

The Carolinian

Volume XXXIX

University of North Carolina at Greensboro Tuesday, October 28, 1969

Number 12

NSA Sponsors Legal Rights Conference For Virginia-Carolinas At Piney Lake

The NSA sponsored Legal Rights Conference was held this weekend at Piney Lake. The conference's purpose was to examine the latest developments in the field of student legal rights and to offer free consultation for individual student governments in the North Carolina, South Carolina and Virginia area.

According to Dottie Lambert, regional secretary of NSA and one of the coordinators of the Conference, about 50 people attended, representing 9 North Carolina campuses, 5 Virginia campuses, one Alabama campus and one Concord high school.

"WELL ORGANIZED"

Miss Lambert said that national NSA officials at the conference said that it was a well-organized and very informative. She did express her disappointment that more people from the Greensboro area did not attend.

In the first session on Saturday afternoon, Dan Polluck, a professor of law at UNC-CH, spoke on the overall view of student legal rights, citing cases which have been used as examples or guidelines.

NO RIGHT TO PRIVILEGE

"Prior to 1961," Polluck said,



Dottie Lambert
Regional
Secretary

"students were seen and not heard. They had no right to a privilege."

According to Polluck, as late as 1960, universities were permitted to summarily expel students. Polluck stated that a pickpocket had more rights than a student, "although expulsion from a University had far more far-reaching effects than a 6-month suspended sentence."

Polluck cited the beginning of student power and the search for student rights when three A&T freshmen sat in a Greensboro drugstore. On other occasions, students who protested were later expelled. They filed a complaint and the resulting decision sat a precedent for future cases.

GUIDE LINES

The guidelines can be summarized as follows:

Pollock Cites Greensboro As Origin Of Student Rights

1. There must be a written statement of charges at least 10 days before expulsion. (Only formally presented charges may be used in a hearing.)

2. The hearing must be conducted before the person who will decide the case. (This prevents the passing of the decision to one who knows only one side of the story.)

3. The plaintiffs are permitted to inspect in advance any affidavit that the University may use in the course of the hearing. (This allows the defendant to know who and what will be used against him; it prevents "the unknown accuser.")

4. The plaintiffs shall be able to have counsel present at the hearing. (This gives the defendant the right to have legal advisors, but does not guarantee their participation.)

5. The plaintiffs have a right to present their side of the story; they may present affidavits and witnesses.

6. The plaintiffs shall be

permitted to hear evidence the evidence against them and may question evidence or witness presented.

7. The decision shall be determined solely on evidence presented at the hearing.

8. The plaintiffs are entitled to a record of proceedings.

These guidelines and others are based on the 14th amendment to the Constitution of the United States which says that "No State shall make or enforce any law which shall abridge the privileges or immunities of citizens to the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

IS STUDENT A PERSON

As Polluck said, the problem comes down to the question: Is a student a person?

Polluck said that these guidelines and the 14th amendment from which they derive their authority pertain only to state supported institutions. At private institutions they do not apply and students there are expected to "live up to the educational standards of the private college they choose to attend."

Polluck referred to the Joint Statement of Rights and Freedoms of Students, which was drafted by national educational organizations: the American Association of University Professors, the Association of American Colleges, the U. S. National Student Association, the National Association of Student Personnel Administrators, the National Association of Women Deans and Counselors, the American Council on Education, Association of State Colleges and Universities, and the American College Personnel Association.

PRIVATE DIFFERS

This statement pertains to the freedoms of students as part of the academic community in many different aspects, including the classroom, student records, student publications, and procedural standards in Disciplinary proceedings.

According to Polluck, this statement of rights offered to students to private schools the best opportunity establishing similar guides.

Max Ballinger also spoke at the Saturday session. He emphasized the fact that students should consult a lawyer concerning their rights.

He traced the practice of law as we know it back to William the Conqueror who set up the court system of judge, solicitor, defense attorney, and jury. Written laws came about as similar cases occurred and the principle of precedent was observed.

Ballinger compared the absolute ruler of king to the chancellor or president of campuses today. He compared the inquisitions of the Star Court to being summoned before the Chancellor. He said that if a defendant answered no, he didn't do it, then he was indicted for perjury and would up in the cell next to the person who had answered yes and had been sentenced for the crime.

STUDENTS SEARCHING

Ballinger told the students, "You are searching for truth, for rights. Many of you realize that there is wrong imposed upon you and you're seeking to right these wrongs."

Ballinger read a paper that he had written in which he said "that rights are something that exist in the nature of things through man's participation in divine reason and that human

(Continued on page 8)

Legislature To Hear Reports, Consider Cabinet Elimination

Student Legislature will meet Wednesday at 7:00 in the Claxton Room. All students are urged to inform their district representative of their opinions on topics to be considered.

The agenda for legislature includes approval of appointments to the Committee on Legislation, officers reports, election of a Speaker Pro tem, consideration of the Student Committee on Orientation, deletion of Freshman Cabinet, and deletion of the Town Students Hallboard.

The Student Committee on Orientation's function would be

"to plan organize and execute a student orientation program for all entering freshmen and transfer students."

Judy McKay, who is sponsoring the bill, says, "By unifying student non-academic orientation into the overall administrative and academic orientation conducted by the University Orientation Committee, the student committee on orientation would provide overall for a more effective and cohesive orientation experience for all new students."

"Since orientation is to be continued throughout the academic year, it is necessary that the Student Committee on Orientation be a standing, autonomous body with its responsibilities being to serve as the coordinating body of all Freshmen activities and relations with University community and to acquaint new students with all student organizations and activities."

The Constitution, By-Laws and Rules Committee, headed by Erskine Walther, "strongly recommend for passage as is."

Legislature will also consider the elimination of the Freshman Cabinet. Erskine Walther, who sponsored the bill, says, "The Freshman Cabinet will not function this year as it has been dropped as a part of Student Government in practice."

The Freshman Cabinet's stated purpose is to "train its

members in the organization and functions of the Student Government on this campus."

A former member of Freshman Cabinet disagreed with the attempt to do away with it. "It's unfair to freshmen to not have this group just because no upperclassmen are willing to work with it, to make it an active, effective organization to really train leaders."

Legislature will also consider the elimination of the Town Students Hallboard. This bill, also sponsored by Erskine Walther, is defended. "There are no Hall Board offenses which Town Students can commit. Further, there are no punishments which can be administered to Town Students. For example, how do you campus a town student?"

The Constitution, By-Laws and Rules Committee also recommend passage of this bill as is.

A Parliamentary Procedure Workshop will follow the session of legislature which all new representatives must attend.

Junior Class rings will be delivered today and tomorrow from 9:00 to 4:00 in the Ground Floor Lobby of Elliott Hall. The ring ceremony will be Thursday night at 8:00 in the Freshman Quad. Participates should line up at 7:45 in Cone Ballroom.

Ketchum Slates Symposium

The Senior Career Symposium will be held Thursday, October 30, Kim Ketchum, President of the Senior Class announced.

This symposium will be held from 7-8:30 in the Library Lecture Hall. It will answer such vital to seniors questions as Where do I go from here? and What next?

Ketchum said that the purpose behind the seminar is to provide seniors with opportunities that are open to them as college graduates.

Leary Condemns Tax Increase

In addition to the vote on the modified ward system on Tuesday, November 4, the citizens of Guilford County will vote on a one-cent increase in the sales tax. If passed, this will make the local sales tax .04 on the dollar.

Dr. Thomas J. Leary of the Department of Economics explained the issue in the following manner. "This tax increase should be defeated on two grounds. First, it is a regressive tax throwing an unfair burden on those who can least

afford it, namely, our low-income citizen. Secondly, because of the distributional aspects of the increased revenue, there is no guarantee that Guilford County residents will receive back from the state an equitable amount."

"The distributional aspects will be further compounded if current property taxes are lowered as tax revenue increases," Dr. Leary went on to say. "This will benefit the middle-class and the affluent."

The Carolinian

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

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editorial

A week ago tomorrow was October 15.

I asked will the Vietnam Moratorium have any impact on President Nixon's political war? TIME magazine gave one answer:

"What M-Day did raise was an unmistakable sign to Richard Nixon that he must do more to end the war and do it faster. Unless the pace of progress quickens, he will have great difficulty maintaining domestic support for the two or three years that he believes he needs to work the U.S. out of Viet Nam with honor and in a way that would safeguard U. S. interest and influence in the world.

"His response of the Moratorium has been ambivalent. On Sept. 25, he announced sternly that "under no circumstances will I be affected by it whatever." Last week, seeking to mollify the outraged response of his disdain, Nixon picked out an admonitory letter from Randy Dicks, a 19-year-old Georgetown University student, and made public his reply. "There is a clear distinction between public opinion and public demonstration, Nixon wrote to Dicks. A demonstration, Nixon argues, expresses only the view of an organized minority; what the great mass of Americans feel may well be something else entirely."

Does Nixon consider the 1,000,000 Americans that took an active part in the demonstrations just an "organized minority" and not representing the American mass.

It seems that besides the students involved, there were so many "pure, straight middle-class adults who had simply decided, in their own pure, straight middle-class way, that it was time for the U.S. to get the hell out of the war in Viet Nam", TIME indicated.

Doesn't it sound to you like a representation of the American mass?

Of course President Nixon is simply a man in a position of great power; now a God out of Greek myth who can change the world by one wave of his hand.

Observations:

by Dick Levy

'Do Radicals Have All The Power?'

Lack of moderate leadership on the campus threatens to dissipate student gains of the past two years.

At long last it is proved that students can exert a real influence on both American foreign and domestic policy. i.e. We can initiate action rather than simply following national political figures.

The gradual change of American opinion to a mildly negative view of the war was a major triumph for those students who so perseveringly expressed doubts about our national policy when such doubts were hardly vogue. Another was the toppling of Lyndon Johnson. And of course the Civil Rights Movement must rate as the number one student achievement of our time.

Of crucial import, however, is the question "Which students have led their peers to our great position of influence, and on the campus, power?" Has it been student government? Moderates? Liberals? Radicals? The future of the student movement in this country depends upon the answer.

And the answer, unfortunately, is that, in almost every instance, leadership in causes demanding action rather than rhetoric has been supplied by students considered "radical" at the time. In our own state, in issues like the Speaker Ban, student rights, workers rights, and university involvement in surrounding communities, progress on our major campuses

has been a function of prodding or actual leadership by radicals.

Student government, on the other hand, has been almost unanimously unaggressive and weak in assuming leadership in student and national issues. Good polltakers, these alleged representatives of the moderate student majority speak the language of change but do nothing when action is required.

This is not surprising. Student government at UNC-G, for example, despite all its protestations, is part of an Establishment alliance with the Administration. Neither is committed to anything but the status quo.

But while student government and other moderates' meekness is not surprising, it is dangerous. For now that students are in a position to exert power on the campus and elsewhere, a schism will develop between moderate and radical students as to future goals and means. This schism could diminish our gains unless leadership compatible to the majority of students is asserted.

The reason is that most students are moderate, and they do favor changes in our universities and in our national priorities. Because issues like Viet Nam, student representation on university

committees, curriculum, and the like are broadly appealing in nature, these students have followed radical leadership.

But the alliance is now very strained. Even in the great moratorium victory the split was apparent. Seventy per cent of the student body here opposed the war; perhaps ten per cent supported the moratorium.

Why? Not, as our student "leaders" would tell you, because all the students here are apathetic. Rather, because many students feared the radical leadership. And of course no other asserted itself. If it had, I daresay a quarter or even more of our so-called apathetic students would have participated if approached.

One is tempted, then, to say that student government leaders must step forward if progress is to continue. That would be as futile a hope as wishing Carolina to have a winning football team. They simply are not really committed to change.

What is necessary for continued progress is emergence of moderate leaders on an ad hoc basis from the student body. Not mealy-mouthed SGA future teacher-social worker types; but powerful, committed, charismatic leaders of moderate orientation. Otherwise students will not respond.

Forum Policy

Students and employees of the University are urged to express their opinions in the Student Forum.

—Letters should be concise and to the point.

—Letters must not exceed 300 words.

—The editors reserve the right to edit all letters for style errors and length.

—All letters must be signed with the name of the writer. Upon the writer's personal request, his name will be withheld.

Signed articles on this page reflect the opinions of the writer, and not necessarily those of The Carolinian or UNC-G.

ERSKINE S. WALTHER

"... the right of the people to peaceably to assemble, and to petition the Government for a redress of grievances."

Article I

I recently saw a petition regarding the lighting and parking situation on campus. Because of the lack of co-ordination in the attack of these problems, I question its ultimate utility in terms of results produced. However, this dim view of things should not be interpreted as disapproval of the petition approach, on the contrary, I believe it to be one

of the better available.

The right of the student body to express its views and opinions and to demand redress of grievances by way of a petition is one of the basic, inalienable rights of students. It is our right and in some cases our duty to petition, be the petition to Student Government officers, University administrators or to public officials, for as often as not the only method of expressing the opinions of students is through action initiated by the students. Beating on SGA doors does not always produce action, for often these doors are open only physically.

Truth, Justice, and A Little Bit Of Scotch

pudim

"... UNDER NO CIRCUMSTANCES WILL I BE AFFECTED WHATEVER BY IT."



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Letters To The Editor

To the Editor:

The Residence Halls office is the epitome of the narrowminded, inflexible establishment that so many are fighting against. Each successive Head is even more like a cold computer whose only programmed answer is No. Except for Residence Halls, the administrative forces on this campus are pretty cooperative and willing to discuss and compromise.

Residence Halls has become so watt-conscious that they do not even realize the people live in these dorms. Though they allowed refrigerators in the rooms, they were afraid for each room to get one because the dorms were not equipped for that much wattage. I wonder if Residence Halls realizes the refrigerators are only 42 watts, while most stereos are about 80 and cheap non-study type lamps from the Book Store are 660 watts? Next to radios, the refrigerators have about the lowest wattage in a room. Residence Halls has decided that it has nothing better to do to improve this campus but to rummage through rooms, confiscating all appliances over 375 watts, except coffee makers which can be 650 watts. That means that every girl who has a G.E. Hairsetter (400 watts) or a Kindness Hairsetter (720 watts) has to hide it every day. And I wonder if Residence Halls will confiscate all these Bookstore lamps that are 660 watts? And what about hairdryers that are 400 watts? If electrical blow-outs were common enough on this campus to warrant these searches, then more people would have heard about them.

Last year the primary reason that we students got liquor in our rooms was because the rooms are considered our legal residences. Therefore, it seems to me that Residence Halls is trespassing. How can our room be considered legal residence for liquor but not otherwise? If our room is a legal residence, then we have a right to privacy. If Residence Halls wants to check the condition of our rooms, then we have the right to be there when they come. I understand

Informal discussion was held throughout the evening and next morning led by Mike Leithen, NSA Student Legal Rights Director. Topics covered included search and seizure regulations, suspension and expulsion procedures, university responsibility in drug cases.

On Sunday afternoon there was a business session for the NSA regional organization. that they are allowed to search everything in the room except trunks and drawers. This seems rather inconsistent. If they search closets, why not drawers? What right do they have to SEARCH anything?

Though the rest of this University has become more and more liberal, Residence Halls continues to regress in their narrowmindedness. Why is Residence Halls given complete freedom to search our legal residences when police cannot "search" our homes without search warrants?

Lynn Crabtree
Sue Wilbern

To the Editor:

On first reading the memorandum of October 20, 1969, I was stricken with a grave fear; for the obvious conclusion was that there existed a good deal of physical attacks, efforts at intimidation and coercion, and disorderly conduct on this campus. And since I am aware of continual intimidation of certain students by authoritative elements of this campus, I began to wonder when I would be confronted by these violent and disruptive forces.

But on second thought I figured out the purpose of this memo. It was not really directed to "all members of the university community," but to a certain minority group of students—the sophomore class. Yes, I must agree with the assertion of authority by the university concerning such intimidating, coercive, disorderly persons as these. In fact, practically everything mentioned in the second section of this

memorandum applied to this group of people. I personally have not witnessed physical attacks at the hands of this group, but that is not to say that there hasn't been any. But every member of the campus is aware that they have been issuing threats to the freshman class; in fact, they have been so bold as to put their threats in writing in most conspicuous places for all to see. They quite obviously coerced members of the freshman class to carry on their lives in a most irregular manner on Tuesday, October 21. And there are many, many witnesses to the loud and boisterous conduct of these dissidents in the dormitories—why such screams and shouts I never heard! and at 5:30 a.m.! And they quite boldly perform disruptively in other public facilities of the university as well—the dining hall.

Yes, these radicals have struck twice so far—first when they loudly and boisterously disrupted everyone in the dining hall as they announced the arrival of their uniforms, and then again Tuesday when they attempted to assert their power to the freshmen.

Now the only thing I wonder is will the entire class be tried or will investigators seek out the conspiring leaders. There's even the possibility of outside agitation.

Sophomore class, take heed. You've got one more chance, then you are subject to "penalties, including if need be suspension or expulsion."

Linda Kelly

Letters To The Editor

All letters to the Editor are welcomed. They should be concise, and a typed original and duplicate copy must be enclosed. No letters will be printed in THE CAROLINIAN without being signed by the writer. All Letters must be delivered to THE CAROLINIAN office before 7 pm on Monday or Thursday nights.

"Rat Day"

PAT O'SHEA

"Rat Day" began with a bang and a whimper. So it began and continues in no unique way, except it was unique to every freshman, with only motor ability tests to resemble.

"Rat Day" compares also to razzing. Campus devised entertainment, as exemplified by "Rat Day", consists in compulsory heckling. The "Rat" has committed, allegedly, the original sin of applying to this university, and is properly sentenced to be Jason sent to capture the Golden Fleece. In this case the Argo consists of mopping the sophomoreic comrodent's floor or whispering

words to her boyfriend or anything else the consocour chances to devise or command, such as being scrawled upon with charcoal and forsaking the privilege of choosing her own attire for the day.

"Rat Court" follows the six o'clock alarm of screaming Sophomores, rather like perversities and/or fraternity initiations, except the reward in Paradiso or Corinth was refreshments. "Rat Day" is comprised of sublimatory effigies, shrieks, contagion of frenzy, and mob scenes restricted to females. "Rats", your upper classmen welcome you to the greater university of UNC-G.

Watch Out For The Other Guy

By MARTI LINDEMAN

Forces are at work in this nation through which the government is being returned to the people. The Moratorium, to the surprise of many, brought good citizens from all segments of the economy into an active search for alternatives to our involvement in Vietnam. Citizens in the metropolitan areas of New York City and Washington, D.C. are becoming increasingly disturbed and articulate about "taxation without representation." Many people who work in New York, for instance, must pay taxes not only to that state, but to the state in which they reside.

Students in this country are not the only ones who are frustrated by the "military-industrial complex" or by the injustices within the governmental bureaucracy. We must, however, learn how to fight and correct these faults and reform begins on the local level.

On November 4, 1969, citizens in Greensboro will vote on a proposal to bring them equal representation on the City Council. The citizens who now understand this proposal are those who have the most to lose if it should pass, i.e., the affluent minority who reside in the Northwest section of Greensboro. As we should understand this plan to make local government the voice for the demands of all citizens, so

we should help to inform the rest of Greensboro.

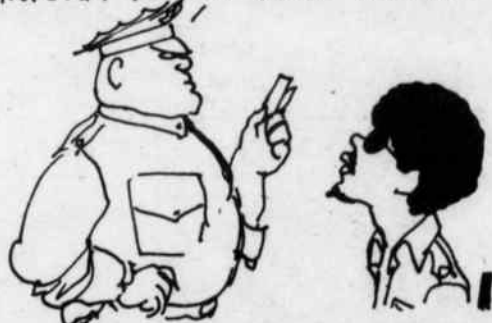
Several faculty members are already contributing to this campaign and they are asking students to join them. People are needed to distribute information concerning this proposal at nine major shopping areas on Saturday, November 1. This would only involve two hours of their time between 10:00 A.M. and 4:00 P.M. Plenty of opportunity will be given all week for asking any questions.

Tables will be at the main entrances of Elliott Hall and McIver. The Town Student Association's office on the third floor of Elliott Hall will be used as the rallying point on Saturday. Dr. Darnell, Dr. Griffith, Mr. Ladd (all of the English Department), Dr. Leary (Economics), Mr. Ralph Hall (Classics), or Dr. McCrady (Biology) are also available to anyone seeking information.

This effort to reform Greensboro's structure of government is a positive step for the "little guy." We students, as "little guys" who have too often been categorized as irresponsible youth, can now also make a choice between being a victim of the "system" or being a critical and competent part of it. There will be a meeting in the Claxton Room of Elliott Hall on Thursday, October 30, at 7:00 P.M. for anyone curious about this action.

FEIFFER

IN ACCORD WITH A DECISION BY THE U.S. SUPREME COURT I HEREBY INFORM YOU OF YOUR RIGHTS.



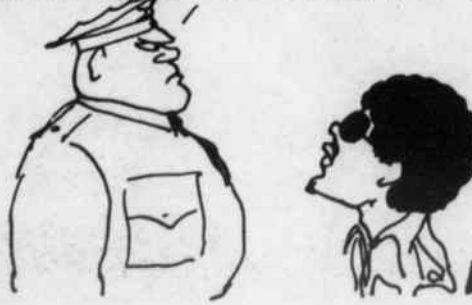
YOU HAVE THE RIGHT TO HAVE COUNSEL PRESENT THROUGHOUT INTERROGATION.



YOU HAVE THE RIGHT TO REMAIN SILENT.



IN ACCORD WITH AN IMPLICATION BY THE U.S. DEPARTMENT OF JUSTICE I HEREBY INFORM YOU OF MY RIGHTS.



YOU HAVE THE RIGHT TO SEEK THE ADVICE OF COUNSEL.



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Publishers Hall Syndicate

'Mom B' Sets Soda Shop Pace



"We want the Soda Shop to be a place where everyone can come and have fun," said the enthusiastic Soda Shop manager Mrs. Branson, known to many as "Mom B."

Besides providing a place for conversation, relaxation and

general "cutting-up", from 9:00 to 9:00 on weekdays and 9:00 to 3:30 on Saturdays; the Soda Shop offers special events and special meals to students. A special meal for students, (last Wednesday featuring "yummy" steaks!) will be offered the third

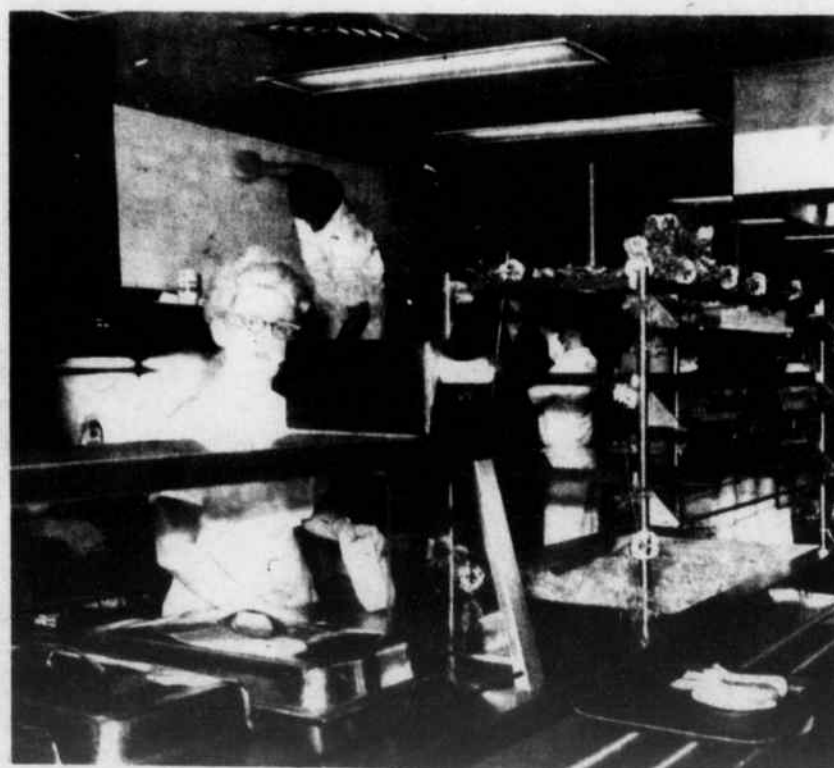
Wednesday of every month from 5:00 to 7:30 in the Dogwood Room. The price is \$2.00. No reservations are necessary, just bring your friends and dates, and come prepared to have a good meal and a great time!

Every Thursday night there is

a buffet in the Dogwood Room also from 5:00 to 7:30, and the price is \$1.50. In addition, holiday parties are traditional in the Soda Shop. This Thursday night there will be a Halloween party, and a Thanksgiving party and Christmas party are planned

for later in the year.

Everyone should try to come to one or all of these events. It would be well worth it just to meet the happy, friendly "Mom B!"



Weed Presents First Music Lab Choreographic Work Dedicated

Laurie Weed believes in the vital necessity of dance for all people.

This was the thought expressed most strongly in an informal interview with Miss Weed over coffee and ice cream. Miss Weed is presenting one of her choreographic works for the November dance concert of UNC-G held at Taylor Theatre. The event is one of great excitement for her, since this is her first trial in working with college students and a professional theatre. We mused also over the many pressures, frustration, and tight schedule such a production can bring.

The work Miss Weed is presently rehearsing with the dance company members is called *In Wonderment*, a theme based on Haiku poetry. To sensitize the eye, to sharpen the ear, to open the mind to the great beauty and simplicity of nature—all this incorporated most directly in Haiku poetry—gave Miss Weed the initial impulse to create this dance. In her words: "It is a dance based on 'found movement' in nature, movement which is not manipulated, exaggerated or distorted."

This simplicity and naturalness of her intention is carried over in her use of live music as part of the stage decor. There will be three musicians playing the gong, the temple blocks, and the drum. A speaker will also be present reciting Haiku poetry in rhythms appropriate to the dance.

Miss Weed also mentioned the use of live music together with an always present chorus as being a 'constant,' the running thread weaving the individual images together. There is a certain Oriental atmosphere about *In Wonderment* but, she says, only in so far as we in the West can interpret and absorb this oriental aesthetic experience as part of our own culture.

Miss Laurie Weed came from the University of Northern Iowa as an elementary education major to study a dance at UNC-G. Her decision to become involved in dance was made while returning from a European tour in 1967. This could prove for many an encouragement to enter dance training even though told that training should have

begun at an early age. There does not seem to be such a time limit in modern dance.

Miss Weed hopes to finish her thesis this year. She hopes to teach creative dance and skills to children next year. It is her belief that "dance movement is the basis of any activity." Children particularly are stimulated through creative movement in their learning process. It allows a valuable expression to their imagination and creativity. Miss Weed also adds teaching elementary and college students also have tremendous rewarding experiences. "We really all need to dance" were her parting words.

Veterans

A study of the veterans who entered college during the first three years of the current G. I. bill indicates that while almost half enrolled as freshmen, about one in five enrolled for a master's or Ph. D. degree.

The Veterans Administration said that more than half of the G. I. college students indicated their field of study.

Of this group 31 per cent chose business and commerce, 14.5 per cent education, and 11 per cent engineering.

Next in order are the life sciences (agriculture, biological, medical, and health), under nine per cent; technical courses, less than eight per cent; and social sciences, under eight per cent.

Business is also popular among veterans who trained in schools below the college level. Electrical and electronic training is another popular subject among this group.

In apprentice and other on-job training under the G. I. bill, structural courses are the most popular.

The Music Education Laboratory of the School of Music at the University of North Carolina at Greensboro will be formally dedicated to Miss Birdie H. Holloway, retired UNC-G music professor, Oct. 30 at 3:10 p.m.

The dedication ceremony will be held in the laboratory, Room 355 of the School of Music Annex.

UNC-G Chancellor James S. Ferguson, faculty, alumni, friends and students will participate in the ceremony, honoring Miss Holloway for her contributions to the School of Music and to music education in North Carolina, according to Dr. Lawrence Hart, dean of the School of Music.

"I feel that naming this room for Miss Holloway will provide a most appropriate recognition for her unusual contributions to the School of Music and to the musical interests of the state," Dean Hart said.

"Few persons in the field of music education have done so much. Still fewer persons have accomplished this with such professional success and such personal grace."

Miss Holloway joined the music faculty at Woman's College (now UNC-G) in 1935 as an instructor. In 1946, she became acting director of music for the State Department of Public Instruction.

Later, she pioneered in the teaching of music via television with the program "Music in the Air," which was carried by WUNC-TV, the educational television network for the state, from 1955 to 1965.

Miss Holloway was responsible for establishing music education courses at the University and was influential in development of the music program at UNC-G's Curry School Project. She retired in 1965.

The laboratory, which was conceived by the late Dr. Thomas Stone of the music faculty, is a resource center for the study of music and music education. It features a library of texts, reading materials and audio-visual materials on music; three practice rooms for use of various instruments available in the lab; and a work room for general study.

Scott Will Speak At Biddle Gallery Opening

Gov. Bob Scott and Miss Mary Switzer, Administrator of the Social and Rehabilitation Service, Department of HEW, will be speakers at the opening of expanded facilities of the Mary Duke Biddle Gallery for the Blind at the North Carolina Museum of Art at 8:30 p.m. Nov. 14.

Mrs. Scott will cut the ribbon, opening an exhibition in the Gallery of the permanent collection of more than 300 items acquired since the Gallery first opened in 1966. The exhibition will be on view until Dec. 19.

The enlargement of the Gallery, recently completed, was made possible by a \$25,000 Development and Operation Grant awarded to the Gallery through the auspices of Miss Switzer.

Charles Stanford, originator of the Gallery, the first of its kind in the world, pointed out that increasing the size and services of the Gallery will more than double the effectiveness of the project.

Two galleries, formerly used for the museum's permanent collection, were redesigned for use by the Gallery for the Blind. A permanent audio system has been installed, including a booth to be used for talking books.

The original gallery now will be used to house the

permanent collection, and another gallery will have changing exhibitions. A third gallery is used as the orientation room.

Following the opening ceremony, to which the public is invited, a reception will be given at the museum by the N.C. State Art Society.

Among special guests invited to the opening are members of the advisory board of the Mary Duke Biddle Gallery for the Blind. Included are Mrs. Charles B. Aycock, Kinston; Mrs. Charles H. Babcock, Winston-Salem; Henry Belk, Goldsboro; Dr. Henry B. Betts, medical director of the Rehabilitation Institute of Chicago; H.C. Bradshaw, Durham; Miss Isabella Diamond, project director of American Association of Workers for the Blind, Washington, D.C.; Grady R. Galloway, Raleigh; James P. Economos, St. Louis, Mo.; Dr. Robert Lee Humber, Greenville; Thomas S. Kenan, III, Durham and Palm Beach; Mrs. Frederic H. Lassiter, New York; Mrs. Arthur W. Levy, Raleigh; Mrs. William Miller, Ahsokie; Mrs. Dan Moore, Raleigh; Mrs. William Rand, Raleigh; Mrs. E.N. Richards, Raleigh; Mrs. Scott; Dr. and Mrs. James Semans, Durham; Dr. Craig Smythe, chairman of the Institute of Fine Arts, New York University; Miss Switzer, and Mrs. William L. Wilson, Raleigh.

Patronize Our Ads

The Bloodmobile will visit the campus of UNC-G on Tuesday, October 28, at Elliott Hall in Cone Ballroom, from 10:30 a.m. to 4:00 p.m. Participants should bring parental permission cards with them.

WHEN? CAREER? WHY? WHERE DO I GO FROM HERE? FUTURE? WHAT NEXT?

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Campus Day-Care Need Noted

If you are both a student and a parent, you are probably aware of the high cost of nursery schools in Greensboro. An average weekly rate is \$12 to \$15 and up to \$75 for a five-week month. Bargaining with nursery school operators for hourly or daily rates according to class hours only results in a rise in price to 75 cents an hour or \$4 a day. If you as a parent and student are self-supporting or financially assisted through loans or family, you cannot help but be affected by this heavy drain on living costs.

If there are enough of us who need good nursery care, we as a group could initiate action for a day-care center for children of students of the University. The most important factor now is the need. How many of you need this service? A group of 25 has an excellent chance of help from already interested faculty and departments on campus. The ultimate goal is the operation of a day care center by the University on a non-profit basis with parents' volunteered services to minimize the cost.

Former students and women in the community could afford returning to college if such a facility existed. The results might awaken the campus to the different needs of married students and the contributions we can make to the University.

Please send your name, telephone number or address, and the number and ages of your children to Pam Finlen in care of SCORE. Indicate the hours your



child attends nursery school and if you are a full or part-time student. A co-operative effort

will get a nursery going now.

Mrs. Pam Finlen
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ASIS Can Offer Aid

The American Student Information Service (ASIS) has announced that after 12 years of successful operation it is now able to give scholarships to all students. This means that a number of its standard services will be free of charge from now on.

ASIS will absorb all registration and enrollment fees for students who wish to attend an ASIS-EUROCENTRE language laboratory in Europe and place any student in a paying job of his choice in Europe, arranging all working papers and permits at no charge to the student.

Other free services include 5-country orientation trips (4-days, all accommodations covered by the scholarships), free comprehensive health and

accident insurance for 90 days and a free set of LP language records and manuals.

Students only register with and join ASIS for this all inclusive program which is open to all students. Free material may be obtained by writing directly to ASIS, 22, Ave. de la Liberte, Luxembourg, City, Grand Duchy of Luxembourg requesting their new Handbook explaining the free services covered by the new scholarships and containing listings of paying jobs available in Europe, registration and application forms, European train schedules with prices, Student Discount Card application, travel tips, scale map of Europe, mileage and other charts and photos of former participants studying, working and traveling in Europe. However, each inquiry must include \$2 to cover the cost of overseas handling and airmail postage.

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UNC Educational TV Highlights

OCT. 28

TUESDAY Schedule

10:00 Learn to Think
10:30 Once Upon a Day
11:00 News Conference
11:30 Misterogers'
12:00 Aspect
12:30 Mid-day News
12:45 Friendly Giant
1:00 Primary Science
3:30 World Teacher
4:00 Motivation
4:30 Electronics
5:00 Misterogers'
5:30 What's New?
6:00 Russian History
6:30 Aspect
7:00 Evening Edition
7:30 Consultation
8:00 Backyard Gardener
8:30 Ericourt Forum
9:00 NET Festival

WEDNESDAY Schedule

9:30 Physical Science
10:00 Learn to Think
10:30 Once Upon a Day
11:00 Film Feature
11:30 Misterogers'
12:00 Aspect
12:30 Mid-day News
12:45 Friendly Giant
1:00 Primary Science
1:30 Physical Science
2:30 Film Feature
3:00 Decision Making
3:30 Teacher Methods
4:00 Motivation
4:30 Film Feature
5:00 Misterogers'
5:30 What's New?
6:00 Russian History
6:30 Aspect
7:00 Evening Edition
7:30 Wildlife
8:00 President's Men
8:30 N.C. This Week
9:00 Dollar's Worth
10:00 On Being Black

THURSDAY Schedule

9:00 US History
9:30 Film Feature
10:00 Learn to Think
10:30 Once Upon a Day
11:00 Film Feature
11:30 Misterogers'
12:00 Aspect
12:30 Mid-day News
12:45 Friendly Giant
1:00 US History
3:00 Decision Making
4:30 Electronics
5:00 Misterogers'
5:30 What's New?
6:00 Film Feature
6:30 Aspect
7:00 Evening Edition
7:30 Adult Farmer Ed.
8:00 Washington Week
8:30 NEW Playhouse

FRIDAY Schedule

9:30 Physical Science
10:00 Learn to Think
10:30 Once Upon a Day
11:00 N.C. This Week
11:30 Misterogers'
12:00 Aspect
12:30 Mid-day News
12:45 Friendly Giant

1:00 Consultation
1:30 Physical Science
5:00 Misterogers'
5:30 What's New?
6:00 Innovations
6:30 Aspect
7:00 Evening Edition
7:30 Now See This
8:00 Medical Report
8:30 N.C.: The Arts
9:30 Black University

"Gimme Some Art"

PAT O'SHEA

You should only visit Weatherspoon Gallery now, where the annual and quasi-phenomenal Faculty Exhibit is. "Let it really speak to you. It speaks in loud and bad language." At the particular exhibit, various mentors in the "genres" of art contribute emulatable examples of Art for Students' Sake. These instructors permit themselves to supply their art covering the past decade if they so choose, as most of them do, but students are permitted to contribute only recent pieces in the similarly structured but student oriented display.

A sign informs that the gallery inside displays Rodin. Has Weatherspoon imported *Le Benseur*? No, but Rodin's sculptures have been photographed, suitable for scrapbooks or framing. "Rodin's the new teacher in the modeling class in the afternoon". Some parts of the show are quite out of sight. "I wish the rest of them were".

Carpenter has furnished a large portrait and some "draws"; someone else supplies "bronce". "That's 'bronce', and the death mask which articulates 'ug' culminates the show". But Hardin's rug was phenomenal and pleasing in its beauty, its form.

Reed's water colours were appealing and deserving of praise. "Pierre Debs' figure was good enough to eat". Knecht revealed his prolificity. "It's very intellectual. I think if he were in New York now...". "The sculpture from Kubic's class should have been done all along". "You look at Hodes' work just to read the names of the paintings. Like 'W-A-S-T-E'". "That of Hodes' jumps out at anyone, like the side of a big ship or something". "That one is a big carwreck or something. It must have been, on top of each other, and it fits together". "I was glad to see Mrs. Barksdale could draw." "Barker's lights and boxes make you realize that ping pong balls have a place in this world. They attracted."

It refreshes to see the exhibit, because all other shows present simply various combinations of what the gallery owns.

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SATURDAY,
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BRASS PARK

SUNDAY,
November 2
IMPRESSIONS & THE MEN OF DISTINCTION

Antiwar Committees

Stress Respectability

(CPS)—The antiwar slogan for November ought to be, "Say please for peace."

The two major organizations coordinating next month's protest activities, the Vietnam Moratorium Committee and the New Mobilization Committee to End the War in Vietnam, both appear to be going overboard in publicly stressing the innocuous, well-mannered, respectable nature of their respective ventures.

Meanwhile, the Vietnam war continues, though there are reports, none of them officially confirmed, that President Nixon will announce in his Nov. 3 "state of the war" address to the nation either a unilateral U.S. cease-fire or a massive troop withdrawal of some 300,000 men to take place during 1970.

In the wake of Oct. 15 moratorium demonstrations—successful in terms of the amount of participation—national moratorium leaders have decided to push for two days of dialogue and peaceful gatherings Nov. 13 and 14, with the accent on persuading Congressmen to return home to discuss the war with the people.

Planned are community referenda on the war, block parties, coffee hours and leafletting, presentations by special interest groups such as workers, professionals and students to elected officials, marches to state capitals and symbolic activities such as tolling bells and wearing black armbands.

The New Mobilization brings slightly escalated tactics to the arena of dissent. On Nov. 14, it plans a national high school and college strike. On Nov. 13-15

there will be a "March Against Death" from Arlington National Cemetery past the White House to the Capitol, in which each marcher will carry the name of a war victim, placing it in a coffin at the event's conclusion.

And on Saturday the 15th, one massive march is scheduled to inundate Washington D.C., another San Francisco.

The rhetoric of the New Mobilization is also somewhat more militant. Instead of focusing solely upon Vietnam as has the moratorium, Mobilization's literature demands an end to racism, militarism, poverty and political repression as well as the war.

The old Mobilization, nicknamed MOBE, had a history of confronting the establishment with collective nonviolent civil disobedience. It coordinated the 1967 march on the Pentagon and played a large role in bringing thousands to Chicago in 1968 to demonstrate at the Democratic Convention.

But its leaders, Dave Dellinger, editor of Liberation magazine, Rennie Davis, project

(Continued on page 8)



Juniors may pick up their class rings Tuesday and Wednesday, October 28 and 29, in the Ground Floor Lobby of Elliot Hall.

Sesame Street Program Begins

The fall of 1969 marks the beginning of a significant experiment in the use of television as an educational and social medium in North Carolina and in the nation. Beginning November 10, University of North Carolina Television will present **SESAME STREET**, a 26-week series of daily, hour-long programs designed to stimulate the social and intellectual growth of North Carolina's half million preschool children and prepare them for the beginning of their formal education.

SESAME STREET is the result of an unusual partnership of Carnegie Corporation, the Ford Foundation, the U. S. Office of Education and several other Federal agencies. It became clear to these organizations that, an increasingly complex and sophisticated world with its demands for skilled and talented people made it imperative that education begin as early as possible. Children between the ages of three and five could be neglected no longer. They also recognized, as many educators have pointed out, that the intellectual achievement gap between the disadvantaged and middle-class child can be substantially narrowed if we

begin teaching children early enough.

Carnegie, Ford and OE concluded that, the cost of putting all three to five year old children into school would be enormous. However, the availability of television, even in the poorest families, meant that every home could become a classroom. Children were already watching; why couldn't they learn at the same time?

The Children's Television Workshop was created, in March, 1969, to explore this question. In its first six months, a staff of highly experienced television production specialists and educational researchers met with a cross-section of the nation's leading educators, writers, artists, child development experts and classroom teachers to establish the educational goals of the project. Then the Workshop began to create and test the basic ingredients that will go into the first experimental season.

SESAME STREET begins on University Television November 10 and will be seen each weekday morning at 10 o'clock. It has a magazine format composed of short segments, designed to hold the children's attention. Story readings, puppet dramas by the Muppet

Puppets and short films alternate with up to 35 minutes of cartoon-like animation in each hour.

Because many children learn to read by repetitive television advertising, one-minute segments were created especially for the Workshop, as a device to teach letters, numbers, ideas and concepts. Famous stars make guest appearances, and there are several continuing personalities, both men and women, black and white.

SESAME STREET uses film to take the children on trips, help them see things in new ways, and experience a whole world they might otherwise not have known. With the introduction of **SESAME STREET**, North Carolina becomes a testing ground for the belief that the future of television and long-term improvement of the quality of American life are closely linked.

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College Student Remains An Unknown

(CPS)—Like the star too distant to be viewed clearly through a telescope or the germ too small to be seen through a microscope, the U.S. college student has remained an unknown and therefore enigmatic quantity since the start of the 1969-70 academic year.

This fall, he has scurried about busily preparing for the Oct. 15 Vietnam War Moratorium, protested the University of California's dismissal of a communist instructor, launched rent strikes at four schools, and held a boycott of classes at the University of Michigan in support of demands for a student-operated bookstore.

Despite this bit of empirical evidence and despite the postulations and predictions offered by sociologists, psychologists, the commercial press, government-commissioned task forces, etc., it's anyone's guess as to whether the issues of the war, the draft, racism, and educational and social reform on the campus will incite this year's student to the same level of frustration and dissent as occurred last year.

Colleges and universities across the country braced for the new year according to their perceptions of reality.

Some apparently saw the student's nature as being close to innately evil. The City College of New York, for example, stationed armed security guards in the building where students were registering for classes. Temple University formed its own 125-man campus police force.

The University of Wisconsin and University of Michigan both have developed over the summer civil defense plans to employ in the event of building occupations or violent demonstrations. Michigan also fire-proofed and bomb-proofed files containing important documents.

Other institutions, while not following the law and order on the campus theme so overtly, equipped old discipline codes with new teeth aimed at chomping down on so-called disruptive activities.

Cornell University, which endured an armed building occupation by militant blacks last year, added a disciplinary clause prohibiting "misconduct sufficiently serious as to constitute a violation of or threat to the maintenance of the public order." The clause covers faculty members as well as students, and the maximum penalties are the dismissal of the former and expulsion of the latter. A 21-member hearing board with four student members will have jurisdiction in misconduct cases.

The University of Illinois sent a letter to parents of undergraduates warning: "When ... a student is found to have knowingly engaged in a disruptive or coercive action, including knowing participation in a disruptive or coercive demonstration, the penalty will be dismissal or suspended dismissal." Other schools, including Ohio, Indiana, Purdue, and North Carolina have released similar conduct statements.

At the State University of New York at Stony Brook—the scene of several mass drug busts during the past two

years—students now face suspension for an arrest on a drug law violation and expulsion for a conviction. On many campuses, including Stony Brook, students have demanded in recent years that administrations stay out of the policing business, particularly when drugs are involved.

In Ohio, Gov. James Rhodes said he would send state troopers or National Guardsmen to quell campus disturbances, whether or not the university administrations asked for them.

Returning students were greeted with curricular and structural changes, as well as warnings, at many schools. Whether they were intended as appeasing gestures or in sincere recognition of the students to relevant learning and self-determination is a matter for conjecture.

Black studies programs have burgeoned across the U.S., paralleling an increase in the number of blacks attending colleges. Dartmouth, a school that has graduated fewer than 150 blacks in its 200-year history, has 90 blacks in a freshman class of 855.

Other eastern colleges have taken similar steps. Brown University has increased the number of blacks in its freshman class from eight in 1966 to 77 currently; Wesleyan, from 30 to 51; Yale, from 31 to 96; and Harvard, from 40 to 95. Harvard also recently announced it had established a Department of Afro American Studies, offering 15 courses, including one on the "black revolution." The Ivy League institution has appointed a 35-member committee to prepare proposals for structural change based on a report on last year's disorders.

For Stanford's 6,000 returning students, new educational reforms meant an end to most graduation requirements, including those in foreign languages. Individual departments have been asked to design options to permit a student to take at least one-half of his work outside the requirements of his major. The number of freshman seminars conducted by senior faculty members has been expanded so that 369 of 1,400 freshmen are in the seminars.

At Brown University, letter grades have been abolished in favor of "satisfactory-no credit" evaluation. Some courses may still be taken for a grade, but participation is voluntary. The minimum course load for an undergraduate degree has been lowered, and independent study programs greatly expanded.

The University of Pittsburgh has reduced from 15 to nine the number of credits required per term of lower division students in university-specified disciplines, and has converted from a pass-fail grading option for juniors and seniors only to a satisfactory-unsatisfactory option for all students. The option is good for one course each term.

Previously closed committees have been opened up to student membership. The American Association of State Colleges and Universities, representing many smaller state and community colleges, reported recently that students were sitting on administrative councils at over half of its member schools.

Students at Ohio State now sit on the Faculty Council and Council of Academic Affairs, and those at Oberlin are included on the Judicial Board. Stanford, Fisk, Vanderbilt, and Princeton universities have added students or recent graduates to their boards of trustees.

Massachusetts recently became the first state to pass a law giving students a voting membership on state college and university governing boards. One student will sit on each of the state's five governing boards, overseeing the University of Massachusetts, Southeastern Massachusetts University, Lowell Technological Institute, 11 state colleges and 12 community colleges.

Non-voting student representatives are now included on the governing boards of state schools in Kentucky and Wyoming and at the University of Washington.

And the battle against "in loco parentis" still goes on at some schools. The University of Maryland this fall abolished women's hours for all women, and Ohio University has added sophomore women to its no-curfew list.

Meanwhile, though the campuses have been quiet in the early weeks of 1969-70, students have been organizing.

At the University of Colorado students have formed a tenants union and are ready to begin a rent strike. Rent strikes already are underway in the communities surrounding the universities of Michigan, Wisconsin, and California at Berkeley.

Promotion of the Oct. 15 Moratorium appears to have been the major student political activity of the fall. Leaders of the national Vietnam War Moratorium Committee claimed students at more than 500 colleges are committed to spending that date in teach-ins, rallies, and vigils against the war.

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A Chicago electronics manufacturer recently introduced a true high fidelity stereo speaker system in one cabinet ... that projects truly superb full stereo to all parts of the listening area, without the use of the conventional two-speaker cabinet stereo hi-fi set-up. Tabbed Jensen STEREO 1 (R) and made by Jensen Manufacturing Division, The Muter Company, 5655 West 73rd Street, Chicago 60638, the new stereo hi-fi speaker system is a valid technological state-of-the-art breakthrough that makes the equation come to life ... two speaker cabinets now equal one ... when the one is Jensen STEREO 1 (R).

Jensen engineers say the secret is their patents-pending Acousti-Matrix System, which precisely meters and directs the sum and difference, right and left channel stereo signals, so that no matter where the listener or the STEREO 1 (R) is positioned, true, separate channel stereo hi-fi is achieved

from only one cabinet that sells for under \$125. They call the effect a "wall-of-sound", with each instrument in its proper place, just as they were in the group or orchestra. Further, the Acousti-Matrix System projects the sound source far beyond the confines of the one cabinet ... a multiplicity of virtual sound sources, rather than just one.

While Jensen STEREO 1 (R) doesn't attempt to eliminate the two-for-stereo concept, it offers a great alternative, especially if you've got that space problem ... and yet demand true high fidelity stereo sound. All you need, really, is the same amp (or compact amp-changer) that you were going to use for two speaker cabinets, and the new Jensen STEREO 1 (R). Result? True, and superb stereo hi-fi and from only one space-saving cabinet.

If you're cramped ... this speaker system is for you. (Even if you're not cramped for space ... its still great stereo). You can see and hear it at any Jensen dealer. And the company will send an attractive full-color brochure on request.

STEREO 1 (R) is in. "Two" does equal one for stereo. Besides, now you'll have more room for the beer.

(Continued from page 1)

beliefs are not to be violated by the state, but that the state exists to secure these rights."

MORAL GROWTH

He also said he agreed "with Lorimer that a society has a moral growth; that there are societies with advanced moral understanding just as there are societies advanced in mathematics; that there may be a time and place where society as a whole may benefit from capital punishment, but moral development may lead to a situation where capital punishment may no longer be necessary."

Ballinger also said that private colleges could incorporate the privileges of the US Constitution by reference to it in their own regulations.

Peace Please

(Continued from page 7)

director for the convention, and Jerry Rubin, Pentagon project director, are currently undergoing trial in Chicago as members of The Conspiracy, and are away from the center of power.

It remains to be seen whether New Mobilization leaders will employ the moratorium's politics of consensus for the marches, watering down their appeal to attract a mass of people (thereby insuring a relatively mild protest), or whether they will pursue a strategy of confrontation.

Groups such as the Black Panthers and the SDS Weathermen that have siphoned off the more militant radicals in recent months, have not revealed if they will join in either the Washington or San Francisco

marches.

Though the commercial press has reported there is a rift between the Moratorium and the Mobilization on the issue of tactics, leaders of the organizations have expressed their solidarity, if not complete agreement, with one another. Moratorium leaders say they are holding peaceful legal affairs of their own, but think it's just fine if people attend the Mobilization's peaceful legal marches. Mobilization leaders say they don't see any contradiction in participating in both local and national actions.

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