

the Technician

the student newspaper of North Carolina State University at Raleigh, N. C. 27607 | P. O. Box 5698 | Phone 755-2411

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Eight Pages This Issue



WEDNESDAY PEACE VIGIL— After an absence of almost a year the weekly peace vigil at the Main Post Office on Fayetteville Street was resumed Wednesday. The vigil was advertised on campus bulletin boards; however, only one faculty member and four students bothered to show up at the silent demonstration in downtown Raleigh. (Photo by Gukich).

Work A Semester, Study The Next Engineering Co-op Coming

State will launch a "work a semester - study a semester" schedule in a Cooperative Engineering Education Program with industries of the Southeast this summer.

To date, 70 industrial firms throughout the Southeastern part of the country have signed up to participate in the program.

Dr. John V. Hamme, associate engineering research professor at State, has been named administrator to devote full time to the new program.

Hamme described the program as a five-year plan of education that allows a qualified student to combine professional experience with academic study.

Hamme said that following his freshman year on campus, a student selected to enter the program will alternate semesters of study at State's School of Engineering with semesters

of work in industry related to his chosen field until his senior year.

The student, Hamme continued, will spend the fifth year entirely on campus.

"We are now in the process of selecting some 50 students from this year's class of interested and qualified freshmen to begin the program in the 1969 summer semester," he noted.

Half of the selected group will work in industry and half will be on campus. The sections will alternate for the fall semester.

"All branches and functions of engineering are covered by the companies, and we will have little difficulty placing our students in work related to their chosen fields," said Dr. Hamme.

He added that there is no obligation on the part of the student to work for the com-

pany following his graduation.

"Each industry considers itself a partner with the University in developing a good source of engineering manpower for the nation's industrial needs and looks on the program as a long-term investment," pointed out the new administrator.

Prior to joining the State teaching and research staff in 1957, Dr. Hamme worked in industry for 11 years. He holds degrees in geological, metallurgical and ceramic engineering.

State's School of Engineering proposed such an industry-education effort two years ago. Under the direction of Dr. Robert G. Carson, associate dean of engineering for academic affairs, it developed the current program to begin with this year's freshman class. "As we gain experience in

this new educational venture, we will increase the number of students participating in the program with continued emphasis that each student be scholastically qualified to keep in step with the five-year work-study plan," Dr. Carson said.

The School of Engineering will announce those students selected to participate in this first group during the latter part of the spring semester.

Assistants Needed

Applications are now being taken by the Department of Student Housing for Residence Assistants and Floor Assistants in Dorms, according to Roger Fisher, Assistant Director of Student Housing.

\$7 Million In Bids Due On Five Projects

by Hilton Smith

State's building boom continues as bids on over \$7 million in new construction are scheduled to be opened within the next few weeks, according to Facilities Planning Director Carroll L. Mann.

Usually construction starts within sixty days of opening of bids on a project, providing the bids are within the funds available for that project.

The largest project is the new \$3.25 million Student Center. Bids for this project

were originally opened last September 19, however they were \$700,000 over the money available.

The plans were sent back to the architect for revision to try to bring them within the money available. The new plans include deletion of the music building and much of the exterior landscaping as well as other changes.

Plans Sent

"The plans have been sent to Property Control for final checking. I would anticipate that the new plans will be approved in the next few days. Then we will be ready to re-advertise for bids," state Mann.

The new center, to be completed within two years after construction begins, will contain a 900-seat theater, two cafeterias, a snack bar, game rooms, lounges, student government and student publication offices, as well as all activities in the present Union.

The new center would be located between Alexander Dorn and the Coliseum.

Bids are scheduled to be opened March 12 on the new \$2 million Nuclear Engineering and Engineering Research addition to Burlington Laboratories.

Bids were originally scheduled to be opened January 23, however, only two companies bid on the general contract.

Bid Rescheduled

"Because the General Statutes require a minimum of three bidders, all bids received were returned unopened and the bid opening was rescheduled for March 12.

The new three-story addition will contain a new, more powerful nuclear reactor, offices, research laboratories, and classrooms. It will also provide facilities for the engineering School in general, including a space for computing facilities and electron microscopes.

February 6 is the scheduled date for bid opening on a \$790,000 renovation of Polk Hall. The part of the building involved will be the original building constructed before the more recent addition completed in the early sixties.

Bids on a new \$290,000 central stores facility are scheduled to be opened on February 19. It will be built south of Sullivan and east of McKimmon Village.

"The Central Stores is a supply place that has a supply source from which all department offices can purchase their everyday supplies such as pencils and paper," explained Mann.

New Central Stores

"The Central Stores is now housed in back of Morris Building. This new building is part of a long-range plan to move certain services of the campus to a specific location."

A new addition to the married students apartments will be built soon if the bids opened March 20 are within the \$775,000 available for the project.

Bids were taken originally on 50 units October 10, but were far above the money available. Now, according to Mann, two of the originally proposed six buildings have been deleted. The new bids will be taken on 34 units in hopes of coming within the money.

Rising building costs have affected construction at State. Out of these five projects, two bid openings, on the Student Center and Married Student Housing, were above available monies and plans had to be reduced.

The Polk Hall renovation had to be scaled down before bids could be advertised and the Nuclear Science Building project did not have enough companies willing to bid on it.

A Review

Podhoretz 'Blah'

by Barbara Grimes

"You're not supposed to show that you're ambitious — you should be above it, stay cool," said unconvincingly by Norman Podhoretz, Tuesday's speaker on the Contemporary Scene and supposedly "one of the most controversial and outspoken literary and social critics of our time."

The noted author, intellectual, and writer, concerned himself with the "Dream of Failure and the Dream of Success," discussing what he considered "the complexities and ambivalences of the idea of success and the historical sources of these attitudes."

Presented as "provocative, perplexing and paroxysmal" Podhoretz was perplexing only in the fact that his talk was rather dull, although he smiled, laughed, chuckled and grinned at the right times. His lecture was one quote after another of opposite opinions without, as would be expected from such a controversial figure, any real expression of his own opinions, although he did say that he wanted all kinds of success.

The editor of *Commentary*

Magazine, a "journal of opinion" for eight years and the author of the infamous *Making It in the Big City*, turned out to be a somewhat quiet man, perhaps the strain of reading uncomplimentary reviews on his book has finally taken its toll; though its difficult to believe that a man courageous enough to work without a contract would give in such things.

Holder of a B.A. and M.A. in English, Podhoretz has led quite an amazing journalistic career; his "My Negro Problem — and Ours" is considered to be a classical study of the origin and workings of prejudice.

His magazine, the trend of which is entirely at his discretion, deals with the major issues of our times. A man of such qualifications could have given a somewhat more opinionated lecture instead of the somewhat wish-washy one which he presented.

The lecture did have its good points as it presented some little known quotes, but it didn't really tell its listeners anything.

Applicants for both positions must have completed one semester of academic work at State and must have an accumulated average of 2.00 at the time of application.

"We will need seven or eight new Residence Assistants next year," explained Fisher.

According to Fisher, the Residence Assistant post is a salaried position ranging from \$380 to \$520 a year, depending on the hall.

Dorms Suffer

"We also need about 50 Floor Assistants for next year. Prior residence hall experience is not necessary although it is recommended. This position is also salaried, for \$300 per year," said Fisher.

Living space in dorms is not furnished with either position. Appointments are made for the entire academic year of 1969-1970. Renumeration based on academic year salary will be payable bi-weekly.

Anyone interested in either position should obtain an application from any Head Residence Counselor or from the Office of Student Housing in Peele Hall. All applications must be returned to the Student Housing Office or Residence Counselor by February 28.

Selection on the applications will begin March 1 for the 1969-1970 academic year. "On Wednesday, there will be a meeting in every residence hall at 10 p.m. for all those interested in these positions. Application will be available at that time," explained Fisher.

The Emergency Student Loan Fund helps students on the campus who need money for an emergency.

A student who needs some money for an emergency can borrow up to fifty dollars for thirty days with no interest charge.

Established by Chancellor Caldwell, the Catherine Z. Caldwell Memorial Fund is an emergency loan fund for foreign students at State.

During the next two weeks, representatives of Campus Chest, State students, will be visiting the residents of all residence halls and fraternities. The representatives will explain Campus Chest in detail and accept contributions.

EIT Exam Slated

The Engineers' Council will initiate a series of lectures comprising a complete refresher course in ten phases of engineering.

The meetings will be held in Riddick 11 from 7 to 9 each Wednesday and Friday night starting Wednesday, February 12, for the duration of the semester.

These lectures will give engineering seniors the opportunity to increase their knowledge of ten subjects in engineering which are covered in the State Engineer-in-Training Exam.

EIT is taken after either four years of experience or four years of college. After an additional five years of experience, the engineer becomes qualified to take the engineers' examination for a license to become registered.

The exam will be held May 3, 1969.



Norman Podhoretz
(photo by Barker)



On The Inside....

... the Federal Trade Commission is pressing along with the Federal Communications Commission, to place a ban on all cigarette advertising on radio and television.

On page 2, *the Technician* has the story, along with editorial comment from the editor—a non-smoker—and writer Jim Harris, a confirmed nicotine addict. Read them, and compare with your own opinion on North Carolina's big crop and industry. (Photo by England)

the Technician

Friday

February 7, 1969

Editorial Opinion

Tax Cigarettes, But Don't Restrict Ads

The Federal Communications Commission and the Federal Trade Commission are out of line entirely in their proposal to prohibit cigarette advertisements.

BUT, we continue our stand that North Carolina should apply a tax to tobacco products.

A paradox? Inconsistency?

Hardly. Despite the continual insistence that taxing tobacco will damage our state's income, we think it is an excellent potential source of revenue for education, which would not significantly damage the cigarette industry.

But to ban tobacco ads is completely incongruous with the FCC's overall policy.

There is no ban on beer and liquor ads, though many broadcast stations have voluntarily avoided pushing "hard stuff."

And yet there is little difference in magnitude of the detrimental effects of alcohol and tobacco. So why single out tobacco?

Tobacco is a slow, cumulative poison. While it has little immediate effect on a person's faculties or health, years of consumption take their toll. While the smoking-cancer link may not be cause-and-effect, there is almost certainly a "catalytic" effect. This is not to mention the reduction in lung capacity and possible associations with heart disease.

Alcohol, on the other hand, is dangerous in that it impairs the perceptive functions, taking its greatest toll in drunken drivers. Its long-term harm is primarily cirrhosis of the liver, though this disease is lethal only when chronic alcoholism results in intense, widespread damage of the organ.

So, who is to say which is the worse of two evils?

We are not so naive as to propose prohibition of either product. Mankind has many other ways than these two of harming himself: overeating, fast-paced living which causes ulcers, automobiles, as well as the old standbys murder, war, and suicide.

The government cannot assume the Big Brother role; Americans must be entrusted

with their own personal welfare. The ban on cigarette ads is totally improper.

On the other hand, a North Carolina tobacco tax is not only just but essential for the state's progress. The article on page B-1 shows how a stingy legislature operating with meager funds has hampered education and other government functions in the Tarheel state.

Ask any smoker how easy it is to shake the habit. In today's affluent society, even a \$.10 per pack tax will not greatly affect sales—the demand curve for cigarettes is extremely inelastic.

Thus, a cigarette tax will replenish the state's coffers without affecting the state's key industry.

We hope state legislators will not be swayed by the massive propaganda effort sent their way by lobbyists of the industry.

To the Editor:

Last week I was appalled to note that someone had withdrawn \$0.33 from checking account in a local bank. A call to my bank revealed that every year this state plunders money directly from every bank account, without consulting, informing, or billing anyone. They call it an "Intangible Tax", which seems to be a misnomer as it is a finite percentage of our most tangible asset, money. Instead of using Simpson's Rule, or some other integrating technique for averaging, they merely take four spot checked values of your balance at arbitrary times in the year (early in the month I suspect) and divide by four to obtain the taxable balance. Why Tarheels tolerate these unannounced fingers titulating their tills baffles me.

Fortunately I am not a state resident and thus am not subject to this tax. However, I would like to know how you intend to get your money back. So if you're out of state with a local account call your bank and the Intangible Tax people at 829-3441. Don't use a pay phone. When you're through have a beer at Red's on your \$0.30.

Edward Starbird
4703 J Bluebird Court

Cafeteria Committee

To the Editor:

Your editorial opinion on the Cafeteria Committee hurts me deep.

While you may be perfectly justified in criticizing the attitude of the Thackers, it is regrettable that you should give vent to your anti-Indian feelings by labeling them as "Two Indians" or as "Indian brothers" thus, trying to characterize and misrepresent their attitude as something "Indian."

V. R. Naik

Dept. of Biochemistry

Mixed Suggestions

To the Editor:

It was with mixed feelings that I read the January 15 issue of *the Technician*. You guys try

very hard to please all of the people all of the time so I guess its about time someone wrote and told you so. Take that sexy advertisement on the back page of section A. ("How would you like to buy or sell a body? Student rates.") I'm putting that little goodie in my scrapbook alongside Barb Grimes' review of the N.C. State Marching Band. And how about that nifty little article on "Bell's Folly," better known as University Plaza. Most of the students would also like to find out why the Physical Plant keeps tearing up and replacing the bricks between Harris and Owen. (How about it?)

I was pleased to read that someone has asked for action on the food service at Harris and Leazar. This issue has become a local joke among most students. I strongly urge the Chancellor to mingle with his students and try three square meals in the dining hall.

Why not print a current list of movies that are playing in beautiful downtown Raleigh in place of some of those UPI and CPS news clips that plow, etc. are complaining about. You could also help me to find the booking agent for the Carol Burlesque Corps as several residents of Tucker have expressed a wish to see their next performance as well as that of Jimi Hendrix.

Last, but not least, why doesn't someone start a club at State for those who are interested in the engineering side of automobiles. There is a lot of interest judging from the black marks across the student (and faculty!) parking lots. Anyone interested contact me.

Thanks for any consideration that you gave this letter as it glided towards the trash can.

Ronald B. Tyndall
Freshman, ME
323 Tucker

Editors Note: Thanks for the drawing.

Jimi Hendrix

To the editor:

I am compelled to write to *the Technician* again for the reason that N.C. State students have been

done a grave injustice. A Mr. Richard B. Schultz seems to be of the opinion that Mr. Jimi Hendrix is one big sexual performer. He is also of the opinion that you will hear nothing from Mr. Hendrix except "gross and uncivilized" music. Furthermore, he feels that Mr. Hendrix conveys no sensual communication. He counters this with the introduction of one group known as the Doors. He feels that this group is the exact and perfect replica of psychedelic music. It seems that Mr. Schultz has been grossly misinformed.

Yes, Mr. Hendrix is a sexual performer. So are Jay and the Americans (you'll realize this if you attended their concert last fall) the Beatles, the Doors, and many, many other rock, soul, and psychedelic groups. But Mr. Hendrix is not one bug sexual performer. He is average along that line. I cannot understand how Mr. Schultz can make such a grossly misinformed statement. It seems to appear he has not listened to very much of it. Example: Of the three albums of Mr. Hendrix's music, containing 39 songs, only 2 or 3 are instrumental. The others contain as much singing as any Doors song. Lack of understanding and listening gives Mr. Schultz no right to say that Mr. Hendrix's music does not convey sensual communication. It does to many people that take the time to listen and understand it.

N. Mr. Schultz, I don't hate the Doors. In fact, they are one of my favorite groups, along with the Cream, Traffic, Steppenwolf, Shades of Deep Purple, and many others. The attempt to get Mr. Hendrix was initiated to help introduce Raleigh to groups such as the above mentioned and psychedelic music. To this cause, you have done a grave injustice. You are threatening to turn people against our type of music. I sincerely hope this has not been done. In answer to your question, Mr. Schultz, if Mr. Hendrix and the Doors were both in Raleigh, I would attempt to see both. If I couldn't, I would go to see the one more convenient to my time, transportation, and budget. I sincerely hope you publish this letter in its entirety.

Norman E. Tipton, Jr.
NCSU's No. 1 Psychedelic Music Fan

Why "The Technician"

To the Editor:

I regret to say it has taken me almost two semesters to realize why your publication is called *the Technician*.

What could be a more appropriate name for the student newspaper of an institution that mass produces "technicians"?

Daniel C. Smith

FCC Proposes Cigarette Ad Ban

WASHINGTON (UPI)—The tobacco industry braced today for a fight to the death over a Federal Communications Commission (FCC) proposal to bar cigarette advertising from radio and television.

The impact—if the ban were to go into effect—was beyond immediate grasp. It raised questions as to what would happen to:

—the nation's smokers, who light so many cigarettes it averages out to 4,195 for every man, woman and child each year.

—the nation's health, for which there are government estimates that a third of all deaths of men between 35 and 60 are related to cigarettes.

—the tobacco farmers, who raise the nation's No. 4 or 5 cash crop.

—the radio-television industry, where tobacco firms spend \$312 million a year in advertising.

Many barriers stood between the FCC proposal of Wednesday and the actual banning of cigarette advertising from the air waves. First, Congress, which has a strong contingent of tobacco country congressmen, must let a 1965 law, which provides only for cigarette labelling, expire June 30. Then, the FCC must formally enact its proposal. And along the way at every stage, there was sure to be tremendous controversy.

Chairman Rosel H. Hyde told a news conference the FCC voted 6 to 1 in favor of the proposed restrictions on the ground that smoking causes "an epidemic of death and disabilities."

Hyde cited Health, Education and Welfare Department statistics showing there were 50,000 deaths a year from lung cancer and 25,000 deaths from emphysema and chronic bronchitis, and that a third of all deaths of men between 35 and 60 were related to cigarette smoking.

"In the face of this kind of information, we believe action is called for," Hyde said.

Stanford University psychologist John Freedman said he believed fewer persons would smoke if the commercials were banned. But Dr. Benjamin Spock, in Boston, said: "I don't think that passing laws is going to do it. I can't imagine that having the slightest effect on young people."

Industry Reaction

The major tobacco firms, R. J. Reynolds, American, Lorillard and Philip Morris, declined immediate comment.

The tobacco industry was expected to defend itself with a large contingency of tobacco country congressmen on Capitol Hill, and two key lobbyists—

former Sen. Earle C. Clement of Kentucky, president of the Tobacco Institute Inc., and former four-term Rep. Horace Kornegay of North Carolina, the institute's vice president.

William Kloefer, an official of the Tobacco Institute Inc., called the FCC proposal "arbitrary in the extreme." HE said scientific knowledge about smoking and health is too uncertain to justify banning broadcasts of cigarette advertising.

Kloefer quoted Dr. Clarence Cook Little, scientific director of the Council for Tobacco Research—U.S.A., as saying "there is no demonstrated causal relationship between smoking and any disease."

Gaps in Knowledge

"The gaps in knowledge are so great that those who dogmatically assert otherwise—whether they state that there is or is not a causal relationship—are premature in judgment," Little was quoted as saying. "If anything, the pure biological evidence is pointing away from, not towards, the causal hypothesis," he said.

Broadcast Industry Reaction Vincent T. Vasilewski, president of the National Association of Broadcasters, called the FCC proposal "without precedent...improper...and end run maneuver...a reversal of the democratic processes."

"Here an agency is telling the Congress what it will do unless the Congress does something—historically, Congress has told the agency," Vasilewski said.

The Television Bureau of Advertising in New York estimated the total investment of tobacco companies for advertising all tobacco products in 1968 was \$215 million.

Tobacco companies depend primarily on television and radio for their advertising.

In 1967, \$311.9 million was spent on cigarette advertising, including \$226.9 million for television commercials and \$17.5 million for radio commercials.

A spokesman for Advertising Age, an industry journal, said it was not expected that the networks would be affected to any great extent if the FCC proposal went into effect. He noted that the tobacco companies generally buy prime time and this would be picked up by other advertisers.

Tobacco specialist Claude G. Turner of the Agriculture Department said he could not predict what impact a ban on cigarette advertising would have on tobacco farmers.

According to the Agriculture Department, tobacco usually is the nation's fourth or fifth cash crop. Last year it brought farmers \$1.3 billion.

It represents 8 per cent of the crop income nationally, but about 65 per cent in North Carolina, 78 per cent in Kentucky, 38 per cent in South Carolina, 34 per cent in Tennessee, 35 per cent in Virginia and 22 per cent in Georgia.

Still Profitable

Tobacco country spokesmen say that tobacco is one of the few crops still profitable for cultivation on small farms—providing the argument that tobacco is one of the strongest bastions of the dying American family farm.

The industry also argues that the economic consequences of a decline in tobacco fortunes would primarily deprive a relatively poor area of the

country and result in an exodus of more poor rural people, particularly Negroes, to big cities.

Administration Reaction

HEW Secretary Robert H. Finch called the FCC decision "another important factor that must be weighed in determining what further efforts are needed to effectively inform the American public of the hazards of cigarette smoking."

Finch said his department of Health, Education and Welfare "has assumed a proper and clear responsibility to reduce these dangers (of cigarette smoking) through a number of research-education efforts now in progress" since the Surgeon General's report.

Effect on the Smokers Consumption of cigarettes by persons 18 and older peaked in the United States at 4,345 per capita in 1963, according to the Agriculture Department.

Then the surgeon-general issued his report on "smoking and health" in January 1964.

Per capita consumption dropped in 1964 to 4,195; then rose in 1965 and 1966 to 4,287; then declined slightly in 1967 and more in 1968. The preliminary figure for 1968, according to Department of Agriculture figures, is 4,195 per person.

The Agriculture Department said that in England, where radio-TV advertising of cigarettes is banned, the use of tobacco has stabilized.

In the United States, the Methodist Church, which traditionally has prohibited its clergy from smoking, and made them sign a pledge to that effect, dropped the ruling this past year.

Health

The American Cancer Society said the FCC proposal was "a vital contribution to public health."

"Medical and scientific opinion has long recognized the causal relationship between cigarette smoking and lung cancer and the need for remedial action to save up to a quarter million lives lost annually from diseases associated with cigarette smoking," the society said.

The American Heart Association referred to its directors' resolution of last month which said:

"Cigarette advertising should be discontinued entirely or sharply limited. The American Heart Association favors such action to be taken voluntarily by the tobacco industry. If such is not forthcoming, the AHA would support legislation toward this end consistent with constitutional principles."

Smoker Favors Cigarette Tax

by Jim Harris

Before you hang me up for not knowing what I'm talking about, let me say that I'm a confirmed (condemned?) smoker and registered voter in this gurren't state of Nawth Cayllahnah. But not typical. I think the State should tax the sale of tobacco products.

Why? Tobacco, a luxury by any imaginable criterion, does not take anywhere near its fair share of the burden of running the State. According to facts and figures released by the State of North Carolina, something like 58 percent of farm produce income comes from tobacco, and about ten percent of the State's arable land is involved. But tobacco is one of the least productive plants running. No food value in it, it provides no shade, it destroys the soil. It won't even stop erosion like that hated lawn plant, crabgrass.

When it comes to the use of tobacco, there are only two advantages to be pointed out: There is a slight depressant effect in smoking on nervous tension, and it gives the smoker something to do with his hands. As for the disadvantages—here we go—it severely pollutes the air in even a fairly large room, making it absolutely impossible for people with lung ailments or eye ailments to stay around. The ashes and butts create a mess, a greasy, gummy mess to be cleaned out of the ashtrays or off the floor. The hazard of fire is tremendous, and even if the furniture and junk around won't burn, like vinyl tile or formica, horrible stains are left, and even Ajax, with its two bleaches, won't put the stain off forjica. Outside, it's almost as bad. Smokey-the-Bear jokes aside, one large hell of a bunch of forest fires are caused by improperly disposed-of butts. And ask an Angelino what happens when lots of rain hits a burned-off hillside.

And inside the smoker. Gunk builds up in the lungs, and gets into the blood, and generally encruds the body. One of the things A. J. Foyt does with great regularity is clean to bare metal his fuel lines, carburetor, and valves and so forth. As for cancer, I have been told by various surgeons and doctors and dentists that, in any body-cell division, there is a certain probability (Math 421—remember?) that the cell will be cancerous. So if you increase tremendously the number of required cell divisions, as in the lungs by encruding them repeatedly, the chance of developing cancer is proportionately increased.

Cigarettes cost me about six dollars a month, plus lighter fluid and flints. Plus three shirts with bunches of burn holes, seven burns on my carpet, a burn spot right in the middle of my desk, and a big hole in my electric blanket. If the General Assembly decides to put a tax of a nickel a pack on cigarettes, I'll have to put out three dollars for a carton, instead of two. But if the tax can be entirely earmarked for education, namely teachers' salaries and library books, by damn make it a dime a pack!

And what insane logic demands Federal price supports for TOBACCO?!?!?

the Technician

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North Carolina's Sacred Cow



State's wrestlers return to the mats tomorrow against Washington and Lee.

Says Outside Threat Isley

ACC Best Anywhere

His teammates call him "Nellie." State fans know him as number 40. The opposition knows him as "that damned Isley that can break a game open from 25 feet."

Nelson Isley, junior guard on the basketball team, has been playing ball since he was 6 years old, in Reidsville's "Biddy League." Since playing for the "Biddies", Nelson has matured into one of State's most promising basketball prospects.

Nellie, who averaged 22.3 points per game as a frosh here, was a prep All-State and All-American at Reidsville Senior High School, and consequently holds most of Reidsville's scoring records.

Nelson's senior year stands out in his memories.

"We went to the state semifinals that year, only to be knocked out by Raeford." A promising ball player was developing there, by the name of Gil McGregor, now at Wake Forest. "He was known for his rebounding then, but now he's a great ballplayer," added Nelson.

The sharp-shooting portside was recruited by Coach Press Maravich, and was the last player to be signed by him. When Maravich left for L.S.U. Nelson wanted to go with him, but Coach Sloan convinced him to stay at State. And Coach Sloan's gamble has paid off rather well.

Last year, as a soph, Isley had a wild 11-for-11 streak over a two-game span, and more recently, at the Clemson game, Nellie hit on two straight field goals to put State in the lead for the first time the entire afternoon. But it was in a losing effort.

"I'd say we were a little over-confident, and by the time we realized it, Clemson

had already tasted the upset and they played outstanding ball."

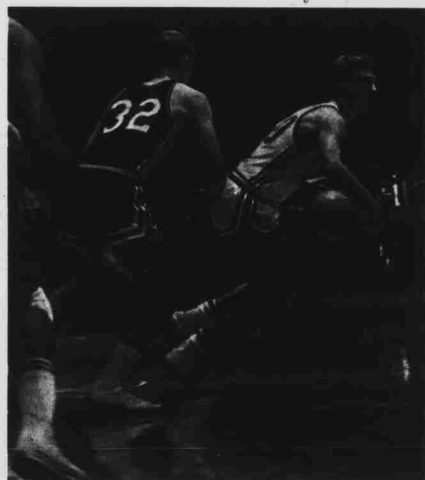
Strong competition has kept Nellie out of the starting lineup in a few games this season. "I guess all I can do is to keep trying hard in practice, and try to break in to start more often. It's been a rough season for me, with a lot of ups and downs, and I haven't been shooting as much as I think I should," Nelson, regardless of his shooting frequency, is State's leader in accuracy, with an average of 54.6% on field goal tries.

"Our big goal is to have a winning record, and that way

maybe we could go to the NIT tournament. But the other teams are quite strong," added Nelson. "I can't predict who'll win. Carolina is certainly strong, and they capitalize on the opposition's mistakes."

"We also have to contend with Wake Forest and South Carolina, both of whom are quite talented. South Carolina's sophs don't play like sophs. They play like they've been playing together for a long time."

"Duke is the enigma," said Nelson. "They have the talent and the coaching, but just haven't put it all together."



Norman Sloan (photo by Hankins)

out, the starting five—Vann Williford, Dick Braucher, Joe Serdich, Rick Anheuser and Al Heartley—finished up the victory at Duke. Sloan, who spent some time as a player on the bench under the late Everett Case, also has compassion for the subs, who literally itch to get into the action.

"Some of the boys on the bench are as good, and in some cases, better than the boys who might start," Sloan said.

In trying to find the right combination for a particular game, Sloan frequently juggles his starting lineup. Only Williford, the 6-6 center from Fayetteville, has started all the games.

One of the best examples of Sloan's "traffic cop" duties came in the Atlantic Coast Conference game against Virginia, which State eventually won, 95-80. In the first half, Sloan used all 11 players, and State led only 45-41 at intermission.

Starters that night were Serdich, Braucher, Williford and Sophomores Dan Wells and Jim Risinger. But Sloan didn't hesitate to call on Heartley, Nelson Isley, Anheuser, Bill Mavredes, Tilley and Joe Dunning. Isley wound up playing 26 minutes and contributed 20 points, while Anheuser had 19.

In all, eight different players have started for "traffic cop" Sloan, who has directed the Wolfpack to ten victories in 15 games.

The Traffic Cop

From the way Norman Sloan handles his State basketball team during a game, you'd think he majored in traffic control during his undergraduate days here.

That's because Sloan keeps up a steady flow of substitutions during Wolfpack games, frequently using all 11 men regardless of how important or how close the contest.

Obviously, Sloan has confidence in all of the Wolfpack players, a point noted by TV commentator Bones McKinney during the thriller with Duke which State won, 77-74, in the final seconds after trailing by 15 points in the second half.

McKinney, the former Wake Forest basketball coach, pointed out late in that contest that Sloan had used every man on the team, except Doug Tilley who was ill, and had no qualms about going to his bench.

Sloan's basic idea behind using frequent substitutions is to have "the best five players that night on the court in the last five minutes. It doesn't matter who starts the game."

"Most basketball games aren't won in the first 30 minutes,"

when it's essential to have the right combination in there." And, the best way to find the best combination for a particular game is to watch all the players in action. As it turned



Grapplers Face W&L

The State wrestlers swing back into action tomorrow with a match at Washington and Lee University after a long lay-off for exams.

According to coach Jerry Daniels, the entire starting squad is healthy with only a few minor injuries. Allen Brawley (145 pounds) and Chuck Amato (191) are both practically recovered from knee injuries and should be ready to go against the Generals.

Daniels confidently states, "We should beat them," and expects few problems, al-

though he does express concern that the team might be looking past Washington and Lee to its next match with perennial ACC champion Maryland.

While not completely pleased with the season thus far (he feels that scholarship teams Virginia Tech and Auburn that hold victories over State should have been beaten) Coach Daniels is well pleased with "the great team effort" on the part of the boys, none of whom receive scholarship aid.

With respect to the upcoming match with Maryland, Daniels says, "We'll be as ready as we can get." This match, scheduled for next Saturday night, will be State's final home competition of the season.

Maryland is having its best season ever, according to the coach.

"Maryland will bring the most solid team that has ever been into North Carolina," Daniels opines.

The Terps hold victories over national powerhouse Pitt, Penn State, and Lehigh.

"We'll really have to hustle

to stay on the mat with them, but we've got the boys that can," he concludes.

For the match Saturday, State will add freshmen Ted Smith at 115 and Howard Abbey (265) at heavyweight, to its regular line-up. Jeff Rule will go at 123, Jim Pace, 130, Bob Lewis, 137, Allen Brawley, 145; Mike Couch, 152;

Bob Reeder, 160; Bob Harry at 167, Ben Harry at 177 and Chuck Amato at 191 round out the lineup.

The performances of Jim Pace and Mike Couch have been especially pleasing to Daniels thus far, while he rates Bob Reeder, a freshman as the most pleasant surprise of the season.

"Never Let It Be Said That

the Wolfpack Lost

Courage to Return from the Brink of Disaster."

That statement is ours. We didn't pick it up someplace else. But then, it is a rather obvious observation—not so obvious as to justify leaving it unsaid, however.

We could have had in mind the 1967 Liberty Bowl Champions when we coined the phrase, but actually, the current edition of the basketball team lent that inspiration.

Inspiration is coming from 15 points behind to beat a bigger, faster opponent on his own court, as State did recently in Durham.

Inspiration is coming from way behind to lead Clemson, only to fall seconds later to a determined Tiger with the scent of upset blood in his nostrils; then coming from behind again in the next game, this time to win. That requires heart, and guts, and cool, and confidence. In a word, courage.

No matter what, the 1969 squad never gives up. Ask Vic Bubas.

Golf

Any students interested in varsity golf are requested to report downstairs in the locker room of Reynolds Coliseum Tuesday, February 11, at 5:00 p.m. This includes freshmen as well as upper classmen.

—Al Michaels
Golf Coach

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12. Crimson and Clover --- Tommy James & the Shondells
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14. Indian Giver --- 1910 Fruitum Company
15. Great Balls of Fire --- Tiny Tim
16. Hey Baby --- Jose Feliciano
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18. The Greatest Love --- Dorsey Burnette
19. Hello, It's Me --- Naz
20. But You Know I Love You --- The First Edition
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24. I Got a Line on You --- Spirit
25. Ramblin' Gambler Man --- Bob Seger System
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34. Goodnight My Love --- Paul Anka
35. Woman Helping Man --- The Vogues
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40. This is a Love Song --- Bill Medley

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"Interesting"—Serdich

State Looks to Cavaliers

by Joe Lewis
The game with Virginia's Cavaliers tomorrow night in Reynolds Coliseum should prove "interesting" according to Wolfpack co-captain Joe Serdich.

Serdich, a 6-4 forward with a soft shooting touch who hails from Fairmont, West Virginia, has recently matured into a genuine 20 points per game man, topping that mark in four of the last five games.

No special feeling of elation or added tension

improved offensive performance according to Joe. "It feels the same as it has always felt, just as long as the team keeps winning," he says.

State is running more plays that get Serdich open for a shot now than at the first of the season and Joe credits this

doesn't fall off, I get more points."

While his offensive play is obviously quite satisfactory, Joe is still not satisfied with his defensive efforts. "Anytime the man you're guarding gets into double figures, you've not done a good enough job," the senior says. However, Joe does feel that his defensive play is improving.

Of course, the man every one still looks to for both points and rebounds on the court is center Vann Williford.



Joe Serdich

ford, who is now averaging 23.1 points per game.

Vann never really expected to be averaging that many points per game, and in second place in the ACC scoring race. In fact, he never really expected to be averaging that many points per game in the ACC, as it's better than his high school average.

While his point production has been on the rise in recent games, Vann's rebounding total has been falling off. He doesn't really know exactly why, but

the drop to two factors.

For one thing, as the season has progressed, State has found itself up against more and more teams that outman the Wolfpack across the front line. And as there are only so many rebounding opportunities per game, Vann credits the improved play of Rick Anheuser in this area for cutting down the per man totals in recent games.

Turning to the Virginia game, every man on the squad

Coach Norman Sloan is especially concerned with Virginia's strength here, as the Wolfpack has not been rebounding as well as he feels they should in recent games.

Sloan says, "We'll have to play a real good game to beat Virginia. With the return of



Vann Williford

Chip Case, State should be a better team than they were earlier at Greensboro."

Case's return has also created concern in the mind of Serdich. He expects the addition of Case to the Cavalier lineup to greatly strengthen their offense and also improve the Virginian's winning attitude. "They'll be up for us, he concludes.

Co-captain Dick Braucher also expects a tough game and points out that Tony Kim is a tough shooter. Braucher does not feel that State will be caught looking beyond Virginia to the game with Carolina Monday night.

Williford is especially concerned with the Cavalier's board strength and points out that Mike Katos, Norm Carmichael and Mike Wilkes all work hard to keep good rebound position.

And finally, there's the matter of the Wolfpack's recent come-from-behind heroics. Braucher explains them simply as necessitated by "poor first halves," while Serdich goes a little deeper and attributes the poor opening performances to "taking too much for granted. We went down to Clemson expecting to blow them off the court. However, we caught them fired up and they clobbered us."

No one is taking Virginia for granted, however.

Swimmers Seek Heels' Achilles'

With the ACC regular season swimming title on the line at the Natatorium tomorrow in a 2 p.m. meet with Carolina, Coach Willis Casey commented, "If you had told me that we would be fighting for the title now at the start of the season, I would have said you were exagrating."

That is exactly the situation, though, since UNC has a 5-0 conference mark and State boasts a 4-0 mark.

The freshmen on the team have been the difference in Casey's preseason forecast and what the actual results have been so far.

Tom Evans, John Long, Steve McGrain, and four divers free throw line. This time, State converted a 12-point deficit into a five-point victory, 86-81, mainly on the strength of Fantastic shooting at the free throw line.

Evans and McGrain have been the only swimmers in the conference to set new records this year. Evans' came in the 500-yard freestyle and McGrain's in the 1000-yard freestyle.

"Long has been a real surprise. We knew he was good but he has turned out to be a real blue-chipper, and has helped us a lot." Long has not been beaten in the 200-yard butterfly.

"Our new divers have really helped a lot this year. Their

changing the tally in the diving from 16-2 in Maryland's favor to 16-2 in our favor was a big factor in our easy win over the Terps."

"Our 400-yard freestyle relay against Florida State was the fastest dual meet relay ever for a State team.

"Carolina is supposed to have a very good 400-yard

free relay team. We'll find out Saturday.

"As for the rest of the Carolina meet, their strength's have to be in the sprints, which will mate State's Eric Schwall (who swam a 46.8 100-yard leg in the 400-yard free relay against FSU) and Carolina's Bruce Wigo, the backstroke,

which will match ACC titlist Fred Daneman and Evans, and in the distance events, which will match Frank McElroy and McGrain."

Casey, in conclusion, said, "I'm sure that the Carolina meet will be close, and it sure helps to have a good crowd of supporters there to cheer us on."

Terps Fall to Comeback

For the third time in four games, the Wolfpack had to battle back from deep in the hole late in the second half at College Park, Md., Wednesday night.

This time, State converted a 12-point deficit into a five-point victory, 86-81, mainly on the strength of Fantastic shooting at the free throw line.

However, sophomore Jim Risinger, who repeatedly converted one-and-one opportunities late in the game to first tie State with the

Terps, then send it ahead 72-71 with 4:45 remaining, who made the difference in the game's late stages.

Twice more Risinger converted one-and-ones to maintain State's lead as the Pack made good on 22 of its last 23 gratis tosses.

Once State gained the lead, it battled back with the same determination to maintain its advantage as the Terps' great rebounding and strong performance from Williford and Joe Serdich led the Pack never lead in the game until Risinger sank his free throw, and never trailed after that point.

Williford finished with 28 points, his fourth straight 25 point plus performance, raising his average to 23.1, highest since early in the season.

Serdich came up with 26 points, raising his mean to 14.4 points per game. The scoring was rounded out by Al Heartley with 7, Rick Anheuser with 6, Dick Braucher with 5, and Doug Tilley with 2.

Wolfpack went on a scoring tear that netted 15 points while the defense shut out Maryland. A Williford field goal was the last tally of the series, putting State in front by five at 76-71 after the Big Red had been down 71-59.

State had been down 47-36 at the half, after being down as much as nine before closing the gap to 54-45.

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Dick Braucher

with the increased point production. "I'm getting more shots, and as long as my percentage

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ERDAHL-CLOYD UNION

"State Student As Nigger" on page 3 is an editorial comment by Craig Wilson

February 7, 1969

SECTION
B

the Technician

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CLEARING

University Programs Hit Hard By Proposed Budget

Although the Administration of Dan K. Moore produced half-dozen reports on how to improve all aspects of North Carolina life from the highway system to higher education, the Budget he prepared does not include the funds necessary to carry out many of the ambitious programs called for in the reports.

The Technician reported the ambitious program outlined for N.C. State in the Board of Higher Education's Report. It included recommendations for faculty pay increases, better

campus facilities and improvement of the Hill Library. The Moore Budget does not include the money to fulfill all these proposals. However there is a possibility several of the items left out of the Budget will be reinstated when Governor Bob Scott, a State graduate, presents his Budget message to the General Assembly next week.

The State's Budget is divided into three parts, the "A" budget contains requests and recommendations for operating funds to carry on already existing programs and activities at approximately the same level of service at which

AN ANALYSIS

they are now being carried out. The "B" budget contains requests and recommendations for appropriations to finance improvements or expansions in already existing programs. The third part of the budget contains requests and recommendations for capital improvements.

The "B" Budget is one of the most important sections. This budget contains the money necessary to start new programs. The "B" Budget recommends appropriations of \$3,045,021 for the University. The money will be used for additional clerical assistance in Administration; improving the

Engineering, improving the School of Liberal Arts, expanding the Department of Geosciences and the Department of Computer Science; development of an administrative computation system; increased Summer School support; continuation and expansion of Water Resources and Coastal Research programs; improving security and maintenance services and faculty salary increases.

State had requested almost \$11 million in the "B" Budget however the Advisory Budget Commission recommended only \$3 million.

The other branches of the Consolidated University received only a fraction of the money requested for new buildings. State requested \$37.7 million for new construction, and the Budget recommends an expenditure of \$2.8 million. The money recommended will not provide for construction of a single new building on campus. It is to be used for building repairs, utilities and other improvements. Also \$25,000 was recommended to renovate the Cobalt-60 source in the School of Textiles, \$400,000 for new engineering equipment, and \$50,000 for a second elevator

in the General Labs Building. Money was not recommended in the Budget for renovation of Harrelson and Nelson Halls, for construction of the \$8 million General Academic Building, Continuing Education Center, Engineering School Building, 22-story General Science Building, and other building projects. The four campuses of the Consolidated University requested \$117.7 million and the Budget recommends appropriations of only \$8.09 million. All of the institutions of higher education requested \$234.9 million and only \$19.5 million was recommended.

PUBLIC SENIOR COLLEGES and UNIVERSITIES Recommended Appropriations for 1969-1971 Biennium

INSTITUTION	FUNDS	PERCENTAGE
U.N.C. - CHAPEL HILL (15,742 - 14,390)	\$ 46,604,203	22.8 %
N.C. STATE UNIVERSITY (9,838 - 9,845)	\$ 36,736,318	17.9 %
U.N.C. - HEALTH AFFAIRS (2,885 - 2,873)	\$ 19,700,935	9.6 %
U.N.C. - GREENSBORO (5,800 - 5,800)	\$ 15,534,282	7.6 %
U.N.C. - CHARLOTTE (2,400 - 2,700)	\$ 7,263,827	3.5 %
U.N.C. - CONSOLIDATED (ADMINISTRATION)	\$ 2,561,364	1.3 %
EAST CAROLINA UNIVERSITY (9,800 - 10,300)	\$ 19,888,451	9.7 %
APPALACHIAN STATE UNIVERSITY (15,300 - 5,700)	\$ 11,506,616	5.6 %
WESTERN CAROLINA UNIVERSITY (4,700 - 5,000)	\$ 9,661,933	4.7 %
A & T STATE UNIVERSITY (3,880 - 4,025)	\$ 8,147,680	4.0 %
N.C. COLLEGE - DURHAM (3,075 - 3,171)	\$ 7,510,550	3.7 %
WINSTON-SALEM STATE COLLEGE (1,300 - 1,400)	\$ 3,487,792	1.7 %
PEMBROKE STATE COLLEGE (1,600 - 1,700)	\$ 3,229,465	1.6 %
WILMINGTON COLLEGE (1,240 - 1,350)	\$ 3,125,585	1.5 %
ASHEVILLE-BILTMORE COLLEGE (800 - 800)	\$ 2,696,285	1.3 %
ELIZABETH CITY STATE COLLEGE (1,000 - 1,000)	\$ 2,633,526	1.3 %
FAYETTEVILLE STATE COLLEGE (1,200 - 1,250)	\$ 2,530,434	1.2 %
N.C. SCHOOL OF THE ARTS (500 - 500)	\$ 1,972,457	1.0 %
TOTAL	\$ 204,793,702	100 %

THE FIGURES IN PARENTHESES BELOW EACH INSTITUTION SHOW BUDGETED FULL-TIME EQUIVALENT REGULAR SESSION ENROLLMENT FOR 1969-70 TO 1970-71

Nixon Encourages Support Of Nonproliferation Treaty

WASHINGTON (UPI)—President Nixon announced Thursday he will leave Feb. 23 on a five-nation tour of Western Europe intended to revitalize the Atlantic alliance and explore the prospects for a summit meeting with Soviet leaders.

The eight-day trip will end March 2 with a conference with U. S. negotiators at the Paris peace talks and with a visit to Pope Paul VI in the Vatican. There also will be talks with NATO leaders in Brussels.

Nixon told his second nationally broadcast news conference in the White House East Room he will attempt to find a new "common purpose" and goals for the American-European community in his meetings with heads of government in Britain, France, West Germany, Italy and Belgium.

He also will encourage full allied support of the treaty to halt the spread of nuclear weapons, he said. He stressed that "I will attempt to persuade, but I will not, certainly, attempt to use any blackmail or arm-twisting," especially with France and Germany.

The tentative itinerary calls for Nixon, accompanied by Secretary of State William P. Rogers and Dr. Henry A. Kissinger, the President's national security affairs adviser, to visit—in order—Brussels, London, Bonn and Berlin, Rome, Paris and the Vatican before returning home.

The President said he believed a Soviet-American summit meeting should be held later, but only after careful preparations, including consultations with U. S. allies. He said he would conduct exploratory

talks after his trip this month to see whether a summit could be held.

"I take a dim view of what some have called instant summitry, particularly where there are very grave differences of opinion between those who are to meet," he said. A well-prepared summit would serve the interests of both sides, said Nixon.

The President made no mention of a possible summit agenda, but he alluded to his interest in starting arms control talks with the Russians linked to solving such world political problems as the explosive Middle East situation.

So far, he said, "there has been no progress with regard to the arms control talks with the Russians."

The day after conferring with French President Charles de

Gaulle March 1, Nixon will meet Ambassador Henry Cabot Lodge and his negotiating team in Paris to see what the United States can do to move the talks to substantive bargaining.

Nixon said he did not see any possibility of seeing the North Vietnamese or National Liberation Front representatives at the talks, and had no plans to meet the South Vietnamese delegation. But he did not rule out such meetings if Lodge advised them.

On other matters, the President said:

—The limited Sentinel antiballistic missile (ABM) system now under freeze pending a Pentagon review is not "simply for the purpose of protecting ourselves against attack from Communist China" but also is part of the U. S. defense capability in relation to the

Russians. He went no further, but a possible implication among others was that the Sentinel system might be used as a bargaining point in any Soviet-American arms talks.

—The withdrawal of U. S. troops from Vietnam is "high on the agenda of priorities," but could not be predicted because it depends on the South Vietnamese army's readiness and the Paris talks.

—He reversed his opposition to ratification of the nuclear nonproliferation treaty because the situation has changed in Czechoslovakia.

—While still disapproving the Soviet-led invasion, he noted a substantial reduction in Soviet forces on Czech soil and an easing of "pent-up feelings" over the invasion.

—He will examine the entire record of the Pueblo affair, both as to the guilt or innocence of those involved and to the aim of making sure such incidents never happen again. He defended the Navy's handling of its inquiry into the spy ship's capture.

—"I believe that funds should be denied to those (school) districts that continue to perpetuate segregation" under the guise of "freedom of choice" or any other plans. But Nixon said that before the federal government uses the "ultimate weapon" of a fund cutoff under the 1964 Civil Rights Act, "let's exhaust every other possibility to see that local school districts do comply with the law."

—There must be "very stringent regulations" governing offshore oil drilling to prevent oil leakages of the type now ravaging Southern California beaches. He praised Interior Secretary Walter J. Hickel's handling of the Santa Barbara situation.

—Treasury Secretary David M. Kennedy will make a preliminary announcement Friday on tax reforms that will be submitted later to Congress. Without disclosing details, Nixon said exemption of poor families from taxes and a minimum income tax for wealthy persons paying no taxes now had been considered in White House talks with House Ways and Means Committee leaders.

—He opposed drives in the House and Senate to create a Cabinet-level Department of Peace. He said this "derogates and improperly downgrades" THE ROLES OF THE Defense Departments.

—Reserved comment on the Federal Communications Commission's proposed ban on television and radio cigarette advertising until he could study the situation. "As a nonsmoker," he said, "it wouldn't pose any problems to me."

Tobacco Industry Fights Back, Seeks Relief From Congress

WASHINGTON (UPI)—The cigarette industry, faced with a proposed ban on broadcast advertising, turned for help today to an old friend which saved it from a similar fate four years ago—Congress.

But this time it faced tougher legislative hurdles, particularly in the Senate where a consumer-minded Commerce Committee controls cigarette legislation and a Mormon lawmaker has pledged a filibuster to kill any legislation limiting federal regulations on cigarette advertising.

The industry also faces a time squeeze. In 1965, Congress outlawed any federal or state controls on cigarette ads. The ban expires July 1. Unless Congress extends it or passes a new law, the legal decks would be clear for federal and state regulatory agencies to impose new rules.

The toughest by far was the Federal Communications Commission's proposal Wednesday that television and radio advertising, which account for nearly three-fourths of all cigarette promotional money, be banned outright.

Also waiting in the wings is the Federal Trade Commission, which urged a ban on broadcast cigarette advertising last June and—as an alternative—favors a mandatory health warning on commercials so strong that Bowman Gray, chairman of R. J. Reynolds, makers of Camel, Winston and Salem cigarettes, has said his company probably would rather stop advertising than pay good money to preach about lung cancer.

The industry also fears regulations by various states, with Utah probably leading the parade. Even if federal regulations were postponed, varying state rules could play hob with nationwide network television and radio commercials.

Industry prospects look brighter in the House than the Senate. Rep. Harley Staggers, D-W.Va., forecast early hearings by his House Commerce Committee and said "the regulatory agencies are doing some of these things the wrong way...taking a stand of this kind on an issue which they know the Congress would probably be considering shortly."

"I don't think Congress likes this approach," Staggers said. The industry's lobbyists in

Congress are former Sen. Earle C. Clements, 72, president of the Tobacco Institute, and former four-term Rep. Horace Kornegay, vice president of the industry trade group.

Clements, a Kentuckian, is a former two pack a day man who no longer smokes but says health claims against cigarettes are unproven. Kornegay, from North Carolina, led the successful House drive four years ago to ban controls on cigarette advertising. His job with the Tobacco Institute was created this year and he did not run for a fifth House term last November.

Their most outspoken foe is Sen. Frank E. Moss, D-Utah, who has pledged to fight attempts to extend the advertising regulation ban. Moss, a Mormon, wants tough regulations "to discourage young people from adopting the cigarette habit."

"If what I have to say today appears to be an ultimatum to the cigarette industry, perhaps five years after the devastating verdict of the Surgeon General's Committee on Smoking and Health, it is time for ultimatum," Moss said in a Senate speech Jan. 31.

Tough Cavaliers Visit Here

It's back home again in Reynolds Coliseum here for State's basketball team.

The Wolfpack returns to its home court Saturday at 8 p.m. for an Atlantic Coast Conference contest with an up-and-down Virginia team that's 9-8 in all games and 4-4 in the ACC.

This will be State's first home game since January 18 when the Wolfpack nipped Jacksonville University, 76-72, to start a three-game winning streak. Since then, Coach Norman Sloan's team has played four in a row away from home, ending the string with an 86-81 victory at Maryland Wednesday night.

State trimmed Virginia a little more than a month ago, 95-80, but the Cavaliers' star guard, 6-4 Chip Case, has returned to the lineup since then and is rapidly rounding in shape.

Case tallied 14 points in Virginia's 99-76 loss to North Carolina Tuesday night. Forward Mike Wilkes (6-5) scored 18 points and 6-7 John Gidding got 17. In the loss to State, Wilkes notched 19 points and controlled 11 rebounds.

In at least one respect, the game here Saturday night should present an interesting similarity—both coaches, Sloan and Virginia's Bill Gibson, maintain a steady flow of players in and out of the game.

Sloan does not hesitate to call on any player on the 11-man squad, and he seldom starts the same lineup. Gibson



Sophomore guard Jim Risinger from Richmond, Indiana, who put in eight critical free throws in the Wolfpack's come-from-behind victory at Maryland Wednesday night looks for a shot, this time in the Coliseum against Jacksonville. Risinger finished with 12 points at College Park, and will be ready to go tomorrow against the Cavaliers. (photo by Hankins)

(Continued to page B-4)

A California Professor Says American Students Have Fared No Better Than American Press, Jerry Farber Brings The Ante-bellum "Uncle Tom -- Massa Charlie" Scene Fro

The Student As Nigger

BEFORE YOU READ...

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

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

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

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

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

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

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

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

-the editor

"The Student as Nigger"
by Jerry Farber
Los Angeles Free Press
March 3, 1967

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

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

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

Students at Cal State are politically disenfranchised. They are in an academic Lawdies County. Most of them can vote in national elections - their average age is about 26 - but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally with a trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally when student leaders get up - pity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

SMILES AND SHUFFLES

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

When a teacher says "jump", students jump. I know of one professor who refused to take up class time for exams

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

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

FOLLOW ORDERS

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

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

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

I expected sirens, a rattle of bullets, and his clawing the fence.

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

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

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

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

INWARD ANGER

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

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

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

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

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And, in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!" Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening are copping out again. And in the high schools, you can forget it. Stillness reigns.

FORCES A SPLIT

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

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

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

The general timidity which causes teachers to make niggers of their students includes a more specific fear - fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wimper whispermers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but remote. You conceal your massive ignorance - and parade a slender learning.

"WHITE SUPREMACY"

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

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

BLEEDING BRAINS

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

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

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

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

ONCE A NIGGER

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

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

DANCE OR DUNCE

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

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

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

INTIMIDATE OR KILL

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

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery: They've stopped

Negroes. In An Article Which Made Its Debut Two Years Ago In The Los Angeles Free Press The Cottonfield To The Classroom In...

kidding themselves about an eventual reward in that great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

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

State Student As Nigger

I know from frustrating personal experience how valid are most of the points made in "The Student As Nigger." Similarly I realize that the partial solutions proposed by *The Wall Street Journal's* rebuttal are tough as hell to implement. Since I left high school I have attended two institutions—one small liberal arts college and the much larger N. C. State University. My efforts to cope with their "systems" have been entirely unsuccessful. My rebellion has always alienated me from parents, friends and colleagues.

Let me elaborate. At the college I attended before coming to State, students were surely "niggers." I recall so well one professor who delighted in brow-beating students with such epithets as "Mr. so-and-so, you're a male prostitute in the house of intellectual ill-repute" or "you're

an intellectual hitch-hiker." It was all very cute and clever, I thought, but nonetheless irrelevant to what I was trying to learn. This same academician also blew me out of his office one day when I very gingerly opened the door to see if he was in. He also threatened any student who ever missed one of his classes with an automatic F. Once, like a Spanish inquisitor he singled out one poor freshman in our first class, shook his finger and screamed "Mr. so-and-so, you have incurred more absences in this one course than I ever did in my entire college career." And I thought, after evaluating the contents of his classes, how presumptuous he was to assume he had anything to say so important that it necessitated class attendance. Sadly, that's true of almost every instructor who performs poorly in front of his

students. It's a pretty sound generalization that the better teachers are not finicky about attendance. Only the professors who cannot find success in the art of teaching resort to the reinforcement that their little red pencils give them.

That same semester I tired of all the professor's insanity and quit going to class. I did not plan to attend the final examination until someone gasped and told me that "you can be kicked out of school for that." I checked and sure enough, one who cuts an exam is summarily booted out, a letter sent to his file carbon copy to his parents. (I wondered if the student was ever advised.)

Very soon I left that school and went to work in the "school of hard knocks" as they say, just like *The Wall Street Journal* suggests. The only trouble was that I was virtually ignorant about social work and related activities (they don't teach you about VISTA or the Peace Corps anywhere along the way unless you happen to sign

up for the course, provided, natch, that you have a free elective, can get into the section, secure the necessary drop-add cards, have your advisor's signature, the dean's signature, the okay of the president, an affidavit from HUAC stating that you're not a communist, have all the necessary pre-requisites (that means like credits not your interest), have attained senior standing, and have been examined by the board of trustees. Consequently I worked for one year as a manual laborer.

The job was adequate; it kept me alive. Meanwhile I read and studied what I could. But I, like I suppose most humans am not omniscient; I need a little direction from wiser persons. As far as I could tell, school is the only place you can really find such guidance. I decided to return, hoping that a state university would be less provincial than the other school and offer me broader horizons and a chance to learn. I didn't, of course, expect everything to please me, but I was willing to give into the system at least for a while.

Naturally all my friends were delighted and relieved that I was "finally going back to school." You see, college is one of those things, like football, that everyone is supposed to love. The grand old days of fraternity parties, practical jokes, commiserating about school, and so forth are assumed to be next to Heaven. Let Johnny come home from college one weekend and say he isn't happy and every bridge club in town will be a-twitter with what a misfit poor Johnny is (with perhaps a few prayers that he will "find himself.")

So I "finally" returned to academia, enrolling at N. C. State. And I find almost every point in the "Nigger" article is applicable here. Almost every classroom I enter is dominated by some neurotic prof who wants papers folded certain ways, wants every other line skipped, must have 6 lines of information on the outside of the paper. The lengths to which some of them go to prepare this mass of busy-work (which is organized crap) really astounds me. One old geyser even constructed an intricate form on which homework was to be submitted. He had these guides mimeographed and passed them out. "Automatic F" to anyone who does not follow directions.

But perhaps the most disheartening group of teachers are the lazy ones. Now I must admit, I do not lend my utmost energy to every course I take. But I generally find that when stimulated even slightly, I respond with unlimited enthusiasm. One semester at State I recall I had a professor who just simply didn't like to lecture (or maybe he didn't like the preparation that lecturing takes). So the class was divided into "research groups" which were to delve into specific problems and report back to the class. Periodically we met with the instructor to make sure John wasn't covering what Mary was supposed to report on and that we all knew the standard form for giving the final report to the class. Poor devils. Most of them couldn't read, didn't know what to read, practically fainted when giving their presentation. But boy could they follow that form. Not only did these persons (myself included) depart from that lovely classroom without a morsel of useful knowledge; what's worse, however, is that they didn't even know what it meant to "feel" the subject.

And then there's the poor feeble student body. It's totally obsequious to the administrative garble about "faculty evaluation" "optimum student input" and so forth. Generally Student Government (which Farber calls a "toy") is just that—it's full of Uncle Toms who wouldn't dream of really fighting for quality instruction or student input since anything that rocks the boat might take their toys away for good. For example, it's one thing to go through all the foldoralle to filling out faculty evaluation cards and quite another to make sure the system really works toward improving teaching, rather than rewarding those teachers—like Stuart, Bostian, and Knowles—who already have their own rewards. Similarly it's fine to have a liaison committee or this committee and that committee, but as one who has observed some of these sessions, I know they usually result in ratification of every administration policy.

So here I am, in many respects hopelessly stuck until I muddle through to my graduation. Recently I took an eight-day trip to think about some of these things—to explore the possibilities offered by *The Wall Street Journal*, to evaluate the "Nigger" article. Unfortunately I failed to tell anyone I was going and upon my return I got advice and consolation from almost everyone. "everything from 'how many exams did you miss, I hope you can make them up' to 'we're SO glad you came back' to 'what did your PROFESSORS say?'"

I'm hoping a lot of this will make more sense to me after I've graduated. I hope somehow the "slavery issue will be resolved." I hope schools will one day teach us the things we need to know, but above all, teach us.

I hope for all these things. But it seems like a damn shame that I feel so helpless, that I've wasted so much time already. I guess I'm a nigger too.

The Wall Street Journal Looks At "The Student As Nigger" And Student Unrest And Finds A Partial Solution ...

"Alienated" Students
by David C. Anderson
The Wall Street Journal
January 23, 1969

Chicago—"Students are niggers. When you get that straight, our schools begin to make sense. . . . A student is expected to know his place. He calls a faculty member 'Sir' or 'Doctor' or 'Professor'—and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take. . . . They tell him what to read, what to write, and frequently, where to set the margins on his typewriter. They tell him what's true and what isn't."

Such vitriolic comments are part of an essay gaining readership on college campuses around the country. Once a few years ago most students would probably have dismissed as both preposterous and puerile its contention that college students lead a life of academic oppression. But today the essay touches a responsive nerve in many students, who tend to sympathize with its basic thesis if not its style, which often lapses into obscenity.

"The whole context of education is oppressive," charges Louis Angermeyer, a graduate student and teaching associate at the University of Minnesota. "It's a game you learn to play early. The students feel like they're just being processed—working to get through the system."

Mr. Angermeyer and several other Minnesota teaching assistants recently introduced the essay, written by Jerry Farber, a West Coast college professor, as a subject of discussion in freshman English classes. "Students tend to agree with the essay," says Mr. Angermeyer. "And what's worse, they feel there's nothing they can do about it."

There is no question that for many of the more sensitive and thoughtful student, campus life is indeed oppressive. Students and professors cite many valid causes of the current dissatisfaction: That the universities grow bigger and more impersonal each year; that curricula don't recognize needs of modern life; that professors are more interested in research and consulting to government and industry than in teaching students; that university administration is paternalistic and out of touch with young people.

But at bottom the feeling of oppression on the college campuses seems a result of a growing crisis of values in wider American society, a crisis focused with great intensity at colleges and universities.

That nebulous crisis has grown dramatically in recent months, as more people decide that the apparent goals of American society—financial success and fulfillment of middleclass capitalist aspirations—seem to obscure less definable human values like dignity, love, peace and freedom of action and

expression. As the environment is polluted, as the government pursues an unpopular war, as taxes rise and cities decay, and as the established power structure seems unable to solve these problems, the crisis of values builds.

With so much to question in traditional American society, students who once might have gone off to college knowing more or less who they were and what they wanted to do, today hope college will help them discover a personal set of values, a "life style," and discern some satisfying way to fit such an identity into what they regard as an increasingly dubious American future.

When universities fail to speak to this need of students, the result may be deep alienation. "Before many students yet to college they think college is just the place they're going to find themselves," observes Richard Flacks, a University of Chicago sociologist. "When they find this isn't true in normal college activities, they're forced into the underground."

In this light the now frequent contention of some students that higher education is "irrelevant" grows valid. And when, in the student's view, family, future employers, the draft and society in general compel them to partake of the "irrelevant" studies, the feeling of oppression grows real indeed.

"At a very early age we all learn to accept 'two truths' as did certain Medieval churchmen," writes Mr. Farber in "Student as Nigger." "Outside of class, things are true by reason of authority. . . . Back in kindergarten you found out that teachers only love children who stand in nice straight lines. And that's where it's been ever since. . . . What school amounts to them, for white and black kids alike, is a twelve year course in how to be slaves. . . ."

At some schools students attempt to ease their frustration by organizing informal courses of study to deal with such subjects as the black revolution, the draft and its effects on society, multi-media art and urban politics. At Oberlin College in Ohio such an "experimental college" attracted 500 students last fall. A student spokesman for the project charges that the liberal arts school's formal courses are "misdirected" and "out of date" and often prohibit "intellectual or human interaction" between professors and students. In the experimental college, which operates through small student-run discussion groups, "students come to know each other as persons of intelligence and feeling and learn to respect each other's abilities," he says.

Such initiatives may be commendable, but they miss the important point that academic studies are meant to provide only one kind of education, and though society seems only to recognize education certified by a university degree, in fact complete education results from many kinds of experience, much of which the universities can't, and probably shouldn't provide.

The current student unrest should not obscure the fact that there is still, in a time of rapidly expanding knowledge and transmit it in orderly fashion. Students who feel so oppressed by academic life and society as a whole seem trapped only by their own failure to recognize that function. The perhaps-uncomfortable conclusion emerges that students who truly feel oppressed by the university, should find the courage to leave it.

Rather than seeking radical change of the universities, it would seem both more logical and more productive for identity-seeking students to pursue their life styles away from the campus, in society at large. Such a decision is difficult, of course, for students facing the draft, yet fear of the draft alone is not a valid reason to stay in school.

When students do decide to leave school for such intangible, if compelling, reasons it usually appalls their parents and earns disapproval from others. But greater understanding for students who prefer not to defer experience in the real world any longer might eventually pay important

dividends, especially when the students drop out to pursue constructive projects of social importance.

For the students, a time of relevant experience such as teaching or social work in the cities, service in Vista, or the Peace Corps, or even less purposeful work or travel, may result in a perspective on life more satisfying than academic success.

"A person has to test himself against his environment," says Joshua Leinsdorf, a young New Yorker who abandoned studies toward a master's degree at Columbia last year to join the Presidential campaign of Sen. Eugene McCarthy. "There's a mythical force to the restrictions of society. Only by testing them do you see they don't really exist."

More interesting, the dropped-out students who attempt to involve themselves totally in "relevant" activities may well find that such involvement is enough to satisfy their frustration, even when the problems remain. In contrast, discontented students who remain on the campus tend to sympathize with militants, who then can foment riots by pointing out only marginally significant racist or militaristic policies of the university, as happened last spring Columbia. Despite the defeat of Sen. McCarthy and his supporters in the violence of the Democratic convention at Chicago, says Mr. Leinsdorf, "The students who really involved themselves in the campaign were much less dependent about it than those who watched it on TV. We gave it all we had. If it didn't succeed, it wasn't our fault."

And should students and parents begin to explore more fully the possibilities of intentionally interrupting formal education when it bogs down in a crisis of values, the resulting easing of highly pressured competition for more and more advanced degrees might well benefit everybody, including future employers. "Even for people going into the professions," says Mr. Flacks, the Chicago sociologist, "school alone isn't the best experience. If a guy wants to be a lawyer—or even a sociologist—he ought to have some experience in society."

National Players Coming To Thompson

by Barb Grimes

Shakespeare seems to be quite the thing this year as the motion picture *Romeo and Juliet* tours the country and Rosencrantz and Guildenstern again came to life on the stage. Thompson Theatre is decidedly up with the times with its upcoming presentation of *A Midsummer Night's Dream*.

This, the first of Shakespeare's great romantic comedies, will be presented by the National Players of Washington, D.C., ranked as the foremost of all touring companies playing today. They are now celebrating their twentieth consecutive year on the road by making their annual eight-month tour.

A Midsummer Night's Dream has been a delight to theatre-goers for years. "The heartiness of its comedy

characters, the youthful charm of the lover's tangle, the witty lyricism of the fairies are irresistible."

Surely this production with its entangled lovers, mischief-making sprites, and romantic poetry should not be missed.

Virginia Plays Here

(Continued from page B-1) used 10 men in the thrilling victory at Maryland, only two of them seniors and four of them sophomores.

State's starters always include center Vann Williford (23.1), the scoring and rebounding star. A preliminary to the varsity leading scorer co-captain Joe Serdich (14.4) is a likely starter, the State freshmen and the at forward, with Rick An-Quantico Marines.

heuser his probable running mate.

In the back court, Sloan could open with co-captain Dick Braucher, Al Heartley, Jim Risinger, who poured in eight crucial free throws in the victory over the Terps, or Nelson Isley.

A preliminary to the varsity leading scorer co-captain Joe Serdich (14.4) is a likely starter, the State freshmen and the at forward, with Rick An-Quantico Marines.



Norman Podhoretz plopped in the other day for a Contemporary Issues seminar and a lecture to a dinky audience up in the Union Theatre. That seems like a rather superfluous and unexciting way to begin a column, but then the lecture struck me as something like that, too.

Now before you local literati start throwing books at me (imagine, I'll be criticizing a friend of Norman Mailer's and the author of *Making It in the Big City*), let's consider the insight he offered on the subject of success and failure in America, which he was talking about. That shouldn't take

He made the point that success in America is a "dirty little secret" and that it no longer beckoned American youth the way it once did. Nice observation, but I didn't see any lids fly off attentive heads. This "thesis" he pursued in some detail.

And that was it, as I could see. Very little analysis, no real attempts to explain causes, and no proposed solution except some fuzzy suggestions about salvation of the soul.

I've got nothing against Norman Podhoretz; he may be a very perceptive man who just doesn't feel like charming the hell out of a handful of grits. Hopefully the seminar was better, but I doubt it. Well, I'm not dragging this guy through the coals for exactly nothing. I really just wanted to plug this new book that possibly has some answers to the delimitations that keep Mr. Podhoretz and his friends in business—*McLuhan: Hot and Cool*.

This one's not exactly by Marshall McLuhan; it's about Marshall McLuhan, or rather his ideas. Yet it would be hard to find a single page that said less about contemporary life than Podhoretz's hour of platitudes. The book occurs in "mosaic form", i.e., non-linear form, much like McLuhan's *The Medium is the Massage* and *War and Peace in the Global Village*. In addition to using excerpts from various periods of McLuhan's writings from 1951 to the present in order to show the evolution of his philosophy, or whatever it is, the book includes criticisms of his work, pro and con, by such notables as Tom Wolfe, Howard Gossage, and Susan Sontag. At the end there's an interview with McLuhan in which he comments on the criticisms in the book and recent developments.

Shucks, who's got time to read books? You better have time to write postcards, though, if you want to hear Jimi Hendrix. Phil Johnson, a local Get Hendrix Here activist tells me that the write-in campaign is beginning to lag.

Now come on, people, all you gotta do is get a postcard write WE WANT HENDRIX on the back, sign your name, and send it to WRNC, 515 Bart St., Raleigh.

Our own radio stations are doing some things. PAK-radio now has transmitters in three dorms—Syme, Alexander, and Turlington. Whoopee. WKNC-FM has expanded and changed programming somewhat. Operating daily from 4-12, the station is offering such goodies as "Contrast," a series of interesting and controversial talks from such sources as Radio France, which appears every night but Sunday at 7-15. "Jazz Crossroads" should be a good coverage of the broad spectrum of contemporary jazz; it comes on at 8 p.m. Sunday, Tuesday, and Thursday.

"Project 69," the progressive rock thing, has been appropriately extended to cover each of the nights not covered by the jazz show. A little hunk of Wednesday night time goes to the hour-long syndicated show of comedians Bob and Ray, "The Music Factory." It's, well, it's different, and no two shows are alike...aw, heck, tune in at 8 some night and find out for yourself.



Scenes from National Players presentation of *A Midsummer Night's Dream*. Top, Kathleen Klein as Hermia is restrained from attending her romantic rival, Helena. Apparently it requires two stalwart young men to hold her back—Lysander (William Watson, left) and Demetrius (Michael E. Evans, right). At bottom, the first encounter of Titania and Oberon. (Deborah J. Jones and Bernard Kreilkemp).

Webb To Play Sunday

Bunyan Webb, State's musician-in-residence, will present a program of guitar music Sunday.

The classical guitarist, who is in his second year at State, will perform at 8 p.m. in the Union ballroom.

Selections to be played by Webb include "Overture" and

"Fantasia" by Weiss (1686-1750); "Two Sonatas" by D. Scarlatti (1659-1725); "Chaconne" by Bach (1685-1750); "Six Etudes" by Villa Lobos (1886-1959); "Contours" by Bliss (1927); and "Prelude and Danza" by Orbon (6. 1925).

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