

Fountainhead

GREENVILLE, N.C./VOL. 5, NO. 1/WED., 5 SEPT. 1973



Once again, with feeling : ECU '73-74

So what happened in Greenville during your summer vacation?
There have been some definite changes: the three campus buildings under construction made some progress...

the Humanities Building has added a new story,
the much promised new library addition is bearing less resemblance to a trench,
the Student Union is starting to look more like a student union.

There have been other changes. A system of ramps and inclines for use of the handicapped is evident cross-campus part of a "barrier removal" program. The freshmen who survived orientation are coming back to Greenville to live, work and discover the eccentricities of a university. The Mall has been planted over with telephone booths, the Country Store is now the Happy Store, there's a Mexican restaurant on 264, and Garrett Hall is now co-ed.

You have a brand new Student Government, brand new Student Union officers... and will have a new Publications Board once the members are elected.

To the students who spent the summer here, and to the administrators and faculty who spent the summer preparing for September, none of this is particularly novel; they have no sudden shock of return or recognition. It's all pretty much the same.

But to you - the returnees - September is new, regardless of your political leanings, regard or disregard for the academic system, last year's grades, parent trouble or summer jobs. We're all wondering where the money's going to come from, wondering if it's actually worth it, and shuddering at stories of Ph.D's who are forced to bag groceries for a living. And we're here anyway, trying to take in a little beginning freshness before winter makes our long-lost friends commonplace and sends us dragging to class.

The Fountainhead staff was in Greenville long before now, planning and juggling ideas for this registration issue. We watched maintenance personnel dust out the dorms for you; we saw them set up the registration tables in Wright Auditorium. We experienced the pangs of a completely closed Greenville - signs read "Will Reopen Sept. 4" - and had just accustomed ourselves to the silence when students began to return. Ten thousand radios will soon echo throughout the land.

Throughout this coming year, we wish you intelligent and productive thoughts, a desire to act upon them, and a wish to communicate them to those around you.

As a human being, you are a born explainer and communicator; your uniqueness lies in your ideas and speech. That's basically your reason for being here - and we're here to help out.

E. C. U. LIBRARY

news FLASHFLASHFLASHFLASHFLASHFLASH

RDI constructed

□ ECU Chancellor Leo Jenkins has announced that construction has begun on the new ECU Regional Development Institute building in Greenville.

The 16,000 sq. ft. facility is being constructed near the downtown business district at the corner of First and Reade Streets overlooking the Tar River. The site was purchased by the University from the Greenville Redevelopment Commission.

Plans for the modern, one story structure shows the building containing staff offices, conference rooms, a drafting room, an exhibit room for Eastern North Carolina products, a library and a 300 seat auditorium. It is to be completed by August, 1974.

The cost of the project is \$556,000 and is funded in part by the State; the U.S. Economic Development Administration; and the Coastal Plain Regional Commission.

Tom Willis, director of the ECU Regional Development Institute says that construction on the facility "culminates a nine year effort to secure funds for the project."

"We've become very crowded at our present location (on 5th Street across from the ECU campus)" he said, "and this new building will give us the added efficiency needed to handle the ever increasing number of projects."

Last year the Institute completed in excess of 120 projects. The projects are designed to aid the proper economic development of 32 Eastern North Carolina counties and include seminars on timely subjects, job fairs, land development, environmental advice and consultation, management and loan assistance and community development.

Dorm rates up

□ Dormitory room rental rates at ECU have been increased \$37.50 per academic year effective this month.

The new rates approved by the ECU Board of Trustees will be \$352.50 for the academic year of three quarters, a figure recom-

mended by Vice Chancellor for Business Affairs C.G. Moore because of increased utilities and labor costs. Moore said that in view of the increased rates for electricity and water charged by Greenville Utilities and higher labor costs the rental increase is necessary to meet debt service and operating expense and to maintain a reserve fund for these items.

Dormitory rental rates for the summer session of two items will be increased from \$105 to \$117.40.

Despite the increases, Moore said the ECU dormitory rentals will remain less than all other comparable institutions in the state-supported system with the exception of N.C. State University in Raleigh.

STEADY DECLINE

Moore reported a steady decline in dormitory occupancy and said the rental increase was necessary to stay near the "break-even" point. Most ECU dormitory construction was financed by self-liquidating bonds.

ECU trustees also approved resolutions presented by Moore to vest the board's committee on Budget and Buildings with responsibility for maintaining a master plan for physical development at East Carolina University, to select architects or engineers for building or improvements that require professional services and approval of building sites.

ACT FOR BOARD

The committee on Property was also authorized to act for the board in acquisition or disposition of any interest in real property but providing that if such proposal involves an interest in real property valued at \$50,000 or more the matter must be recommended by the committee to the full board for approval and forwarding to the Board of Governors.

Jenkins honored

□ The ECU Board of Trustees voted unanimously in June to name the new Humanities Building now under construction on the campus in honor of Chancellor Leo W. Jenkins.

Jenkins, president and chancellor of ECU since 1960, had left the meeting when the motion to

name the \$4.2 million modernistic Art School complex in his honor was made by the outgoing trustees chairman, Atty. Gen. Robert Morgan.

Jenkins was informed of the action at his home where he and Mrs. Jenkins were hosts for a social hour and dinner.

TWO STAGES

The Jenkins Humanities building is being constructed in two stages and will contain 118,000 square feet of floor space capable of accommodating 1,000 students and 50 faculty members. The first stage with 55,000 square feet of floor space will be completed in about a year and the second, larger stage for which a \$2.1 million appropriation is contained in the 1973-74 capital improvements budget will be constructed later.

The Humanities complex which eventually will house the entire ECU School of Art has been described by Dr. Wellington Gray, dean of the School of Art, as "a better situation in design than anything else in this part of the world."

Features will include banks of rectangular bay windows on the north and south sides, each providing proper lighting for a studio. There will be 14 studios on the second floor and seven on the ground floor.

UNFILTERED GLASS

The windows will be of unfiltered glass to allow the student to use the cold blue light from the north and south exposures rather than the changing yellow light from east and west.

The first floor will house sculpture studios, plastics and advanced sculpture rooms and wax and bronze studios, wood and metal working shops, clay mixing rooms and an electric foundry. Lecture rooms with wall mounted projector screens will be on the ground floor and there will be a main entrance on the Fifth Street side of the complex with a large loading dock in the rear. Because of cutbacks in original budget requests, galleries and administrative office areas were omitted from the first stage construction.

The second floor will feature sixteen foot ceilings primarily for studios. There will be painting, drawing, craft and jewelry rooms and some office space.

The building plans includes a studio for dyeing and printing fabrics with heated dye vats and drying areas.

BRICK PATIO

A walled brick patio area will contain five kilns including one truck kiln with a trolley for rolling sculpture and ceramics in and out of the heating area on wheels. Other kilns will be conventional shelf-type.

The second stage of the complex will house galleries, faculty space, administrative offices and classrooms.

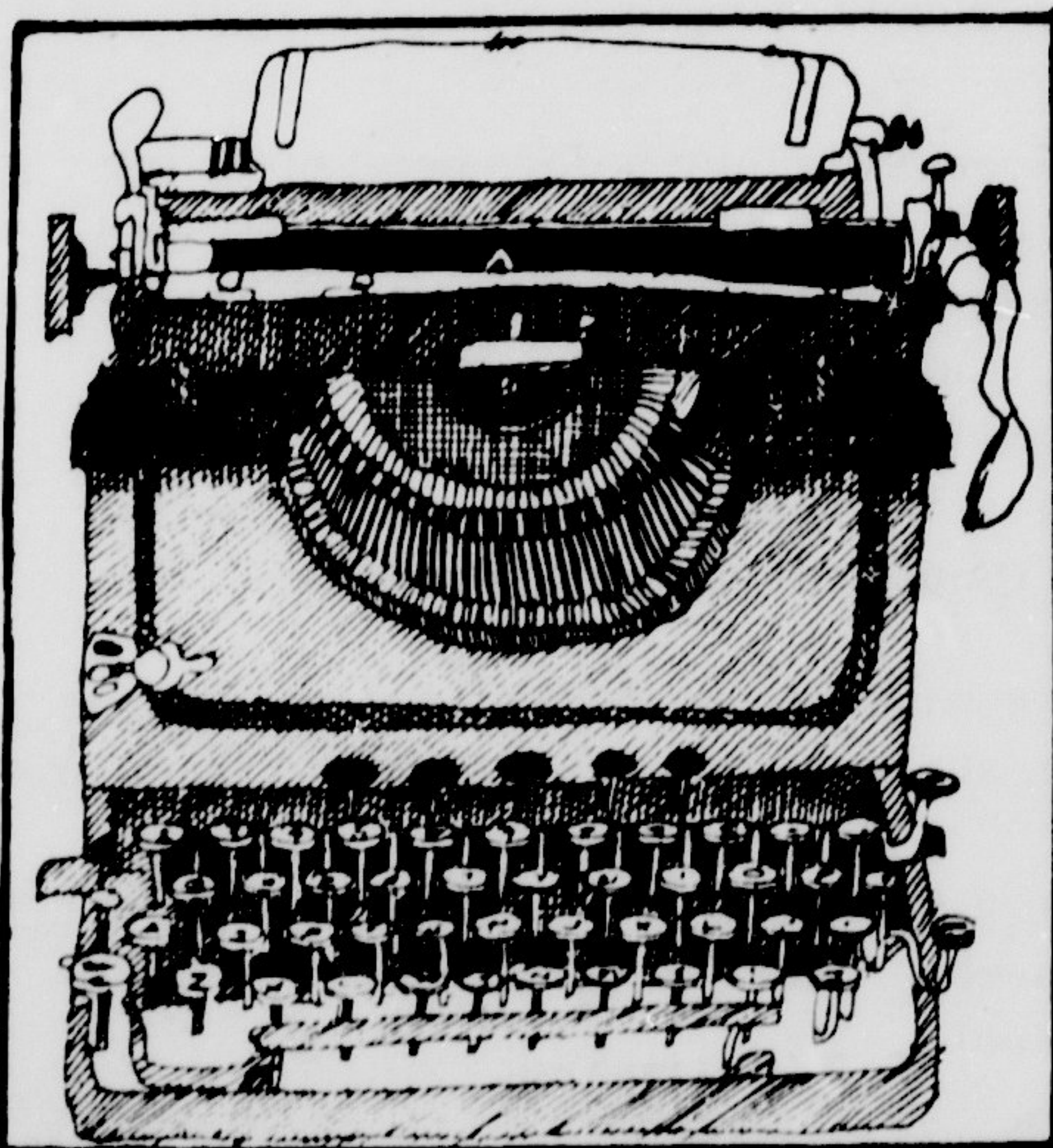
In addition to the Humanities Building name, the trustees acted to name two other relatively new ECU campus buildings in honor of well-known friends and benefactors of the university and the ECU community. Upon Jenkins' recommendation, the Social Science Building on Tenth Street was named in honor of Lawrence Brewster of Greenville, and the Education Building in honor of J. Brantley and Carrie Speight of Winterville.

Phones aplenty

□ A great deal of telephone construction has been completed this summer on the ECU campus. This was made possible by the joint efforts of Carolina Telephone and Telegraph Company and ECU Officials.

All of the rooms in Aycock, Fletcher, Garrett, Greene, Jones, and White dormitories have now been wired for private telephone service. Prior to this project, telephone service was not available in any of these six dormitories; therefore, they had to be completely wired. The project included boring holes, placing conduits, and installing inside wiring and cabling at a cost of approximately \$59,525.

Don A. Collier, local manager for Carolina Telephone said, "This work was done in order to provide much needed telephone service to these six dorms and thus make service available to all students who live on campus."



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Union is prime programming source

By GIBERT KENNEDY
Student Union President

The Student Union is probably the most misunderstood student organization on campus. This is unusual because we have so much, if not more, impact on day to day student life as the S.G.A. and its related organizations. We don't feel that we can best serve the student interests when we're an isolated and unknown organization, so let me say that we are most appreciative of this opportunity to inform the student body as to who we are and what we attempt to do.

SOURCE OF PROGRAMMING

The Student Union is the primary source of student programming, and as such it is our responsibility to provide such a wide variety of entertainment that no segments of the student body feel overlooked. Thus, we sponsor a number of different types of social, recreational, and cultural events ranging from pop concerts to professional theater productions to bingo parties. In addition, we continually strive to be sensitive to changes in student programming demands and to be flexible enough to respond to these trends. Thirdly, we are always seeking to upgrade our existing programs. We serve the role of a trustee over a vast amount of student money and we would be shirking our responsibility if we did not see to it that the students are getting the best returns possible on their money. These are our three primary responsibilities.

INDEPENDENT ORGANIZATION

It was in the efforts to better fulfill these responsibilities that the S.G.A. voluntarily and permanently relinquished its programming responsibilities to the Student Union. The Union has always been an independent student organization, but before September 1972, its responsibilities were only to

sponsor such events as bingo parties and Christmas decoration parties. The lectures, pop acts, artists series shows and films were sponsored by committees under the auspices of the Student Government Association. Being under the S.G.A. the committees became so involved with campus politics that it was impossible to establish a consistent and responsive programming policy. To get the politics out of programming was the reason for the transfer of these responsibilities from the S.G.A. to the Student Union.

BALANCE OF POWER

The 1972-73 school year was a difficult one for the Union because the emergence of the Student Union upset the balance of power (if you'll pardon the expression) among the major campus organizations. For example, the S.G.A. had to accommodate itself to the fact that it no longer controlled campus programming and a number of conflicts occurred before the authority of the Union in programming responsibilities was made a reality. An even clearer example of the initial waves caused by the emergence of the Student Union can be seen in our relations with the Fountainhead.

When the Union separated from the S.G.A., it also left the body that appropriated \$136,000 to the Publications Board. The result was that many of the individuals in Publications began to consider the Student Union almost as an everyday Greenville business to the point that the Union was expected to spend student money to buy advertisements in the student funded school newspaper.

MAJOR CONFRONTATIONS

We felt that this was a waste of student money that could be better spent on programming, so major confrontations between the Fountainhead and the Student Union have entered into a new era of mutual cooperation as evidenced

by this lengthy article which would not have been possible a year ago.

Now that we are firmly established and the foundations of the Student Union have been laid, it is now time for us to turn our attention to the improvement and expansion of our programming. This past summer our major project was the expansion of the Entertainer into a weekly publication.

Here are some of the benefits resulting from this change. First, we will be able to inform the student body exactly what each event involves. For example, what a pop act sounds like, what a lecturer will be discussing, or what is the subject matter on an upcoming film. Secondly, it will give us a direct communication line to the students so that we can explain the reasons behind our policies, and can bring our problems to the student body for suggestions in solving them. Thirdly, by selling ads on a break even basis, we can save the \$600 a quarter presently being spent on the Entertainer and put this money into other programs. Fourthly, it will lessen our promotional demands on the Fountainhead which have been the major reason for our conflicts in the past.

FLEXIBLE LIGHTING

Also, this year, we purchased two trouper follow spots to be used in Wright Auditorium, in the auditorium in the new University Center, and on the Mall for our outdoor concerts. This will make our lighting system much more flexible and will make a notable addition to the quality of our presentations.

Last spring a new committee was formed to bring professional dramatists to campus; largely as a result of the enthusiasm with which the student body received Sleuth. Over the next year the Theatre Arts Committee will be presenting Godspell, The Prisoner of Second Avenue, R.S.V.P. the Cole Porters,

and John Chappell performing Mark Twain Tonight.

VIDEO TAPE FILMS

Other changes which we are working on are the establishment of a video tape film series and the acquisition of an exclusive room for our coffeehouse shows. In addition, we are planning to sponsor the coffeehouses on a weekly basis with an emphasis on the use of local folk talent. Periodically, nationally known, professional talent will be presented as a change of pace.

If a student has a suggestion on how we can improve our program, feels that he or she has been slighted, would like to get involved, or would simply like to find out we are doing, our committee office is in Room 214 of Wright Annex. We need and welcome your input, so drop by and let us get to know you.

STUDENT UNION COMMITTEE STAFF

President

GIBERT KENNEDY

Secretary

DORIS STEPHENS

Committee Chairmen

Artists Series - Dale Tucker
Coffee House - Debbie Godfrey
Films - Mary Cromartie
Lecture - Jackie Hawkins
Popular
Entertainment - Tona Price
Recreation - Marilyn Rocks
Special Concerts - Wade Hobgood
Theatre Arts - Don Squires

This year's
Union
events
include↓



MARCEL MARCEAU
World's Greatest Pantomimist



GODARD/The Rolling Stones
"Sympathy for the Devil (1+1)"*
Don't miss it

STUDENT SUPPLY STORES

Will be open until 6:00 p.m. Thursday, Sept. 6 and Friday, Sept. 7
for your convenience

HELP US HELP YOU THROUGH UNDERSTANDING
STUDENT SUPPLY STORES

"Majoring in Service"

During your stay at East Carolina University, you will in all probability visit the Students Supply Stores on many occasions to purchase textbooks, school supplies, or some of the other many items that you may need in obtaining your education. For this reason, we would like to present to you the following information so that you may gain a few insights into our operation and be able to better understand our goals and objectives.

The Students Supply Stores is owned by East Carolina University for the purpose of rendering service to the University community. We are charged with the responsibility of providing books, school supplies, and other tools of the educational process to the students on campus as well as those attending classes taught throughout eastern North Carolina by the Division of Continuing Education, which includes two centers at Cherry Point, and Camp Lejeune, North Carolina.

We also carry the imprinted lines of merchandise which are normally carried by college bookstores; and in addition, your Students Supply Stores operates snackbars and vending machines at various locations on the campus.

Like any business enterprise, we must make a profit if we are to grow and to continue to provide service to succeeding generations. Our case, is that the new snack bar recently built near the Music Building is to be paid for out of the Students Supply Stores' profits.

However, any profits derived from the Stores' operations are used for the benefit of the University with a minimum of 75 per cent of distributed profits going into scholarships, which are awarded by the Faculty Scholarship Committee. Over the years, the Stores' earnings have provided scholarships, without which hundreds of students would never have been able to attend the University.

In addition, the Students Supply Stores is the number two employer of students on campus; the Library being number one. We have on our payroll, at all times, many students who must work to help defray the cost of their education.

STANDING IN LINES

Your first exposure of the Students Supply Stores could very well be in the form of the very long lines waiting to enter our store. Realize that we are responsible to serve nearly 10,000 students in a matter of nearly 40 hours at the beginning of each quarter.

Extra staff is employed in the store during the rush period. We are all concerned about the long lines and do our best to keep them moving as fast as possible.

TEXTBOOKS

The largest department we have and from which more than 60 percent of our sales are derived is the Textbook Department. Most of the misunderstandings we have are centered within this department of the Students Supply Stores.

Textbooks are the expensive tools of the trade—the tools of a student. National figures suggest that books for required courses cost about 4.5 per cent of one's total educational expenses. When you figure that you receive a high percent of your education from textbooks, your investment in these books is one of the best offered in your entire educational process!

The pricing of books is determined solely by the publisher and prices are subject to change at their discretion. From the price structure offered by publishers, stores receive a 20 percent discount on which to operate.

An order for textbooks originates about two months prior to the need. A requisition form from any academic department tells the store the title, author, publisher, and number of students expected to enroll. We request book orders from the faculty as early as possible as it allows us time to screen the "used book" market as thoroughly as possible.

Be sure and get your Student Activity Calendar for the year at Registration

USED BOOKS

At the beginning of each quarter, we try to have on hand as many used books as possible since this is the only means we have of saving you any cost on textbooks.

We obtain our used books from two sources. One, we buy used texts whenever possible from other college bookstores and from companies that specialize in the buying and selling of used books. The second, and most important, source of our used books is the students themselves. We try to buy back from the students as many books as possible, because it serves as a means to reduce the total cost of books that a student buys in a year's time.

For any textbook that has been requisitioned to be used the following quarter, we will pay 50 percent of the original price of the book when purchased new. We then resell the used textbook for 75 percent of the original price. Then, if that book is sold to us again, we still pay 50 percent of the original, new price.

For an example, suppose you buy a textbook at the beginning of a quarter that cost \$10.00 new and sell it back to us at the end of that quarter. We will pay you \$5.00 for that book, if it is being used by a faculty member the following quarter. Instead of that book costing you \$10.00 for a quarter's use, it only costs you \$5.00 or 50 percent less. We then resell that book to the next student for \$7.50, which is three-fourths of the original price. At the end of the second quarter if that student sells the same book back to us, we will pay him \$5.00 for that book or 50 percent of the original, new price. The second student has then used that book for a full quarter for \$2.50 or one-fourth of the original price. This is assuming that the book is in resalable condition, of course.

As you can see, the secret to keeping your total cost for textbooks down is to shop early and buy used books whenever possible.

Often we are asked why a \$1.65 copy of "Moby Dick" is requested when we have a 50 cents edition of this title in stock. This is not the Stores' choice -- not should it be! It is a faculty decision based on the edition's special footnotes, appendix, or other justifiable reasons.

There are several understandable reasons why we occasionally run out of textbooks or do not have them available when classes begin. It is not unusual, because of unexpected enrollment, to have divisions created as classes start. An enrollment demands fluctuate, classes projected at 50 could end with actual enrollment of twice that number, without the store being forewarned. When this does happen, we immediately call for books. However, they can never be shipped as fast as the call was made, and so we are out of stock until they arrive.

There are a few orders for books the store might not receive until after classes begin. This happens either because of a late faculty arrival or decisions not being made. Sometimes books are ordered with the knowledge that they are not scheduled to be published until after classes begin, though the decision is made in the student's overall interest.

One other important reason why the store may not have the books on hand when classes begin is because the publishers may be out of stock at the time our orders were placed with them.

REFUNDS

If you discontinue a class for which your books are purchased, a refund will be made.

The liberal policy we have had in the past has been reverted to the standard return program that prevails on most other campuses because of the typically "few" who try to break the system.

Publishers have policies which we have to adhere to concerning the amount of time we have in which to return books. Accordingly, our format is focused on these policies.

Textbooks may be turned in for refund if a "Drop-Add" slip has been secured from the Dean's office confirming a class change. With this and the sales slip, we will gladly refund your money on any textbook for a period of about one to two weeks after classes begin for the quarter. Originally, we refunded on any book with or without a sales slip or "Drop-Add" slip. Unfortunately, we found that the "few" were taking advantage of our generosity. We were refunding on books purchased in quarters gone by.

Deadlines on refunds are posted and customers are constantly advised to "KEEP YOUR SALES SLIP!"

On other merchandise in the store, refunds do not apply since quality is always 100 percent guaranteed.

BOOK IDENTIFICATION

The method by which we purchase used books from students controls the pilfering of books on campus to some degree. Should your books be stolen, your first check should be with our "Book Buy Back" area.

Frequently, an individual who does pick up another's books will bring them to the store and sell them back to us as used books. If you are able to identify your books, we are able to locate the seller and not only will your books be returned, but the student body will also benefit by having the guilty party handled properly.

An easy suggestion for your book identification would be to choose a number, such as 36, and circle every page number 36 in every book you own. Should your books be picked up, come in and fill out a lost book form and we will watch for the title of the book and the particular page number which is circled.

WE ALWAYS KNOW FROM WHOM WE BUY ANY AND ALL BOOKS.

CHECK CASHING

The Students Supply Stores will cash a check for you up to \$10.00 without a purchase; or if you make a purchase, you may write your check for the amount of your purchase, plus \$10.00.

The Student Bank, which is located next door to us in the Wright Building, will cash checks up to \$75.00

This is a buy-back policy that is used in most college bookstores throughout the nation.

There are several things that affect and control the policy of the Students Supply Stores in buying back textbooks at 50 percent and these are as follows:

1. The store must have a written requisition from the academic departments requesting the books for the following quarter.
2. The faculty members decide which textbooks are to be used and when they are to be changes. This is as it should be.
3. The policy of using only the latest editions of books is urged by the Administration in order to insure that the most up-to-date material possible be available for the students in obtaining their education. Therefore, only the latest editions are brought back.
4. On very rare occasions, there is a time when a textbook is being used the following quarter but we do not offer to buy it back for 50 percent and the reason for this is: Either a new edition is coming out in the near future or the instructor has informed us of his intent to drop that particular text and adopt a new one, and we already have in stock more copies of the book than we can possibly sell.

We also buy and sell as many used paperback books as possible to help the students keep the cost of books down.

We buy those books no longer being used on campus for a used book company. Their lists and their prices are used as a buying guide.

MARKING BOOKS

You will notice that all pricing on new textbooks is done by charcoal. This is because publishers do not extend credit on books which have any marks whatsoever on them. We are not even allowed to price books in pencil. Because of this, we cannot refund in full on new books with markings of any kind and constantly stress, "Do not write in a book until you are positive you are going to use it!"

Shop early for used books and save

Refrigerators and you

This month marks the beginning of the fourth year of the Student Government Association's refrigerator rental program. The rental program which was established to help the students at East Carolina, has two main purposes.

"First, we try to benefit the students by offering them dorm refrigerators at low cost," said SGA Refrigerator Manager, Tommy Clay. "Our rates are currently only half as high as those of our off-campus competitors."

FINANCIAL RESPONSIBILITIES

"Second, we help the SGA meet its financial responsibilities." Every year the Refrigerator Fund gives \$10,000 to the Student Government. This money is then appropriated by the Legislature for SGA projects.

According to Clay, the program may end when the lease expires in 1975. "Our costs are constantly rising and our rentals have been decreasing. We must rent at least 1,200 refrigerators each year if the program is to be successful."

DIFFICULT JOB

Running the program can be a difficult job. The 1,200 refrigerators must be delivered every fall to the dorms and picked up again in the spring. Breakdowns inevitably occur during the year and repairs must be made. Also the tremen-

dous volume of paperwork that is required must be kept up to date.

Summer presents special problems. Because summer rentals do not take more than 400 refrigerators, the remainder must be stored. "We can't afford off-campus storage and there is little available room on campus." Clay stated, "We're really desperate for storage space."

Also, many students do not take care of their refrigerators. Considerable money and time must be spent each summer to repair and clean the refrigerators before the fall rental period begins.

PROGRAM CONTINUES

In spite of these difficulties, the refrigerator rental program continues. Refrigerators are rented for \$12.00 per quarter or \$33.00 per year, plus a \$10.00 damage deposit. Summer rental rates are \$6.00 per session.

Concerning the fall rentals, Clay stated that the demand is usually in excess of the supply. "We work on a first come basis, and most of our refrigerators are rented by the first week of the quarter."

"We have a table set up behind Memorial Gym on registration day to take refrigerator orders. After that, you just have to take your chances and hope there are some left."

ODU gets plan

Norfolk, Va.-(I.P.)-Old Dominion University has announced a new campus master plan for the University which anticipates an enrollment of approximately 15,000 students on a 160-acre campus by 1980. As described in the 68 page document, the primary planning and design goal of the plan is the development of an efficient, flexible, and attractive learning and living environment.

Features of the plan include development and location of buildings necessary to house an expanding university, planning for acquisition and development of

land, development of clearly identifiable campus boundaries, reorganization of campus vehicular circulation patterns to a peripheral system, development of an efficient parking system, and grouping of buildings designed for related subject matters.

Existing through-street patterns of vehicular circulation will be changed to a perimeter loop system. The plan calls for 1,400 additional parking spaces for 1980. A total of 4,180 spaces will cover approximately 38 acres for an estimated 849 faculty members and 933 staff members, 2,420 graduate students and 12,830 undergraduates.

A prime consideration in the selection of sites for new construction is the grouping of buildings into subject area groups. Another consideration is that a student can walk from the library or any classroom to any other classroom within ten minutes. From the heart of the campus, all major classroom buildings, the library, and student center are within a five minute walk.

The master plan also considers many factors through 1990. According to the document, building modules foreseeable through 1990 can be located within the area defined in the plan. Periodic updating and re-evaluation are considered necessary by University officials.

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**The
Trading
Post**

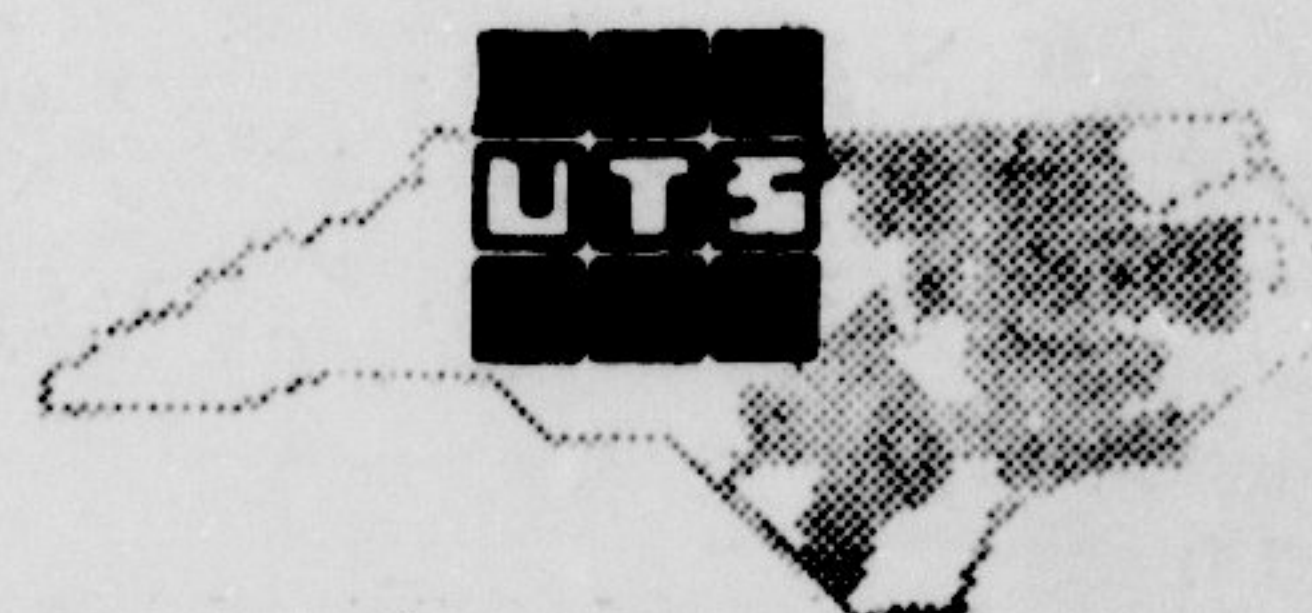
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upon request*

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NOW AVAILABLE IN ALL
DORMITORY ROOMS ON CAMPUS
FOR AS LITTLE AS
\$7.35 PER MONTH PLUS TAX

Service Representatives Will Be
At The Following Locations:

1. MEMORIAL GYM - 8 a.m. to 4 p.m., Sept. 5,6,7.
2. TYLER DORM LOBBY - 1 p.m. to 4 p.m., Sept. 5,6,7,10,11.
3. CLEMENT DORM LOBBY - 1 p.m. to 4 p.m., Sept. 5,6,7,10,11.



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Out of state—out of mind

By **PERRI MORGAN**

The Board of Governors of the University of North Carolina met last Friday and adopted an interpretation of the new act governing residence status for students for state supported schools.

The interpretation manual contains an explanation of the regulations outlined in the amendment enacted by the North Carolina General Assembly on May 23, 1973. The new amendment reads as follows:

"AN ACT TO AMEND G.S. 116-143.1 (b) AS IT APPLIES TO ELIGIBILITY FOR RESIDENT TUITION FEES AT STATE SUPPORTED INSTITUTIONS OF HIGHER EDUCATION.

"(b) To qualify for in-state tuition a legal resident must have maintained a legal resident in North Carolina for at least the 12 months immediately prior to his classification as a resident for tuition purposes. In order to be eligible for such classification, the resident must establish that his or her presence in the state during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of mere temporary residence incident to enrollment in an institution of

resident classification are (is) bona fide domiciliaries of this state, this fact shall be prima facie evidence of domiciliary status of the individual applicant and (2) if such parents or guardian are not bona fide domiciliaries of this state, this fact shall be prima facie evidence of non-domiciliary status of the individual.

Julian Vainright, Assistant to the Business Manager, asserted that while the new amendment may be beneficial to some student, it may also be detrimental to others.

Where the old tuition law required that an individual maintain residence in the state of North Carolina for a twelve-month period without enrollment as a student as a requisite for resident status, the new law provides that an individual may remain in school while establishing himself as an in-state resident. However, the student must also prove that he has established his permanent domicile in the state.

The interpretation manual, received by Vainright, outlines the qualifications for establishing a permanent domiciliary in North Carolina:

"Since the parents of the student are domiciled in another state, the student is presumed to be a domiciliary of that other state if

on the student to come forward with compelling evidence that he in fact is domiciliary of North Carolina, contrary to the statutory presumption. If the student presents no additional evidence other than the fact of his residence in North Carolina for twelve months as an adult, he is not eligible for classification as a resident for tuition purposes."

The interpretation as it is stated tends to be rather vague. According to Vainright, there are many factors to be considered as "compelling evidence." Since all of these factors must be weighed together to determine an individual's eligibility for in-state tuition, there is no set rule which can be applied to all cases.

Vainright answered several questions which were submitted relating to the establishment of a North Carolina domiciliary:

Q: When will final decisions be made on the status for East Carolina students?

A: According to Vainright, full information should be submitted to the Business Office. If the information is complete and there are no discrepancies in the case, resident status will be determined promptly. If the applicant feels that he is entitled to in-state residency even though the Business Office has

consider his application a second time.

Q: If a judge has declared an individual a resident of North Carolina for use in a court of law (i.e., a divorce case), will it follow that the individual will be classified as a resident for tuition purposes?

A: "This would be a strong indication," stated Vainright. However, other factors must coincide with this evidence.

Q: Can voter registration, the payment of income and property taxes, or the possession of a North Carolina drivers' license determine the resident status of an individual?

A: Although these are all factors to be considered, none within itself can determine residency. Vainright stated that he felt it important that any student applying for residency provide all such evidence to the business office.

Vainright emphasized the importance of providing full and complete information for consideration.

President Friday declared that any student who finds that the enactment of the new amendment entitles him to in-state resident status will be reimbursed for out-of-state tuition paid to the school system since the ratification of the amendment on May 23, 1973.



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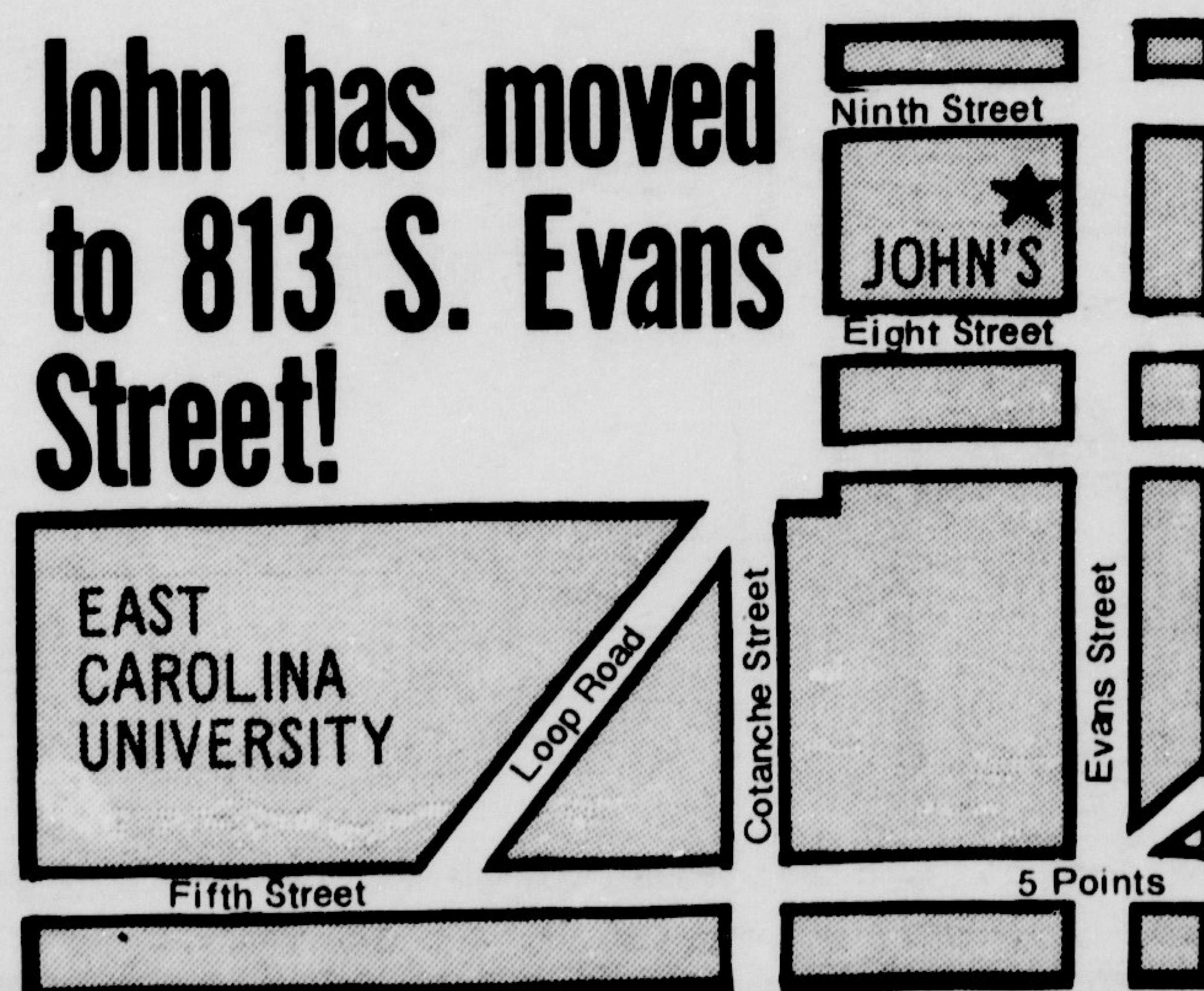
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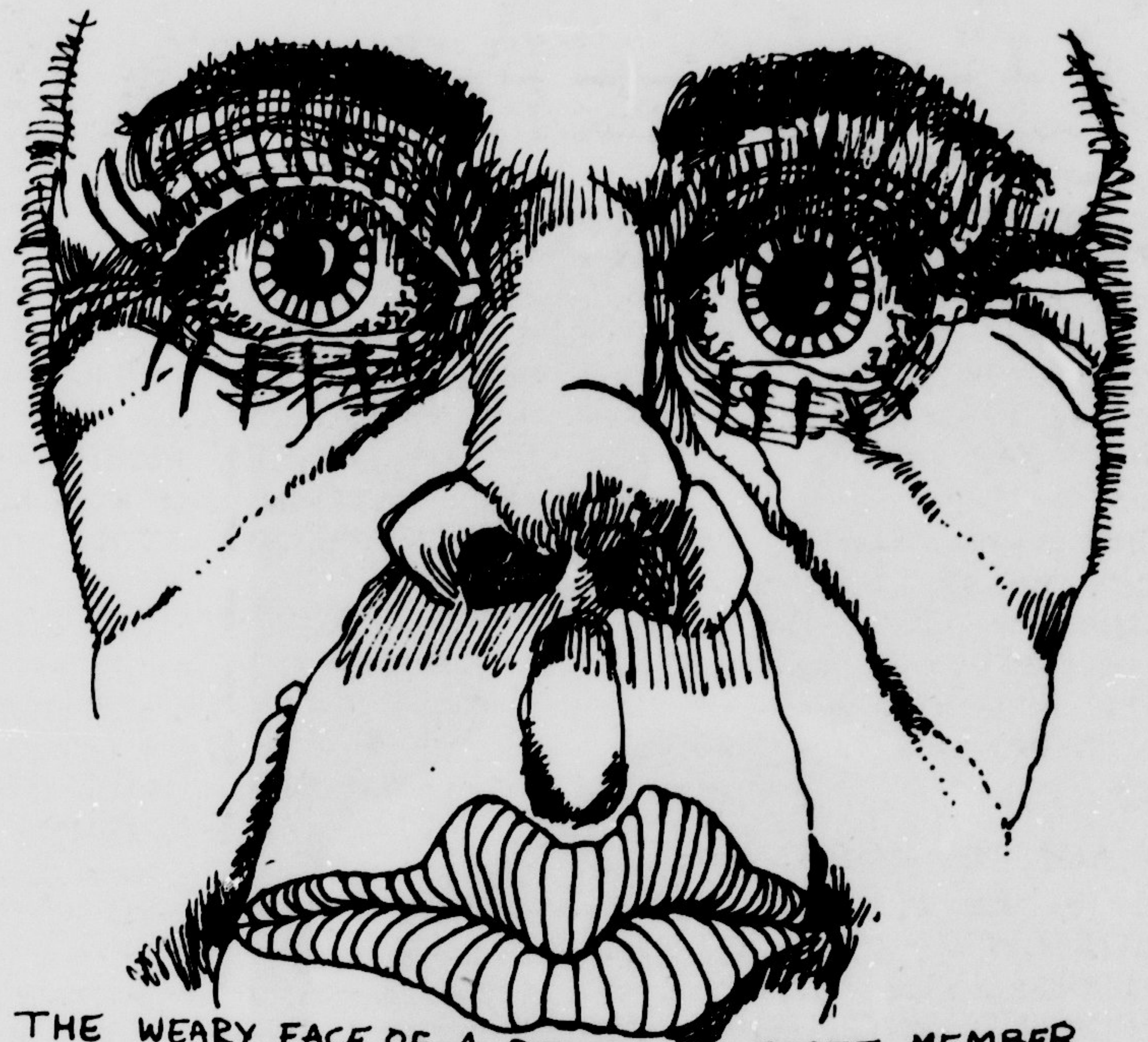
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THE WEARY FACE OF A DEDICATED STAFF MEMBER AFTER AN EARLY MORNING STRUGGLE TO MEET A DEADLINE!

Marines' program...

Marines at Camp Lejeune and Cherry Point will be able to attend school on their bases and obtain a college degree if a new four-year program being developed by ECU is approved.

Dr. Leo Jenkins, Chancellor of ECU and General W. J. Wilkerson, Commanding General, Camp Lejeune Marine Base, announced plans for the new program at a news conference at Camp Lejeune.

Dr. Jenkins said that East Carolina University plans to offer a Bachelor of Arts degree with concentrations possible either in the arts and letters or in the social sciences, but he said the final details of the degrees must be approved by the ECU Faculty Senate and the University System Board of Governors.

"We have every reason to believe that this new four-year program will be approved and will get underway the 1973-74 academic year," he said.

ECU began offering undergraduate work at the two marine bases during the late 1950's. Since the beginning of the program, over 19,000 matines have taken collegiate work at Camp Lejeune and over 14,000 at the Cherry Point Marine Corp Air Station.

Planned Parenthood answers demand for information

Four years ago the Planned Parenthood Federation initiated the College Program to deal with the increasing volume of requests from PP affiliates and colleges across the country. Colleges represented the first wave of youth who were concerned about themselves and their peers. They began organizing and pushing for better fertility-related services, the battleground

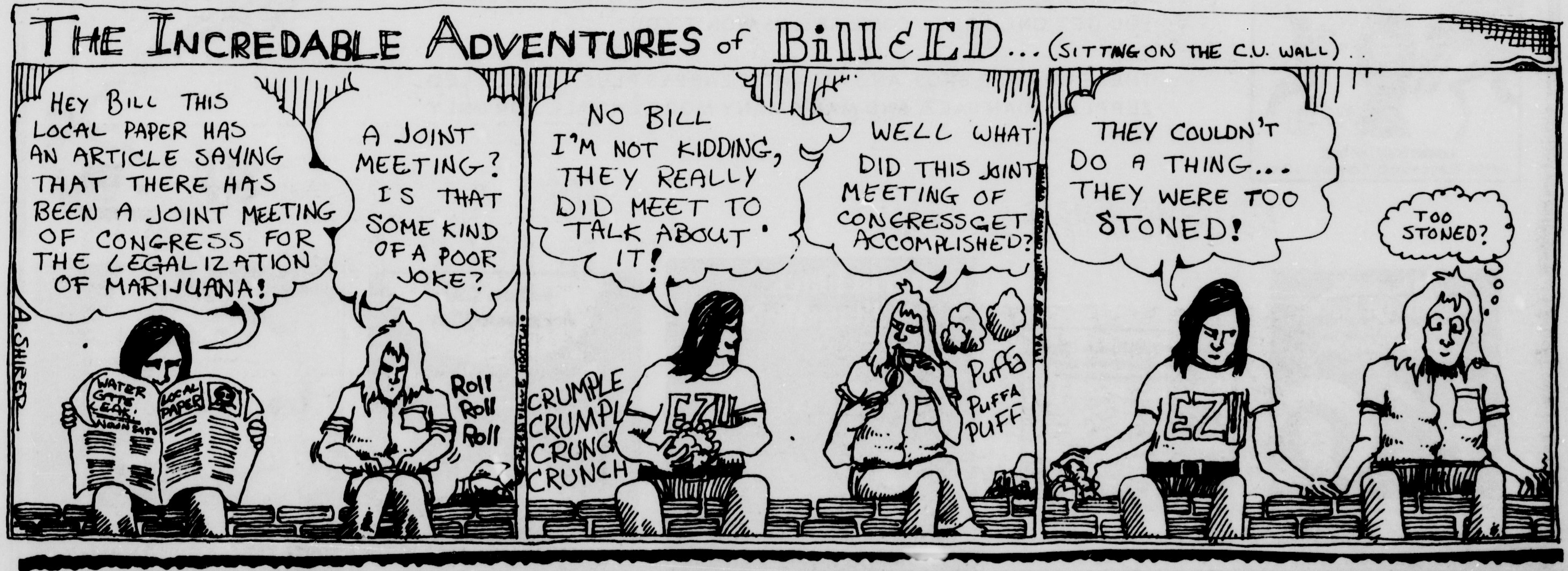
usually being the college health service and or the administration. However, in four years the changes have been incredible.

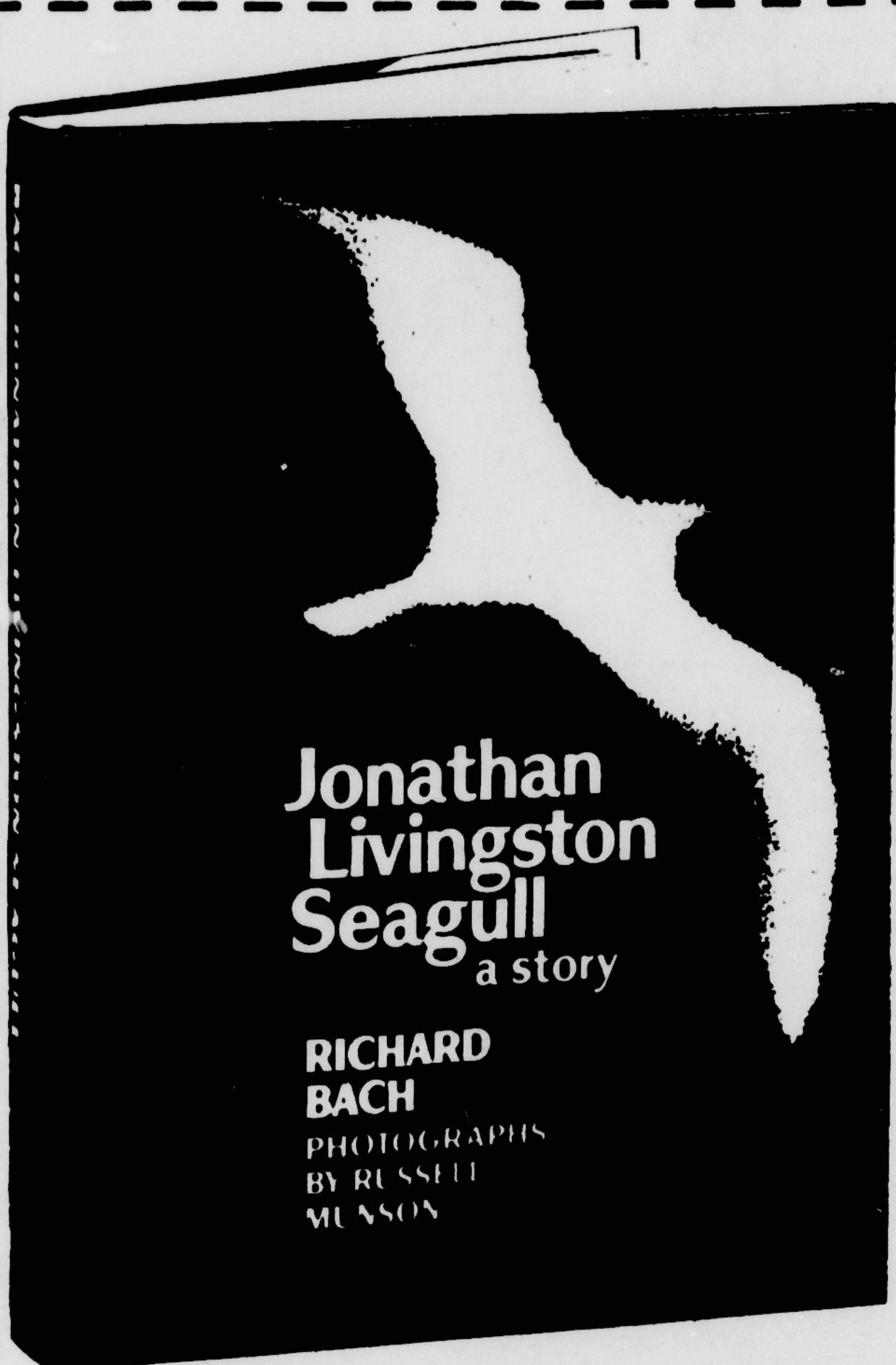
Whereas colleges used to ask us "why" they should be offering birth control services, they are now asking "how". Of course, many PP affiliates and colleges are still experiencing problems in their localities; but this is to be expected.

and the important fact is that such institutions now represent the exception, not the rule. As this trend continues, the obvious needs among youth have, over the past four years, become more crucial than ever before.

While college students were the first to begin direct action for constructive change, it is younger students and non-students who are

now beginning to act. Many case studies are available demonstrating excellent campus programs that can now be used as models for all groups of students and youth. But, for a variety of reasons, there still remains a serious void in meeting the needs of pre-college as well as non-college youth.





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by Richard Bach

Photographs by Russell Munson

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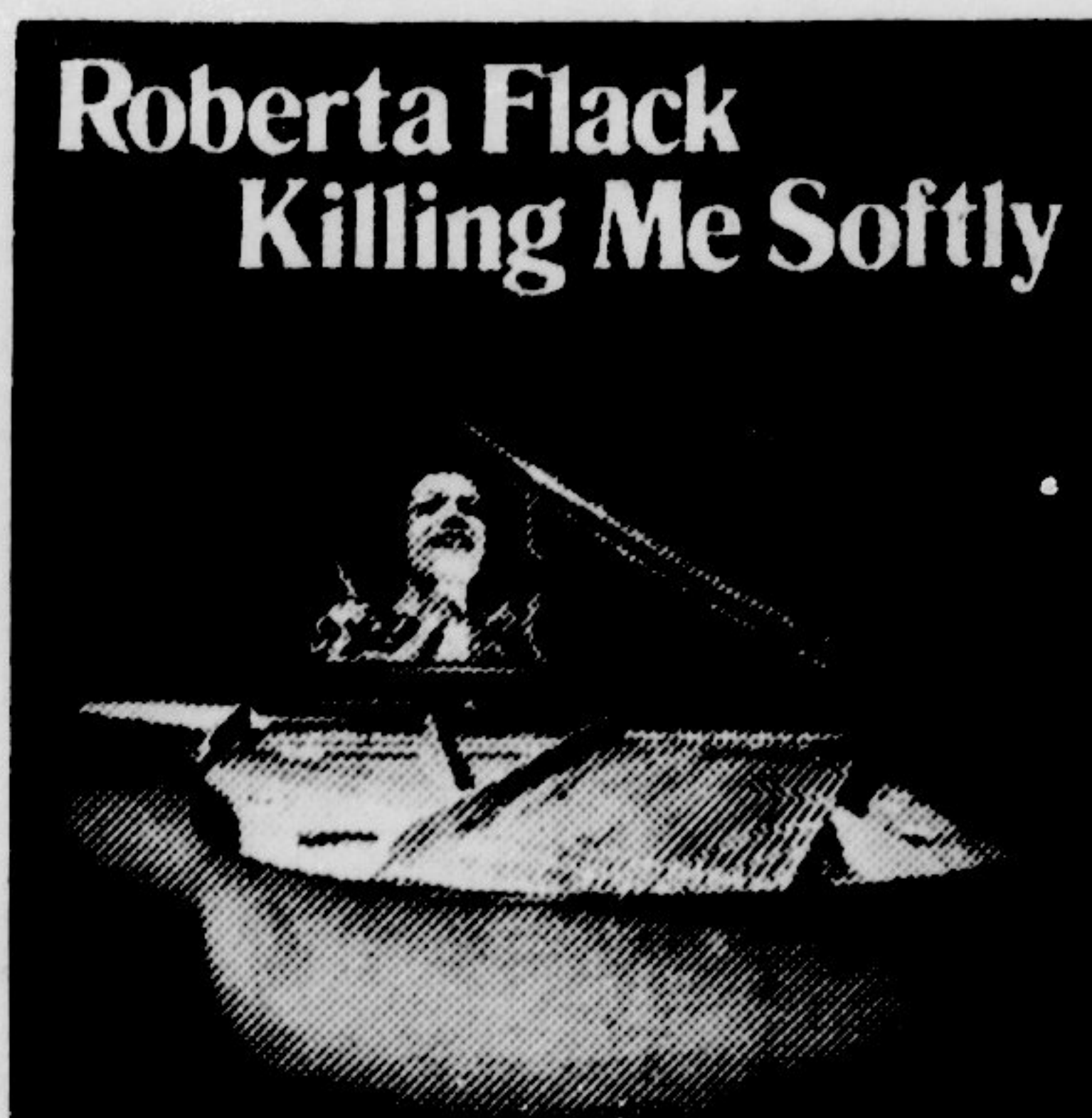
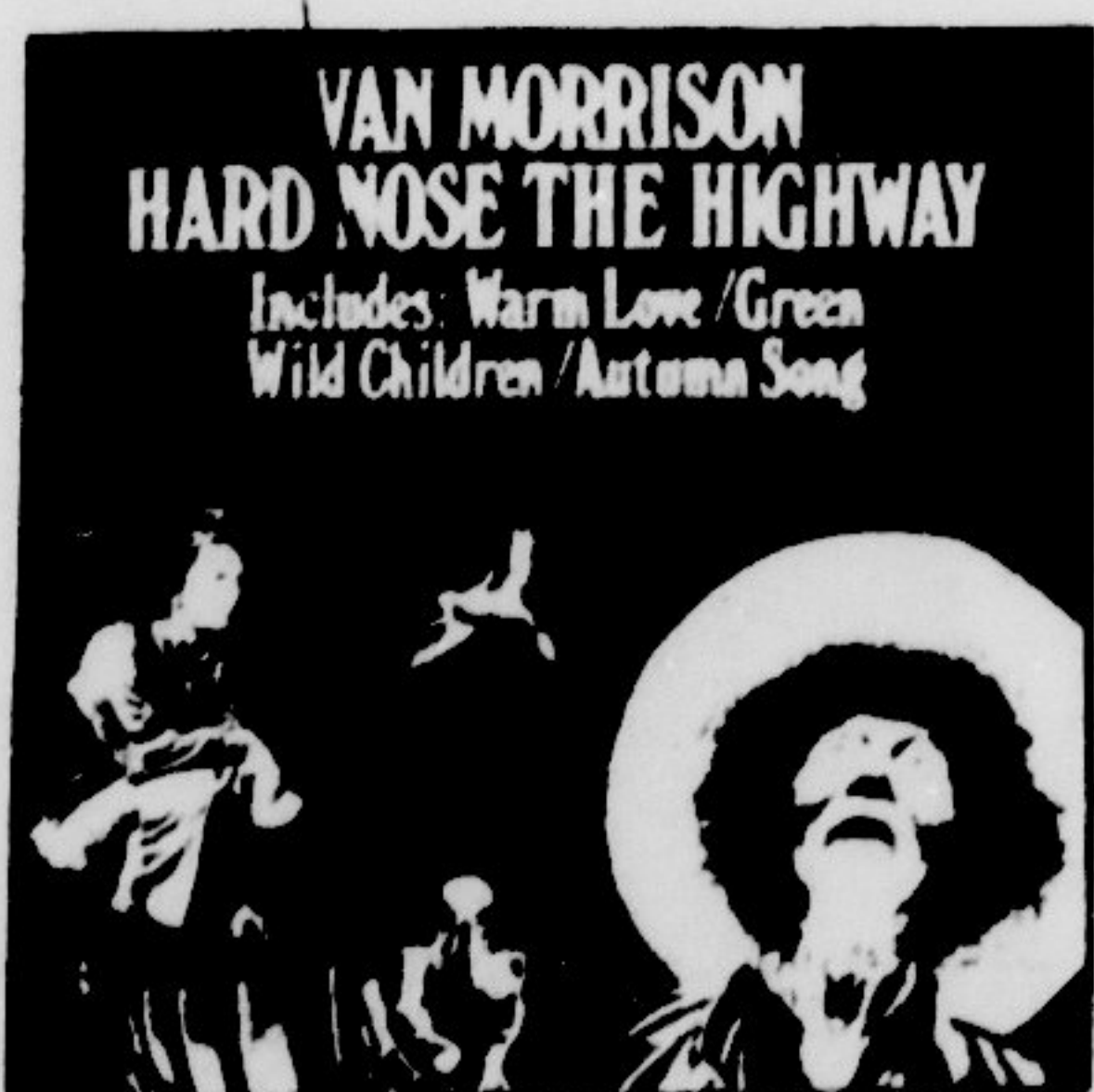
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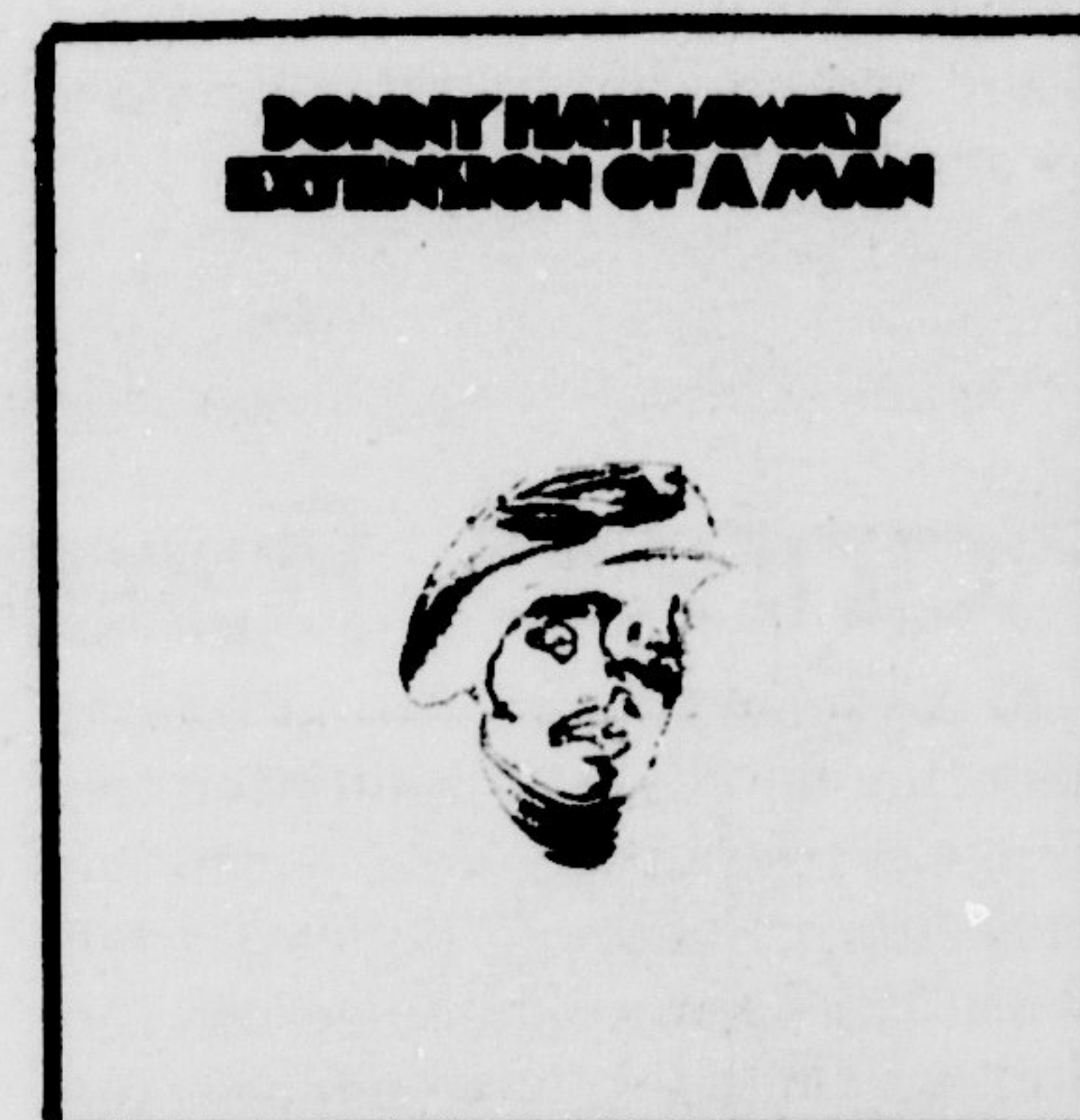
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Flee dorms

(CPS)-Although the situation varies widely from campus to campus, students are generally fleeing residence halls in unprecedented large numbers.

Since dormitories are built with long-term loans repayable from rent receipts, each empty room further strains financial conditions at a time when many schools are already hurting for money.

NO MORE

A study by Educational Facilities Laboratories, an agency of the Ford Foundation, has found that until five years ago, students "grumbled about the restrictions of dormitory living and the institutional food, but few did anything more drastic than complain and deface the walls. No more."

Now, the study goes on, "the college landscape is littered" with dormitories that are partly or even entirely empty. Dormitories which are 20 percent empty are now commonplace."

CLEARER IDEA

The Association of College and University Housing Officers are surveying 500 schools in order to get a clearer idea of what the student housing picture is. Preliminary findings have shown that "despite a little hysteria on the part

of some university officials and housing administrators," very few schools are in "real difficulty."

Many schools went on building binges over the last decade, putting up skyscraper dormitories that are being shunned in favor of apartments, rooming houses and mobile homes.

With campus operating budgets already strained by lower enrollments and higher operating costs, the loss of dormitory income hurts. The U.S. Department of Housing and Urban Development (HUD) says 11 schools currently owe \$39 million in HUD loans used to build dormitories that can't be filled.

Colleges and universities have chosen a wide variety of methods to try and bring the students back to the dormitories. The University of Iowa is requiring sophomore, as well as freshmen, to live in the dorms this year. Other schools have been liberalizing their policies in regard to eliminating curfews, having coed dorms, permitting drinking when allowed by state law, etc.

Many schools that have been successful in keeping their dorms filled have moved away from maintaining the dormitory in an institutional pattern on individuality and privacy for the student resident.

Mexican (continued)

with a friend. The police ran Willie and his friend off the road, jumped out and stuck their rifles through the car windows and up against their heads and pulled them out of the car by their hair.

After returning to the police station and having found no drugs in this newly captured car, the questioning began again. Willie would not admit to having any LSD even when they tried to persuade him by burning the skin and flesh on his arms and hands with a cattle prod. By nine or ten that evening Willie was convinced that he should turn over the LSD since he was told he was going to jail one way or the other. The posse regrouped, went to Willie's house and picked up the LSD and then went by two other houses taking one Mexican, one American, two kilos of grass and a three foot grass plant into custody.

We slept on the floor of the "police station" that night and in the morning Willie's friend and the other American and Mexican were freed. Willie also told me that morning that he gave the police 600 tablets of LSD but at the station he was booked for 500. Also at one of the houses that was raided the night before the police found some grass and three American women who they didn't take into custody. Willie confided in me that he witnessed the police rape the women in that house one by one before they left with the grass.

At this point the investigation discontinued and three of us still didn't know what would happen to us. We spent two more days and another night in the police station negotiating for our freedom.

By the third day they let us read a newspaper account of our arrest and we became very uneasy when it said we had all be released that day before. That afternoon the "chief" decided that Mike and I would be given seventy-two hours to leave the country and Willie would go to jail for four years.

We were taken back to our house, given one hour to pack our things and then put on a bus to Mexico City. Later when I had returned to the States I phoned a friend of Willie's in Mexico City and found out that he had paid-off the jailor \$400 and had been let go.

I was advised not to try to re-enter Mexico for eighteen months. In another six months my time will be up and I will return because I really enjoy living there. This trip through I'll have shorter hair and be sure to avoid the hassles the drug use in a foreign country can cause.

Mexican safari

- It happened one morning about a year ago just as I was on my way to the kitchen for my orange juice. I had been in Mexico for several months and was content and determined to continue to enjoy soaking up the warm sunshine and smoking the exceptionally good grass.

As I went down the stairs I heard a knock at the door and went over to see who was there. Looking out I saw a Mexican in a brown suit and tie and still half asleep I opened the door. Immediately I was pushed backwards and a large .45 automatic was aimed at my face.

"Sit down," the man shouted and I did. My hands were cuffed behind my back and I was lead into my kitchen where he waved his gun at a half dozen seedlings and yelled "Mar-ri-wana, no? Mar-ri-wana, no?--Si, puta madre." I stood there babbling nonsense syllables finally waking up to the day and to what was happening.

Back in the living room again he made me lie down and tied my feet. Then he headed up the stairs and I shouted to my roommate, who didn't speak any Spanish, that it was the police and he had a big gun he would use and to move very slowly. Mike, my roommate, was brought downstairs at gunpoint and tied up in a similar manner.

The man then told us that we better tell him where all the drugs were in the house and if he found more he would kill us. We immediately pointed out that there were a couple of dozen more seedlings in a bedroom upstairs and he went up to find them.

After he was convinced he had found all the drugs in the house he let us get dressed while keeping us covered. Again he cuffed us and brought us and the evidence to the police station in his personal car.

The police station was not recognizable as such. It was a storefront in a plain building in the nearby city with no identifying signs, no official vehicles around and no uniformed men in sight. Inside were rooms with desks, bunks and cases of machine guns along the walls. They led us through these to a room with only folding chairs and drab green walls and questioned us about our friends in the area.

It was at this time that we found out that these men, who were all in plain clothes, were a special secret police force of the Mexican federal police. The man who I met at breakfast was known as the "number-two man" next to the "chief" in that state.

They wanted to know about a man, an American named Willie, who was supposed to be in town with a lot of LSD. I admitted knowing him and about the drugs so they formed a posse to find him.

The posse consisted of about six men armed with pistols and rifles. They used a panel style truck with windows all around and made me come and lie in the rear of the truck. After checking his house and not finding him at home they cruised the streets waiting for him to show up. In about forty-five minutes they found him riding



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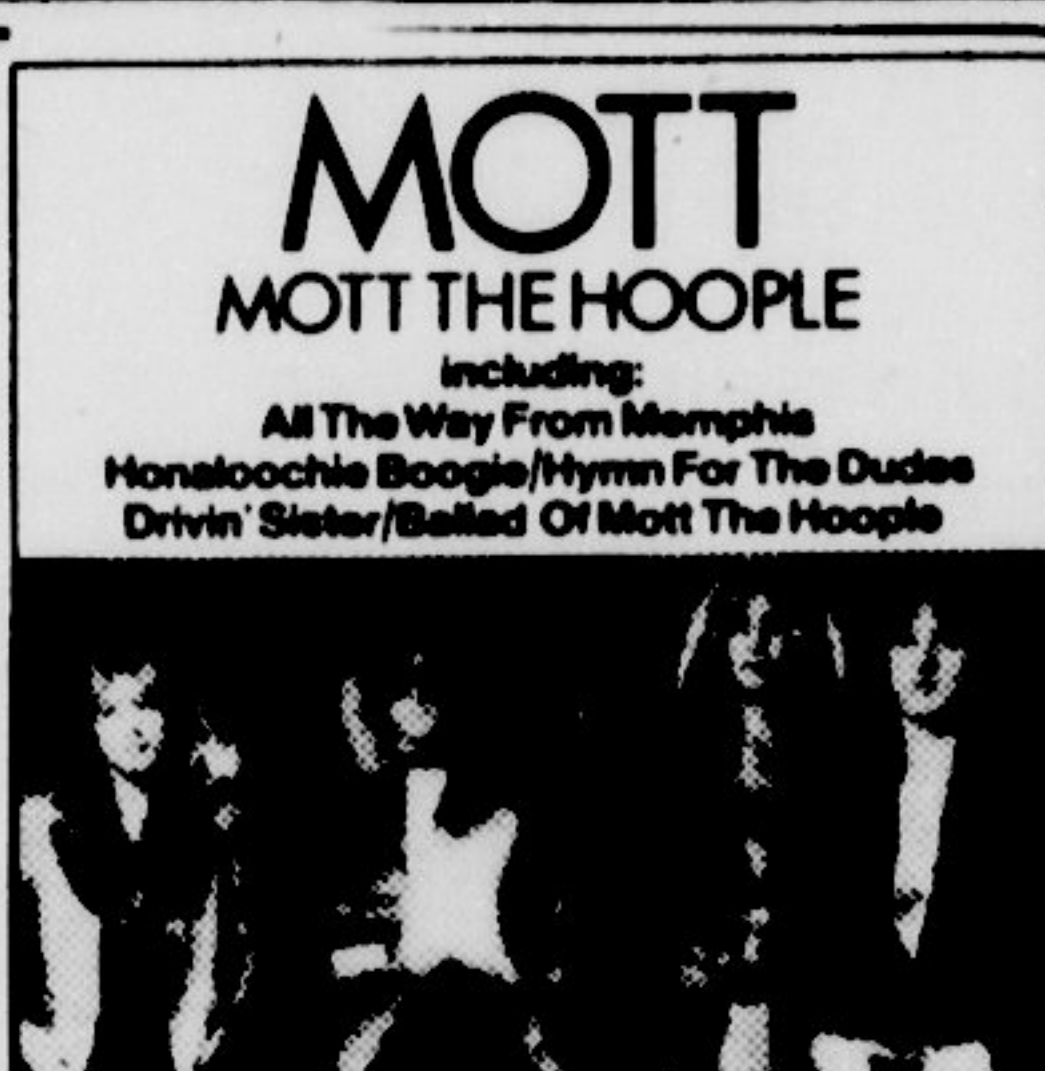
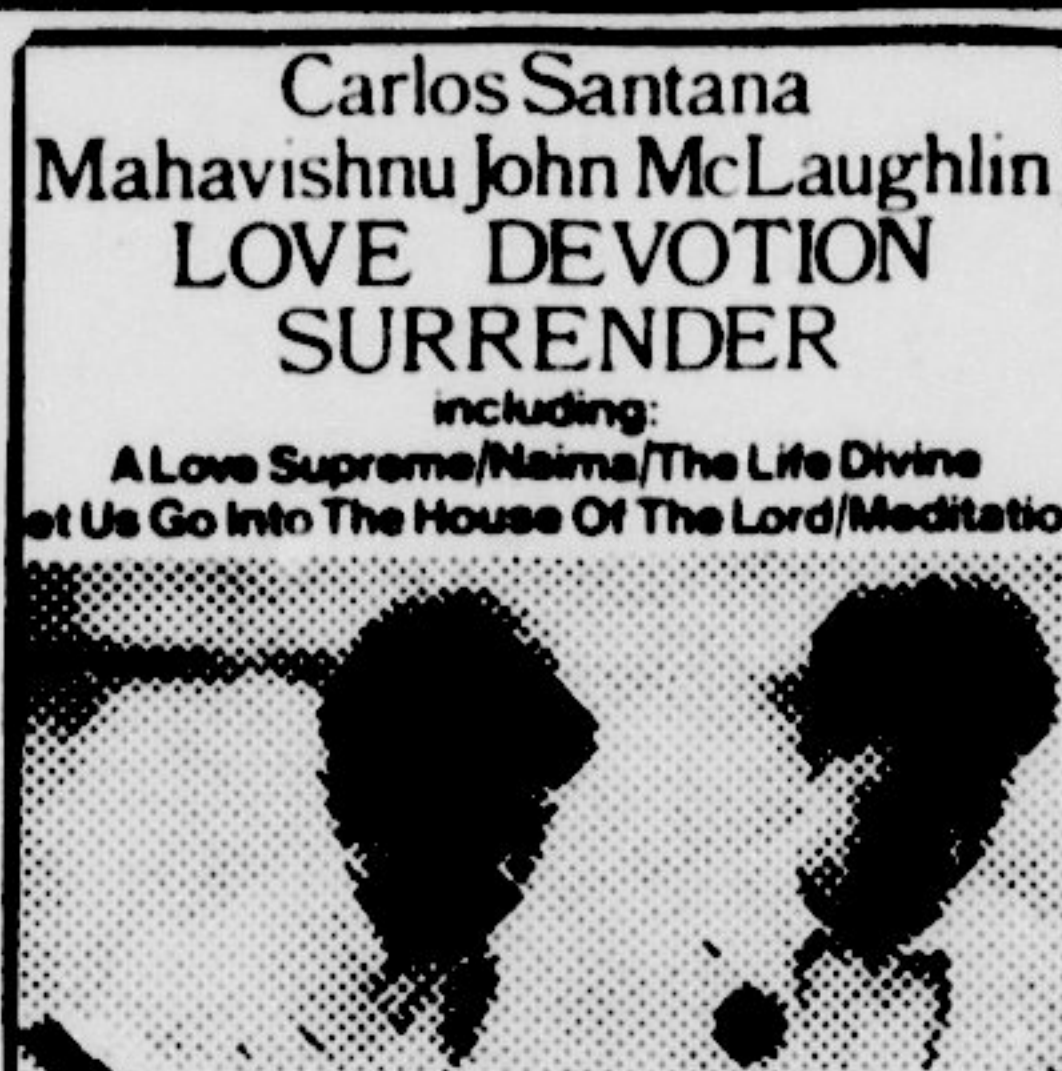
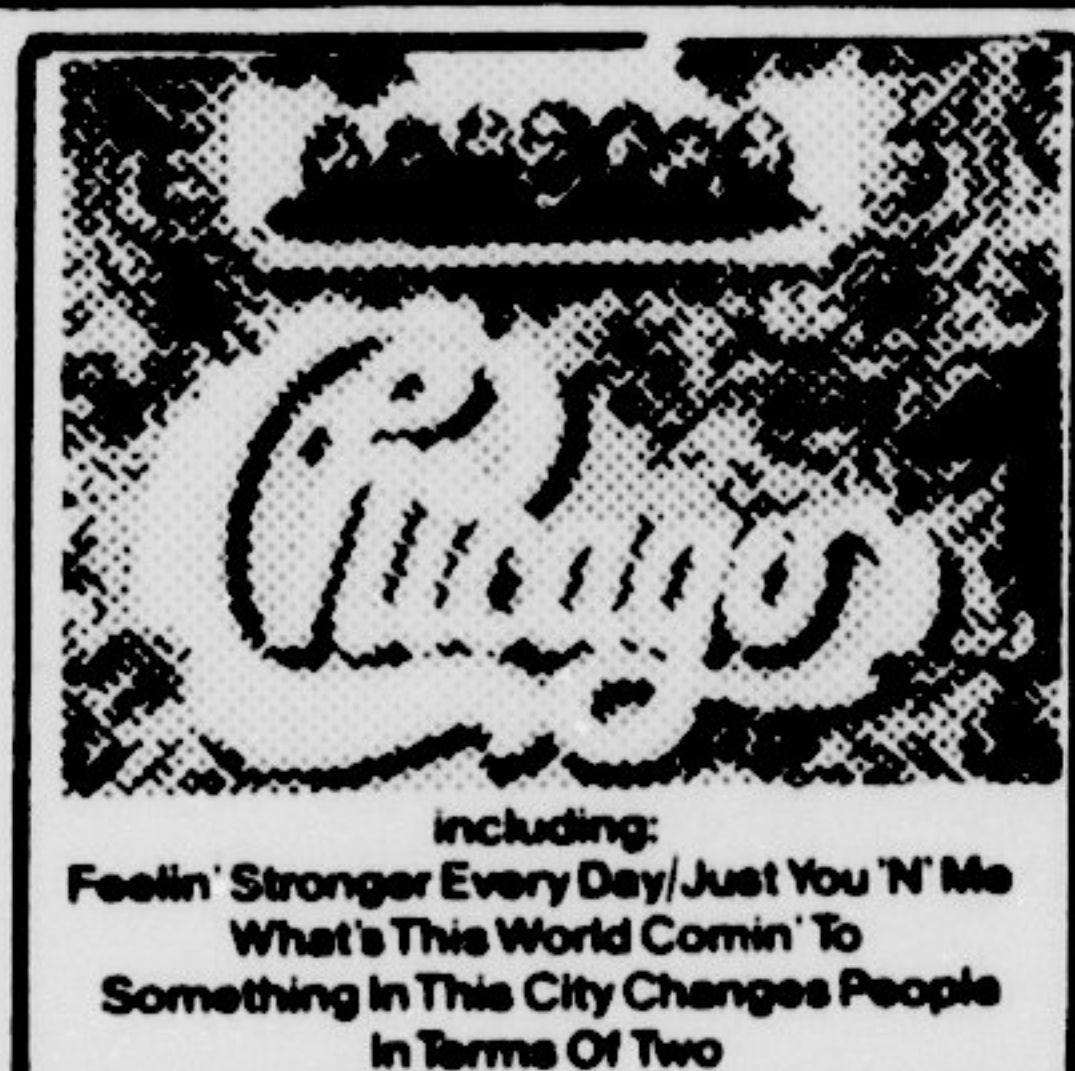
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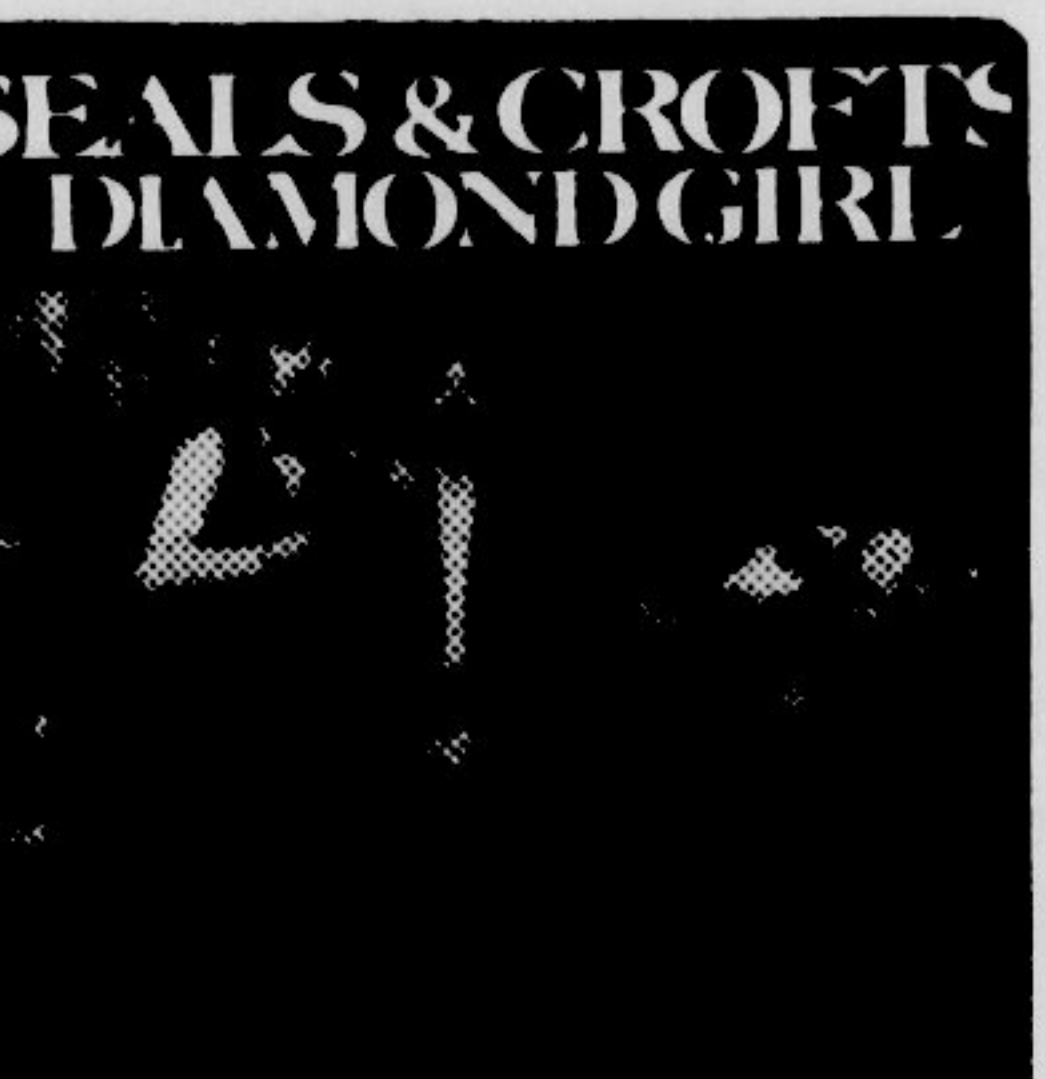
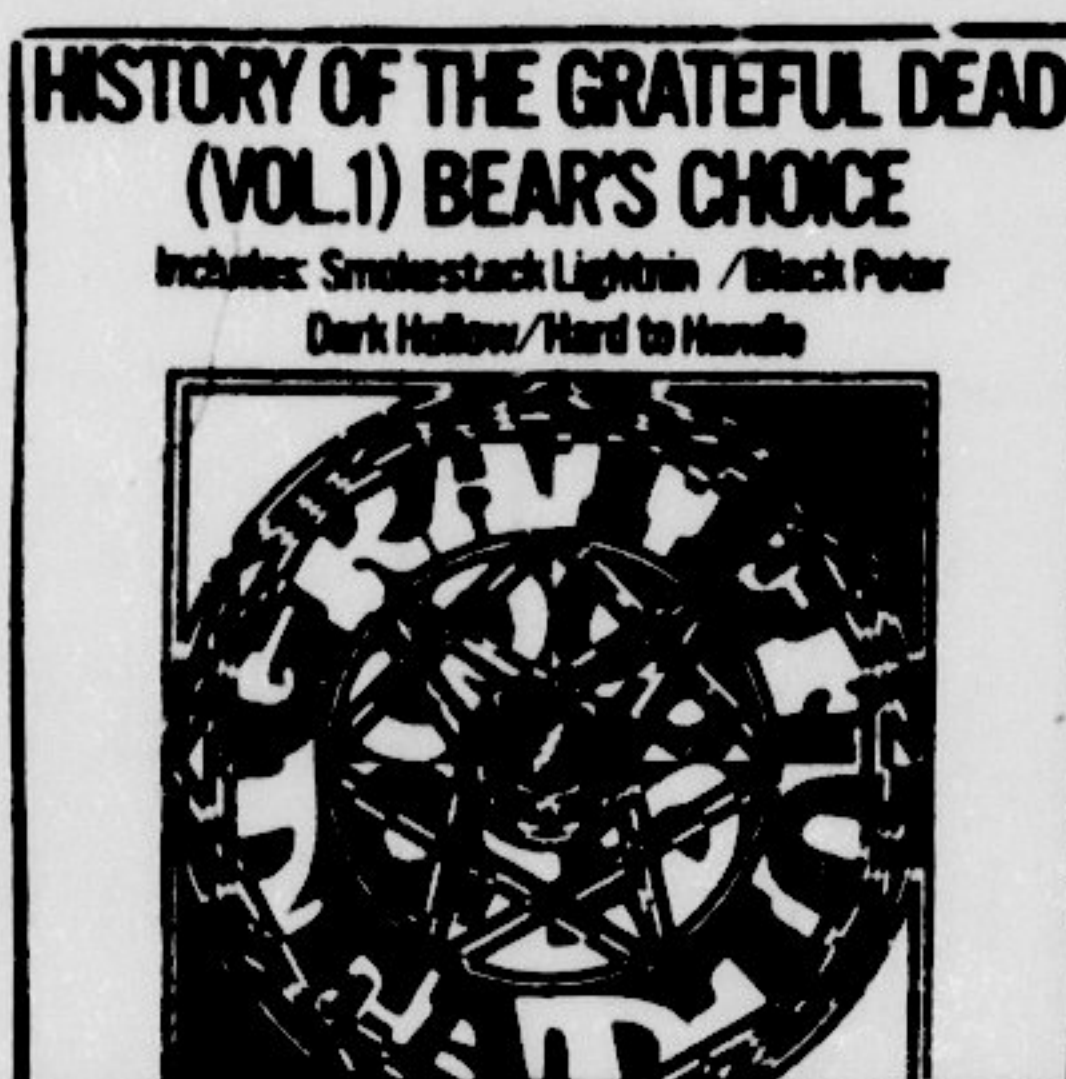
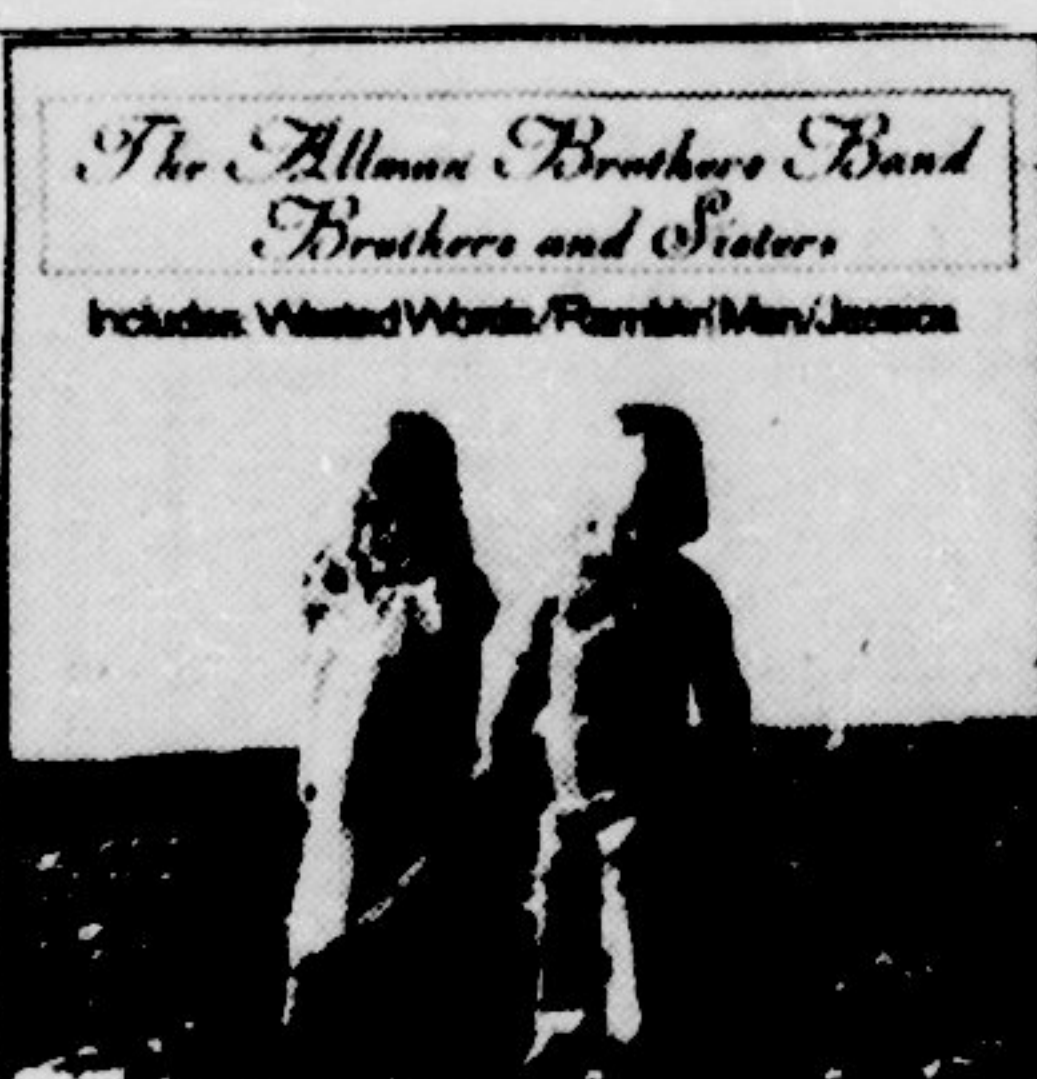
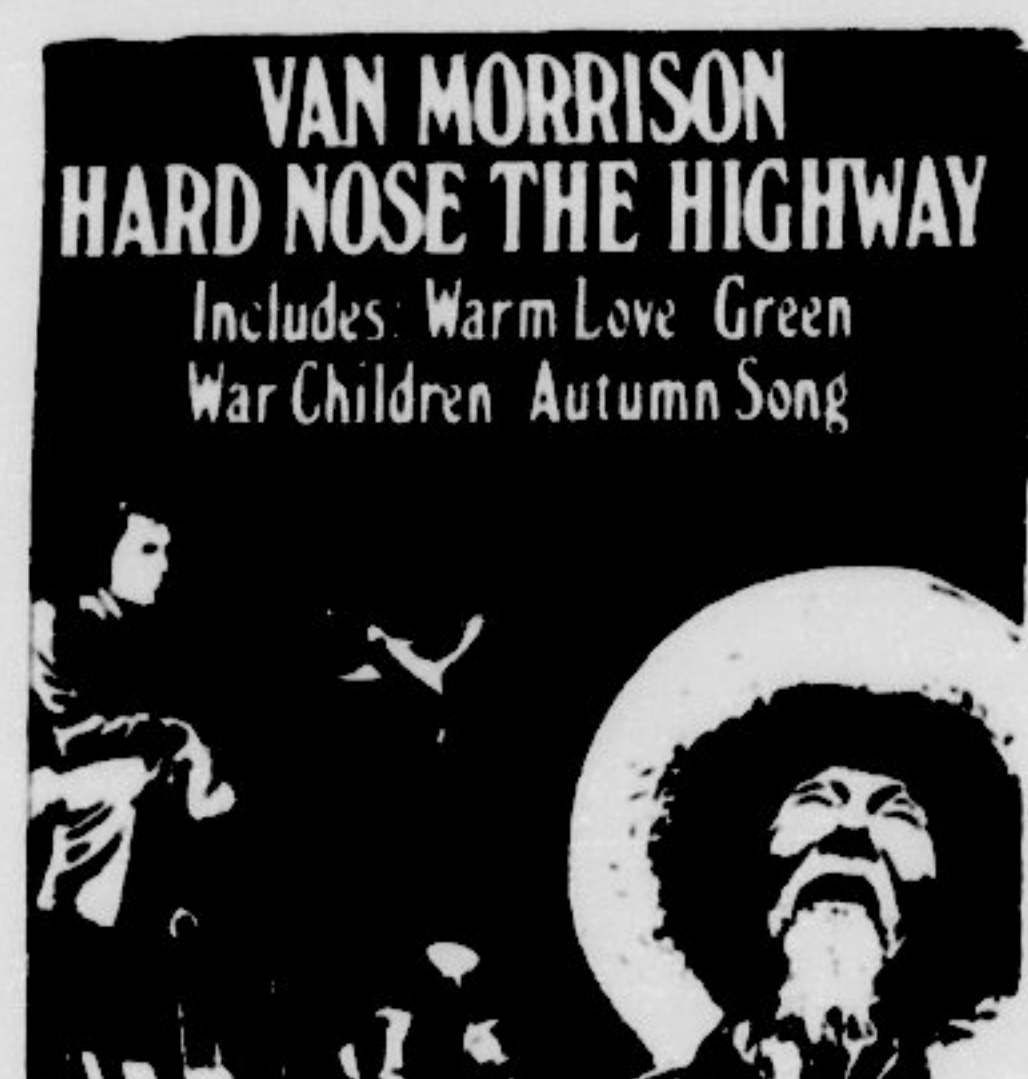
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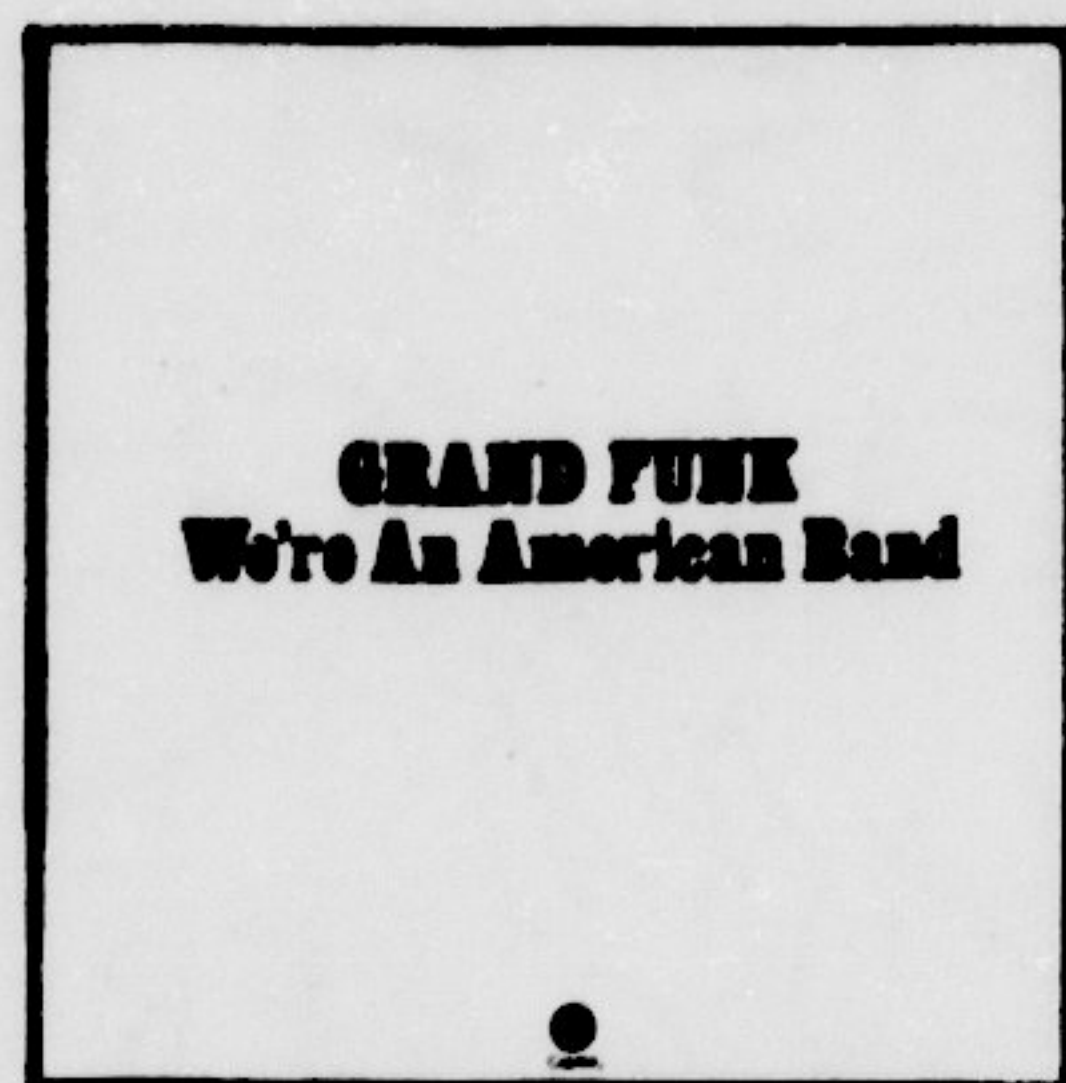
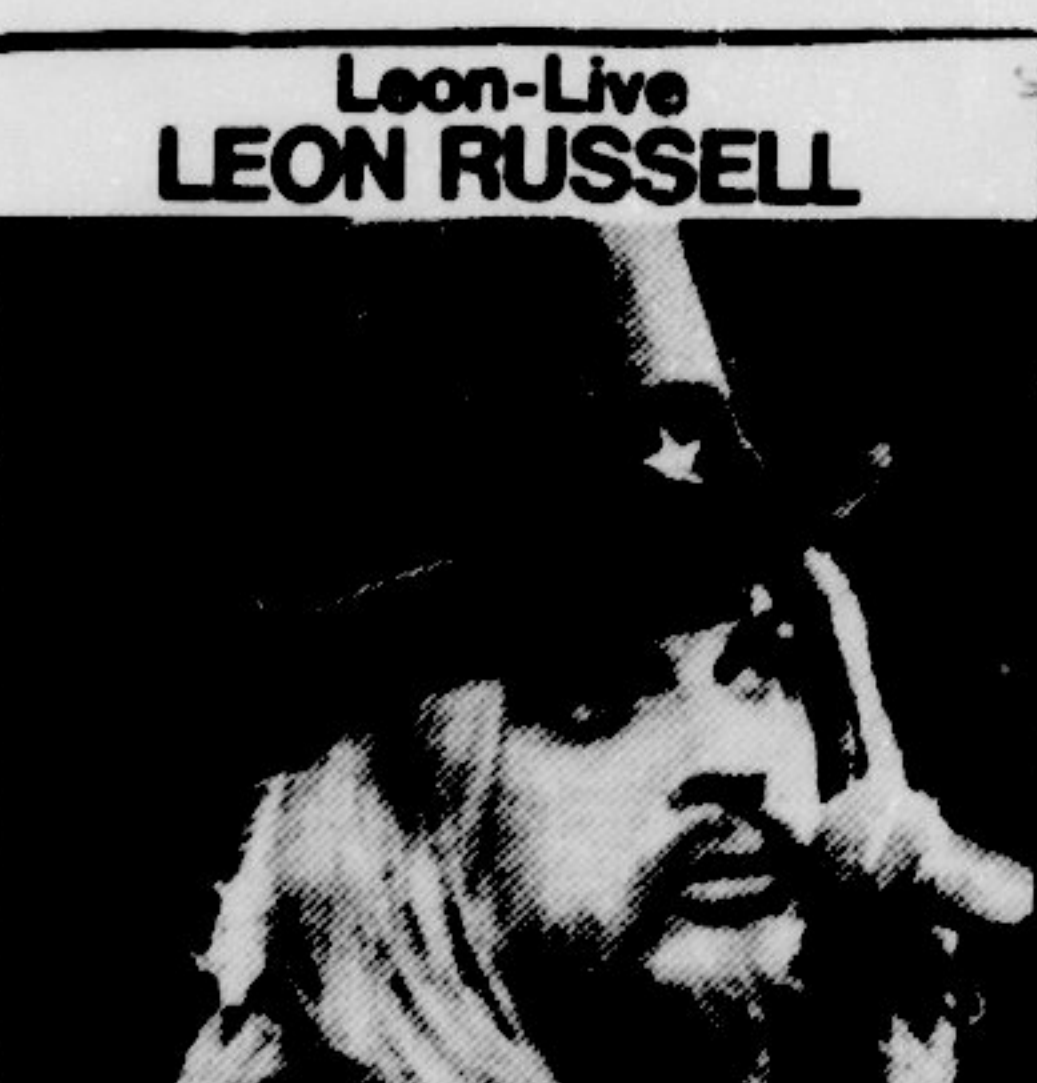
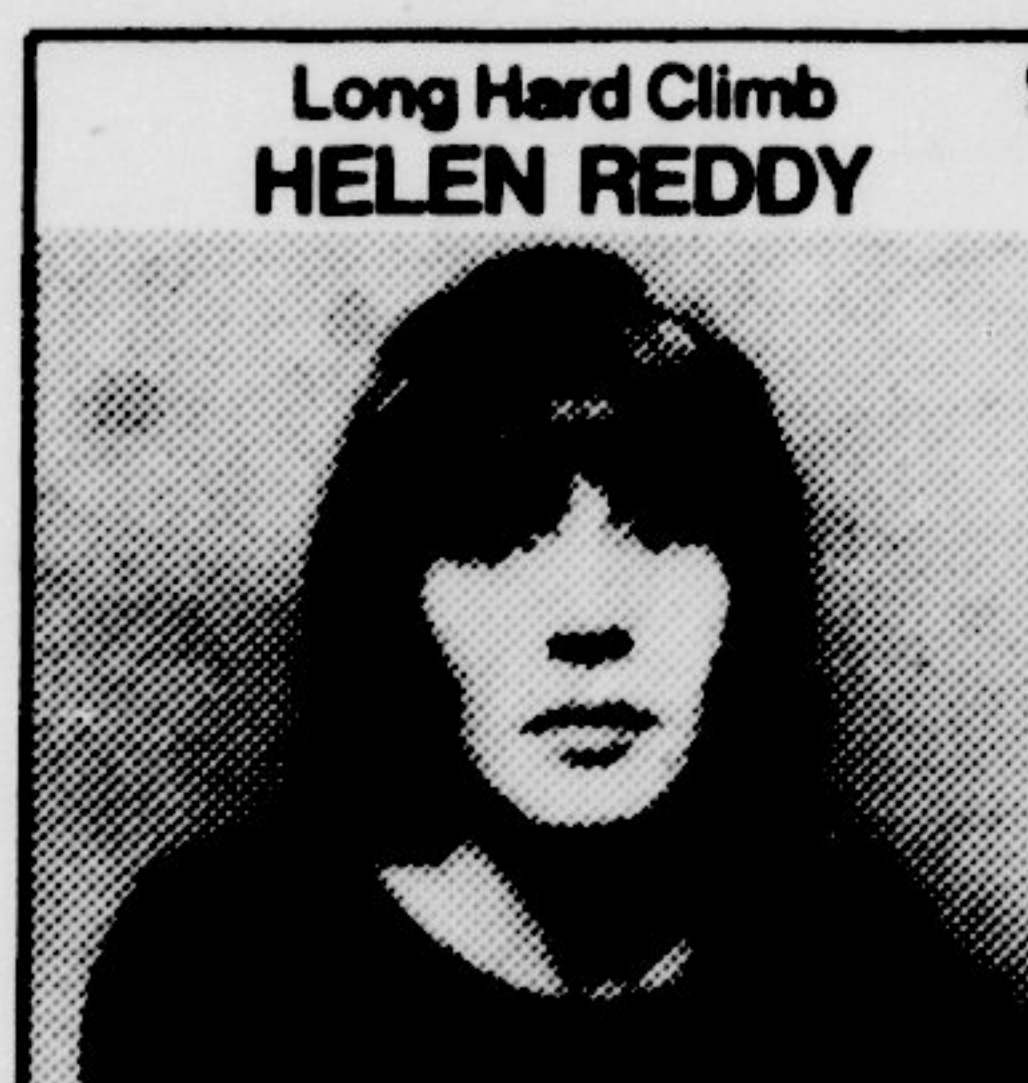
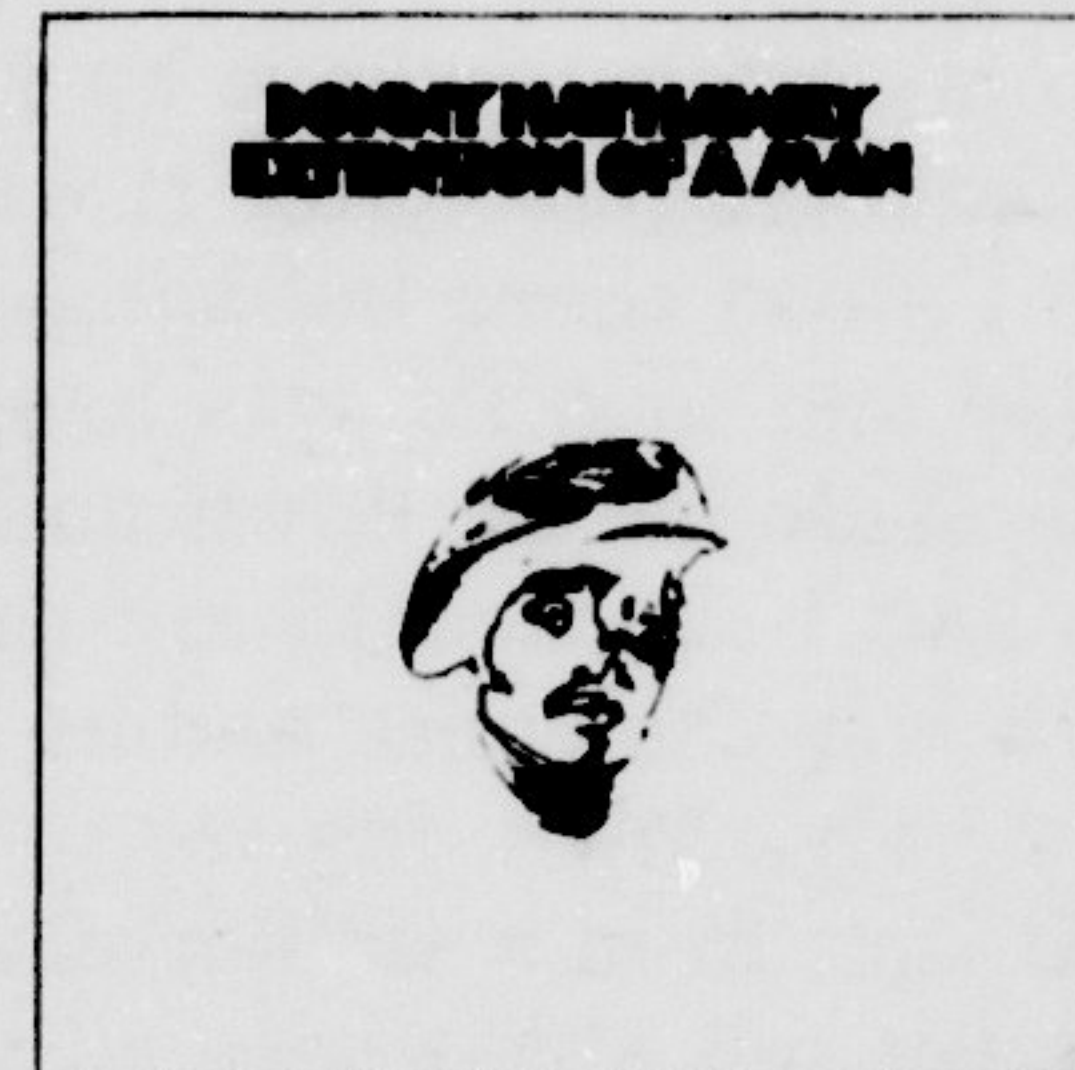
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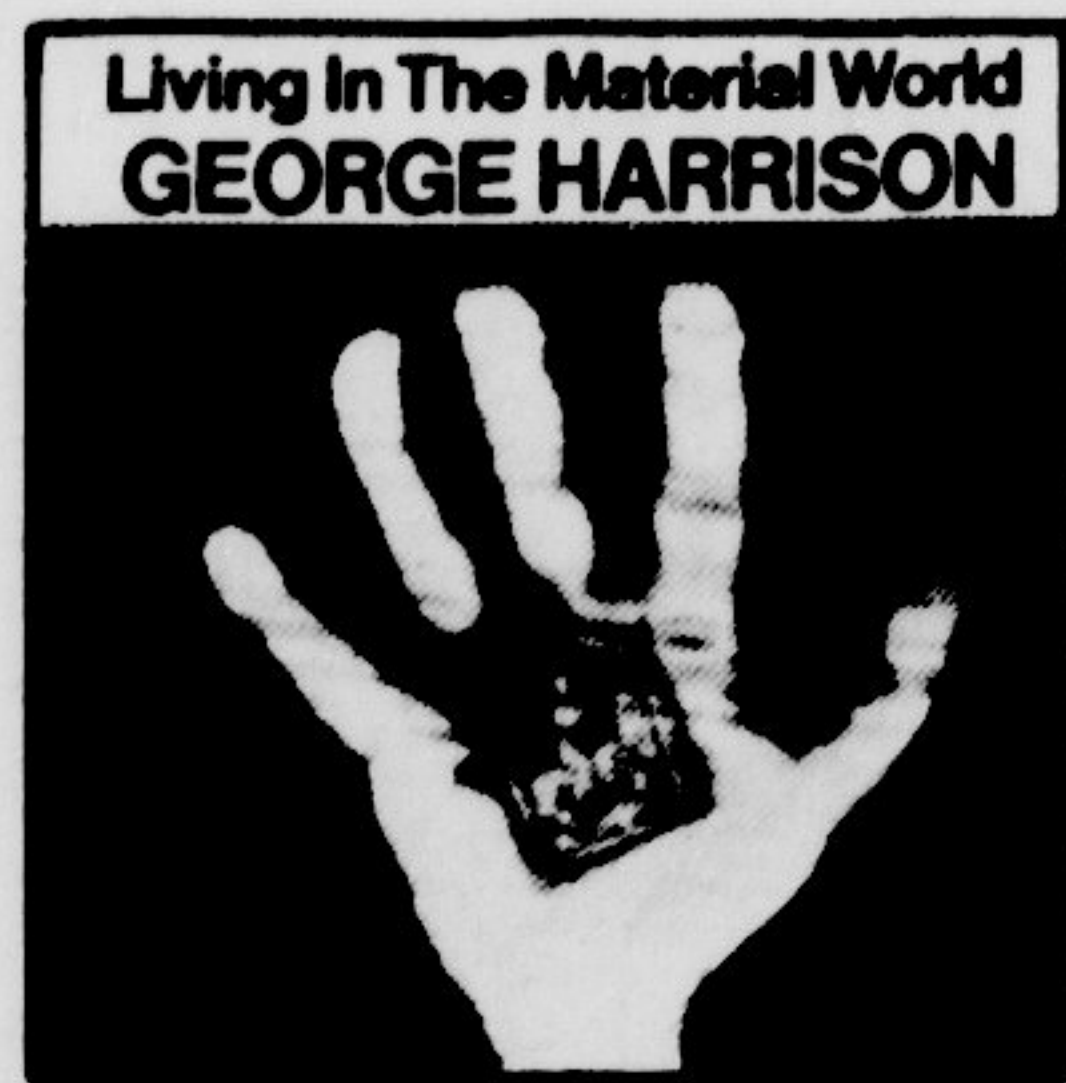
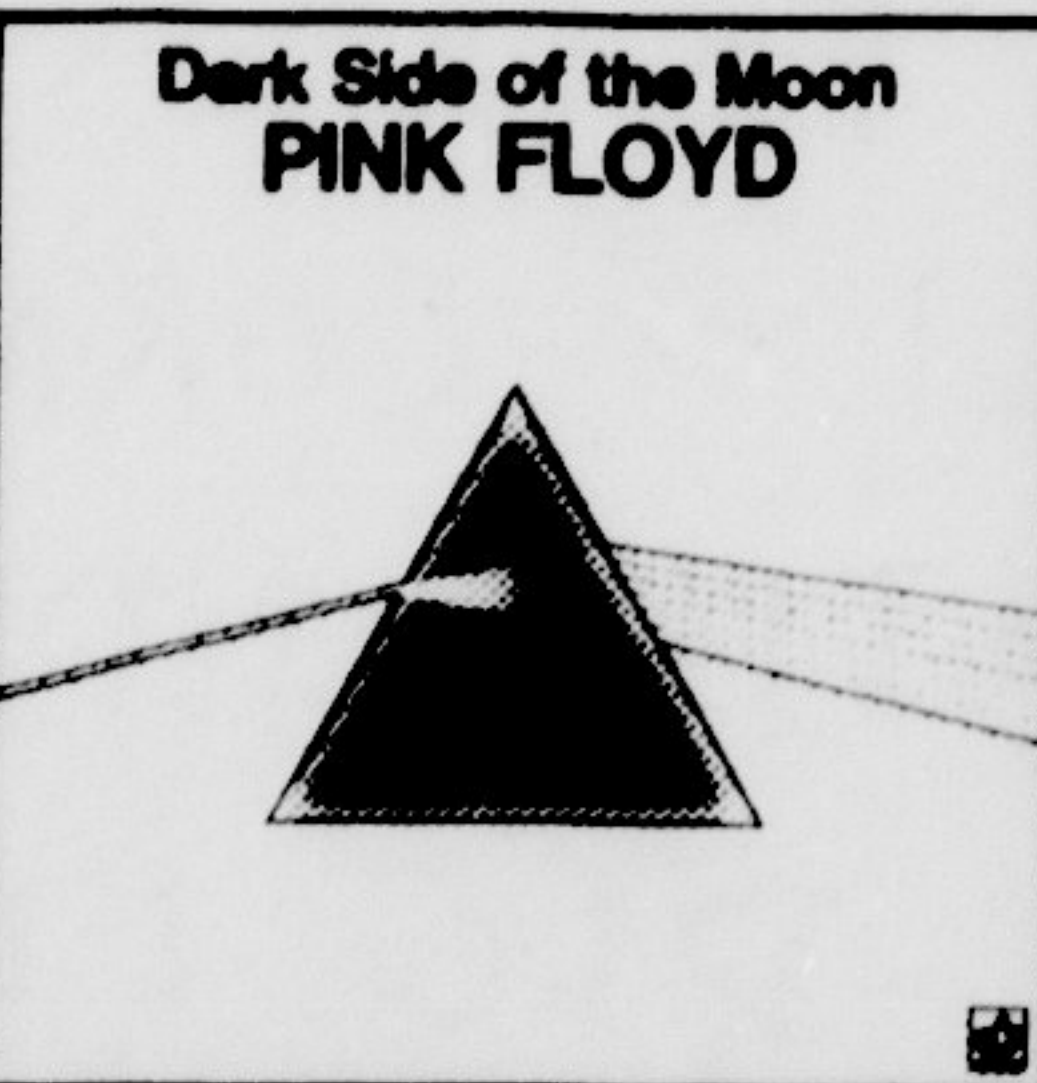
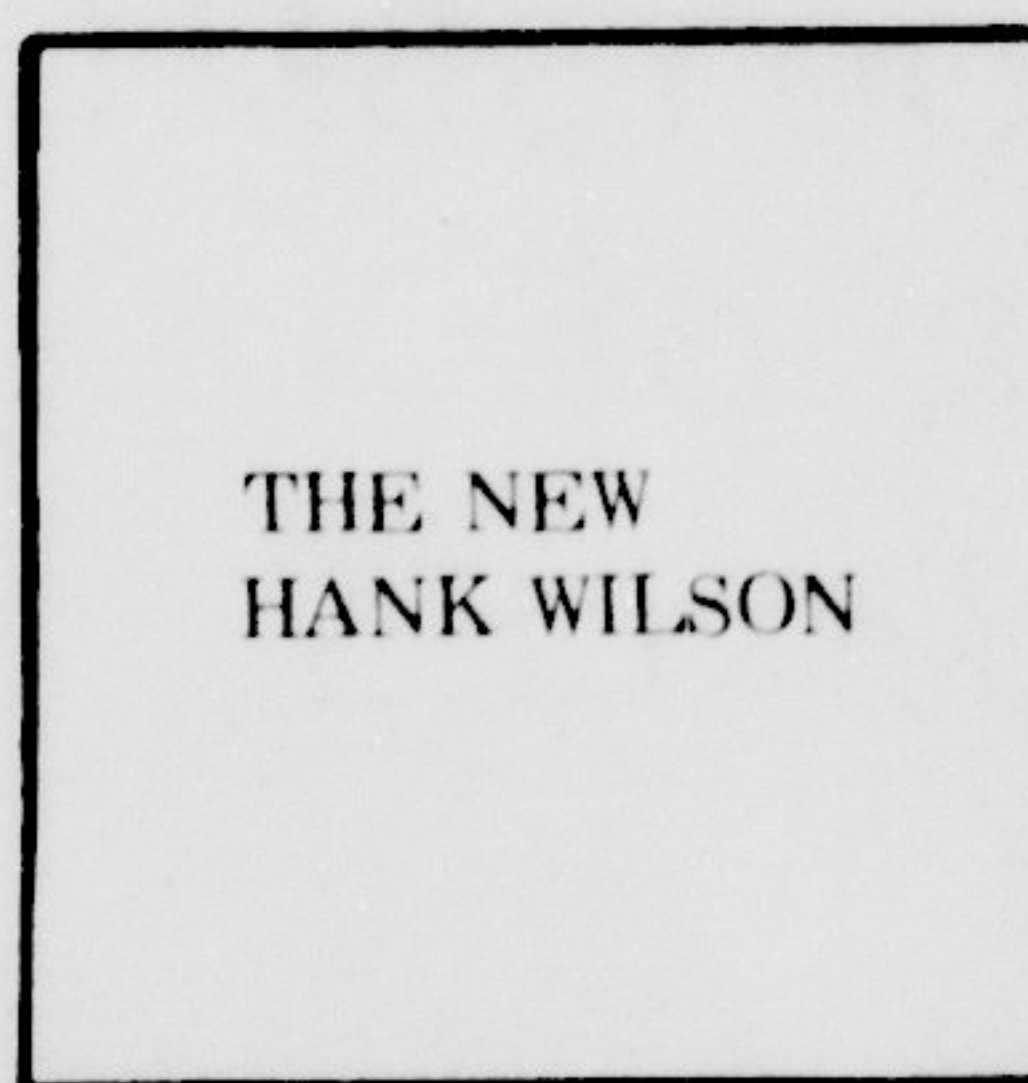
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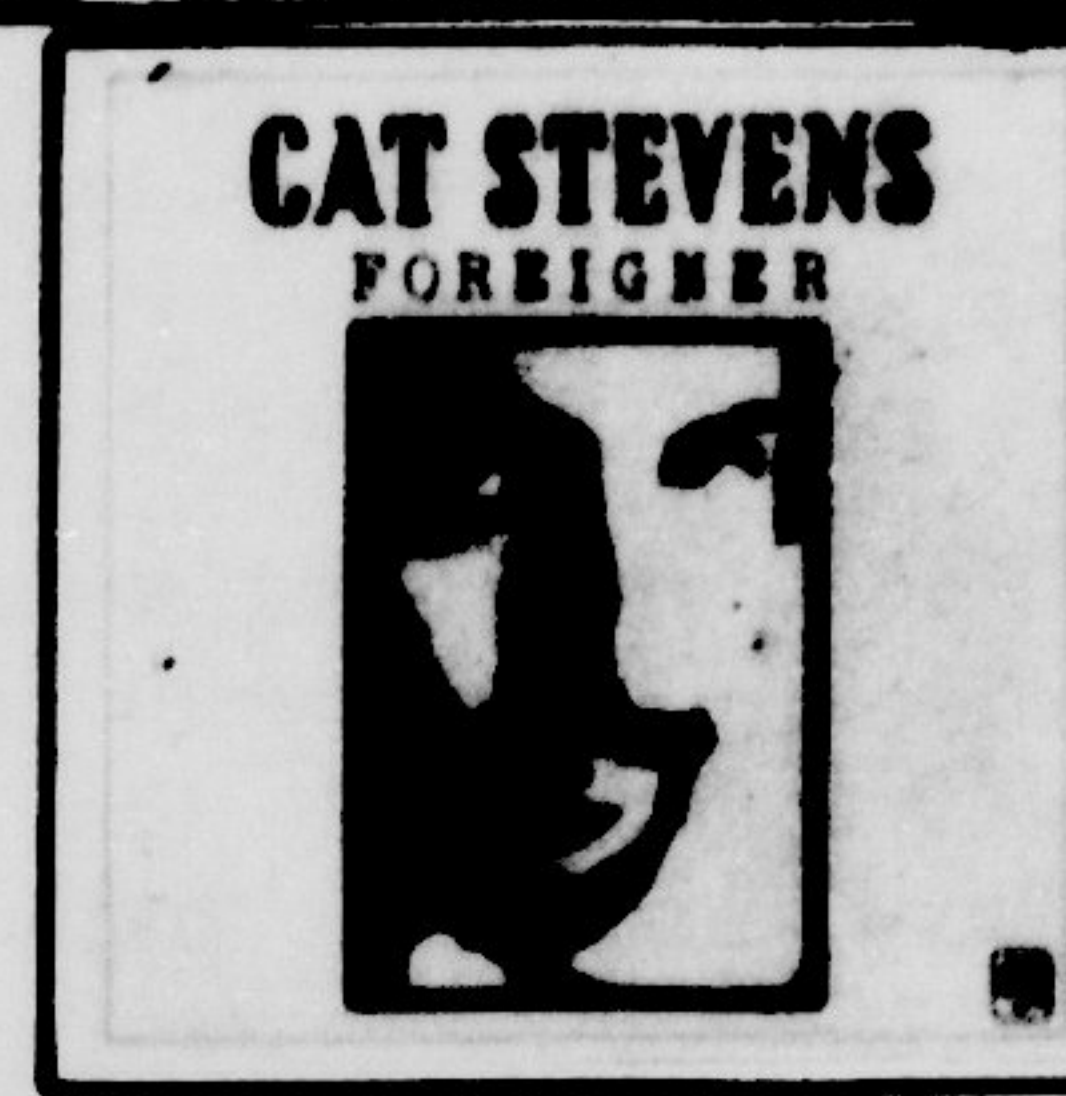
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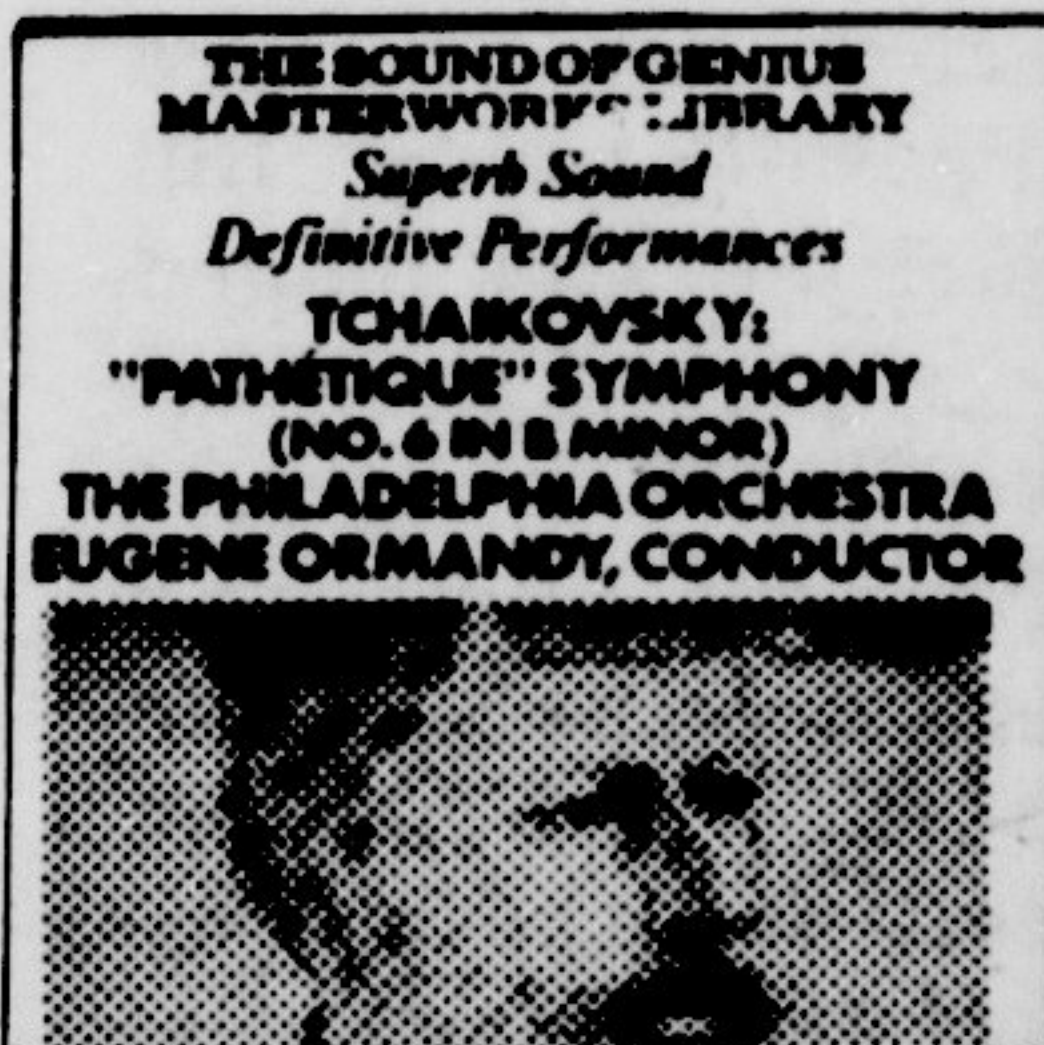
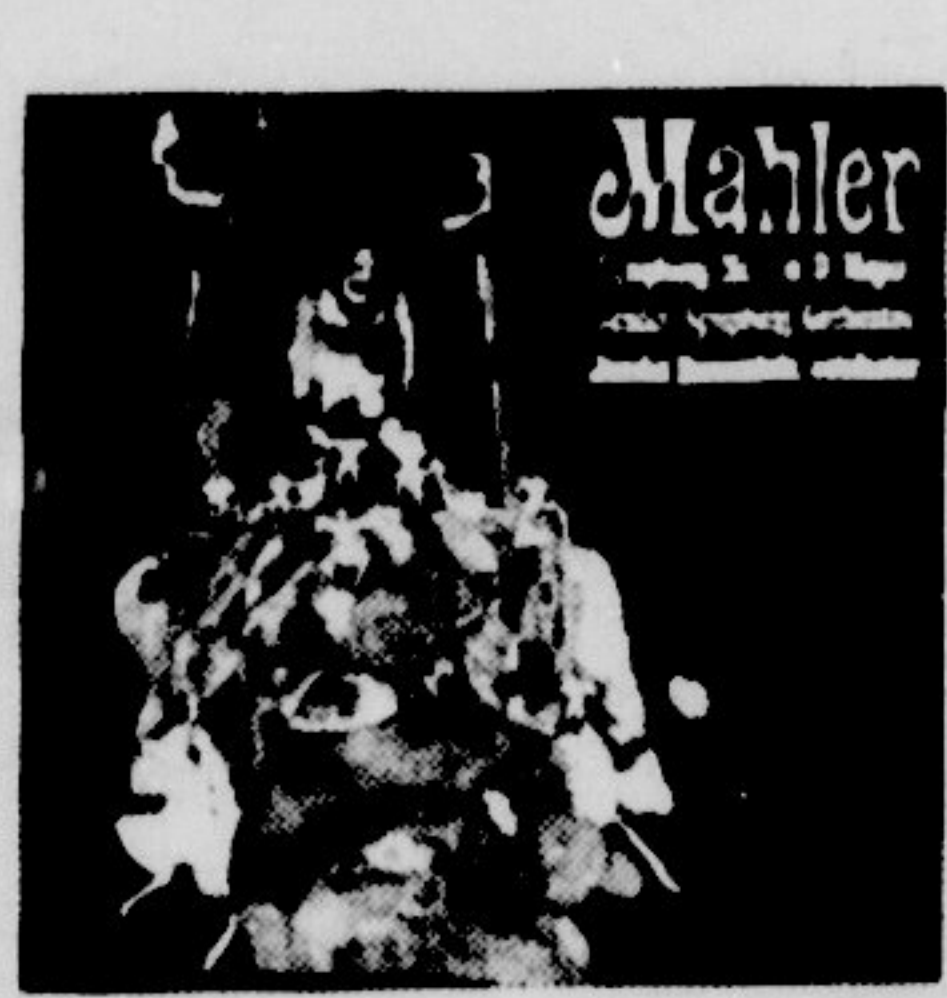
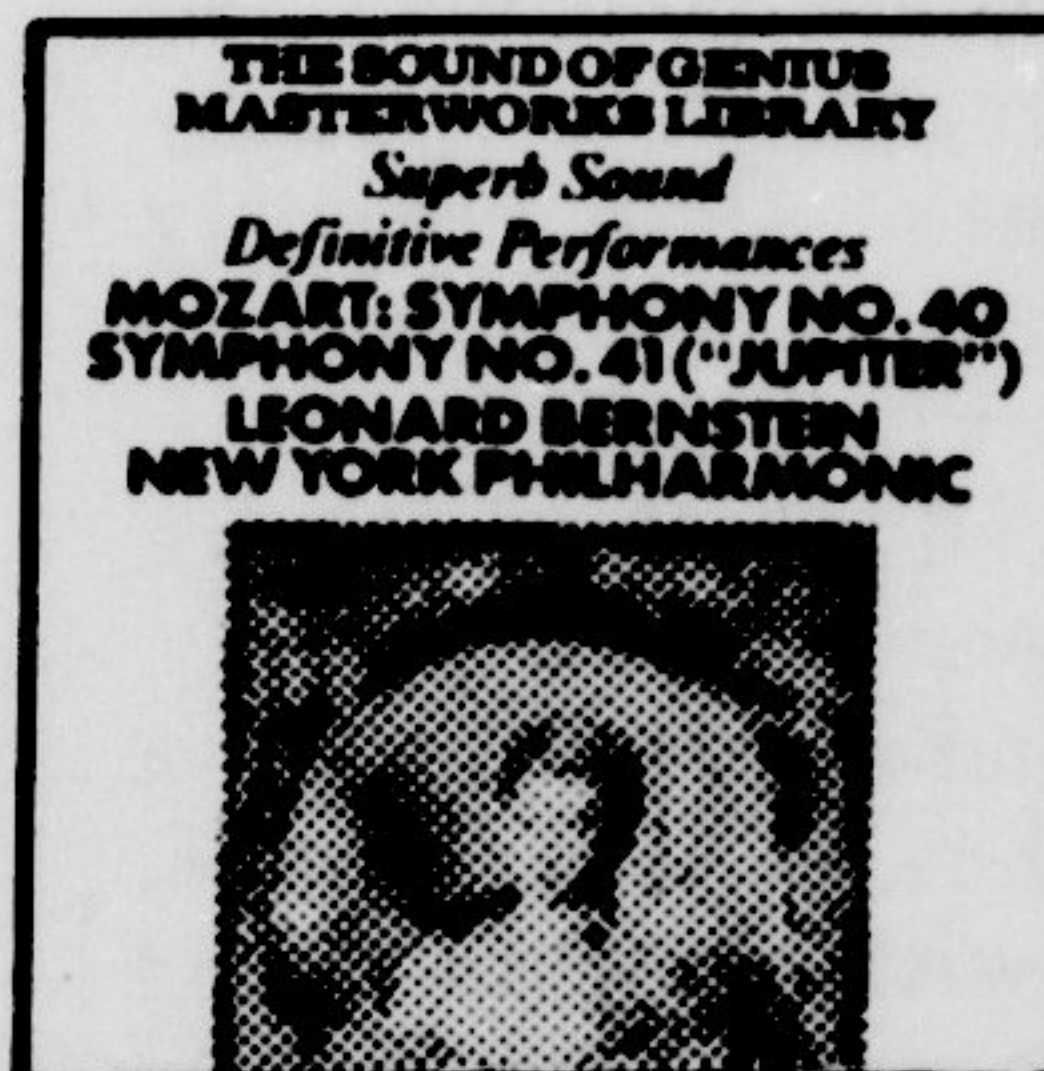
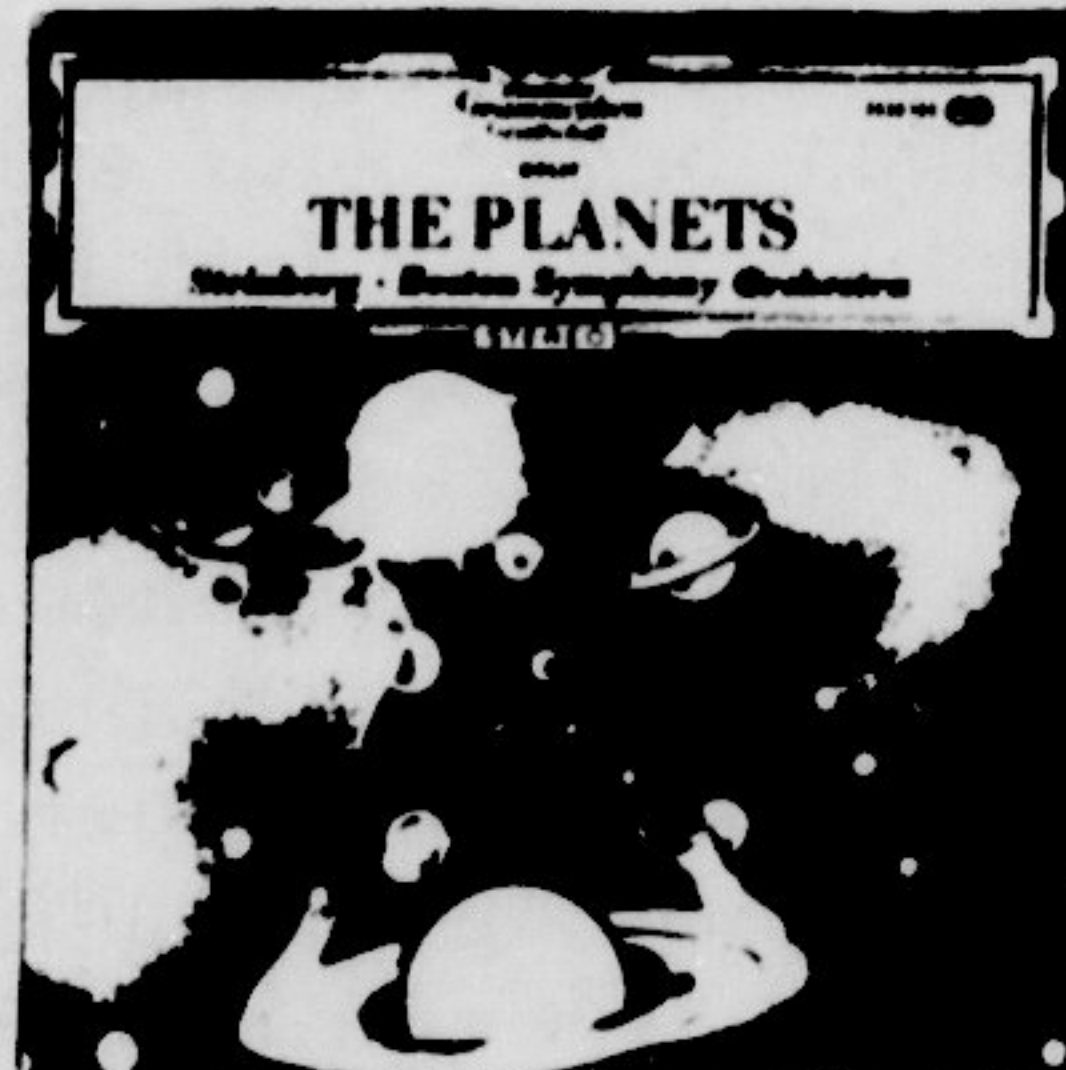
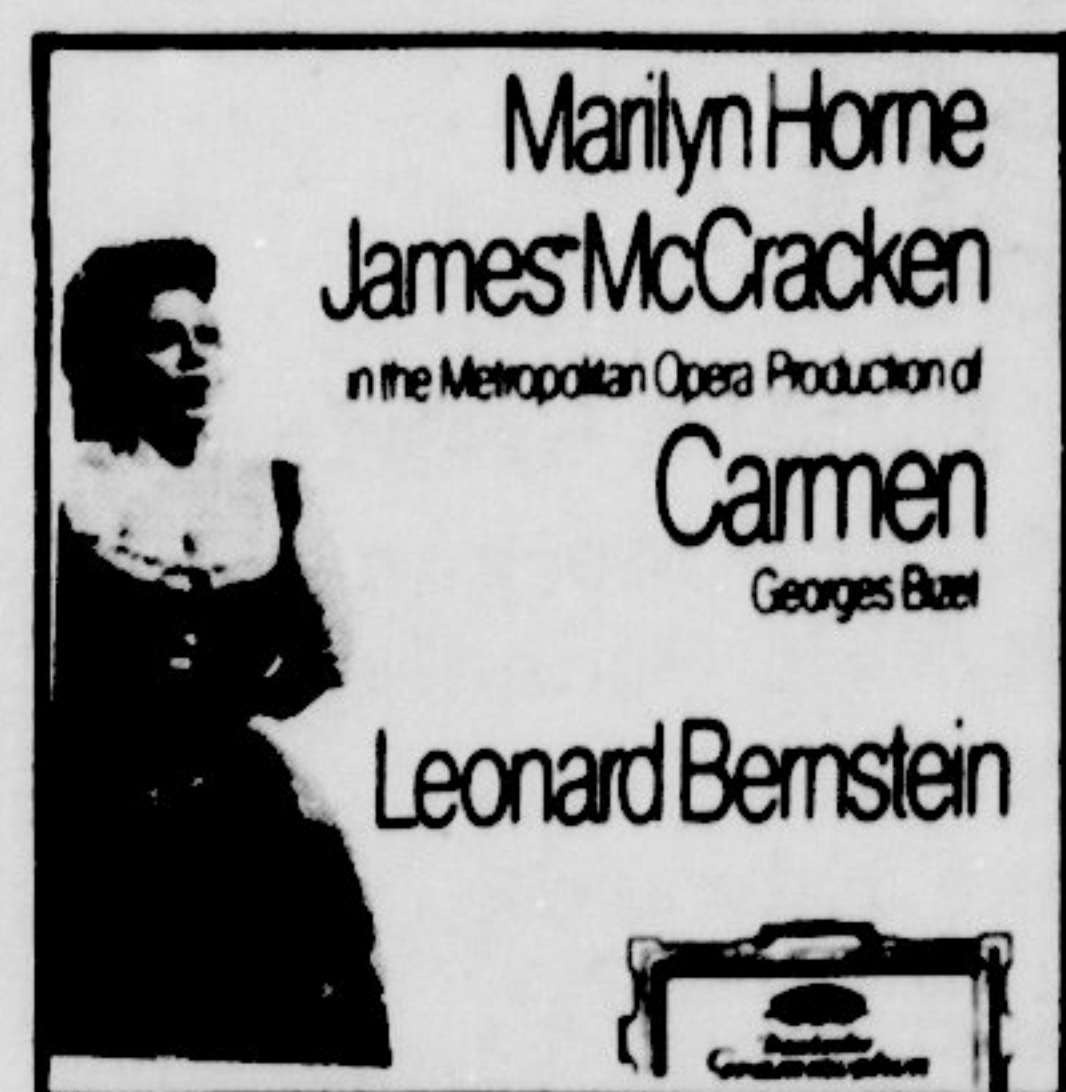
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Editorials/Commentary

hello/hello/hello

This issue is a celebration of a new year and a new Fountainhead. Our design, our staff, our size and even our printing equipment have changed, and we hope to operate with greater efficiency and professionalism than in the past.

Fountainhead's staff members have either been well-trained in their positions here, or have experienced the bliss and wonder of campus publications via the Buccaneer and the Rebel. The frustrations of producing printed matter are multivariate and many, and we've all been tempered in the process.

Each issue - at least until we settle ourselves - will be an experiment; aside from our obligation to inform, we hope to be as visually pleasing as possible. The bare bones are down - the rough edges are left to trim by experience.

We hesitate to mention too many of our plans; we might fall flat on our collective faces in the future and end up grinding out the same old Fountainhead. However, we plan on giving greater coverage to the arts on campus, more reviews, more mention of outside events... generally, more respect for the student as an intelligent being. A thinking world does exist, and we plan to penetrate it.

So Fountainhead welcomes you back with optimism, joy and the greatest confidence in both your coming year and ours. Feel free to stop by, suggest or direct comments to the Forum - it's your paper. Welcome back to ECU, and welcome back to Fountainhead.

Another era recaptured

The East Carolina University student newspaper, the Fountainhead is under fire from University and Greenville city leaders for its use of 'four-letter words.'

Last week the Greenville city council passed a resolution... to write a letter to ECU President Leo Jenkins to protest the publication of language that offended them.

The newspaper editor Robert Thonen said Thursday that Jenkins told him... that "the newspaper would cease to publish four-letter words or it would be shut down..."

"We try to keep four-letter words to a minimum," Thonen said. "They have appeared maybe four to five times this year."

Raleigh News and Observer
Feb. 12, 1971

A recent order for a trial for \$25,000 in damages against ECU President Leo Jenkins has resulted in an appeal to the 4th U.S. Circuit Court of Appeals.

The damage suit was brought by two former ECU students, Robert Thonen and William Schell. They were suspended by the University Board on May 10, 1971 for printing an allegedly obscene four-letter word in the April 1, 1971 edition of Fountainhead.

Fountainhead, April 10, 1972

William Schell had written a letter to Fountainhead, ending with "an allegedly obscene four-letter word" directed to then-President, now-Chancellor Leo Jenkins. Cartoonist Ken Finch followed suit in a cartoon bearing the same alleged obscenity. What followed was to be Fountainhead's era of infamy, a 'radical' brand that never quite wore off, and a continuing court battle.

Fountainhead 1970-71 was noted for large, black headlines, remarkable Finch cartoons, strong editorial expression, and a willingness to support student visitation boycotts and clashes with the Publication Board. When the 'Boycott Green-

ville' banners hung in an attempt to pressure merchants to support co-ed visitation, Fountainhead sported its own banner from the porch of Wright. When the paper was threatened with eviction from its office, determined to show resistance, staffers spent nights living in that office. And when Schell submitted his "allegedly obscene" letter to Fountainhead, editor Thonen printed it.

ABSOLUTELY OPEN

"Regardless of people's views expressed in a campus paper," said Thonen, "my responsibility is to keep, especially the pages of the Forum, absolutely open."

Over two years have passed since the obscenity issue and ECU's single claim to campus unrest. Fountainhead had grown considerably more tame in recent years; following Thonen's suspension as a result of the obscenity dispute, a number of interim editors took over.

The next editor formally elected by the Pub Board, was Cathy Johnson. Johnson quit after four months for personal reasons, and Phil Williams served from January 1972 to January 1973, finally resigning in a dispute with the Pub Board. Bo Perkins, Williams' successor, ushered in a 'first' - an era of relative conservatism. Thonen had been suspended for printing a letter; giving this an ironic twist, Perkins argued with the Pub Board for his right to edit or withhold letters from publication. The case in point concerned two letters criticizing SGA President-elect Bill Bodenhamer, which Perkins judged libelous.

NEW STAFF

Following Perkins came the interim, summer, newspaper, and this year's new staff, which has yet to be tested. Yet, for those who have been with Fountainhead for any length of time, this past August's news brought back a little of the act-first, confusing, sometimes questionable but heady past:

Nixon: a study

By T. COFFIN

Nixon, more than Johnson was a symbol of the times. He wore a mask of public piety. He spoke in the deep, assured tones of the TV commercial. Yet under the mask was an abnormal fear of failure, and fear of enemies whom he must undo before they destroyed him. Bill Moyers wrote in the "Saturday Review" of his "lifelong preoccupation with themes of power and control, self-concern, and the coupling of his own inner fears of failure with the need to avert humiliation and defeat for the nation. He has come to regard the presidency in starkly personal terms... It is not difficult to believe that a man so intoxicated in his own

ego, whose fierce private wars he can now transfer to the canvas on whom he has visited the most devastating aerial warfare in the history of man - all for the stated purpose of maintaining respect for the Office of the President of the United States."

Like many Americans caught in the scramble, Nixon was sometimes on the verge of coming apart. Former Nixon aide Richard J. Whalen wrote (Washington Post, May 6), "Haldeman, as manager of Mr. Nixon's losing bid for the California governorship, has seen him come apart under pressure." John Osborne, The New Republic correspondent at the White House, said (May 12), "There is a limit to the President's energies and endurance, a point beyond which he loses adequate command of himself and his circumstances."

A case in point: In the late winter of 1971, Nixon looked out the window of the White House and saw a lone picker with a 10-foot sign across the street in Lafayette Park. John Dean testified, "Mr. Higby called me to his office to tell me of the President's displeasure with the sign in the park and told me that Mr. Haldeman said the sign had to come down... I ran into Mr. Dwight Chapin who said he was going to get some 'thugs' to remove the man from Lafayette Park."

Nixon seemed to get an almost sensual pleasure from giving hurt to others. A former Cabinet member told Jack Anderson of "watching the President go through the pantomime of plunging an imaginary dagger into an opponent. 'after you get the knife in, 'the President said gleefully, 'you twist it.' And he twisted his wrist to demonstrate."



staff

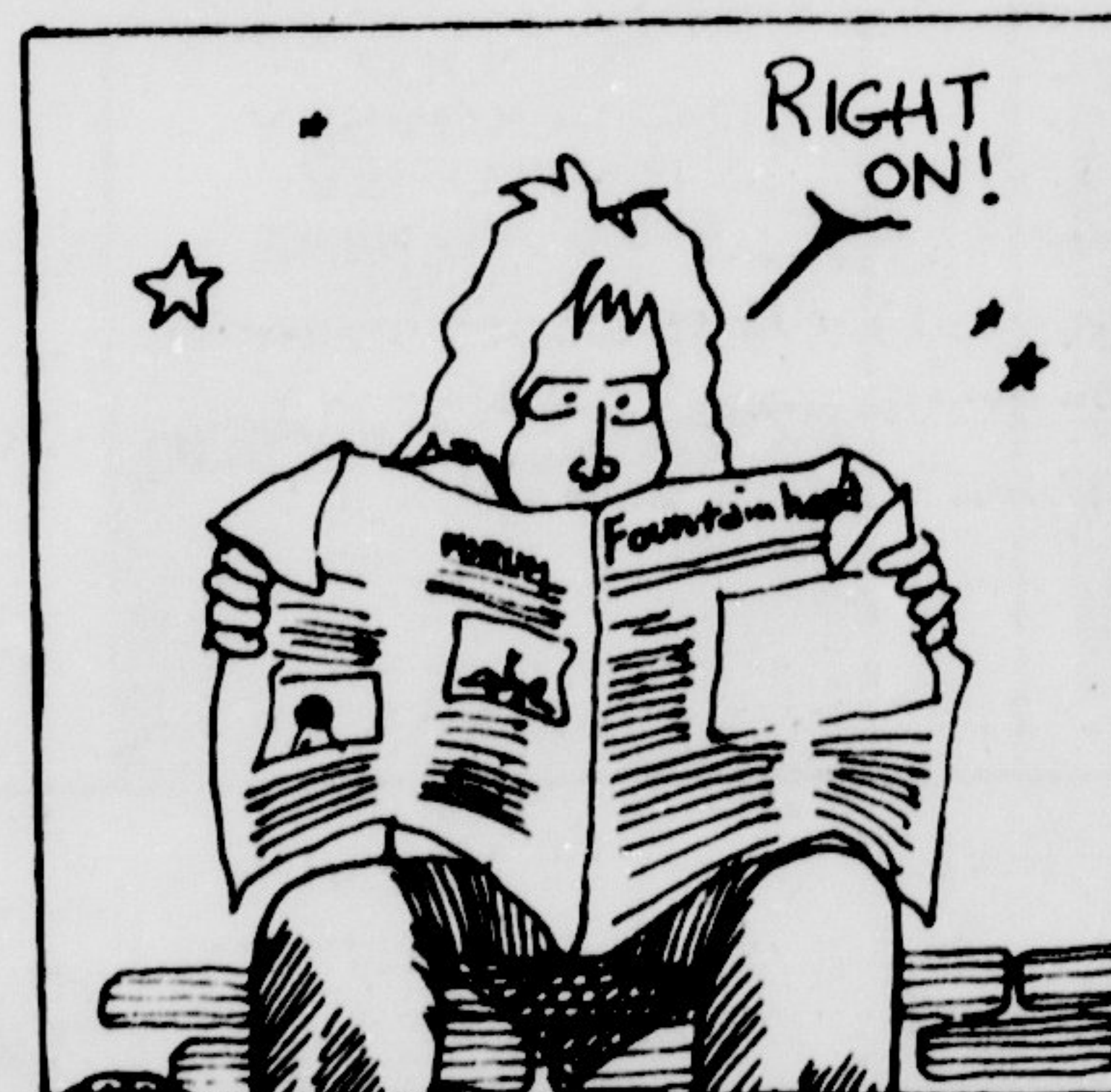
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The Forum

FOUNTAINHEAD invites all readers to express their opinions in the Forum. Letters should be signed by the author(s); names will be withheld on request. Unsigned editorials on this page reflect the opinions of the editor, and do not necessarily represent the views of the staff.

FOUNTAINHEAD reserves the right to refuse printing in instances of libel or obscenity, and to comment as an independent body on any and all issues. A newspaper is objective only in proportion to its autonomy.

To Fountainhead:

One day during the summer my mom's best friend, Herbert, told me he knew where they give good massages. I went to where he told me to go and when I got there I arrived. There was a lady with rather large arms and rather small buttocks. I asked her which way she would and she said three or four so I gave her what I had and she resumed. Okay, never drive south in a northbound lane or read ridiculous poetry as in one. When I got here I saw holes and the weather. So the question is: Why is there a drug problem in Greenville and where do I go to get one? Thanks,

Donald Osmond

Thinking About

Editor's note: The following excerpt is from a paper written by an unidentified student. The paper has been deposited in our office for quite a while and, we felt, merited printing - if not for the sentiments themselves, then for the considerable emotional force evident in the writing.

"Governments everywhere are united in branding those who challenge the legitimacy of their laws as purveyors of violence and chaos. Those who have power have the police and the courts and if they do not permit channels for a basic challenge to their power, then they are the ones who impel the use of illegal tactics." ... it is the "challenge" to established power and "NOT" the choice of tactics which is troubling to the men who run this country--the "they".

Why is it, when you march in the street to get the vote for women, you are called a reformer but, when you march in the street in the name of humanity, you are called an "effete snob", a no-good hippie bum, a Communist, etc. When the German people wanted to know why their "times" were so bad, they were given, by Hitler, a scapegoat--namely the Jews. Now, here, when people ask why the "times" are so negative, they are given their scapegoat--namely the hippies.

Before there were "beats" or beatniks or hippies, the times were lousy, so they can't be blamed for that which preceded them. They cannot be guilty by ex-post-facto. Whether the "establishment" people wish to admit it or not... the 'times' are the way they are because they made them this way; by allowing them to be this way... ultimately; by not acting to change or stop them. So, do "us" a favor, and stop blaming "us" who weren't born then, for having made the "now" what it is.

Please allow me to be presumptuous enough to try to explain or if you will, explore just how the hell we've gotten where we are now. Maybe, then we can figure out how to get out of this mess and onto better things.

If we look at a typical movie from the middle and late 40's we find it instantly apparent who the "good guys" are and who the "bad guys" are. Why? "Harry-Hero" is flawless. He can annihilate a whole tribe of Indians with one six-shooter he is dressed all in white (symbolizing purity), he is abnormally handsome and lives an exemplar life, etc. On the other hand, "Barry-Badguy" can do no right. He is evil from head to toe and rotten to the core. Even dogs and little children run at the sight of him. He is dressed in black, rides a black horse, etc. (black symbolizing evil)

CLEAR-CUT SYMBOLS

It made sense to make movies like this at that time. The two protagonists were clear-cut symbols of a time when the prevailing values were equally clear-cut. With but few exceptions, all people believed the same as each other, and with equal vigor. Example no. 1 - A woman who smoked on the street was bad... There was no shade of gray. This was an absolute bad and everybody, including the woman on the street, knew it. Example no. 2 - Anybody who went to church on Sunday was good... equally absolute. Every soldier who went to fight in WWII knew he was doing right; in all ways. We were one nation in both thought and life-style.

And, why shouldn't it have been so? Most of those who are 60 today had about the same education of their parents... some slightly more; and these became stronger versions of their parents, or in the vernacular, more successful versions of them.

Then came Dr. Spock and universal education and the "Great Plan". This plan was to raise a new generation; a generation that would not know what it was to struggle in the business world for food; a generation that would never have to sell apples on the street. This new generation would be smarter, healthier, wealthier and better educated than any generation in the history of mankind.

WILLINGLY FOR MON

The Plan was still working in the 50's when our boys were going away to fight the "Yellow-Peril" left over from the war in the Pacific and now in Korea... and they went willingly for Mom, apple-pie, God and Country (Mine-right or wrong). Meanwhile, back at the ranch, Junior was being primed as the most superior corporate-being on the face of the earth. Anything that

would hinder the "Plan" was kept under wraps... things like racial injustice, prejudices of all kinds, poverty, etc.

Junior was even exposed to violence at so early an age it was understood that he would become hardened to it. All of his cartoons were based on violence, eg. Bugs Bunny is no more than a rabbit running for his life from a shot-gun-toting maniac and Junior was taught to find this humorous...

Today we have the Road-Rummer who is nothing more than a bird running for his life from a hunger-crazed coyote, and we are expected to find humor in this. Some of the funniest skits on TV of the fifties was of somebody falling through a manhole, falling down a flight of stairs, getting hit over the head, etc.

GUARANTEED HAPPINESS

Every time Junior performed favorably and jumped through the collective hoop he was rewarded with one THING or another THING. He was being taught to dig things. So, worship of things and belief that they led to guaranteed happiness in this department-store world of ours became Junior's "raison d'etre". And this, coupled with his "un"awareness of the world around him kept him on the corporate road to "Goshan". It is at this point in history that the "Plan" began to go haywire. Something totally unexpected happened. Something so unforeseen, that even the "great" powers who manipulated your parents and mine (literally all who lived) could not have fore seen; or simply overlooked.

SHINING TOWER

Junior went off to that great, shining tower of his collective, parental dream... college. Big brother was back from Korea and working in "Dad's" store, maybe even going to night school, and, generally doing his best to perpetuate the "status-quo". They all envied Junior, for he was going to make all of their dreams come true. He was why they had suffered and slaved all of their lives and he was why big brother had gone off to war. The stage was set, Junior was in school, the tuition had been paid in advance, and all waited with baited breath at the rear entrance for "Super-Consumer" to emerge.

They never realized that if you keep reality hidden from someone, the longer the worse, he is bound to cry out in pain at the first crack in his rose-colored glasses.

Also, if you make things more important than people, then, Junior, pampered and spoiled as he is, will throw a tantrum when things begin to get a little rough.

His dream-world was so safe and secure. He understood it so well. He honestly believed that if he kept his nose clean and to the grind-stone, played the game by the rules, behaved, wore the correct after-shave (if he was even shaving yet), drove the correct car, wore the right clothes, etc., etc., etc. and so on ad-naseum, he would inherit the world.

And he did, he really did. But, he got all of it, including the parts you kept hidden from him all these years.

The shock of having his rose-colored glasses shattered all at once was devastating... some never recovered, and most are still walking around in a collective daze trying to figure out just what the hell went wrong.

AMERICAN DREAM

The first time he didn't get the grade he wanted, he couldn't figure it out... he was the American-Dream; he could not fail (you never gave him that right in your warped Bill of Rights - "the right to fail"), yet, he couldn't deny the mark at the top of his paper. He even folded the paper correctly and put his name - top left. But, you promised him success. How could this happen. But, this was only the first crack in those tight-fitting red glasses. He and his girl worked on their term papers together and yet, she got an "A" and he only got a "C". How could this happen. Was it possible that since she sat in the front row, with her legs crossed, and her skirt up, she got a better grade.

But no, that couldn't be... there's no such thing as prejudice... never heard of it... nor opportunism either. He even went out for the football team. Why not, he had won his three letters in high school with ease.

But, he didn't even make first string, and yet, the other guys weren't any better than he was, but, didn't so-and-so graduate from the same high school as the coach, and didn't what's-his-name's father give a big donation to the athletic department. What the hell was going on? What are "connections"?

But these things cannot destroy the "American-Dream". He would just try a little bit harder and then all would be right again. So he studied and prepared his lessons well, stealing all he could get from the encyclopedias, and called it his own. And so, off he went to class with a masterpiece of plagiarism under his arm, and got a grade of "D". And, in addition to all this, the teacher had the nerve to ask him what he thought about something.

What do you mean, think? he wondered. I don't think, I obey, I conform--I don't think. What was all this about thinking, anyway. I got through 12 years of school without thinking and, anyway, I'M the American-Dream... he thought.

Then the grades went home and Dad called him on the carpet. How could he do this to "them"? What would the family think?... the neighbors? He would just have to do better or no new car that had been promised. Failure was unacceptable in this success-oriented society of ours and those who could not make it; meet the standards, were left by the wayside. Everywhere he turned there was pressure. He learned what it was like to pop-pills to stay up and study, and to drink to forget and get away from it all.

FUN PLACE

They had told him college was a fun place of parties and girls and fames and all good things... But then, how could they have know any different, they never went to college, did they? And, maybe he got exposed to games he couldn't handle, to overwork, to sleepless nights, to not having a shoulder to cry on, to "pot" and he began to see that all was not what he had been led to believe...

Continued on page 14.

Continued from page 13.

The marijuana he tried maybe wasn't so hot, but then again, it didn't grow hair on the palms of his hands as they said it would. And the time his friend, a black, got beaten up just for being black. That hurt him... they were friends. But, that wasn't supposed to hurt... blacks didn't have feelings; they were different... But it DID hurt.

And that night they were just standing on a corner and were told to move, by "law 'n order" but didn't move fast enough, and one of them got hit with a night stick... Things like this weren't supposed to happen to the American-Dream... but they WERE happening.

FELL APART

And, finally, all that "they" had worked for fell apart. The American-Dream began to think. If they lied to me about pot, and school, and sex, yes, even sex; then what else did they lie to me about? And he began to think some more and, yes, they even lied to him about prejudice, and injustice and more...

So, he went home to see "their" report cards and demanded to know why they had lied so much, and hidden so much and in answering him they just said that all they ever wanted, and all they ever worked for was his happiness, and that he should be grateful and happy... "And he got angry."

And, they wanted to know why he was so angry. Why not? He was feeling for the first time in his life-he was also seeing, too. He saw not only that his whole world was corrupt and polluted, but they had, unforgivably, polluted his very head. Apparently, angry young men are not born... they are products of their environment.

DIDN'T UNDERSTAND

So, he went back to school a little sadder, but much, much wiser. He told them, at home, that they didn't understand. How could they... they never went to college. He couldn't make it in their world or even want to make it their way, in their world, because he wasn't of their world. They had worked, hoped, and planned for him to be like them, but they raised him differently, so how could he grow up like them?

Now we enter the age of polarization. Your hair may be a little longer than when you started school, or it may be frosted. Either way, you and "they" live in different worlds. You are no longer the American-Dream, not since you realized that it was really the American-Lie.

They are your parents, teachers, administrators, etc. and they still are and always have been manipulated... as you yourself have been. But, that little bit of extra education, that awareness, has helped you escape that control. You are now "free". Not only of the control, but free to refuse to become a part of it. Remember-Freedom is the right to say NO!

What can you do? Being free carries many burdens. Once your senses have been awakened you cannot turn them off. You are destined to feel for the rest of your life. You also, are no longer passive. You will have a catch with a ball, instead of watching a football game on T.V.... You are involved now, and that means doing. You can no longer be a perpetual spectator. Go do and stop blaming others for stopping you.

Now the conflict begins. Since you are younger than "they", their world is dying and yours is just beginning. But, will they let you build your world? All the mighty powers of the past, refused to die gracefully. They may try to take you with them. What can you do? What should you do?

Freshmen speak

By KIRK YOUNG

As this week began more and more students could be seen making their way back to Greenville and ECU. By Monday afternoon campus was brought back to life by a mass of disoriented and sometimes all-too-obvious freshmen and parents.

A quill and notepad was taken into the midst of this busy scene to record the answers given by these newcomers to questions concerning their first few days at ECU. The freshmen were asked basic questions like: Why they chose ECU, Who is Leo Jenkins, What is drop-add, and Who they thought would win the ECU-N.C. State football game.

Audrey, a freshman from Washington, D.C., was the first person interviewed. She has chosen to major in speech pathology. Audrey came to ECU mainly because a few of my friends came here. I had never heard of East Carolina was a party school until freshman orientation, but I'm here first of all for academics."

Audrey thinks ECU will win the State game. "I have faith in them even though I've never seen them play. She went on to explain that "drop-add is when you sign up for a course and don't get it and there's lots of lines and hassles.. I don't know Leo Jenkins," she continued. "Is he someone bad or something?"

Debbie is Audrey's roommate. They graduated from the same high school in Washington. Debbie is majoring in music, specializing in organ.

Two co-eds staying at Cotten dorm were interviewed next. One of the girls came to school here "because it's a good party school and for the art department." Both girls graduated from the same high school in Winston-Salem and are rooming together here.

George is from Portsmouth, Va. He's majoring in music, specializing in piano. He chose ECU "Because my piano teacher recommended the music department here to me. The only other good music schools are at music conservatories."

George has heard of neither Leo Jenkins nor drop-add, but when asked about drop-add another freshman who overheard the question directed to George blurted out, "It's hell!"

Watch out for...

By KIRK YOUNG

The following is a list of ways to avoid those seemingly never ending problems which arise during freshman's first encounter with ECU. These problems when

reviewed collectively are commonly known as the "ECU Boogie" or the "Greenville run-around". Heed these words of advice and you might be saved a hassle or two.

1. Drop-add is held in Memorial Gym. That's the building between the Biology and Social Science buildings facing 10th Street. It will last 3 days beginning with the first day of classes (Thursday), usually

from 8 A.M. to 4 P.M. Bring a pen. If you have any doubts or problems concerning what to do, don't be afraid to ask someone for a little help. Most people on this campus are pretty friendly.

2. When you buy a book from the Student Supply Store (or anywhere), ALWAYS save your sales receipt and don't mark in the book until you're sure you need it. You might find that after your purchase is made, you can buy the same book from someone for a cheaper

price. You also may find that you don't need the book, which is usually the case. Saving the sales receipt always makes it easier to return an unneeded book.

3. Bicycle riders, ALWAYS lock your bike to an immovable object. Locking the wheel of the bike does little to prevent a theft by a serious thief, which is the only kind. Also register your bike either with the Campus Police or the City of Greenville.

4. If riding a bicycle down a one way street the wrong way watch for cops. They've been known to give tickets.

5. Be discreet with your dope. Forty-six were busted here last April (Fountainhead, April 18, 1973) mostly in the dorms. There could be a Narc in your dorm.

6. If you plan to attend anything involving standing in a long line, like drop-add or buying books, by all means "get there early!"

7. For girl or guy watchers, the best spot is along the CU wall about 12 noon on any weekday.

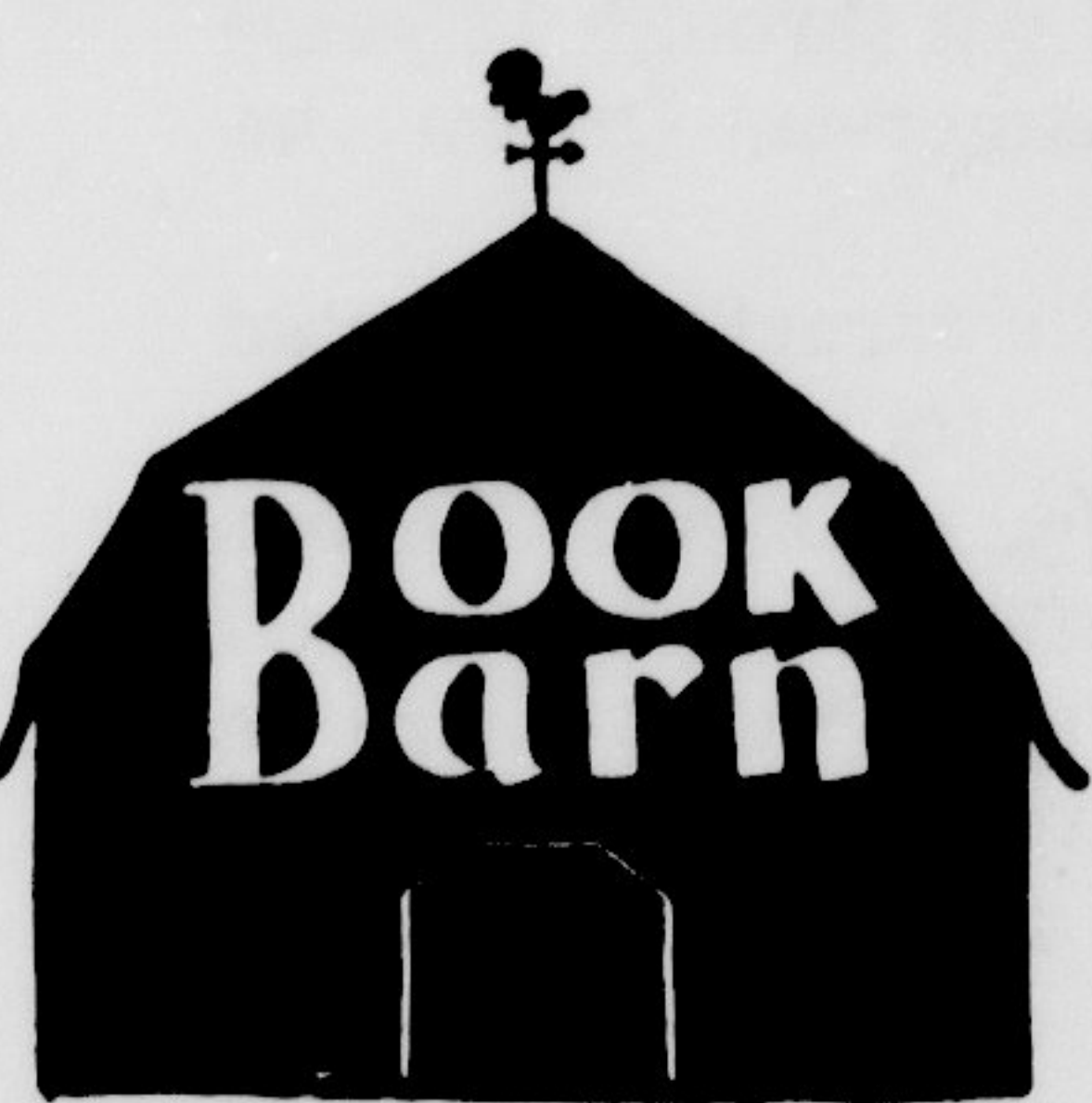
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Drop-Add, changing with the times...

By JIM DAVIS
SGA Secretary of Academic Affairs

Beginning with this Fall quarter (1973-74 school year), there will be a new system for dropping and adding courses at ECU. The rules governing the new procedures are published in the new Undergraduate Catalogue (1973-74). Since only new students will receive the new 73-74 catalogue, following are the new regulations plus some comments as to what they mean to ECU students.

ADDING COURSES

During the first three class days of a quarter or summer session term, a student may add a course or courses to his schedule with the approval of the dean of the college or school or of the chairman of the department in which he is enrolled. He must then process the change through the office of the Registrar.

DROPPING COURSES

During the first 20 days of the quarter or first ten days of a summer session term, excluding Saturdays and Sundays a student may, at his option, drop a course or courses without penalty. A student who wishes to drop a course or courses must observe the following procedure:

1. He must inform the appropriate dean, departmental chairman, or person whom they designate and discuss the courses or courses which he wishes to drop.
2. He must obtain a drop-add form, complete it, and obtain the signature of the University official with whom he has conferred.
3. He must next secure from the instructor or instructors the class enrollment card or cards.
4. Both the drop-add form and required class enrollment card or cards must be taken by the student to the Registrar's Office within three class days.

COMPELLING NECESSITY

After the first 20 class days of a quarter or the first ten class days of a summer session term, excluding Saturdays and Sundays, a student may drop a course or courses without penalty only with the permission of the Provost, the Vice Chancellor of Health Affairs or the persons he may designate, or the Dean of the Division of Continuing Education, as is appropriate.

Permission to drop a course or courses will be given only for reasons of clear and compelling necessity. If denied permission to drop, the student may appeal the decision to a faculty appeals committee. If permitted to drop, the student must deliver the required forms to the office of the Registrar within three class days.

STUDENT VICTORIES

Students may find themselves pleased with this new system since it marks two possible victories. The first is a victory for the individual student and his right to decide what is best for himself; the second is a victory for equal application of drop-add regulations to all students at ECU.

REQUIRE CLARIFICATION

There are three specific points of the new system which require some clarification. The first is that up to the twentieth or tenth day deadline, whichever is applicable, a student cannot be prevented from dropping a course. The requirement for discussion with an individual department and the obtaining of a signature are not at odds with this statement.

The student's department must sign the form if the student still wishes to drop a course after consultation. The signature is only a means of insuring that the student has in fact been afforded the opportunity of being counseled as to what effect, if any, dropping a certain course will have on his academic plans.

For example, during the consultation the student may be informed that if he were to drop a particular course it would prevent him from graduating until the following year due to the course being a required course and that it would not be offered for another year. The signature is also a protection for the different departments in that it provides evidence that a student was counseled.

The second point is that no matter when a student drops a course, there will be no penalty under the new system. This means that when you drop you do not obtain a grade; there is no longer, at anytime, a drop with failing or passing.

Regarding the third point, the new system insures that there will be a uniform application of dropping which will be applied by the offices of the Provost, Vice Chancellor of Health Affairs, or Dean of the Division of Continuing Education to all ECU students.

Though there will be a uniform application, requests for dropping will be reviewed on an individual case by case basis. However, it must be stressed that after the initial probation period has elapsed the "permission to drop" will be given only for reasons of clear and compelling necessity.

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Prewett resigns

Dr. Clinton R. Prewett resigned this summer as chairman of the Department of Psychology at East Carolina University, a post he has held for 16 years.

Dr. Prewett will remain on the ECU faculty as a professor with full-time teaching duties. No successor as chairman of the department has been named, university officials said.

OUTSTANDING DEPARTMENT

Dr. Robert L. Holt, Dean of the University, said, "While developing an outstanding Department of Psychology at East Carolina, Dr. Prewett has also established a regional and national reputation in his field. I regret we shall no longer have his services as an able administrator but appreciate his decision to remain within the department as senior professor and that he will be available to the administration as advisor and friend."

Dr. Prewett is immediate past president of the North Carolina Psychological Association and has been a member of the North Carolina Board of Licensure for Psychologists for the past five years. He is a member of the Southeastern Psychological Assn. and the American Psychological.

DALLAS NATIVE

A native of Dallas, Ga., Prewett received his bachelor's degree in chemistry from the University of Georgia in 1941 and served in the chemical warfare section, U.S. Army, in the North Pacific during World War II. He received his master's degree from the University of Oklahoma in 1948 and his Ph.D from the University of North Carolina in 1951.

He joined the East Carolina staff in September, 1951, and became dean of students in 1952. In 1957 he became a professor and chairman of the department of Psychology.

He has served as a consultant to the public schools under the state management program conducting research on teacher problems.

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I'm not a hippie.
I'm a bum.

You won't tell my
parents will ya?

...no hablo
español

...and we didn't get a single
straight answer.

Kin I borrow
a dollar?

I was lookin'
for a job.

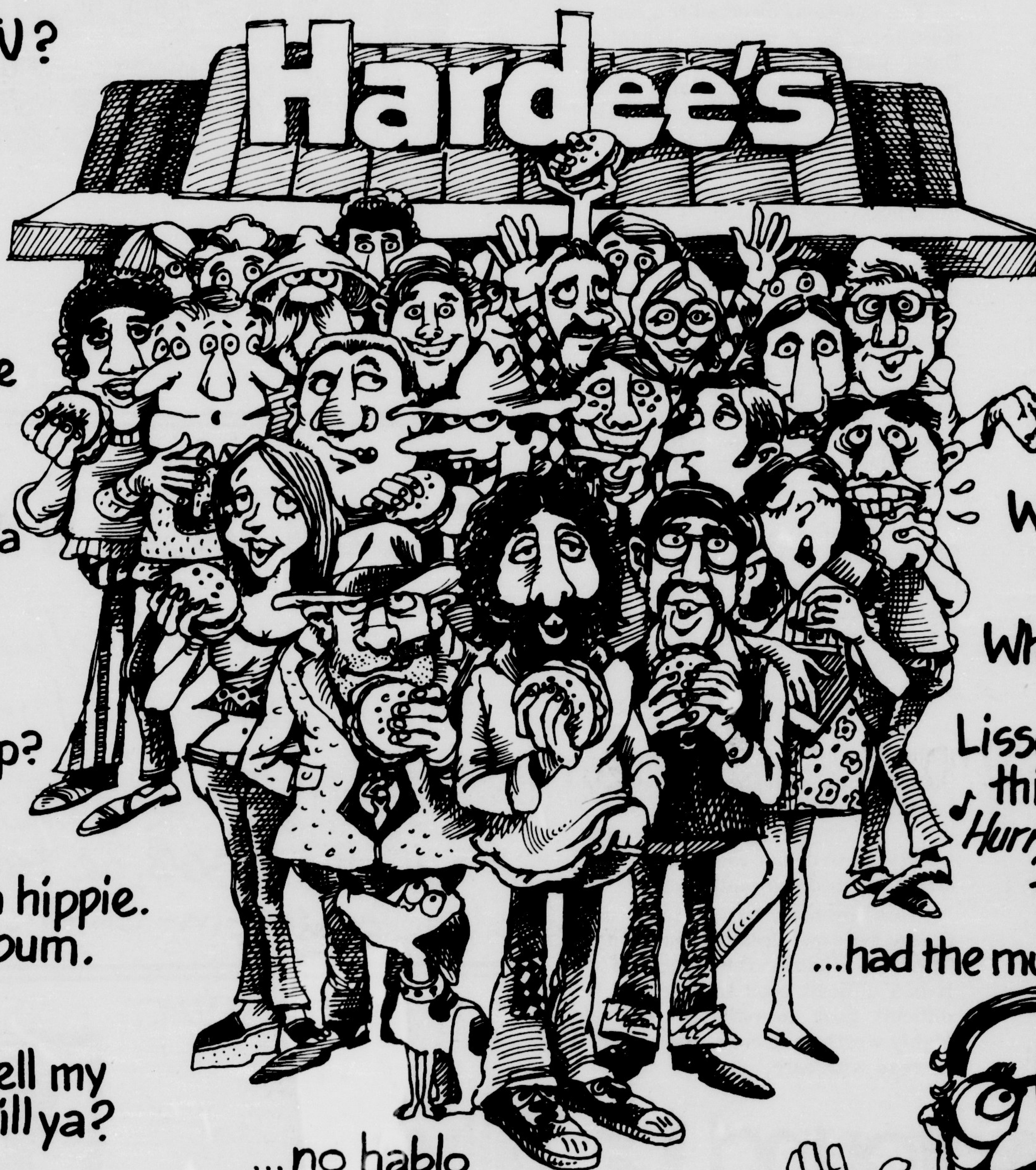
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Reviews

Learning More

BREAKING FREE, by Nathaniel Branden. A Bantam Book \$1.25 Available Student Supply Store.

"Breaking Free" is both a difficult book to read and a hell of a book to review - not due to quality (and not meant disparagingly), but due to subject matter and style. The topic is a sensitive one: freeing oneself from the inhibitions and fears imposed, intentionally or not, by one's parents.

"Breaking Free", says the author, "is addressed to anyone who is dissatisfied with the present level of his self-understanding - anyone who wishes to learn more about the steps by which his personality and psychological makeup came to be formed. It is addressed to every parent who does not want to become or... to remain, a psychological destroyer."

Aside from this premise - one uncomfortably close to all readers and rather impossible to view objectively - the book is difficult to review due to format. Rather than presenting the material in formal book form, Branden gives us large chunks of dialogue from his patients, pieces of discussion, play-like unravelling's of the players' characters. We are there as each patient or group member faces his or her problems; Branden draws traumas out of the individual by suggestion.

We are, in fact forced to review the individuals involved rather than the book itself; we can only react to individuals' discoveries about themselves. And so, rather than reviewing the persons, we choose to review the experiences.

Branden begins his "method of discovery" with a series of questions

directed to the "patients", or group-members.

"Did your parents treat you with respect?" he asks. "Did you feel loved and valued?"

The questions directed to group members, have unusual impact. Each participant finds himself realting to the questioning; each finds the root of his own personal problems regarding parental upbringing.

"When I dictated perhaps ten questions" says Branden, "I noticed that several of my most stony-faced, repressed clients had tears in their eyes; the hands of some were shaking; others had mouths clamped tight or twisted into odd shapes. The boy who claimed to have amnesia for the first ten or eleven years of his life suddenly cried out, 'Oh God! What I'm remembering' 'The things that are coming back to me!'"

This flood of repressed memory enables each individual, through further questioning to discover the basis for his or her own emotional problems as they pertain to parental guidance.

Branden's questioning is detailed, often relentless. The inhibited or repressed individual, the individual hiding resentment for parental hostility by being passive, in short - the many masks human beings use to delude themselves - all are uncovered in Branden's book.

This boy may, in fact, touch on the reader's own areas of sensitivity ('Oh God! What I'm remembering!'). It is a difficult book to read and a difficult book to review - but a highly worthwhile book, and should be read with care.

Third time around for 'Billy'

Well, I settled down in my seat and set out to destroy my munchies with a box of hot buttered popcorn. For the third time in about as many months I was going to see the William Bonney story.

First, I had seen "Left Handed Gun" on television, a very fine western from the fifties directed by the great Arthur Penn. Then I saw "Dirty Little Billy", which was only worth seeing for Michael J. Pollard as the kid.

But this new version of the story was the one I had been waiting to see. This was the film which teamed Scenarist Rudolph Wurlitzer and the greatest living American film maker, Sam Peckinpah.

Wurlitzer's last screenplay was for a film called "Two Lane Blacktop"; it was a beautiful script destroyed by some lame director who swallowed the script and was constipated by it. Peckinpah's previous credits include such modern film classics as "The Wild Bunch" and "Straw Dogs". Peckinpah has the ability to mix

superb action with equally superb commentary. The team of Wurlitzer and Peckinpah was one well worth waiting for.

"Pat Garrett" is full of Americanesque symbolism. Take a scene where young children are playing on a hangman's noose on a direct parallel with an American flag... or take the butch-looking lady deputy who storms some outlaws. They tip their hats and get blown to bits. A holy-roller preacher looking for funds is shot to death with coins from a gun. You may say that all of this is bullshit, and you may be right, but then consider a scene at Kent or Jackson State, Viet Nam, or any other of a thousand American tragedies. We are indeed a violent animal.

"Pat Garrett" and "Billy the Kid" also featured some exceptional acting. Kris Kristofferson was beautifully folksy as the Kid and James Coburn was the perfectly stern and cynical Pat Garrett. Bob Dylan was, God forgive me, cute as one of the Kid's buddies and Slim Pickins and Jack Elam were good as

ever playing the cowboy roles they have become familiar in.

Peckinpah's heroes are always antagonists; there are no good guys. In a country where the people, in a landslide decision, vote someone like Richard Nixon into office, Peckinpah may not be far from correct.

Continuing Events

ART

Greenville Arts Center (802 Evans, 758-1946). The Center was closed for the summer, but will reopen this Sunday with a painting exhibit by Betty Ashford of Raleigh. Reception is 3-5 P.M. Sunday. Other hours: 9-12 Monday-Friday, 9:30-12:30 Saturday.

Kate Lewis Gallery (Whichard Building). School of Art Student Exhibition. This was supposed to end in May - catch it while you can.

FILMS

Park Theater. "Coffy", 5:30, 7:15, 9:00
Pitt Theater. "Enter the Dragon". 2:55, 7:10, 9:20
Plaza Cinema. "Paper Moon". 1:30, 3:30, 5:20, 7:15, 9:10

Other activity in the arts will begin with the opening school year - keep watching here for announcements of shows, recitals, musical events and drama in the Greenville area.



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Sports

The year ahead in football

East Carolina faces a difficult task this fall if it is to match the accomplishments of Southern Conference Coach of the Year Sonny Randle's Pirates of 1972. But one thing is certain-ECU fans are in store for another season filled with the exciting brand of football characterized by the Southern Conference champions of a year ago because most of the same cast of players return for 1973.

The Pirates return 42 of last season's 50 lettermen and will be blessed with battle-tested experience at nearly every position. Included among the lettermen are 17 starters, 8 from the record setting offensive unit of a year ago and 9 from the heralded "Wild Dogs" defensive unit.

LACK OF DEPTH

But as has been the case for most ECU teams of the past few seasons, a lack of overall qualified depth could pose a problem in the event of injuries.

"We have some quality football players but the number is limited," says Randle, entering his third year at the helm of the Pirate ship. "If we are to have another successful season we positively must remain healthy."

And the Pirates certainly do have some quality football players.

ATHLETE OF YEAR

Heading the list is Southern Conference Player and Athlete of the Year Carlester Crumpler. "The swift tailback dazzled opponents and virtually rewrote the ECU and SC record books a year ago as he carried the ball an amazing 340 times for 1309 yards, 17 touchdowns and 102 points, and rates as one of the top candidates in the nation for All-America honors this fall.

Directing the Pirates' highly explosive backfield will be All-SC quarterback Carl Summerell. The Pirate Co-Captain amassed 1700 yards total offense a year ago, 1275 passing and 425 rushing, and could be another Pirate All-America candidate in the coming season.

Backing up Summerell at the quarterback spot will be junior Tom Chipok and sophomore Bob Bailey, both of whom proved their abilities during spring drills. Neither has yet to be tested adequately on the firing line of game situations however.

QUALIFIED REPLACEMENT

Randle appears to have found in Don Schink a qualified replacement for NFL-bound fullback Les Strayhorn. Schink saw considerable reserve action last season as a sophomore and, like Strayhorn, is a strong runner and excellent blocker.

Others who will see a lot of action in the Pirate backfield are Ken Strayhorn (brother of Les), Jim Howe and Al Boudreaw.

STABLE ANCHOR

All-SC Stan Eure will be moved from tight end to flanker and should provide a stable anchor for the

receiving corps. He will have some big shoes to fill, however, in those of graduated Tim Dameron, another NFL-bound Pirate.

Clark Davis, Mike Shea and Bob Voight should be three of the top backup receivers.

Benny Gibson will move into the tight end spot while Vic Wilfore, who returns to fill his position at split-end, could be an all-star candidate this fall.

OFFENSIVE LINE

Heading up the offensive line will be All-SC guard Greg Troupe. Other starters will probably be Fred Horeis at guard, Dan Killebrew and Rick Leonard at the tackles, and Greg Harbaugh at center.

Some depth will come from guards Larry Lundy and Dave Dadisman, tackles Tom Frazier and Ned Cheely, and center Dave Lowe.

ECU's famed "Wild Dogs" defensive unit returns nearly intact since linebacker Jim Post and defensive back Terry Stoughton are the only starters lost from a year

FIRST-TEAM

On the first team will be ends Robin Hogue and Buddy Lowery and Joe Tkach and Ken Moore. Depth will come from the likes of ends Cary Godette and Tim Hightower and tackles John Williams and Pete Richardson.

All-SC Danny Kepley returns at linebacker and, along with Crumpler and Summerell, should be a genuine All-America candidate. Kepley was the key man for the "Wild Dogs" a year ago as he led the team in tackles, recovered six fumbles and intercepted two passes. The other starting linebackers will be Butch Strawderman, Bill Hibbs and Wash Edwards.

The second team linebackers will be Skip Russell, Gary Niklason, Nelson Strother and Mike Crusie.

All-SC Rusty Markland and Pirate Co-Captain Mike Myrick will get the starting defensive halfback assignments while Winston Mayhew returns at the safety spot. Defensive backfield depth will come from George Wilkerson, Mike Jones and Clay Burnett.

KICKING AND PUNTING

Sophomore Ricky McLester, who kicked nine field goals a year ago as a freshman, will probably handle the kicking and punting chores and should give ECU one of its strongest kicking games in years. Mike Roper and Jim Woody are also capable of getting the job done if the need arises.

PRESIDENTIAL

The 1973-74 East Carolina basketball team will participate in the Presidential Classic and face a list of nonconference opponents which include some of the top teams in the nation. The Pirates' schedule for the next season was announced today by Clarence Stasavich, ECU athletic director.

The Pirates will battle American University, Lehigh and George



Washington, January 4-5, for the Presidential Classic title. The tournament is held in Washington, D.C.

Tom Quinn, East Carolina head coach, foresees a stiff challenge for his Pirates next season.

"Only one of our top ten players from the Southern Conference championship team of two years ago remains," he said. "With an almost entirely new team this will make our task even tougher."

"N.C. State will be number one or two in the nation, and Duke and Marshall are always tough," Quinn added. "And the Southern Conference will be the strongest from top to bottom it has been in years."

NCAA

The NCAA has joined with the National Federation of State High School Associations and other amateur sports organizations in opposing U.S. Senate Commerce Committee Bill No. S 2365 as amended by amendment No. 459.

The Bill, which would lead to Federal government taking control of amateur sports in America, is titled the "Amateur Athletic Act of 1973."

While opposing the Senate Commerce Committee Bill, the NCAA has endorsed bills introduced in the House by Congressmen James C. Wright [D-Texas] and B.F. Sisk [D-California], Samuel L. Devine [R-Ohio] and Olin E. Teague [D-Texas].

The Council also complimented the efforts of Congressman John Dellenback (R-Oregon) to develop a solution and noted his understanding of the need for educational restraints upon unlimited participation during the academic year.

Opposition to Chairman Warren G. Magnuson's (D-Washington) Senate Commerce Committee Bill and endorsement of the pending House bills were announced during the Association's Special Convention in Chicago, August 6.

"The Senate Commerce Committee Bill would disrupt established American sports programs," said Robert C. James chairman of the NCAA National Policy Board. "It will work to the disadvantage of the young athlete because the bill restricts his competitive opportunities and will dry up scholarship and grand-in-aid assistance for." The National Policy Board has representatives from the National Junior College Athletic Association, NFSHA and NCAA.

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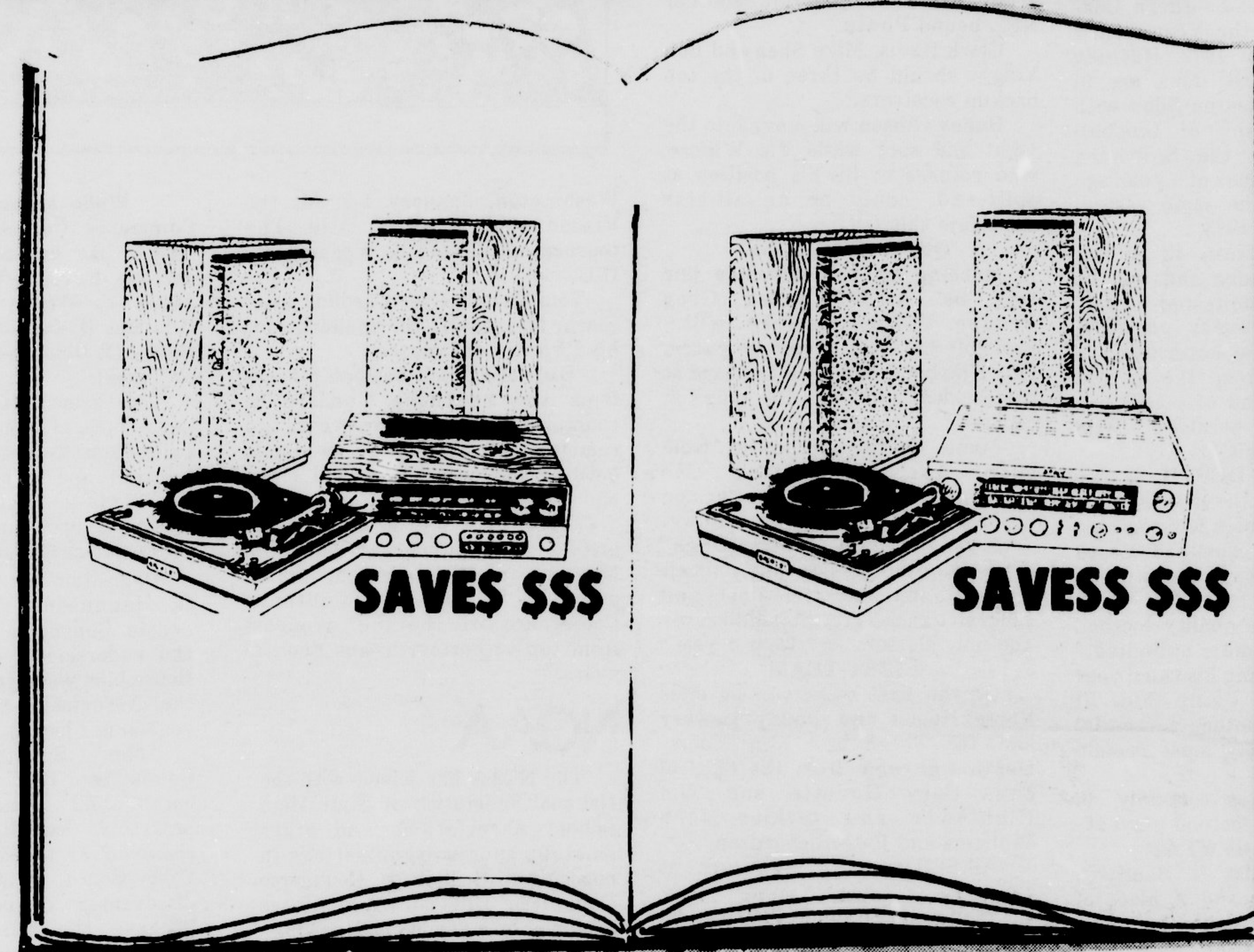
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