

# The Carolinian

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Number 28



Taylor, Landrum, and Stearns air their opinions at afternoon discussion group. Photos by John Robinson.

## Symposium Stresses Need For Revitalized University System

"Education is a right for every man and every woman" is one of the statements that came out of the two-day Educational Symposium sponsored by the Inter-Class Council and the Student Government Association on March 1 and 2. The Symposium focused on the subject of "The World of the American Student" in a series of lectures, panel discussions, and group discussions.

Student reaction to the Symposium, the first in a hoped-to-be annual series, was varied, but the overall reaction was one of approval. A majority of those attending the two-day affair seemed in agreement with a statement made by Randi Bryant, a member of the Symposium Committee, "I don't see how anyone could attend the Symposium without having experienced a great feeling of excitement." Another student summed up a general reaction to the program by terming it "a good start."

### Need for Revitalizing

The opening address was made on Wednesday night by Dr. Harold Taylor, former President of Sarah Lawrence College. Dr. Taylor stressed the need for revitalizing education

within the University system. This same theme was brought into the panel discussion on Thursday afternoon by panelists, Rick Stearns, NSA Vice-President for International Affairs; Michael Rossman, a leader in the Free Speech Movement on the Berkeley campus; Roger Landrum, head of a Peace Corps training center in Massachusetts; and Ed Schwartz, NSA Vice-President in charge of National Affairs. The panelists, as Rossman stated, concurred in a purpose to "motivate people to move" in the area of educational reform but felt that they should not prescribe the reform or the method.

### Discussion Groups

The remainder of the afternoon was spent in discussion groups led by the panelists, faculty members, and symposium committee members. Topics discussed in the groups included possible alternatives to the lecture system, role of the student in curriculum planning, the value of graduate school, and the role of the student in politics. The Symposium was concluded by a Round-Up Panel Thursday night which was followed by an open reception

for the guest speakers in the Alumni House.

The Symposium Committee was composed of Whitty Ransome, chairman; Donna Whitley, Mary Ellen Butler, Pam Mars, Paige Bucholz, Randi Bryant, Barb Watry, and Barb Short.



ROGER LANDRUM

## Symposium Spurs Students To Express Ideas

By MONETTE WEAVER

"I'm mentally washed out!" was the comment from one student the morning after the Educational Symposium. This was the feeling of many students who attended the Symposium for any length of time during the two day period of lectures, panel discussions, and group discussions.

Students had the opportunity to talk with a group of young men whose interests are devoted to the cause of educational reform. The conversation, the exchange of ideas, caused students to think and finally to begin verbalizing many of their frustrations and complaints about the state of education on this campus.

### Panel Guests

During the punch break Thursday afternoon students had the opportunity to talk informally with the guests who had appeared on the panel; Roger Landrum, Ed Schwartz, Rick Stearns, Michael Rossman and Dr. Harold Taylor. These informal discussions were continued in many of the discussion groups that followed.

During the panel discussion Ed Schwartz, like the rest of the panel members, stressed the need for educational reform. At the punch break Schwartz was asked to elaborate on just what kind of change he meant when

he said educational reform. He replied that he would not begin to outline a plan for change on this campus, because hopefully his purpose in being here was to help start the process of asking questions and finding out the whys. Schwartz immediately turned the question back to his interviewer, stating the reform necessary on this campus would be what the students feel they need to complete their education.

Roger Landrum, one of the original group of Peace Corps volunteers, stressed in all his comments that the student's responsibility in educating himself. The student is to find out what he is all about and then to do something he really enjoys. He must also involve himself in social action. In the discussion group Landrum further discussed his feeling for the necessity for social action in that students need to become involved with the world outside the closed society of the University.

Rick Stearns, the International Affairs Vice President of NSA, provoked interest with his remarks on the purpose of the education of women. He stated that he felt that education for women was the humanistic since women rarely use an education for a profession or for a utile purpose outside the family. He raised the question as to why the student here would riot over dress regulations and not have anything to say about the curriculum. Later during the punch break Stearns began talking about the "feminine mystique" as to what kind of woman he respected. He stated that he admired the

aggressive, ruthless woman. When countered with the fact that society refused to accept this kind of woman except in small doses, Stearns replied that this was because women had convinced men that they didn't want aggressive women.

### Motivate People

Although Michael Rossman, one of the leaders of the re-

form movement at Berkeley

seemed to be organized in his comments during the panel discussion, he perhaps uttered the key to the purpose of the whole Symposium in his statement that he came to UNC-G to motivate people to move, to ask question. Later in the afternoon his discussion group provided electric exchanges between professors and students on the

problem of class management.

After the past two days, it would be safe to assume that Michael Rossman's purpose in coming to the University of North Carolina was justified. Many people are thinking, thinking about what kind of education they are getting and what kind of education they would like to be getting.



Peace Corps writer Devris in the midst of interested students and leaders.

### CHANGE IN LIBRARY HOURS

Beginning Monday, March 13, 1967: Monday-Saturday—8:00 a.m.-10:45 p.m.; Sunday — 2:00 p.m.-10:45 p.m. Holidays and Intersession as posted.



## Making Education Satisfying

Last week's educational symposium, in spite of the many shortcomings existing in the nature of such a discussion, should have served one very necessary purpose—to get the student to think about his own education.

Education is a very nebulous and personal thing. It is something that belongs always to the individual. What the student gains from his education will be his and his alone. Therefore the criteria for judging the success or failure of our system must remain whether or not the individual has gained the education he feels was his.

There will always be certain standards by which education will be judged. Jobs, graduate schools—the whole spectrum of things and events that follow after college—all must be judged comparatively in a competitive system such as exists in our society. A certain amount of standardization in education is therefore necessary for the well-being of society and the individual. Without such standardization society could hardly function. The question is how much standardization is necessary. How much must education be systematized and how much can be left to the individual to seek out and find for himself.

One of the most widely used words coined to characterize our educational

system today is the "academic game." It is a shame that education on the college level should be viewed as a game rather than an opportunity to learn. Certain aspects of the system cause the feeling that grades are the rewards of attending higher education and their attainment is made easier by playing the game. The goal of those interested in changing the present conception of education as a game to be played should be to modify the system.

The system itself is a necessary part of our whole concept of the role of education today. Education must not only fulfill man's needs to be aware, but it must also serve to equip man with a means of livelihood. Unlike past days when those educated were those affluent enough to be considered the leisured class, today's educated are the mass of society. The educational system must cope with this problem. It can be modified for improvement but it cannot be abolished or allowed to run wild. Limited modification in the areas of pass-fail or more individual studies courses could be provided. The basis structure of our educational system must always exist. Within the system, though, there should be room for more individual expression, more room for individual satisfaction.



I've been taking my books to class but not my mind

## University Is Marriage Of Reason, Not Love

To the Editor:

This is my reaction to Barb Short's "If Your Education Only a Process?"

You deplore the fact that the students are not more interested in their studies. It is true that they are often indifferent. To what extent are they responsible? It seems to me sometimes that the very nature of the university, social institution, is what prevents education from having the character one would like it to have.

For example, one studies at the university modern works of art and literature which are anti-social. These works are deprived of their essential meaning by the fact that they are the subject of courses. The uni-

versity is a force for order at the service of society. The free-

dom it gives to the individual to think and say what he wants is quite relative. Art is anarchy like desire, and what compromise is possible between order and anarchy?

The university wants to be this compromise. That is why at the university, works of art and literature become allies of order under the name of culture, and cease to threaten society. Of course, time helps this transformation. But contemporary art itself is often absorbed and digested.

Given this, I do not see how one can ask students to feel passionately interested in works, ideas which cease to be passionately interesting as soon

as it is the university which presents them. A severe criticism of social oppression in all its forms, an urgent call to the individual to cease to live for something else than the satisfaction of his deepest desires, there is what one finds in these works, and what it may be better not to find: disorders might happen. . . disorders happen elsewhere.

The happenings are the most recent efforts to bring art into life and to prevent art from falling victim of this process of degradation! What future can one predict for them? They are already studied at the Sorbonne and I suppose that in some universities they are prepared in the same way as public lectures are prepared. Let us not be surprised, then, if the students do not get enthusiastic

easily. What do we offer them to make them enthusiastic? We are on the side of order, and if, in the universities, there are ferments of anarchy, it is all the better for the order which will be able to say that order and freedom can coexist.

We have a marriage of reason and we have no right to be

surprised by the fact that it is not a marriage of love. Madame de Lafayette made a marriage of reason, and Madame de Sevigne wrote, "She is happy to be married, and she is getting bored with pleasure."

What else are we doing?

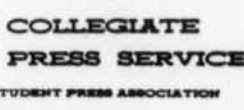
C. Garand  
Romance Languages

The Carolinian welcomes letters to the editor on any subject, particularly on matters of local or University interest. Letters need not be typed but limited to 350 words. All letters must be at the Carolinian office by 12 noon Monday.

### The Carolinian

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

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## CAMPUS COMMENTS: Abstentions

Dear Students:

Concerning the Campus Referendum held Thursday, February 23rd, there seems to have been various misunderstandings and I would like to clear them up at this time and possibly prevent confusion at a later date.

First of all I would like to say that it is within the power of Elections Board and its Chairman to reopen the polls for a definite length of time if circumstances deem it advisable and necessary. However, they can not open polls in some dorms and not in others, and because of this reason, polls were re-opened in all dorms on campus Thursday night, February 23rd from 7:00-7:30 p.m.

I also wish to point out that had we not done this, two-thirds of the campus would not have voted and the election would have been declared invalid, however, this does not mean that the Constitutional Change would have "failed," been "defeated," or become a "dead bill." It simply would have meant that, that one particular election or "vote casting period" would not have been valid and therefore of no consequence. Had the election been declared invalid, the Student Body would have been asked,

and rightly so, to vote again on this change, either in a required house meeting Thursday night or as usual during the day on Friday. If we still did not have two-thirds of the campus voting, it could go on and on day after day and election after election.

The last point I wish to touch on is the proper procedure of abstention. It has been brought to my attention that several people were of the opinion that by abstaining they could help the bill be killed. This is indeed true—yet only if you know and use the proper method of abstaining, which I believe was misunderstood by some on Thursday.

To abstain, in an election such as this when only one thing is being voted on, a person should go to the polls, register, and take his ballot, fold it and place it in the ballot box unmarked in any way. In an election where numerous things are to be voted on, to abstain from the whole election, one should do as stated above, however, if he or she wishes to abstain from only one area, then that area should remain unmarked in any way, while in other sections voting is as directed on the ballot. The fact that you just sit

in your room and didn't vote does not mean that you abstained.

I am sorry indeed that there was confusion in these areas and hope that this article will alleviate that confusion to some degree in the future.

If anyone is still confused about anything that went on in Thursday's referendum or has questions about this or any other area of elections, please feel free to call or come by, I'll be most happy to talk with you—my office hours are Monday, Wednesday, and Friday: 11:00-12:00 and 2:00-3:00; Tuesday and Thursday: 1:00-4:00 in Room 208 Elliott Hall, Extension 283. At other times I may be found in my dorm, Moore, Extension 362.

As I said, please do not hesitate to call or come by, because I am sorry this confusion arose and I want it and any other questions or confusion cleared up to your satisfaction as soon as possible. With First SGA Elections coming up, I want as many people as possible unconfused, satisfied, and interested.

Sincerely,  
Griselle C. Gholson  
Chairman,  
Elections Board



# Rossman & The Interview That Wasn't One

By BAKIE WARD

He has to be a direct descendant of The Ancient Mariner . . . Anyway my assignment was to interview Michael Rossman, ask his views on how modern education affects students and what suggestions he might have for improvement upon this education. So there I was, armed with pad and pen, waiting for Mr. Rossman to show up for our 9:30 appointment in the Coffee Shop.

## The Rebel

While I was thinking about the algebra test I had just mutilated and my next class in twenty minutes, in stalked the Berkeley Rebel, his hair longish—curlyish—blackish, dark shirt, suit with pants legs tucked into boots.

We each got a cup of coffee and went over to sit down, I considering this one of those well-dreaded-and-rightly-so interviews, he wondering what kind of kooky reporter he had to contend with now. We lit cigarettes, curiosity in the air. Then, picking up my trusty

blue pen, (grasping it for courage you might say), I fired my first pre-prepared question, hesitatingly, because I sensed that this method of interview corresponded exactly to what he opposed in the education system. He reluctantly started talking.

Actually, he said one of the main things wrong and one of the obvious effects was what I was then doing. (Me! I know perfectly well what I'm doing, what I'm supposed to be doing: interviewing you) So, I asked him what he meant, knowing perfectly well what he meant, but resolutely determined that he was not going to deprive me of my precious notes by trying to throw me off guard. Then I wrote, ignoring his implications that I shouldn't.

## Problems

Rossman said, one of the main problems is that students come out of an institution without understanding learning. "They don't know how to find out how to learn." Three of the main objectives for the student in this process should be to (1) learn his own learning process;

(2) learn what he wants to learn; and (3) learn how to talk to other people. Here the student would become an "autonomous" or "self-directed" learner as opposed to the general, present system of the "authority-centered" learner who depends upon an external agent to determine how, what, and if the student learns. Evidence of the stilted learning process is the "wasteland of silence in the classroom" and also how hard a teacher has to crack down on naturally energetic, enthusiastic, loquacious young people "to make 'em shut up". Basically, "society is sick and the university is deep in the sickness" which is "designed to keep students and faculty from touching each other in a significant way."

## Special Program

Having taught in a special experimental program at San Francisco State, Rossman said it was amazing to him that, in a loosely structured learning environment, students began to learn basic learning skills; and also, that this could happen

with so little effort—that, after so many years under the authority-type system, the learning sense could be uncovered more or less intact.

He continued by saying that teaching in this different environment demands a great deal of patience and tolerance with what appears to be a waste and inefficiency of time spent by floundering students. The result, though it takes longer, is "humanly efficient" because of the

deep involvement and commitment on the part of the student which changes and affects significantly his life, his identity, and the way he functions . . .

Enthralled, pen down, pad closed, we went on talking—straight through my next class . . . So there is an article to read, but, you missed the best part, because I don't have any notes covering what I learned from the interview which wasn't one.



Berkeley-leader Rossman spouts his views on education to UNC-G students attending Thursday's discussion groups.

## Inside SGA

# Enthusiasm Is Key To Reform

By NANCY DUNN

Perhaps many are wondering where the starting point for the educational reform movement on this campus had its beginnings. The need for it has always been present but its importance was not manifested until the last National Student Congress held at the University of Illinois. There various student leaders gathered to discuss campus and national problems.

After spending two or three weeks in this environment, student leaders came back enthusiastic and attempt to in- and spread educational reform ideas to all areas of the campus. Sometimes this is successful, but it is hard to pass these ideas down, second or third hand and still keep the enthusiasm which is the key to reform.

To allow more students to become familiar with these educational concepts and create more interest, the Educational Symposium was created. Tremendous and dynamic education leaders led panel discussions on all aspects of education and reform. Not all students took advantage of this opportunity. Many felt that education was not their concern or else they would soon be graduating. It is hard to understand this view since we are all supposed to be living and experiencing in an educational community. Even though we all hopefully will graduate, our education does not end there. Whatever our vocational choice, we will soon be concerned with education, if not for ourselves, then for our children.

The idea that education ends on graduation day is just as ridiculous as the idea put forth in a New England community a few years back. Some people thought that they should not have to pay taxes supporting schools since their children had finished. Why pay for other children's education?

Education must be everyone's concern. Suppose everyone took the attitude of the above students or citizens! If that were the case we would still be functioning under the philosophy of outdated and ineffective systems.

It is not so important that students agree with the ideas of Dr. Taylor, Messrs. Schwartz, Sterns, Landrum, or Rossman, but that they are at least concerned with the educational process.

Too often we are sported in an academic environment and once we leave it we are shocked by the lack of concern or knowledge by others of education. Rather than fight this we join the indifference or take the "let someone else do it" attitude.

Often the indifference of students over education is not so

much non-concern but the belief that they gave no right to question or advocate change. The systems of students being nothing but a number has done its work well in indoctrinating students to become passive and apathetic. But consider, you are paying for a product, education. Therefore, you are a consumer and have a right to say something about your product.

If nothing else, maybe the symposium will have made you realize that you have the right to question. This used to be the basis of education. Why not exercise your right?

## Placement Services

Monday, March 13

Raleigh Public Schools, Raleigh, N. C.

Tuesday, March 14

Dade County Public Schools, Miami, Florida

The Board of Public Instruction of Palm Beach County, Florida

Wednesday, March 15

Burlington Industries, Greensboro, N. C.

Fairfax County School Board, Fairfax, Va.

Thursday, March 16

Burlington Industries, Greensboro, N. C.

Katonah New York Schools, Katonah, New York

Friday, March 17

South Orangetown Central School District, Orangeburg, N. Y.

Monday, March 20

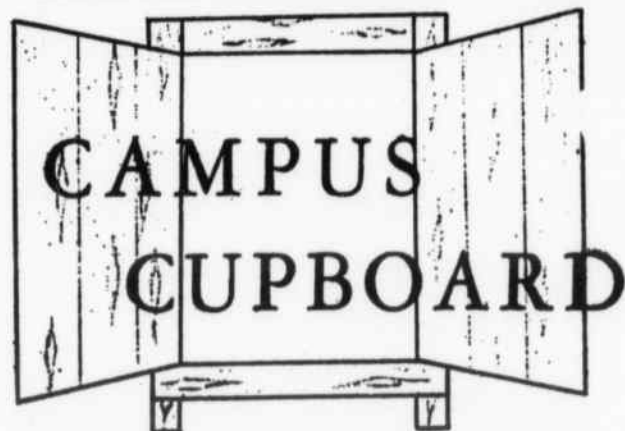
Chesterfield County Public Schools, Chesterfield, Va.

Tuesday, March 21

North Carolina National Bank, Charlotte, N. C.

Avon Public Schools, Avon, Conn.

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# Former Presidents Comment On NSA-CIA

As former presidents of the National Student Association we feel that a responsible and thoughtful explanation of the relationship of the NSA to the CIA is desirable. Each of us speaks for the year he served as president.

The international world of the 1950's and early 1960's was largely a bipolar world and that fact was important in shaping NSA's decisions. NSA recognized the vital importance of American student participation in international student affairs which otherwise would have been dominated by the well trained and well informed representatives of Eastern Europe and the Soviet Union. But our's was no reflex Cold War action. Indeed it was precisely out of NSA's dissent from many aspects of American post war foreign policy which often seemed to us intransigent and inflexible that many of the Association's international programs were born.

NSA believed that there was a critical need for the American student movement to be an active participant in world affairs in order to create a more sensible international atmosphere. Students were one important voice among many American voices abroad in a complex world which required that many American viewpoints in addition to the governmental viewpoint be heard.

Three aspects of NSA's international policies should be emphasized: . . . NSA consistently

supported and sought to strengthen democratic student organizations in those countries where they existed and encouraged their formation where they did not exist. The political and social importance of students and student organizations was not then widely recognized, but it was evident to us that students were a significant and influential elite in their countries.

. . . NSA's international policy early recognized the crucial importance which nationalist movement in Asia, Africa and Latin America would have in shaping our world. NSA's attitude was consistently but not uncritically sympathetic to nationalist aspirations. Others were equally aware of those aspirations, but at that time much U. S. foreign policy was still focused upon Europe and the Soviet Union. There were few institutions through which individuals who felt the urgency of American cooperation with nationalist groups could act. NSA was one such institution.

. . . While we were quite aware of the expansionist ambitions and ideological goals of the Soviet Union, NSA chose to deal with the Soviets and Eastern Europeans not as ideological pariahs but as political adversaries in a changing world. We felt that the politics of confrontation would not only hinder Soviet domination of international student life, but would also enable young Soviets and Eastern Europeans to come in-

to contact with the ideas and convictions of young Americans, and vice versa.

Without substantial funds, NSA's international program would have been immobilized. Yet each of us concluded that, without question, we would have chosen immobilization if the only funds available were conditioned on impairment of the independence of any of NSA's principles or programs.

And so the question became whether CIA funds entailed any such conditions. We state categorically that they did not. Each of us after being elected to office was fully informed about the CIA relationship. Allegations that we were "trapped" or "duped" are arrant nonsense. While we constantly searched for alternative sources of funds, this relationship was the only realistic and responsible alternative available to us at that time. Each of us authorized its continuation subject to the controls and safeguards which we each deemed necessary to ensure the complete independence and integrity of NSA. One such safeguard was to insist that senior elected officers in succeeding years be informed of the relationship so that no possibility could exist of by-passing the duly elected leadership of the Association, which could reappraise the relationship annually. Each of us maintained the utmost vigilance and independence of judgment during his term of office. Attempts at control would not have been tolerated. Any such attempts would have resulted in an immediate termination of the relationship.

The absence of controls should be absolutely clear to anyone who is either familiar with NSA or willing to take the

time to review the record. Each NSA policy and program was adopted by the governing bodies of the Association, the National Student Congresses. For nearly twenty years NSA has remained constant to the principles it established in the late 1940's long before any financial discussion with the government took place. These policies and programs have been consistently independent of and often in conflict with the positions of the government. NSA friends and foes alike have verified this fact throughout NSA's history.

Political contexts change. The national and international situation in which NSA creates its present policies is no longer the one in which we made our decisions. We have always recognized the responsibility of each group of current leaders of NSA to lead the organization in the direction which seems to them appropriate during their term of office, subject to the decisions of the governing bodies of the Association.

In retrospect we feel that in the world in which we worked the relationship helped make

it possible for the American student movement to make important contributions toward the development of democratic student organizations. We reaffirm our sense of pride in the free and independent accomplishments of NSA during those years. We reaffirm our conviction that all those individuals

who shared in carrying out NSA's international activities did so with honor in the best traditions of American voluntary service.

William T. Dentzer, Jr. 1952  
James M. Edwards 1954  
Harry H. Lunn, Jr. 1955  
Stanford L. Glass 1956  
Harald C. Bakken 1957  
K. Ray Farabee 1958  
Robert R. Kiley 1959  
Donald A. Hoffman 1960  
Richard A. Rettig 1961  
Edward R. Garvey 1962  
W. Dennis Shaul 1963  
Gregory M. Gallo 1964

## Moliere Makes It Mod

By MARIAN MORGAN

Le Tre'teau de Paris under the direction of Jean de Rigault presented *Les Femmes Savantes* to a capacity audience in Aycock Auditorium, March 1, at 8:00 p.m.

The 1966-67 season represents the ninth annual tour of this versatile acting company under the sponsorship of the Association Francaise di Action Artistique. Founded in 1949, this group has proved to be one of the most accomplished French companies.

"*Les Femmes Savantes*" was first presented on March 11, 1672. Moliere wrote the play not only to entertain, but also to deal with a problem of the time—"should women be educated?"

The problem is concentrated in a household which has been

invaded by a new interest in philosophy and learning—household chores are neglected while the family is taken in by Monsieur Trissotin, a pseudo-intellect whose interest in marrying Henriette wanes with the discovery that there is no hope of financial gain from this family.

The play, presented in a twentieth century "mod" version and combining a flamboyant mixture of the conventional and op-art designs in set and costuming, was well-received by its audience.

Students and faculty alike spoke favorably of the performance, finding that dialogue was slow and well-adapted to the University and high-school listeners.

Faculty members, however, seemed to think that the mod presentation "lost a lot of Moliere," and that the exaggerated pronunciation of the rhymed couplets detracted from the play.

The general reaction was that the casting was superb and the play decidedly more educational than the classroom.

## Motorcycle Gang Course Offered

(CPS) — The Free University at the University of Minnesota, has added a unique course to its curriculum: motorcycle gang subculture.

Two speakers from an outlaw motorcycle gang are scheduled to speak to the classes for a course which compares outlaw motorcycle gangs with other groups, both deviant and non-deviant.

The course's instructor, Calvin Appleby, said, "I think there's a lack of understanding about their behavior. There's a kind of myth that's been created by the press and magazines."

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