

The Carolinian

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Number 29

'The Individual In The Community' Fleishman Defines Individual Through Basic Characteristics Symposium Concludes; Action Is Promised

Joel Fleishman, Assistant Provost-at Yale University, addressed a crowded Cone Ballroom Wed. night for the second annual University Symposium.

Speaking on the subject "Learning To Be An Individual", Fleishman defined an individual through four basic characteristics: self-consciousness, self-pride, self-determination, and autonomy.

"There are two possible meanings of the word 'individual'", he stated. "The first meaning is a living organism created, endowed with certain inalienable rights.

"This is a result, not a cause," he maintained, indicating the passiveness of this definition.

His second definition was made in regard to "what we do with those inalienable rights and how men exercise the rights with the equality of men.

"This is what makes an individual," he declared. "The more a person realizes his potential, the more an individual he becomes. The less he realizes it, the more of an integer he becomes."

Fleishman described learning as the interaction between the mind and stimulus. He pointed out that a pattern in response to stimulus as a child will determine response in the future.

The prerequisite of acting and thinking, he continued, "is stimulus from parents, peers, and elders.

"The more response to stimulus, the more self-con-

sciousness, self-pride, self-determination and autonomy in wanting to learn," he insisted.

"The world seems positively hostile to making us become what we want to be," he continued. "While there is still time, while there is that capability to respond to stimuli in your mind, you ought to respond to those stimuli."

Applying the conception of individual to the community, Fleishman asked, "Why hide the poor on the other side of the town? Why not have them where you can see them and may be someone will respond."

"You've got to respond to be an individual," he exclaimed. "The more emotions the greater the individual."

"How are you going to respond if you don't have the experience of suffering?"

Considering the concept of the individual to himself, Fleishman declared, "To be an individual, you must shape yourself to be open to as many stimuli as possible, eager and ready to receive stimulus, ready to exercise and respond.

"You'll be catalyzed in the

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By MARIE NAHIKIAN

Exploring results of the two-day University Symposium on the Individual and the Community in a wrap-up panel last Thursday, some sixty students were told "The hippie temptation is a drop-out in desperation."

Opening the panel discussion, Dave Steinberg, NSA staff member asked, "What does it mean to be an individual in an institutional setting? The institution works against being an individual. Thousands of students feel that they are wasting their time securing an education. What results is sheer dissatisfaction and consequently the desire to drop-out completely. This is what has happened with the hippies."

Mr. Steinberg pointed out that after a symposium such as this one, "people can do two things: they can start working to do something now, or they can view it as an academic experience that was very interesting and never think about it again."

"I'm skeptical," he continued, "because most groups never move. No one can quite get over

the hump of personal sacrifice. If you plan to do something, you can't live a double image. It must be a total commitment. You're either there or you're not there."

A student asked Mr. Steinberg, "What do you do if you don't know where you are?"

Miss Karen Duncan, of the Community Action Curriculum project responded, "If you don't know where you are this is a basic confrontation. At least you have made a step towards something. You have to ask yourself what about your environment upsets you the most, and work from there."

"For example," Miss Duncan pointed out, "look at this University. . . and I guess I am going to have to be rude now. They tell me you passed a no closing hours bill that your Chancellor, who is a fine Southern gentleman, promptly vetoed. If you're a concerned individual, why do you accept this? Why don't you do something about it?"

"Tell me," Miss Duncan asked, "how much are maids paid on this campus?" No one

responded. "See," she said, "no one knows and no one cares. They never step out any further than their own immediate concern. Ultimately, do colleges exist as elements of stagnation or as elements of social change? The answer is obvious, colleges exist to support the system."

Al Record, from NSA also, spoke to the group. "The time is now. . . do something now. If you're dissatisfied, form a group. . . get organized. . . see if you can pull a Gag on the administration. Do it as a joke, if you must, but do it now."

Discussion about such a group formation continued, until Elliott Hall informed the group they had to leave for the night. After discussion as to whether to refuse to leave, the group move to Reynolds parlor to continue their discussion.

Panel Exchanges Ideas

A panel discussion "Being and Nothingness in the University Community" was held February 29 in the Alexander room as part of the University Symposium. The panel included: Peter Hanley, senior English major; Betsy Buford, senior History major; Al Record NSA staff member; and Karen Duncan, a member of NSA's Tutorial Assistance Center. Pam Mars was moderator.

The first speaker was Betsy Buford who said that in preparing for this panel she had considered the alienation of the individual, especially his sense of alienation in the community around him. Miss Buford said that she felt there could be no such thing as an autonomous individual because each individual is dependent on the things that surround him.

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Butler Cites Problems; Urges Involvement

(Editors Note: In this pertinent and very personal statement, Mary Ellen Butler, Judicial Coordinator, seeks to clarify court policy)

We live during a time when social rules are in a constant flux and penalties for violations of these rules vary greatly. For example at a large coed university a reprimand may be considered a just penalty for having liquor in the dormitory, whereas a small religious girls' college may feel that expulsion is the right decision.

Obviously, justice is relevant to the particular college. Where does our university lie on this spectrum of penalties and who is going to decide? We have a student court and it should be responsive to what this campus thinks is just, but the students must say what they are thinking.

The honor policy is based upon the theory that students will approach and report offenders. Obviously, this philosophy will completely fail if the students in general do not agree with the decisions made by the courts.

The judicial system this year

has recommended to legislature that the physical illness section of the drinking policy be deleted as a social violation.

One of the reasons for this was a strictly practical one, but another reason was because we think the students have changed their feeling on how serious an offense the actually feel this is. Notice that I said "we think." We have no way to be sure how the student body feels about this penalty. In three years this offense has gone from warranting suspension to deletion, but the students had no real influence over this until it got to legislature.

If the student body has not had a direct influence on the judicial system despite the fact that the judicial officers are elected, then who has failed and why? My answer to this is that you and I failed. Surely, we can't blame court members that spend three nights a week trying to do what they feel is just. The court this year has been indirectly influenced to a great degree by a student body's opinions. But they didn't have to be influenced at all, they were ap-

(Continued on Page 4)

Legislature Holds 31st Session

By JACK PINNIX
and
MARY KNIGHT

North Carolina's State Student Legislature will hold its 31st annual session in Raleigh March 6-

9, 1968. Representatives of some 30 colleges and universities are expected to attend the legislative sessions.

Republican gubernatorial hopeful James Gardner will be one of the guests at a Saturday breakfast. Also attending sessions will be Smith Bagley, candidate for Congress in the Fifth district, and Robert Morgan who was once Speaker of the House at State Student Legislature.

The bi-cameral body is modeled after North Carolina's General Assembly and some twenty schools are expected to present bills. The scope of the bills includes the entire range of activities the state is involved in. Like the General Assembly, an occasional gag bill is presented, but the bulk of the S.S.L. efforts is reserved for serious deliberation.

Obviously, and some observers feel unfortunately, the bills which pass have no legal status. But the students are conscious that their deliberations could, as they have in the past, create publicity (either favorable or unfavorable) for the legislation they are sponsoring.

Just three sessions ago S.S.L. approved a bill authorizing reflector license plates for automobiles; later when a similar bill passed the General Assembly, it included the basic provisions of the S.S.L. bill: the license plates were "Green and white and glowed at night."

This year's bills include: licensing of day-care facilities for children, expansion of east-west highways, a bill concerned with the distribution of birth

control pills, open housing, legislative reforms, legal protection for student teachers, and a perennial favorite, granting legislative veto to the governor.

State Student Legislature was organized in 1937 under the name Student Legislative Assembly. The organization was sponsored by Professor Edwin H. Paget and his State College Forensic Team. Governor Hoey addressed the group and Secretary of State Thad Eure served as parliamentarian.

The first day, November 12, 1937, saw rejection of a resolution urging FDR to run for a third term (23-24) and the body has been handling controversial issues ever since.

At the 1938 session the group urged (that the House Un-American Activities Committee be abolished (49-38) and held that a particular committee investigating un-American activities was "detrimental to our democratic government."

During its early years S.S.L. was widely praised by state officials and many observers believed that it was more conservative than the General Assembly. Governor Cheery led the applause and Secretary of State Thad Eure called it "a valuable a worthwhile organization."

In 1945, a bill was introduced by the University of North Carolina to ask negro colleges to participate. The resolution drew fire across the state but many, like Dr. Frank Porter Graham, Consolidated University President supported the students.

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Notice to all Candidates

For the upcoming SGA election, the CAROLINIAN will give unlimited space for the March 15 issue to all candidates for SGA President, Vice President, Secretary, and Treasurer. All other candidates in the first SGA election, excluding Senior House Presidents and Marshals, may submit their platform in a maximum of 150 words for publication in the March 15 issue.

Candidates may provide their own pictures or ask that the Carolinian take a picture for them. All platforms must be in the office by March 8. Any material submitted after that date will not be printed.

The Carolinian

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Editorially Speaking

By MARIE NAHIKIAN

Last Thursday night 60 students on this campus did something. Something that has the potential to cause things to happen.

The formation of the Greensboro Action Group (GAG) at the close of the University Symposium is more than usually happens as a result of anything on this campus.

GAG has high ideals. It aims at improving a college into a university. GAG plans to do something about no closing hours, about academic courses not open to underclassmen (age doesn't affect intellectual maturity); about getting a used book store on this campus; about problems that affect YOU, the student.

GAG is YOU, the student. It can become an effective outlet for students who believe in students.

GAG believes that the University exists as an element of social change, not as a support for the status quo.

The group is formed, the outlet is available. Where does that leave us?

If you are an individual, concerned about changing your environment and not just accepting it; if you are willing to commit yourself to something that is for you. . . GAG is meeting Thursday night at 7:30 p.m. in the North parlor of Reynolds.

A Fable?

By MARIE NAHIKIAN

Two UNC-G students were killed Sunday night when state police opened fire on students assembled in front of the Library, painting a statue.

One of the students was shot in the back, the other died from loss of blood when local hospitals refused to admit the victim.

Fourteen other students were wounded when police opened fire because they "thought" one of their own men had been injured by the students.

Ridiculous? Of course, but it happened in Orangeburg.

A HAPPY DAMN

ERKSINE WALTHER

At first glance the Bachelor of Arts requirements listed in the University Bulletin do not appear open to question from the standpoint of offering a liberal education. Upon closer examination one finds some interesting complications.

The Humanities section alone provides more than enough food for questioning. Humanities C offers courses under fifteen different subject headings, of these, six are foreign languages (this is in addition to the language requirement). Of the languages only one offers a course at the Freshman level Grade I. Out of the 54 language courses 40 are Grade III (recommended for Junior year) or above, five are Grade V ("courses open to advanced undergraduates and graduate students. . ."). This leaves only 14 courses in six languages open to Grade I and II students, of these four are two semester courses. All of this is in addition to the language requirement.

This may seem trivial but when the first two years are normally spent meeting basic

requirements with the last two with requirements for the major. Why are almost half the subjects — under Humanities — foreign languages? Why are so many recommended only for Junior and Senior years? With these questions in mind proceed if you wish.

The other seven subject headings (excepting English; offer a total of 40 courses. This seems to offer a great choice, but only 8 are Grade I and II level. Why? Home Economics offers only Grade V courses which makes them of now use to most students. History offers six courses, four at Grade V, the other two are Grade II both on the same subject (Asian Civilization) again of little use to the majority of students. Art has only one Grade I course the rest being Grade III. The same goes for Classical Civilization which is a very good department, too bad the University keeps it in infancy. English offers a very good variety if you happen to have reached Grade III or V. Of what use are these advanced courses to the majority of our students? By the time they

reach the required level the Humanities C requirement has usually been met. The Humanities C requirement has all the potential to be the most profitable requirement in the Bulletin, too bad it falls flat on inspection.

The Natural Science and Mathematics requirement is a basic part of a liberal education. The science requirements should and must be of a general nature rather than the present maze of specifics carried to extremes as in Biology 101-102.

In the mathematics courses it is taught that one example does not prove a theorem but one example does disprove it. So if you feel that we have the best system possible under our present conditions. I offer by way of contrast—CH. The UNC-CH Bulletin offers a greater variety of subjects and courses which meet the Humanities requirement. This is due in the main to the size of this branch of our University system. But the most interesting contrast is that all of these courses are on the Freshman - Sophomore level. If our sister university can

BETSY CULBERTON

Guess Who's Coming to Dinner cannot decide whether it is going to be a problem movie about interracial marriage, a love story, or a play about the generation gap. It ends up as a melange of the three, of comedy and melodrama, of dramatic honesty and commercial gloss. It is a good effort, flawed, but sincere, and a treatment of a touchy theme that was long in coming.

Stanley Kramer has done his utmost, sometimes dishonestly, always indirectly, to make the problem palatable to the masses, and he does this by the lure of ever-popular Katherine Hepburn and the late Spencer Tracy, complemented by the presence of Sidney Poitier, who seems to have been exempted from prejudice of late. Too, the situation is Russian; Hepburn and Tracy play wealthy, sophisticated San Francisco liberals (he is a newspaper editor; she the brains behind a successful art gallery) and Poitier is 37, no hot-headed adolescent, an ex-Yale professor and one of the pillars of the World Health Organization.

Certainly this does not alter the ethics of the situation per se, but it does make a successful, money-making film. **Guess Who's Coming to Dinner** does not preach, which is to its credit. It traces the course of a day when Katherine Houghton brings Sidney home to meet her parents before he leaves the same night for Geneva where she plans to join him. The action revolves around the reactions of

two conscientious liberals who are called upon to defend their espoused beliefs against Sidney's ultimatum that they approve or no marriage.

Some of the day is deliciously funny, especially the confrontation of Poitier and Tillie (the outraged maid who indignantly calls him "a nigger on the make"), Tracy's brief encounter with fresh Oregon boysenberry sherbet and a teenage carhop at a drive-in, and Miss Hepburn's 'long private talk' with her daughter. Parts are numb and serious, especially the beautifully stranded scene when his parents arrive from Los Angeles for dinner too.

It is only extremes that hurt the dramatic moments. Kramer cannot seem to forget that he is showcasing Tracy and Miss Hepburn, so he keeps her weepy for the second half of the film and saddles him with a summation that only Tracy's oratorical genius could save. The script is conscientious and for the most part natural, but it is talky and full of leaden pleasantries. It is Mr. Tracy's biting delivery and Miss Hepburn's delicious acidity that turn the lines into wit and the more sugary sentimental scenes into bursts of honest emotion. They are brilliant in their old imitable ways, displaying a style and professionalism sadly lacking in modern stars.

They are, in general, well-supported, although Tillie and Hilary St. John (Miss Hepburn's gallery associate) are at times overplayed. Beah Richards as

Poitier's mother is perhaps the weakest of the major supporting players, but in her one crucial scene with Tracy she does splendidly. Katherine Houghton captures the spirit of carefree, permanently happy Joanna, although she does show her inexperience by wobbling through her long speeches requiring both sustained feeling and vocal variety. In repartee she is quick and sure. Cecil Kellaway as the remarkably understanding Catholic monsignor is a delightful foil for Tracy.

Clearly it is outstanding performances which carry the sincere statement of Kramer's theme beyond the weaknesses of the William Rose scenario. The stagey series of two-person conversations in fluid partner rotation, though it is necessary to fairly present everyone's point of view, becomes ludicrous after a while and then it is merely joked at by the participants. The solutions proposed are not final; they are highly individual and not meant to be absolute. But for the persons involved, they are the inevitable conclusions of the long private self-evaluation each undergoes.

Kramer wisely realizes that any pat answer or sermon would be either too easy or too harsh, and he has emphasized his characters rather than impersonal convictions. That is what elevates **Guess Who's Coming to Dinner**; it permits fine actors to relax and perform, and, quite easily, as people, they are sympathized with and believed.

Letter to the Editor

To the Editor:

Although Miss Litzelman's reasoning for the dying state of the Experimental University on this campus may be valid, we feel that there is another major factor involved.

Miss Litzelman stated that "too many people have been expecting it (the knowledge) to be handed to them instead of participating." This comment assumes, of course, that students and teachers were actually meeting together.

However, the fact is that some of the courses to be offered this past semester never materialized—to the bewilderment of students and faculty alike. Due to poor communication within the Experimental University and poor publicity about what was actually taking place, it is difficult to ascertain exactly how many of the proposed courses were never offered. Lest someone think that this failure is entirely due to laziness or loss of interest

on the part of those enrolled or planning to teach, we propose that at least part of the failure is due to administrative problems. When potential students asked why they had not been contacted about a course they had selected, they were often put aside by such statements as, "you will be hearing something in about two weeks." Seldom, if ever, did any announcement arrive—not even a cancellation notice. Obviously a major communication gap existed!

Perhaps the crucial communication problem existed because too few students were willing to take "grass roots" responsibility for organizing the program. Miss Litzelman made this point when she said, "To be continued, it (the E.U.) needs the active participation of the individual." We assert that this participation is necessary on the level of administrative chores as well as on the level of course preparation.

If students feel that organization is "busy work" or that they don't have time to create effective communication, then they shouldn't have such ambitious plans as were announced by last semester's Experimental University. As is true with most student movements, too few students took responsibility for the "nitty gritty", and the result was failure on two levels, not just on one.

Despite being almost ignored by the Experimental U's "administration", one of us participated in a course that did materialize, and the experience was well worth the time involved. We hope that the Experimental University will not die due to neglect.

Sincerely,
Connie Foss
Patsy Albright
Anita Thomas



offer these courses on the levels where they are normally met, why can't we? Could it be that they really are a university? Listed under the Humanities you will find 12 history courses on the Freshman-Sophomore level, we have two on this level out of six. Art offers 8, we have one on this level. Philosophy has four, we have two on this level out of eight the balance being Grade II. Why this discrepancy within the same system? The courses in question can all be used to meet the Humanities requirements and are listed in the respective Bulletins (under General College in the Chapel Hill Bulletin and under Bachelor of Arts in the UNC-G Bulletin—check if you doubt.)

This cannot be begun unless the student body shows an interest in its own interest. Continue to complain in the dorms and in letters to friends, you only have yourselves to blame.

—Legislature—

(Continued from Page 1)

One student remarked, "A lot of us are veterans, and we do not need to be told what we fought for."

Many colleges withdrew from the 1946 session and the 1947 session was cancelled primarily because of the race issue. S.S.L. has met every year since 1948 and is now the oldest continuing collegiate body of its type in the United States.

—Fleishman—

(Continued from Page 1)

thought and interaction, and for completion, you must first know yourself."

Analyzing the college community, Fleishman insisted that colleges deliver a wide variety of stimuli to students, since the students are of wide interests.

He also demanded that the stimuli include not only from the campus community, but "Extend to the town beyond the gates of the college."

He attacked the present grading situation, by pointing out that it does not show the learning done by the individual.

"Grades have very little to do with competence in thinking and capability of learning."

Fleishman demanded that colleges allow students to make real decisions and exercise real responsibility and, "I don't mean frivolous student government either."

"Think for how long blacks have been stopped from responding to stimulus they receive? Do you expect that their response will be calm," he questioned.

He added, "It will be a long time, I feel, before blacks will be able to respond to stimuli with calm."

The 1957 session again drew headlines as both Houses passed resolutions concerning interracial marriage. The body was blasted by Governor Hodges and the Council of State acted to restrict the Legislature.

But the annual sessions were not discontinued and similar resolutions were passed for practically every session thereafter. The miscegenation acts became almost a matter of course and last year's passage went practically without debate. Last year, the United States Supreme Court in the Loving case took a position which vindicated the stand S.S.L. first took back in 1957.

In recent years S.S.L. has been denied use of either the General Assembly chambers in the new Legislative Building or the old chambers in the capital. Each year the officers promise to work for restoration of use of these buildings, but thus far, without success.

Rifle Star On Campus

By BETSY COCHARAN

Five years ago, Mary Parris, student at UNC-G began learning how to shoot a rifle. She began training early at Camp Illahee in Brevard, North Carolina. Her hometown Rifery Club helped her training from there. After working with them for several months, she entered a shooting match and did quite well.

Then, it was upward all the way. Among the titles she holds are National Collegiate Champion and the National Woman's Ironside Championship. For the past four years she has been selected as a member of the National Randle Team, which consists of the top ten women in the nation. She has also been selected for the International Dewar team, which consists of the top twenty men and women in the nation. Mary was the only

woman who made this team which competes against teams from other English-speaking countries. She holds two national records and has been regional champion for seven years. She was the only woman and youngest person to hold the State Championship two years in a row. Mary held the State Junior Championship for four years. At fourteen she won the Girls Championship which she kept until she was too old, to compete.

Currently Mary has been shooting against men in the

Armed Forces from Fort Benning and Fort Quantico and she plans to try out for the Olympic team providing an event is definitely scheduled for women shooters. Also, Mary is dependent on how much school she will miss in order to compete in the games in Mexico City.

Mary, now living in Asheville, North Carolina, has three guns of her own. Two of them are Winchester 35's and the third is a German Anschultz, which weighs seventeen pounds. All three guns are .22 rifles.



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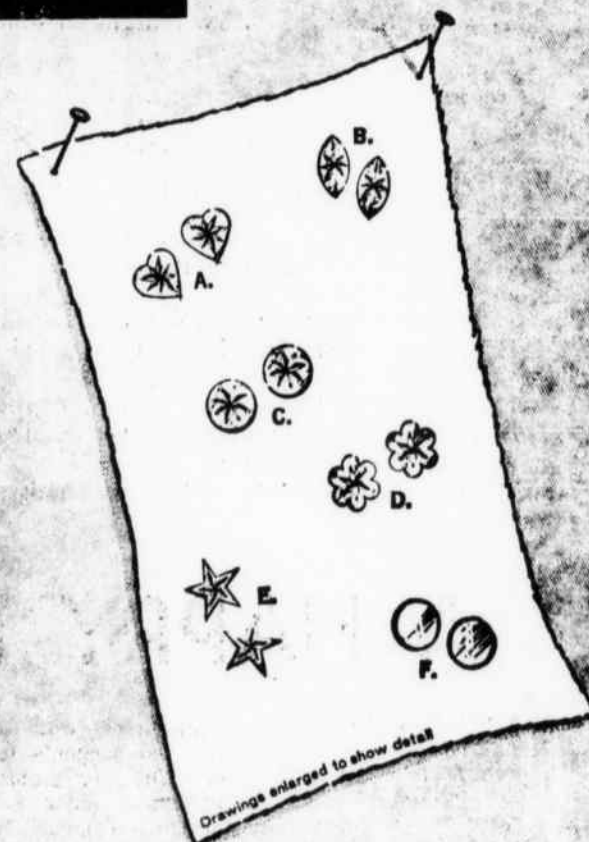
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Sandwich Shop Delivers To Dorms

By JEANNIE DANIELS

"Where quality is so evident" is the motto of Randy's Sandwich Shop on Green Street (beside the police station) and it is obvious from the moment you enter the door that this motto is lived up to. The floors, counter and tables are spotlessly clean, customers are even able to look into the food preparation room from behind a partition where they can watch their food being prepared in a sanitary, efficient manner.

Randy, an Appalachian State College graduate, served for thirteen months in the Navy off the North China Sea. After leaving the Navy, he went to work for IBM in Atlanta. While in Atlanta, Randy met Stan of Stan's Sandwich Shops and became interested in opening a

shop of his own. So, Randy, a Belmont native, decided that Greensboro was a good location, and on January 4, 1968 open for business.

Concerning his menu, which consists completely of sandwiches and side orders like potato salad, dill pickles, and chili, Randy said, "I serve my customers sandwiches fixed the way I like to eat them. I am very picky about food so I know that if I like it they probably will, too."

The sandwich fillings include corned beef, roast beef, turkey, and baked ham and are sliced thin and piled high on the bread. Randy cuts about three pounds of fat off each roast and ham, so there is no chance of getting a sandwich that is mostly fat.

If you call an order in to Ran-

dy before six he will deliver it to any dorm between six and seven. If you call before nine he will deliver between nine and ten thirty. There is no minimum for delivery.

At the moment Randy is considering expanding and opening another shop near the college.

-Butler-

(Continued from Page 1)

pointed because of their opinions, not yours.

For example, several students have expressed the opinion that no first offense social violation should warrant suspension but during last years campaign they didn't ask me if I agreed with them or if I would be in favor or

appointing court members who felt this way. I am responsible for all policy changes, but before elected, no one asked if I would reclassify some offenses to a lesser penalty or recommend that others be deleted.

No one asked if I would publish court cases or if I interpreted blanket permission to include men's apartments. On the other hand, I didn't tell you how I felt about these issues and I readily admit this was a mistake.

Students Don't Question

Your reasons for this failure are probably the same as mine. There was little enthusiasm during the campaign because of the lack of competition. There were many problems with the new court structure that were more immediate than these other matters. No one thought in terms of a court being responsive to the opinions of the campus. The

students had no means of knowing what decisions the courts were making and didn't question this lack of information.

The judicial members have tried to solve these problems. The chairmen have published all the court cases and will continue to do so. I have published all policy decisions and will include the rationale if they are not so complex that it will be misleading. We want your opinions and your criticism. That is one of the many things that you can do to improve the judicial system. Another very important opportunity will be available tomorrow.

-Panel-

(Continued from Page 1)

Miss Buford noted that "With all the comments on the sterile university, I hate to think that these past four years have been a limbo; if these four years have been a waste, if I haven't grown, I feel it is my fault."

After welcoming all the "future wives" in the group, Al Record, said that he felt that it is important for each one to ask himself if he has a sense of worth. "It is necessary for us to question whether things have been open to us to give us the opportunity to discover ourselves. We should be asking questions now that our parents never conceived of asking or even wondering about."

Peter Hanley addressed himself to the individuals relationship to the community, and the refusal of the university to involve itself in moral commitment and individual controversy. Hanley felt that the university is not fulfilling its responsibility by not taking an active part in the moral questions of our time like the Vietnam war.

After relating to the group her unpleasant experience of being "locked up" in Cone Dormitory the previous night, Karen Duncan defined groups and group power. Miss Duncan said that she felt education to be a process of learning what takes place between people. For this reason she recommended that the students set up a dialogue among themselves in order to learn.

"Educational institutions are probably the most undemocratic institutions in this country," said Miss Duncan, "And they are the ones that are supposed to be democracy."

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BRAUNSCHWEIGER (Liverwurst)	62¢
LETTUCE & TOMATO	35¢
SLICED YOUNG TURKEY	72¢
SWISS CHEESE ON RYE	50¢
AMERICAN CHEESE	45¢
EGG SALAD	50¢
TUNA FISH SALAD	55¢
PASTRAMI	72¢
PEANUT BUTTER-JELLY	30¢
HOT DOG	30¢
SUBMARINE	87¢
SUBMARINE, JR.	65¢

SHREDDED LETTUCE AND TOMATO SERVED
ON ALL SANDWICHES

ANY SANDWICH ON FRENCH ROLL — 6¢ extra
AMERICAN OR SWISS CHEESE — 10¢ extra

SIDE ORDERS

Creamy Potato Salad	20¢
Cole Slaw	20¢
Hard Boiled Egg	10¢
Kosher Dill	10¢
Bowl of Chili	30¢
Hot Soup	30¢

DESSERTS

Pie (Fruit or Ice Box)	30¢
Brownies (2)	15¢
Cupcakes (2)	15¢
Chocolate Eclairs	20¢
Pecan Twirls (2)	15¢
Pastry	20¢

DRINKS

MILK: Qt.	34¢
Pt.	24¢
½ Pt.	17¢
Buttermilk	17¢
Coke	10¢ 15¢ 25¢
Sprite	10¢ 15¢ 25¢
Orange	10¢ 15¢ 25¢
Tab	10¢ 15¢ 25¢
Coffee	10¢
Hot Chocolate	15¢
Iced Tea	10¢ 15¢
Fresh Orange Juice	25¢
Lemonade	15¢

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