

The Carolinian

VOLUME XXXIX

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NUMBER 24

Ferguson Addresses Student Lobbyists

"The entire academic community, as far as I know, is anxious that if the (speaker ban) law is not repealed, it should be modified to the extent that it will not be an encumbrance," Dr. James Ferguson, acting chancellor, told a group of students here Wednesday. The students interested in modification of the speaker ban law were from over fifty North Carolina counties.

The students plan to discuss this law and the matter of appropriations to the university with legislators from their home counties during spring break.

While calling total repeal of the speaker ban law "futile" during present session of the general assembly, Dr. Ferguson expressed hope that it would be amended. The chancellor cited its taking of educational decisions "out of the hands of the trustees into the hands of the legislators" as "one of the most severe shortcomings" of the law and "an invasion of the province of the trustees."

"Our national reputation, free

operative and academic freedom" are the three areas Ferguson listed as being affected by the speaker ban.

A bill forbidding state colleges and the University from having speakers on campus who have advocated the overthrow of the U.S. government is a 1941 statute of the General Assembly as amended in 1948. "The University has always enforced this law conscientiously," Dr. Ferguson said.

Mr. Henry Ferguson, university business manager, quoted figures of University appropriation requests for this campus. He explained the reasons for the request in a breakdown of the budget.

In reply to a question, Mr. Ferguson said that he did not feel that Charlotte College's entrance into the Consolidated University influenced the decision of the Advisory Budget Commission to exclude certain requests of the University. "Charlotte College had not come in. The trustees had not even acted on the matter then," he said.

NSA: Latin America

Mary Ann Downey, UNC-G freshman, is chairman of a NSA Conference on Latin America to be held on this campus April 26 and 27.

Guest speaker and seminar head for the conference will be David M. Littig, a graduate student employed as advisor on Latin America for the international organization. He is the author of several pamphlets on Latin American affairs and has made several trips to Latin America when controversy there has involved student action.

On Monday, April 26, Mr. Littig will lecture on "Latin American Students and Their Role in Society". On Tuesday he will lead a seminar for students more interested in intense discussion.

Students of Latin America on this campus and from Wake Forest, Carolina, Guilford, and Greensboro College will be invited. Both meetings will be at 7:30 p.m. in the Alexander Room of Elliott Hall.

Dr. Galbraith Clarifies Poverty, Remedies Into 3 Major Types

BY GAIL WRIGHT
Managing Editor

Dr. John Kenneth Galbraith stated in his first lecture "The Contrast between Rich Nations and Poor" that the "most elementary effect of poverty is to enforce attitudes to make it self-perpetuating."

In his second lecture, "Overcoming the Obstacles to Progress" he divided the poverty-stricken nations into three major geographical

classifications and discussed the causes of poverty and their remedies. These were two of the three part Harriet Elliott Lectures.

Speaking on the effects of poverty Tuesday evening, Dr. Galbraith said that the main results of poverty is to enforce a fear of change and to entrench a heavy conservatism.

Poverty stricken people, Dr. Galbraith stated, associate change with a possible worsening of conditions. The main interest of the people is to keep above the minimum level of subsistence. Since these people have no margin of safety in which to operate above this level, they fear change and the possible loss it could bring.

POPULATION

These people also face another problem, population. The rapid rise in population makes it harder for the people to provide enough food for everyone. A race then ensues between producing enough to live or falling behind because of a food shortage with death resulting.

SAVINGS

Another consideration to take into account when determining the causes of increasing poverty is an economic one. According to Galbraith one of the great advantages highly developed nations have is savings that can be converted into investment and development. These savings come from thrifty citizens, the rich citizens, corporations and governments. All these classifications are non-existence or partially so in poverty-stricken nations. In the poor countries to save and thereby "forego consumption is to suffer hardships." There is no margin of well-to-do from which to draw savings, and any investments by the rich are usually

made in foreign banks for the day they might be forced to hastily exit the country. Also, "much of the gains (from these countries which might be converted into savings) must go to satisfy the demands of population."

"There can be no talk of poor countries catching up or from keeping the gap from widening," Galbraith emphasized. The best hope is that poor people after viewing the difference in nations will have some initiative to improve their lot on a year-to-year basis. The object, he said, should be to improve upon what existed the year before. In many cases, this is how the situation is judged in poor countries.

In his second lecture, Dr. Galbraith took the poor nations and divided them into three classes on a geographical basis. These regions exemplify the obstacles or combinations of obstacles to progress that exist. They also contain basic problems that are common poverty causes only in these regions and should be dealt as such.

Dr. Galbraith emphasized that none of the countries involved are pure cases. The regions are the sub-Sahara and African model with its problem of an absence of an adequate cultural base; the Latin American model with its problem of needed reform, a barrier to developing the social structure, and the South Asian model with its problem of population control. The first group, he stated, needs teachers as its most important form of aid; the second needs reform, without which there is a danger of communism rising, and the third needs "transfers of capital." Galbraith said the third needs generous aid to supplement meager savings and strong steps towards population control.

Judicial, Traffic Board Changes Warrant Legislature Concern

BY JIM COOPER

Approvals of an appointment and of Consolidated Student Council, SNEA, and SGA Constitutional changes constituted Legislature's lengthy agenda last Wednesday evening.

Appointment of Sandra Winstead, a Junior, to the Court of Social Regulations was approved with the least controversy.

Among those items which involved more extensive consideration was the SGA Constitution change in Sections 3 and 4 of Article IV, JUDICIAL: The change, which was approved ad seriatim provides for increasing the number of members in each of the two courts in order to allow more alternate members and thus relieve the excessive demands now being made upon court members. The composition of the Court of Appeals was altered to comply with the changes in the other courts. Also the right to appeal of the student was restated to

include reasons for a dismissal appeal: "... because of lack of due process of new evidence." The entire constitutional change was approved by Legislature with only corrections and will come before the student body for ratification on April 21, after a required two-week waiting period.

Next on the agenda was a By-Law change concerning the powers of the Student Traffic Board. In effect, the approval change reduces the time limit for paying fines to 72 hours from five days, and relegates to the Administration some of the responsibilities formerly retained by the Student Traffic Board. If adopted, the change will make disciplinary action for failure to pay fines the duty of the Business Manager, rather than of the Student Traffic Board. It will also give the right of disciplinary action for repeated offenses to the respective Deans of Students.

Another By-Law change consisting of revisions concerning Consolidated Student Council Membership, was proposed in order to align the By-Laws at UNC-G with recent CU By-Law changes. Legislature approved the entire change, with one exception. The change proposed that the three upperclassman reps be elected by Legislature, rather than by their respective classes, as in the past. The change was amended so that elections are to be held in the original manner, by classes.

Proposed changes in the Constitution of the Consolidated Student Council quickly approved

by the UNC-G Legislature. Those changes included adjustments for the presence of a fourth branch of the University of Charlotte, and several procedural alterations.

Final on the agenda was the approval of proposed SNEA Constitution changes. At the April meeting of SNEA at Asheville, N. C., the North Carolina branch of SNEA became SNCEA-SNEA. The constitutional changes were largely stylistic and intended to provide for adjustments to the SNCEA-SNEA and to clarify the duties of officers and members.

Money Delays Construction

Plans for a multiple dormitory in Peabody Park have been delayed at least a year due to financial difficulties, according to Henry Ferguson, business manager.

The chief reason the dormitory will not be built by the fall semester in 1966 is legal complication with a building loan. All dormitory space must be self-liquidating and money must be borrowed to begin construction. The state does not finance housing.

When the dormitory space is completed, there will be approximately 800 spaces available. An architect is now working on plans for the construction.

Mr. Ferguson also stated that there is a possibility for two new dorms in Peabody Park in 1967.

in two apartment buildings.

One of the buildings, a brick structure on the corner of McIver Street and Walker Avenue now holds four small apartments. It will be converted to a dorm-like building for men. This structure will be used until a biology building is built on the same site.

Negotiations are now being conducted for the building directly behind the library and at the corner of Forest and Walker. According to Dean Clarence Shipton, the University is trying to find funds to buy this complex of apartments. Male students living in these housing units will be considered to be living "on campus."

The same rules and regulations, with some modifications, will apply to the male students as to the females "to the point at which we have sufficient male population for a male SGA," said Shipton.

Modifications in regulations which will be made for the boys will include closing hours. Others, such as smoking, will be made according to the conditions of the buildings.

According to Shipton, when the new girls dorm is completed (projected date is September '67) one of the smaller girls dorms will be released for male housing.



Site of male housing for fall semester

NSA Offers 66 Day Tour Of European Countries

Seminars Abroad program of the University of North Carolina offers a 66 day tour of Europe visiting the major countries including France, Switzerland, Italy, Greece, Yugoslavia, Austria, Czechoslovakia, Germany, Denmark, Holland, and England.

The tour will leave Kennedy International Airport in New York on June 15 and go first to France where there will be an orientation program in Paris and several days of sightseeing. Members of the tour will have opportunities to attend lectures given by professors from universities and institutes all over Europe. They will also meet and talk with European students.

The two communist countries of Yugoslavia and Czechoslovakia are included in the itinerary. In Belgrade the tour will visit a collective farm and in Dubrovnik there will be seminar discussions with students and professors from Yugoslav Universities on topics such as "Socialism and Yugoslavia."

In Germany the main stop-over will be Berlin including a tour of East Berlin and a meeting with members of Berlin Student organizations. The tour will be completed August 19 with the return flight from London airport back to New York.

The entire cost of the tour will be \$1300 which does not include spending money or airport entry tax. This fee includes

Latin Youths Rate U. S. Students

(Editor's note: This winter the State Department invited a delegation of 20 Colombian students to tour the United States. The tour lasted several weeks, during which time the Colombian students visited colleges and universities across the country. The following article was prepared by these students when they returned home, and it appeared in the Bogota "El Tiemp.")

COLLEGIATE PRESS SERVICE

Many times it is difficult for Latin American youth to understand the attitude and mentality of North American students. It is difficult because we are disconcerted by the immaturity of the United States students, their lack of political information, at least in ideological terms, and their almost total passivity to university, national, and international politics when compared with Latin American students.

On the other hand, we find it difficult to understand their submissive attitude to situations which demand a firm position and pronouncement by the student body. Nor do we see the reason for their student councils: lacking in all powers and submitted inflexibly to the will of university directives. Their publications are characterized by a veneer of

superficiality and conformism—they avoid basic issues and problems of national importance as much as possible and dedicate most of their space to the social and athletic activities of their respective universities. In general, these publications are financed by the universities which means in fact restrictions on their autonomy and freedom to criticize which they otherwise might have through other means of support.

But, with an objective look at this situation, a certain explanation of this attitude by United States university students can be found if we contemplate the general panorama of the North American society. In the United States there exists a notorious prosperity, and social discontent as such does not exist—public opinion is in basic agreement with the government policies of the country.

In other words, one does not feel, as in other countries, the necessity for social change. A radical change of present structures is not required. And as a consequence, the university student does not feel that he is called to actively participate in the destiny of his country.

(Continued On Page Three)

NSA Offers Scholarships For Year's Study In Poland

NSA announces that it will once again award a year scholarship for study in Poland for the academic year 1965-66. Candidates will be judged on the basis of their knowledge of Polish or Russian, and their acquaintances with Polish life and history, as well as their knowledge of American society and an ability to communicate this knowledge effectively.

Graduate and undergraduate students are eligible and both general study (including language study) and advanced research projects will be considered as having equal merit.

USNSA will pay full cost of travel and shipment of baggage from place of residence to place of study in Poland and return, as well as incidental expenses such as passport and inoculations. The Polish Students' Association will provide

room, board, tuition and incidental expenses while the participant is in Poland.

APPLICATIONS

The deadline for submission of applications is April 15th. The most qualified applicants will be interviewed during the last two weeks of April and selections will be announced by April 30th.

Since 1959 USNSA and the Polish Students' Association (ZSP) have been carrying on a mutual exchange scholarship program. The purpose of the program is to further the development of understanding between students of the United States and Poland by promoting greater study of the history, culture and institutions of the two countries and by encouraging the full involvement of the exchanges in the student life of their host countries.



Vacation begins at noon tomorrow, but lasts only 236 hours

Root, Kauffman Take Leads In Next Play

Theatre of UNC-G announces the cast for *Desire Under the Elms*, the third production of the year. Mr. Maynard French will direct with Sandra Hopper as his assistant director. The play will be presented on May 6, 7, and 8.

Hardy Root portrays Ephraim Cabot, the domineering and powerful father of Eben Cabot who will be played by Peter Gordon. Eben's half brothers Simeon and Peter will be portrayed by Jack Chatham and Gordon Minard.

Christine Kauffman has been cast as Abbie Putnam, the third wife of Ephraim. Others in the cast include Heather Harwood, Valeria Holliman, A. H. Corry, Charles Smith, Bob Putnam, Roger Black and Roger Gibson.

Ed Turner, Steve Apergis, Ron Harris, and Anthony Thompson comprise the male dance ensemble; Mary Ann Downey, Alice Barnes, and Alice Hayward, the women's.

Desire Under the Elms is an American drama about two men's struggle for land and power and the ability of one woman to bring them both to ruin.

The role of the fiddler is still uncast. Anyone interested should phone Mr. Maynard French at 275-9371, Extension 233.

The box office will open April 28 and will be open thereafter Monday through Saturday 2:00 to 5:00 p.m. For reservations, write Aycock Auditorium or call Mr. French.

The Carolinian

University Of North Carolina At Greensboro

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Freedom On Campus

Editor's note: the following editorial concerning North Carolina's Speaker Ban Law was taken from The Greensboro Daily News of April 5.

While holding a session of Superior Court in Winston-Salem in 1962 Judge Allen H. Gwyn of Reidsville learned that two Communist speakers would deliver public addresses at Wake Forest College. He attended, and in his own words this is what happened: "The auditorium was packed and jammed. I got standing room. The speakers expounded the more favorable aspects of the Communist philosophy. Then followed the question and answer period. The cross-examinations, the searching inquiries, the unanswerable questions, were more that the Communists could stand. Their evasions were often accompanied by smiles of embarrassment.

"As I returned to my hotel that night, even as a Duke man, I was proud of Wake Forest and her student body. They had routed the Russians. They had pried the lid off the Communist ideology. They had taken it apart and picked it to pieces. They had exposed its inherent evil. They were searching for the truth. Those fine young American students had proved to my satisfaction, another thing: That the Russians don't have a chance with them, except to learn the lesson of freedom themselves to be transmitted to the Russian people."

In his account of this meeting, Judge Gwyn has punctured the facade of arguments made in behalf of North Carolina's Speaker Ban Law. He has insisted that only by exposure to freedom—on the college campus and elsewhere—can young people learn its elementary meaning.

Of course in time of war or national emergency there must be curbs on freedom. We recall



A SAD STORY

This is a sad story. Perhaps you've heard it or one of its 3000 variations. There is a student here who last Saturday sat down to plan her schedule of study for this last week before the spring vacation. She found that if she went to bed at 3:00 a.m. and rose at 6:15 a.m. every day she could perhaps complete her assignments and test preparations. By the middle of the week she sat down again at her desk despairing that she did not have hours enough to finish the work nor at this point did she care.

This is not an uncommon situation on this campus at any time during the school year. Tomorrow marks the beginning of a much awaited lull before the inevitable storm. After the spring holiday this student body will return to a campus whose theme will be increasing discomfort until the tension peak is reached exam week. On the whole it won't be a particularly happy place. Exactly what is happening at UNC-G? The cause of needless anxiety and tension here has a name that has been applied in many other colleges and universities throughout the country. We are in the throes of a disease called the *Academic Push*.

Professors at UNC-G are presenting courses of study that have stolen initiative and delight in learning from the student. Academic loads in each course are growing; quantity is the password; challenge and creativity are anachronistic words. One professor here said, "We are teaching undergraduates on the masters level and M.A. students on the doctorate level. Where do we go from here?"

A good question. Where do we go from here? We as students shudder to think. Tension and anxiety are built-in characteristics of a UNC-G student. We would like to pause just for a moment and ask the powers that be, is this really necessary? Can it be possible that to build a better school with high academic standing and respect you must place such a load on the individual student that there remains no time for creativity? The often heard complaint on this campus is, "I must spend so much time on assignments I can find no hours to pursue academic interests I want to explore on my own."

Do not misunderstand us. Our complaint with the *Academic Push* has not arisen because we leave tomorrow for spring vacation and resent taking term paper and test assignments with us. Our complaint comes about from long deliberation of the problem. Our conclusion is that the *Push* is wrong, that this is not the way to learn, and it is but a destructive force which kills the will to learn rather than challenges and increase this will. We can only repeat it is a sad story. We can only look with horror at this *Academic Push* as we see that UNC-G will be the last to know how destructive is this course of "enlightenment" which extinguishes the enthusiasm and the feeling of challenge in the student.

Political Tempo

By Gail Wright
Managing Editor

Now is the time for our small male undergraduate population to show it can become involved in campus affairs. Legislature elections will be coming up soon and a spark of life could be added to that organization if more men were to become members. The sole male in the town students delegation is not enough. Perhaps the fellows, if they are willing to take the initiative, could demand proportional representation in that delegation. Their presence and debate should promote stronger arguments in legislature, and perhaps, stronger interest.

When male students obtain campus housing, as is planned for next year, they should find the time to participate in student government. There is ample opportunity for participation on student government committees and in the courts. Although our men won't be subject to the same housing rules as the female students in the dormitories, there will still be enough rules and restrictions for them to set up their own hall board systems in the apartments.

But more important than such local involvement in government is a participation on the highest levels of SGA. This campus needs new ideas and more students involved in its activities. A lively SGA can be found on most university campuses where the male students participate wholeheartedly in student government. A lively SGA here would lessen the labeling of students as "apathetic."

The opportunity will become greater for male participation in the next few years, but, unless someone takes a strong initiative now and involves himself in SGA to set an example, there will be little incentive for other males to follow. It would be a great shame if on some future day it were found that male undergraduates felt they were unwanted simply because in 1965 no one bothered to participate and no one asked them to.

Faculty Forum

THE CONTINUING CIVIL WAR

BY DR. RICHARD N. CURRENT

Acting Head, Department of History

"Is the Civil War, that fratricidal carnage, and the war's aftermath, Reconstruction, all behind us?" So inquires Mr. W. A. Hildebrand in his column, "Capital Comment," in the GREENSBORO DAILY NEWS of April 4. Going on to answer his own question, Mr. Hildebrand points out that laws enacted in the 1870's, "punitive measures applied to the Southern people," are now being brought out to serve as models for new laws. Presumably he has in mind the Civil Rights Act of 1964 and the bill that President Johnson has recently proposed for federal registration of voters in certain states as a means of enforcing the Fifteenth Amendment.

Nowadays, Mr. Hildebrand adds, there is "about as much in common" between South and North in this country as in Vietnam. In this country the people of the Deep South "hate Washington in general and Johnson in particular." "The people of the North counter with a pathological hatred, a universality of contempt, that seems strangely out of place in a period of at least partial peace." Indeed, according to Mr. Hildebrand, the people of the North are even more unanimous in their hatred of the Deep South than they were a century ago. "In Lincoln's day people in the North were plagued with Copperheads, people who openly or secretly sympathized with the South. There are very few Copperheads today . . ."

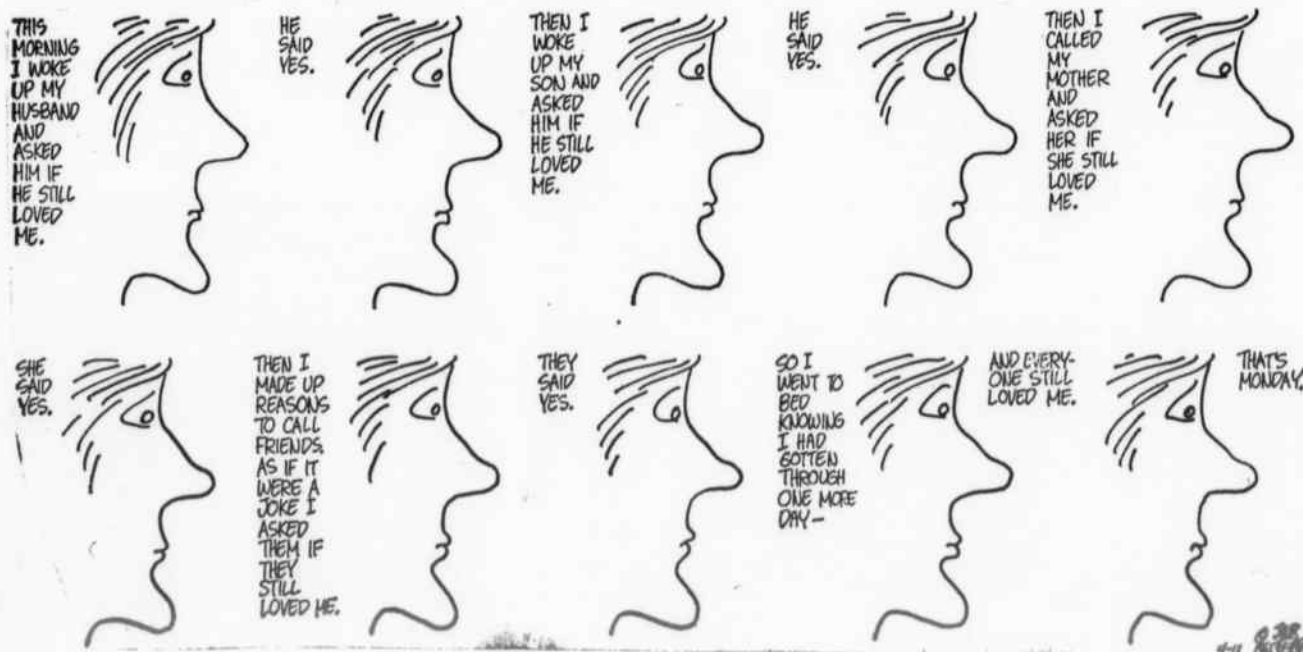
Mr. Hildebrand is not the first to draw parallels between the 1860's (and 1870's) and the 1960's. Others have referred to the present struggle over civil rights as the "Second Reconstruction" and have found similarities between it and the "First Reconstruction." Certainly there are important themes running from the first to the second. Both periods are concerned with unresolved issues left over from the Civil War. The Northern victory of 1865 decided that no state could secede from the Union and that no man could own another as his slave. The victory did not, however, settle the question of the precise relation of the states to the Union or of the Negroes to the whites. These questions of state rights and Negro rights remained, and of course they still remain.

So, in a sense, the Civil War continued beyond 1865 and even beyond 1877, which is commonly taken as dating the end of the First Reconstruction. In the Compromise of 1877 the Republican party sacrificed its Negro allies in the South to gain the presidency for Rutherford B. Hayes. That arrangement proved to be only a truce, not a lasting peace. For many years after 1877, the South had its way with the Negro and had the approval, open or tacit, of the federal government and most of the Northern people. Finally, the new abolitionism of the twentieth century—the campaign for equal rights, fought and led this time mainly by Negroes themselves—aroused the federal government and a large part of the public. While the Civil War was being refought in imagination, through centennial observances of one kind and another, it was also being renewed in a more real sense. News reports from places such as Little Rock, Oxford, Selma, and Montgomery could be considered as communiques from the battlefields of the continuing Civil War.

That, however, is only one aspect of the matter. History, after all, does not repeat itself, not word for word. If there are similarities between the present and the past, there are also differences, and these are important. In today's struggle the alignment is not so overwhelmingly sectional as it was in the conflict of a hundred years ago. The Negro population is no longer concentrated in the South, and it becomes less so with every passing month. Today the problem of race relations is by no means a peculiarly Southern problem, and the most serious clashes of the future may very likely occur not in Philadelphia, Mississippi, but in Philadelphia, Pennsylvania, not in the small towns of the South but in the big cities of the North. Many Northerners as well as Southerners are aware of this probability. Among Northerners, there are many more "Copperheads" than Mr. Hildebrand thinks. The Wisconsin reception of Governor Wallace of Alabama, last year, is one of a number of signs that the North is far from unanimous on the civil-rights issue. Among Southerners, on the other hand, there are many more moderates and liberals than Mr. Hildebrand appears to be aware of. Even he, however, speaks only of the Deep South, referring apparently to Alabama and Mississippi, and not of the entire South, as hating Washington and Johnson.

In short, the most serious domestic issues that Americans face today, though it is a legacy from the Civil War, is not fundamentally an issue between the federal government and the states, between Northerners and Southerners, or between Negroes and whites. The problem concerns all Americans who cherish the values of the democratic tradition and of the Judeo-Christian religion. The problem has no easy solutions.

FEIFFER



U.N. Collegiate Council Reappraises U.S. Policy On Chinese Bid To U.N.

BY CAROL NEWBY

In calling for a "calm and thorough reappraisal of the whole Chinese question," the Collegiate Council for the U. N., at its second annual China conference in March, also noted that "time may be running out on the original position of the United States" and that "the United States faces the possibility that the Chinese question at the UN may be resolved over its opposition and to its advantage."

China's explosion of a nuclear device has ushered the world into a perilous era of new dimensions. The United States can no longer safely ignore "the China Problem."

Our only recourse now is to discard the illusions about China that have been born of our emotions, to learn more and more about China, its national motivations and inspirations, and to evolve a new China policy. The efforts of the United States to keep China in outlaw status merely nourish the dangerous jungle tempers that can lead to world disaster. Any statesmanship worthy of the name dictates that there be the fullest possible exploration of all existing possibilities for the co-existence with

both the Soviet Union and China. If we fail in that search to keep the peace, "it is highly probable that existence will cease for all, including the three great powers that now find mutual understanding so difficult."

We are committed, with respect to China and other areas in Asia to inflexible policies of an aura of mystical sanctity. On the other hand the "greatest danger of all is that we will be tempted to commit ourselves to a conflict with China in the utterly false hope that because Russia and China are natural enemies, the Soviets will be on our side."

In its Asian policy Nans Morganthau, a chief CCUN conference speaker, believes the United States has maneuvered itself into a position of defending a status quo that is slowly being undermined by political and psychological means.

"The problem of China is not merely a problem of Communism but a problem of the power of China. The policy of peripheral military containment of China which the United States has been pursuing in Asia since 1949 will ultimately fail." This policy, he maintains, "will persist only as long as China is weak" for it is not China's armies and military power, but the potential political power that poses the real threat to the balance of power the United States seeks to maintain. "Our present alliances are irrelevant to this political threat."

It was maintained that the policy of peripheral containment will not only fail but will ultimately involve the United States in an all out war with China. This projected outcome reveals the fundamental contradiction in the last half century of the U. S. Asian policy: "we have set our sights on objectives that cannot be achieved by the means we will use."

Chinese power should not be

confused with Communism; the equation of Hanoi and Peking is open to serious doubt. The situation in Viet Nam is regarded as a result of U. S. military containment policy. The plea was for a reformation of the U. S. Asian policy, in favor of one that is divorced from these misconceptions; one which would take into consideration the objective realities of Asia today.

Three Colleges Make Plans To Hold Classless Courses

The possibility of completing an entire undergraduate career—from registration to bachelor's degree—without ever attending classes will be offered 75 U. S. college freshmen next September.

The experiment—underwritten by a \$325,000 grant from the Ford Foundation will be launched at three liberal arts colleges: Allegheny (Pa.), Colorado College, and Lake Forest (Ill.).

A national selection committee will pick 25 students from the freshman class at each college for the program.

The chosen undergraduates will then pursue their first degrees through faculty-guided independent study, free of usually required courses, class attendance, grades and credits.

Each student will have, however, a faculty advisor in the role of preceptor, critic, and guide. Each will also have special access to visiting scholars, lecturers, and artists.

"Secondary school programs that permit talented students to advance at their own pace and assume intellectual initiative are now part and parcel of better school systems throughout the country," he said. "But, too often undergraduates at universities are prevented from making the most of their talents by the rigidities of traditional curricula and course requirements."

At the end of the second year, the 75 students will be examined by committees of outside educators on their basic liberal education at that stage. Similar committees will examine them on their major fields at the end of four years.

The foundation granted each of the three colleges \$75,000 for the salaries of faculty members released from other duties for the program.

All three colleges are coeducational institutions with enrollments under 1,500.

66 Day Tour

Continued from Page One

transportation, hotel costs, and meals except for beverages. Tips to baggage porters and taxes to hotels and restaurants are also included. Guides and couriers will be provided in each country by the National Union of Students, USNSA's sister organization abroad. They are mature, English-speaking professors, instructors or students.

Applications are available through Pam Dixon. They should be mailed to Miss Anne Queen, Box 124, Chapel Hill, North Carolina. Miss Queen will use her best efforts to notify applicants within two weeks of receipt of the application and whether or not the applicant has been accepted.

The job clothes were: Karen Hancock, Nancy Simmons, Sue Ann Pennington, Sue McKeithan, Peggy Arrowood, Pat Russell, Linda Lemmons, Sandy Lawrence, Elaine Gibson, Linda Becker, and Susan Brooks.

Following the presentation of fashions, Miss Pat Dillon, chairman of the Courtesy Committee, presented Miss Lawrence with a gift from the class in appreciation of her appearance.

SPRING HOLIDAY LIBRARY HOURS

April 10, Saturday—8:00 a.m. - 1:00 p.m.
April 11, Sunday—Closed
April 12, Monday—8:30 a.m. - 5:00 p.m.
April 13, Tuesday—8:30 a.m. - 5:00 p.m.
April 14, Wednesday—8:30 a.m. - 5:00 p.m.
April 15, Thursday—8:30 a.m. - 5:00 p.m.
April 16, Friday—8:30 a.m. - 5:00 p.m.
April 17, Saturday—Closed
April 18, Sunday—Closed
April 19, Monday—Closed
April 20, Tuesday—8:00 a.m. - 10:00 p.m.

Campus Calendar

FRIDAY, APRIL 9

8:00 p.m.—Graduate Recital—Harriette Line Thompson, pianist, Recital Hall

TUESDAY, APRIL 20

7:30 p.m.—Faculty Council, Alumnae House
3:30 p.m.—Wade R. Brown Recital Series—Gordon Wilson, organ-harpichord

WEDNESDAY, APRIL 21

4:00 p.m.—Jr. Recital—Dorothy Carson, pianist, Recital Hall
4:10, 7:15 p.m.—Russian Film, *Farewell, Doves*, Lecture Hall
4:15 p.m.—Commercial Class Meeting, Alexander Room
6:00 p.m.—Freshman Cabinet, McIver Lounge
6:30 p.m.—Legislature, Alexander Room
6:30 p.m.—Med Tech., TSA Lounge

THURSDAY, APRIL 22

12:20 p.m.—Home Ec. Foundation Annual Meeting, 102 Stone
4:30 p.m.—Graduate lecture Recital, Martha Leonard, Recital Hall
5:30 p.m.—Phi Beta Kappa Invitation, Alexander Room
6:00 p.m.—Phi Beta Kappa Dinner, Dining Room, Elliott Hall
8:00 p.m.—Phi Beta Lecture, Virginia Dare Room

FRIDAY, APRIL 23

4:00, 7:30 p.m.—Pixie Playhouse, "Mr. Popper's Penguins", Aycock
8:30 p.m.—Wade R. Brown Recital Series, Charles Lynam, bass, Recital Hall

SATURDAY, APRIL 24

10:30 a.m., 1:30, 3:30 p.m.—Pixie Playhouse
6:30 p.m.—House Presidents Association, Sharpe Lounge
8:00 p.m.—Senior Recital, Starr Minton, violin, Recital Hall
8:30 p.m.—Freshman Dance, Cone Ballroom
8:30 p.m.—Movie, Aycock

LATIN YOUTHS RATE U. S. STUDENTS

(Continued from Page One)

Continued from Page One
In another vein, by his own idiosyncracies the young North American finds his extra-curricular outlets in other activities: there exists a boundless cult of athletics around which the prestige of many universities is built; the fraternities, whose functions are primarily the organization of parties and other social events, attract the great mass of students.

As one can see, a university conscience does not exist in the United States. Passivity and conformism seem to be overriding themes of the student in face of national and world problems. Nevertheless, and it should be pointed out, this situation is beginning to change. Because of the racial crisis the student is beginning to become aware that everything in his country is not a bed of roses. Slowly but surely the university student is becoming an energetic defender of civil rights.

Defense groups have been organized to go into the south to test and apply the civil rights act and stimulate the black population to fight for their rights. Encounters with the police have been frequent and three students were

assassinated by reactionary elements of the south in cooperation with the local police. The racial problem is without a doubt the gravest internal problem facing the United States at the present time. And we can say that the North American university student has become aware of this and of the necessity to actively participate in its solution.

This could be the first step towards what we could call the liberation of that drowsy conformism—the recent Berkeley crisis brought to a head by students seeking greater freedom of expression seems to indicate the same.

It is fitting to present the declarations of David Littig, of the National Student Association, the entity considered as the most activist and "revolutionary" among North American university federations, who affirms that in principle they are not opposed to their government but simply dissent from some of their positions, especially in international politics. "We look for a more active participation of the university student in national problems, and a clearer and firmer position on international questions."

"Without restrictions we support the civil rights movement and all types of student manifestations which seek a greater freedom of expression in the universities. In the international field we censure the fact that great private North American capital has such an exaggerated influence on many underdeveloped countries, especially Latin America and Africa, and that they exert pressure on these governments."

This National Student Association seems to be imparting a new spirit on the university population of the United States. Unfortunately, the North American university structure is rigid and fearful in this sense, and has obstructed the growth of this association and many of its members have been tagged by that tattered qualifier as "Communists." Nevertheless, this entity has been able to gain certain influence among the students which we hope will increase, because it signifies a more vital and vigorous stimulant on the North American university mass.

Martin Biddle To Lecture On Winchester Diggings

The Greensboro Archaeological Institute will sponsor an additional lecture to their series, "Digging into the Past at Winchester, England" with Professor Martin Biddle, Lecturer in Medieval History at the University of Exeter, England. The lecture will be held Thursday, April 8, at 8:15 p.m. in Room 28 in McIver Building. It is open to the public without charge.

Professor Biddle is director of a seven-month project for finding relics of Medieval and Ancient Winchester. Participants in this project are students or graduate students of UNC and Duke, a total of sixty persons from Duke and the Consolidated University. Professor Biddle received his degree from Cambridge University. He has been Assistant Inspector of Ancient Monuments, has excavated in Jordan, and directed the excavation of the Nonsuch of Henry VIII, the reports of which he is now publishing. He has been made a Fellow of the Society of Antiquities.

Barn Theatre Offers Hit: "Visit To A Small Planet"

BY SUSAN WAGONER

Delton IV's merry little tourist and a suitcase full of telephone books add up to the Barn Dinner Theatre's best offering since last fall.

The play is touched off when a gentle hobbyist from another dimension visits the small planet earth to observe the Civil War at the first battle of Manassas Junction but made a slight error in time calculations. The visitor, Mr. Kreton, played by Ronald Durling, causes quite a stir when he lands in the rose garden of Roger Spelding (Bob Lussier), a news commentator who is in the process of telling "Mother and Father America" that unidentified Flying Objects do not exist. The little man takes a child-like delight in totally disrupting the entire world.

Who but Mr. Kreton could discuss the stupidity of mice with a housecat named Rosemary? Who but Mr. Kreton could excitedly tell an unmarried couple, "You must let me watch the next time you make love?"

And, who but Mr. Kreton could incite World War III by causing the trousers to drop from all armed soldiers the world over? Beginning with rapid-fire humor, the play continues at a dizzy pace which leaves the audience breathless from laughing. The ending, however, is somewhat disappointing.

Instead of a humorous climax, the action slows in interest and teters on the edge of moralizing. It appears that the author could not decide whether or not to be didactic, but finally snatched it from the brink by letting Mr. Kreton's personality dominate his actions rather than pulling direct strings. In the confusing process, he neglects the humor and the tone which has pervaded the

previous two and a half acts.

A tone change at this point could have, been effective, but the change is not complete. The original one is abandoned without being noticeably replaced, leaving the characters in a limbo, to proceed lamely by means of their own power. This is not effective as the characters obviously were motivated previously by the author, not by their own personalities.

Despite the weak ending, *Visit to a Small Planet* is a drastic improvement over the pathetic production of *Billy Liar* which immediately preceded it at the Barn.

Special notice for excellent performances go to George O'Hara as General Tom Powers, Lyn Kniss as Reba Spelding, and Ronald Durling as Mr. Kreton.

This pleasant evening's entertainment will continue at the Barn for two and a half weeks more.

Bits 'N Pieces

W. S. Markham, Jr., President of the Home Economics Foundation, Incorporated, announces its annual meeting on Thursday, April 22. The Foundation will elect officers and new board members for the coming year and also make appropriations. A number of industries, foundations, clubs, individuals throughout the state contribute to the Foundation, which supports research and graduate programs of the School of Home Economics.

Dr. Aden C. Magee will present a paper at the 49th annual meeting of the Federation of America Societies for Experimental Biology in Atlantic City, New Jersey, this weekend. Dr. Magee is Chairman of the Foods and Nutrition area of the School of Home Economics.

Pine Needles staff interviews will be held in the Pine Needles office April 21-27, 2-4 p.m. on Monday, Wednesday, and Friday, and 2-3 p.m. on Tuesday and Thursday.

The Commercial Class presented the Annual Spring Fashion Show Wednesday evening, March 31 at 8:00 p.m. in Stone Auditorium of the Home Economics Building. Miss Willa Lawrence, fashion co-ordinator of the Meyer's Department Store, acted as commentator for the occasion. Among those modeling the Sunday, date, sports, bridal, and on-

Happy Holiday from all of us to all of you

Food Service Employees

FREEDOM

Continued from Page Two

amend, if not abolish, this law equating our own college campuses with those behind the Iron Curtain which close "the ears and minds of an enslaved people to the truths of freedom."

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Operation GUTS Opens Doors For Greensboro Society

BY SUSAN WAGONER
 "Double, double, toil and trouble. Fire burn and cauldron bubble!" Two youngsters sat with gleaming eyes, fascinated by the words read by tutor Anne Price. Her reading so emersed them into a far-away world they were completely oblivious to the presence of an observer and the occasional burst from a flashlight.

The scene was Gillespie Park School in southern Greensboro on a somewhat dreary, rainy Thursday afternoon. I had packed camera, notebook, spare photographer and a just-another-story attitude to find out what I could about the Greensboro United Tutoring Service (known as GUTS).



"Double, double, toil and trouble. Fire burn and cauldron bubble."

Invitation to accompany the tutors on their weekly rounds came from Pamela Kay Pfaff, Chairman of the Executive Committee for GUTS. As we wandered through the halls of the elementary-junior high school building, before the 3:30 bell rang, Pam related some of the history of the program.

FIVE BEGAN
 According to Pam, "It all began with five students who represented their schools (A & T College, Bennett College, Greensboro College, Guilford College, and UNC-G) at the North Carolina Intercollegiate Council for Human Rights, an organization initiated by former Governor Sanford in the Spring of 1964 to channel the enthusiasm aroused by the civil rights movement in North Carolina into a constructive endeavor."

The five representatives from Greensboro colleges — Ralph Lee, Brooklyn, N. Y.; Dorothy Wilkerson, Charleston, S. C.; Pat Jones, Charlotte, N. C.; Charles Bugg, Boynton, Va. and Pam—joined to form the GUTS Executive Committee at a tutorial conference at Wake Forest College which arose from the work of the Governor's council.

From October to February 15, 1965, the Executive Committee worked to recruit tutors from the Greensboro colleges, discuss the program with the City Schools Administration, orient their tutors,

and present the idea directly to the public school students themselves.

REALISTIC PROGRAM
 Being overwhelmed by the response of no less than 350 students in need of help, Pam and her council had to abandon the original idea of one tutor per student and accept a more realistic program of two students for each college tutor.

Pam then introduced me to Mr. Clyde Murphy, fifth grade teacher at Gillespie who is the school administrator in the after-school sessions. Before I could really talk with him, the bell rang and marked the sudden appearance of characteristically running children.

Before seeking refuge from the human tide in a first-grade classroom, (abandoned at an earlier hour), I stopped to look with a strangely uncomfortable feeling down a familiar hall. Many years ago, or so it seems, I had attended this school. There was the old row of lockers which fell on my best friend in the second grade. And there was the glass case in the front entrance where often were displayed the "artistic creations" of myself and fellow classmates. But things are very different now.

PAST AGE
 The school I attended belonged to another age and another social structure. I attended the Gillespie of segregation—before the 1956 struggle for integration. The struggle was a shameful one with childish acts on both sides. Many of my old classmates will bear the scars of some very ugly incidents resulting from an act that had to be done.

Now the scene was almost entirely reversed. The rarity among the sea of young faces was the white child. But as I moved into the quiet classrooms where the tutoring was replacing the old shouts of prejudice from both sides who had heard the phrases from their homes. I discovered that there were no sides here, only cooperation.

Another change which caught my attention was in the tutors themselves. They appeared to be entirely different people. One UNC-G sophomore who rarely smiles when met on campus had folded his athletic frame into a first-grade chair and beamed very proudly when his little boy and girl discovered something new about learning. It was easy to see that the children adored him as well.

PATIENT EDITOR
 Even the *Carolinian* Sports Editor was displaying an astounding amount of patience with a strapping eighth grader who out-sized him greatly. Distracted by the presence of strangers and the cameras, the boy was having considerable difficulty with a problem in time payments. After several attempts at the solution, the tutor tried another tactic. "If you have nine red apples and one green apple, you have ten apples, right? You take away the green apple and how many do you have? It's the same with interest. If



Hard work and near-discouragement are all part of the learning process. There is a lighter side which these first graders have found after studies as they sing "Where Is Thumbkin?"

you have nine payments without interest and one with . . ."

One UNC-G girl asked her little boy how to spell "inspects"; "Een-spe-kuh-t-s," she pronounced.

In the two desks behind where I had stopped to solve some minor camera difficulty, another tutor was proving that all the help these student-tutors give is not confined to school books. The little girl with trouble with her

This program now includes 86 tutors and 164 tutees. But the Gillespie phase is only a small part of the Greensboro project.

EVENING PROGRAM
 "Two weeks after our Gillespie project was underway, we initiated our evening program at Ray Warren, and a week later, we were at Morningside" (these being predominately Negro housing developments which have only recently replaced a bad slum

It was a Monday night when I suddenly decided to observe the evening program. We left the campus a little later than scheduled, shortly after 7 o'clock. The first job to be done was to quickly deposit students from UNC-G and Greensboro College in various neighborhoods throughout the housing projects.

When we had delivered all our tutors, Pam then led us to the home of Mr. Robert Perry in the Ray Warren development. Mr. Perry is an Elliott Hall employee. He and his wife welcomed us into their home to take a few pictures. As the students nearly filled the home, it was impossible to observe the actual tutoring as we had done at the school. Such a large group was easily distracted to the point of forgetting their lesson.

CAN'T WAIT
 We were able, however, to ask a few of the children how they liked the program. Although some were too shy to answer, the general agreement was very favorable. As one person remarked, "They can't wait each week until Monday night."

Opportunity was also available to talk with some of the sponsors and advisors of the program. (We encountered several of these leaders in the Perry home.)

Among these persons was Mr. Van S. Allen, Advisor to the Ray Warren Improvement Council and Professor of Health and Education at Bennett College in Greensboro.

At the Perry home, I also met the Rev. A. M. Hall, Chairman of the Ray Warren Improvement Council. I hope at some date in the near future to continue our discussion of how much freedom a child should have as he

grows up. Many of his ideas on this subject appear to have been influential in determining some of his policies concerning the tutorial program.

At the second home we visited, the evening's tutoring of 15-20 first graders was over; tutors from Greensboro College and the children were joining in singing songs suggested by the little ones themselves. A child would think of a song and then be asked to lead it. Mrs. Norma Peay smiled when her pajama-clad pre-schooler scrambled down the stairs to join the fun.

TUTOR SHORTAGE
 The last home we had time to visit in actual observation was a fifth grade group in the Morningside Development. With only two or three tutors this group is badly in need of more volunteers. In spite of this shortage,

however, the children continue to come.

By this time, my earlier shyness had vanished and I began to aggressively seek out people with whom to talk. Through this, I found a friend in Mrs. Catherine Watson who explained why she opened her house to the program. "They do things so differently now. When I try to help my children with their work, they say, 'Mama, we don't do it that way.'"

The idea of college student tutoring appears to be an exceptionally big help in this area. They understand the child's problems and have the imagination to devise the most interesting means of teaching the duller subject.

Perhaps the success of the program can be shown in a small way through the boy who proudly displayed two 100's and a 99



Opening their home to the evening program are Mr. and Mrs. Robert Perry shown with their daughter, Pearl Esther, Mr. Van S. Allen, Advisor to the Ray Warren Improvement Council and Professor of Health and Education at Bennett College, Pam Pfaff and Rev. A. M. Hall, Chairman of the Ray Warren Improvement Council.

mother left with a bit lighter area). This part of the tutorial program consists of tutoring Monday through Wednesday, 7:00 - 8:30 p.m., in the homes of interested parents at the housing projects. In this project, each tutor teaches one night a week.

The Gillespie phase of GUTS is carried on in the afternoons, Monday through Thursday, 3:30 to 4:45 p.m. with each college student tutoring two days a week.

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