

Sloan: rags to riches in four years

Copyright 1971, *the Technician*
by Craig Wilson
Associate Editor
(Second of three parts)

When Norman Sloan was named State basketball coach in 1966, his work was cut out for him.

Although Press Maravich had fashioned an ACC championship the previous year, much of the prestige Reynolds Coliseum had acquired under Everett Case had been lost when an NCAA probation forced a reduced schedule and general de-emphasis on the cage program in the early '60s.

Even the Pack's third-place finish in the '66 Eastern Regionals wasn't enough to recapture the glamour of the '40s. Larry Lakin, 6'7" center for several of Maravich's teams was re-admitted to the University after he had flunked out, and some of the same old questions about improprieties in the State program started to resurface.

Needed A Winner

So the Wolfpack needed a proven winner to start the program afresh. Sloan, Coach of the Year at both The Citadel and the University of Florida, got the call.

When he arrived in Raleigh, Sloan found "slim pickins" awaiting his tutelage. Only one starter—All-ACC guard Eddie Biedenbach—returned. Then shortly before the season opened, a back injury forced Biedenbach out of action for the year and the Wolfpack started five sophomores for most of the '66-'67 campaign.

It was a rough year. The program was Sloan's, but the players had all been recruited by Maravich. Crowds all year were dimly small. The record was 7-19. For the first time since World War II, State opened the

basketball season away from home. The team compiled the school's worst record. The 99-60 loss to Duke was the most lop-sided loss ever by the Pack.

There were a few bright spots. Mrs. Joan Sloan—the coach's wife—added a dash of uniqueness by singing the National Anthem at home games. State played thrillingly close games with nationally-ranked Duke and North Carolina. In the opening round of the conference tournament, the eighth-place Pack took the top-seeded Tar Heels down to the wire before losing 66-63.

The frustrations took their toll,

midway through the season, Sloan exploded at referees in a game at College Park, Md. Two technical fouls later the game had been forfeited to the hometown Terrapins.

Could Have Been Worse

Nonetheless the situation at the season's end could have been worse. Biedenbach would return in '67-'68, sophomores had gained experience, Sloan had lured 6'5" Rick Anheuser away from Bradley University and Vann Williford was to make his varsity debut the next year.

(see 'Not everyone,' Page 5)

Technician

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Wednesday, October 27, 1971

Restructuring

Scott makes plea for quick approval of committee plan

by Perry Safran
Staff Writer

Speaker of the House Phil Godwin cracked his over-sized walnut gavel at 12:05 yesterday afternoon and the North Carolina General Assembly reconvened to consider the restructuring of state higher education.

Alamance Representative Mike Harris took the floor early and



Governor Bob Scott

proposed that the body also discuss the changing of the May 2 Primary date in addition to the question of restructuring.

"Considering the information I have received that students, as well as

New parking regulations allow unregistered cars

by Hilton Smith
Associate Editor

Major revisions in campus parking regulations effective November 1 will allow unregistered vehicles on campus at night.

The traffic control gates on North Campus will be placed in the down position from 5:15 p.m. to 7 p.m. Monday through Friday. Vehicles with "E", "W", "S", "1" and "2" decals and unregistered vehicles may park after 5 p.m. in any area not controlled by gates.

At 7 p.m. North Campus will also be open to any vehicle, including those that are unregistered. Parking will be allowed in all but reserved spaces.

All vehicles except "N" and "A" decals must be off North Campus by 7:30 a.m. Monday through Friday.

The new changes were announced by Traffic Administrative Officer W.L. Williams.

According to Williams, the changes were made following rejection of a parking proposal from the University Parking and Traffic Committee.

Chancellor John T. Caldwell

traveling salesmen, will be unable to vote on the Tuesday date, I hope that the General Assembly will consider changing the election date back to the first Saturday of the month," he said.

Scott Speaks

Governor Bob Scott addressed the joint session of the two houses an hour after the body convened. Scott said since his last speech to the lawmakers, he had contacted "all concerned parties" and is sure "the bill passed by the Committee on Higher Education represents all these groups and their interests."

"It is not the governor's bill, although I find it contains what I believe to be the cardinal elements for any new structure," Scott said.

"It is not a bill of the regional universities although they, too, can find much to their liking in its essential features," he continued.

Can Save Money

And, he added, "I am further convinced that this method can save money" by providing "a single, unified budget for all public senior institutions—a budget based on the best educational advice as to what is most needed for the good of higher education as a whole."

"This method of budgeting will have the further advantage of removing from the legislative and

political arena educational decisions that can best be made by educational administrators," the governor declared.

Scott sought to allay the fears of some blacks that the new plan was intended "to phase out what have traditionally been known as black institutions—our predominantly Negro universities."

"Nothing could be further from

the truth," he said. "There need be no fear on this score on the part of any institution—black, white or Indian—or on the part of the six consolidated university branches, or on the part of the School of the Arts, or on the part of the nine other institutions."

"None of them will lose their identity," he said.

"We have before us a blueprint that

will work," Scott continued. "It will work, that is, if we but try to make it work—if we display the good will needed to make it work."

Scott further supported the Committee's bill by calling the opposition by the present UNC Board of Trustees as being, "a move by the fraternity to protect their own interests."



Thousands stand silently at Carter Stadium during the marching band's traditional rendition of the National Anthem prior to home football games. Here, one young patriot—surrounded by a sea of reverent faces—salutes the Star-Bangled Banner, but in his future lies more than the ancient cry of "play ball"—his countenance belies whatever it is young men feel facing the world ahead. (photo by Cain)

Gusler won't participate

Flag pledge causes hangup

by George Panton
Senior Editor

Dedication of the Freedom Shrine, a photographic reproduction of 28 documents in American history now on permanent display in the Hill Library, has been complicated by Student Body President Gus Gusler's refusal to say the Pledge of Allegiance to the Flag.

The Freedom Shrine was donated to the Library by the Cameron Village Exchange Club of Raleigh, and dedication plans called for Gusler to accept the gift on behalf of the

Student Body.

But he declined to participate in the ceremony when informed that the program was to include the Pledge of Allegiance to the Flag.

Gusler said, "I think the pledge of allegiance is hypocritical for me."

"Liberty and justice for all?" he said. "Bullshit. That phrase doesn't apply to American society today."

"The Freedom Shrine is a wonderful gift, and I would be delighted to accept it. It's a wonderful gesture by the Exchange Club and it makes a really attractive display in the

library. But they require the allegiance in the ceremony and I can't in good conscience say those words," he said.

Gusler added "Several people have proposed revisions of the pledge, changing it to read 'one nation striving for liberty and justice for all.' That seems more acceptable to me."

The exhibit is displayed outside the east entrance to the Reference Room in the old wing of the library. It includes replicas of documents spanning over 300 years of American history. The oldest document is the Mayflower Compact which was the

(see 'Shrine,' Page 8)

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

You and drugs

Tonight at 7:45 in Bowen Residence Hall lounge, a panel discussion about North Carolina's new drug law has been arranged. What makes this discussion more than the usual bull session is that Bowen Residence Counselor John Laurence has assembled several experienced and qualified professionals who have had extensive contact with the drug situation throughout the state and who hold widely varying opinions about the new law and its enforcement.

The legislation—passed by the state legislature this summer and scheduled to take effect Jan. 1—follows President Nixon's Comprehensive Drug Abuse Prevention and Control Act of 1970 which removes marijuana from its former classification as a narcotic and places it under another schedule. Beginning with the new year, possession of less than five grams of grass will constitute a misdemeanor on the first and second offenses. Presently, possession of at least one gram is felonious.

Other far-reaching changes include harsher penalties for dealing in what the bill calls "controlled substances," with special emphasis on dealing to minors. In addition, the N.C. State Board of Health is authorized to add, delete or reschedule any of the controlled substances, though it may be petitioned to act in this manner by the N.C. Drug Authority, the N.C. Justice Department or the State Board of Pharmacy. The Drug Authority is empowered to license anyone handling or researching scheduled substances. This license is also required for any nonprofessional facilities which "hold themselves out to the public as being a

drug treatment facility," such as drug halfway houses or crash pads.

Obviously this new legislation can have far-reaching effects. It already reflects, through its lessening of penalties for marijuana possession, responsiveness to changing public opinion. This is because much intelligent and articulate discussion about the drug scene has brought about an education of many persons—public servants among them—who once only whispered the word "dope."

But the public is still not sufficiently educated to the tremendous ramifications of the drug culture and its concomitants, e.g., casual acceptance of marijuana by many middle class persons. And certainly this new state law cannot be adequately understood or enforced without a concerted effort by everyone to make himself aware of rational and sensible approaches to what—by anyone's standards—is a growing and disturbing problem in American society. Too often arguments about drugs proceed from emotional prejudices and are expounded by those who have made no attempt to ascertain "the facts."

Tonight's seminar at Bowen—which may be moved to the Union Theater if interest continues to mount—provides an opportunity for students to do just that. The SBI director will be there. Law enforcement representatives, attorneys and concerned citizens will have their say.

Isn't it incumbent upon every public-minded member of the University community to try to attend this most important and informative discussion?

Control vs. flexibility; balancing a necessity

Yesterday the General Assembly reconvened in Raleigh to iron out final wrinkles in plans for restructuring higher education in North Carolina. Governor Bob Scott seems on the verge of achieving at least the first step in his desire to hear "one voice instead of many" speak for Tar Heel institutions of higher learning. His wish—which must be shared by all citizens—to stop in-fighting and politicization of our colleges and universities may be a little closer to reality.

Regardless of what plan emerges from the Assembly's deliberation, we hope an appropriate balance will be struck between control over duplicating and competing programs and necessary flexibility for individual institutions. Robbing black schools of their identity or creating a "super board" with concentrated power liable to be put to great misuse would do far more to harm than heal current problems.

Therefore, when the Legislature makes its final decision, the duty of those of us passionately interested in the future of higher education will only have begun. For in the final analysis, only we can safeguard the public interest by staying abreast of the issues and watchdogging those empowered to oversee tax-supported institutions of higher education. The legislative committee's stipulation that the proposed "Board of Governors" incorporate black, female

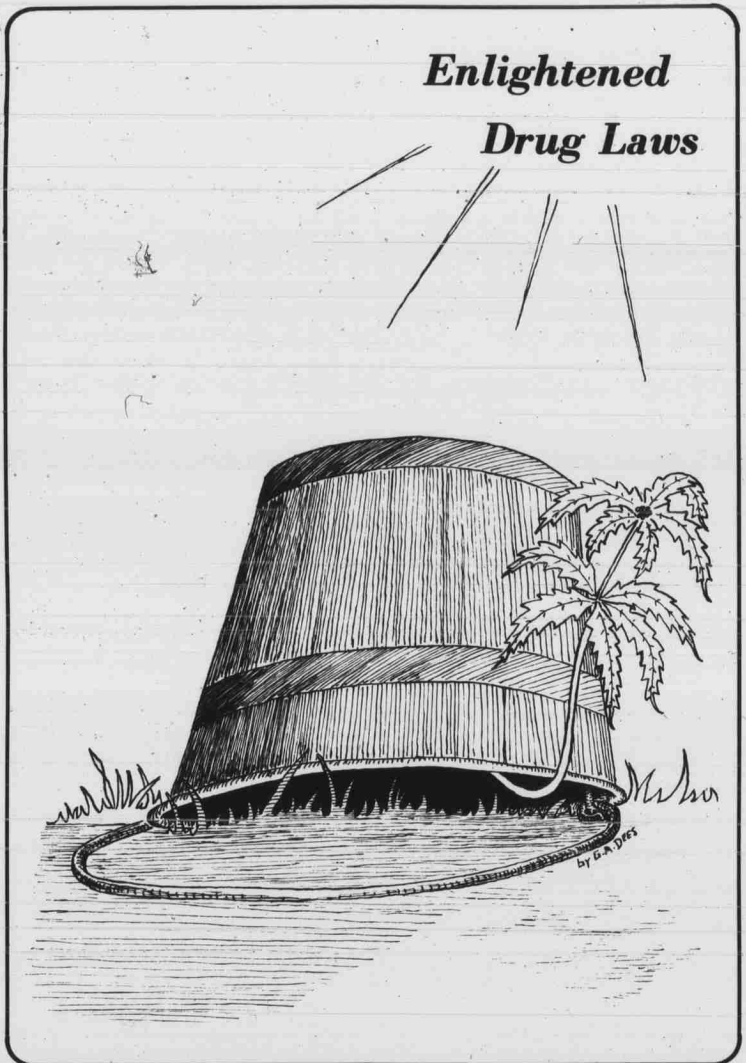
and minority political party representation is fine. But it should also have included a provision for at least one student member.

For although the board necessarily must be given power to act with dispatch, it must also be constituted with the broadest representation possible so that it will be responsive to continuing needs and demands of "the people," who after all, prosper or suffer according to the status of higher education.

In case you missed it . . .

Staff Writer Laura Pippin covered the appearance of mentalist John Kolisch in the Union some weeks ago. She was one of about 20 students hypnotized on stage by Kolisch, who Monday entertained the regional American College Union convention meeting here. We understand she went back to see Kolisch Monday because she "hasn't been quite right" since being hypnotized. Well, at least she has an excuse. The rest of us who feel a little fuzzy-headed from time to time have to keep it to ourselves.

Student Body President Gus Gusler refuses to say the Pledge of Allegiance to the Flag because he doesn't think 'liberty



Slightly to the right

The democrat's dilemma

by Martin Winfree
Guest Columnist

State is very privileged to have as a lecturer tomorrow Congressman Philip M. Crane from Illinois, a very influential man in conservative circles and one of Congress' most important conservative spokesmen.

Dr. Crane is probably the most intellectual Congressman in the country. Educated at DePauw University and Hillsdale College, he began his post-graduate work at the University of Michigan and the University of Vienna and received his M.A. and Ph.D. degrees from the University of Indiana. His academic record at Indiana University is unsurpassed in the history of that institution.

Phil Crane has a 100% conservative voting record, according to the Americans for Constitutional Action, who rate Congressmen each year based upon their votes on certain key issues. There are only four other Congressmen in both houses who equal this record.

Dr. Crane's scholarly work, *The Democrat's*

Dilemma, details the takeover of the Democratic Party by the Fabian Socialists, so-called because they favor a gradual takeover of a nation by socialism. Beginning at FDR, he traces through the New Deal, Fair Deal, and New Frontier, showing that each successive program was more amenable to the Fabians than the one before it. He concluded that the Democratic Party cannot reverse this direction and that the Fabian Socialists almost completely dominate the Party now.

The interesting part is that his book is now seven years old, having been written in 1964. And the truth of his thesis is even more devastating today.

When one considers the myriad Presidential candidates of the Democratic Party—Humphrey, Muskie, McGovern, Ramsay Clark, Kennedy, Harold Hughes, yes and even Gene McCarthy says he'll give it another try—one comes to the rather startling conclusion that *not one* is a Conservative, or even a moderate.

They are all liberals, and they are all far-left liberals at that, with only incidental exceptions such as Wilbur Mills.

Hubert Humphrey, for example, often considered one of the more "conservative" of the group, was once regarded as the "most liberal member of the Senate," according to *U.S. News and World Report*. He once lamented that "insofar as I am sorry for anything, it is not because I am a liberal, but it is because I am not more liberal than I am." The late Norman Thomas, long-time head of the Socialist Party in America, said that Humphrey was his choice in 1968 and that he "is the type of Democrat I like and one who would be a Socialist if he got to England."

He's the "conservative."

Is it any wonder then that so many Democrats have left the Party in favor of the Republicans of the American Party? Is it any wonder that so many Southern Democratic delegations are walking out of national conventions and that so many are playing "hands off" of the National Party?

Truly this is the "Democrat's dilemma."

Go hear Dr. Crane. He is a truly fascinating man and an entertaining lecturer.

Personality Profile

Sandra Curry: 'I get real satisfaction'

by Sewall Hoff
Assistant Features Editor

"I get real satisfaction out of cooking," says Sandra Curry. "Like baking bread. It's such a physical thing to mix it up, knead it and flop it into the pan."

"Cooking good food is not that hard if you know what you are doing," she said. "Students get mono and other diseases from poor diet and partly from lack of sleep. In my column I try to show that at least people can eat well and inexpensively."



"People try to live on cheap, greasy hamburgers. Yeech! You might as well at least try to have good hamburgers at home."

"I enjoy cooking for people. I started cooking after high school when I left Iowa and went out to San Francisco. I got there and my friends turned out not to be very friendly, so I was on my own with no job, no friends, \$25."

"I got a job as a clerk in a bank but I couldn't afford to eat in restaurants so, just to survive, I started cooking and collecting recipes and cookbooks."

"I decided to start writing for the *Technician*

because in San Francisco there was a paper called *Good Times* which had a cooking column with inexpensive recipes in it. It was an underground paper, but a nice little paper, not at all like the *Berkeley Barb*. The *Barb* used to be pretty good but it's really lousy now with those ads and everything."

"Electric Burner" Pen Name

"I wanted to write under the name Electric Burner, but that was too underground for the *Technician*. I really want to hear from people if they need any recipes or if they have trouble with the ones they've got. "I try out all of the recipes before I put them in the column, and I try to get a variety for different tastes. I even try to get a different price range—no one likes to eat cheaply all the time. Today I'm trying a health food thing. "In San Francisco I used to go to concerts in the Golden Gate Park and watch Janis Joplin get loaded on Southern Comfort. It was damp and everybody caught cold but it was fun."

"Every weekend I'd go across to Marin County and go to the top of Mount Tamalpais and just look out at the green and the trees and the cows grazing."

"I lived in a commune in the Sierras for a while, but every time I went to the stream for water I got chased by rattlesnakes. That's why I left."

Parttime Student

"I'm a parttime student at State, and work fulltime as a secretary for Stackpole Components. I'm brushing up on my child psychology and French."

"I play my guitar in the In Crowd sometimes," she continued. "That's a plug. It's

a nice singles bar, not at all like the singles bars in San Francisco."

"I save beer bottles for ecology and all of my dishes are donated. My others were stolen in Berkeley. You can really get ripped off out there. I graduated from Berkeley in 1967."

"You really run into all kinds of people in San Francisco. If you want to know what life is, then go to a big city. But I got tired of tripping over drunks on Mission Street. That's not really funny, I guess. It's kind of sad."

"There are so many foreign restaurants in San Francisco that you really get interested in foreign cooking."

No Tea Pot

"In Raleigh I went to a Chinese restaurant and ordered tea—and got a tea bag in a cup of hot water. Not even a pot of tea!"

"There aren't any good quiet restaurants in Raleigh. With all the jangling plates I keep thinking I have to do the dishes."



"Greasy hamburgers, yeech," is Sandra Curry's reaction to thoughts of an inferior product as she prepares another delicious repast.

(photo by Heddon)

Letters to the Editor:

Worth hearing

To the Editor:

To you who say that blacks are an immature group who disrupt order to "get things they want," right on:

For the past three centuries, blacks have tried to communicate, rationally, with our white counter-parts to no avail. Has the white man ever listened to or heard the black man's pacified, patient, and alleged inferior voice before he began shouting?

It seems that this disruptive and irrational policy is the only path to awaken the majority of whites—whom are racists and refuse to have their time consumed by a dark, beautiful fully-tanned person. Until the "pale face" greets an approaching black face with a smile and a brotherly tone in replacement of a paternalistic position, he'll always have reason to fear him.

So, whenever whites decide that blacks deserve and are worth some of the time lost in the course of three hundred years, then blacks will return to being the patient, understanding, and pacified "nuts" that they have been.

Are whites ignorant of the fact that blacks have been pushed over board to act as they do? No, we don't want respect any more, we just want to be heard!

Linda Thomas
Junior, LAS

Critic criticized

To the Editor:

Mr. Haynes listens to music about as completely as he writes sentences. Superficial listeners seem to enjoy foot-stomping music much more than music which stimulates the mind. For Mr. Haynes, and those who agree with his criticism of the Seals & Crofts concert, I suggest that they try to catch the march music on "IT'S TIME FOR UNCLE PAUL."

Gary Rybka
Sr., Pre-vet

Reality feared

To the Editor:

There is a great deal more to be said about individual freedom, which has been a controversial issue in the *Technician* recently.

My previous letters never said enough as to why the use of government to solve problems is so wrong and why individualistic solutions are the only rational ones.

The moral corruption of those who believe in coercive government has been disgustingly apparent to me personally. I have been labeled "crazy," "naive," and "out of touch with reality" for believing in *laissez-faire* capitalism and freedom. I am told that *laissez-faire* will never work because it is "impractical" and "people will never accept it because it would make life too difficult for them." What these people actually imply is this: man is such a sordid, incompetent creature that coercion is all he can rely on to survive. This makes me wonder whether one's concept of the human race is really a reflection of one's own self-esteem.

Regarding the pollution problem, the ECOS imply that businessmen must be controlled because it is *too difficult* for men to protect their rights through the court system, and others have said that it is *too difficult* for consumers to boycott polluting industries successfully. So is living itself *too difficult*?

Perhaps *laissez-faire* capitalism is so hated because it demands that very individual be responsible for himself and face life, and that no one has the right to force others to make his decisions or bear his burdens. We—the individualist—are not afraid of reality, for we have the moral integrity that says we cannot violate the rights of others by shifting our responsibilities to them.

The cave man who invented fire wasn't afraid of accepting responsibility for his survival. It's too bad the jellyfish in this society can't be the same way.

Betsy Carter
Soph., History

Need compromise

To the Editor:

I wish to make a few statements concerning black students recorded in the *Technician* Friday. I do not understand fully what went on at the recent incidents, nor do I have full knowledge of the motives of the black students. I am quite willing to apologize for any misinterpretation of the facts concerning these things. Please understand that I am trying to

look at these issues objectively.

First, I wish to make a general statement concerning the relations of all blacks and whites. In nature, as well as in man, whenever two different breeds, races or beliefs, cultures, structured classes of beings come in contact there is always a change, and a change in both of the parties concerned.

The change is inevitable whether wanted or not, is permanent, and is always a natural occurrence. There is no real discrimination in the change; both parties are affected, both become different from their original forms. Neither party will ever be able to completely reverse to their original forms. The two will be combined into a new being, culture, race, or society.

The white American is not and will not ever be like the white European. Although they are from various backgrounds, they are permanently mixed, and are now a new breed of people quite unlike that of the rest of the world. The same is true about the black American. The black American is different from his African brethren, not only in appearances but in his customs, manners and beliefs. In short, both of these racial groups are unique, they are both Americans, and have contributed to changing each other, whether not noticeably or not nobly.

Here is the possible reaction to the request made for a Black All-Campus Day: "Why not have with it a White All-Campus Day?" The reaction to this statement will be "Haven't we already had White All-Campus Day?" Then you

will have a counterquestion "What do you determine as a 'White' All-Campus Day?" There will be a succession of questions countering questions until there will be a final imbroglio. This imbroglio is inevitable unless both sides are willing to compromise. This means that both sides would have to sacrifice part of their desires and change their dogmatic points of view. This compromise would have to be done equally, with a result that is not black, not white, but a neutral gray.

What the black students desire they will have to state in clear, defined terms, rather than in such vague statements as "we don't want no white shit" or "we aren't gonna be niggers" or "we don't want any 'Tom' or 'Sally' proposal." They will have to state their opinions as well as desires in a manner which the confused, complicated thinking whites will understand. The whites in turn should not try to gloss over anything or give their usual hypocritical "trinkets to the Indians" routine.

If nothing can be resolved, or if the argument becomes too heated, I propose that All-Campus Day as well as any other activity which faces a similar conflict be discontinued. This discontinuance should be done in order to protect the concerns of both whites and blacks, and there should be no bitter feelings over the discontinuance because the discontinuances should be considered a result of the unwillingness of both sides (and I mean both) to compromise.

Gregory R. Mill
Freshman, Design

Halloween horror festival

Friday, October 29, 7-9 p.m., Union Theatre, *The Cabinet of Dr. Caligari*.

Saturday, midnight to 4 a.m. in Union Ballroom, Horror Festival including *Tales of Terror*, *The Raven*, and *The Cabinet of Dr. Caligari*. (After Homecoming Dance).

Sunday, October 31, 7 p.m., Nelson Auditorium, Horror Festival.

A Halloween Horror Film Festival is being presented by the Union Film Board this weekend. Featured are *The Cabinet of Dr. Caligari*, a silent German classic with English titles, and two Edgar Allen Poe movies, *The Raven* and *Tales of Terror*.

The Cabinet of Dr. Caligari has entered our culture the way few other films have been able to. Over the years, the film has become synonymous with the eerie, the macabre, the highly imaginative.

The first of the surrealistic, expressionistic German films to make the screen, this film began the golden age of German cinema—an era that was marked by a preoccupation with myth,

horror and madness.

Strange, distorted sets imaginatively provide the background for the story of a somnabulist, his owner and their terrorization of a small German town. In one of the great film endings of all time—an ending which has yet to be duplicated with any degree of success—the audience is assaulted with various facts that change their entire viewpoint of the film.

The Raven, starring Vincent Price, Peter Lorre and Boris Karloff, is a combination of humor and terror. Three sorcerers living in a primitive era ruled by magic, fear and superstition, pit their powers against each other in an unusual picture. The result of this friendly competition is a hilarious comedy adventure as well as a horror film.

Tales of Terror includes three of Edgar Allen Poe's most macabre tales. Vincent Price, Peter Lorre and Basil Rathbone star in this gripping film of demons, premature burial and suspended animation—all favorite themes of Poe.

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'Union roles are changing'

by Sara Sneed
Staff Writer

"Roles of colleges are changing. Students must be innovators and schools must act as workshops rather than just factories that produce carbon-copies of past generations," said a delegate to the Association of College Unions-International convention Monday.

State hosted the conference that included 300 delegates from Kentucky, Virginia, Tennessee, South Carolina, and North Carolina. Program seminars, sub-regional meetings, and "rap" sessions were conducted.

Topics Of Rap

Selling beer on campus, female lib, gay lib, and left wing groups were discussed in a "rap" session on Union and Liberation Fronts.

Chuck Patrizia, a UNC-CH delegate stated, "If these groups are to be reached opposing forces must first be considered." He added that obstacles included bad press reviews, trustee reaction, administration reaction, and legal problems. Other delegates added that some administrations force value judgments on students.

Theater Impressive

Delegates were impressed with State's craft center and theater facilities. An ECU delegate remarked that Thompson Theatre is excellent. She continued that ECU has no such facility, but it would provide for a more well-rounded Union.

Red China visitor speaks here Friday

A recent visitor to Red China who met Chinese Premier Chou En-lai will be on campus Friday.

Uldis Druze of the Committee of Concerned Asia Scholars spent a

"State's craft shop has the best equipment and displays of any school I have ever seen. The craft center is fantastic and very beneficial. State is very lucky to have Conrad Weiser as assistant program director because the craft shop has really improved since I was here six years ago. Also, the food was marvelous and the other programs excellent," added a representative from the University of South Carolina.

Some Criticism Heard

Memphis State University students criticized the conference. "Some of the sessions have not been very useful and topics, such as student-staff relationships, were avoided in discussions. Also, I wish that publicity and public relations, our weak-point, had been covered more extensively. Sixteen representatives from MSU drove 750 miles to get here. To make our financial investments worthwhile I feel that the conference should have lasted longer, so that more areas could be covered. Programs on films and concerts were relevant," said one of the MSU students.

Other Matters Discussed

Program funding for large and small schools, recreation programming, and leadership were other topics discussed during the three day meeting.

State's Patsy Gordon, chairman of the host committee, stated, "I think our food service provided by the Union, composed of Bob Covin, his

waiters and waitresses, was great. The meals were excellent and have contributed to the success of the conference. I feel the Union staff should feel very fortunate to have Mr. Covin on its staff."

During Monday's luncheon, Boris Bell, president of ACU-I said, "The name of the game in regard to the Union is participation. Hopefully, the conference will help in all fields of college programming and will help you, the students, to realize that 'you' are the Union and must provide the man power."

House levels education bill

WASHINGTON (UPI) — A landmark higher education bill fell victim yesterday to bitter interparty fighting in the House over a school desegregation bill and the issue of busing students.

The \$23 billion, five-year authorization measure to extend and revamp current aid to higher education programs had been scheduled to come to the House floor today. It was put off by the Democratic leadership and there was a chance it may not surface this year.

The historic measure, which would authorize for the first time direct federal aid to private and public colleges, was caught in a squeeze between forces opposed to and those in favor of an administration-sought bill to help schools meet the costs of desegregation.



Pinball, that favorite pasttime of just about everyone, is now available in the Union for your playing pleasure. (photo by Rice)

'Bing, bing, bing' rings Union's cash register

by Perry Safran
Staff Writer

The new sound of "bing, bing," in the Union is not the noise of a student's brain working on an English theme, but of a pinball machine being played by a student.

For 10 days now the Union has been the site of "ping, bing, ping, TILT!"—and the Union Activities Board is \$195 richer for it.

"People said it was dumb, but I think it has added to the Union's features," commented Union President Wayne Forte. "It's a way of expanding the Union's functions," continued Forte.

The total revenue from three pinball machines so far is \$380. The Activities Board—under contract with the vending company—got 50 per cent of the take. The money goes for social

budgeting for students. "The dime that goes into the pinball machine will come back to the student in the form of a concert or lecture," added Forte.

Benefits Everybody

"It channels money back to the student in the best way," remarked Student Body President Gus Gusler. "In the end it benefits everybody. There have been comments on the value of the idea, but in the end it gives the student to get more for his money."

"Some felt that the pinball machines would make the Union a penny arcade, as they think of the Union as a place of traditional culture. I say that culture for the students is what they want it to be. As it was before, the only culture in the Union was eating and TV," explained Forte.

Parking regs change

(continued from Page 1)

Currently weekday regulations remain in effect until 12:30 p.m. on Saturdays.

The East Coliseum Lot will be open from 5 p.m. to 7:30 a.m. Monday through Friday and from 7:30 a.m. Saturday through 7:30 a.m. Monday for all vehicles. From 8 a.m. to 5 p.m. Monday through Friday only "E" decals may use the East

Coliseum Lot.

Other University parking and traffic regulations remain the same.

"Just because we are allowing unregistered vehicles on campus at night does not mean we will not be strictly enforcing regulations during the day. We will strictly enforce the prohibition of unregistered vehicles on campus during the day hours," Williams said.



ULDIS DRUZE (shown on the left) of the Committee of Concerned Asia Scholars at a meeting with Red China's Premier, Chou En-lai.

Freshmen get fair share of Ds and Fs

by John Hester
Staff Writer
and
Richard Curtis
Editor

(second in a series)

Some courses at State—particularly on the freshman and sophomore levels—have up to 60 per cent Ds and Fs.

In a letter to school deans and concerned department heads in May, Provost Harry C. Kelley presented

data on 100 and 200 level courses where there was at least 30 per cent of students receiving Ds and Fs in the fall semester of 1970.

Kelley said, "We're not trying to tell them what to do about their courses, we're only trying to stimulate their concern with respect to the rest of the University."

"Freshman and sophomore courses are quite different from junior and senior-level courses," Kelley said. "They're made up quite differently—size, requirements, the students are younger—there are a lot

of factors which determine these grades."

"It's really an important matter," he continued, "and not all of the reports have come in yet. It does make people stop and think."

"I first became involved when my kids and I were walking across campus one day and they saw some grades posted and remarked about how low the grades were in some lower level courses, particularly freshman and sophomore. They were shocked and so was I."

Kelley's letter to department heads

and deans said "We are particularly interested in your specific suggestions for improvement in the quality of our lower level of instruction and details of steps and resources required to implement the improvements."

"It's quite a ticklish matter," Kelley said. "We can only suggest improvements or areas to be looked into—we don't dictate academic policy."

The survey shows the grading distribution for 100-200 level courses

in the 13 departments teaching the largest number of freshmen and sophomores, excluding PE. As a significant percentage, 30 per cent is used because it was about double the percentage expected with a normal curve and slightly more than the highest percentage of Ds and Fs given by any school in undergraduate courses. The summary shows the results for each of the 13 departments and lists courses with significant percentages of Ds and Fs. Details are also provided on a section-by-section basis for each of the 13 departments.

Department or Division	100-200 level sections taught	Number of Sections with 30% or more Ds and Fs	Average % students receiving Ds and Fs	Percentage of sections with 30% or more Ds & Fs	Courses with 30% or more Ds and Fs
Biological Sciences	2	1	37%	50%	BS100
Zoology	4	1	41%	25	ZO201
Psychology	5	1	37	20	PSY 200
Freshmen Engineering	46	3	37	6	E 102, 207
Economics	41	5	35	12	EC 205, 206
English	170	58	39	34	ENG111, 112, 205, 261, 265
History	63	17	36	27	HI 105, 101, 111, 112
Modern Languages	55	27	43	49	MLF 101, 102, 200; MLG 101, 200; MLI 101; MLR 101; MLS 101, 200, 201
Politics	20	1	50	5	PS 201
Sociology	12	0	0	0	
Chemistry	21	11	36	52	CH 101, 103, 220, 221, 223
Mathematics	197	119	41	61	MA 102, 111, 112, 114, 115, 116, 122, 201, 202, 212, 231
Physics	31	5	42	16	PY 205, 211, 212

Press box- statistics, programs, food

by Ken Lloyd
Staff Writer

The press box, that three-level edifice that looms over Carter Stadium, serves as the nerve center of the entire stadium complex.

From this structure game stories are relayed to all parts of the country. Radio broadcasts and the stadium's announcer originate from the box.

When one first approaches the press box elevator, he is confronted by a guard who checks press passes. After receiving clearance, then comes the long ride up to the press box.

The padded elevator creeps up to the first level. This is by far the most popular level, not because it houses the radio, TV, and control booths, but this is where the food is. Who cares when you can get all the food you want, even if it is supplied by ARA Slater.

After securing a substantial helping of hamburgers, slaw, pickles, and cheese, the writers

make their way up to the second level. Here they are to be the recipients of SID Frank Weedon's gracious and efficient system.

Everything Needed

When the scribes come to their assigned seats, they find on their tables everything they will need to help in their viewing of the game: programs, team brochures, statistic sheets, and lineup cards.

After depositing their typewriters on their table and devouring their food, the writers search out their colleagues in order to engage in their favorite pastime, discussing sports.

As the start of the game nears, the writers return to their respective seats. From there, they can see almost the entire field in one glance. In addition, they have a great view of the surrounding scenery, which Saturday night consisted of the sights and lights of the State Fair.

Once the game began, it

took a while for the writers to come to life. After being nearly lulled to sleep by the Wolfpack's methodical scoring drive, they were soon aroused by East Carolina's touchdown drive. The writers stayed awake the rest of the game as they looked on intently as the Pirates completely outclassed the Wolfpack.

The sports writers had little to do during the game other than watch the action. The pressbox announcer kept them posted as to losses, gains, who ran the ball, etc. At the end of every quarter, the sports infor-

mation staff distributed play-by-play sheets that told exactly what went on during the period including who made the tackle.

The writers also received halftime and final team and individual statistics. Coaches quotes are distributed to the writers who did not feel like fighting their way down to the fieldhouse.

Stadium Cleared

All that was left for the writers to do now was to incorporate the information into a story. Long after the stadium

had cleared, the writers were still pecking away on their typewriters trying to beat their deadline.

Those who had finished were busy discussing the game. The pro-ECU writers were jubilant and all smiles. The partisan State writers were shaking their heads and trying to figure out a

reason for the disaster.

One scribe, speaking of the loss, said, "It's a good thing this was the smallest crowd in the history of Carter Stadium to see it." Another asked disgustedly, "Is there a team in the ACC worse than State?" His puzzled listeners did not answer.

Sidelines

The Wolfpack soccer team will host Guilford College today at 4 p.m. on the baseball field behind Lee Dorm.

Due to the unusual amount of rain, the qualifying date for the student-faculty staff golf tournament has been extended through Friday. First round begins Monday.

Residence and fraternity badminton play begins this week.

The State Rugby Club hosts Washington and Lee Sunday afternoon on the baseball field.

The team, beaten only once this season, has reeled off three straight victories over Atlanta, Duke and Richmond.

Not everyone could play in '67

(continued from page 1)

But new faces on the varsity—like Williford and Biedenbach—meant not everyone could play. Several players whom Sloan had asked to stay with him during the first season, began to see fewer and fewer minutes of game action.

A heated dispute erupted one day at practice and Nick Trifunovich, who had been a starting guard prior to Biedenbach's recovery, quit the team. Bill Mavredes, who had also started the previous year, was known to be dissatisfied with Sloan and told friends he felt the State coach had not shown sufficient regard for the team members who had stuck it out during Sloan's first season.

Isley Leaves

More often discussed was Nelson Isley, an outside shooting threat who usually threatened in streaks. Isley eventually departed the State program for LSU—where Maravich was coach—and led the Tigers in scoring as a senior after sitting out a year.

Despite all this the Wolfpack finished third in the conference (15-10) and pulled off a stunning 12-10 cold war victory over Duke in the tournament. If Sloan wasn't becoming a self-styled Everett Case, his mastery of tactics

seemed comparable to the Old Master's. Little news of team dissent leaked to the public; the Sloan program was on the upswing.

For it was just about this time that everyone began to notice the finesse of Wolfpack

The following season ('68-'69), State's record was almost duplicated—16 wins and 10 losses was good for fourth in the conference. Victories that year included an upset of then nationally-seventh-ranked South Carolina. The Coliseum

torrid combo since Batman and Robin. State swept the 1970 ACC championship away from powerful USC and, with 22 victories, went to the Eastern Regionals, finishing third.

"Dirty Dan"

Only an off-again, on-again dispute with forward Dan Wells seemed to mar the season for Sloan. Well, who incurred the nickname "Dirty Dan" from UNC fans after he and Tar Heel forward Bill Chamberlain engaged in a tet-a-tet in a Reynolds Coliseum game, was generally known to be at odds with the coach, and at one point last season a story circulated that Sloan had dismissed him from the squad. Sloan issued a statement to the press that no such action had been taken. Nonetheless, Sloan later privately told a sports writer that he would be "glad when Wells graduates."

On balance 1960-70 portended great things for Sloan's program. Coder and Leftwich, two second team all-conference choices, would be back. So would Bill Benson, Rick Holdt, and Bob Heuts from a talented freshman team.

Then the roof caved in.



NELSON ISLEY (with ball) transferred to LSU where he led the scoring his senior year.

forward Vann Williford, whom Sloan had convinced at the last minute to attend State instead of a small North Carolina college which had recruited him. "Moving Vann" was to eventually blossom into one of the all-time superlative performers at State, and he always attributed his success to Sloan's willingness to believe in him.

With Williford and Anheuser blossoming into the most

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The House

'People won't hassle you here'

by Cash Roberts
Staff Writer

do not do this on condition that he become someone different, and we do not actively determine what he is to become.

We accept the other person as he is, as he wishes to be. We

"People won't hassle you if you come here," said a staff member of The House, a drug information center on Cutler Street near the State campus.

From 35 calls a month to a crisis-a-day, The House has gained wide acceptance of students and area residents as a place to go with a problem.

The problem 13 months ago, when The House opened, dealt with drugs—but now, through necessity, it has evolved into an omnibus counseling center concerned with a wide range of emotional, social and medical problems indirectly related to drugs.

Through a United Fund grant, expiring in December, The House has grown to include a volunteer staff of 15 people ranging from 16 to 35, and a referral staff of three physicians, 16 attorneys, two psychologists and a psychiatrist.

The House's main concern, however, is with drugs, and the number of cases the staff handles is increasing, according to Becky Brownlee.

Staff members try to conduct a rehabilitation program with cases on a one-to-one basis, staying with the same person throughout his rehabilitation.

Due to such intensive work, The House has a severe manpower shortage, and Miss Brownlee issued an appeal for State students to volunteer their time as counselors.

She added that there will be a 40-hour training session beginning Nov. 8 which meets two nights a week for persons interested in becoming a staff member. Interested persons can call her at 834-0731 for an interview.

Staff members also go out into the community to speak before groups running the gamut from Brownie troops to the Boylan heights Garden Club.

An increasing number of runaway youths have also come to The House. By law, The House must inform the police about persons under 16, but they give the kids the opportunity to call their parents before notifying authorities.

Besides drug counseling, The House also provides other services, such as abortion referral, birth control information, vocational rehabilitation, venereal disease treatment referral and draft counseling.

It was also pointed out that The House doesn't charge for its services and all counseling is kept confidential.

"People have turned on to The House," Miss Brownlee commented, "not only college students, but high school youths, middle class housewives and businessmen."

Open 24 hours a day, The House maintains two telephone lines. The number is 834-0731. It also works closely with Hopeline, a telephone service provided by the City of Raleigh.



STUFFED BELL PEPPERS

Sandra Curry
Staff Writer

6 large bell peppers
¾ lb. ground meat
1 cup cooked rice
2 tbs. tomato paste
1 medium onion
¼ tsp. oregano
salt and pepper
¾ cup grated cheese
6 mushrooms
2 tbs. butter

Oven at 350 degrees.

Wash peppers and cut off the tops. Scrape out insides with a spoon and boil in salted water for 5-7 minutes.

In a bowl combine cooked rice, meat, chopped onion, tomato paste, oregano, salt and pepper. Saute sliced mushrooms in butter and add to the meat mixture.

Drain water off of the cooked peppers, salt the insides and fill each one with the meat mixture to about ¼ inch from the top. Bake for 30-40 minutes or until the meat is cooked. Top each pepper with grated cheese and return to the oven until the cheese is melted.

Serves six for about 50 cents per serving.

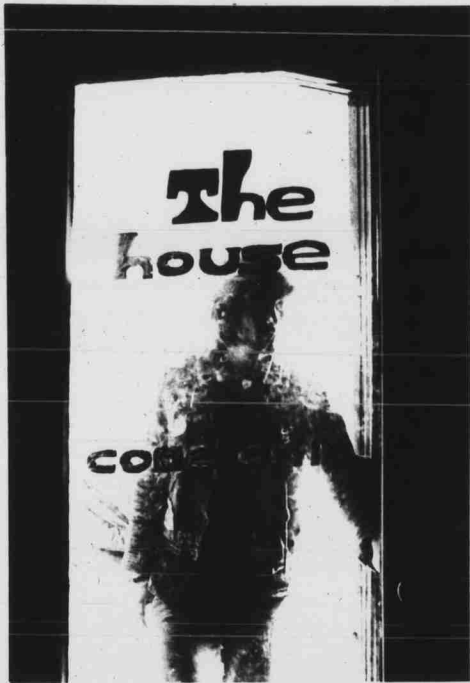
Drug law discussed

The new North Carolina drug law, which goes into effect Jan. 1, will be discussed today at 7:45 p.m. in Bowen Residence Hall lounge.

A panel of lawyers, legislators, law-enforcement personnel and a "concerned Raleigh parent" will field questions following a discussion of the new

law and its enforcement.

The panel will consist of N.C. State representative Hugh Campbell of Charlotte; acting chairman of the N.C. Drug Authority F.E. Epps; State Bureau of Investigation Chief Charles Dunn; and attorney Roger Smith and Charles Bright of Raleigh.



Originally focusing on drug problems, the House has become an omnibus counseling center in the 13 months since its opening. (photo by Wright)

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SOME CORDUROY

Students' toddlers may have day care

by Kaye Williams
Staff Writer

A tousled toddler separates plastic cubes according to color in one corner of the playroom.

Three four-year-olds peer into the multicolored aquarium in the science center.

And an exuberant teacher introduces international folk dances to a lively group of five-year-olds.

Experiences like these may soon be available to children of State students. Plans for the campus child care center are progressing under the direction of the Married Students Board.

Last spring a survey was taken of need and interest in a child care program. Eighty-four

questionnaires were returned, all in enthusiastic support of a child care center to benefit State students.

Almost 100 children were represented by the sample survey results. They ranged in age from three months to five years old.

Respondents to the survey overwhelmingly favored a full-time child care program, with 78 percent preferring an all-day operation.

Last spring the Student Senate passed a bill endorsing a day care center for students' children. The bill was sent to the Chancellor for approval.

According to Dean of Student Affairs Banks C. Talley

Jr., the child care project has been placed in "limbo" until results of the student survey reach the Chancellor. Should Caldwell approve the program, he will appoint a study committee to deal with it.

"Our biggest problem now is finding a location for the center," said Mrs. Brita Tate of the Union program office.

"We have studied both Lear Hall and the King Building," she said, "but we would like to look at vacant houses or

other buildings near the campus, too."

For a day care or child care center to be licensed by the state, it must be located in a facility approved by both the fire and health departments. Clean accessible restrooms, a safe heating system, well-located doors and windows and safe outdoor areas are essential for minimum approval.

Comments returned with the questionnaires emphasized

students' need for safe, beneficial and inexpensive child care near or on campus.

"I am dropping out of school because of the impossibility of finding an affordable and yet qualified babysitter, one mother said.

Another noted that "a good nursery is needed very much in this area. Most are crowded and the better ones take half your take-home pay."

A graduate student noted that she found "child care the

single most continuing and difficult problem" facing her.

"It is certainly a necessity if women are going to have an equal opportunity to complete their education," another pointed out.

Anyone interested in the child care project or having suggestions or information as to financing or locations should contact Brita Tate in the Union.

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AT UNION RECORD BARS, DOOR

Shrine contains papers

(continued from page 1)

first written Constitution in America and was signed by 41 adult male passengers aboard the Mayflower on November 11, 1620.

There is also a copy of Jefferson's rough draft of the Declaration of Independence, a copy of the Treaty of Paris which ended the Revolutionary War, Washington's first inaugural address, and a page from Washington's personal copy of the Constitution including marginal notes in his hand. There is also a copy of Washington's famous farewell address in which he counseled the young nation on the future foreign and domestic affairs.

The exhibit also includes a draft of the Star Spangled Banner, the Monroe Doctrine, the Emancipation Proclamation, Lincoln's Gettysburg Address, the Thirteenth Amendment which abolished slavery, President Woodrow Wilson's first inaugural address, the Nineteenth Amendment giving women the right to vote, a selection from the order naming General Eisenhower as Supreme Commander of the European invasion, a copy of

Brigadier General Anthony C. McAuliffe's Christmas message to his troops which includes his famous reply of "Nuts!" to a German demand for surrender, and copies of the instruments of surrender for Germany and Japan after the Second World War.

Library Director I.T. Littleton said "we are pleased to have this display. It has great educational and historical value and should be of interest and benefit to the students. We are grateful to the Cameron Village Exchange Club for their interest in the Library and the University community."

He also said the Exchange Club had donated a limited number of 71 page booklets which contain the full texts of the documents in the display plus some annotation on their historical significance. The booklet is available in the Reference Department.

The accompanying booklet says, "As the project grows, more and more readers will find in the documents a reminder that American citizenship imposes duties and responsibilities as well as conferring rights and privileges. It is

hoped they will gain a better understanding of the sacrifices and hardships necessary to win freedom, to preserve it, and to keep alive the democratic government of liberty and justice under law which makes our Republic the hope of freedom loving people throughout the world."

Littleton said plans for the dedication of the Freedom Shrine are incomplete.

Enrollment figures show increase for '71

Recent figures released by the department of Student Affairs research show that total student enrollment increased by 143 students from last year to 13,483, and that out-of-state enrollment decreased in size by 168 students.

In addition there are over 300 more female students at State than there were last fall. The 1971 female population numbers 2,717, representing 20.2 percent of the total student enrollment.

TAYLOR SOCIOLOGY CLUB will meet tonight at 6 at the Faculty Club. Topic: witches, to be discussed by a witch. If transportation needed, go to Union lounge where it will be provided. You buy your food, Sociology Club buys the beverage.

DRUG SEMINAR "Marijuana and the New Law" will be held tonight at 7:45 in Bowen Residence Hall lounge.

NCSU-PIRG will meet tomorrow night at 7:30 in 228 Hargettson. All interested students welcome.

BICYCLE CLUB will sponsor a 100

mile tour of Wake County Saturday. Leaving Union between 8 and 9 a.m.

MARRIED STUDENTS BOARD is sponsoring a picnic for all NCSU married students to be held November 6 at 1:30 p.m. at Schenck Forest. Admission only \$.25, tickets on sale at Union Information Desk.

CERAMIC Decorating Classes will be held Thursdays (October 28, November 4, November 11) from 7-10 p.m. Sign up now at Craft Shop, basement Thompson Theatre.

ASME will meet today at 12 in BR 216.

NEWS STAFF of WKNC-FM will meet Monday night at 7. Attendance imperative.

STUDENT SENATE will meet tonight at 9 in Ballroom All interested persons invited to attend.

ENGLISH Club will meet tonight at 7:30 in 256-258 Union.

MARRIED STUDENTS Board will meet tonight at 7:30 in 248 Union.

WKNC Tech staff will meet tonight at 6:45 in studios.

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YARD SALE: 535 N. Blount Sat. & Sun. 10 a.m. till dark. Pottery, original art, antique clothing, baked goods... plus.

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FOR SALE: German Shepherds, black and tan, 8 weeks old, A.K.C. registered, shots and dewormed. Phone: 832-1490.

ALPHA DELTA PI Sorority pledge class is having a car wash Thursday October 28 from 12 to 5. It will be held at the Phi Kappa Tau house on Fraternity Row. \$1.50 per car.

FOR SALE: 1965 Ford Fairlane 9-seater station wagon, radio, air-conditioned. \$775. 833-5234.

BABY Carriage \$30; snowsuit \$4; Swingomatic \$5; car-bed \$5; wooden mobile \$5; tricycle \$5; ceramic childrens plaques \$5. 787-9892.

FOR SALE: 1970 Fiat 124 Sport Spider, 34,000. \$1,800. Call 834-9178 after 6.

GOOD typist will type papers at home. Call Anne Cunningham 829-9820.

ROOMS for rent close to campus single and double 3215 Merriman. Call 834-0945.

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FRIDAY	FISHWICH SANDWICH POLISH SAUSAGE / APPLES HAMBURGER PIE, POTATO TOPPING	SHRIMP CREOLE OVER RICE ROAST FRESH HAM BAKED MACARONI & CHEESE

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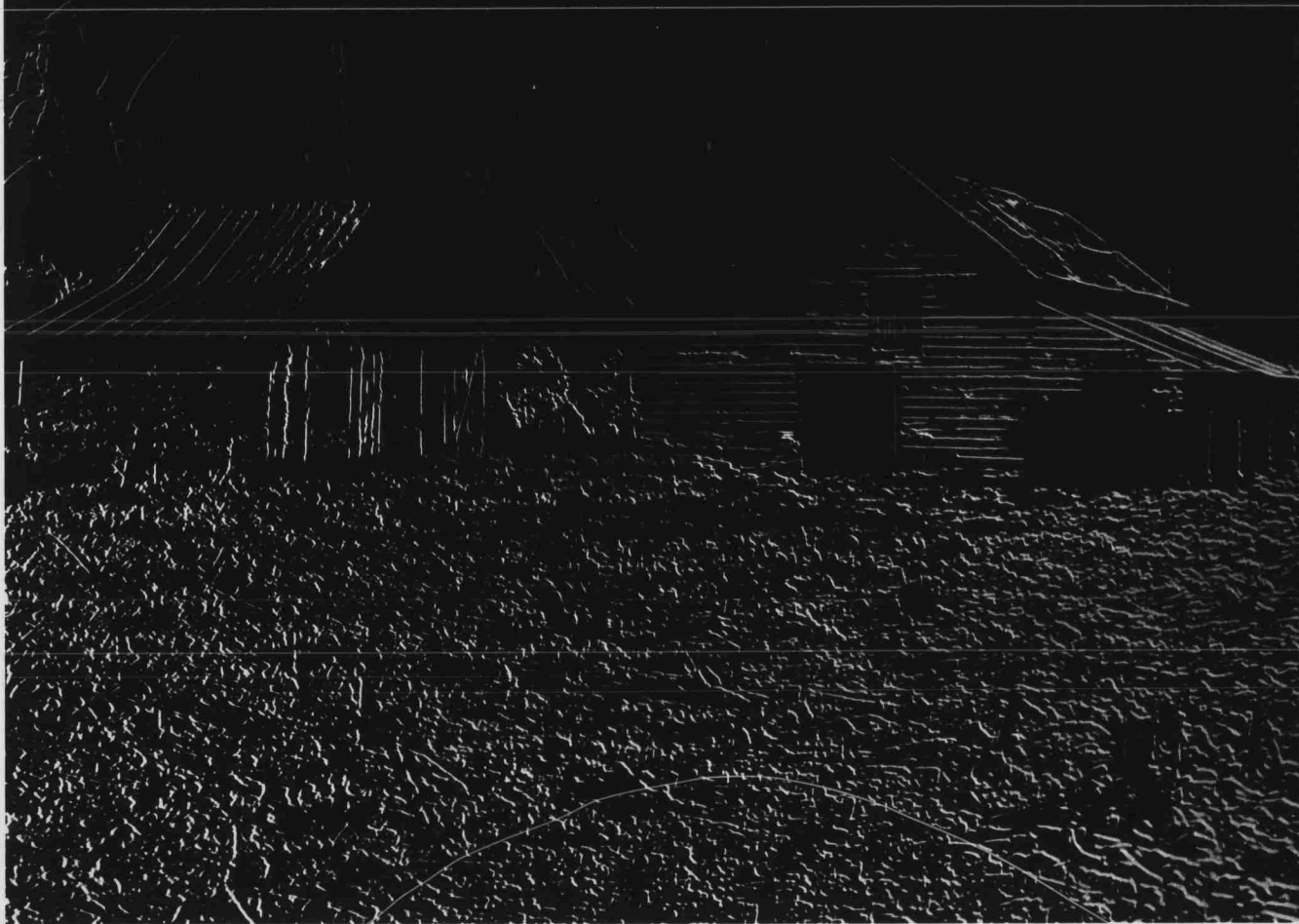
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-photo by Davis

restructuring - a beginning

□ hilton smith

The word "restructuring" had little meaning to North Carolina up until last December. But in the past few months it has gained new significance.

The change came with Governor Bob Scott's initial call for restructuring North Carolina higher education. His suggestion for a more centralized authority over the Consolidated University, particularly, struck at the heart of every UNC alumnus.

Scott's aim was to eliminate waste and duplication of programs by establishing a strong coordinating board over the University of North Carolina and the nine separate regional universities.

But many UNC supporters took it as a threat to the power and prestige of the University as well as placing the University's high educational traditions in jeopardy.

The feeling was only intensified with the disclosure of the Warren Committee recommendations in May. A majority recommendation for a state-wide coordinating board for budget review and programming authority was bad enough, but the proposal to dismantle the Consolidated University system was almost too much for many UNC supporters to comprehend.

It was generally acknowledged that the General Assembly's wholesale elevation of four-year colleges to regional universities and the relative independence of institutions to pursue their own planning and solicitation of state funds were causing confusion and disorganization.

The problem was a division of opinion over what the solution should be. Even on the Warren Committee itself, agreement proved to be impossible. The result was two contradictory reports from the same committee, one from the majority and one from the minority.

The majority report, calling for a strong coordinating board for all 15 institutions and a dismantling of the Consolidated University office, was endorsed by Scott and he pushed for its approval during the regular session of the 1971 General Assembly.

But the disagreement that had plagued the

Warren Committee found its way into the General Assembly and Scott's proposal was slowed down.

A host of other plans drawn up by General Assembly members complicated the situation even further. These included governing plans and coordinating plans with almost infinite variations in board size and powers.

Finally all parties agreed to an adjournment of the General Assembly until October 26, giving time for further study of the entire question.

The intervening months have seen a definite shift in opinion. This has been reflected in testimony during the recent Legislative hearings where speaker after speaker has supported a governing system stronger than the coordinating system originally proposed in the majority report.

The shift has also penetrated the UNC Trustees who recently softened their opposition to a governing board and presented their own plan built around the existing Consolidated University structure.

The legislative committee has tried to sort out the different proposals and come to some generally accepted conclusions.

But the ball is now in the hands of the General Assembly and it's up to them to carry it.

the student stake in restructuring

□ craig wilson

When former student body president Cathy Sterling addressed the N.C. General Assembly's joint hearings on higher education, her theme was "student input on the restructuring question." Her talk made some interesting points, not the least of which is that it was time students began to think about their interests at stake in possible

deconsolidation of the University of North Carolina.

State student body president Gus Gusler, for example, feels that, just from the standpoint of student problems, the "governing board" concept which would abolish the unwieldy 112 member UNC Board and give each individual institution its own trustees, would have great merit. As Gusler points out, a smaller and less-removed board probably would greatly expedite negotiations with policy-makers on matters such as visitation or alcoholic beverage rules.

Under the present structure, broad policies for all six campuses of the Consolidated University are

extremely difficult to formulate. Initially there must be co-ordination through the consolidated office in Chapel Hill—an office burdened with constant budgetary and public relations worries. Then there must be advisory meetings involving school representatives from as far away as Asheville and Wilmington.

Then there must be accommodation for the often divergent situations which may exist at the Greensboro, Raleigh and Chapel Hill branches.

Only then does any proposal reach the mammoth Board of Trustees which must in turn bow to innumerable pressures.

case in point

An interesting case in point is the recent debate over the alcoholic beverage policy. After encountering some difficulty in persuading the busy Chapel Hill office to discuss the matter, Gusler and students and deans from five of the UNC campuses (Asheville couldn't make it) opened talks last month. But not before President William C. Friday's legal assistant Richard H. Robinson committed the impolitic act of discussing the issue *sans* students the week before.

Robinson further damaged the already tenuous relationship between the State student government and the somewhat distant consolidated office by attempting to bar the student press from the meeting.

friday sought

When press members left the conference room and sought President Friday (who eventually interceded and opened the meeting) Robinson launched into a tirade against Gusler, accusing him of being, among other things, a demagogue. (Robinson was angry because Gusler had released a draft of the proposal to the *Technician* after learning of its liquor ban provision which had been included without student input.)

At another point in the meeting, Robinson implied that Gusler was "playing games" to which Gusler politely replied that he wasn't.

Now maybe the problem is simply a matter of Robinson's rather abrasive attitude. But at least a portion of the difficulty probably hinges on faulty communications between this student body and the consolidated office—a fault inherent in the great demands placed on any agency designated to co-ordinate such a vast and complex institution as the Consolidated University of North Carolina.

When the special session of the N.C. Legislature convenes in October one certainly hopes that student interest will merit at least some attention. By no stretch of the imagination does this consideration of communication between administrators and students pretend to be the most salient factor in the determination of what's best for higher education in the state. But it's a problem nonetheless, and the plan for individual trustee boards probably deserves the support of those who want to see it solved.

—photo by Davis

scott: 'let's have a governing board'

□ hilton smith

North Carolina Governor Bob Scott, who has persistently pushed his restructuring proposals for the past six months finally sees light at the end of the tunnel.

"I think that we are moving along generally well. I would have liked to see better budget control," he said.

Scott was referring to a governing board proposal endorsed by the Consolidated University Board of Trustees Executive Committee.

This endorsement marked a victory for Scott since the UNC trustees had been one of the strongest opponents to major higher education restructuring.

In fact, last May the Executive Committee, as well as the full UNC Trustee Board passed a resolution against any structural change and for a general strengthening of the existing Board of Higher Education.

However, in the ensuing months opposition has lessened and Scott could not contain his optimism.

"I am delighted to see President Friday get the (Executive) Committee's go ahead to begin working with the legislature on this," commented Scott following adoption of the governing board plan by the Committee.

Scott has his own ideas on restructuring but he realizes that flexibility is also important.

"I have had the feeling all along that it should be a smaller board such as 25, but I hope we won't put the whole plan in jeopardy just arguing over numbers," he said.

"Thinking of the Legislature, I think it will be somewhere between 25 and 100 members. Again, this is the most basic thing involved. I would like to see the board small enough to operate without an executive committee."

Scott considers budget control and programing authority as the most important elements in any restructuring plan.

"These are imperative. I would like to see as much budget control taken from the General Assembly as possible. I would like to see more budget control from the central board."

In fact, Scott favors an extremely strong central board, stronger than many have recommended.

"Authority for the local boards should emanate

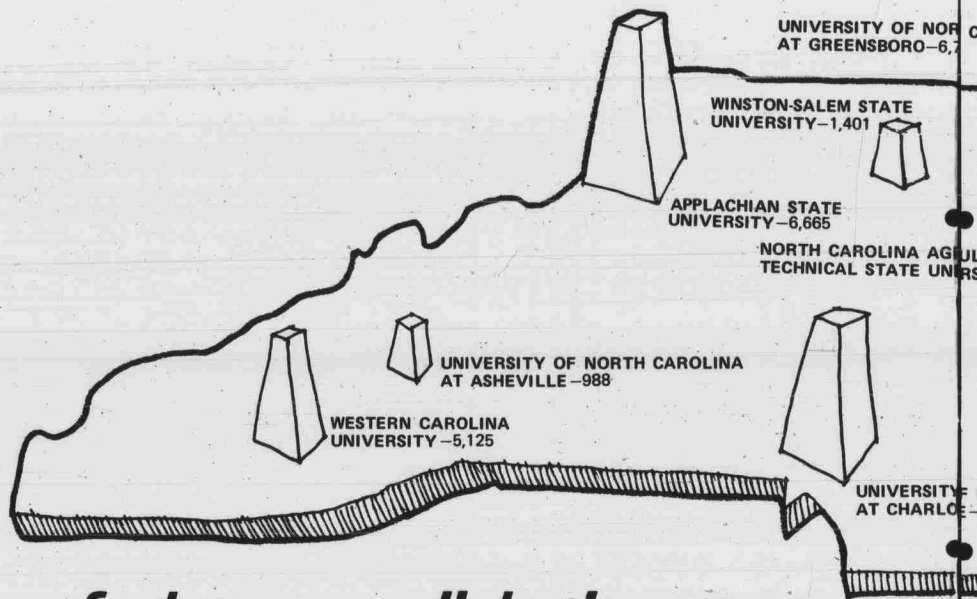
from the central board. If we are going to have a governing board, let's have a governing board. The local boards will have plenty to do, such as planning," Scott said.

When Scott first spoke out on the problem of North Carolina higher education last December, little did most people realize that the General Assembly would now be in session on the verge of approving the biggest structural changes in higher education in over 40 years.

He has made his point.



—photo by Barker



176 years of deconsolidation

□ george panton

In 1795 North Carolina became the first state to open a public university. Now, 176 years later, it is the only state supporting as many as 15.

The intervening years have brought gradual decentralization and increased political influence in higher education in North Carolina. With one of the lowest per capita incomes in the nation, the Tar Heel state is trying to finance one of the most expensive systems of public college and university instruction.

To try to cope with what many feel is uncontrolled expansion of higher education, the General Assembly reconvened yesterday in a special session. Yet to be able to understand the story of higher education in North Carolina, one has to understand almost nine score years of its history.

For almost 40 years the University of North Carolina was the only institution of higher learning in the state. In the third decade of the Nineteenth Century there was an explosion of private church-related colleges, beginning in 1834 with Wake Forest.

The U.S. Census in 1860 listed 16 colleges in North Carolina, with 94 teachers and 1,540 students; however, the University at Chapel Hill was the only public institution.

Following the Civil War, the University faced a financial crisis which ultimately forced the school to close. Because of lack of financial support and public confidence plus reconstruction politics, UNC closed in 1869.

Instruction was resumed in 1875 when the General Assembly appointed a new Board of Trustees and provided revenue from interest-bearing certificates of indebtedness. But only in 1881 did the University receive direct financial support from the State in the amount of \$10,000.

land-grant colleges

War-time legislation that ultimately played an important role in North Carolina higher education was the Morrill Act, signed into law by President Abraham Lincoln in 1862. The law provided for each state to receive 30,000 acres of federal land for each senator and representative in Congress.

Sale of this land was to provide revenue for the establishment of "agricultural and mechanical colleges" in the states. This act gave new impetus to state universities.

After North Carolina was readmitted to the Union, the provisions of the Morrill Act applied to the Tar Heel state. North Carolina received

\$125,000 from the sale of land, and the interest on this money was given to the University.

At Chapel Hill, no students were enrolled in agriculture and mechanics courses, since the University was still oriented towards a traditional classical curriculum. Thus there was growing sentiment for the establishment of a separate college of agricultural and mechanical arts in the state.

The union of two movements, one advocating a land-grant college of agriculture and mechanic arts, led by Colonel L. L. Polk, and the other urging an industrial school, sponsored by the Watauga Club of Raleigh, led to the opening in Raleigh in 1889 of the North Carolina College of Agriculture and Mechanic Arts as a standard land-grant college.

Other states had successfully combined their state universities with land-grant institutions. The failure of the land-grant curriculum at Chapel Hill was the first step in the ultimate establishment of 14 other universities in the state.

other new colleges

North Carolina A & M was not the only new college established after the Civil War. In 1877 Fayetteville Colored Normal was established to offer the first Negro teacher training in the south. In 1891 three other colleges opened: State Normal and Industrial School for white girls, North Carolina Agricultural and Mechanical College for the Colored Race, and Elizabeth City Colored Normal School.

These new colleges were designed to meet specific needs of the state and to provide educational directions not available at the University in Chapel Hill—education for blacks and women, technical and agricultural education for both races, and teacher training.

By the third decade of the Twentieth Century, there were a growing number of public colleges competing for a limited amount of state funds. A general reorganization of state government in 1931 gave Governor O. Max Gardner the opportunity to consolidate the three most prominent institutions—UNC, Women's College, and N.C. State College of Agriculture and Engineering.

Governor Gardner, an alumnus of N.C. State and Carolina, saw the damage of competing programs at the three institutions. He wrote in the *News and Observer*: "... I saw the competition among our institutions as each sought to extend its activities and encroach upon the prerogatives of others. . . . I saw new departments and new activities, duplication and extensions, occurring with each succeeding session of the General Assembly."

Forty years later Governor Robert Scott would make similar statements in his effort to reorganize higher education.

In 1931 the pressure for reorganization was financial as well as theoretical. The Depression had hit North Carolina, and Governor Gardner had to cut the state's higher education expenses.

Support and opposition, for and against consolidation, shifted during the course of the argument. UNC President Frank Porter Graham said he would keep an open mind on the proposition after he was promised by the Governor that consolidation was not a political move and would be prefaced by a detailed study.

State College President Eugene Clyde Brooks was critical of consolidation. He felt the three institutions were too far apart to be effectively joined, and he fought for the retention of the words "Agriculture and Engineering" in the school's name.

Women's College President Julius I. Foust was friendly towards consolidation after he ascertained that his institution would not be greatly affected.

Alumni of the three institutions were particularly vocal. State College Alumni were afraid that 50 years of work for the college would be lost.

However the *Alumni News* said that if the institution could retain its individuality, "we will not need to worry about consolidation."

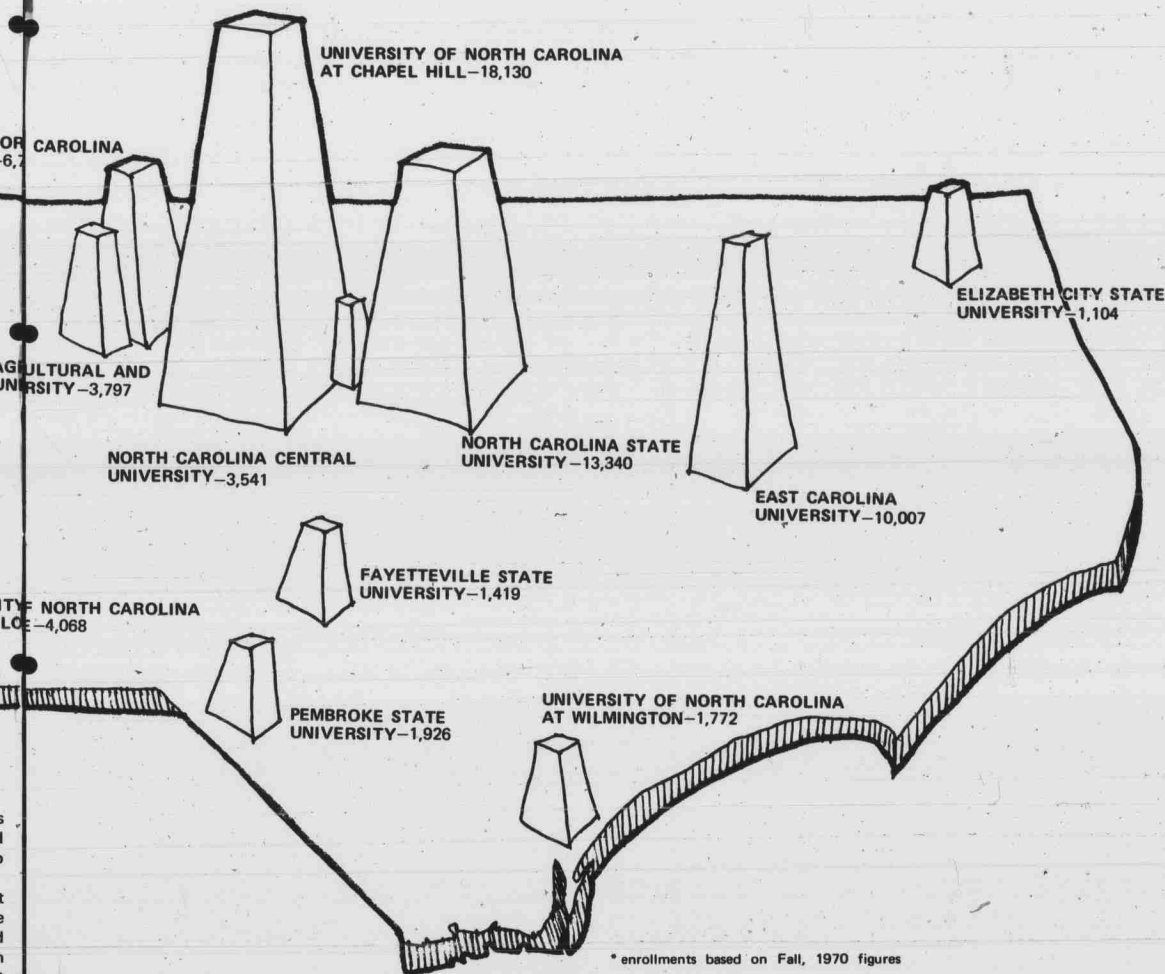
With the passage of the Act of Consolidation in 1931, the actual details of consolidation had not yet been formulated. The law provided for the governor to appoint a Consolidation Commission which would propose specific actions. A Survey Committee was appointed which was given complete freedom in making its investigations.

survey recommendations

The major recommendations of the Survey Committee were sweeping. They recommended the transfer of State College from Raleigh to Chapel Hill or its reduction to a junior college. The Commission rejected this proposal of the Survey Committee as being too controversial and as a threat to consolidation.

In June 1935 Consolidated University President Frank Porter Graham made the following recommendations to achieve consolidation in his annual report:

1. One board of trustees
2. One executive committee of the board.
3. One president
4. One controller
5. One administrative council of representative of the three institutions and their faculties.
6. Transformation of three schools of education into departments.
7. No new registration in the school of business at State College.



*enrollments based on Fall, 1970 figures

8. No new registration in elementary education in the college at Chapel Hill.
9. Discontinuance of the library school at the Woman's College, with a later provision made, on recommendation of the president, for two library courses for teachers in the department of education at the Woman's College.
10. A joint directorate, under a chairman, of the all-University Extension Division.
11. No men students at the Woman's College, in accordance with its purpose and the needs of the state for a distinctly and preeminently woman's college of arts and science.
12. The abolition of the board of the offices of vice-president and the appointments by the president, with advice of the trustees' committee, of three deans of administration.
13. The appointment of one director of the coordinated summer school, the abolition of the offices of associate directors, and the assumption of their administrative responsibilities.
14. The beginning of mobility of staffs and students.
15. The appointment of one dean of one graduate school.

It was not many years before most of Graham's recommendations for consolidation had been violated. Thus the Consolidated University over the last 40 years has deconsolidated within itself.

unc engineering school

One of the major problems of consolidation was what to do with the Engineering School at Chapel Hill. A special committee of engineers and State leaders studied the problem and recommended that the School of Engineering at Chapel Hill be merged with the school on the State College campus. David A. Lockmiller in his *The Consolidation of the University of North Carolina* published in 1942 states: "One of the alleged weaknesses of consolidation is that it takes no account of the three

teachers colleges for whites, the five colleges for Negroes, and the Cherokee Indian Normal School, all of which are supported by the State... Additional mergers and reorganizations will be necessary if state and institutional officials will guard against duplications in the upper levels and highly specialized fields of instruction, and if standards and faculties of the various colleges are maintained on high and relatively equal levels."

four decades of supremacy

For almost four decades the Consolidated University was supreme in North Carolina higher education. The original consolidated plan of President Graham was slowly deconsolidated but the political power of the University continued to increase. The three original campuses of the University grew and gained national and international reputations.

However, by the 1960s the four-year colleges began to increase in size and political influence. Three years after Consolidated University President William C. Friday was inaugurated, Leo Jenkins was named President of East Carolina University. Jenkins would become a major rival of Friday in legislative wars over increased funding.

In the decade of the 1960s East Carolina increased its enrollment from 4,000 to over 10,000 students. The success of East Carolina was shortly emulated by other four-year institutions.

A study commission in the mid-fifties recommended the creation of the N.C. Board of Higher Education, fashioned after state-level agencies which had cropped up to coordinate higher education in about 10 states after World War II.

This board was envisioned as a means of bringing an educational experience into the educational decisions. However, the board was never able to effectively win the respect of the institutions it was supposed to coordinate. Campus administrators simply by-passed the board and went to the General

Assembly when requested programs were not approved by the Board.

Asheville-Biltmore College, Charlotte College and Wilmington College were converted from community colleges to public senior colleges by action of the 1963 General Assembly. Charlotte College became the fourth campus of the University of North Carolina on July 1, 1965, following authorization by the 1965 General Assembly. In 1969 Asheville and Wilmington joined the Consolidated University as the fifth and sixth campuses.

In 1967 the General Assembly, against the advice of the Board of Higher Education, re-designated four of the public senior colleges as regional universities including North Carolina Agricultural & Technical State University, Appalachian State University, East Carolina University, and Western Carolina University.

proliferation of universities

The proliferation of universities continued in 1969 with the two new branches of the Consolidated University, also the General Assembly in 1969 named every other 4-year college a University. Thus North Carolina finds itself with 15 universities, while the national average is four per state. The fears that Lockmiller had expressed in 1942 had come true. From one University in 1795 to 15 in 1969, North Carolina could not afford to support that many universities.

Thus Governor Robert Scott appointed a commission to study higher education in North Carolina. The recommendations of this commission as well as subsequent recommendations of Governor Scott, UNC President Friday and other educational experts will be considered while the General Assembly is in session this week. Their solution will have to provide answers to the problems created in past mistakes which have resulted in a deconsolidated system of higher education.

cameron west: 'look at the whole system'

□ jack cozort

As the North Carolina General Assembly moves toward establishing some sort of agency to coordinate public university education, it will carry out a plan proposed by the Board of Higher Education some three years ago.

"In its long-range plan released in November of 1968, the Board of Higher Education set out the problem very clearly, as did the Warren Committee," says Dr. Cameron West, State Director of Higher Education. "We need a single agency charged to look at the state educational system as a whole rather than at the aspirations of a single institution."

Dr. West has been called on time and again in the last three years to testify before committees, to



cameron west photo by Cain

speak before this or that group, to restate the Board's position. He has held fast in his stance, reiterating the Board's convictions that the creation of a single agency is imperative.

"There needs to be developed a statewide voice for higher education which has not been available before," Dr. West offers. "It needs to know what the state's priorities are. The real issue is whether you have an agency which looks to get the broadest view of what is good for the state and its people. That way, if it were in the state's best interest for one institution to get special treatment, then it would happen. Where it makes sense to have diversity or equity, it would also be possible.

"Our problem in the past has not been getting enough money for education, it's just that we were spending it, in some cases, for the wrong priorities and programs. And because we have needed money for a total program, we have sometimes passed the cost along to students who could not afford it, which kept a large number of low income students out of our institutions. In fact, North Carolina has one of the lowest percentages in the country of young people continuing their education.

varying capabilities

"A second problem has been that we have 15 institutions of widely varying differences in capability, yet each has the same statutory authority. And the current Board of Higher Education is not given the power to control each institution's unbridled aspirations."

West, who has been with the Board since 1966 (Director for the past three years), can envision many of these problems being controlled under a central board. "Through the proper development of our resources," West continues, "we can have a limited number of fine graduate programs and good undergraduate instruction. It may be necessary for the student population to be more mobile, rather than place an institution near everyone's home. It would be better to have a small number of good programs rather than a large number which were underfinanced.

"We can increase the number of North Carolinians in post-secondary training, raise the standard of living in the state, increase North Carolina's productivity, and presumably do this more economically than is possible under the current situation. But none of this can be possible unless we have an agency charged with the responsibility of looking at the system as a whole. And if that agency does not have the power of program control and budget control, then it simply will not work."

How does Dr. West, a former Academic Dean at Pfeiffer College, see the student—who has just gained representation on the Consolidated University Board of Trustees—fitting into this single agency?

local student vote

"The student's role would be primarily at the local institutional board level," West notes. "I can see local boards with delegated powers to handle the day by day activities of the institution. These boards should not take away from the central board's authority to make statewide decisions, but they could be more responsible to the individual institution's constituencies. Student concern could be expressed on this local level, with some sort of system for the concerns of the students to go from the local boards to the president of the statewide system. But the central board must be a professional staff charged by statute to take a broad look at the state's higher education needs."

According to Dr. West, North Carolina is not the only state facing restructuring problems. Some states have gone to governing boards from coordinating agencies, and there are states which have had no coordination at all, but found themselves forced to develop statewide agencies. "As fiscal conditions continue," West concludes, "along with the levelling off of student population growth, the trend will be toward even greater statewide governance."

higher education: history

□ perry safran

"Trying to get the most with what you have—that was the thinking behind the creation of the N.C. Board of Higher Education in 1955," according to the Board's Assistant Director, John F. Corey.

"The background to Tar Heel education starts at the beginning of education in the United States," he said in a recent interview. "There was no provision for education in the U.S. constitution. According to the Tenth Amendment, all powers not relegated to the Federal Government become the responsibility of the states."

"The states began the process of education by setting up smaller boards of education in the counties, and finally by creating Universities. North Carolina, of course, had the first state-chartered university," Corey noted.

Because universities are generally regarded as society's only institutions solely devoted to the pursuit of truth, Corey thinks American universities were in the beginning afforded large amounts of autonomy.

"Historically, a great deal of autonomy has been thought necessary for universities to fulfill their goals. But after the Land Grant Act of 1860, the federal government became actively involved in the perpetuation of higher learning, and of course funding became integrated with the decisions of which institutions grew. Those that sign the checks can influence the system," Corey explained.

"As the system of higher learning grew, committees made up from the institutions themselves were formed to govern growth and quality. These were commonly known as accreditation boards," he continued.

Corey pointed out that in North Carolina, the institutions were allowed liberal "working room" with a board of trustees and elected officials for each school.

"This method of governance continued until O. Max Gardner's administration in 1931. Then under the guidance of Governor Gardner, N.C. State,

UNC, and Woman's College were consolidated with UNC as the seat of humanities, State as the base of technology, and Woman's College for women," Corey said.

The end of World War II brought about a sharp rise in college enrollment across the nation. North Carolina felt the rise, and welcomed the returning GI's to N.C. colleges. In the 1950s, the "baby boom" created overcrowding in North Carolina institutions, and the need for coordination became increasingly apparent.

Corey explained that in the Fifties, North Carolina had only the consolidated institutions of State, UNC and UNC-G offering a general college education. All the rest were teacher-oriented.

"The GI's began to want more than a teacher's education. Not everybody desired a teacher's degree, and indicated their sentiments to the state," he said.

The state responded in 1953. Under the direction of Governor Luther Hodges, a commission to study the case of higher learning was appointed. The first recommendation was "the expressed need for a Board of Higher Education."

In 1955 the General Assembly created the State Board of Higher Education for the purpose of planning and promoting the "sound, vigorous, progressive, and coordinated system of higher learning in North Carolina."

"The development of the Board came at the right moment," remarked Corey. "It enabled the institutions to get an overview of the situation of higher learning in North Carolina."

"Since 1953 the responsibilities of the Board have been to plan and coordinate the functions of higher learning. The function of budgeting became primary in the minds of the Board and the institutions. The more powerful institutions were able to muster strength in the General Assembly, and because it had the final word, made some of the decisions concerning the path higher learning was to take in North Carolina," he said.

Corey stated that the situation that exists today is entirely consistent with the philosophy of the board.

"The Board has been consistent throughout. In 1968, we proposed a governing board. The shake down now is with the factions wanting to keep control of the planning of higher learning. The Board is committed to the Governing Board idea and will remain so," he said.

caldwell: 'central state-wide governing body'

□ chancellor john caldwell

The continued well being of the people of North Carolina requires the existence of a well supported and well organized system of public higher education characterized by diversity of function, access to students of a wide range of abilities and purposes, and with capacity to respond to a dynamic society. The organization of this system should be such as to assure the people of responsible planning, policy making, control, budgeting, and administration. Taxpayers, students and their parents deserve to feel that the costs of the system are necessary and adequately productive.

The present public higher education establishment in North Carolina meets many of these criteria. From the technical institutes and community colleges to its professional and graduate schools, diversity of offering is eminently achieved. Public higher education is accessible to students of every level of ability and purpose. The present system has responded with commendable effectiveness to the shifting and increasing demands of the society. Finally, by national standards, public higher education in North Carolina is reasonably well supported. Some of its campuses offer distinguished programs.

So what's wrong? What needs changing? Why all the hullabaloo? Advocates of a restructuring move believe that the present organization of higher education no longer possesses the clarity of authority and the unencumbered competence to insure that the planning and performance of the system can continue to be counted on to deliver maximum results for dollar invested. This opinion is widely held both within and without the establishment itself.

The tasks of State Government have grown by leaps and bounds since World War II. The span of attention of the political representatives of the people has been stretched enormously. Decisions on society's priorities which must be made in the political process are burdensomely complex. It is only natural then that responsible citizens should sincerely desire an intelligible, rational decision-making process for the development, control, and finance of higher education.

Higher education is important now and will continue so. The higher education establishment is big and growing bigger, expensive and growing more so, and its complexity is increasing. Issues of policy and finance are taking new forms. The public is trying to get a rational grasp on it. Not only the voting public but institutional leadership itself in a fumbling way is trying to improve the shape and structure of the government, administration, and financing of the establishment. I am expressing herein my own view of the direction this shape and structure must inevitably take in each state in the decades ahead of us.

In summary, I believe that each state will come in time to a single governing board for its system of higher education. For each institution under this single state-wide governing board there will be established some kind of advisory body.

Why do I think this development is inevitable?

background

State legislatures and state governors constitute the ultimate political governing and coordinating authority for all of the public enterprises in a state on behalf of the body politic. Historically, these legislatures have authorized the incorporation of boards of trustees for the government and administration of institutions of higher education, a separate board for each institution. This has long been the prevailing American pattern. But beginning in the 1930's, with acceleration in the 40's, 50's and 60's, legislatures have had to face up to some very practical problems. Relying at first upon central budgeting authorities, the legislatures by this means attempted to remove themselves one step from the direct task of planning and coordinating the complex roles and budgets of many campuses under separate boards. Budgetary controls alone, however, could not provide a suitable or adequate means of planning and decision-making among competing

institutions of higher education for role and funds. So, one by one the states have created central state educational authorities for planning, allocation of functions and allocation of funds to the higher education establishment. These central state-wide authorities have taken a number of different forms and the powers accorded them vary considerably. In every case, however, the common purpose has been to provide the people of the state and the legislature with a mechanism to bring educational expertise to the political process of developing plans, allocating functions and recommending funds for a higher education system.

In a very real sense, then, the new machinery which now characterizes most of the states results from the fact that the size, complexity, and cost of higher education have grown beyond the legislative capacity to deal with the decision-making requirements through traditional legislative use of legislative committees and budget commissions.

In a handful of states the mechanism created by the legislatures is a single governing board with direct trusteeship over all the institutions supported by the state. In most cases, however, the mechanism has not been to establish a governing board of trustees but a coordinating authority charged with certain planning, allocation of functions, and budgetary review powers over the several separate institutional governing boards of trustees.

Human nature being what it is and institutional behavior being what it is, the separate institutions of higher education in any state have generally resisted the establishment of coordinating authorities over them. The principal resistance to such coordinating authorities in many states has come from the large prestigious and powerful state university (or universities) in the state. Also, aggressive developing institutions resist controlling authority.

Again, however, rivalry, expensive duplication of function (real or imagined or exaggerated), and unjustified expansion often facilitated by use of the political process have by now carried the day for establishment of state-wide coordinating boards of various kinds.

outlook

States which maintain the system of separate institutional boards, subject to varying degrees of central coordinating authorities, may be able to "live with" such systems for several years to come. However, as the thrust of individual institutional ambitions intensifies, as the costs of new and advanced level curricula increase, as regional interests within a state rally behind their local institutions, and as the task of coordination thus becomes more practically necessary and important in the general interest, it will become more necessary to enlarge the authority of the coordinating body. This power will be expanded at the expense of the powers of the separate institutional boards of trustees.

This power will grow by legislative intent to further reduce the range and load of detail decision-making by the legislature itself which otherwise would be deciding complicated issues of function and priority with relatively less and less actual knowledge of the subject.

Another set of internal forces will be operating at the institutional level. Institutional boards of trustees will find themselves less able to "govern" the institution in a traditional sense. They will find themselves inevitably relying upon a chief executive of the institution who in turn will be exercising this authority in an intricate environment of faculty authority, student "power," employee demands, and interlocking budgetary sources. Local boards of trustees, therefore, will find themselves in a sort of validating role exercising much less actual discretionary authority. A present trend toward placing both students and faculty on the boards themselves illustrates this changing milieu of trusteeship.

With institutional roles and budgets subject to growing authority from above and internal institutional program and policy formulated by the campus constituency, the institutional trusteeship role will in due course become mainly and simply the choosing of the executive, the approval of his salary (perhaps), and the approval of certain property transactions and bond issues. Even the last two no doubt will be subject to central review and approval by higher state authority, even as now predominates.

If the analysis is sound, to this observer it predicts for any state a central state-wide governing body responsible for the planning and government of higher education in the state. This board will have a strong executive and executive staff adequate to the role of planning a rational system of higher education for a state, allocating and controlling the roles and functions of the several institutions and controlling the allocation of appropriated resources from the legislature. This staff must be directly and regularly accessible to the institutional heads.

essentials

The natural instinct of an American is to fear centralization of authority. Only the most pragmatic of arguments can overcome those fears. I share the apprehensions. So there must be safeguards against improper political domination, dictatorial regimentation and uniformity. Higher education at its best requires freedom and diversity.

The body politic has the legitimate right and obligation to control the destiny of higher education in any state. The question is how to exercise this authority with proper regard for this legitimacy, with proper regard for the requirements of freedom and diversity, and with proper respect for allocation of funds among competing public purposes. Under the system outlined above, therefore, the legislative body of each state should elect the governing board for the system of higher education.

This governing board should be large enough to be realistically representative and small enough to function responsibly. In too large a board, responsibility gets diffused. In too small a board, power can be too concentrated. The members should be elected for terms of at least eight years with a planned system of overlapping terms.

This board should have the obligation, the discretion and the authority to employ and compensate an absolutely first-class chief executive and staff.

The law establishing this board should define its powers clearly and broadly. Its powers and functions should include a requirement that maximum autonomy and diversity among the institutions will be encouraged and protected in the exercise by the board of its authority to govern, to allocate functions, and to recommend budgets.

The statute should require the board to identify and maintain certain campuses of a comprehensive state-wide character performing the expensive, high-level functions of professional education, advanced graduate education, research and related public service.

The board should be admonished in the law to provide maximum delegation of authority to the institutional executives and their faculties.

The statute should authorize the Board to enforce useful interinstitutional cooperation.

The institutional head should enjoy clearly delegated authority for the conduct of the institution. But the statute should require the institutional head to function with the advice of a council. This council could have a different composition for each institution, but its composition should be formalized with the approval of the governing board. The council should be composed of alumni and other lay persons, plus representatives of the faculty, student body, and administration of the institution.

Funds requested by each institution, recommended by the governing board and appropriated by the state should come to the institution with maximum practical discretion in its use, subject of course to continuous external post-audit. The budgetary policies of the state and the governing board should encourage each institution to expand its resources from private and other-than-state sources.

conclusion

It is believed that the outlined structure would provide the people of a state with a democratically controlled mechanism for developing, supporting and controlling a system of higher education characterized by maximum educational service, quality and diversity of offering and economy of operation.

It is my conviction that sooner or later every state will approximate this pattern. The importance, size, complexity, and costs of higher education will make it necessary.

president friday views restructuring

□ hilton smith

President William C. Friday has a plan. The top UNC officer has a plan to restructure North Carolina higher education. With the backing of his trustees he is working to get it approved during the current session of the General Assembly. Although the restructuring bill formulated by the Legislature's Joint Higher Education Committee

embodies many of the provisions of the UNC plan, Friday has grave reservations about it.

Both plans are based on a state-wide governing board to manage all 16 state-supported institutions of higher learning, but the UNC plan builds upon the present Consolidated University system.

"More than 18 months ago I began talking with Governor Scott on actions needed to be taken reflecting the actions (in higher education) of the General Assembly," stated Friday last week at the

regular meeting of the UNC Trustees.

"As I watched this system evolve, I saw two ways to go—coordinating or governing. It has become clear to me that governing is the way the General Assembly has moved."

In testimony before the Joint Committee, Friday advanced the proposal that the UNC Trustees ought to be the nucleus of any governing body.

He cited present responsibility for 56 per cent of the current higher education student population in the state.

Friday made the point that the legislative plan includes only 32 members, some responsible only to the Governor whereas the trustees in the UNC plan would number the current 100 and be responsible to the General Assembly.

The third reason was the staged merger in the UNC plan.

"Mergers ought to be staged, some next year and some the year after. You need time to examine each institution so you can be just," he said.

The Committee plan would merge all 16 institutions simultaneously next July 1. A temporary board of governors would serve till July 1, 1973 and then would be replaced by a completely new board.

Friday fears this will lead to confusion and discontinuity.

"My proposal would utilize existing trustees as a nucleus and draw on their experience. Retain what you have, merge, expand the Executive Committee and provide for representative differences on the full board. Over a period of time phase back to 100 members," he commented.

With the Legislature wrangling over the Committee bill, the UNC proposal and other plans as well, the final structure of higher education in North Carolina remains in doubt.

Not so with the future of President William C. Friday. As one of the nation's top educators, Friday will have no trouble staying in North Carolina—if he wants to.



—photo by Cain

basic plans explained

from the *Raleigh News and Observer*

These are the basic plans and the probable points of conflict when the General Assembly convenes on the higher education issue:

COMMITTEE BILL: Higher education committees of the Assembly have adopted a bill that would set up a 32-member board replacing the present 100-member board of trustees of the Consolidated University of North Carolina and the State Board of Higher Education.

The board would control the growth of curriculum on the campuses of 16 state-supported institutions, with authority to decide which degrees could be granted.

It would present a single higher educational budget to the General Assembly, but providing a priority list of new programs.

Local boards of trustees would have some authority to oversee faculty and student affairs on the individual campuses. This authority would be delegated to them by the central board.

The central board would elect a president of the entire system and name a majority of the 13

member local boards. "Chancellors" for each institution would be named by the president from nominees submitted by institutional boards.

Until mid-1973, the new board would be a mixture of members from the existing Consolidated University board and other boards, chosen by the existing boards. After then, the board would be named by the Assembly and the governor.

UNIVERSITY—Consolidated University trustees back a plan that would gradually phase other boards into a 100-member board, while combining the university and higher education board staffs.

The trustees also want the central board to have strong budget powers, presenting a single budget to the General Assembly without individual campus designations.

SCOTT—Gov. Bob Scott wanted a smaller board, less than a dozen. He wanted the board to get its money from the General Assembly in a "lump sum," a single appropriation based on a narrative of the goals and needs of the higher educational system. However, he has apparently accepted provisions of the committee bill.