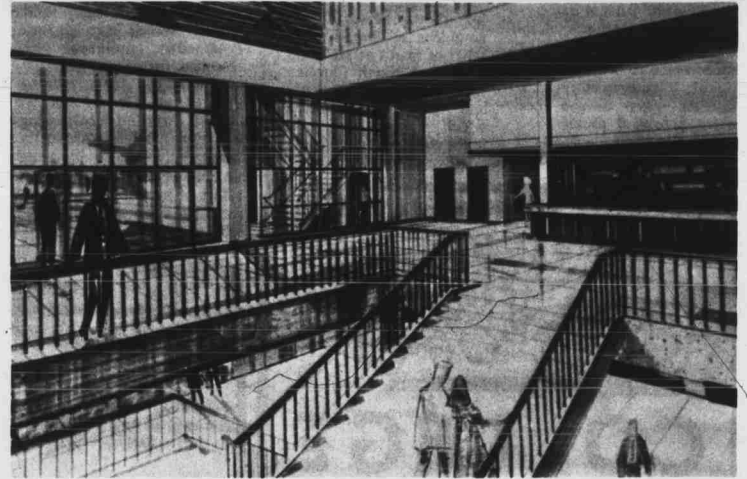
Engineering and Utilities Superintendent J.A. Edwards stated several weeks ago that the plant will use natural gas

exclusively during most of the year, but will use oil during the coldest months.

This is due to the current shortage of natural gas. The oil to be used by the University will be number 6 fuel oil, the highest in sulfur content and the most polluting.

"Of course all three boilers must be back in operation by the time cold weather comes," continued Fite.

"We would hope to have this job pretty well cleaned up by the end of the summer."



A grand staircase will lead up to the main lobby and the Union information desk. To the left will be the entrance to the 900-seat theater; to the right will be the entrance to the ballroom.

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# State Students Changing With The Times As The University Intellectually Matures

by Craig Wilson

The growth of North Carolina State University since it opened as North Carolina A&M in 1889, is obvious to even the casual visitor.

Huge cranes frame the horizon as they brood over the mass of steel, glass and concrete structure always on the rise.

Physical growth is practically a campus institution.

Fortunately, State's growth has not stopped with its building program. As study lamps twinkle late into the night the growth phenomenon continues where it counts most: in the student body.

The institution, despite numerous curriculum additions, remains heavily technological; consequently, its students have always been oriented toward problem-solving.

But whereas once State

graduates were dedicated to finding solutions to predominantly rural problems, the University student of the '70s is turning more and more to the dilemma of urban America.

And especially does the school concentrate on the problems of North Carolina. As the first volume of the State yearbook *Agomeck* so aptly stated in 1903:

"The college is so bound up with the best life of the state that we must grow with its growth and strengthen with its strength. The new knowledge taught at (N.C. State) the nature and extent of work it is now doing for the State, is so important and practical and combines so directly "to the relief of man's estate" that the people of North Carolina are bound to hold in appreciation and honor the agencies by which it has been brought home to them.

"Every student and alumnus

of this institution can rest assured that a great future, commensurate with the greatness of the state, awaits their Alma Mater. She commands the elements that command success."

The University recognized long ago that such ends are impossible to meet with an all-male student body and an all-technical curriculum.

Consequently the military discipline of A&M has given way to a coed community in which the feminine viewpoint and physique have wrought changes in the student body which no doubt would leave Alexander Q. Holladay flabbergasted.

Coed enrollment has zoomed for several years now accounting for increased growth of the School of Liberal Arts and necessitating a residence hall expansion program.

But perhaps the greatest effect of increased coed enrollment has been that State men, who so often in the past had to seek female companionship miles away at UNC-G, Carolina, Salem or the like,

stay in Raleigh now more than ever before, dating on campus and finding increased pride in the broadened character of the student body.

Curriculum-wise there is also a change in attitude that doesn't show up in the statistics. With the expanded social studies program designed to arouse engineering interest in current social, political and economic problems, the University is turning over to society a man able to cope with the staggering problems of a world of computers and changing social standards.

The growing Liberal Arts curriculum oriented toward humanistic approaches to contemporary living and the increased awareness among all schools within the University that successful education is that which is applied to bettering society has come greater student involvement in all extra-curricular areas.

Whereas once the bulk of student discourse was confined to dormitory bull sessions, State students now find interest in a discussion of the draft system in a rally on the

University Plaza, or debate the War in Vietnam

Such increased awareness of urban environment and its problems has even further

effects. State students are exposed to a wider range of ideas than ever before and the consequences extend far beyond the scholastic or even intellectual realm.



The new Tower of Learning opened this spring.

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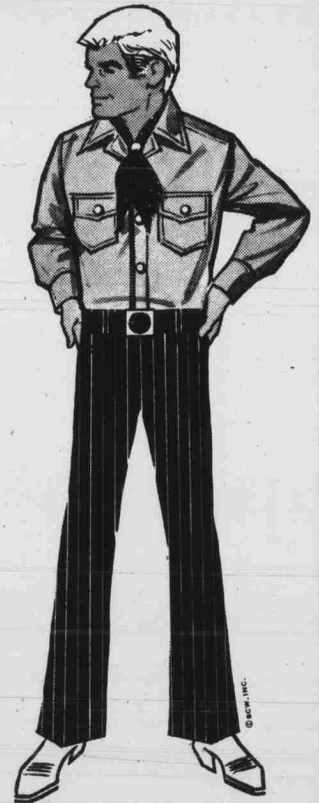
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# Farber: Students And Teachers Are Niggers

(Continued from Page 2)

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

mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

## INWARD ANGER

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their master's values that their anger is turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California State colleges the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And, in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly

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 well what's happening are copping out again. And in the high schools, you can forget it. Stillness reigns.

## FORCES A SPLIT

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenuous security of a teaching job attracts timid persons and furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

At any rate teachers ARE short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected

environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State legislature may shit on you; but in the classroom, by God, students do what you say — or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim — any time you choose — you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students includes a more specific fear — fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To

make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but remote. You conceal your massive ignorance — and parade a slender learning.

## "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

(continued on Page 16)

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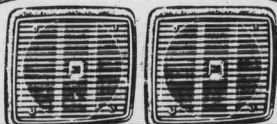
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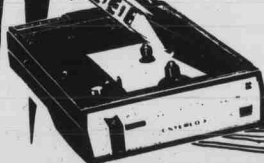
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Sports is a way of life for some here at State. Whether it be as a player, a spectator, or, as shown here, a cheerleader.

## Today's Challenge Questions: C

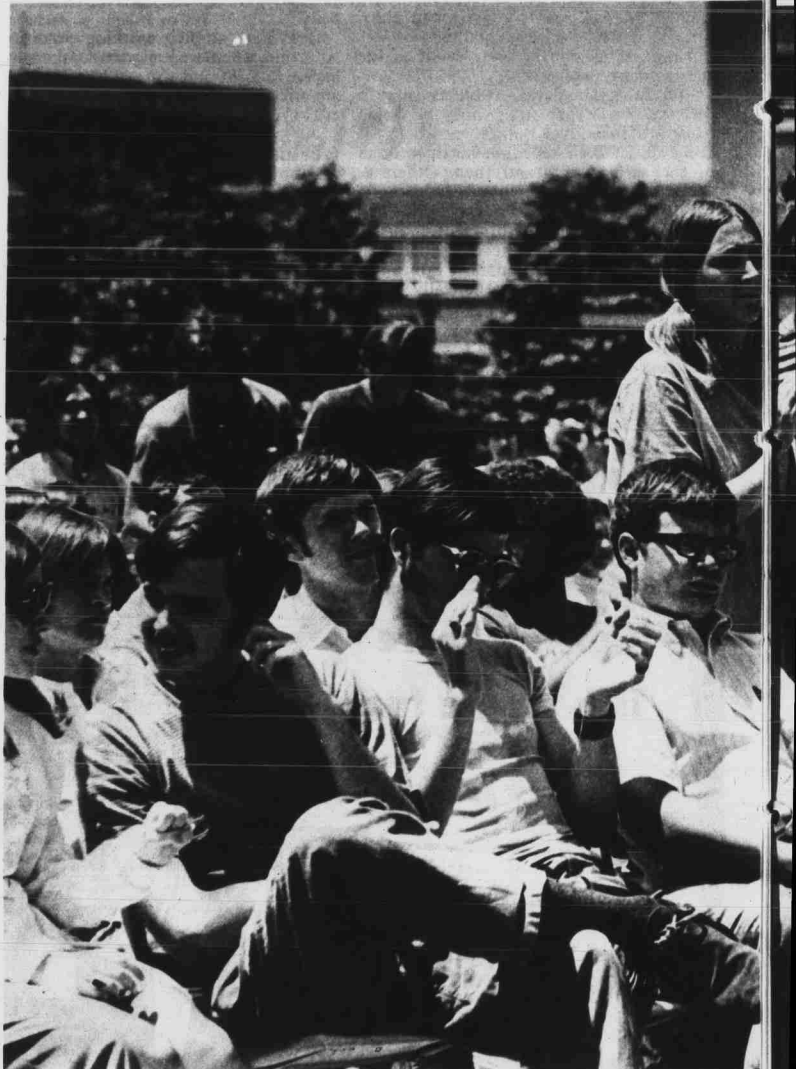
We often hear the charge that politically active students, such as those who have from time to time vociferously and violently protested the Indochina War, do not know the score; that they fail to appreciate the old values that made America powerful; that they are hopelessly convinced of ultimate solutions for age-old problems.

There is much truth in these allegations. We of the present generation are too prone to think that we alone have a "rendezvous with destiny," that we shall overnight remake the world.

But those who would impugn the questing spirit of youth must acknowledge that, although situations

change, the forces acting on history are always the same. Adversity knows many faces: for our parents it was the mask of economic insecurity, for us a different countenance. Thomas Jefferson, revolutionary in his own right, said it well: each generation must make its own world. Forgive us then, if our cause is different, if we forget Man's long recorded tale of suffering, grappling with the challenges of living and suppose that we are unique. But give us our struggle. Do not deny us the fight, even if you've "heard it all before."

Cast into this massive world, we of little physical want face almost insuperable pressures from the mere



In the past two years, State students have become more concerned with world as well as campus activities and demonstrations have occurred against the Cambodian intervention, the war, and



# Men's 'Rendezvous With Destiny'

## Can We Reconcile Self And World?

onward march of civilization. We see Man becoming a slave to the technology he has created. The environmental monster he has called forth is but one horrid example of the stifling corner into which Man seems to have painted himself.

Our world is so big, so rich, so powerful and yet ultimately so fragile. Who among us can cope adequately with this contradiction?

Civilization seems to have no animus of its own; it follows slovenly in the wake of technological usurpation of freedom and destruction of Nature. Where in such a world is there a place for the individual?

Such basic questions about each

person's role are not radically different from those pondered by students through the ages. But our worlds are not the same and our answers will be different.

And the answers are not easily come by. We send our feelers into the enormous world of senses, all the while walking the narrow rail of individuality. But even those who devote themselves so completely to "causes" know that every crisis is within ourselves. Demonstrations or political awareness, or "relevance"—these are only the outward manifestations of the personal struggle that each of us must win: self realization and self satisfaction.

—Craig Wilson



problems. No longer are State students called apathetic. Over the past year and a half con-  
ver world problems.



Last fall the State student body elected Mary Porterfield as Homecoming Queen. She was the first black ever to hold that post.



When the snow falls on campus each year, it doesn't stay on the ground very long. Dorms build snowmen and, of course, you're likely to get caught in a snowball fight.

# Being A 'Dorm Rat' Is A New Experience

by John Walston  
Staff Writer

Being freshmen and having to stay on campus, you will be indoctrinated in a new kind of life this fall...dormitory living.

When you return to start out on your life's endeavor, you will become a full-fledged "dorm rat" and will begin an experience you will never forget.

It makes no difference whether you stay in the high-rises like Sullivan or Lee, the ancient confines of Syme, or in a quad area like Owen and Tucker, your life will completely and suddenly change from anything that you have ever known.

## No Nagging Mothers

At last you are on your own and can do anything you please. You don't have to worry about "mother" telling you to clean up your room. It can get just as filthy and sloppy until bugs start coming out of the walls. Fantastic! Now all you have to do is find a way to talk your date into coming back up to your room.

How you get along with the guys in your suite or on your floor will determine a lot of how you enjoy life at State.

Sure there are going to be "beer blasts" and parties, but sometimes you may find yourself discussing problems of the school, the state or the nation. Becoming a part of the discussion and yet keeping your individualism will help your life in a dorm.

You can also play your stereo just as loud as you want to. That is if you don't bother the other 60 people on your floor or the other 800 in your dorm. It helps too if your roommate doesn't mind. Not that they can make you cut it down, but they can make life pretty miserable if you don't.

## Concerts and Beer Blasts

There will be plenty of excitement in the dorms, too. Concerts and dances are usually sponsored throughout the year.

Free movies, cookouts and beer blasts find their way into the list of dorm activities.

As a dorm rat, you will find yourself thrown together with hundreds of other students who may have different nationalities, religion, or race. You continually meet and create new experiences no matter where you turn.



THAT LOST AND EMPTY feeling always hits you as if moving-in is impossible. Sometimes it is.

lities, religion, or race. You continually meet and create new experiences no matter where you turn.

Sure when you entered State you were mature and ready to conquer the world, but you will mature more in the next year living on your own and in a dorm than ever before.

## Water Fights and Panty Raids

If you will be staying in the Lee-Sullivan-Bragaw area, the annual wa-

ter fight will definitely be one of the highlights of the year. The event explodes in the dorms as students get rid of some of the tension that is building due to upcoming exams. Water bombs fill the air and bathing suits and shorts are the dress of the day.

Unless you are in a dorm you miss out on the great snowball wars that take place in the winter. The females on campus are often throwing the biggest snowballs. Everyone has a blast.

Only on rare and special occasions do the dorm rats break out in that old college tradition called panty raids. A win over Carolina or Duke in basketball is definitely a good enough excuse for the hell-raising celebration.

## Converting Your Room

As an individual you will join 6,000

other "dorm rats" at State as they take to their humble abodes and begin to convert them into livable living quarters, plastering the walls with posters, installing black lights, collecting liquor bottles and anything else makes your hole-in-the-wall exactly that, your hole-in-the-wall. If you occupy one of the older dormitories then you may have the privilege to paint your room to suit you.

Even if your freshman year is the only year you live on campus while coming to State, you will learn a lot in your adaptation to university life.

You'll look back and laugh at having your room completely filled with newspaper or being flooded out during a water fight.

Dorm life is definitely an experience you will never forget.



MISS CAROLYN JESSUP, Dean of Women, stands guard over her flock as the dorm is surrounded by hundreds of State men in that unforgettable experience called "panty raids". During a "raid" things get hectic and the girls are herded into the halls to keep from provoking the "raid" further.

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\* **Delta Sigma Phi**

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Tryon Road

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Park Ave.

\* **Kappa Alpha**

833-9905  
Fraternity Court

\* **Kappa Sigma**

755-9592  
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\* **Lamda Chi Alpha**

832-7708  
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\* **Pi Kappa Alpha**

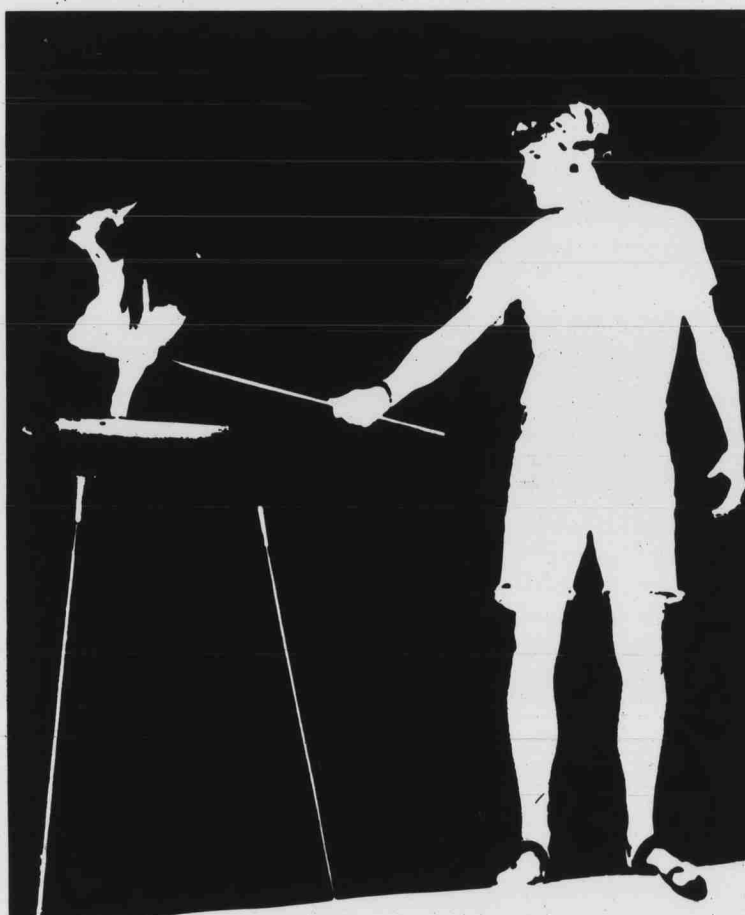
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Fraternity Court

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# Farber Concludes 'The Student As Nigger'

(Continued from Page 11)

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.



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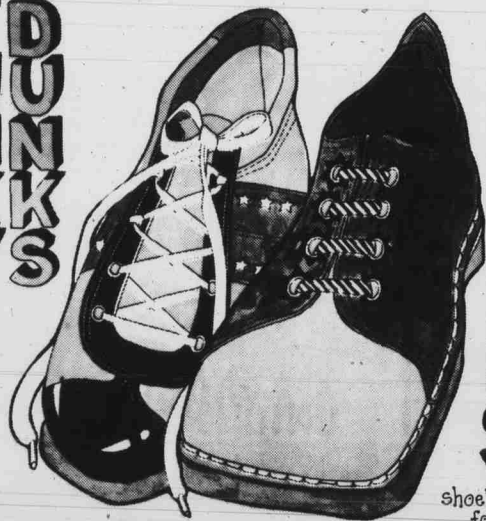
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# Library Creates Student Interest

New life came to the D.H. Hill Library this past spring. Most of the excitement centered around the opening of the new 11-story book tower.

In fact, during its first few weeks of operation, an average of over 3,000 people a day were using the various facilities in the new building.

The students were enthusiastic because of the contrast they could see between the old and the new buildings.

Before the opening of the book tower in March, the 500,000 volumes of the library collection were housed in cramped quarters in the old library building.

Only those with stack permits, mainly graduate students and professors, were permitted to enter the main stacks. Other students had to request books from the circulation desk.

Seating in the old building was limited and there were few seats and study spaces in the main stack area.

## Open Stacks

With the move to the new \$3.1 million tower in March all this changed.

Expanded space in the new building permitted wide aisles and easier access to books.

Now with open stacks, the use of permits has been done away with. Those using the stacks enter through a turnstile at the entrance to the stack area. Once through, three high-speed elevators carry the student to the appropriate floor. There are also two stairwells.

Modern, individually lighted, study carrels are located on each floor. These carrels will be assigned to graduate students in the fall, but will be available to others when not in use.

Also located on floors two through nine are carpeted study lounges, a typing room, and research offices.

With study seating vastly expanded, students have found the new building an excellent place to study for quizzes and exams.

## Building Renovated

The old building, now called the East Wing, is being renovated this summer to provide enlarged space for other library services. The locations of some of these services will move within the building after the renovations are completed.

These include the Acquisitions Department, Archives, Card Catalogs, Bibliography, the Catalog Department, the Interlibrary Center, the Reference Room and the Reserve Room.

Entrance to the East Wing is through the book tower.

The Reference Room collection contains dictionaries, encyclopedias, almanacs, yearbooks, biographical dictionaries,



**STUDY CARRELS** in the D.H. Hill Library like these will be assigned to graduate students but will be open to undergraduates when not in use. The carrels are located on eight floors of the Hill complex.

periodical indexes, bibliographies, and miscellaneous reference books which are to be consulted in the library.

The indexes in the Reference Room supplement the card catalog by providing subject, author, and title approaches to individual articles in magazines, journals, and books.

The staff in the Reference Room are especially prepared to assist students in using reference books, periodical indexes, and the card catalog; in locating books, documents, pamphlets and periodicals; in obtaining material for term papers; in getting information on a specific topic; and in compiling bibliographies.

## Reserve Room

Most students will also be using the services in the Reserve Room. Located on the second floor of the East Wing, the room contains a large collection of books which have been placed on reserve by faculty members for use in specific courses.

The main purpose of the Reserve Room is to make these books available to the largest number of students.

Also located in the East Wing will be over 1,000 study spaces for students, in addition to the area in the tower.

Further expansion of the library will be made in the coming year. Current plans call for expansion into the current Erdahl-Cloyd Student Union after the Union activities move into the new University Student Center.

The Union building will be used mainly as an undergraduate facility and will include numerous audio-visual aids.

When the full expansion is completed the space in the library will have doubled and volume capacity will exceed 1,100,000.

Besides the main D.H. Hill Library there are also libraries in the Schools of Textiles, Forestry, and Design.

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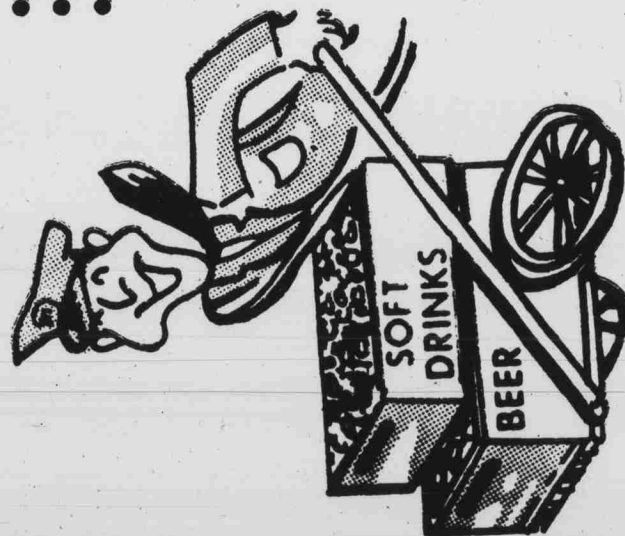
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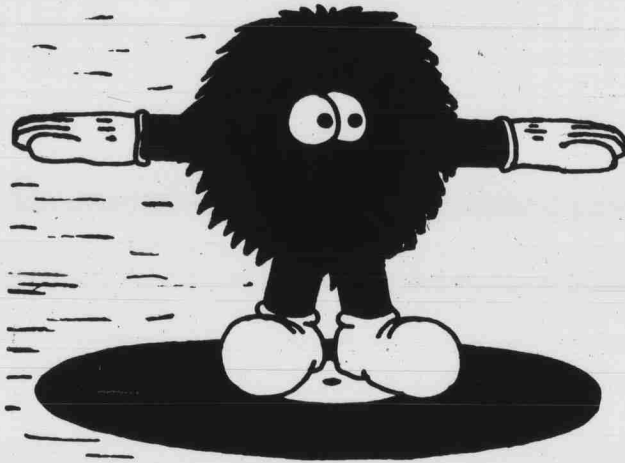
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# Sophs Brighten Pack's Offensive Hopes

by Wayne Lowder  
Staff Writer

One game doth not a season make, but if the Wolfpack's Red-White football game is any indication, State should be much more offensive to its eleven opponents this season.

State scored only ten touchdowns in eleven games last year, but got eleven in the 51-23 Red victory in the final spring scrimmage. Last year's anemic offensive unit has been bolstered by the arrival of several sophomore running backs.

## Sophomore Help

Halfback Willie Burden from Raleigh's Enloe High School was a freshman sensation as he led the Wolflets to a 4-1 season last fall. Burden combines speed and agility on the gridiron and one man has his hands full trying to bring him down.

Charles Young, also from Raleigh Enloe, takes a good deal of pressure off Burden at his fullback position. This sophomore had his problems last fall, but he looked impressive for the White team in the spring finale this year. Young rambled for 124 yards and burst 48 yards on one play for the day's longest play from scrimmage.

Another sophomore who will see action this fall is Mike

Stultz. Stultz has good speed and is a deceptive runner. He will play behind returning veteran Pat Kenney in the backfield, and will see a lot of action returning punts. He scored five touchdowns in the game against East Carolina last fall.

## Quarterback?

The quarterbacking position has been a problem spot for the Pack since Jim Donnan graduated. Top prospects for the position, Dennis Britt and Pat Korsnick, saw little action in the Red-White affair. Britt was injured after leading the Reds to their initial score. Korsnick, a rising junior, was with the baseball team and did not participate in the game.

Joe Giles took the reins for the Red team and after warming up led them on an impressive scoring spree. Bruce Shaw and Tommy Land, both sophomores, called signals for the White team. They handled the job well, but the experienced Red defense throttled their attack.

Also returning to the backfield will Kenney, Gary Moser, Don Bradley, and Bryan Wall. Both offensive units pounded out 952 yards and 50 first downs in the spring scrimmage. If it wasn't a fluke, the Pack will certainly get more than three wins this fall.

## Veterans Missing

The defensive unit was playing under two handicaps for the entire contest. Many of their top veterans were missing including four top linemen, George Smith and Clyde Chesney were out due to injuries and Dan Medlin did not play due to academic problems. Also gone was Steve Rummage who graduated.

Highly rated newcomers in the defensive unit are linebacker Ken Sheesley, and defensive backs Bob Divens and Mike Devine.

Defensive coordinator Al Michaels has his work cut out for him in turning out a solid squad for next fall. The healthy return of Smith and Chesney is a necessity if State is to maintain its prominence as a defensive power.

"Some of these freshmen are going to be prominent in our plans and we've got to get them ready," says Michaels, who has been pleased with the effort and spirit put forth by his troops in the spring session.

## Triple Option

Wolfpack fans may see a new twinkle in State's offense this fall. The Pack has been working all spring installing the triple option to their attack. It could give the Pack an outside running threat they lacked last season.



The Wolf sits high over the field and ponders the future of the Pack. In order to be a contender for the ACC title, State will have to rely on a bunch of sophomores and no injuries. With luck the Kool Kyotie will romp through Carter Stadium again.

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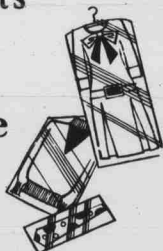
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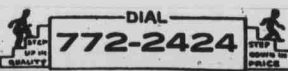
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# Football Players Work To Get Psyched Up Before The Big Gridiron Battle Saturday

by John Walston  
Assistant Sports Editor  
"Getting up for a game is up to the individual," said Jack Whitley. "different people have different ways." Jack, a free safety for the Wolfpack,

ought to know. The senior captain has been "getting up" for three varsity seasons.

Bill Vlaches, better known as "the Greek," added, "You can't get mentally ready on the

day of the game. It takes all week, starting on Sunday." Quarterback Pat Korsnick agreed, "It has to work its way up!"

Everyone seemed to agree

that every player on the team had to be "psyched up" to some degree. "its good to be up for the game," concluded field goal specialist Mike Charron, "but you shouldn't

get over psyched."

On Sunday morning, the day before becomes a part of the past. All thoughts turn to the game less than a week away. The team begins to prepare mentally and physically on the first day. "it's got to build up gradually," said Whitley. The Pack hasn't had much trouble getting up for a game. "Spirits have been good all year," Charron commented.

All week during practice each man silently prepares himself, constantly thinking of how to improve his performance for the good of the team.

On Friday afternoon the Pack goes into hiding. That night in their motel rooms after attending team meetings, the players watch T.V. and think about the game. This is when a guy first begins to get nervous. "I get nervous. I get butterflies the night before," commented Vlaches, the big left tackle. "You hope you have gotten yourself ready." Oddly enough the Greek "always sleeps good the night before a game."

#### Stomachs Flutter

Saturday morning seems to make everybody's stomach a little fluttery. "I'm nervous when I wake up in the morning," Charron said. "It leaves during warmups, but returns when I go back to the dressing room. As soon as I hit the field again it leaves." Everyone is affected differently by the tension and pressure. Some get sick and will throw up before gametime, others get sleepy.

After the first play of the

game the nervousness leaves.

"During the game you don't think of anything but the guy you're opposing," said offensive tackle John Elliott. "You're constantly trying to find weaknesses and patterns of your opponent. You ask people on the sidelines about the guy you are opposing. You only think about the player across from you. There is no time to get nervous, you have to play football." Jack Whitley was thinking along the same lines, "After the game gets started, tension, nervousness disappear."

#### Time to Think

Things are a little different for Mike Charron. "A guy in my position has a lot of time to be thinking. Is my kick going to win it? The feeling you get when you miss a short field goal and lose stays with you longer than when you kick a field goal and win. When I look back I remember the miss. That's what sticks in my mind." "Nobody cuts you down for missing. Everybody tries to say something to make you feel better! The worst thing a kicker can do is think. He should go out there and do it automatically."

Being up for a game is a full time job and doing it week after week makes it even harder. "Its impossible to be up for every game. You get up for the big ones and you may be down for the others," said Whitley, "but you still have to win when you are down." Bill Vlaches may have the best solution, "I don't get psyched, I just get prepared so I can do my job on Saturday."



When things get tight, there's no time to be nervous. Poise and patience often seem impossible, but they are musts. Even when you get hit you have to think of the

next play: On the gridiron a player has to be ready, he has to be psyched and it takes all week to do it. Getting that way is all up to the individual.

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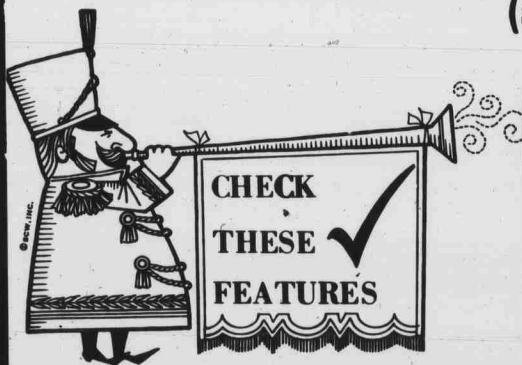
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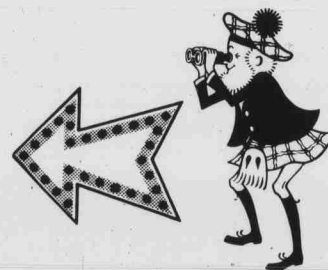
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N.C. State Contact Football Club, a member of the Atlantic Coast Contact Club Association

(ACCCA), was formed last fall by interested students across the state just for the

purpose of playing tackle football on a "for fun only" basis. Furnishing their own equip-

ment—and being without a coach—led to a rather frustrating year for the young club. They fell to a disappointing 0-5 starting season.

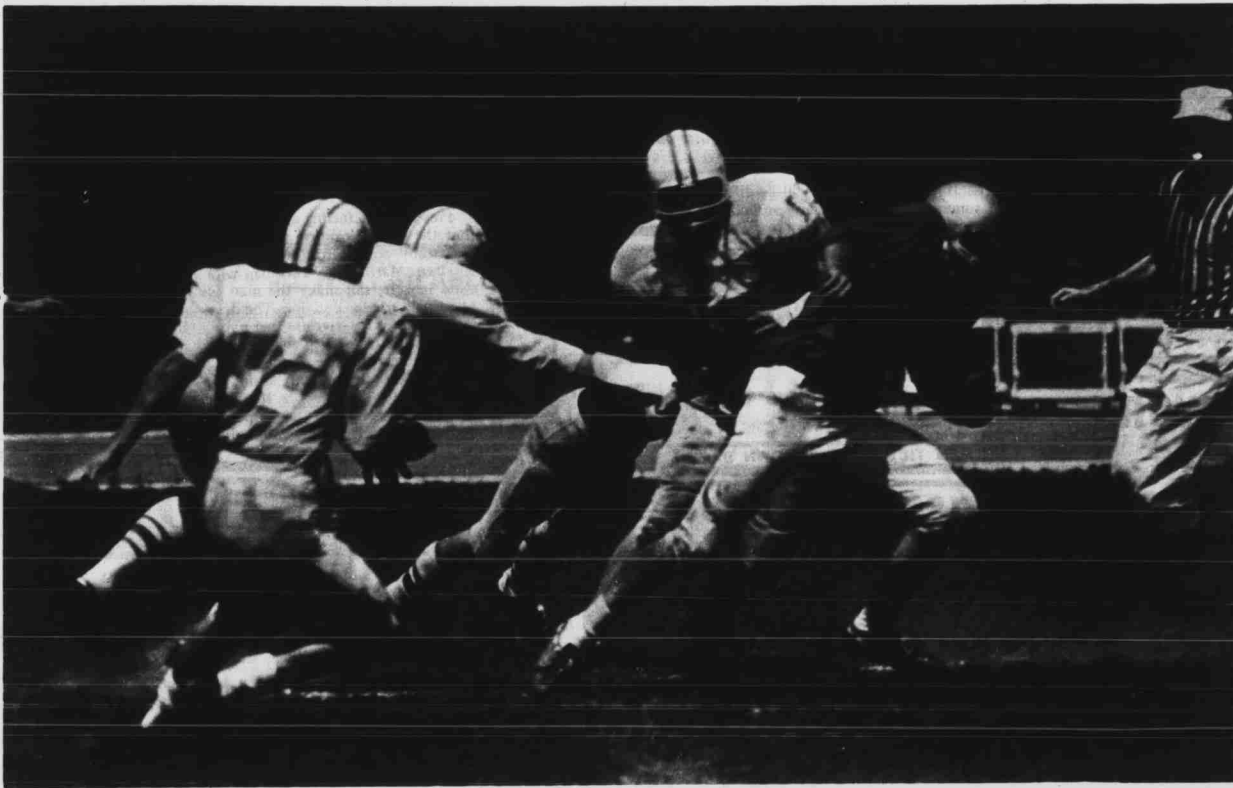
Their rivals last year in the Association were fellow charter clubs from nearby UNC at Chapel Hill and the contact club from East Carolina University in Greenville. State's club also played varsity teams from Worth College in Fayetteville in the season finale.

This spring State led off with a convincing 36-0 walloping of arch-rival Carolina in an exhibition game played in Chapel Hill. The following week, during All-Campus Weekend, State lost a heart-breaker to UNC, 7-6, without the services of star quarterback, Tim Jones.

Now firmly established, the club exists financially on dues, donations and income from various club projects. The club now owns enough equipment to outfit an entire team and suffer only from lack of participants.

This fall, State's Contact Football Club will enjoy a 10 game schedule. The ACCCA has enlarged to include teams from Duke, Wake Forest and UNC at Charlotte. The Association teams will also play other area junior college teams from Ferrum College of Virginia and Croft College in Greensboro.

Three-times-a-week practice begins the first week of school this fall and continues throughout the season.



STATE'S TAILBACK, Rich Winslow, running from the straight wishbone-T formation employed by the State Contact Football Club, here drags Carolina tacklers with him gaining yardage against the UNC club last spring. State lost to their arch-rivals in a very hard fought, defensive battle, 7-6. Fall practice starts in September, prior to the beginning of State's 10-game schedule.

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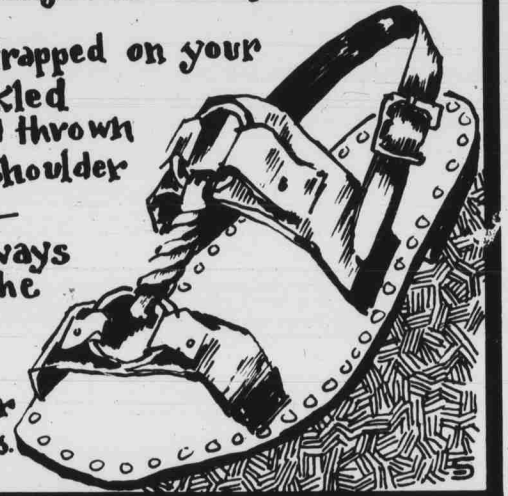
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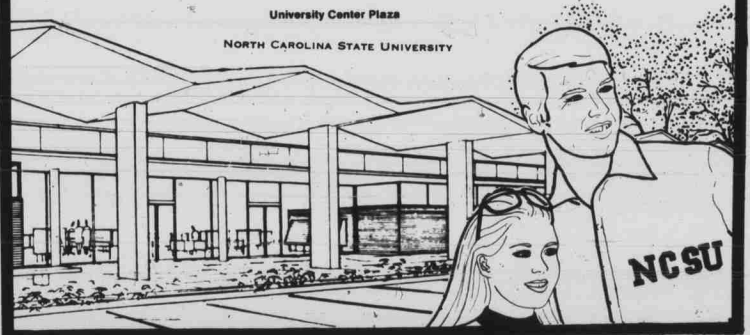


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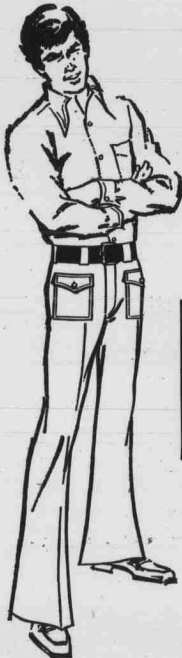


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Presently the feeling among people knowledgeable in this area is that the utmost caution must be exercised when the request for vasectomy comes from a single man or a man with very young children. Marriage to a woman who very much desires to bear a child herself, can make the man who had a vasectomy when he was single rue his decision. The death of a young child may result in the desire to have another baby. On the other hand, many people with children well on their way to growing up feel very certain about the size of their family and would not wish to have children on their own again. I would highly recommend procedure for such people. If another child is desired, adoption is an alternative. But, it must be pointed out that with the increased availability of abortions, adopted babies are becoming harder and harder to find.

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**Burleson And Coder Give Team Tremendous Height Advantage**

# Sloan's Double-Post Offense Awaits Season

by **Wayne Lowder**  
Staff Writer

"Something old and something new" is a phrase applicable to Wolfpack basketball for 1971-72.

The something old are returning veterans Paul Coder, Rick Holdt, Bob Heuts and top sub Rennie Lovisa. The something new is a group of rising



Tommy Burleson receives the Outstanding Freshman Award.

sophomores led by 7-4 Tommy Burleson.

New, too, will be a double-post offense Wolfpack coach Norman Sloan is planning to install to make room for both Coder, the 6-9 center who finished the season strong, and Burleson, the lanky frontcourt star who led State's best freshman team in a decade.

Coder is the most accurate field goal shooter in State history, his 56.5 percentage

this season bettered the 53.7 mark he shared with Vann Williford. The Rockville, Md. senior averaged 15.1 points and 8.4 rebounds for the Wolfpack.

Holdt and Heuts will be battling with sophomores Steve Nuce and Steve Graham for the remaining starting position on the front line. Holdt, a 6-6 forward, scored at a 9.8 clip last year but was a weak rebounder. Nuce, a 6-8 forward, was the number two punch on

last year's freshman squad with a 20.4 scoring average.

Both Heuts and Graham are strong rebounders and will give Holdt and Nuce a tough battle for the starting position.

The third member of the backcourt, Burleson, averaged 26 points and more than 15 rebounds for the 14-2 freshmen. He shot an impressive 52.7 per cent from the floor, on a variety of offensive moves.

With Coder and Burleson

assured of starting positions, Holdt, Heuts, Nuce and Graham will be looking for the remaining starting spots.

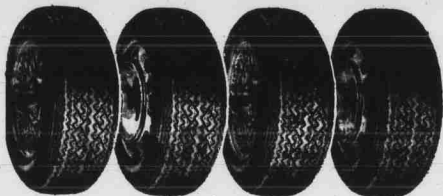
"Our front line will be strong and deep," said Sloan, whose Wolfpack surprised a lot of people by defeating Duke and giving South Carolina fits in the ACC Tournament, despite the departures of junior guard Ed Leftwich and sophomore guard Bill Benson. In the tournament the Wolfpack utilized the double-post

offense that may be a trademark next season.

Inexperience is in the backcourt where the load falls on sophomores Steve Smoral and Bob Larsen.

"Smoral and Larsen will be good players," Sloan said, "but they are in the difficult position of running our offense as sophomores, a job which won't be easy. We have confidence in them and in their ability. All they need is some experience at the varsity level."

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  - (3) If either (a), (b) or (c) you are a staff member.
  - (4) (a) Burleson, Coder, Holdt, Heuts, Lovisa, Leftwich, Agrozilla, Larsen, et al. (b) Rah! Rah! Go Team! Fight! (c) Agrozilla.

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