

The Carolinian

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Number 4

Due to inferior construction this entrance is closed.

CAROLINIAN photographer Ed Woodard is reflected above in the glass doorway of the basement entrance of the cafeteria. "Inferior" construction has caused this shortcut to be temporarily closed.

Nixon Says Moratorium Will Not Affect Him, Democrats Support It

By NANCY MOORE

Although President Nixon said in his press conference Friday that he would not be affected by the Vietnam Moratorium, it was evidenced by only the briefest glimpse at a Saturday newspaper that it has already had an effect.

When Nixon was asked about plans for campus demonstrations in October, he answered, "We expect it. However, under no circumstances will I be affected by it."

At the same time, Democratic liberals and moderates were considering to prevent the Senate from meeting Oct. 15 by a lack of quorum. This boycott of the Senate is scheduled to coincide with the activities of the Vietnam Moratorium Committee's demonstration. This committee issued a call signed by many student leaders across the nation for students to "work for peace" on Oct. 15 instead of going to class. It urged that students contact the community on this day to encourage them to join in their protest over the continuance of the war.

The Democratic meeting was called by Senator Fred Harris of Oklahoma, who is the Democratic national chairman. The meeting followed the introduction of a bill by Republican Senator Charles Goodell to withdraw all troops

from Vietnam by the end of 1970. Present at the meeting were Senators Muskie, Kennedy and McGovern.

Nixon said in his press conference that setting deadlines on withdrawal was "a defeatist attitude," and harmed chances for a meaningful negotiated peace.

Warren Explains Project Purpose

All persons interested in working with Project Arts, "an experience in education," will meet October 7 in the Claxton Room of Elliott Hall.

Jerry Warren, co-ordinator for UNC-G, recently explained the purpose behind the program which works with underprivileged children, especially in the field of the arts.

"Our society," he said, "is now beginning to feel the effects of advanced technology. After years of radio and television, too many people are content to sit back in their air-conditioned homes and watch color TV. Instead of experiencing life, they are content with this second-hand view of life. People no longer wonder why they're living—they have no immediate

experience with life at all.

"This whole scene is a drag for young people who are really aware of being alive. Their rebellion led to such things as Haight Ashbury and the SDS. It was bound to erupt in some form of decadence, the country draining itself of meaningful compassion.

"But behind it all was some kind of creed. This kind of creed is being Project Arts. We're fashioning ideas again. The 'flower power' is gone—we're trying to do something."

Project Arts was formed from the idea that creative impulses are not just a supplement to life that few may have, but that it is a necessity to life which all people have, according to Warren.

Students Against War, But Not Willing To Work

Although 70% of the students responding to the Vietnam Moratorium poll were opposed to the war in Vietnam, only 28% would support a moratorium. And only 7% would sign their names to a list of interested persons.

MOVEMENT GAINS STRENGTH

Despite this lack of support evidenced in the SGA poll, the movement for a Moratorium continues to gain persons who are interested in expressing their concern over the continuance of the war.

The students are planning a rally Tuesday afternoon in front of Charlie McIver and will distribute literature concerning the war. Plans will be discussed for the proposed "Peace Week" beginning Oct. 5.

THE STRATEGY

The Moratorium Strategy, as outlined in a sheet distributed by the Vietnam Moratorium Committee, calls for students and faculty to use Oct. 15 to reach other segments of the community and persuade them to join in the Moratorium in subsequent months.

It says, "The October action must be spent in community work to build a base for the two day moratorium in November. This can be done by going to businesses, homes, factories, high schools and other gathering points in the community and asking people to join the moratorium in the following month."

The goal of the Moratorium, as outlined in the Strategy plan is "to get massive and diverse sectors of American society to cease to do 'business as usual.'"

RESULTS

Several dorms turned in results after the deadline to bring the total responding dorms to nineteen. Dorms responding were Strong, Ragsdale, Gray, Weil, North Reynolds, I-House, West Cone, Cotten, South Reynolds, Winfield, Mary Foust, Moore, Hinshaw, Bailey, Jamison and Guilford.

The complete revised Moratorium results are as follows: 1. Are you opposed to the war in Vietnam? 928 yes, 240 no. (Strong: 122 yes, 29 no; Ragsdale: 109 yes, 21 no; Gray: yes; Weil: yes; N. Reynolds: yes; Coit: no; Mendenhall: yes; N. Spencer: 100 yes, 27 no; I-House: yes; Cotten: 106 yes, 14 no; S. Reynolds: yes; Winfield: 95 yes, 32 no; Mary Foust: yes; Moore: 173 yes, 5 no; Hinshaw: 28 yes, 69 no; Bailey: 93 yes, 29 no; Jamison: 102 yes, 14 no; Guilford: yes.) 2. If yes, would you support a moratorium to suspend classes for a day? 318 yes, 804 no. (Strong: 88 yes, 55 no; Ragsdale: 59 yes, 61 no; Gray: no; Weil: no; N. Reynolds: no; Coit: no; Mendenhall: yes; N.

Spencer: 10 yes, 117 no; I-House: yes, but not for 2-3 days; Cotten: no; S. Reynolds: no; Winfield: 56 yes, 107 no; Mary Foust: no; Moore: 15 yes, 163 no; Hinshaw: 28 yes, 69 no; Bailey: 25 yes, 67 no; Jamison: 37 yes, 65 no; Guilford: no.) 3. Would you come to rallies, demonstrations in support of the Moratorium? 212 yes, 820 no. (Dorm breakdowns are available at "The Carolinian" for anyone who would like to see them.) 4. Would you do door-to-door canvassing to encourage people not to go to work? 66 yes, 986 no. 5. Would you support a collective student effort here at UNC-G? 347 yes, 692 no. 6. Are you willing to sign your name to a list of interested people? 52 yes, 650 no.

National Committee Looks To November

WASHINGTON (CPS)—Nearly 300 student body presidents and editors have now signed a call for a Vietnam Moratorium—a nationwide anti-war class and work boycott.

The call, sponsored by the new "Vietnam Moratorium Committee," is for a one-day boycott of classes at all U.S. colleges and universities on October 15 to call attention to and move toward ending the Vietnam War. The committee plans to expand the moratorium to two days in November, three in December, adding a day of protest each month as long as the war goes on.

The Moratorium hopes to involve the community as well as the colleges in cities and towns across the country. Workers and business men are being asked to boycott their daily routine at least for a short time during the moratorium days.

TOO MODERATE

The new Mobilization Committee Against the War in Vietnam has planned a national rally in Washington November 15 to coincide with the second month's Moratorium days. The rally, similar to the march on the Pentagon in 1966, will include a march from Arlington Cemetery past the White House to the Capitol building, according to tentative plans. Both militant and not-so-militant groups are supporting the Washington rally, while some militant groups (including some SDS chapters) refuse to support the Moratorium.

Organizers of the Moratorium include: David Hawk, a former National Student Association staff member and coordinator of a "We Won't Go," statement campaign involving 250 student body presidents and editors last year. Sam Brown, another former NSA staff member and organizer of youth for Sen. Eugene McCarthy's 1968 presidential campaign. He is currently a fellow at Harvard's Institute of Politics. David

Mixner, another former McCarthy campaigner presently on the Democratic Party reform commission headed by Sen. George McGovern (D-S. Dakota).

EXPECTED TO GROW

The committee, according to its moratorium strategy statement, expects the monthly protests to grow if the first month's is successful. High school students, anti-war and civil rights constituencies, entertainers, labor union locals, churches, businessmen, and politicians are invited to participate.

A central office in Washington is coordinating plans for the demonstrations and projects to take place on the Moratorium days. Among the committee's suggested plans for the first demonstration and boycott day are town meetings, debates, rallies, leaflet distribution, study groups, vigils in homes and churches, anti-war films, petitions, teach-ins, and memorial services for war dead. Violence is out of the question, say the organizers.

The committee refuses to refer to its class boycotts as strikes, because it does not feel the analogy applies. The intention is not to cripple the universities, but to use them as a base to end the war, Brown says.

FINANCED BY GIFTS

Financial assistance is coming from private gifts, Moratorium organizers say, though they do not list any primary backers. The National Student Association has provided some financial aid for the Washington office.

The monthly protests are to continue "until a negotiated settlement is signed, or a definite timetable for bringing all American troops home from Vietnam is made," the committee has announced.

The Carolinian

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

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editorial

The living conditions of the poor in Greensboro are revolting. Just a few blocks away from the campus of UNC-G stands an area unfit for animal occupation, let alone human occupation.

Last spring, THE CAROLINIAN ran an article entitled "Frazier Defends Slumlord on Condemnation," written by a Guilford College student, Jeff Bloom. The subject of the article was Greensboro's Gillespie Street. At the time the article was printed, the city was trying to condemn the rat-infested homes located in that area.

The slumlord of Gillespie Street, W.W. Horton, was questioning the condemnation procedures because he claimed the legal health standards were too high.

The author of the article visited Gillespie Street and the following is an excerpt from his article:

"I walked into the small combination living-room-bedroom. There was an old wood heater in the center with a pot on top of it. To the left of the door was a bed that was made up neatly. Next to it was a desk, and ... in the corner, was a dresser ... On the wall was a calendar with a picture of Martin Luther King, the person they could once look to for hope ...

"These were the only three rooms in the house. In the small kitchen I saw an old wood stove, and a small porcelain sink that was falling off the wall. There is no outlet for an electric stove, and, of course, only a cold water tap in the sink." (Horton's health standard didn't consider hot water a necessity of living and therefore none of the homes had hot water.) "The tiny, unheated room held only a broken toilet, and no shower, bath tub, or wash basin."

This street is very near our campus (mileage wise) but for the people who live in areas like this, the distance is a million years ... True, this report was done last spring. Maybe the Planning Department has improved conditions on Gillespie Street. But just recently UNC-G students revealed similar living conditions of other Greensboro poor. You can't visualize living in a five room house with seventeen people—no water, electricity, nor toilet.

What can you do? You can ask questions; make it known that you as students are concerned about the poor. Don't feel sorry for these people. They don't want sympathy—they want help.

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Truth, Justice, and a little Bit of Scotch

ERSKINE S. WALTHER

"Freedom from activity is never achieved by abstaining from action." Book III, Bhagavad-Gita.

We are enmeshed in a world of activity and countless happenings. Whether we participate or not is academic for the results of others' actions affect us just as directly, just as surely, as those we, ourselves, commit. When we sit back and "let George do it" we are committed to an activity in which we have no choice. We are not free from action and the consequences of action simply because we were not part of the making of the action.

In net, I am saying that we must all become involved in the world around us. I am not saying this in a blanket or all inclusive sense. Rather, I mean awareness of the happenings, involvement to the degree and in the manner best suited to the individual you, to your time, your needs, and your wants. To be aware is as easy as reading and thinking about your reading. To become actively involved takes more time, but it is time well spent.

I am not telling you to get involved because it is good, or morally right, or groovy. Rather because it can be fun, and is usually fulfilling and rewarding. If you don't help do it, someone else will do it to you.

UNC-G Students Interview Poor

(Editors Note: This is an article reprinted from the Greensboro Daily News, September 24, 1969, written by Bill Rodes Weaver, Daily News Staff Writer.)

Guilford County's rural poor families are in critical need of better housing, federal subsidies to enable them to repair houses and satellite community centers to provide health and social services facilities.

The needs are spotlighted in a study just released by the Guilford County Planning Department developed from interviews by geography students of the University of North Carolina at Greensboro. Case studies were made of 17 poor families chosen at random from 200 families living in substandard housing. The larger group was studied two years ago.

Existing Conditions

-A family of eight live in a three-room house with only two beds.

-A family living in a rented house for three years without water and without indoor or outdoor toilet.

-Three families paid rent for houses with wells when the wells had been dry more than a year.

-A family of eight had no transportation.

-A mother and 17 children live in a five-room house with no electricity, no water and no indoor nor outdoor toilet.

-A partially paralyzed senior citizen, living alone and unable to work, has no recreation nor rehabilitative activity.

They attributed the root of the problem to "owners and renters who are unable to finance the repair of their houses, landlords (who) are hesitant to improve living conditions and tenants (who) have no legal means to force landlords to make repairs."

What to Do?

The students suggested that the county establish a minimum housing code to require landlords to maintain standards, that municipal public housing be extended to 10 miles beyond the city, that turnkey projects for low-cost, low-rental housing be initiated and that federal subsidies be used for repairing or buying houses.

The survey suggested that most of the problems of the rural poor "could be eased, if not altogether eradicated," if the rural poor could be more effectively brought into continuing contact with the existing local, state and federal aid system.

YOU TELL US

What you want to read in

THE CAROLINIAN

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S.C.O.R.E. Opinion Poll

Lindsay Lamson

During Orientation Week, SCORE conducted its first Opinion Poll. The Poll's subject was the Freshman Class. Its purpose was to take a cross section of the Class of 1973 in order to discover what they are like. The Poll inquired into three major areas. The first was their family background. Their future academic plans was the second area covered. The third and final area concerned their views on various issues which are facing college campuses across the nation. This week we shall examine the background of the Class of '73.

Since UNC-G is located in the South, it is to be expected that a major portion of the student body would be from this region. We were curious, however, to see from what other areas UNC-G attracts students. We therefore asked the following question:

"In which region is your home state located?"

(1) The South, 79.2%; (2) The New England Region, 4.4%; (3) The North East, 11.9%; (4) The Midwest, 1.3%; (5) The Far West or Plains Region, 1.9%. The interesting aspect of these results was the sizable portion of Freshman we have from the North East. This factor tends to substantiate the rumor that second floor South Spencer has been renamed the "New-New Jersey."

Next, we asked for the size of the home community of our Freshman. We received the following answers:

"While growing up I lived:"
(1) On a farm, 11.3%; (2) In a small town, 29.6%; (3) In a moderate sized town or city, 33.3%; (4) In a suburb of a large city, 13.8%; (5) In a large city, 10.7%. You will notice that 40.9% of the class comes from a rural-small town background.

No research into the background of a group would be complete without some insight into their religious beliefs. Following this line of thought, we asked:

"What is your religious background?"

(1) Protestant, 85.5%; (2) Roman Catholic, 5.7%; (3)

Jewish, 1.3%; (4) Other, 5.7%; (5) None, 1.3%.

This question was specifically structured to reveal the students' past religious beliefs. Our next question was designed to see if the Freshman have changed their personal religious preferences as compared to that of their family.

"What is your present religious preference?"

(1) Protestant, 73.0%; (2) Roman Catholic, 5.7%; (3) Jewish, 5.0%; (4) Other, 5.0%; (5) None, 9.4%. The most noticeable difference between the results of the two questions is the upsurge in those with no preference. Attribute this factor to intellectualism, rebellion, or apathy or ... or reach your own conclusions.

This column has been an introduction to the general background of this year's Freshman Class. Next we will concern ourselves with the academic aspirations of the Class.

LETTER To The Editor

Dear Editor,

Thank you for your newspapers. It is a generally known fact: everyone reads THE CAROLINIAN. And this year's Cary is good to read. It is an important and attractive experience for several reasons. The Cary impacts an extensive range of information about our campus, about extra-campus events and about where our campus is in the force of the time. More specifically, the year's first issue we witness an impressive context: campus activities in their political and social phases. THE CAROLINIAN encompasses the varied and complex aspects of the curricula as well as the extra-curricula functions. And the news medium, as exemplified by THE CARY evinces crucial awareness and provides an incentive or active encounter.

Ramon Fernandez



Frula, the fabulous Yugoslav Folk Ensemble that arrives at Aycock Auditorium on Wednesday, October 8, is the youngest of the four major Yugoslav Folk Ballet troupes.

Since Yugoslavia's culture represents a mixture of many races and influences, Frula's repertoire is perhaps the most diversified and exciting of that presented by any other folk ensemble in the world today.

Frula appeared at UNC-G in 1967 and received high praise from those who attended. Students will be admitted by ID card.

(More information on Frula will appear in Friday's issue of THE CAROLINIAN.)

Review

"Midnight Cowboy"

By PAT O'SHEA

"People stop and stare/I can't see their faces/I'm going ..."

It makes you want to talk about things.

Photography is a camera swinging on a hinge of light, and the tempo is a jargon-oriented, free verse film, yet one which breaks into colour and metaphor until it spans the fragments of the elusive theme on which it focuses. And the visual impact charges like a buckshot as "Midnight Cowboy" strikes through every possible scene to know that there is never more perfection than there is now; never more decadence than there is now. "Midnight Cowboy" composes variations of this scheme, and it tugs at some elemental chord, ordering

harmony and dissonance, beginning in slow pressure and culminating in explosion; altering nothing but expressing a rhythm of living, and of living again.

"Where the sun keeps shining/Through the pouring rain/Skipping over the ocean like a stone ..."

You feel things.

You feel the purple haze of a frenzied orgy in a mind, you feel the rats which crawl along a woman's skull, you feel a red light, strobe light icon of Jesus, you feel the descent into the city's knife-erected vortex, and you feel incisively real.

"Going where the weather suits my clothes/Banking off of the northeast winds/Skipping over the ocean like a stone ..."

You think.

Dustin Hoffman and Jon Voight are the versatile "Midnight Cowboy", so fully that some chance expression fans the response and excites all pressures, all tones. They are new in a new film, and one which echoes many sounds.

"Only the shadows of their eyes/Only the echoes of my mind ..."

It is the germination of a particular kind of film, which condenses and spaces before and tomorrow and Now. Everyday films and tapes spin from their spools, everyday a movie risks a little more. "Midnight Cowboy" has been there and lived there, and this as a warning: "Midnight Cowboy" will entertain you, and will do some other things besides.

"Everybody's talking at me ... I'm going where."

FEIFFER

A DANCE TO AUTUMN.



IN THIS DANCE
I CELEBRATE
A RETURN TO
EDUCATION.



A RETURN TO
REASON.



A RETURN TO
DIALOGUE.



A RETURN
TO ORDER.



A DANCE TO AUTUMN.



OMG JULIE FEIFFER

The Student

by GERALD FARBER

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there, we can go on to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education.

At Cal State L.A., where I teach, the students have separate and unequal dining facilities. If I take them to the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a nigger lover. In at least one building, there are even rest rooms which students may not use. At Cal State, also, there is an unwritten law against student-faculty love-making. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 per cent effective.

STUDENTS TOLD WHAT TO THINK

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections—their average age is about 26—but they have no voice in



the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir," or "Doctor," or "Professor"—and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, they set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says, "jump," students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out—each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a pro; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into stupor and then screams at them when they fall asleep.

Just last week, during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, "This class is NOT dismissed!" and led her back to her seat. On the same day, another teacher began by informing his class that he does not like beards, moustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

AUSCHWITZ EDUCATIONAL APPROACH

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public schools for nothing. They've learned



One thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and carress their poor, torture heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age, we all learn to accept "two truths" as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place, or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been ever since.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through now and then. Others—including most of the "good students"—have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They're pathetically eager to be pushed around. They're like those old, grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State LA are expert con artists who know perfectly well what's happening. They want the degree or the 2-s and play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainable thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State, these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called on in class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really was a Last Judgement, the parents and teachers who created these wrecks would burn in hell.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

PROFESSORS AFRAID TO BETTER STATUS

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls. Just look at their working conditions: At a time when even

As Nigger *

migrant workers have begun to fight and win, college professors are afraid to make more than a token effort to improve on their pitiful economic status. In California state colleges, the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still don't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch-phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now of course there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number

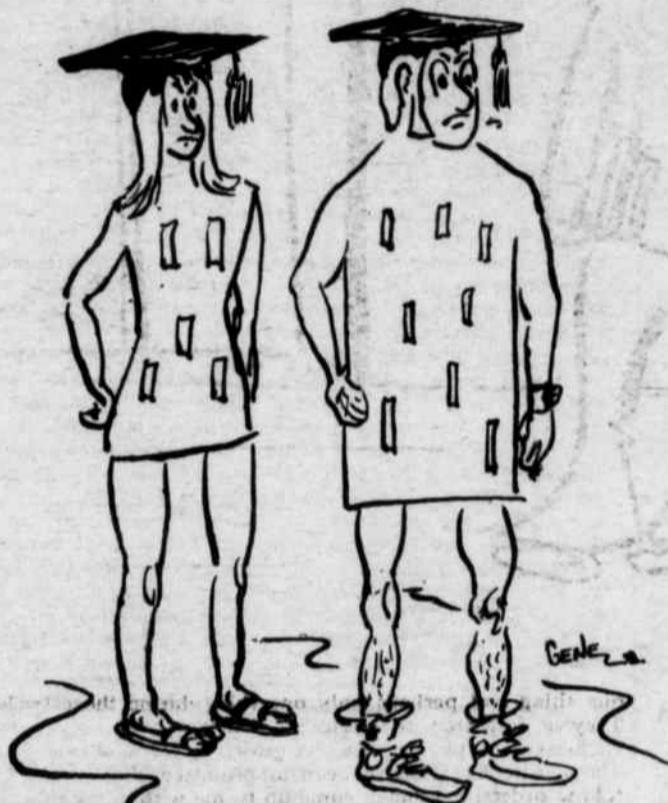
them. Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the field. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. This may be a mistake, though. Cropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in the Great Watermelon Patch in the Sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance on the IBM cards. They could make coloring books out of the catalogues and they could put the grading system in a museum. They could raze one set of walls after another and let life come blowing into the classroom. They could raze another set of walls and let education come blowing out and flood the streets. They could turn the classroom into where it's at—a "field of action" as Peter Marin describes it. And believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons—their own reasons.

They could. Theoretically. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it.

* reprinted from DAILY BRUIN SPECTRA, Tuesday, April 4, 1967
Gerald Farber is Associate Professor of English at Cal State LA



WELL, AFTER FOUR YEARS OF PROGRAMMING, WHERE IS THE COMPUTER?

of professors who know perfectly well what's happening are copping out again. And in the high schools, you can forget it. Stillness reigns.

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and other external trappings of authority.

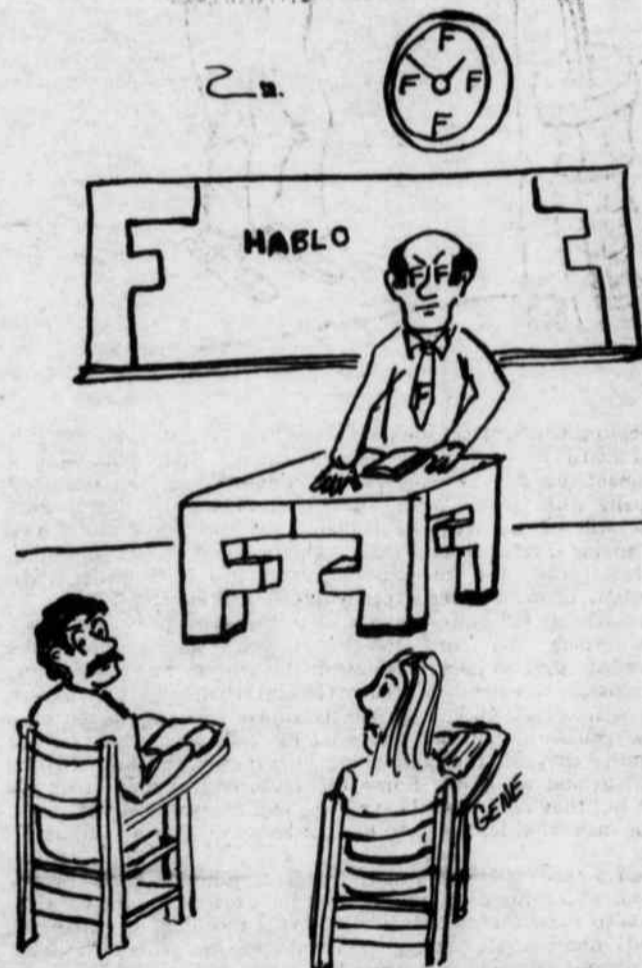
At any rate, teachers ARE short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may shit on you; but in the classroom, by God, students do what you say—or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim—any time you choose—you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes, and margins set at 15 and 91.

FEAR OF STUDENTS

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear—fear of the students themselves. After all, students are different just like black people. You stand exposed in front of them, knowing that their interests, their values, and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt your authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance—and parade a slender learning.

You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than psychological terms. Work them out, it's not hard. But in the meantime, what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing, damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier word, you can only program



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Mother Nature never planned on contact lenses

Blonde Vietnam Veteran Has Challenge At UNC-G

You probably wouldn't guess that attractive, blonde Judy Wolfe is a Vietnam veteran.

But the new assistant to the dean of students at the University of North Carolina at Greensboro returned this summer from a year in the war zone. She began her job as liaison between students, faculty and administration in July.

A Jonesville native and a UNC-G graduate, Judy joined the Special Services, a morale and recreation program for enlisted men, and headed to Vietnam in June, 1968, because she "wanted to feel an involvement" in U.S. efforts. After teaching one year in Greensboro and two in Elkin, she also wanted a job in which she could travel.

She was a civilian specialist in recreation and directed activities in one of the most complete service clubs in the world. The club housed a game room, TV rooms, libraries, a stage for shows and programs and equipment for many games.

Most of Judy's year was spent in Tay Ninh near the Cambodian border. "It was a hot spot," she says. "For a while we were under attack almost daily but we kept the club going."

"We worked hard. One other girl and I planned activities daily for from 900-2,000 men who were sent in from the field to rest. We worked from 10 a.m. until 10 p.m. seven days a week. Sometimes when we were under fire, we would stay up all night serving coffee during the lulls to the men on the perimeter line."

Judy lived in a bunker built by Filipinos involved in civic action programs in Vietnam. Her bunker consisted of three layers: one of sandbags, another of a heavy duty metal used to line

runways, and a third of concrete and wooden beams.

Inside the bunker were a bathroom and three pine-paneled bedrooms. This was considered luxurious, Judy says.

The one-sided proportion of American men to women in Vietnam resulted in a "fish bowl-type existence" for Judy. Everybody seemed interested in what she was doing.

But Judy says she "didn't meet one man who wasn't a gentleman" to her. "The men were very reserved and protective around me," she says. "I don't think they could associate an American woman with a combat situation."

Being a woman made adjusting to life in Vietnam hard, but Judy says "it was easier for me to adjust than it would have been for a girl just out of college."

"I was in a situation where I had to lead, and my three years of previous teaching experience helped a lot. Also, I was seven to eight years older than most of the men I worked with."

Judy counts opportunities to visit troops in the field as highlights of her stay. "One time I went out near the Cambodian border to visit men who hadn't seen an American girl in almost 11 months," she says. "They had shaved and cleaned themselves up, and even had a bottle of champagne to open. Where they got it I'll never know, but we had fun sitting around drinking champagne out of C-ration cans."

Judy returned from Vietnam in June and immediately ran up a \$45 phone bill calling families and girl friends to tell them their boys were all right.

"That was the best \$45 I have (Continued on Page 8)"

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Cone Shows Award-Winning Films

Students will have an opportunity to see a 90-minute program of award-winning short films in Cone Ballroom on Wednesday, October 1, at 8 p.m.

The Concert Film Festival is an exciting, educational public service underwritten by Plymouth and National Student Marketing. It is being made available at no cost to the University, and with free admission for everyone.

INTRODUCTION

Lead-in film from Plymouth.

"POP SHOW"

Fred Mogubgub
Color, 7 minutes

The experimental film-maker Mogubgub's psychedelic auditory comment on the reflection of a segment of society called "the scene." It examines the changing meaning of being "in" and being "out".

Museum of Modern Art, New York, Permanent Collection; Lincoln Center Award; Venice Film Festival Award.

"PAS DE DEUX"

B&W, 14 minutes

This film illuminates the grace, beauty and movement of the classical ballet form through the use of strobe-like or multi-image patterns. Directed by the Great Norman McLaren. Cannes Film Festival Award.

"MASK"

Color, 4 1/2 minutes

An animated cartoon narrated by a disillusioned man who conceals his true self behind a wide smile. Cambridge Festival, 1968; Oberhausen Festival, 1969.

"HAPPENINGS"

Color, 4 1/2 minutes

A comical fellow sits and

waits for something to happen to him... when a skeptic and a bolt of lightning persuade him to move. Animated. Cambridge Festival, 1968; Oberhausen Festival, 1969.

"SOLDIER"

B&W, 3 minutes

A soldier on a beach... a seagull... the sky... and then, silence. Cannes Film Festival.

"BACH TO BACH"

Color, 6 minutes

Two sophisticates in bed but unseen discuss their psyches amusingly—and unconsciously reveal their inadequate inner selves. Starring Elaine May and Mike Nichols. Golden Eagle Award, CINE.

"MUSEUM PIECE"

B&W, 14 minutes

Barbara Harris and the Great Arkin in a clever, unusual comedy vignette about an articulate girl and her more

"honest" companion. Second City Award.

"WHY MAN CREATES"

Color, 30 minutes

A thought-provoking film on the beginnings of man and why he strives for accomplishment...

through conflict, misery and the pleasure of succeeding. Best Short Subject, Academy Awards, 1968; Blue Ribbon Educational Film Library Assoc. 1968; Golden Eagle Award, CINE, 1968.

HUNGRY?

Come to the Soda Shop

for the

Thursday Night Buffet

Interviews Held For TCB Tutees

The T.C.B. or Tutoring Children Better is the UNC-G tutoring organization primarily designed to help second and third grade children in the Morningside and Dillard areas. Most students know this organization by its former name of GUTS, or Greensboro United Tutorial Services. This Tutorial service has changed, however, not only in name, but is being revamped by its chairmen.

It is limiting its services to the second and third grade students who will be chosen by teachers, whereas in years before the tutors themselves canvassed the neighborhoods for tutees of all grades. Only twenty students from UNC-G will be selected as tutors, with three tutees assigned to each. These tutors will be chosen from those who are especially qualified to tutor the children.

Interviews for those who wish to join the T.C.B. will be in room 270 of Elliott Hall, Monday 29th from 10:30 to 12 and 2 to 4; Wednesday from 10:30 to 11:30 and 2 to 5.

Parents Too Permissive?

The headmaster of New York's exclusive Dalton Preparatory School today accused permissive parents of "directly financing the New Left revolution and the drug cop-out."

Donald Barr, former administrator at Columbia University, charged in the article in the current issue of McCall's, just released, that most parents of campus rebels "do not disapprove of what their children are doing now."

"One of the startling characteristics of the New Left is that it does not hesitate to interfere openly with free speech—but then, children never respect what they have never been without," he added.

"On the day that parents stop paying tuition for non-education; on the day they stop handing out allowances for strike funds and narcotics and reeking apartments, the student revolutions... will wither away, and the real learning that must precede intelligent social change will begin," Barr wrote in McCall's.

"Adolescence may now last a decade," he said, adding that "we have stuffed our youngsters with vitamins, we have stimulated their sexuality with our advertising and our mass fantasies, we have encouraged them to dream and criticize, and when they are bursting with energy and self-importance, we make them wait in schools."

All undergraduates interested in working with children from three to twelve years old may do so through ACE.

ACE, the Association for Childhood Education, is the organization on campus for students interested in teaching in kindergarten or elementary grades.

All interested students may go to the first meeting which will be held Tuesday night, October 7 at 7:30 p.m. in the Alumni House. Miss Rebecca Mauzy from the Association of Childhood International (ACEI) will be guest speaker.

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Class and Mini-Lesson schedules are given below.

1969 FALL SCHEDULE

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Sept. 29, 30, Oct. 1—5:30 & 8 P.M.

Classes:

Thurs., Oct. 2 7:00 P.M.

Mon., Oct. 6 7:00 P.M.

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Blonde Veteran

(Continued from Page 6)

ever spent," she exclaims. "I talked to a lot of exciting people."

Judy thinks that her experience in Vietnam will be an asset to her as she adjusts to her new job as assistant to the dean of students and adviser to foreign students at UNC-G.

"I think I am more tolerant of various types of individuals and different ideas now," she explains. "I also feel more confident as a person about approaching people."

But will the fact that some students oppose the war effect her working relationship with them?

"I don't think my attitude toward the war will hinder my efforts to communicate with students," she says. "I would level with students if they asked me a leading question about the war in hopes that they would be as tolerant toward me as I would be toward them."

Judy's positive attitude toward students as a whole must help account for her enthusiasm over her new job.

"I think the young people are instigating a re-evaluation not only of moral values, but of social values as well," she says. "This is good. At least they're thinking and not sitting back and letting their lives be planned for them."

"Hopefully, they are thinking constructively."

BLOW YOURSELF UP

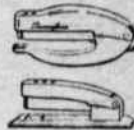


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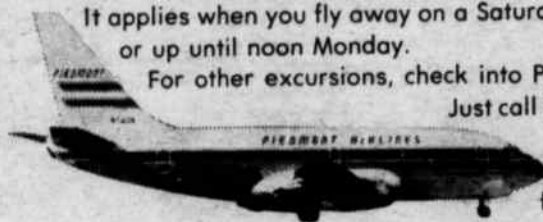
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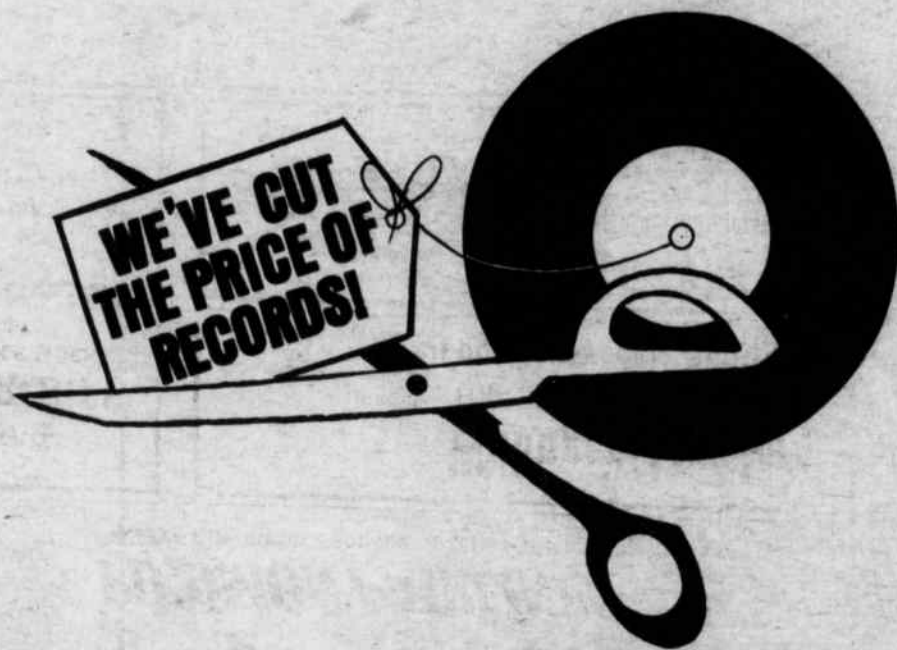
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