

Snowflake Flakes Out

By MARY RADCLIFFE and DIANE WHALEN

My life began the day I fell from the sky on the campus of N. C. State University. I was very young then, only a little flake.

In time I grew, flake upon flake—until—I was a teenage flaker (i.e., a mass of flakes). But I found that as a flaker I couldn't do the things the grownups could do—I wanted to grow up.

Time passed, snow fell, and I grew. Finally I reached maturity. I was a college snowball. My real college career started the day I began to roll. Rolling was my best subject.

If I hurried, the campus could be rolled over in forty-seven minutes and three seconds. My life was carefree—I gathered no moss.

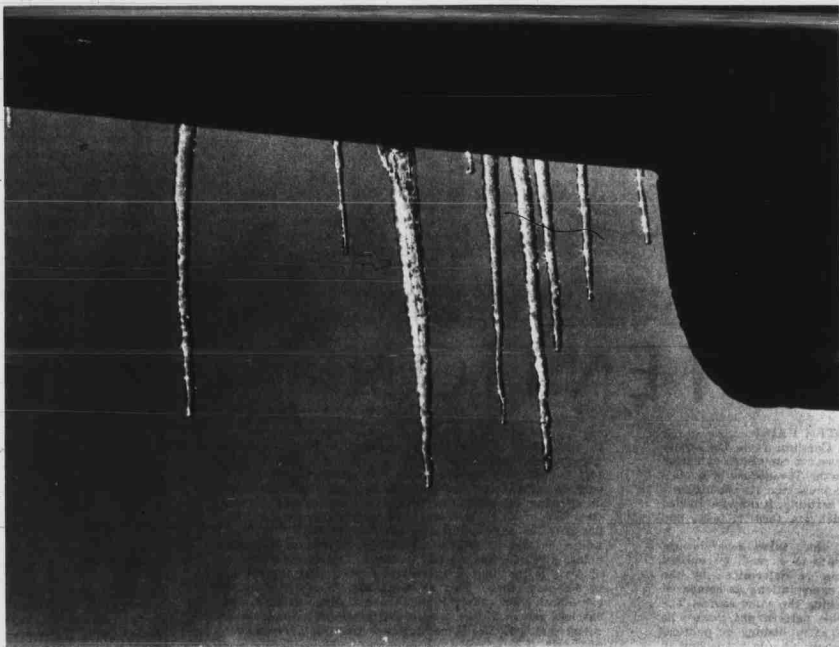
One day, last Thursday to be exact, as I was rolling around the alumni building, I heard a footstep. Someone was trying to "rush" me into a snowman fraternity. I didn't want to lose my individuality. With all the force I could muster, I rolled away. The slower snowballs were made one—snowman, pledged together as brothers. That snowman still graces the front lawn of the alumni building.

It seems that "it never snows, but it blizzards." No sooner had I escaped the clutches of the white fraternity, than an oldsmid minus the chains skidded over me. Luckily a snowball fits between the tires and my life was spared. As I jumped breathlessly to the sidewalk, I realized that the roads were not the place for a pedestrian snowball. The rest of my day was spent safely on the sidewalk, observing the cars careening, skidding, and sliding for their lives.

But my life was incomplete. Then I met Suzy Snowflake who had fallen Saturday. Her skin was now fallen snow. I was dainty and tiny. I fell in love.

Suzy and I now rolled together. But she was fickle. A fickle snowflake—there's nothing worse. But she fell in with the wrong crowd—those snowy frat men. Now she was steadily rolling with the frat leader Sam Sledalide.

I lost contact with Suzy until the night of the snow rubble. I really had no intention of becoming involved, but when I heard my Suzy Snowflake's voice crying out in fear, I couldn't help myself. There she was, alone and defenseless in the hands of a State snowman. He had her in his clutches about to toss her at a passing University professor. What could I do? I jumped in front of the snowman's foot, and he melted. I clasped Suzy into my arms



Among the many things cold weather brought were icicles. The freezing weather, combined with the snow, left the entire State campus blanketed in white. The above was the typical campus scene which greeted returning students early Monday morning.

Casey Remains Champ

By JIM KEAR, SPORTS EDITOR

In 17 years of Wolfpack swimming, Coach Willis Casey has never had a losing season and holds a fantastic .863 winning percentage.

With an overall record of 146 wins and only 23 losses, Pack swimmers must certainly be counted among the nation's best in any year. Ranked seventh in pre-season polls and now undefeated in nine dual meets, the Pack tankers seem certain to come out among the top five in the nation this year.

The closest match of the year has been a 59-49 win over Florida. All the rest have been heavily one-sided wins for State, led by three All-Americans, John White and Pat Gavaghan in the butterfly, and Ron Wirth in the backstroke.

Up for high honors this year will be record-breaking Steve Rerych, a sophomore who holds two new ACC records in the freestyle, and John Calvert, a versatile point-getting soph who proved the key to the win over Florida in the 200 individual medley.

"We have tried to gear our training program to get ready for the ACC, NCAA, and AAU championship meets at the end of the season," said Coach Casey. This was to leave way for any mid-season losses that so far have not occurred and most likely will not. The biggest test on the remaining slate is against pre-season co-favorite Carolina, which stands 8-3 overall and lost this weekend to FSU, 67-28 a day after State walloped FSU 59-36.

Greensboro born Casey has coached Pack swimmers since 1947. The 45-year-old mentor has led State to possession or share of seven ACC and Southern Conference championships with 22 All-Americans listed for the Red and White. Casey also serves as assistant athletic director to Roy Clogston, is on the NCAA swimming rules committee, on the National Board of Governors of the AAU and the AAU swimming committee, and the Men's Olympic Swimming Committee.

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"South's Best" Downed FSU's swimming team had been billed as "the South's Best" until the meet with State.

Pack Wins Two Swims

By JIM KEAR

The busy Pack swimmers took two big wins over Florida teams during semester break and stretched their undefeated streak to nine dual meets.

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Pullen Parking

Music to asphalt and a place for parking 25 cars is the story of Pullen Hall.

The site of the building, destroyed by fire Feb. 22, 1965, will be converted to a parking lot this spring.

C. L. Mann, Facilities Planning Division Director, said the lot will be for administrative vehicles only. Presently those cars are parked near Holladay Hall.

Many of the present administrative parking spaces will be converted to visitor parking, Mann said.

But Not Next Year

Calendar Change Appears Possible

By BOB HARRIS, NEWS EDITOR

The Faculty Senate has recommended a calendar change to begin in the fall of 1966.

The change would essentially move both semesters up to start the academic year as near as possible to September 1, end first semester exams before Christmas, and end second semester by approximately the same amount of time.

Consolidated University President William C. Friday announced Thursday that the proposal has been studied by the Consolidated University Study

Commission and that a decision to defer the calendar change for further study has been reached. This means that the change cannot be incorporated next fall but the proposal is pending decision for a later date.

Dr. Frank L. Haynes, Chairman of the Educational Policy Committee of the Faculty Senate said the proposal is based on both student and faculty approval and a detailed study by the committee. In a poll taken by the committee through the department heads, the results showed that the majority of the faculty supports the

change to the modified semester system.

The calendar was then submitted to the faculty Senate in a meeting on January 11 where it was approved by a substantial majority by a voice vote.

The proposal is now in the hands of the administration pending approval after which it must be approved by the Consolidated University Committee.

87 Percent Approval

A poll taken in February 1965 by Alpha Phi Omega Service Fraternity indicated that of the 2136 students polled, 87 percent were in favor of the measure.

Haynes said the chief advantage of the new calendar would be the continuity of the academic year. This continuity and dissatisfaction with the present system prompted the Educational Policy Committee to carry out an extensive study of calendar systems including the present system, the proposed modified system, the quarter system, the trimester system, and many combinations of these systems, he said.

After consultation with 10 other universities and analysis of the different systems, the modified semester was chosen because of its continuity and adaptability. It would also eliminate the "lame duck" session between the Christmas holidays and the first semester exams, which the faculty feels the students do not use for study and is generally wasted academically.

The specific recommendation of the Educational Policy Committee includes the following semester system: (1) The fall semester should end no earlier than December 22, and should begin as near September 1 as possible, considering the above dates. (2) Restrict the final examination period to six exam days with the understanding that no student be required to take more than two final exams in one day or more than three exams in any two consecutive days. (3) The Christmas holiday period should be approximately two weeks in length. (4) A spring holiday of one week should be scheduled at or about mid-semester without consideration for the time that Easter occurs. This would mean that the end of the second semester should fall approximately in the middle of May.

N. C. State Senior Wins Judo Award

Joel Gibson Hicks, a senior at North Carolina State University, has recently been awarded a first-degree black belt in Judo competition at Winston-Salem, North Carolina.

Hicks was competing in a Southeastern United States Promotional Tournament sanctioned by the Judo Black Belt Federation. The tournaments are held twice a year—in the fall and spring.

The black belt is the highest color awarded in Judo competition. It is preceded by white and brown belts, both of which are divided into degrees. To obtain a black belt, one must demonstrate a skill in the throws, holds, arm locks, strangles and general knowledge of the fundamentals of Judo.

There is also a written examination covering the history of Judo, Japanese terminology, knowledge of refereeing procedures, and responsibilities as an instructor. The entire examination lasts for two days. Years of practice are necessary before anyone is adequately prepared for the competition.

Hicks has been active in Judo for about six years. He won the district middleweight championship last year in the eliminations for the National Amateur Athletic Union championship. Two years ago, Hicks was a member of the South team, which competed in the annual North-South Tournament, held at the New York Athletic Club.

Hicks indicated that he plans to continue his activities in the Judo field. He plans to attend the spring tournament and offer his services as an aide. At present he is teaching two State students the art of Judo.

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Industry Interviews

Signing up for interviews with

PY, EST.

into my eyes, and then her life melted away. Unable to stay inside because of the heat, I rushed into the cold. My frozen tears fell like icicles upon my face. My Suzy was now a pile of wet copy paper.

I was alone. Oh, to be with my snowflake again. The sun was the only answer. I slowly rolled into the bright rays of the sun knowing that my death would be slow but sure. My "roll" in life was gone; I had no purpose for existence. First, my snow began to feel slushy. Then I felt all watery inside. I knew it was over. I melted away into nothingness. "I'm coming Suzy."

Campus Crier

The N. C. State Student Women's Association luncheon will meet Wednesday at noon in Room 258 of the Erdahl-Cloyd Union. Dr. Guy Owen of State's English Department will speak.

The Christian Science Organization will meet Thursday at 7:15 p.m. in Danforth Chapel. The public is cordially invited to attend.

Interviews will be held at locations to be announced later. Interviews will be held Feb. 15, 16 and 17.

The schedule for signing the first three days is given here:

Tuesday, February 15, (Sign up February 1) Atlas Chemical Industries, Inc., Wilmington, Delaware.

BS: CHE, EE, ME, CH, TC, TXT.

MS: CHE, CH, TC, TXT. J. O. Ross Engineering Co., New Brunswick, N. J. (Sign up January 31)

Union Carbide-Consumer Products Div., Greenville, N. C. (On campus Feb. 15 & 16)

BS: CHE, EE, EO, IE, ME, CH, PY.

NASA, Langley Research Center, Langley Field, Va. BS: CRE, CE, CHE, EE, EM, ME, MEA, MTE, AMA, PY.

MS: CRE, CE, CHE, EE, EM, ME, MTE, AMA, PY. Ph.D: CRE, CE, CHE, EE, EM, ME, MTE, CH.

Olin Mathieson Chemical Corp., New York, N. Y. (Sign up February 1)

U. S. Bureau of Reclamation, Denver, Colorado (On campus Feb. 17 & 18)

BS: CE, CEC, EE, ME, MS: CE, EE, ME.

Ph.D: CRE, CE, CHE, EE, EM, ME, CH.

J. O. Ross Engineering Co., New Brunswick, N. J. (Sign up January 31)

Union Carbide-Consumer Products Division, Greenville, N. C. (Sign up February 1)

Babcock & Wilcox Company, New York, N. Y. (On campus Feb. 15 & 17)

BS: CRE, CE, CHE, EE, EM, IE, ME, MTE, AMA, MS: CRE, CE, CHE, EE, EM, ME, MTE, CH.

Ph.D: CRE, CE, CHE, EE, EM, ME, CH.

Olin Mathieson Chemical Corp., New York, N. Y. (Sign up February 1)

Girl Scouts U.S.A., Region 6, Atlanta, Georgia BS: ENGLISH, SOCIOLOGY & ANTHROPOLOGY.

Colgate-Palmolive Company, New York, N. Y. BS: CHE, IE, ME.

MS: CHE, IE, ME. Thursday, February 17, (Sign up February 3)

U. S. Bureau of Reclamation, Denver, Colorado (On campus Feb. 17 & 18)

BS: CE, CEC, EE, ME. MS: CE, EE, ME.

The seminolees were hardly in the race as John Calvert won a thrilling tight race in the 200 individual-medley to key the Pack victory. Bob Hounsell and Jeff Herman placed a 1-2 finish in the 500 freestyle to net another big margin for the Big Red. Anchor man Steve Rerych gave the Pack a boost and a new school record in the freestyle relay, clocking a 3:16.1.

(Continued on Page 3)

BS: ARCH, CE, CEC, CHE, IE, ME, CH, PY, EST.

MS: CE.

Georgia Kraft Company, Rome, Georgia (On campus 17 & 18)

BS: CHE, CE, CEC, EE, ME. Fieldcrest Mills, Inc., Spray, N. C.

BS: EE, ME, IATO, LA, LS, TC, TXT, AMA, CHEM.

Aeronautical Systems—Div. of AF Systems Command, Hqs. Wright-Patterson AFB, Ohio BS: EE, EM, ME, MEA, PY.

MS: CHE, EE, EM, ME, MTE, NE, AMA, PY.

Ph.D: CHE, EE, EM, ME, NE, AMA, PY.

ARO, INC., Arnold Air Force Station, Tenn. (On campus Feb. 17 & 18)

BS: EE, EM, EO, ME, MEA, AMA. MS: EE, EM, ME, AMA. Ph.D: EE, EM, ME, AMA.

BS: CHE, EE, EM, ME, MTE, NE, AMA, PY.

Ph.D: CHE, EE, EM, ME, NE, AMA, PY.

ARO, INC., Arnold Air Force Station, Tenn. (On campus Feb. 17 & 18)

BS: EE, EM, EO, ME, MEA, AMA.

MS: EE, EM, ME, AMA. Ph.D: EE, EM, ME, AMA.

Campbell Soup Company, Sumter, S. C.

BS: ABS, ASF, ASP, PD, CHE, EE, EM, IE, ME, ECON, CH, PY.

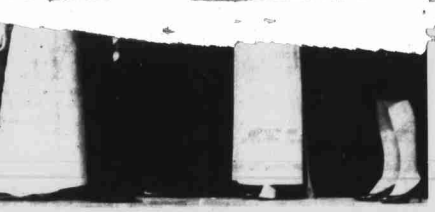
Babcock & Wilcox Company, New York, N. Y. (Sign up February 2)

BS: ABS, ASF, ASP, PD, CHE, EE, EM, IE, ME, ECON, CH, PY.

Babcock & Wilcox Company, New York, N. Y. (Sign up February 2)

BS: ABS, ASF, ASP, PD, CHE, EE, EM, IE, ME, ECON, CH, PY.

Babcock & Wilcox Company, New York, N. Y. (Sign up February 2)



Pretty Mrs. Charlotte Fowler captured the title of Mrs. N. C. State University of 1966 in a contest sponsored by the States Mates Club and the Erdahl-Cloyd Union. Photo by Jim Sharkey

Dances To Victory

States Mates Winner Chosen

"I was scared to death," she said, but it wasn't evident as Mrs. Charlotte Fowler danced her way into the Mrs. N. C. State 1966 title on January 9-10.

Wives of ten lucky N. C. State males participated in the two-day contest, sponsored by the States Mates Club and Erdahl-Cloyd Union. Entrants included Mrs. Diane Yeargin, Mrs. Joanne Norris, Mrs. Laverne Redding, Mrs. Judy White, Mrs. Sandra McCulloch, Mrs. Lenora Edwards, Mrs. Barbara Holland, Mrs. Gail Thorp, Mrs. Pat Todd, and Mrs. Fowler.

The contestants were judged in Sunday dress, evening dress, and in talent competition. Judges for the competition were Mac Joseph, a local merchant; Reese Edwards, of WPTF radio; Fred Burgess, publisher of the Clinton Independent; and Mrs. Renetta Goldman, a professional model. Emcee was Bob Farrington, also of WPTF radio. Talents exhibited by the contestants ranged from singing and dancing (both jazz and ballet), to recitations and clothing design.

When the winners were announced, Mrs. Lenora Edwards was named the Most Talented Non-Finalist. Second runner-up was Mrs. Gail Thorp and first runner-up was Mrs. Pat Todd. Cups were presented to the runners-up by Mrs. Rita Butler, President of the States Mates Club. Mrs. Fowler, the new

Mrs. N. C. State, was presented a cup by Mrs. Frances Erdahl, a silver bowl by Mrs. Butler, and red roses by her husband, Doug Fowler. In addition, Mrs. Fowler won a gift certificate from Arthur Murray's for free dancing lessons for herself and her husband. All of the contestants received gifts donated by local merchants.

The new Mrs. N. C. State is twenty years old and a secretary for Pine State Creamery. This was her first beauty contest and she has yet to find out "who entered her. Her husband, Doug, is a senior majoring in ceramic engineering and they have been married for two and one-half years.

there are many problems which must be overcome to initiate the new change. One of these concerns graduate students who are simultaneously taking courses at more than one branch of the Greater University. If the calendars of the two branches are not similar, these courses will be difficult to arrange. There is also the problem of arranging two summer school sessions so that a student from another school will be able to attend first session and still not have the second session overlap into the fall semester. Other problems include the new student orientation which would have to begin in the latter part of August and the changing of all the schedules of the office personnel and other campus workers, especially around the Christmas holidays.

Dr. Harry C. Kelly, Dean of Faculty, said that the proposal is being given "sympathetic consideration." He said he does not anticipate objections from the other branches of the Greater University but that each will study the proposal. "It (the calendar change) offers possibility for improvement in the use of student and faculty time and creates continuity especially in the fall semester but we also realize that anytime 10,000 students and 1,000 faculty members have to undergo a change of schedule, problems will inevitably appear," Haynes said. He added that it is hoped by the Educational Policy Committee that all branches of the Greater University will adapt to the

Let's Make A Change

The present system of grading should be abolished. Instead of the stratified 4.0, 3.0, 2.0, etc., a system of pass or failure based on oral and written examinations either at the end of a semester or year should be instituted.

The reason and need for the eradication of the present system is shown quite clearly during examination time each semester when students begin cramming, cribbing and crabbing in hope of passing, or making some higher grade. Under the present system the grade is used as negative reinforcement, whereby if you don't work the grade will be low, and if you fail the grades will be so low you cannot return to school. Another factor is the Selective Service, which determines which students will be drafted almost solely by their accumulative grade point average.

In each case mentioned above the reinforcement is negative, whereas to foster an improved climate of learning the reinforcement should be positive. Students with 3.0 or better averages sometimes tend to wear them as shields, saying "look, this proves what I have learned," whereas the 2.0 or less student rationalizes his low marks. Only rarely can it be said that a graduate with a high average is definitely better educated than a compatriot with lower marks.

If it can be accepted that the primary objective of a university is to produce educated people, and not human tape recorders or super-specialists with vast knowledge in one field and very little if any in other areas, then a grading system becomes superfluous and all that is necessary or desirable is to determine whether or not a student is progressing satisfactorily towards this goal. When graduation time draws near the determining factor in presenting the degree should be the total knowledge and understanding obtained by a student during his four or five years at the university. Doubtless to say, many of today's graduates would not pass such an examination, whether it was oral, written, or a combination of the two.

Under such a system a student would be judged against both what the faculty decides he should know and the knowledge of his peers. At the same time a different approach to classroom instruction would be easily assimilated by the faculty as the constant need for numerical grades would be eliminated, and more time could be devoted to guiding the educational progress.

Many schools and universities in the United States, and probably the greater portion of foreign colleges, have successfully adopted such a plan. It can and will work, and although its adoption will not create an educational or intellectual nirvana, it will aid the educational process.

Focus On Library

The latest issue of the *Library Focus* once again points out the inadequacy of the D. H. Hill library as N. C. State attempts to become more than a de facto university.

Forty-one colleges and universities are contained in the list of Southern College and University Libraries, and State occupies the 33rd slot in terms of the total number of volumes contained in the library. UNC-CH ranks third with 1,314,359; Duke is second with 1,693,270; and Virginia is fourth with 1,221,353. To achieve 33rd, State has acquired 331,459 volumes since the school was founded in 1889.

These figures simply point out the inferior quantity of books available from the library. To determine the quality one must first select a subject, and then look for the standard volumes, the desirable volumes, and the cross-reference material. Technical volumes are to be found in abundance, although there are holes in even this collection. Volumes in the field of Liberal Arts, however, are almost nonexistent. One glaring fault is the simple matter of not having one copy of each of Ernest Hemingway's books. Obviously the D. H. Hill Library cannot supply the needs of a 10,000 member student body.

Classroom space is being increased, dormitories are presently being built at a heretofore unheard of rate, and even a new football stadium is under construction. All these things may be considered necessary for a university, but a modern library should command a proportional amount of money.

Instead, the budget for the year is approximately \$700,000, and will be \$100,000 less next year. Build-



CONTENTION

IS OUR GRADING SYSTEM FAIR?

The grading system at North Carolina State University is unfair because it does not present a complete evaluation of a student's intellectual growth. To discuss why this system needs to be changed, one must find its constituents and their faults. After a careful scrutiny, it may be divided into three main components which are faculty, tests, and quality points.

The teacher who has a class which takes departmental tests naturally wants his students to do well on quizzes because his teaching ability can be determined by the average grades of his class on examinations as compared to those of other professors teaching the same course. The teachers who may vary from this pattern are those who give and grade their own tests as in history or political science. In the case of the professors who do not belong in the category of average, there exist two extremes, friend or foe. If a student is assigned to Mr. Friend as an instructor, he is assured that he will receive at least a "C" on the course. Taking the opposite approach, if he gets Mr. Foe, he infers that he will fail the subject by statements made by upperclassmen. Under these circumstances, how can a grade on the course reflect how hard a student worked to acquire it or how much knowledge he has actually gained? It cannot because the grade would depend largely on which teacher he got. A solution for this situation would be to have departmental tests for all possible subjects. This would partially remedy the situation by decreasing the instructor's influence on the test grade.

Another criticism of the grading system is the quizzes. The type of main concern is the multiple-choice examination containing mathematical problems as in a chemistry

exam in which only the answers are graded and not the methods used to obtain them. This procedure of grading can cause a student who knew the material covered on the test to make a low mark because of careless mistakes. To correct this problem there should be more emphasis placed on knowing the method or theory than on the final answer. One way of doing this would be to give quizzes in which not only the answer but also the process used to derive it would be shown with a certain percentage of the total points given for the method involved. The second deficiency of tests is the limited amount of time that a student has to complete them. This prevents him from finishing the examination or causes him to rush through it and make careless errors. Either way, a low grade is the outcome of a test that will take longer to finish than the given amount of time.

The final and worst factor of the grading system is the idea of quality points by which the grade-point average is derived. To get a better understanding of this idea and its faults, it can further be explained with three students whose grades for the purpose of illustration have been exaggerated.

course	student X	student Y	student Z
4 chemistry	79	80	89
4 calculus	79	80	89
3 English	79(C+)	80(B-)	89(B+)
1 P. E.	79	80	89
2 graphics	79	80	89
3 history	79	80	89

By the present system, X has a 2.0 grade-point average, Y has a 3.0 average, and Z has a 3.0 average. In comparing X and Y, six points mean the difference between being smart and being average or between winning a scholarship if Y does not have one. Is it fair to ignore the difference between X and Y or Y and Z? Is there enough difference between X and Y to possibly take a scholarship from one and to give a scholarship to the other? Since the quality point system, as illustrated above, can not accurately evaluate a pupil's progress, why does North Carolina State University insist upon using it? A few reasons have been given, none of which satisfactorily answer the question. First it is said that the quality point system is simple, but is simplicity worth the sacrifice that some students have to make in order for the university officials to avoid keeping complete records? The second and most illogical excuse for using it is that other colleges use it. All through high school and upon entering colleges, teachers stress the idea that to do something because somebody else does it is no reason for doing it. Yet students are to accept the quality point system on this concept. Finally, those in favor of it say that just as democracy may not be the best form of government, none better has yet been found, and so it is with the quality point system. But I say just as democracy has been changed by amendments and is constantly being altered to fit the changing times, so must the quality point system be changed. Other colleges, such as Bennington and Sarah Lawrence College which give a thorough verbal evaluation, or Carleton College which gives a simple "pass" or "fail" in sample courses outside their major fields, are experimenting with other ways of grading, why does not North Carolina State University at least analyze other

Stone; The New New Testament

By RICHARD STONE
The Collegiate Press Service

Ted Sorensen, the late President Kennedy's aide and now political biographer, wrote in his final chapter of "Kennedy": "Even though he was himself almost a legendary figure in life, Kennedy was a constant critic of the myth, and it would be an ironic twist of fate if his martyrdom should now make a myth of a mortal man."

But what with the secular religion that has grown tenaciously around his memory it is hard to see how Sorensen's book or Arthur Schlesinger's "A Thousand Days" or Salinger's forthcoming work will show away the faithful. No doubt these memoirs will be read in the same devotional spirit as the way in which one reads the Gospels. And for those who prefer the myth to the man, I have rendered passages from three of the books to make your spiritual reading easier.

THE GOSPEL ACCORDING TO ST. SORENSEN
Now in the fourteenth year of his office, and being full

cities, being desirous to see and preaching the Row called B, which men shall know by the sign of the donkey.

But the devil came unto Jack in the guise of a hairy man, which is called Nixon, and tempted him; and Jack wrestled with the Devil for forty days and forty nights; and cried unto him.

Begone, thou Nixon, for it is said, Thou shalt not tempt me.

And when the Devil had ended all the temptation, Jack returned in his power into the city of Decia; and the multitude fell at his knees crying, Hail to the Chief.

And when he had called unto his twelve disciples, he gave them power to advise and to deliberate.

Now the names of the twelve apostles are these; the first Rusk, who is called Dean, and McNamara of Ford; Stewart and Ribicoff whose given name was Abe; Luther and C. Douglas; Orville and J. Edward; Arthur and Adlai the wise; Lyndon and Bobby the brother.

THE GOSPEL ACCORDING TO ST. SCHLESINGER
In those days the multitude being full of confusion, there arose a wrath against the isle of Cubana; and soldiers walked the land crying, We unto thee, Cubana, for in thine iniquity shalt thou be torn asunder.

And the warriors came unto Jack and said, Lo, for we shall rise up and crush the Devil, as a dog doeth his fleas for it is written.

And Jack said, No, for I have wrestled the Devil and he abideth in California; and as for the dog, him which is called Checkers, he abideth with him.

But the soldiers were sorely vexed and said unto Jack, Behold, for we have devised a plan.

And Jack harkened unto them; for he was not a soldier. And it came to pass that an army was raised, and the army went forth and was defeated; and men named it the Bay of Swine.

And the multitude when they heard these things, they were cut to the heart and unto Jack they gnashed their teeth and made a wrathful cry.

For the soldiers had lent false council, and they betrayed him.

And Jack lamented for the hardness of their hearts; and cried in a loud voice, My God, why hast thou forsaken me?

And Jacqueline took him down and wrapped him in her arms; and he wept.

(Stone is a staff writer for the Wisconsin Daily Carinal.)

Recriminations from the "faculty evaluation" last semester have appeared. The faculty seems to have had three reactions to it.

1. tolerance. The tolerant faculty members may be subdivided into two groups: those that are actively in favor of it, apparently a minority, and those that couldn't care less.

2. dislike. Many faculty members have opposed the "evaluation" because they feel it does not evaluate. They argue that it is just a method of choosing the most outstanding professors. As such, they say, it should not be called a "student's evaluation of the faculty." Thus this particular method of evaluation has angered many faculty members who, under other circumstances, would be entirely in favor of student evaluation of the faculty.

3. fear. The idea of student evaluation is, to a small number of faculty members, a threat to their happiness, and perhaps even existence. Or at least they think so. This small number has reacted bitterly. Their reactions, however, has hinged not on this particular method of evaluation, which is certainly hardly defensible from any point of view, but on the entire idea of faculty evaluation.

This sort of teacher is making himself heard. According to reports from reliable sources, one State professor inveigled his students into giving him the filled-out instruction sheets. He looked through them in class, and became very angry when he discovered that the class had given him a low rating. He was, apparently, a rather poor lecturer. From that time on he refused to speak to the individuals in that class. Furthermore, he gave an unreasonably difficult exam, apparently in retaliation.

What did the evaluation accomplish? Students, *The Technician* included, claim that it is a "first step" towards a realistic and comprehensive form of faculty evaluation. That such an evaluation would be highly beneficial nobody, with the above-mentioned exception of a few faculty members, would dispute. However, this evaluation actually evaluates nothing. The Administration in preparing the questionnaire consulted no authority, although logically somebody in the Psychology Department should be expert in working out such matters. As a result, the questions asked were far from perfect or comprehensive.

In addition, the Administration acted unilaterally in setting up the "evaluation." An appointed committee of faculty members drew it up. The Faculty Senate was asked to give an opinion. However, the Senate was given no power whatsoever to judge, to implement or to reject, the "evaluation." Nor was Student Government used in the project, even though SG was vitally interested and had proposed a substitute method of evaluation. This direct action of the Administration's perpetrated with the aid and authority of neither the constituted bodies of the faculty nor the students, immediately alienated an important segment of responsible faculty members.

But the alienation of faculty members doesn't bother the students. Nor should it, as long as it is a by-product of something which commends itself to the students. In this case it is not. The results of the questionnaire, poor and meaningless as it was, will be used only to select the best faculty members. The purpose of this "evaluation" was all wrong. It should have been directed at the poor teachers, not the best ones. The aim should be to make better teachers, not reward the ones that are already good.

The Administration claims that sending the results back to the individual teacher will benefit the students. In accomplishing this objective. This is a bunch of rot. If a teacher is a bad teacher, learning that he is a bad teacher will not be likely to make him become a better one. It will, as has been shown, only make him angry; with results that are scarcely beneficial to the student. Finding out that he isn't interested is not going to make him interested.

This is a "first step," the Administration and many students claim. It would probably be impractical to throw a complete students' program upon the faculty all at once and expect any meaningful results. A "first step" must be taken. But one asks, is a wrong step any kind of a valid "first step"? Is something that angers people for no good purpose better than nothing at all?

The students are united in their desire for a meaningful faculty evaluation. The purpose of such an evaluation, all agree, should be to improve the quality of teaching at N. C. State. The Administration also seems to want some sort of evaluation. An evaluation would be beneficial for all concerned. But messing around with miserable little popularity contests is not.

CONTENTION

(Continued from column 3)

nation in the present quality point system might be to have a total of five points instead of four as follows:

credit	course	two point system (X)	three point system (Y)	four point system (Z)			
4	calculus	77=2.7	42(7)	10.7	77=2.7	42(7)	10.7
4	chemistry	78=2.8	42(8)	11.2	78=2.8	42(8)	11.2
4	physics	79=2.9	42(9)	11.7	79=2.9	42(9)	11.7
3	English	88=3.8	33(8)	10.8	88=3.8	33(8)	10.8
2	graphics	88=3.8	23(8)	7.6	88=3.8	23(8)	7.6
1	P. E.	82=3.2	13(2)	3.6	82=3.2	13(2)	3.6

As seen above the five point system would be a more accurate evaluation of a student's intellectual growth.

If grades must be emphasized as the continuing trend among colleges seems to contend, they should at least be fair and complete. As it is at North Carolina State University now, there is a variation in the strictness of the faculty toward grading; the tests are designed for the purpose of grading ease rather than testing the students' knowledge, and finally the quality point system used is not accurate.

Blind Dates Carry Canes

By JEFF GREENFIELD
The Collegiate Press Service

I don't know how this happens, but every year a new crop of people gets sucked into blind dates. For some reason the kind upperclassmen, who tell the freshmen not to buy the elevator passes and not to cut Prof. Smith's course and where to drink and what kind of clothes to wear, never warn their friends off the blind date.

A careful survey of my roommates proves that only 0.15 per cent of blind dates are MSEs (Minimal Survival Events). This means you (a) did not throw up on sight, (b) did not throw up when she opened her mouth, and (c) made it home without pledging permanent celibacy. Yet the same event repeats itself with the grim inevitability of winter solstice (neat literary allusion).

So here's an easy guide for young men on what to avoid, with a short suggestion for counter-plays to the dormitory den mothers who will not rest happy until every resident who can walk, breathe, and sipper spends Saturday night in the company of some hapless male who didn't get out of the way in time.

You know your "buddy"?—the nice girl who is on 13 committees and is your real friend and who laughs at your jokes and who wears cardigan sweaters and is always ready to solve your problems? Immediately act as though she is a carrier of the four worst communicable diseases you can think of. Otherwise she will Fix You Up. But God, she will get you a Date for the weekend.

When she calls you, hang up.

If you do not hang up fast enough, and she tells you that Esther or Sandra or Maureen would love to go out with you next weekend, ask her if Esther or Maureen or Sandra is attractive. Any one of the following answers and you Win. That is, you Lose. Big:

- "Oh, she's a doll."
- "All the girls in the dorm love her."
- "She makes all her own clothes."
- "Oh, she's a doll."
- "She's a marvelous cook."

"Do you like good bassoon music?"

"She has a warm personality."

"She's a fun person." (This is it, boy. She has seven teeth in her head and looks like an unsuccessful Metrecal experiment.)

"She's a doll."

If you get roped into this thing, make sure you're on a double date with a friend you can trust. To be alone with a blind date has now superseded, or supplemented, M. Sartre's definition of Hell: it is not just other people—it is when you and your b.d. are the only people. A friend can be talked to, b) invent an excuse for an early evening end ("Gee, Esther/Sandra/Maureen, it's too bad George and I have to observe that eclipse tomorrow morning") and c) in an emergency do you a favor like stab you in the neck with a fork to blow the whistle on the whole thing.

For the dormitory den mothers: it is clear that sooner or later the guys are going to figure out this racket. Next time try these telephone responses to the crucial question: is she attractive?

"Well, if you like the Playmate type she's okay, but I personally . . ."

"That's what I don't understand. She's really not, but the way these guys follow her around . . ."

"I don't know he well. She's sort of . . . quiet. A little like Julie London."

"Well, she has this psychological problem. All she has to do is look at a guy, and . . ."

"No, she isn't. She's rather homely. But if she doesn't get a date this weekend she will kill herself (the appeal to guilt has not failed in recorded history)."

The ultimate solution for this terror may be the computerized date, or it may be that when people come to college they will be old enough and adult enough to plan their own social lives. But I somehow suspect that in 50 years I will stagger back to my Alma Mater to hear some kindly, friendly girl telling her nervous male buddy that "Sandra is a doll, and all the girls in the dorm love her, and she makes all her own cookies, and . . ."

the Technician

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Swimmers Win Two

(Continued from page 1)
The only individual winners for FSU were Seelye Feldmeyer in the 200 freestyle, Duane McAllister in the 3-meter diving, and Mike Koch in the 200 breaststroke.

The Summary
400 Yd. Medley Relay—N. C. State (Ron Wirth, Jeff Herman, John White, Peter McGrain) T—3:45.2.
200-Yard Freestyle—1. Pat Gavaghan (NCS) 2. Steve Zarske (F) 3. John Lawrence (NCS) T—3:45.2.
200 Freestyle—1. Seelye Feldmeyer, FSU; 2. Pat Gavaghan, State; 3. Tom Lloyd, FSU. Time—1:47.4.
50 Freestyle—1. Steve Rerych, State; 2. Dave Gibson, FSU; 3. Charley Robertson, FSU. Time—1:14.6.
200 Ind. Medley—1. John Calvert, record, old mark 2:17 by Ed Spencer; 2. Dave Gibson, FSU; 3. Mike Housell, State; 4. Dick Abbott, FSU; 5. Bob Housell, State. Time—2:01.1.
100-Yard Freestyle—1. Steve Rerych, ACC and NCS record, old mark 2:01.5 held by Ron Wirth & Steve Rerych, N. C. State.
3-Meter Diving—1. Duane McAllister, FSU; 2. Bob Crulchank, FSU; 3. Lee Jones, State. Points—253.5.
200 Butterfly—1. Pat Gavaghan, State; 2. John White, FSU; 3. K. L. Dawson, FSU. Time—2:02.2.
200 Freestyle—1. Steve Rerych, State; 2. Seelye Feldmeyer, FSU; 3. Dick Abbott, FSU. Time—47.3.
ACC and NCS record, bettering old mark of 47, held by Rerych and Peter Worthen, North Carolina.
100 Backstroke—1. Ron Wirth, State; 2. John Calvert, State; 3. Jack Jaisler, FSU. Time—2:07.2.
500 Freestyle—1. Bob Housell, State; 2. Jeff Herman, State; 3. Mike Housell, FSU. Time—3:00.5.
200 Breaststroke—1. Mike Koch, FSU; 2. Jack Harman, FSU; 3. John Calvert, State. Time—2:21.2.
400 Freestyle Relay—1. N. C. State (Peter McGrain, Ron Wirth, Jeff Herman, Steve Rerych). Time—3:16.1.
(New NCS record, bettering old mark of 3:16.8 held by same swimmers.)

The victory over usually strong Florida State removed much of the uncertainty Coach Casey felt over returning to competition after the long exam and vacation break. The biggest obstacle remaining for a perfect season should be Carolina which fell to FSU Saturday 67-28.

Aqua-Gators Drowned
The University of Florida swim team put up more of a fight than their neighboring Seminole counterparts Saturday but still lost the 53-42 meet to Coach Casey's mermen.

The highlight of the closely contested meet were down-to-the-wire battles between State's Steve Rerych and Florida's Tom Gioguardi in the 50 and 100 freestyle races. State's sophomore ace touched out in both events with a 21.6 in the 50 and a 47.8 time for the 100. State took eight of the 11 events for the day handing over the diving, 200 breaststroke, and 400 freestyle relay to the Gators. Gioguardi came from behind for the Gators in the relay to take Jeff Herman on the anchor lap for the victory.

Two sophomores also took firsts along with double-winner

Rerych. Larry Hannibal won the 200 yard backstroke and John Lawrence took the 500 yard freestyle.

The results:
400-Yard Medley Relay—State (Ron Wirth, Jeff Herman, John White, Peter McGrain) T—3:45.2.
200-Yard Freestyle—1. Pat Gavaghan (NCS) 2. Steve Zarske (F) 3. John Lawrence (NCS) T—3:45.2.
200 Freestyle—1. Seelye Rerych (NCS) 2. Tom Dioguardi (F) 3. Don Claridge (NCS) T—2:14.6.
200 Ind. Medley—1. John Calvert (NCS) 2. Bob Housell (NCS) 3. Joe Seafair (F) T—2:09.6.
Diving—1. Dave Bentley (F) 2. Pat Moore (F) 3. Lee Jones (NCS) T—209.65.
200-Yard Freestyle—1. John White (NCS) 2. Steve Zarske (F) 3. Joe Seafair (F) T—2:05.7.
100-Yard Freestyle—1. Steve Rerych (NCS) 2. Tom Dioguardi (F) 3. Jim Root (F) T—41.8.
200-Yard Backstroke—1. Larry Hannibal (NCS) 2. Blanchard Tull (F) 3. Pat Wainman (F) T—2:00.1.
500-Yard Freestyle—1. John Lawrence (NCS) 2. Mike Harris (NCS) 3. Charley Putrain (F) T—2:21.4.
200-Yard Breaststroke—1. Charles King (F) 2. Scott Edgett (F) 3. Rick Hilliges (NCS) T—2:25.7.
400-Yard Free Relay—Florida (Steve Zarske, Jim Kelly, Jim Root, Tom Gioguardi) T—3:25.4.

State meets Wake Forest this evening in the State Natatorium at 8. The next meet is February 9 at Chapel Hill.

Duke Game Tickets

Tickets for the STATE-DOOK game on February 9 are being issued this week at the box office at the Coliseum between 8:30 a.m. and 4:30 p.m. Students may pick up their ticket, a date ticket for \$1, and a limit of two guest tickets at \$2.50 each. Both ID card and registration (green card must be presented at the office.

The student tickets will be available through Friday. A student may pick up tickets for only one other student if he presents that student's ID and green cards while he is securing his own tickets.

The game will be played in the Coliseum on February 9 starting at 8:05 p.m.

Pack Cagers Lost Two Over Break

The State cagers had a cold and dismal start in all the snow left from semester break.

In action last week by the Wolfpack fell to a worthy opponent in Durham Saturday in the ACC game of the week, 84-77, and also to a not-so-worthy Tennessee team 65-54.

The loss to Tennessee was something that should not have happened according to Coach Maravich. "We went into it cold and came out as cold . . . usually when we start out hot we take it but . . ." said Maravich who was disappointed with the rusty team play. State shot a low 39.5% in the first half, came up to 66.7% in the second half, but the Tennessee shot a healthy 78.9% in that same half. The Pack's strong right arm, Pete Coker, bagged a mere 14 points in the encounter for the team high.

Rebounding from the dismal loss at Memphis, the Pack looked a few hundred percent better against the nation's top-ranked team. "We let the big fish get away," said Coach Maravich after the Duke game Saturday, "We had him on the hook but let him get away." So it was as the revamped starting five of "Pickpocket" Biedenbach, Hodgdon, Moore, Hale, and Coker. State outshot and outscrapped its way through all but the last three minutes of the blistering game which saw the famous Duke sharpshooters dominated by both The Pickpocket and Coker. State shooting 25 points; the team high for Duke was Jack Marin's 20 point effort.

It was won on the boards, agreed both coaches. If it had been a State victory Blue Devil Coach Vic Bubas would have credited States ballhawking and the Duke errors and turnovers. State stayed neck-and-neck with the Devils tying the game twenty five times in the first half and nearly even at 73-71 with 3:21 left when Duke captain Steve Vacendak broke the game open for the Dukes with four shots, a 15-footer, and a beauti-

ful save at the end which teammate Marin turned into a two-pointer. The score stood 78-71. Duke then and the Pack fought back against the slow-down game with three field goals only to be matched by the Blue Devils with six points of their own.

State led at halftime and until the final minutes looked as if the upset might be at hand. Duke was in a little more severe foul trouble than State which did lose Billy Moffitt in the fourth quarter. Early in the second half Duke shifted to the team with three fouls and by the final gun had four starters with two fouls apiece.

A New Look On Court
For the first time this year Ray Hodgdon, Gary Hale, and newly eligible Jerry Moore started off for the Pack. The explanation from Press was that several of his senior starters were getting a bit complacent and lazy. The new team did as well, if not better, than the old version but Maravich still relied on seasoned regulars to spark the line-up from time to time. "The Firemen" Hodgdon had a good afternoon showing

some well put shots accurate passing and plenty of go. "The Pickpocket" was all over the court. The rangy Dukes outboarded the Pack 49-21 allowing few second shots and third and fourth at their own end of the floor.

They did not look like a number one team against the Wolfpack and State played as good a game as any this year. Quick hands and a press that worked better than the UCLA version nearly made the difference, and might still as the Dukes must face the Wolfpack on their homecourt here on February 10.

STATE	G	F	T	DUKE	G	F	T
Hodgdon	3	1-2	2	Marin	7	6-8	20
Moore	1	0-1	2	Riedy	4	2-4	11
Coker	8	9-10	25	Verga	7	4-5	18
Biedenb	9	7-9	25	Verga	6	5-6	17
Hale	1	0-3	2	Vacendak	3	4-4	10
Bird'u	4	2-4	10	Chaoman	1	2-3	4
Moffitt	2	2-2	4	Kennedy	0	0-0	0
Mattocks	0	2-2	2	Widelin	1	0-0	2
Total	27	23-30	77	Licardo	0	0-0	0
				Barone	0	0-0	0
				Kol's	0	0-0	0
				Total	29	26-33	84
State				Duke			
Duke				Fouled out—State, Moffitt.			
				Total fouls—State, 24. Duke, 24.			
				Attendance, 8,100.			

INDIVIDUAL SHOOTING	
STATE (goals made, attempted)	
Mattocks 0-2, Coker 5-11, Biedenbach	

3-18, Moffitt 1-3, Blondeau 4-7, Hodgdon 3-9, Hale 1-4, Moore 1-2. Totals: 27 of 63 for 44 per cent.

DUKE—Marin 7-17, Riedy 4-7, Lewis 7-15, Vacendak 3-8, Verga 6-18, Widelin 1-3, Chapman 1-1, Kennedy 0-2. Totals: 29 of 63 for 46 per cent.

REBOUNDING
STATE—Coker 8, Biedenbach 3, Moffitt 1, Blondeau 6, Hodgdon 2, Moore 1. Total 21.
DUKE—Lewis 17, Marin 16, Riedy 9, Vacendak 2, Verga 1, Chapman 2, Kennedy 3. Total: 48.

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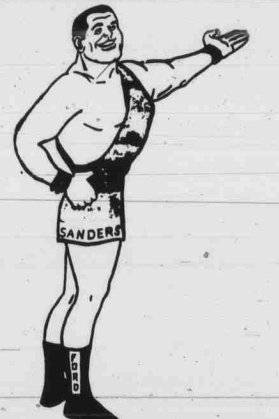
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Poll Says U. S. Should Push War In North Vietnam

A majority of U. S. college students believe that if there is no negotiated settlement in Viet Nam before the end of this year, the United States should push the war into North Viet Nam. This is one of several findings of the first Playboy College Opinion Survey covering 200 campuses.

Survey is based on responses from a representative sample of approximately 1000 students from all classes, ages and backgrounds, "who serve as a permanent 'sounding board' on questions of current interest. The survey also reflects opinions from campuses on a regional basis—in the East, Midwest, South, Southwest and West.

dealing with the Viet Nam situation.

Following are the results of the Playboy College Opinion Survey with the answers as a percentage of the total respondents.

Campus Crier

(Continued from Page 1)

There will be a 4-H meeting Wednesday night at 6:15 in the Kitty Hawk room of Leazar Hall. All members planning to go on the trip to Georgia this weekend are urged to attend.

Meredith College is presenting a play, "Spoon River Anthology," by E. G. Masters and wants State College men for parts. The dates of the production are March 11 and 12. Anyone interested should get in contact with Miss Ruth Ann Baker by the end of the week. Call Meredith College, ext. 265 or 832-0939.

There will be a naval aviation information team to talk about the Flying Officer Cadet program for either pilot or navigation training, in the basement of the Erdahl-Cloyd Union February 13, 14, and 15.

The Soil Conservation Service will hold a meeting on February 9 at 7 p.m. in Williams Auditorium to talk with seniors about permanent employment and to underclassmen regarding summer employment.

Fittings for the traditional State blazer will be held from 9 a.m. to 9 p.m. on February 10 in the Erdahl-Cloyd Union.

The Writers Workshop, sponsored by the Erdahl-Cloyd Union, will hold its first meeting on Tuesday in Room 252 of the Union. Students interested in creative writing are urged to attend. No experience is required.

- STUDENTS**
- Does the United States have an obligation to provide active military assistance to Viet Nam?
 - 82% Yes 15% No 3% No Opinion
 - If we are unable to effect a negotiated settlement before the end of 1965, should we:
 - A. Pull out of Viet Nam completely 6%
 - B. Continue to send aid in dollars only? 3%
 - C. Confine our military action to South Viet Nam only? 35%
 - D. Push the war into North Viet Nam? 56%
 - With which of the following statements do you strongly agree, agree, disagree, or strongly disagree? The Administration's current policy is correct in
 - 90% Yes 10% No
 - In your opinion, the recent public demonstrations against our policy in Viet Nam reflect the attitudes of approximately 5% of the students on your campus.

A Word to Old Book Collectors

One of the nicer things about the old book world is that nobody has everything. If we, in the intimate have books our competitors envy, we know darn well that they have books we wish were on our shelves. The chap whose library is full of "lucky finds" is the chap who shops around. Who knows where that particular title your library needs may be? We don't, but we know that it could be among the tempting, inexpensive old books in our Old Book Corner. Treat yourself to a drive over to Chapel Hill some evening. We're open till 10, and you just might find treasure!

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