

The Carolinian

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University of North Carolina at Greensboro, N. C. — Friday, November 8, 1968

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Grad School Reports Growth

The Graduate School at UNC-G has literally come of age during a time of increased educational needs in the thriving Piedmont Triad of North Carolina.

Since 1960, graduate enrollment at UNC-G has increased from 282 to the present figure of 1,285 students—a growth of more than 400 percent.

Overall, UNC-G now has graduate degrees in 15 different academic departments and offers 71 majors at the graduate level.

"We feel that by 1975, the Graduate School will be about 30 percent of the total student body at UNC-G," observed Dr. John Kennedy, Dean of the Graduate School. "It is now 22 per cent of it."

Dr. Kennedy said the master's degree will be expanded right across the board at UNC-G "in almost all areas." Academic areas in which master's degree programs will be added in the near future are business administration, economics, sociology, Spanish, general speech and philosophy.

"From my standpoint, I think we have been able to increase the emphasis on graduate work and research without causing the teaching quality of undergraduates to diminish," he observed. "I would hope we can continue to make good teaching the central objective of this institution, whether it occurs in the graduate school or at the undergraduate level."

Therefore, if total enrollment reaches 10,000 by 1975, as is anticipated, 3,000 of those students would be enrolled in the Graduate School.

Evidence of continuing growth in the Graduate School can be found in the 16.4 percent

increase in enrollment this autumn, as compared to last fall. The overall student increase during the same period at UNC-G was 9.7 percent.

Graduate study was first authorized at UNC-G in 1919-20 with the establishment of the Master of Arts degree, and in 1921-22 the graduate division was created. Graduate studies remained the Greensboro division of the Graduate School of the University of North Carolina at Chapel Hill until 1957 when the Graduate School at UNC-G was made a separate administrative unit in its own right.

Doctoral work was introduced at UNC-G with the approval of the Doctor of Philosophy degree in child development in the School of Home Economics in 1960. Since then UNC-G has added other doctoral degrees and now offers six majors at the doctoral level.

In addition, several of our other academic departments are now in the process of building staffs and looking toward the time when they will be offering the doctorate degree," states Dr. Kennedy. "These departments are history, biology and psychology."

In the last three years, 571 graduate degrees have been awarded at UNC-G. Since 1960 total degrees awarded at the graduate level number 1,070.

As demand for graduate study increases, UNC-G officials are attempting to make more money available for graduate student stipends. During 1967-68, UNC-G awarded 135 graduate student service supplements worth a total of \$209,000. This figure is expected to move upward in the years ahead.

Richard Nixon Wins Presidency



President Elect Richard M. Nixon at Greensboro's Friendship Airport.

UNC-G Students Pick Nixon In Mock Election

In what may be the closest national election in U.S. history Republican Presidential nominee Richard M. Nixon defeated Democrat Hubert Humphrey and American Independent George C. Wallace Tuesday.

Nixon, who had led in the polls throughout the campaign, squeaked out a narrow popular vote plurality which may not total more than 50,000 votes more than Hubert Humphrey. Nixon is expected to have over 300 electoral votes but as of press time both Nixon and Humphrey had 43% of the popular vote. Nixon became the first Republican since Hubert Hoover to carry the Tar Heel state. George Wallace believed by many to be the front-runner finished a close third.

North Carolina races
North Carolina's Lt. Governor Bob Scott defeated his Republican opponent Congressman Jim Gardner for the Governorship. The Democratic party maintained all of the council of state positions. Pat Taylor was elected Lt. Governor and Sam Ervin easily defeated his Republican opponent Robert Somers.

The GOP gained two state Congressional seats, Wilmer "Vinegar Bend" Mizel defeated Smith-Bagley in the 5th District and in a surprising upset Earl Ruth defeated Voit Gilmore in the state's 8th district.

Durham Congressman Nick Galifianakis was reelected to a second term, this time from the new 4th district, which includes Wake County. In the 6th District, Richardson Preyer defeated his Republican opponent William Osteen by the widest majority of any state Congressional race (about 10,000 votes).

In a UNC-G mock election Nixon pulled 57% of the campus vote to defeat Humphrey with 38% and Wallace with 5%. Bob Scott won over Jim Gardner for Governorship of the state with 66% vote over 34%.

Student Succeeds

Kathleen Hildreth, who earned her M.A. degree from the University of North Carolina last year, has been named to the faculty of the School of Health, Physical Education and Recreation at Colorado State College in Greeley.

She was a high school teacher in Indiana for three years, and a teaching fellow at North Carolina University for a year. For the past year, she has been an instructor at Mary Institute in St. Louis, Missouri.

Notice...

Dean Katherine Taylor announced late Wednesday that the Orchestre de Paris will perform Friday evening in Aycock Auditorium as scheduled. Charles Munch the 77 year-old conductor died in Richmond, Va. following a heart attack earlier in the day.

The Concert is part of the 1968-69 Civic Music program, admission is by I.D.

Bardolph Points Out Weaknesses Of Voting System

In an assembly October 29, Greensboro College students heard Dr. Richard Bardolph, head of the history department at UNC-G, speak on "Voting in America, A Dim View."

After being introduced by the Dean of Students, Dr. Bardolph outlined the requirements for a self-governing republic and stated that our present electoral system violates each of these requirements—popular sovereignty, political equality, continuing communication between the governing and the governed, and representative institutions. He stressed the large number of people who never vote because of lack of interest or factors not of their own making. He discussed the American plurality principle and the unfairness of its "winner-take-all, loser-take-none" policy which he feels "muffles the people's voice." He criticized the "under and over-representation" of some government institutions, especially the Senate. He believes the Americans are a "candidate-oriented rather than an issue-oriented" people.

Dr. Bardolph discussed the fallacy of such popular ideas about democracy as the idea that there should be more elected officials than appointed ones, that the right of recall judges should be responsible to public opinion.

He briefly discussed woman suffrage, financing of political campaigns, lobbies, and the choosing of vice-presidential tickets.

After pointing out the weaknesses of the electoral system and certain misconceptions of the American people, he expressed the belief that "Ours is still the best system in the world" and left the responsibility of correcting these weaknesses to the youth.

Research Office Provides Statistics

The Institutional Research Office on this campus functions as a service agency for the University, providing statistical information for various departments and deans, and undertakes long range projects to obtain future general information for and about the school.

The Institutional Research Office aids agencies outside the school curriculum in many ways by providing figures on how many graduates are expected for a certain year, how many are entering the teaching profession and in what areas, who will be attending graduate school and where.

It engages in projects seeking to update admission requirements, formulating many of the questionnaires that come from the deans offices and making predictions as to the future enrollment at the University, how many male as well as female students will be in attendance.

The information provided to the administration by his office aids immensely in making comparisons, analyses, and predictions of and about existing situations concerning the University.

Crow Elected

Dr. Jane Crow, a professor in the School of Home Economics at the University of North Carolina at Greensboro, Thursday was elected to the board of directors of the American Association of Housing Educators at its meeting in Athens, Ga.

The UNC-G professor was designated as the AAHE's board representative to its liaison committee to other national associations with mutual interests and concerns.

Draft Impact On Grad Schools Yet To Come

WASHINGTON (CPS) — Although the nation's graduate schools did not face the 70 per cent reduction in fall enrollment some predicted last year because of the draft, the second semester crunch may hurt them badly.

Most universities were taken by surprise this fall, when the 25-50 per cent of their students expecting to be drafted returned to school after all. Some universities, which had accepted more graduate students than they could handle in order to make up for the draft's toll, have been faced with money and housing shortages—and too many students.

They had failed to calculate this fall's election and its ramifications on the draft in their estimates last spring.

In February, when the Selective Service System announced that graduate students would no longer be deferred "in the national interest," both universities and the government predicted that schools might lose up to 70 per cent of their first-year students. They forecast a great increase in female and middle-aged graduate students.

Selective Service officials predicted that students would make up as much as 90 per cent of the draft call-ups in many states. The Defense Department

said 63 per cent of the 240,000 draftees predicted for 1969 would be students. Students made up 3.8 per cent this year.

But the crunch failed to materialize this fall. For one thing, draft calls beginning in July were drastically lower than those for previous months. And they will stay that way until January when the elections are well over.

How much calls will rise will depend on the manpower needs of the armed forces, the status of the Vietnam War, and the mood of the new President. But they are sure to rise at least a little, according to Mrs. Betty Vetter, an official of the Scientific Manpower Commission, a private research agency in Washington.

Her prediction is based on the fact that draft calls for the last few years have run in 18-month cycles; the high point of the latest cycle is due in January 1969.

Whatever the increase, it is sure to hit students harder next semester; under present draft regulations, the oldest eligible males are first to go, and graduate students newly classified 1-A are perfect targets. Those who receive induction notices during the present school term are allowed to stay in (Continued on page 5)

The Carolinian

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editorial

Perhaps no American President other than Lincoln and the second Roosevelt had ever assumed office in a more troubled time than does Richard M. Nixon. Lincoln faced a broken Union; FDR a broken financial system Nixon faces a broken, frustrated national spirit. And President-elect Nixon will have to deal with the 1970's without the Union Army or the board mandate given FDR and the New Deal Congress. In fact Nixon must act without a majority in either house.

The American Presidency is the most awesome and burdensome job ever created by man. Yet its limitations have become all too obvious in recent years. No man, not even with the powers of the Presidency, can take responsibility for the state of the Union. It does not seem unreasonable, in these troubled times, to expect the loyal opposition to pick carefully the issues on which it will differ with the new administration. The stakes are too high to tolerate mere partisan obstruction; and the stakes are too high to tolerate back-sliding on the issue of human rights.

* * *

As this issue goes to press the winner of the electoral college also seems to have won a slight popular plurality; it could have easily been otherwise. It does not seem unreasonable for all concerned citizens to now unite in a movement to amend the Constitution in order to provide for the election of the President by direct popular vote.

Freshman Class Election Monday

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Graffiti

By MARIE NAHIKIAN

"Faculty activism" ... an interesting term, especially when I heard it discussed at the Inter-Faculty Forum on the UNC-G campus last Tuesday.

Inter-Faculty Forum is a somewhat loosely structured group of faculty and administrators from the five colleges in Greensboro who meet weekly to discuss topics on a here-and-there basis. And this is its virtue ... that there is room for dialogue where students, faculty and administrators can talk about the role of a university in a community.

A unique paradox was brought to light from Tuesday's discussion. A student made the point that the problem with activism on campuses in Greensboro seemed to be that the students with the freshest and more intelligent ideas were so disillusioned with the established channels of communication within the university structure that they preferred to get a degree and get the hell out, in search of an environment more open to their ideas.

Ultimately, then it is the same few students who are involved in everything and consequently find themselves spread so thin that it is impossible to accomplish a tangible result.

The paradox occurs when one realizes, as was pointed out, that the same is true of faculty members. The same thing occurs and the result is one of no communication between faculty and students. They are both feeling the identical things about the other.

This is certainly true of the UNC-G campus. The faculty and administrative faces I saw at that meeting ... a meeting that required no commitment other than a hour or so over lunch ... were in general the same faces

that turn out for anything on this campus. Yet, how strange it was to realize that my feelings had probably been the same those faculty members had when looking at students' faces.

It was difficult to draw a conclusion. I can sympathize with students who could care

less about a do-nothing student government, service league, or a corn-husking association and the same goes for faculty. Just remember one thing ... infiltration is possible when you don't like the way something is being done. That's basic to revolutionary tactics.

'OK! You're on!'



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For What It's Worth

By LINDA-MARGARET HUNT

Today was a funny sort of day. It seemed like Greensboro, but at the same time it didn't. There was a monsoon. That used to be typical enough, but it's been so dry lately. And it was cold—an uncomfortable cold.

Maybe it was my imagination or possibly the weather, that slowed everything down on this election eve. There were lots of political buttons being flashed, but no button-holing. This is unusual considering freshmen class electioneering started today and national elections are tomorrow. Everyone must have gotten tired—or scared.

The radio D.J. just announced the price of a fifth of champagne and the cost of a one-way ticket to Canada. Depending on your political affiliation, he thought one of these might be a good buy tomorrow.

It wasn't like this four years ago, certainly not eight years ago. The crowds were tremendous then. If they came to cheer, they really cheered. Compare this to the Nixon rally here in Greensboro, at which the only large applause came at the mention of Carolina gentlemen, not politics. In the past elections, excitement was in the air. No one was sure, but everyone was anxious.

This year—silence. America is making up its mind—not with

pomp and pagentry—not with back-slapping and cigar puffing, but in the rain on a dark and windy day.

A London weekly, *The Economist*, ran the following paragraph a few issues ago:

"Perhaps Richard Nixon and Hubert Humphrey are not the best men in America, perhaps they lack popular appeal. But they are both reputable, intelligent men, well trained for the job, experienced legislators, although not administrators,

aware of the difficulties at home and abroad, anxious to try to deal with them, ready to take expert advice. It is easy to imagine an ideal President of the United States who could unite his country and lead the world. But so far he has not materialized this year. The Americans, and everyone else, must try to manage with the men they have."

Then why are we so scared tonight?

November 4, 1968

About Endorsements

From the Chapel Hill Weekly

A Townsman who questions our sanity from time to time marched in last week and without so much as a howdy-do demanded to know "What good is a newspaper editorial endorsement of a political candidate?"

We thought long and hard and finally decided to be honest. "No good at all."

"Well, why do you do it?" "Sometimes it helps to plug a hole."

"Why don't you just throw in another cartoon?"

"That would be cheating."

"Cheating who?"

"The readers, of course."

"I think I'd like to be cheated

for a while."

"Actually, sometimes we try to help a candidate by not endorsing him. Like Bobby Morgan. His politics are rotten a lot of the time and he's one of that East Carolina College crowd. But he's a fine fellow personally, fair and honest, and we want to see him elected Attorney General. So we were going to write him a letter and ask him whether he's rather have *The Weekly* come out for him or against him."

"What did he say?" "We never got around to writing the letter."

"Well, I wish you'd go ahead and endorse Nixon."

"You for Nixon?"

"No, I'm for Humphrey myself."

Letters to the Editor

"...Ugly Words Do Not Foster Hope and Understanding"

To: The Editor of *The Carolinian*

From: Claude Chauvigne

In ref: I would appreciate your printing this letter in the next issue of *The Carolinian*.

Dear Miss Oliver:

Your words—"I hate white people..." as reported in *The Carolinian* issue of Oct. 22, 1968 are unwarranted and, for the least, of very bad taste. Isn't there enough hatred in this world that you should make your own personal contribution? Do you hate whites because it has become fashionable or because of deep conviction and justified reasons? In the former case, you are not learning very much at this institution; in the latter, I personally must have failed terribly in my attempts to show you a sincere heart and give you a helping hand.

I do not have any longer the pleasure of your company in my classes, therefore I will take this medium to convey a little message to you.

It is true that much wrongs have been committed toward the Negroes and the Indians—and the Italians, and the Poles, and the Mexicans, and the Japanese, and many other immigrants—and these injustices must be redressed. But it is just as certain that ugly words do not foster hope and understanding; in fact, it does not help at all.

Ahead of us all—blacks and whites, yellows and what else—is a very formidable task. Only through compassion and comprehension, through education and work, through responsibility, will we be able to solve our problems.

Also, stop feeling sorry for yourself. Stop feeling everything due to you. You want dignity. Work for it. Be the example that will bring us all hope and happiness. Here is your chance and we all pray that you succeed.

You will conquer more hearts with your charming smile than by echoing ugly ready-made slogans.

With my good wishes and my hopes,

Claude Chauvigne
Asst. Prof. Dept. of
Romance Language

P.S. I still cannot believe that

your words were accurately reported.

To the Editor:

This letter comes in an effort to clarify (not compromise) my position as stated at the panel discussion "Black and Free" of Friday, Oct. 18, 1968. In reaction to your article covering the event (*Carolinian*, Oct. 22, 1968), my major concern is for the clear understanding of my position in regard to the white man in society. My criticism of the article is one merited by many newspapers—the misinterpretation of facts (on the reader's part, and through no fault of his own) as a result of the presentation of controversial statements away from their clarifying context. Specifically, the first of the statements being referred to is "Miss Oliver based her freedom on her ignoring of white man". This idea was clarified at the discussion and in your article by my statement "I choose to ignore your whiteness"—your referring to the Caucasoids in the audience with whiteness being defined as the unjust, hypocritical feelings of self-satisfaction and self-glorification that some white people (who are foremost in their minds white people) project, merely because of their Caucasoid pigmentation. The freedom which I have found in ignoring the whiteness of the white man (or any other man, for that matter) entails a more logical ground of appraisal which gives greatest precedence in all personal evaluations to awareness and acknowledgement of the "peopleness"—the ability to be first of all a person (not just a white person or a black person). The people I am speaking of are beings of integrity, wholly free of hereditary and cultural hang-ups in accepting people as people. The distinction between the white men who fall into this last category (in the preceding sentence) and the ones who do not is in the former being categorized simply as people, with the latter being categorized as white people.

The second bone which I feel a moral duty to myself to pick, is over the statement, "If you think of yourself in colors

(referring to the white man), then my basic feeling is dislike for you." This statement was clarified at the discussion in expounding that if your actions reflect a foremost awareness of your pigmentation in our relationships, then I was not inclined to accept you as a person."

Furthermore, the *Carolinian's* article reduced the whole point of the discussion to almost nothing. The Christian commitment to love all the

sheep of the flock in spite of their differences, as discussed, was completely deemphasized. This idea is one which I must reject because I cannot hold any love for a white man (as defined above in this letter) who hollers "justice for us white folks and law for those black folks." I feel that I am under no obligation to empathize with him on this point. I feel that I am under no obligation to love someone who mistreats me simply because I am black. I feel no love for

anyone who seeks to deny me and my people all that any white American can expect of this great country. I submit that until all of us acknowledge each other simply as people (nothing more, or less, because of mere pigmentation), then none of us (as a nation) will be able to reap the joys of racial harmony. Such racial harmony has heartily been sought by the great majority of people who do project their "peopleness" on this campus.

Thomisene (Tomi) Oliver

Forum: Limitations Of Student Movements

(Editor's Note: Lester, author of *Look Out Whitey, Black Power's Gon' Get Your Mama*, writes a weekly column, "From the Other Side of the Tracks," for the *Guardian*.)

By JULIUS LESTER
College Press Service

A student movement has its own built-in limitations, both in terms of how much it can do and how much it can understand. In some ways, a student movement tends to be artificial, because the student lives in an artificial environment—the university. Thus, it is natural that a student movement generally concerns itself with issues that the majority of society has hardly any time at all to be concerned about. This is good to a point. Without the student demonstrations against the war, there would've been no antiwar movement. Without student consciousness of racism, blacks would be even more isolated and vulnerable to attack.

A student movement evolves to an inevitable point where it realizes that wars and racism are the manifestations of an inhuman system and if wars and racism are going to be stopped, the system itself must be stopped and another created. And it is at this point that a student movement reaches the boundaries of its inherent limitations. When this juncture is reached, the student movement finds its members becoming increasingly frustrated and the movement seeks to relieve the frustration through activism and/or by turning its attention

to changing the students' immediate environment, the university.

A student movement which concerns itself with bringing about changes within the university is engaging in an act which can have all the appearances of being important, while being, in essence, quite unimportant. Regardless of how unending one's stay in a university may seem, the fact yet remains that after four years of serving time, the student leaves. The university is a temporary society for most who live within its confines and as such, an radical activity aimed at it is of limited value.

Because the university is a temporary society, any movement coming from it is in danger of being temporary. The next student generation may have more traditional interests than the one which kept the campus in an uproar during the preceding four years. And while student movements are characterized by a great willingness to confront the reigning social authority, there is nothing inherent in a student movement that will insure its evolution into a radical movement once the students leave the university.

Perhaps the greatest liability of a student movement is that it is only able to speak to other students. While this is of limited value, the fact still remains that there is perhaps no group more powerful than students. Not only are students without power, the instruments of power are not even part of their world. If all students went on strike, it

wouldn't cause the society to pause in its step. The most that a student movement can do is to disrupt. The power to disrupt, however, cannot be equated with the power to make a revolution. A student movement is only a revolutionary force when it can act as an adjunct with other forces in the society. It is needless to say that such a situation does not presently exist.

When student radicals leave the campus, they can avoid coming into direct contact with other forces in the society by creating their own little worlds where they continue to live with each other, talk only to each other and remain unconcerned about the concrete problems which most people have to face. The student radical is never heard talking about a rise in the price of milk, new taxes, real wages or doctor bills. The student radical creates his own society in which money is not an overriding problem and because it isn't, the student radical thinks that revolution is all about love, because he has time to think about love. Everybody else is thinking about survival.

No matter how radical a student may be, his radicalism remains virgin until he has had to face the basic problems which everyone in the society has to face—paying the rent every month. It is easy to be radical when someone else is underwriting it. It is all too easy to belittle the Wallace-supporting factory worker when one does not know the constant economic insecurity and fear

(Continued on page 6)

THE FIRST MAN WENT INTO THE VOTING BOOTH AND YELLED AT THE MACHINE FOR THREE MINUTES..



THE SECOND MAN WENT INTO THE VOTING BOOTH AND FELL ASLEEP FOR THREE MINUTES..



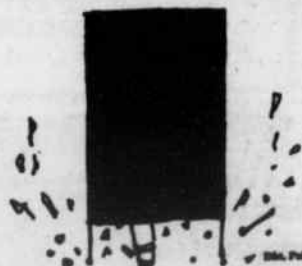
THE THIRD MAN WENT INTO THE VOTING BOOTH AND BECAME ILL FOR THREE MINUTES..



THE FOURTH MAN WENT INTO THE VOTING BOOTH AND SCRATCHED OUT ALL THE PRESIDENTIAL CANDIDATES NAMES IN THREE MINUTES..



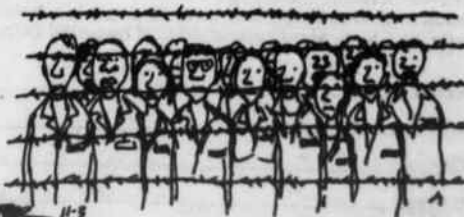
THE FIFTH MAN WENT INTO THE VOTING BOOTH AND KICKED THE MACHINE TO PIECES..



"I ACCEPT THE MANDATE OF THE PEOPLE," SAID THE PRESIDENT-ELECT..



AND BUOYED BY THE CHEER OF HIS SUPPORTER MADE PLANS TO UNIFY THE COUNTRY.



Odyssey Is Classics Professor Writes Beatle Script

Entertaining

UNC-G students can look forward to weekly entertainment at a new night-spot in Greensboro, The Odyssey. Offering rock and psychedelic music complete with strobe lights, the Odyssey serves soft drinks and a large assortment of domestic and imported beers.

The Saint Peoples Band, once the house band at the Universal Joint Coffee House, will play every night except Wednesday and Saturday. On these nights, Marc Freiburg, owner and manager, will be booking a variety of groups and featuring two bands on some Sundays.

Located at 836 West Lee Street, the Odyssey is open from 4 to 12 on weekdays and 1 to 12 on weekends. Hart Wesselhoft, assistant manager, quotes the cover charge as fifty cents Monday through Friday and one dollar on weekends.

Waiters for the Odyssey are still needed. Interested persons can contact Marc Freiburg.

"Don't play cool," said Big Al Brodax, producer of the new animated Beatle motion picture "Yellow Submarine." "How many lousy little Yale professors get to meet the Beatles?" Erich Segal, professor of classics could have replied, "How many college professors are writing a screenplay for the Beatles?"

One of the most unlikely new members of the screenwriting fraternity, Erich Segal, a 32-year-old assistant professor of classics at Yale, the son of a Brooklyn rabbi, has several prior claims to fame. He finished 151st in a field of 750 runners at the 1966 Boston marathon, he was both class poet and salutary speaker at his graduation from Harvard, he has authored several scholarly works and has his Doctorate degree.

All that has changed. His fame now rests on his recent success as a screenwriter and for having played the piano for Ringo Starr... the Harvard fight song, of course.

It began with Brodax's request that Segal hop a jet to London to collaborate on the

script for "Yellow Submarine," a United Artist release.

Working from The Beatles hit song "Yellow Submarine," Segal and co-authors Brodax, Jack Mendelsohn and Lee Minoff, whipped up a screenplay.

Digging deep into his classical background, Segal supplied the story's imagery inspired by the mythical voyages of Greek and Roman adventurers, complete with weird monsters and strange places. These were blended with current satire to provide a mod-Odyssey.

The Beatles themselves made script contributions. John Lennon once called Segal at 3 in the morning to suggest, "wouldn't it be great if Ringo were followed down the street by a yellow submarine." The scene was put into the script.

While Segal himself discounts the significance of his contributions, saying, "what I did for the movie is nothing really... the verbal is completely subservient to the visual," others do not. It has been cited for its verbal inventiveness and the creative use of the standard pun.

This assignment has since proven a starting point for a barrage of Segal authored plays, movies and articles. The list includes: "In Someone Else's Sandals," a musical, another musical, "You Can't Get There From Here," written with composer Richard Rodgers, and the screenplay for the upcoming Norman Jewison film, "The Landlord," for United Artists.

Segal himself has some ambivalent feelings toward his growing film reputation: "An unfortunate side effect of writing 'Yellow Submarine' is that it gave some of my students the impression that I care more about the Beatles than



It's the Beatles as Sergeant Pepper's Lonely Hearts Club, the soulful music men of Pepperland, in "Yellow Submarine." The Beatles in "Yellow Submarine," starring Sergeant Pepper's Lonely Hearts Club Band, is a King Features Production.

about Euripides. They're more swayed by my having had a drink with Ringo than by my lectures."

Although Segal has achieved the enviable distinction of having one of his lyrics accepted by the Beatles for their new film song, "Lucy in the Sky with Diamonds," he still remains very much a member of the academic community.

"If I had to choose one life or the other it would be the university." And his students are grateful for this decision.

Enthusiasm for Erich Segal and his professional approach is indicated by enrollment in a course on Greek Tragedy which jumped from 60 to 300 since to took over the class. Moreover, this upswing began before Erich Segal met a single Beatle.

Though some of the more scholarly types on the faculty have difficulty understanding his venture into screenwriting, both the chairman of the department,

Professor Havelock, and Segal himself, think that this sideline may actually improve his work as a scholar.

Says Havelock, "I think that it has helped him acquire the gift of approaching a classical work as one might approach any modern one. He sees Plautus as you might see a contemporary playwright. Hence, he's always able to ask fresh and provocative questions."

"Yellow Submarine" starring Sergeant Pepper's Lonely Heart's Club Band, is produced by Al Brodax and presented by Apple Films as a King Features Production. The film was directed by George Dunning and designed by Heinz Edelmann. It is in Color by Deluxe.

The original story by Lee Minoff, based on the song "The Yellow Submarine" by John Lennon and Paul McCartney, was written for the screen by Minoff, Al Brodax, Jack Mendelsohn and Erich Segal.

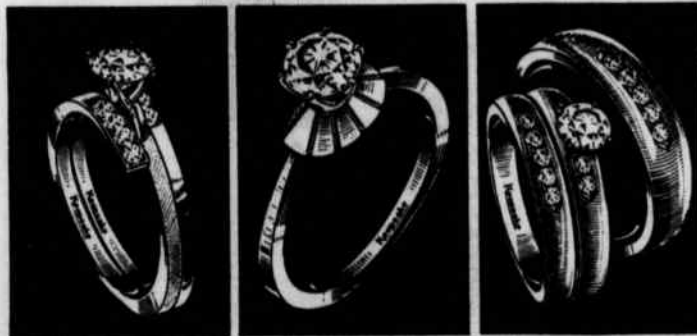


Perfect symbol of the love you share

Being with each other, doing things together... knowing that your affection is growing into precious and enduring love. Happily, all these cherished moments will be forever symbolized by your diamond engagement ring.

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Morris Enjoys Summer Abroad

By SUSAN MORGAN

Kathy Morris, a student at the International House, spent the summer in Germany. She got a job through the Student Employment Office at Freiburg University, and worked for seven weeks as a teletypist at Freiburg in the Black Forest.

After leaving Freiburg, Kathy went to Heidelberg where she took a course for foreign students studying the German language. The fee for the course, which consisted of conversation, grammar, and literature and included excursions, dances and hikes, was only \$25.

The German University system is like American graduate school in that it places responsibility directly on the student. A student may attend any lecture he chooses. For three weeks he attends the one which interest him most, and then he chooses which ones he will take for the entire year.

The courses offered are at the discretion of the individual professors. This aspect makes it hard to plan ahead, since the students never know what courses will be offered until classes start. It usually takes five years to obtain an undergraduate degree. There is really no campus since the students find their own housing. Therefore, every part of his social, educational, and moral life depends on the student.

Kathy noted that the average German student seemed more mature than his American counterpart because of his added

responsibility and because all German boys are required to serve two years in the army before they start school. German students are also more politically oriented than Americans.

Kathy was in Germany during the Czech crisis and witnessed a demonstration of German Socialist Students. The students were also very interested in American politics. Although they were critical of the situation in Viet Nam, they understood the complexity of the issues involved.

The friendliness and the eagerness to learn about America impressed Kathy. She said that she was repeatedly told that she was not a "typical American" but no one told her what a "typical American" was supposed to be. She was accepted entirely on an individual basis.

Kathy admitted that although she had only been in Southern Germany and had associated mainly with students, Germany and its people were just as fascinating as she had anticipated. She thought the country was very beautiful. She noticed that even the smallest German towns have many operas and plays. The people enjoy taking long walks and window shopping. German women go into professions such as law and medicine more frequently than do their American counterparts. In fact, there are so many medical students that there is a shortage of jobs. Many of these students come to the U. S.

The boy-girl relationship in Germany is different than it is here. In Germany there is a tendency to do more things in groups, so it is easier to meet people. Also, boys and girls tend to become better friends there.

There is really no such thing as dating in Germany. If a boy and girl like each other, they go places together with the girl paying her own way. The boy is not expected to pay unless his specifically invited her. German youths marry later than Americans due to financial problems. They usually marry at about 25 and are engaged for four or five years. This system seems to make for better understanding between the sexes, and there is less friction in marriages. A popular German misconception about America is that women are at the heads of the households. Kathy explained to them that this was a purely individual matter.

Kathy was very enthusiastic about her trip and wants to go to Germany again. She said that it costs little to go and any interested student even with limited finances could go and work as she did. She took the NC-UNC Charter flight.

She also said that she will be glad to talk to any student who is interested in going this summer. She explained that she had trouble with the monetary system, and that food was expensive (although delicious) but when she summed up her summer, she said it was "just great."

New School Of Arts And Sciences Is Organized; Miller Appointed Dean



DEAN MILLER

Dr. K. L. Miller has joined the UNC-G administration as the new Dean of Arts and Sciences. Dr. Miller, whose exact administrative duties are still being defined by an ad hoc committee, will be Dean of the School of Arts and Sciences.

The School of Arts and Sciences, a structural change for the university, will embody the majority of the liberal arts departments. These will probably include such departments as history and political science, English, biology, chemistry, anthropology, etc. The School of Arts and Sciences will be designated within the university the same as the School of Nursing, Education, Music and Home Economics.

When asked about his duties at present, Dr. Miller indicated that he is becoming familiar with such phases of the liberal arts program as curriculum, requirements, grading, methods and size of classes.

Before coming to the University, Dr. Miller was a special assistant to the President of State University of New York at Binghamton, under auspices of the American Council of Education where he was on a grant from the Ford Foundation to train college administrators. Dr. Miller received his undergraduate degree in biology and bio-chemistry at the University of Chicago and did graduate work at the Illinois Institute of Technology. He taught for several years at the University of Illinois at Chicago.

Dr. Miller, in talking with a *Carolinian* reporter, indicated that in his new role he is very interested in talking with students on an informal basis about the curriculum at UNC-G. He urges all students to drop by his office to discuss possible suggestions they have for curriculum changes within the new School of Arts and Sciences.

Draft Impact Yet To Come

(Continued from Page 1)

school to finish the term, but must then report for induction.

But despite the fact that total graduate enrollment has changed very little—in numbers—the edict has not been without effect.

Graduate schools at several universities have reported drops in enrollment from one to 20 per cent. Professional schools seem harder hit than most. At Valparaiso University, 25 of 150 students enrolled in the Law School didn't register in September. Lehigh University reports a 13 per cent decrease in enrollment.

And at many schools, graduate departments found that women and older (over 26) men made up larger portions of their enrollees than ever before. Some schools claimed that their students are of lower ability than they would have been before the draft.

Such intangible evidence as decline in graduate school quality is, of course, almost impossible to document. More obvious and evident, though, is a decline in morale among

graduate students. Young men faced with the prospect of being drafted have always been burdened with an overwhelming anxiety few other people experience. And graduate students this year, knowing they are sitting atop the proverbial powder keg and may get the letter any day, are usually nervous and fearful.

Universities, which opposed the move to end graduate deferments, are reacting to their students' concern in many ways. Several heavily graduate universities, among them Massachusetts Institute of Technology, have announced that students whose education is interrupted by the draft—either for two years of service for or a jail sentence for resistance—will later be able to resume their degree work where they left off, and will stand a good chance of having their fellowships renewed.

Several schools are also investigating new degree programs like MIT's five-year engineering program—in which the student does not officially receive his bachelor's degree until he receives his master's in a fifth year (and so is classed as an undergraduate for five years).

The institutions are understandably vexed. Many of them—like their students—concur with the 1967 recommendations of the

President's Commission on the Draft. The Commission's report suggested a two-pronged attack on the draft's present inequities and injustices: abolition of student deferments and reversal of the present oldest-first system so that 19-year-olds would be drafted first—preferably by lottery.

Fairness and equity required that both those steps be taken; if they had been, the draft, unfairness to the poor and uneducated would have been partially corrected, and at the same time education and technical skills would have been supported.

As it happened, policy-makers decided to implement only part of the recommendations, hoping that their move would be popular with those voters who consider that students are un-American and should be drafted, and would at the same time be lauded as needed reform.

Now the results of their attack on "pointy-headed intellectuals" will be felt, not only by the schools—which cannot help but be weakened—and the Army, which is discovering that it doesn't like "uppity students" in its ranks anyway, but by those elements in the nation which depend on education (and reasonably contented) men and women for existence and growth.

Sigmons Present Concert

Two silhouettes against a soft red background sang to an attentive audience Sunday afternoon at 3:30 in Cone Ballroom. The brother and sister couple were John and Steffi Sigmon. The folk-singing concert began with snappy tunes, then varied from super-soft to rocking ballads like "Rock My Soul." The entertainers asked the entertained to sing along to "Rock My Soul." The right, center and left sides of the

audience sang successfully three separate verses at the same time. Many of their songs were by Gordon Lightfoot and Judy Collins.

John came down from Alexandria, Virginia, his and Steffi's home, for the show. Steffi is a freshman here in Guilford Hall and is an art major. Chris Drake, her friend and manager, came from Philadelphia to see them through the show.

Letters

ALL LETTERS TO THE EDITOR ARE WELCOMED. THEY SHOULD BE CONCISE, TYPED AND A DUPLICATE COPY MUST BE ENCLOSED.

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Debate Union Opens Season

The UNC-G Debate Union began its 1968-69 season with three victories at the Mountain Forensic Tournament at Appalachian State University on Nov. 1-2. The debate topic for this year is: "Resolved: That the Executive Control of United States Foreign Policy Should Be Significantly Curtailed."

Novice debaters Tibby Mercer and Marie Chambers, presenting the negative argument, defeated Shaw University and East Tennessee State University. Their affirmative counterparts, Linda Jones and Susie Sistare, triumphed over Cumberland College.

This year's Debate Union has ten members. Returning debaters are Marie Chambers, Linda Jones and Cherry Mann. Susie Sistare, Becky Barfield, Ann Christian, Joyce Engel, Ann Everhart, Patricia Lewis, Tibby Mercer, and Margot Roberts are the seven novices, or first-year debaters. The Director of Debate is Dr. Thomas L. Tedford. This is his second year in that position.

Commenting on the purpose of debate, Dr. Tedford stated: "Educational debate at UNC-G teaches how to do research, how to analyze problems, how to formulate arguments, and how to support these arguments with honest and valid evidence. We do not teach dishonesty or trickery. Rather we emphasize the value of persuasion as a tool in a democratic society."

Membership in the Debate Union is still open. Any student interested is invited to attend the Union's meeting on Tuesdays at 7:15 in Room 31 of the Taylor Building.

The inexperienced debaters of 1967-68 won the following awards:

—Certificate of Excellence, Appalachian State University Tournament

—Second Place Affirmative Team, U. of Georgia Tournament.

—Second Place and Certificate of Excellence, Florida State U. Tournament

—Second Place Affirmative Team, High Point College Tournament.

—Trophies and Certificates on display, basement, Taylor Building.

SCHEDULES OF DEBATES:

Gator Invitational Tournament, Jr. University of Florida, Gainesville, Fla., Nov. 15 and 16, 1968.

Dixie Classic Tournament. Wake Forest University, Nov. 24-26, 1968.

Birmingham Invitational Debate Tournament. Samford University, Birmingham, Alabama, Dec. 13-14, 1968.

FSU Invitational Debate Tournament. Florida State U., Tallahassee, Fla., Feb. 21-22.

Walt Kelly—Creator of Popular "Pogo"

On August 26, 1913, Walt Kelly, a clear-eyed youth of honest Scotch-Irish-English-French-Austrian blood found himself in Philadelphia, Pa. He was one day old, and although his ancestors had been rooted along the shores of the Delaware for 150 years, he immediately hatched a plan. Two years later he was in Bridgeport, Connecticut, complete with father, mother, sister and sixteen teeth, all his own.

Ten years later, to the day, he was twelve years and one day old. He had survived fire (fell into the coal scuttle with a jack-o-lantern in 1919), flood (homemade boat struck a swimming duck and splintered, 1923), starvation (lost the lunch on a fishing expedition with father, 1924), savage beasts (rabid rabbit shot to death on other side of town, 1924), disease and pestilence (Chicken Pox and Mumps, 1918), and education (6 years grammar school).

Sometime in the next four years he studied French and the French teacher at Warren Harding High School in Bridgeport. Thus fully prepared for life he arrived at a factory that made ladies' underwear around 1930 and got a job sweeping floors. Three weeks of this and he decided money did not count. He abandoned his lucrative position and took a job with a newspaper as a reporter.

His preparation for this full-time job was a little radical for Kelly. He had worked part-time for the same newspaper as a high school reporter and a political cartoonist since the age of 13, and had also been one of the editors of the school paper. Six years later he was in Hollywood drawing mice (which is not the same thing as attracting mice, though there is truth in that thought also).

He worked (a jest really) for Walt Disney while that worthy and 1,500 other worthies turned out Snow White, Fantasia, Pinocchio, Dumbo, The Reluctant Dragon and Baby Weems. At a showing of the last he quietly disappeared and next showed up on the Mojave Desert trudging east.

Back in the USA once more, Kelly went straight. He got a job doing comic books, fooled around with the Foreign Language Unit of the Army doing the war, illustrating grunts and groans and made friends in the newspaper and publishing business. Printers ink was in the boy's blood, a condition that so affected his veins that friends called him Zebra Kelly. They called him so loudly in 1948 that he was forced to pay off some debts and took a job with a new newspaper. This paper, the New York Star, declared that it was a paper with a purpose (as opposed to the other papers on God's Earth, all of which were apparently purposeless).

Kelly drew political cartoons

for the 1948 campaign, dressing Mr. Dewey up like an adding machine; he was art director, became a senior editor and decided to resurrect a comic character he had invented back in the palmy or "comic book" days. Loaded with Kelly art the STAR rocketed to earth after streaking its purpose across the heavens for six months. In the ensuing crash and confusion Kelly grabbed his comic character, one Pogo Possum, and headed for high ground.

Pogo had already had a strange career. He had started as a spear carrier in a comic book feature about 1943. One trouble then was that he looked just like a possum.

As time went on, this condition was remedied and Pogo took on a lead role. Just when the feature was going great the comic book folded. It had been called "Animal Comics" and a survey was made to find why it collapsed. Cornering children when their parents were looking the other way, Kelly asked questions. The answers all added up to the same thing: "That comic book didn't have no action in it. Nobody shot nobody. It was full of mice in red and blue pants. It stunk."

At any rate Pogo was a dead possum for two years, until the Star tried him out as a comic strip actor. The mail for two months of Pogo's life in the Star encouraged Kelly to try and make a good feature out of the Possum.

After the fold, Kelly took the strip to three or four syndicate offices. One Lady editor insisted that she did not want to buy a duck. Kelly pointed out that it was a possum he had by the tail. The lady said you can't even tell one animal from another, let alone draw one. Another editor offered Kelly a job taking care of his comic book division. A third editor laughed, which only encouraged Kelly. Then he said that nobody would understand the strip. "Try it out on ordinary people," he roared. "You'll see."

Kelly, who thought of himself as about as ordinary as they come, still had faith in the strip. He borrowed every nickel he lay his hands on and took a cross-town bus to The Hall Syndicate. He had already had a call from Bob Hall, president of the syndicate, which was lucky because Kelly couldn't afford to call Hall.

Bob said, much to Kelly's surprise, "Fellow, I read your Pogo strip and it's funny. When do you want to start?"

It was as simple as that. Twenty three years after he had started drawing for the Bridgeport Post and dreaming of a comic strip, Kelly had signed with a big-time syndicate. In May 1949 the strip ran,



WALT KELLY

somewhat on a trial basis, in about four newspapers. Within five years it was in about four hundred papers and sales are still being made.

Pogo books have sold more than a million and a half copies, and over 1,500,000 comic books were sold each year. Mail from enthusiastic readers is a major problem, albeit a flattering one. Two stenographers work at answering mail and clipping drawings and sending off books. Kelly, besides writing and drawing the strip, travels and speaks before fifty or more civic and college groups each year. His theme: The American Press is the last free voice of the world. It offers a rare opportunity to students despite its acknowledged frailties.

Comment in the mail and through the press and other reviews has been less flattering. Carl Sandburg said that many comics were too sad, but, "I GO POGO." Francis Taylor, Director of the Metropolitan Museum, said before the Herald Tribune Forum: "Pogo has not yet supplanted Shakespeare or the King James version of the Bible in our schools."

Feeling that Shakespeare and the Bible will long hold their

place, Kelly is of course thankful that such notables see fit to mention his work. But his greatest reward comes from letters from children and mothers, from simple working people, some of them nearly illiterate. Numbers of these end with thanks for the joy Pogo gives them and conclude, "God bless you."

Kelly, a father himself, and still a working man, has one eye on the news of the day and the other on a child's head lighted by the sunlight as he says: "God keep us all."

Forum

(Continued from page 3)

under which that factory worker lives.

While the goal of revolution is the creation of the new man, people turn to revolution when that becomes the only means of satisfying their material needs. They do not become revolutionaries because of any ideas about the new man.

The student radical has to become an everyday radical before he can be totally trusted. He must know the concrete problems which face the everyday person. And while such issues as the war in Vietnam, the repression of Mexican students and the invasion of Czechoslovakia are important, revolution is made from the three eternal issues—food, clothing and shelter. Our job is to show people that they are being robbed of their birthright for a mess of pottage and that that is not necessary.

As long as the movement is dominated by students, the movement will carry within it the seeds of its own death. As long as the student, upon graduation, carries his radicalism to an apartment three blocks away from the campus or to the nation's East Villages where a thousand others just like him reside, his radicalism will remain theoretically correct and pragmatically irrelevant, except as a gadfly forcing the system to make minimal reforms.

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International Dorm Students Visit ISC At Chapel Hill And Meet Exchange Students

Last week, students from UNC-G's International Dorm attended a Halloween party given by the International Student Center at Chapel Hill. The party was open to all the students who wished to become acquainted with the thirty foreign students and thirty American students who live in the dorm.

The ISC at Chapel Hill opened its doors two years ago to 60 students, half of whom were from India, Germany, South America, Italy, and other countries. Since then, it has become a successful organization, and has delved into programs to help American students abroad, and acquaint students with the opportunities that are available to them.

During the Spring Semester last year, the ISC opened a Student Travel office, which handled a huge volume of business and was able to help hundreds of students with their summer travel plans. This year's staff has already begun to expand their program. Aside from the \$200 round-trip to London which it offered last year, there will also be a Christmas flight to Frankfurt (\$255), and summer flights to Tehran and to the South Pacific. The service also hopes to establish flights to Latin America and to Africa.

Special emphasis will be given this year to travel in the Western Hemisphere in hopes that foreign students in this part of the world for the first time will find it easier to travel around the United States and other countries in this area. For the American students who are interested in this program, special aid will be given to hitch-hikers, and hopefully a plan can be set up for a roughing-it trek through Mexico over Easter.

Besides the Student Travel Service, the ISC sponsors a weekly meeting for intensive

language study. Four exchanges to overseas are offered by Student Government through the ISC, and full scholarships are offered to those who participate.

The ISC also sponsors an International Film Festival, an International Art Festival, and International Week, which is the highlight of the year's activities. Exhibits, films, discussions and speakers will be programmed throughout the week.

The students in the ISC are from varied backgrounds, and naturally have different views of America. Ulrich Willmer, a special student from Germany, finds that the students here do not protest so much against the administration as those students in Germany. He also commented that the educational institutions in America are instruments in party politics whereas in Germany, although the governments set up the universities, they are not instruments in party politics, and generally make their own rules.

Katrina Mallard, an exchange student from Sweden also attending the party, thinks Americans are basically conservative. Dar Airan, from New Delhi, India, finds that Americans have misconceptions about India and the religions there. He does find the American student to be very friendly.

The ISC at Chapel Hill is tremendously successful. The students on the campus participate in its activities, and help coordinate its programs throughout the state. Already, there are three hundred addresses on their mailing list. Since there are so many students who wish to live in the ISC, it is necessary to screen each student. Even so, each student on the Chapel Hill campus, and throughout the Consolidated University is encouraged to take advantage of the ISC's help in language study, and in its international programs.

Berkeley Students Delay Strike

By PHIL SEMAS
College Press Service

BERKELEY, Calif. (CPS) — Hoping to either win their demands of "close this place down," University of California students have suspended their strike for a week of campus organizing.

The strike, officially voted at a rally of about 3,000 people on Monday, was in effect only a day and a half. Tuesday night a meeting of about 500 voted to suspend it until Nov. 6 in the hope of organizing a more effective strike.

Estimates of the effectiveness of Monday's and Tuesday's strike varied. Most strike leaders estimated that 25 to 30 percent of the campus' 28,000 students were staying away from classes, but checks by the Daily Californian and other newsmen indicated support was probably not greater than 10 percent.

Rick Brown, the main spokesman for the students, called the strike "fairly successful" and said it had given "unity and organization" to the movement which began over denial of credit for an experimental course in racism taught in part by Black Panther leader Eldridge Cleaver.

Although they still want credit for the Cleaver Course, the striking students have expanded their demands. When they called the strike last week, they demanded no university or court action against the 197 persons arrested in sit-ins in Sproul and Moses halls and the hiring of more members of minority groups by the university.

Tuesday night, at the request of the Afro-American Student Union, they added further demands for the establishment of a black studies department by next fall, immediate funding and staffing for black studies curriculum already designed and proposed by the black students, and hiring of more non-white professors, counselors and other staff members, including campus chancellors.

The black students had remained aloof from the student effort earlier. "This is your

university and you (whites) are the ones who have to liberate it," explained Don Davis, a spokesman for the blacks. "We also know that getting credit for Eldridge Cleaver's course won't end university racism." But he added that black students would support the strike if the white students showed they were sincere in their opposition to racism by adopting the additional demands.

Support for the strike was even lower among the faculty than among students. Strike leaders had hoped that the American Federation of Teachers would vote to go on strike. But the teaching assistants voted Tuesday not to strike although they did recommend that AFT members not cross student picket lines. They will meet Nov. 6 to vote again on the strike.

The administration has come down hard against the strike. William Bouwsma, the vice chancellor for academic affairs, warned that any faculty members or teaching assistants who strike may be fired, denied reemployment, or face "other appropriate sanctions," according to a resolution passed by the regents to deal with an earlier strike in 1966.

With the strike smoldering some students were searching for other ways of making known their dissatisfaction with the university and the regents.

Charlie Palmer, president of the student body, and Konstantin Berlandt, editor of the Daily Californian, announced Monday that they would fast "until those in power

in this state—in the political and educational systems—return to a discussion of the issues of academic freedom and courses. We will not accept political statements as honest stands."

Both said they decided to fast because they had "exhausted the regular channels of appeal" without getting anywhere, and that they reject violence as a tactic but feel they must take some action. About six other students have joined them.

Other students were trying to go right to the source of the problem. A group of law students planned to go to Sacramento to try to see Gov. Ronald Reagan, who has refused them an appointment. And eight UC student body presidents have challenged Reagan to a debate on statewide television on "the role of the regents in the running of the university."

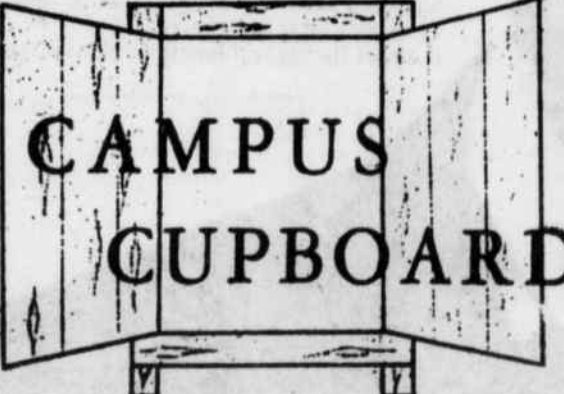
Students have almost entirely rejected militant tactics like last week's take-over of Moses Hall, which one student called "phony radical posturing." Students for a Democratic Society (SDS) was unable to generate much enthusiasm for a sit-in in Sproul Hall last Friday. The sit-in was thwarted when the administration locked all the doors to the building.

Meanwhile, the students arrested in Moses Hall planned to sue the university to have their interim suspensions lifted. They argue that the suspensions, imposed by Heynes almost immediately after their arrest, will prejudice their cases in court.



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G. U. T. S. Active In Local Communities



GUTS tutees discover they can do the answer, too.



A tutor often learns from her students.

By CAROL LEVINSON

Lack of communication. Every "gap" existing today can be attributed to this worn-out phrase. But whoever effectively does anything about it?

The Greensboro United Tutorial Service (GUTS) is concerned with reaching out across the "gap." This program was established six years ago for the purpose of helping underprivileged children receive a good education.

Approximately 120 girls from this campus are involved as tutors in GUTS, which is co-ordinated by Alina Matkovic, Elizabeth Murphy, and Marie Darr. The girls go into low income housing developments, both white and black, and give individual instruction to grade school students whose parents have requested their services. Lessons are given once weekly for two hours.

According to Miss Matkovic, the program is designed to relate the book material that the child learns in school to his everyday life.

"Working with these kids, the culturally underprivileged ones, it's apparent that each child needs individual help. And that's where we come in," said Miss Matkovic.

"They must be brought in contact with the world. If not, they wake up one day and realize they're unable to get by anywhere except their private world in a housing development."

Diane Barefoot, one of the tutors, stated, "If for nothing else, the children look forward to each session with their tutor; their interest is stimulated. It means something to them to have attention."

Miss Barefoot, in partnership with Marilyn Wentworth, tutor four children two boys and two girls. She explained that during a typical lesson, the tutees would practice reading out loud, have competitive spelling bees, and help would be given with specific homework assignments. "A child needs to have someone to listen to what he reads. Otherwise, pronunciation will never be corrected," she went on to say.

The program also tries to give the children more outside contact by taking them to the library and to Pixie Playhouse presentations. A social gathering is held once a semester for the children, their parents, and the tutors.

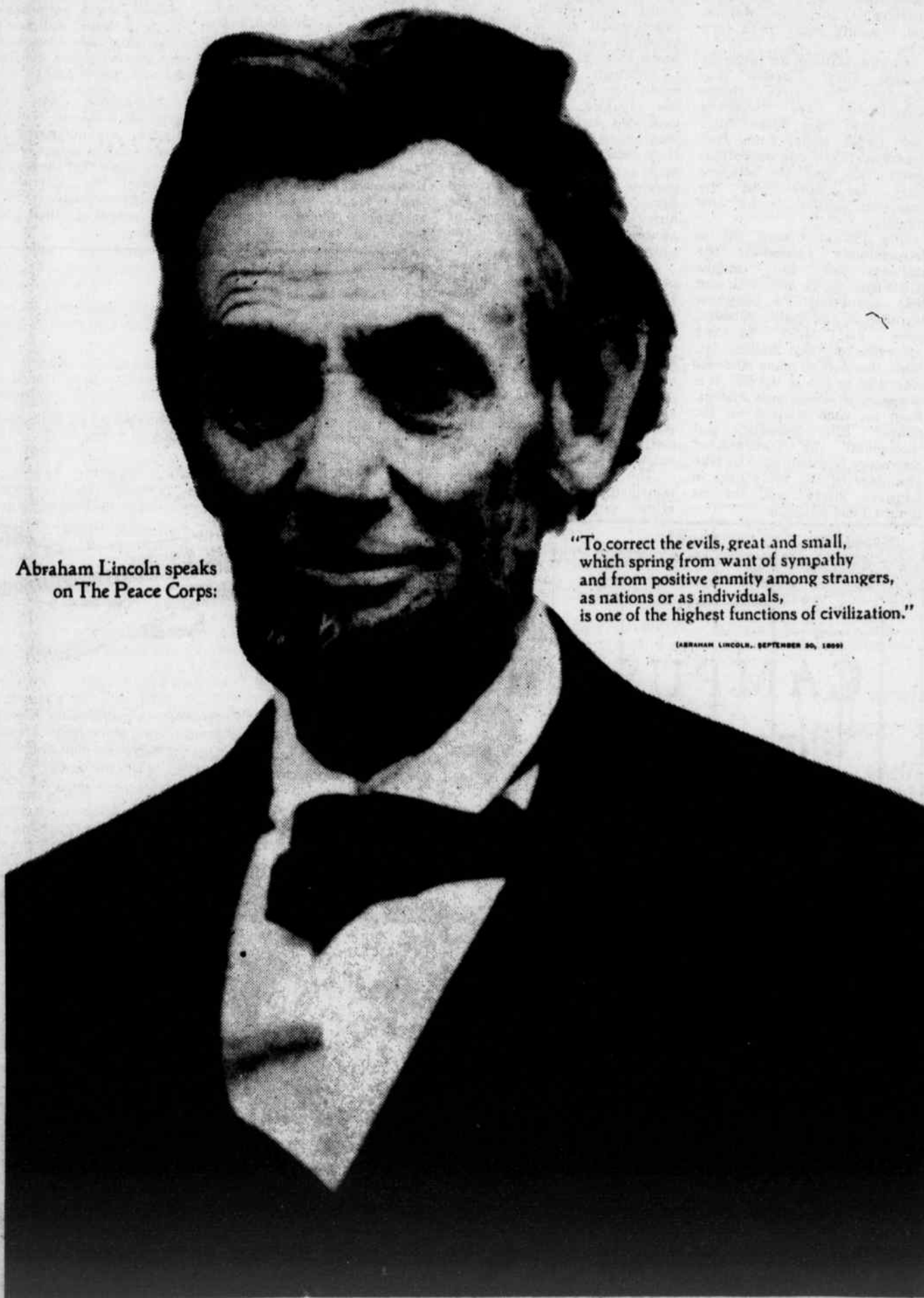
GUTS is entirely voluntary and is financed by SGA, which pays for transportation. Miss Matkovic stated that at the present time funds are being sought for an arts and crafts workshop.

Grad Deans Apprehensive

Deans of some of the nation's most prestigious graduate schools are worried about recent publicity that the abolition of draft deferments has not hurt graduate schools.

They fear the publicity will make it difficult for them to lobby for a change in the draft law when the new Congress and administration take office in January.

Most graduate school deans had predicted dire consequences when graduate deferments were ended last February. "Graduate schools will be filled with the halt, the lame, the blind and the female," was the most popular prediction. But statistics show that graduate schools' enrollments haven't dropped significantly, and the press has been full of stories that the graduate schools aren't badly hurt.



Abraham Lincoln speaks on The Peace Corps:

"To correct the evils, great and small, which spring from want of sympathy and from positive enmity among strangers, as nations or as individuals, is one of the highest functions of civilization."

(ABRAHAM LINCOLN, SEPTEMBER 30, 1861)