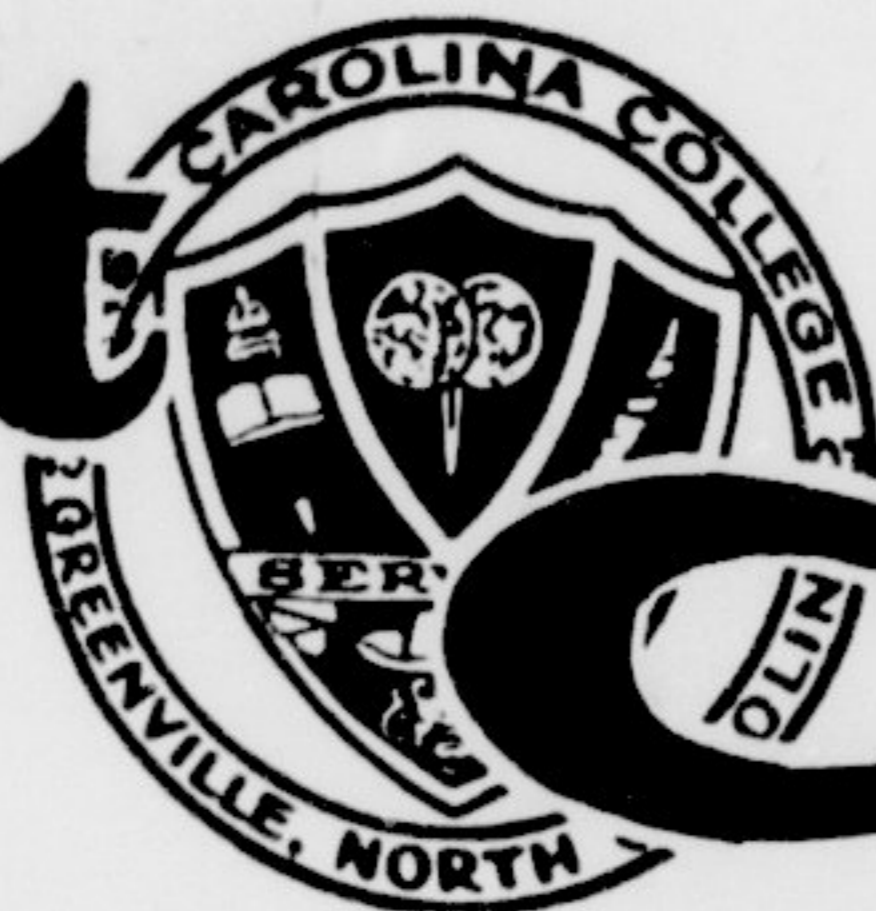


# East Carolina's Position Paper On University Status

# East Carolina



Volume XLII

East Carolina College, Greenville, N. C., Monday, February 6, 1967

University Status Edition Number 35

## Students Join Forces Tonight!

*"The People of Eastern North Carolina look to East Carolina College, the State's third largest and fastest growing public institution of higher learning, already organized into seven schools, and they say, 'Here already stands a university. Why not then declare it so?'" With these words, Dr. Leo W. Jenkins began the current discussion over converting East Carolina College into an independent state university. But long before these words were spoken, progress toward university status at East Carolina College was well underway.*



**Sen. Robert Morgan**  
Chairman  
Board of Trustees

Tonight each student at East Carolina will have the opportunity to gather in Old Austin Auditorium and organize into county and state clubs which will help you to bring your home area into closer communication with your school. In fact, each student will have the opportunity to play a major role in getting everyone else in the state of North Carolina and elsewhere know where we stand educationally, culturally and as individual students.

The meeting in Old Austin is at 8:00 p.m. tonight. SGA President Steve Sniteman encourages each of you to join in East Carolina's student inspired mass reorganization meeting.

Sniteman has invited Senator Robert Morgan and President Leo Jenkins to speak with you and answer any questions that you might wish to ask about the county and state club organizations that will bind each of us closer together here at East Carolina as well as in our home areas.

The reorganization of these clubs is intended to produce a club of EC



**Steve Sniteman**  
President  
Student Government

students for each North Carolina county and for each state represented by the 9000 students who attend East Carolina.

Following the general meeting in

Old Austin, instructions will be given by student leaders as to room assignments for individual county and state meetings. Around 94 county clubs and 40 state clubs should be reorganized before the evening closes.

According to President Steve Sniteman, reorganization of the clubs comes because many of us have found that in far too many cases the people in our home towns have too little or inaccurate and misleading information about EC.

"It is our purpose to organize and delegate ourselves to portray back home a true picture of the excellence that is already present at our college," explains Sniteman.

"We believe that we have an obligation to take an active part in efforts to make East Carolina an even - greater servant of its people."

Dr. Jenkins, commenting on the student plans, said he is pleased the students are taking "this active interest in the present and future of this institution. I think it is very healthy for all concerned for our students to become involved



**Dr. Leo Jenkins**  
President  
East Carolina College

## A University For The East; EC Serves The State

The state's needs in higher education have already been summed up this way in the report of the Carlyle Commission: "We in North Carolina must, in short, prepare more of the teachers for our own colleges, both public and private, and especially for the system of comprehensive community colleges which this commission is proposing." Since the training of such teachers can only be done in well-staffed graduate schools, the need for such schools is clear.

The President's Council on Education Beyond the High School predicted that the shortage of college teachers will become a "cultural bottleneck," because an estimated 8.7 million college students by 1974 will require an annual recruitment

of 15,000 to 22,500 new teachers. (Dr. Horace Hamilton of North Carolina State University estimates an increase of 6,000 students per year for the next ten years in North Carolina's institutions of higher education.) The nation's graduate schools are producing more potential college professors each year, but only about half of them are expected to go into teaching.

The statistics clearly show that North Carolina needs another university.

### A UNIVERSITY FOR THE EAST

The needs of the East are the needs of the whole State of North Carolina; they cannot be separated.

Perhaps Eastern North Carolina

has a vaster area of undeveloped resources and a greater reservoir of untapped creative potential in human terms than any other section of the State. It would be a most costly negligence on our part to fail in the effort toward the development of this potential. The increasing complexity of mid-twentieth century life, both technically and culturally, demands the expansion of all our intellectual disciplines.

A university based in the East could inspire both initiative and vision. The functioning university could serve the East as a focus for education and also for the development of industry and commerce. Education and research are two of the keys to regional development.

Just as a chain is no stronger than its weakest link, so the State is no stronger than its least developed parts. The establishment of a university to lead in the development of the East will inevitably contribute to the human resources of the whole state.

### ALREADY A UNIVERSITY

By any of the customary criteria for calling an institution a university, East Carolina is already a university.

By definition, a college is concerned chiefly with a four-year course of general study leading to a bachelor's degree. In the United States, some colleges have provided liberal arts training and some have prepared teachers.

A university is broader in scope; its concern is more universal, and in structure it typically comprises a college of arts and sciences and one or more professional schools. The typical university has a graduate program, but it does not necessarily offer graduate work at the doctoral level.

In essence, the request of the East is for authorization to capitalize the "u" and make it University.

### Attention All Students:

Let us be judged by our present and not the past. In a state where progress is the word of the day, it is strange that many would judge us by our past. It is not that we would like to disregard our past—quite the contrary, for ECTC and ECC served an important place in the field of education, etc. But with the changing of the institution and its academic curriculum, opinions should change also.

Possibly this is too much to ask and our critics should not be blamed too much. We all judge by the opinions we hear every day—especially if their is a question of economics involved. But, regardless of the amount of dissenters and the opinions that will possibly never change, we will stand ready for scrutiny.

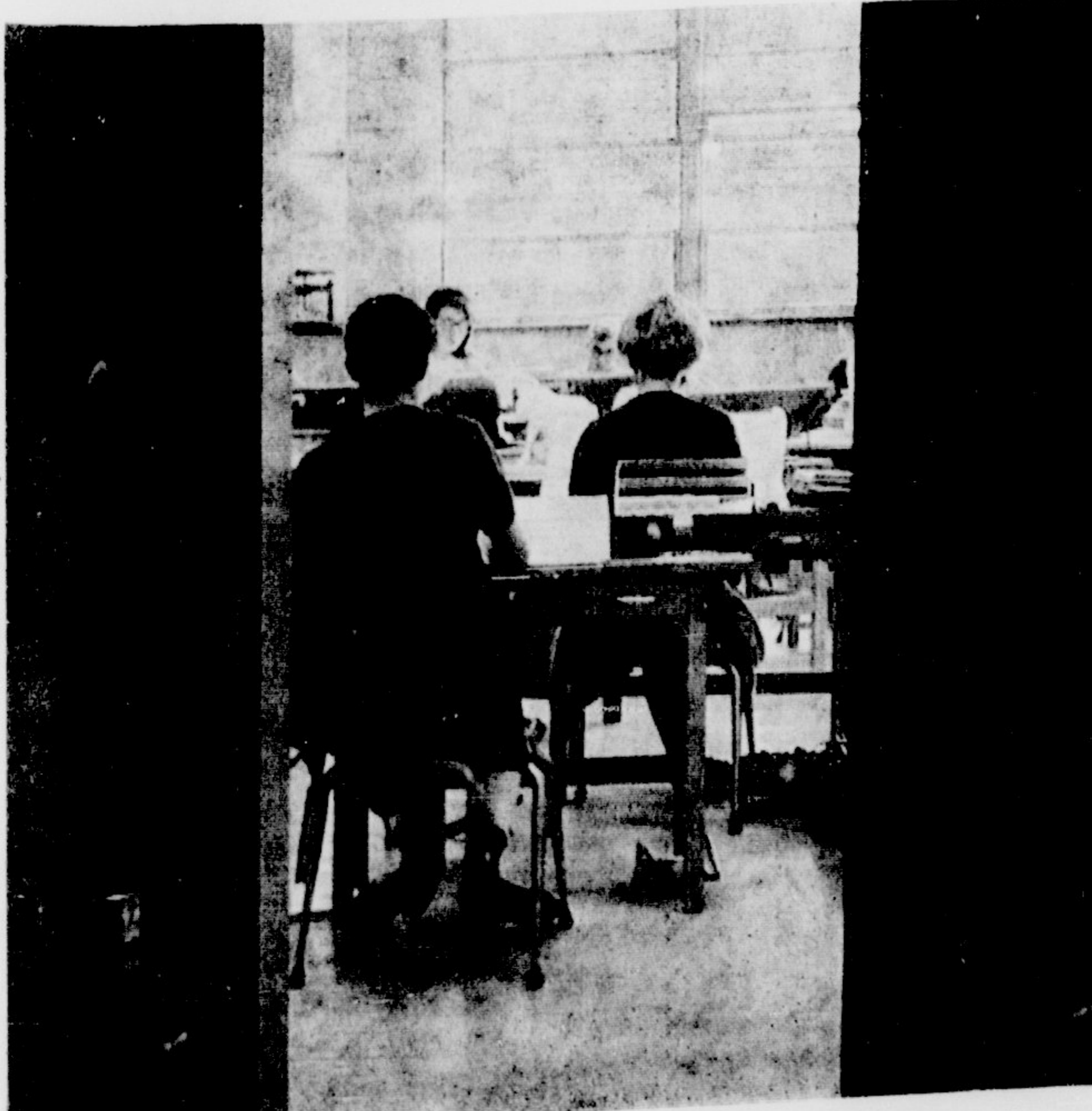
Possibly one day, some of our most avid opponents will take the time to come to Greenville and see what we have to offer. But until that day, it is up to us, as students, to present ourselves.

All of us are proud of our rapid growth in the various academic areas, as we should be. But to be content with our own personal vanity, without trying to confront others that knew us in a different light, is a case that is not very flattering to us. Therefore, let us combine all the talents that we have to offer and present them to the people of the state as a product of the present East Carolina. In some cases, the product will not be favorable—let us not fool ourselves.

*But as we have never been an institution that proclaimed to be perfect, we have always accepted valid criticism in order to change and reach new heights. If we are criticized in our desire to futher ECC and consequently change others' opinions about us, so be it. But this criticism will not deter us from our goal nor will it hinder our enthusiasm for our institution.*

*The time has come for us to join our President and the people of Eastern North Carolina in this battle. We must pursue our goal just as incessantly as these people have in the past. They have been fighting alone in our behalf, but now we have a chance to further our own aims.*

Sincerely,  
Stephen B. Sniteman  
SGA President





## EC Expands Through The Years Already A University

### Internal Structure

Over fifty state universities have smaller academic structures than East Carolina College. They have smaller schools of arts and sciences, or fewer graduate programs, or fewer professional schools. This group includes the universities of Delaware, Hawaii, Maine, Massachusetts, Mississippi, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Rhode Island, South Carolina, South Dakota, and Vermont.

### Student Enrollment

Almost fifty state universities have smaller enrollments than East Carolina. Such distinguished private universities as Drew, Colgate, Washington and Lee, Bucknell, and Rice have enrollments far below that of East Carolina.

### Admissions Standards

East Carolina's admissions standard are as high as those of any

public institution in the State in terms of required scores on the Scholastic Aptitude Tests (College Entrance Examination Board test). Requirements are expected to be raised still higher in the near future.

### Library Facilities

The library at East Carolina compares favorably with those of many recently established universities. Of almost sixty colleges transformed into universities since 1950, well over half of them had smaller libraries than East Carolina according to a 1964 report.

Of interest to North Carolinians is a comparison of library holdings at East Carolina now and those at the University of North Carolina and Duke in former times. In 1924, when Trinity College became Duke University, its library contained 87,000 volumes. At the time of consolidation, the University of North Carolina at Chapel Hill had 236,163 volumes.

East Carolina's library in 1966

contained 267,000 bound volumes plus more than 100,000 items in its document collection and over 100,000 volumes in microprint form.

### Honor Societies

National honor societies have increasingly recognized the academic excellence of the programs at East Carolina College. By the end of 1966, eighteen of them had authorized the establishment of chapters in the following schools and departments:

### Schools

Art — Delta Phi Delta  
Business — Pi Omega Pi  
Music — Pi Kappa Lambda  
Phi Mu Alpha Sinfonia (men)  
Sigma Alpha Iota (women)

### Departments

Drama and Speech — National Collegiate Players, Honorary Dramatic Fraternity  
English — Sigma Tau Delta  
Foreign Languages — Sigma Pi Alpha  
Geography and Geology — Gamma Theta Upsilon  
History — Phi Alpha Theta  
Library Science — Alpha Beta Alpha (National undergraduate Library Science Fraternity)  
Philosophy — Phi Sigma Tau  
Psychology — Psi Chi  
Sociology — Alpha Kappa Delta  
Biology — Chi Beta Phi  
Industrial and Technical Education — Epsilon Pi Tau  
There are 38 faculty members in the sciences who are organized as a Sigma Xi Club.  
There are 41 faculty members who are organized as an alumni chapter of Phi Beta Kappa.

## Academic Programs

Beginning with a program limited to teacher training, East Carolina has now expanded its academic programs to include the following schools:

Art  
Business  
Graduate  
Arts and Sciences  
Education  
Nursing

Science  
Biology  
English  
Health and Physical Education  
Industrial Arts  
Music  
Psychology

The Master of Arts in Education Degree is offered in the following areas:

Elementary Education  
Educational Administration  
Supervision  
Guidance  
Speech and Hearing  
Secondary Education

The Master of Arts Degree in Secondary Education is offered with a major in one or more of the following fields:

Art  
Business  
Geography  
History  
Library Science  
Political Science  
Biology  
English  
Health and Physical Education  
Industrial Arts  
Mathematics  
Science and Science Education

The following graduate degrees are also offered:

Master of Arts in Clinical Psychology  
Master of Business Administration  
Master of Fine Arts  
Master of Music

East Carolina also offers the Sixth Year Program of Study beyond the master's degree for public school administrators.

The Master of Arts Degree is offered in the following areas:

Art  
Business  
Geography  
History  
Mathematics  
Political Science

## For Information . . .

Any student who wishes to write or contact their legislator may obtain a copy of the North Carolina Legislators' list by contacting the president's office.

COLLEGE: An educational institution concerned chiefly with a four-year course of general studies leading to a bachelor's degree.

UNIVERSITY: In the United States, a university typically comprises a college and one or more graduate or professional schools.

(From Merriam-Webster's Seventh New Collegiate Dictionary)

## Univ. Development From 1907 To 1966

### THE DEVELOPMENT OF A UNIVERSITY

1907-1966

East Carolina Teachers' Training School established by the Act of the General Assembly	—1907
	1909—One- and two-year teaching programs
Four-year curriculum leading to Bachelor of Arts Degree	—1920
	1921—Name changed by Act of the General Assembly to East Carolina Teachers College
Master of Arts Degree	—1929
	1936—Extension Division
Bachelor of Science Degree	—1941
	1951—Name changed by Act of the General Assembly to East Carolina College
School of Business and School of Nursing	—1960
	1961—Two-year Resident Center, Camp Lejeune
School of Art and School of Music	—1962
	1963—Two-year Resident Center, Goldsboro
School of Education	—1963
	1964—Two-year Resident Center, Cherry Point
One-year Freshman Center Undergraduate Evening College, Main Campus	—1964
	1964—Developmental Evaluation Clinic
One-year Freshman Center, Manteo	—1965
	1965—School of Arts and Sciences and Eastern North Carolina Development Institute
Graduate School, Institute of Life Sciences and Community Health	—1966



# Twenty Years Of Growth

## TWENTY YEARS OF GROWTH 1946-1966

Physical and Financial	
1946	1966
Buildings	17 48
Operating Budget	\$743,296 \$10,515,725
Value of Physical Plant	\$5,000,000 \$33,500,000
Acres of Land	98 300

Student Body	
1946	1966
Fall Quarter (On-Campus)	1,382 9,023
Summer School	567 5,205
Total Enrollment	1,949 14,228

The present student body includes representatives from 94 counties in North Carolina, 40 states and territories, and 6 foreign countries.

Athletic Program	
1946	1966
Teams	Baseball
Baseball	Basketball
Basketball	Cross-country
Football	Football
	Golf
	Indoor Track
	Soccer
	Swimming
	Tennis
	Track
	Wrestling
	Clubs
	Gymnastics
	Karate
	Lacrosse
	Rowing

Faculty	
1946	1966
Number	61 448
Proportion with Doctorates and/or Terminal Degrees	29% 51%

Full-Time Employees	
1946	1966
Total Faculty and Full-Time Employees	210 1,336

## Accreditation

One index of educational quality is the ability of an institution to meet rigid requirements for accreditation by various professional associations and agencies. Below is a comparison of the growth in excellence experienced at East Carolina College during the past twenty years:

**1946**  
The American Association of Teachers Colleges  
The Southern Association of Colleges and Secondary Schools  
The North Carolina College Conference

**1966**  
Association of American Colleges  
The Southern Association of Colleges and Schools  
The North Carolina Association of Colleges and Universities  
The National Commission on Accrediting  
The National League for Nursing, Department of Baccalaureate and Higher Degree Programs  
The National Association of Schools of Art  
The National Association of Schools of Music  
National Council for Accreditation of Teacher Education  
The National Association of Business Teacher Education  
The American Association of Colleges for Teacher Education  
American Association of University Women  
The Council of Graduate Schools in the United States  
National University Extension Association

Number of Degrees Granted	
1946	1966
Undergraduate	166 1,128

## Graduate

Total	18 207
	184 1,335

## Types of Degrees Offered

**1946**  
Bachelor of Arts  
Bachelor of Science  
Master of Arts

**1966**  
Bachelor of Arts  
Bachelor of Science  
Bachelor of Music  
Bachelor of Science in Business Administration  
Bachelor of Science in Medical Technology  
Bachelor of Science in Nursing  
Master of Arts  
Master of Arts in Clinical Psychology  
Master of Arts in Education  
Master of Business Administration  
Master of Fine Arts  
Master of Music

## Special Programs

**1946**  
Concert Series  
Dramatic Productions  
Popular Film Series

**1966**  
Art Exhibits  
Bureau of Business Research  
College Theater Series  
Contemporary Music Festival  
Developmental Evaluation Clinic  
Eastern North Carolina Development Institute  
Fine Arts Series  
Foreign Film Series  
Lecture Series  
Institute of Life Sciences and Community Health  
National Defense Education Act Institutes  
National Institute of Health Programs  
National Science Foundation Institutes  
Popular Entertainment Series  
Popular Film Series  
Research Grants and Contracts  
Special Governmental Programs  
Summer Theater



## Extension Program

In 1946, only three classes were offered by the Extension Division with an enrollment of 34 students.

In 1966, some 400 extension classes were offered with an enrollment of 10,998 students. Extension courses are taught in the following cities:

- |                |               |
|----------------|---------------|
| Ahoskie        | Kenansville   |
| Bayboro        | Kinston       |
| Beaufort       | Louisburg     |
| Bladenboro     | Morehead City |
| Burgaw         | New Bern      |
| Camp Lejeune   | Newport       |
| Chadbourn      | Oxford        |
| Cherry Point   | Plymouth      |
| Clinton        | Raleigh       |
| Colerain       | Richlands     |
| Edenton        | Rocky Mount   |
| Elizabeth City | Sanford       |
| Elizabethtown  | Smithfield    |
| Enfield        | Snow Hill     |
| Fayetteville   | Tarboro       |
| Fort Bragg     | Washington    |
| Goldsboro      | Weldon        |
| Havelock       | Williamston   |
| Henderson      | Wilmington    |
| Jackson        | Wilson        |
| Jacksonville   | Zebulon       |

At the end of 1966 East Carolina College had fully-accredited two-year resident centers in operation at three locations: Camp Lejeune, Cherry Point, and Goldsboro. It also had one-year programs in operation at Manteo and through its Undergraduate Evening College on the main ECC campus.

Until 1965-1966, all extension work was entirely self-supporting—operating at no cost to the taxpayer with the exception of the state's contribution to the pension fund for extension teachers. Approx-

imately 10 per cent of the cost of extension work is now paid for by the State of North Carolina.

## EC Enrollment By Counties 7260 NC Students Attend

County	Number of Students
Alamance	151
Alexander	8
Anson	19
Ashe	12
Beaufort	222
Bertie	72
Bladen	31
Brunswick	18
Buncombe	63
Burke	45
Cabarrus	48
Caldwell	23
Camden	7
Carteret	133
Caswell	17
Catawba	68
Chatham	38
Cherokee	1
Chowan	53
Cleveland	21
Columbus	60
Craven	224
Cumberland	229
Currituck	20
Dare	25
Davidson	63
Davie	17
Duplin	88
Durham	188
Edgecombe	178
Forsyth	215
Franklin	34
Gaston	46
Gates	26
Granville	50
Greene	52
Guilford	325
Halifax	149
Harnett	90
Haywood	6
Henderson	17
Hertford	40
Hoke	12
Hyde	8
Iredell	47
Jackson	1
Johnston	187
Jones	25
Lee	77
Lenoir	230
Lincoln	8
McDowell	2
Macon	9
Madison	1
Martin	111
Mecklenburg	296
Mitchell	1
Montgomery	16
Moore	59
Nash	181
New Hanover	54
North Hampton	38
Onslow	186
Orange	29
Pamlico	31
Pasquotank	85
Pender	21
Perquimans	24
Person	46
Pitt	734
Polk	2
Randolph	66
Richmond	51
Robeson	57
Rockingham	38
Rowan	77
Rutherford	20
Sampson	116
Scotland	26
Stanley	46
Stokes	8
Surry	39
Swain	1
Transylvania	1
Tyrrell	14
Union	26
Vance	55
Wake	397
Warren	30
Washington	42
Wayne	247
Wilkes	22
Wilson	155
Yadkin	13



# ECU vs. ECC

## WHAT COULD EAST CAROLINA UNIVERSITY DO THAT EAST CAROLINA COLLEGE CANNOT?

1. Would be in a better position to attract federal and foundation money usually allocated to institutions with university status.
2. Attract more teachers of high quality who want to be associated with a university.
3. Make available to many thousands of deserving and capable North Carolina college students a university in name as well as quality.
4. Contribute trained college teachers to help fill the State's needs.
5. Contribute more to the improvement of the cultural and economic life of Eastern North Carolina.
6. Provide opportunities for innovation and experimentation in graduate instruction.

### THE COST

The argument against the establishment of multiple universities in North Carolina is a familiar one: North Carolina, it is said, is a poor state; it cannot finance several institutions to do the same thing.

Yet of the eight states with lower per capita income than North Carolina, four—Mississippi, Tennessee, Kentucky, and Louisiana—support regional universities.

Furthermore, maximum economies have not been effected and duplication has not been eliminated by having each branch of the consolidated university alone performing part of the tasks of a university and all together performing the work of a whole university. The demand for services has been such that the Consolidated University in 1966 announced its intention to duplicate services at all branches until each is a whole university.

## EC - The Public Servant

East Carolina's development has been in response to public needs rather than in fulfillment of some master plan designed to describe the ideal rather than the possible. The Carlyle Commission described this as the North Carolina way when it stated that the "North Carolina system of public post-high school education has for the most part developed, not in conformity with any grand design, but in response to the felt needs of the growing population in an advancing state."

Nevertheless, the development of East Carolina has been accomplished with orderliness and care, following a pattern that has been common in the development of higher education throughout the United States. In the early days, one- and two-year teaching programs met the needs of the fledgling public school system. Then came four-year programs, pre-professional curricula, and professional and graduate schools. To meet the needs of communities, the Development Evaluation Clinic and the Eastern North Carolina Development Institute were established. Greatly expanded cultural programs, such as the highly successful Summer Theater, Contemporary Music Festival, Fine Arts and Pop Arts Series—these activities reach far beyond the influence of the main campus.

These are the kinds of things that are expected of a university: to make plans to meet needs. The plans have been orderly—and the results satisfying and rewarding.

Thus East Carolina College is no mere college; it is now and has been organized for some time as a university. It serves its students and their families in a number of ways, for higher education is an integral part of our society, and East Carolina College reflects the traditions and aspirations of the people of Eastern North Carolina as a whole. Students come to Greenville to learn professions, develop their personalities, grow culturally, advance socially, and acquire habits of civic responsibility; and East Carolina extends the manifold university beyond the college walls through its Extension Division, its cultural attractions, its Development Institute, and its new Institute of Life Sciences and Community Health. Professionally trained students from East Carolina carry these benefits to many localities in North Carolina.

In addition, East Carolina hopes to provide the people of the State with expanded programs in education, athletics, and cultural affairs; and anything else the region or the State may need. The explicit aims of higher education include those of helping to solve the practical problems of contemporary life. Many of these problems are best studied and solved in an academic institution which interacts with the community.

For a long time the people of the East have looked to East Carolina for leadership in the solution of community problems. They have come to expect help. The motto of East Carolina is TO SERVE, and its phenomenal growth has been in response to the demands of the people.

East Carolina College has served the State of North Carolina well as a college. It can serve the State better as East Carolina University.

Duplication of services then is not always an unnecessary or undesirable expense. When the demand for instruction reaches the point that facilities are used to maximum capacity, the fear of duplication, competition and their expense is unwarranted.

Any consideration of the specific amount of money needed to make East Carolina into a university must be made with the realization that East Carolina by any name will grow and cost more as it serves more students. Consequently, immediately after a name change the difference in cost would be negligible. In its current estimates on projected operating costs, East Carolina does not list any appropriation needs for additional graduate instruction at the doctoral level for the next biennium. Not until the 1969-1970 school year would the college expect to develop doctoral programs to require additional money. In that year, it estimates that it could begin a doctoral program in one field at a cost of \$250,000 or less.

To offset this estimated additional expense would be the grants and assistance from private foundations and the federal government. The situation regarding availability of grants is changing so rapidly that it is not feasible to predict the amounts of grants for the coming years. By the end of 1966, East Carolina College had received more than thirty grants for a total of \$950,000. Some thirty-five proposals for additional grants were pending. It is no secret that many programs supported by foundations and the federal government are more likely to be open only to institutions that are formally called "University."



## State Benefits By ECU

Editor's note: The following editorial is from The Rocky Mount N. C. Telegram.

Notwithstanding the fact that the cards are apparently stacked against East Carolina College, Dr. Leo Jenkins, vigorous president of the institution at Greenville, intends to press his quest for independent university status for his school.

Dr. Jenkins knows he has arrayed against him all of the influence of the Consolidated University of North Carolina which strenuously objects to any thought of ECC becoming a regional or independent university outside the Consolidated family. Despite the formidable opposition, Dr. Jenkins will continue his David-and-Goliath struggle. For this, he is to be commended.

And he is not without friends. Those who have bothered to hear him out know he makes a good case. Precisely what are the views of Dr. Jenkins in this matter? He spoke to a group recently in Forsyth County during which he presented a graphic picture of the position of East Carolina College, its role in the eastern part of the state, and its relationship with the rest of the university family.

To begin with, the ECC president points out that independent university status would benefit not just eastern North Carolina, but the entire state. "Eastern North Carolina is a great emerging area," he said. "We're just so close to it that we don't appreciate the tremendous industrial and cultural renaissance."

The area has 1,200 industries. Of these, 300 have come since World War II. Dr. Jenkins says the eastern part of the state, which had been "frightened" and "starved" for many years because of dependence on a one-crop economy, is "now beginning to know the full life."

Continued economic development depends on education. If eastern North Carolina wants to attract sophisticated industry, it must provide greater cultural opportunity, economic forums and an outstanding educational system. It does no good, for instance, to tell a highly trained young engineer that he should come to eastern North Carolina because the hunting and fishing are good. "His wife doesn't care anything about that. She wants to know about culture and education."

What about the stock reply from UNC supporters to the effect that an independent university status would mean unnecessary or unwise duplication of functions, and therefore is unjustified? Dr. Jenkins has already an answer: there is duplication already, even in the Consolidated system, since all colleges and universities offer basically the same courses. As for the charge it would result in competition among state-supported colleges and universities for state funds, this competition has always existed and probably always will.

In pointing to the Piedmont which claims it pays a disproportionate share of the state's taxes, Dr. Jenkins declared that instead of criticizing the eastern and western parts of the state, the Piedmont should help them develop their

economic potential. "The 'sleeping giant' in the east must be awakened. A great university ought to be in the middle of this emerging area."

As to the fear of competition, which is often mentioned by the Consolidated family, Dr. Jenkins cannot buy the idea that competition is bad for America. There is, as he readily points out, competition in every area of life, including religion. "What are we trying to do? We are trying to follow the admonition of Isaiah — to 'lift up a standard for your people.' We are trying to preach excellence — to know that we are not just as good, but better. We in the East must reach high, because in so doing, we are benefiting the entire state."

Sen. Robert Morgan of Harnett believes one of the many overwhelming reasons why East Carolina College should be a separate university is that it needs to be

kept close to the people. He believes that educational institutions like other segments of the government should be kept close to the people and that is one of the reasons why ECC should be made a separate, independent university.

This would be more preferable than becoming part of a system that could become unwieldy, unmanageable, uneconomical and control of which might be far removed from the people of the area to be served.

The chances are that a report recently prepared on ECC's readiness for university status will be negative, which will mean several more years of getting ready in order to meet university standards. The school, and its president, are willing to wait. But as for independence from the state system, once university status is accomplished, opponents of ECC have yet to offer a solid case against independent status.



## East Carolinian

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