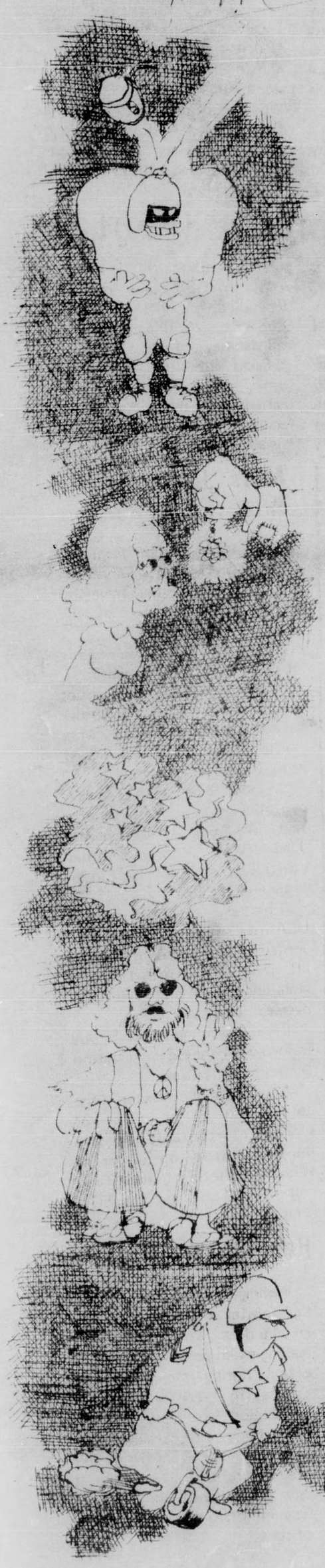
fountainhead

'... and the truth shall make you free'

Vol. 1 No. 1 | East Carolina University, P.O. Box 2516, Greenville, N.C. | September 9, 1969

Once upon a time in a land far away



Once upon a time in a land far away, a long long time ago, there was a small quiet, peaceful school in a small, quiet, peaceful town. The voice of the students at this school was then known as THE TECH ECHO.

The school is no longer quiet or small. It is not altogether peaceful. Many changes have transpired during the transition from a teachers training school with a student body of 174 to the university of today.

We are talking, of course, about the school in Greater Groovy Greenville. ECU is now a university making its presence felt across the state and across the nation.

The voice of the students has also changed, matching the growth and change of the school. One of the original issues contained prominent stories on a meeting in Atlanta, Ga. and a meeting of the Athletic Association on campus. Also included was a report of a sermon delivered by the president of the school on "Christian Education."

Today's issue contains stories on abortion and birth control, on the 18-year-old vote and students on academic committee of the university.

Also included is a highly controversial reprint entitled, "The Student As Nigger."

Just as the University today is focusing on more than the training of teachers, so the student press is focusing on more than being a newspaper bulletin board.

Just as the name of the University has been changed to reflect the change in its purpose and focus, so the newspaper's name has been changed to reflect its purpose and focus.

With this issue we present a new word to represent the voice of the students. We invite your response.

We chose the word Fountainhead because it best reflected the feelings of the staff on what our newspaper should be. The definition of fountainhead is, "a place of origin or issue."

We feel this word is applicable to a student newspaper because the student newspaper should be the origin or source of news and ideas for the student.

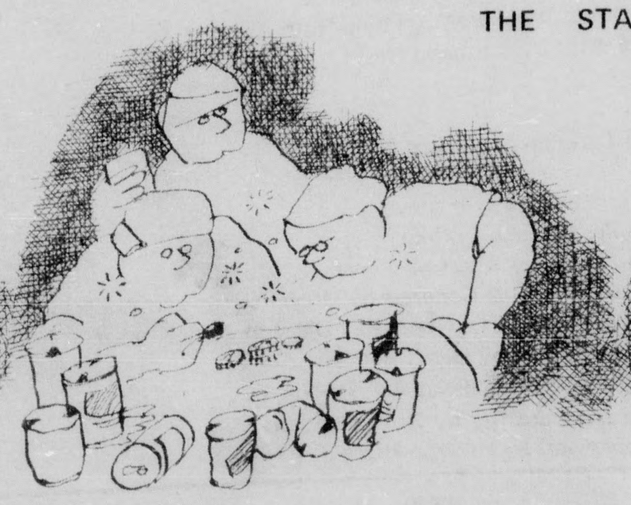
It is the duty of the newspaper to focus upon the local, state and national issues affecting students here.

It is our duty to present to the students a qualified reporting of past events and advance notice of upcoming situations.

It is our duty to be the primary source of all news affecting students and to do so fairly, justly and with integrity.

We feel the word Fountainhead represents this duty.

THE STAFF



Students included on academic committees

By WAYNE EADS

Student membership on academic committees is an issue currently being considered by many universities across the nation. The Committee on Committees of the Faculty Senate, in its program on the analysis and development of the academic committee structure of the Senate, proposed last year and this summer, the matter of students on academic committees of the Faculty Senate.

The members of the Committee studied the question: Will the participation of students in this phase of academic governance make education more relevant for the individual student and enhance the overall educational program of the university?

Twofold study method

In their report to the Faculty Senate the committee showed their study had consisted of a twofold approach. A questionaire was sent to a number of universities asking for information relating to this matter. This showed a sample of the national consensus. Local feeling was sampled through an open hearing on the matter.

The questionnaire was sent to 85 schools in the United States. More than three-fourths of the fifty-nine replies received stated that students were allowed to be members on some academic committees.

According to the report, "Qualifications for students to serve on academic committees varied, but the trend was toward the requirements that a student be a full-time undergraduate or an upperclassman. At most of the institutions, students were selected for service on academic committees through the independent action of the students, but about one school in five indicated that the selection would be subject to the approval of the administration..."

Favorable replys

Eleven written statements were received by the committee. Ten of these were from faculty members and the other was from the SGA. All of these statements were favorable to the proposition of student participation.

To quote excerpts from the report: "I believe that such a policy (student membership on academic committees) would promote the students to a position they deserve in the university community, enhance the relevance of the University's academic program, and enlarge the channels by which student opinion may be heard," "...academic planning should take full advantage of our student body as a resource of information concerning effectiveness;" "...the academic climate can be improved by interchange of ideas between faculty and students which will result from students being added to most of our Faculty Senate committees."

AAUP approval

At the open hearing on the matter, attended by about fifty persons, the President of the East Carolina chapter of the American Association of University Professors spoke and said the AAUP supported the addition of student members on the Faculty Senate committees. The SGA also sent a spokesman to the meeting to speak in favor of student members.

After examining the information available to them, the members of the Committee recommended that at least one student member be added to each of the following committees: admissions, calendar, credits, curriculum, continuing education, library, student recruitment, student guidance, teacher education and career, vocational education, and student shcolarship, fellowship, and financial aid.

Committee recommendations

They also recommended that students have full voting rights on these committees and that there be one student alternate for each committee. Additionally, the student member of the Committee of Student Scholarship, Fellowship, and Financial Aid should be a holder of an East Carolina University academic scholarship.

The Committee also suggested that the SGA have authority for establishing procedures for selecting these members, and that these recommendations be put into effect during Fall Quarter, 1969.

The above recommendations have now been put into effect. Student members of these committees are to be appointed by the President of the SGA and approved by the Legislature. Applications are to be made by interested students to the SGA office on the third floor of Wright Annex.

Women choose "self-determined hours"

Albuquerque, N.M. (IP) - New hours and a key check out system have been adopted by the Associated Women Students (AWS) at the University of New Mexico. An AWS pamphlet outlines the regulations and expectations of the "self-determined hours:"

Due to the variability of entry times, students will need to observe quiet hours carefully. Quiet hours start at 7 p.m.

An eligible student (one who has an AWS identification card) who wishes to be away from the dorm after hours must check out a key from the main desk of her dorm.

Special hours have been designed for key check-out.

East student will be responsible for checking out and returning her own key. No one may check out or return a key for another girl. It was also emphasized that under the key system, dorm security is left up to the residents.

Immediately upon returning to the hall, the key will be deposited in the key slot.

All keys must be returned to the dorm by 8:30 a.m. the following day.

Any student allowing any other student (including freshmen) to enter the hall will be held responsible for an illegal entry unless the other girl has her own key.

Keys will be checked out on a one-night basis only. Any woman who takes and extended weekend must return by closing hours, and overnights are still available.

Loss of keys and identification cards must be reported immediately to the residence halls staff.

Unauthorized duplication of keys to University locks by off campus locksmiths is a criminal offense subject to fine and jail sentence.

Freshmar women are not eligible check out keys becaus- WS has designated the first year a period of adjustment. Under the AWS proposal accepted by the Dean of Women's office and the Housing Committee, freshman women are now allowed to have four weeknight overnights per month.

Slater Service makes campus debut

ECU has given up its hand in the food service business to make way for the professionals. Slater School and College Services, a division of ARA Services, will begin serving at all cafeterias on September 8.

ARA Services provided food services for the Olympics in Mexico and for the astronauts at Cape Kennedy in July. Its professional management serves hospitals, businesses, airlines, and over 250 colleges and universities across the nation.

The Slater Service plans to improve and provide varied menus, bring in food preparation specialists, and train other cooks. All previous university cafeteria workers will be rehired with possible pay increases depending on their positions. Student help with a pay increase will also be used.

Food prices will remain the same, recognizing the June increase by the university to facilitate rising food and wage costs.

Collegiate best sellers

San Francisco State College

Soul on Ice by Eldridge Cleaver
The Autobiography of Malcolm X
Black Rage by William H. Grier and Price M. Cobbs
Rights in Conflict: Chicago's 7 Brutal Days by Daniel Walker
Report of the National Advisory Commission on Civil Disorders
The Art of Loving by Erich Fromm
Toward A Psychology of Being by Abraham Harold Maslow
I Never Promised You A Rose Garden by Hannah Green
Siddhartha by Hermann Hesse
Summerhill: A Radical Approach to Child Rearing by A.S. Neill

Harvard University

Portnoy's Complaint by Philip Roth
Education and Ecstasy by George B. Leonard
Soul on Ice by Eldridge Cleaver
The I Ching or Book of Changes, translated by Richard Wilhelm
The Electric Kool-Aid Acid Test by Tom Wolfe
The Prophet by Kahlil Gibran
The Collected Poems of James Agee
His Toy, His Dream, His Rest by John Berryman
Listen to the Warm by Rod McKuen
The American Challenge by J.J. Servan-Schreiber

Sarah Lawrence College

Soul on Ice by Eldridge Cleaver
Cain by James M. Cain
In Wilderness (Sierra Club)
The Autobiography of Malcolm X
Portnoy's Complaint by Philip Roth
Siddhartha by Hermann Hesse

East Carolina University

Airport by Arthur Hailey
Couples by John Updike
The Source by James Michener
The Case Against Congress by Drew Pearson and Anderson
Instant Replay The Green Bay Diary of Jerry Kramer
A Chosen Few by Hari Rhodes
Choice Cuts by Baileau and Narcyac
Here and Hereafter by Ruth Montgomery
Steppenwolf by Herman Hesse

Miss Jordan joins union

Miss Susan Wynne Jordan of Plymouth, N.C., has joined the staff of East Carolina University as assistant director of the university union.

Miss Jordan, a recent graduate of UNC-Greensboro, has already assumed her duties with union director Cynthia Mendenhall. She replaces Miss Patricia Maynard who resigned the position to be married.

Miss Mendenhall, in announcing the appointment, said, "We are happy to have Miss Jordan. We look forward to her contribution to the union program."

The daughter of Col USAF(ret.) and Mrs. Hugh F. Jordan, Miss Jordan has traveled all over the United States including Hawaii and Alaska and overseas to Japan.

Prior to joining the staff, she trained with the City Recreation Department, Raleigh.

As assistant director Miss Jordan will be in charge of student programs at the university union, the center of student recreational, social and cultural activities on the ECU campus.

Reading period

Washington, D.C. (IP) – A new academic calendar, which includes a three-week reading-exam period, will go into effect during the 1969-1970 academic year at George Washington University and will be given a trial run of three years. Previously, the examination period was only for one week, with some exams beginning two days after the end of classes.

September 9, 19

Fa

Sept. 9
Sept. 27
Nov. 7
Nov. 9

Sept. 16
Sept. 25
Oct. 16
Oct. 22
Nov. 3
Nov. 11
Nov. 17

Sept. 12
Sept. 19
Sept. 26
Oct. 3
Oct. 10
Oct. 17
Oct. 24
Oct. 31
Nov. 6
Nov. 14
Nov. 21

Sept. 17 U

Oct. 14 Os

Oct. 20 "R of C

CIT
Leave
1 Hr. F
Lau
DR

Fall entertainment planned

Pop Concerts

Sept. 9	B.J. Thomas	Minges	8 p.m.
Sept. 27	Your Father's Mustache	Mall	3 p.m.
Nov. 7	Dionne Warwick	Minges	8:15 p.m.
Nov. 9	Fifth Dimension	Minges	3 p.m.

International Film Series

Sept. 16	"Bell, Book, and Candle"	Wright	8 p.m.
Sept. 25	"Throne of Blood"	Wright	8 p.m.
Oct. 16	"Alexander Nevsky"	Wright	8 p.m.
Oct. 22	"Les Mains Sales"	Wright	8 p.m.
Nov. 3	"Bonjour Tristesse"	Wright	8 p.m.
Nov. 11	"Nights of Cabiria	Wright	8 p.m.
Nov. 17	"Closely Watched Trains"	Wright	8 p.m.

Pop Films

Sept. 12	"Bandolero"	Wright	7 and 9 p.m.
Sept. 19	"The Fox"	Wright	7 and 9 p.m.
Sept. 26	"The Plainsman"	Wright	7 and 9 p.m.
Oct. 3	"Sweet November"	Wright	7 and 9 p.m.
Oct. 10	"Casino Royale"	Wright	7 and 9 p.m.
Oct. 17	"Waterhole 3"	Wright	7 and 9 p.m.
Oct. 24	"Harper"	Wright	7 and 9 p.m.
Oct. 31	"Flim Flam Man"	Wright	7 and 9 p.m.
Nov. 6	"Rachel, Rachel"	Wright	7 and 9 p.m.
Nov. 14	"McClintock"	Wright	7 and 9 p.m.
Nov. 21	"Duffy"	Wright	7 and 9 p.m.

Special Concert

Sept. 17	U.S. Army Field Band	Wright	8:15 p.m.

Artists Series

Oct. 14	Osipov Balalaika Orchestra	Wright	8:15 p.m.

Travel-Adventure Film Series

Oct. 20	"Rainbow Lands of Central America"	Wright	8 p.m.

Football Schedule

Sept. 20	East Tennessee State University	Away	
Sept. 27	Louisiana Tech	Home	7:30 p.m.
Oct. 4	Citadel	Home	7:30 p.m.
Oct. 18	Richmond	Away	
Oct. 25	Southern Illinois	Away	
Nov. 1	Furman	Home	7:30 p.m.
Nov. 8	HOMECOMING - Davidson	Home	2 p.m.
Nov. 15	Marshall	Away	
Nov. 22	Southern Mississippi	Home	2 p.m.

Lecture Series

Sept. 18	Stewart L. Udall	Wright	8 p.m.
Oct. 1	Stanton T. Friedman	Wright	8 p.m.
Oct. 28	Bennett Cerf	Wright	8 p.m.
Nov. 13	John Howard Griffin	Wright	8 p.m.

COL. SANDERS' RECIPE
Kentucky Fried Chicken
"it's finger lickin' good"

FREE DELIVERY
on orders of $10
or more

East Fifth Street Ext.
GREENVILLE, N.C.
Phone 752-5184

Attention: Students and Faculty
CITY LAUNDERETTE
Leave your laundry, we do it for you.
1 Hr. Fluff Dried Laundry Service
Includes soap and bleach
Laundry 9½ lbs. 83c, Folded 93c
DRY CLEANING and SHIRTS
813 Evans Street
Down from Burger Chef

RC The Mad Mad Cola

THE ID
Fiddlers III
East Carolina's Most Complete Entertainment Center

Ginger Thompson
in person
Registration Day Tuesday Sept. 9th
and Saturday 13th
Huckelberry Mudflap
Show and Dance 8 to 12 pm

366669

He arranged 3,000 abortions

By CHIP CALLAWAY
Editor-in-Chief

BOULDER, Colo. "The law does not belong in the bedroom of any woman, married or not," according to Bill Baird, a controversial abortion advocate from New York City.

For the past several years, Baird has helped more than 3,000 women get illegal abortions through his Parents Aid Society in New York and Massachusetts.

Baird's society disseminates birth control information and nonprescriptive contraceptives in ghetto areas by means of a mobile van. It provides aid and rehabilitation to narcotics addicts, particularly mothers and children who are born addicted to heroin. And it provides, on demand, any woman with the names of highly skilled medical specialists in abortion.

Baird is now awaiting a decision in the Massachusetts Supreme Court on his appeal of two convictions under the state's "crimes against chastity" law.

If convicted, Baird could spend up to 10 years in prison.

Of the 3,000 women Baird has helped get abortions, none have died, Baird said.

According to N.J. Berrill, an internationally known developmental biologist, between one and two million women undergo illegal abortions in the United States each year. At least 4,000 of them die.

Berrill also says that about 17 out of every 1,000 babies born in the U.S. each year are illegitimate. Berrill estimates that another 200,000 adolescents are aborted illegally, or attempt to induce a miscarriage themselves. The abortion death rate for unmarried women is four times as high as for married women.

Baird says he personally is opposed to abortion. How is it, then, that he helped these 3,000 women to obtain illegal ones

"Every woman should have the right to make this decision herself," he said. "Every child should have as his birthright to be wanted and loved. Each of these 3,000 women did not want to have her baby. One way or another, she was not going to have it. I've helped judges, professors, writers, TV personalties and others get abortions," Baird said.

Baird is often asked if abortion is not murder.

To this he answers, "No, it's an interruption of pregnancy."

"Look," he says, "I was working in the emergency room of a hospital when I saw a mother bleed to death because she had tried to interrupt her pregnancy herself with a coat hanger. A coat hanger! Every week I see heroin addicts three or five days old. (Babies can become adicted to the drug if the mother uses it regularly during pregnancy.) Who gets murdered, the mother or the child or both? he asks.

"If I could only share with you the suffering I see across this nation...like one mother who threw herself down a flight of stairs to abort herself. She didn't want to lose her husband. They didn't have enough money to feed an eleventh child. I really believed her when she said she would commit suicide unless we helped her," Baird said.

"If you are rich, you can fly to Japan for an abortion, or England or Sweden. Here some states have passed, and others are considering, laws which liberalize the regulation of abortions."

Baird said his society will not refer any woman who shows any desire to bear the child, and each woman is questioned closely on this point.

Baird said the abortion is "a very simple operation."

"There's no incision, no cutting, a trained specialist gently scrapes the walls of the uterus. It takes 20 minutes, a half-hour. He will give you antibiotics and you go home and rest. If you follow his directions, you can go see a movie that night," Baird said.

"However," Baird said, "quack and unskilled abortionists are mostly murderers. They kill about 10,000 women a year and should be avoided at all costs."

Editor's Note:

Mr. Callaway represented ECU at the summer Congress of the United States Student Press Association at Boulder, Colorado last month.

Join The Inn Crowd

Pizza Inn
421 Greenville Blvd.
(264 By-Pass)
DINE INN or TAKE OUT
Call Ahead For Faster Service
Telephone 756-9991

Carolina Telephone and Telegraph Company

Greenville, North Carolina

September 8, 1969

Welcome Students

On behalf of the Carolina Telephone Team in Greenville, I extend to each of you a cordial welcome to this area.

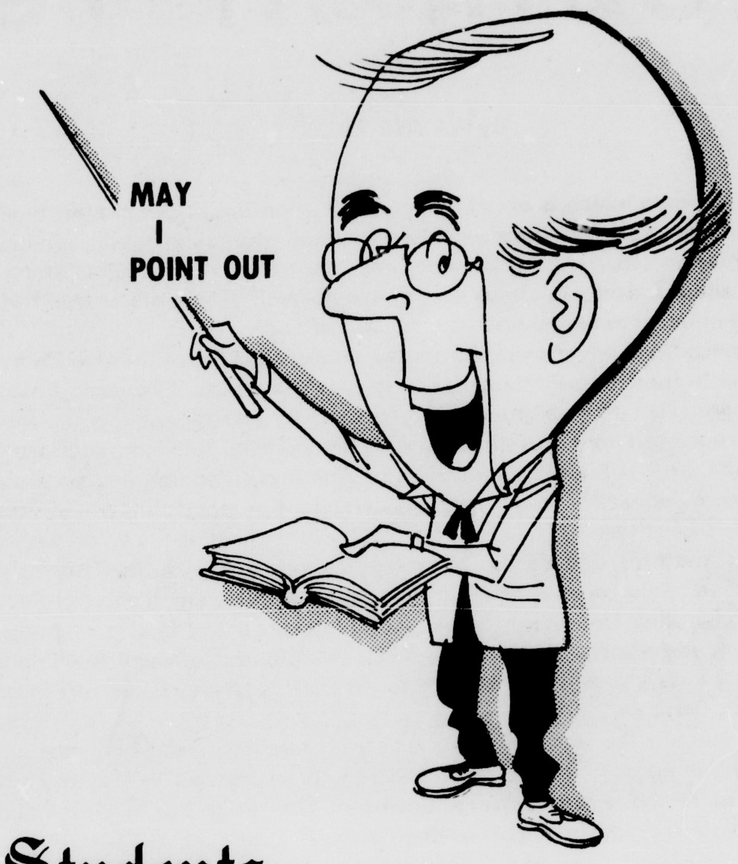
We will be pleased to assist you in meeting both your local and long distance communications needs during your stay here. Please call our business office for details about installing telephones in your dormitory.

We encourage you to remember that an education is of vital importance to your future. When you are ready to choose your career, why not give serious thought to joining the Carolina Telephone Team.

Cordially,

L. R. Langley
Manager

HARMONY HOUSE SOUTH AND TAPE TOWN



Welcomes ECU Students

to

Greenville's ONLY High Fidelity and Tape Center

NOW LOCATED DOWNTOWN

TO SERVE YOU BETTER.

Fisher 175-T AM-FM Stereo System

COME BY AND LOOK OVER OUR COMPLETE SELECTION OF 8–TRACK AND CASSETTE TAPES, QUALITY STEREO COMPONENTS AND RECORDS.

WE ARE ALSO PROUD TO INTRODUCE OUR LARGE SELECTION OF OPEN REEL PRE-RECORCDED TAPES

NEW LOCATION

401 EVANS STREET

PHONE 752-3651

Youth strive to gain vote

By WAYNE EADS

An issue which is drawing increasing attention at the present time is that of giving the vote to those American citizens who are eighteen, nineteen, and twenty years old. At the present time, only four states in the entire United States allow citizens in those age groups to vote. The time is ripe for this to expand in order to allow other citizens the vote.

Organizations are growing across the country for the purpose of lobbying for the youth franchise. Perhaps the biggest is the Youth Franchise Coalition of Washington, D.C. These groups are often run by young people in the age groups in question, but much of their support comes from those in older age groups.

In the United States Senate, Senator Jennings Randolph and sixty-six other senators introduced a constitutional amendment proposal that would extend the suffrage to eighteen year olds, if ratified by two-thirds of the states within seven years of the time that the Congress sent the bill to the states. This is only one measure in a long series that would give the vote to the eighteen year old.

East Carolina University is now getting into the act with its own group of this nature. Modeled after the national YFC, this group is one which will lobby and act on the state level in order to try to get the eighteen year old vote in the state of North Carolina.

The case for the eighteen year old vote is presented in the following speech of Senator Jennings Randolph, reprinted here by permission of Wayne Eads, state chairman of the Youth Suffrage Coalition. This group has Senator Randolph's permission to use his materials in their work.

Next year – 1970 – will mark the 100th anniversary of the ratification of the 15th amendment to the Constitution of the United States which insures that the right to vote will not be denied "on account of race, color, or previous condition of servitude." This was only the first step in the efforts of the citizenry of the United States to broaden the base of our unique system of government. It was not until 1920 that women were given the right to vote. And in 1964 the Constitution was again amended—to insure that the franchise was not "denied by reason of failure to pay and poll tax or other tax." Thus our efforts to expand and to perfect the democratic structure of the United States of America have been continuing.

However, there is yet a segment of our population which is denied the use of the ballot—our young citizens, 18, 19, and 20.

Our youth have waited a long time for this privilege. At the same time we have not hesitated to require them to bear the same responsibilities of those who have the right to vote. They are not excused from paying taxes, including deductions for retirement insurance—social security. They are the first called to bear arms in defense of our democracy and the foreign commitments of our government.

Legal coming-of-age

So-called coming-of-age requirements vary depending on the disposition of the States. In many states 18-year-olds are treated as adults-not juveniles-in our courts of law and are responsible for their actions and can be sued. They are authorized to enter into legal covenants-marriages, wills, and purchase insurance-without the permission of a parent or guardian. They are responsible for the lives of their fellow citizens as they drive cars and purchase guns and ammunition.

In discussing this proposal it must be remembered that we are considering the role of approximately 7 per cent of the total population of the United States in our democratic process. Over 14 million Americans are in this age bracket. In 1970 the median age of all Americans is projected to be 26.4 years. This figure will be steadily decreasing. This is indeed a young America.

In the last presidential election there were over 13.75 million U.S. citizens between the ages of 18 and 21. They could not vote. In 1972, the next presidential election year, these same young people will be 22, 23, and 24 and for the first time will have the opportunity to vote for the Chief Executive of the United States.

Our young people of 18 years of age have attained the knowledge, ability, and maturity to participate as responsible members of the democratic electorate.

Today's 18-year-olds are far ahead of their counterparts of previous generations in educational growth. In the not too distant past a sixth or an eighth grade education was looked on as a significant achievement. As recently as 1940 only 14.1 per cent of our 18 and 19 year olds were graduated from high school. Today this figure has risen to 53 percent.

Communications improvements

An additional element is the advent of television by which young people witness the historic, the tragic, and the inspiring developments of out time—the assassination of a President, a Senator, and a civil rights leader, and the first landing of men on the moon. They are literally tuned in on the times in which we live.

The improvements in the transportation systems of the highways and the airways have significantly increased the mobility and the horizons of all.

The activities of this age group in pursuit of the goal of all humanity—a better world in both individual and collective terms—are well known. We are using their vitality, their energy, and their enthusiasm for important tasks from world peace to helping rear America's children. In the Peace Corps, they are our personal ambassadors carrying our good will and good works to foreign lands. As VISTA workers, they are bringing help and hope to the economically and socially disadvantaged at home. And as volunteers they stimulate and spearhead creative and constructive civic programs.

Not long ago a voluntary task force, composed of 22 Members of the House of Representatives, after visits to over 50 universities, emphasized the "candor, sincerity, and basic decency of the vast majority of students" who have not lost faith in our system and who wish to contribute to making it work even better. Included in the recommendations of the task force is the need to lower the voting age to 18. I believe that this is particularly significant.

The YFC has established a national network of organizations. In every State, they are bringing local voting groups and interested individuals together to create steering committees for a unified campaign—to lower the voting age. Additionally, YFC is working with members of the Senate and the House of Representatives.

It is exciting to see the development of this effort. Truly, the members of YFC are working diligently and effectively on the State and national level in support of 18-year-old voting.

State activity on this subject is mounting. Although I am a strong advocate of amending the Constitution of the United States to authorize the extension of the franchise, I welcome action by the individual States. To date, four States have a voting age below 21—Georgia and Kentucky at 18, Alaska at 19, and Hawaii at 20. This issue was actively discussed in 44 of the 50 state legislatures this year. Fourteen states took the initial step in lowering the voting age by approval of the proposal in the legislature. But this is a helter-skelter approach to an important change in our electorate. Prior to approval of the 19th amendment to the Constitution giving women the right to vote, 15 States had made them equal participants. In the Territory of Wyoming, women had the right to vote 50 years before ratification of the amendment in 1920. It is interesting that the arguments against giving the right to vote to women are the same we hear today against 18, 19, and 20 year olds voting—emotional instability and lack of experience. It is my firm belief that the most direct and expedient method of bringing this proposal before the States is through a constitutional amendment requiring approval by three-fourths of the States for ratification. My colleagues in the Senate are convinced, as am I, that this should be done in 1969.

Not arbitrary age

Eighteen is not an arbitrary age. It is the threshold year in the lives of young citizens. For the majority, it signals the end to their formal education. They have learned the democratic process through participating is student and extracurricular activities. They have studied and relived America's rich history and the principles on which our country was founded. They are informed and alert. They actually work now in local, state, and federal elections They anticipate full partnership in society. The use of the ballot will make this a reality.

Youth faces a military obligation. Our Selective Service System is authorized to draft young men of 18. There is truth in the words, "if they are old enough to fight they are old enough to vote." Young men under arms are carrying out the policy of our Nation without the privilege of participating in the determination of that policy.

Eighteen-year-olds are no longer juveniles in our courts of law. In many States they can make wills and purchase insurance. They are responsible for their actions and can be sued. They are responsible for the lives of their fellow citizens as they drive cars and purchase guns and ammunition.

This the the age of recognition and responsibility—not 21.

Youth are activists in today's society. They learn, they help, they achieve. They are, in fact, the defenders of the American system. I am thinking of the system under which our country was born, continues to grow and will prosper in the future. They participate in activities from local involvement to representing America abroad. Young people of 18 to 21 years bear responsibility, I repeat, but they cannot vote.

Youth is responsible

The decisions they must make and the responsibilities they must accept give them a close touch with the realities of living. They are aware of the problems and difficulties of our complex society.

Youth generally have high ideals and hopes. They have enthusiasm. They have energy. They view our society and Government with a fresh outlook. However, we do not truly recognize their right to fully participate as responsible citizens. We must channel the spirit of youth in a constructive direction; we must allow them a personalized expression of citizenship by use of the ballot.

Our democratic process blends the wisdom and experience of the older citizen and the energy and ability of the young. The better balance can be achieved with 18-year-old voting.

Ours is a rapidly changing society. The voting age of 21 was based on an old European custom at which time a young man becam eligible to be a knight. This is not the age of knights but the age of astronauts.

I am encouraged by the 1968 commitments of the Democratic and Republican Parties in their platforms. The Democratic document advocated the following:

The Democratic Party takes pride in the fact that so many of today's youth have channeled their interest and energies into our Party. To them, and to all young Americans we pledge the fullest opportunity to participate in the affairs of our Party at the local, state, and national levels. We call for special efforts to recruit young people as candidates for public office.

We will support a Constitutional amendment lowering the voting age to 18.

The Republicans declared:

In recognition of the ability of these younger citizens, their desire to particiapte, and their service in the nations's defense, we believe that lower age groups should be accorded the right to vote. We believe that states which have not yet acted should reevaluate their positions with respect to 18 year old voting, and that each such state should decide this matter for itself. We urge the states to act now.

University acquires new transit system

Dreary early morning walks to class in the rain will end for most East Carolina students as soon as they learn that there is now a transit system in operation for their benefit.

This system is the result of a trial transit system that was in operation last spring quarter for fifteen days. During that trial, the Raleigh City Coach Lines provided two buses for a total of $4,000, including the cost of maintenance, insurance, two drivers, and the fuel. That system was a huge success.

During the summer, the Student Government Association, represented by regular term President John Schofield, and the Raleigh City Coach Lines signed an agreement for the institution of a transit system for East Carolina University. The agreement, signed on July 25, 1969, provided for the utilization of two buses during the nine month period beginning September 10, 1969 and ending on May 25, 1970.

The buses will have a seating capacity of not less than 45 persons and will run on two schedules, similar to the two summer routes which ran between the girls' dormitories and the classroom buildings and between the boys' dormitories, Buccanneer Courts, Pitt Plaza, Minges, and the classroom buildings.

Students may ride the buses without cost. The transit system is financed by a two dollar requisition from the student activity fee and by the Student Government Association.

The SGA has agreed to pay the company $128.00 per day per bus for the service of the two vehicles. Additional charges will be slight, if any, and will be carried by the SGA.

This new transportation system for the students should help to reduce the traffic and parking problem so apparent on campus. The increasing numbers of students who need to use the buses for transportation to Minges Coliseum and other points that cannot be traveled on foot in ten minutes make the buses a welcome relief.

Raleigh City Coach Line official (L) and SGA President John Schofield (R) sign contract for campus transit as President Leo Jenkins looks on.

Bus leaves every hour* from — 25 till 7:00 a.m. — 4:00 p.m. daily

GREEN SCHEDULE

Leave - 25 till ....Green Dorm Area
Arrive - 22 till .. Library & Cafeteria
Arrive - 19 till ...Wright Auditorium
Arrive - 17 till ..... North Cafeteria
Arrive - 14 till .....Green Dorm
Arrive - 9 till ... Library & Cafeteria
Arrive - 5 till ....Wright Auditorium
Arrive - on the hour ...Green Dorm
Leave - 5 after ...Wright Auditorium
Arrive - 18 after Arrives at Pitt Plaza
Leave - 19 after ....Leaves Pitt Plaza
Arrive - 30 after .Wright Auditorium
Arrive - 25 till .....Green Dorm

RED SCHEDULE

Leaves - 25 till ..... Belk Dorm Stop
Arrive - 20 till .Education and Psych.
Arrive - 15 till ..... Belk Dorm Stop
Arrive - 13 till ..... Minges
Arrive - 9 till ..... Belk Dorm Stop
Arrive - 5 till ..Education and Psych.
Arrive - on the hour Belk Dorm Stop
Arrive - 5 after ..... Minges
Arrive - 9 after .... Belk Dorm Stop
Arrive - 13 afterEducation and Psych.
Arrive - 17 after .. Buccaneer Courts
Arrive - 22 afterEducation and Psych.
Arrive - 27 after ... Belk Dorm Stop

*Except from 11:05 to 11:35 a.m.

Student government involves participatory democracy

By WAYNE EADS

Leadership of the student body at East Carolina University is vested in the Student Government Association. It is a governing body which is modeled after the basic concepts of democratic government.

The SGA summer administration this summer voted unanimously to abolish the separate summer school SGA and institute a twelve month system of student government.

Structure of government

For the benefit of those freshmen students and transfer students, as well as those who are simply returning after a long absence, the organization of the SGA is similar to that of the United States government, but on a smaller scale and modified to fit the needs of a university.

The executive branch of the ECU student government consists of a president, a vice-president, a secretary, a treasurer, and a historian. Qualifications for these offices can be found in the 1969-1970 edition of The Key, annual campus publication. The present executive officers are: president, John Schofield; vice-president, Bob Whitley; secretary, Carolyn Breedlove; treasurer, Gary Gasperini; and historian, Sip Beamon.

The second branch of the SGA is the legislative. This branch consists of representatives elected by the student body to serve in the Legislature. Forty-one representatives are elected to that body.

The Legislature is the main policy-making part of the SGA. It has power over matters concerning appropriations for campus publications, SGA agencies, salaries of SGA officers, and other expenses that the Legislature deems in the interest of the student body and the academic community.

Other powers

The Legislature also has power to override presidential vetoes, to approve or reject presidential appointments, to make laws for the governing of the student body, and to make other laws that it deems in the interest of promoting the general welfare of the student body.

Judicial branch

The third branch of the SGA is the judicial. This branch consists of a number of courts ranging from the Men's and Women's Residence Councils at the bottom of the jurisdictional ladder to the Review Board at the top of the system. The final appeal from one court to a higher court, always made up of students or predominately made up of students. The judges of courts are appointed by the SGA President with the approval of the Legislature.

Further information on the Student Government Association of East Carolina University can be found in the new edition of The Key.

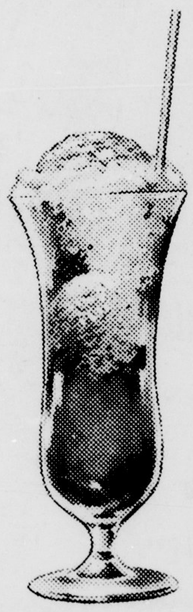
In order for the SGA to govern the students, it must know what the students want, and a familiarity with the organization on the part of every student is necessary for this reason.

Colonial Height's
Soda Shop and Restaurant

"EVERY DAY IS A HAPPY DAY PHYSICALLY AND FINANICALLY IF YOU DRINK AND EAT."

DRAFT BEER

Welcome Students



10th Street Extention Adjacent to the Mill Outlet Cloth

the Snooty Fox
Welcomes Students

"In the exclusive 200 Block"
East Fifth Street

Where you'll find the best clothing selection per sq. ft. in Greenville and names you know Villager-Emily M-Denise

Student charge accounts invited
Also
Mastercharge, Bankamericard, or your Interbank card

Emory tries new admissions policy

Atlanta, Ga. (IP)– The United Campus Ministry at Emory University has published a report entitled "Selective Admission-Models and Proposals," which made several recommendations to both the Office of Admissions and the Faculty Committee on Admissions and Financial Aid.

The first UCM proposal is "that immediate steps should be taken to implement a new approach to 'selective admissions' by the Admissions Committee and Admission Officers utilizing personnel and resources now available. Expeditious steps toward immediate and long-range goals seem appropriate and desirable if not mandatory..."

The report drew a distinction between "selective admissions" and "high risk student," the latter term being appropriate by traditional standards but a "misnomer" when a totally different set of criteria is used for admitting educationally disadvantaged students.

Thus the report uses the term "selective admissions" while "realizing, of course, that admissions committees have always been selective in a variety of ways."

The second UCM recommendation reads: "That Emory College take immediate steps to adopt an admissions policy that recognizes that no set of criteria will be applied uniformly in selecting students for the College.

"This would be an overt recognition that the history of segregated secondary education, etc. in the South and elsewhere in America has militated against the possibility of affirming one criteria for judging the qualifications of all applicants.

The third UCM suggestion is related to the second: "That new criteria be adopted that may include all or some of the following: special talents, exceptional maturity, strong determination, personal recommendations from secondary school officials, class rank, etc."

> "The Puritan concept . . . is now and will increasingly be out of touch with the real world. Productivity is such that our economy can produce all the things the society needs with only a fraction of the total labor force. By 1975, no more than one-quarter of the labor force will be directly involved in manufacturing products, mining, growing crops, constructing buildings."
>
> **MICHEL SILVA**
> **Careers Today**—Jan. 1969

Schools undertake new system

Durham, N.H. (IP) - The University of New Hampshire's new unicameral system of governance replaces the former system of separate Student and University Senates.

The new structure "is a single-body governing system not modeled after anything," said R. Stephen Jenks, chairman of the Committee on Government Organization and an assistant professor in the Whittemore School of Business and Economics. "A true reorganization of university government has been undertaken by few schools," Jenks added, "and none have come out with plans as bold as to have students represented in equal numbers with faculty at the highest legislative level."

The new senate is composed of 30 students, 30 faculty, 12 administrators and five graduate students. All student and faculty members will be nominated and elected on a "district" basis.

Senators representing faculty and undergraduates will respectively constitute a Faculty Caucus and Student Caucus of the University Seante. Each group will meet monthly with its "forum."

The Faculty Forum and Student Forum will respectively consist of all faculty and all students at the University, with members of each being completely free to speak, initiate resolutions and vote. Resolutions or other expressions of opinion of the forums would be advisory, and will be transmitted to the Senate by members of the caucuses. The plan calls for monthly forum meetings before the regularly-scheduled monthly meeting of the University Senate.

"If there is objection to the smaller size of the Senate," Jenks said in reference to the reduction, "we could increase the numbers slightly. But we don't want to change the student-faculty ratio."

Prior to approval, several Jenks committee members considered a tricameral system (with three separate senates - student, faculty and university) but dropped the idea in favor of a unicameral plan after testing the former as a working "model" by attempting to work hypothetical problems through it.

"The system was inefficient," said Jenks, "even more so than our former bicameral system. But the absolute number of voting people is larger and I suppose this could be used as an argument against the unicameral idea. Superficially the tricameral system seems to offer more. After study, however, we feel the unicameral system is more liberal despite appearances."

The committee sees three basic advantages for the new government structure. In addition to greater participation by students and faculty the committee feels students will

(cont'd. on Page 13)

Belk Tyler

THE FUTUREMAKERS COLLEGE BOUND

Welcome Back
ECU
Students

Let us Help You
Plan Your
"Fashion Future"

Future fashion-makers head for Belk-Tyler . . . the number one Fashion Headquarters in Eastern Carolina. We have the new long lean looks you want for Fall '69 ... long vests, tunics, long lean coats. And all the famous name brands you respect for quality. . . Evan-Picone, Century, David aFergurson, Bobbie Brooks and many others. Visit our 2nd floor soon and let our salespeople help plan your fashion future.

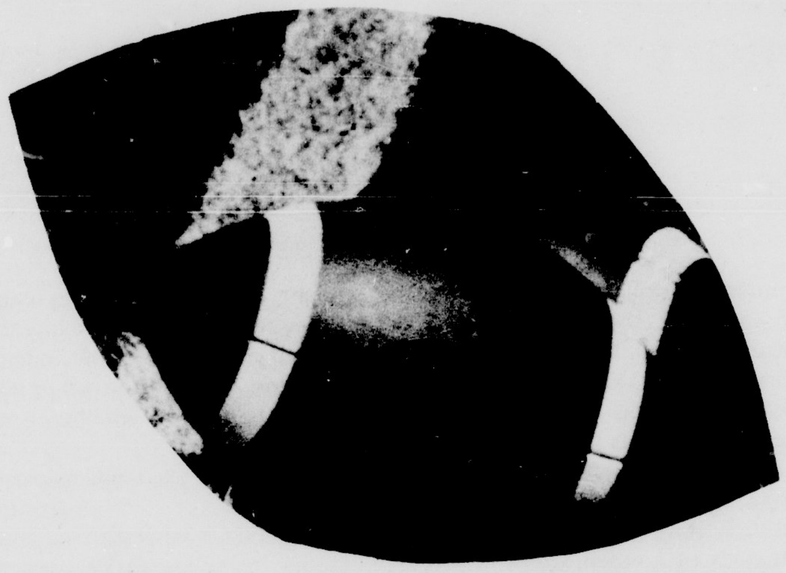
Open Mon. Thurs. and Fri Nights til 9 pm

In Downtown Greenville
"Just Three Blocks from ECU!"

Stadium
1 HOUR
Drive-In
Cleaners & Launderers
Cor. 10th & Cotanche Sts. Greenville, N.C.
1 Hr. Cleaning 3 Hr. Shirt Service

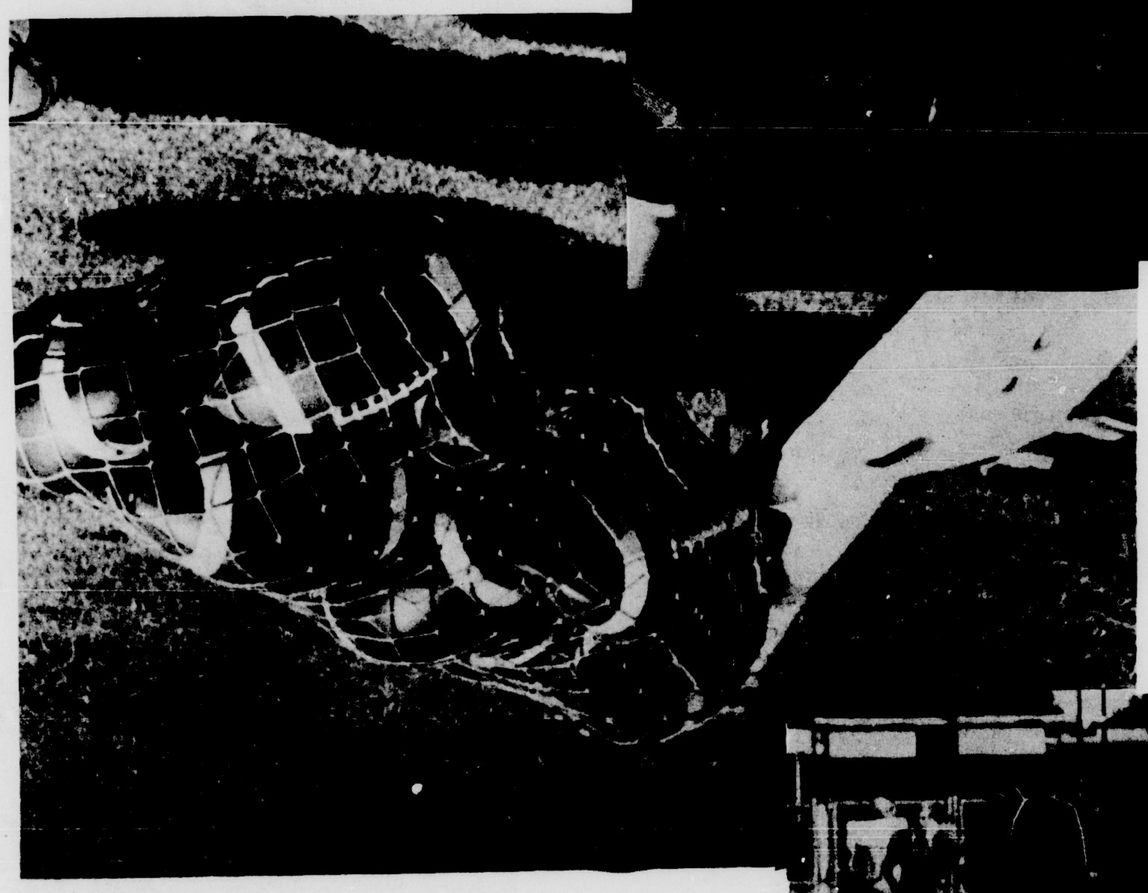
State Bank
and Trust Co.
5 Points
Greenville, N. C.
Member F. D. I. C.

The Bohemian
Restaurant
208 E. 5th St.
One Block From Campus
Get Away From The Ordinary
Enjoy Greenville's Finest Foods
in our quiet intimate atmosphere
Welcome Students



Sounds of pads crashing and the sight

of uniforms and bandages . . .



. . . indicate the season of football has returned.

The student as

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

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

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

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections -- their average age is about 26 -- but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occassionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

Students told what to think

A student at Cal State is expected to know his place. He calls a faculty member "Sir," or "Doctor," or "Professor" -- and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, they set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist

that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

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

Just last week, during the first meeting of a class, one girl got up to leave after about 10 minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, "This class is NOT dismissed!" and led her back to her seat. On the same day, another teacher began by informing his class that he does not like beards, moustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

Auschwitz Educational Approach

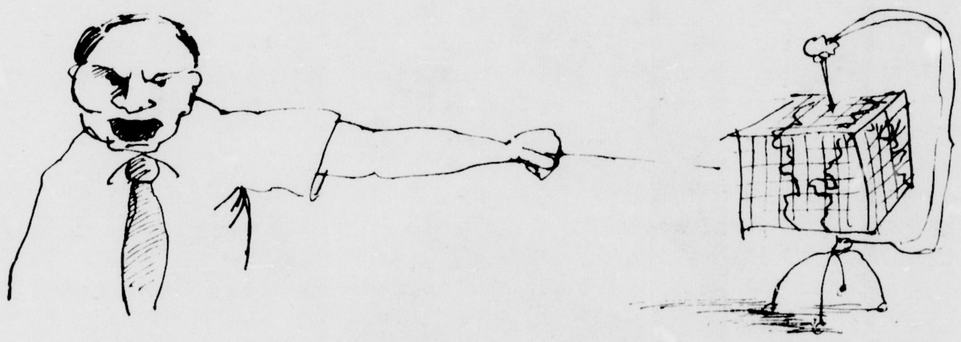
Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public schools for nothing. They'v learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor, tortured heads.

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

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

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

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



as nigger . . .

good."

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

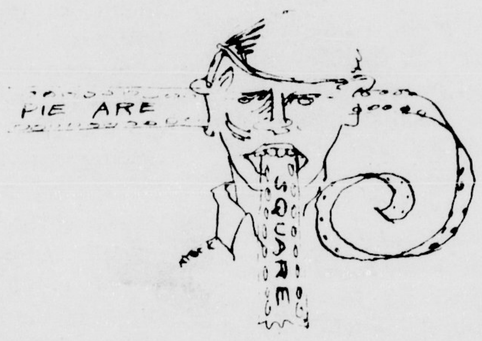
The saddest cases among both black slaves and student slaves are the ones who have so throughly introjected their masters' values that their anger is all turned inward. At Cal State, these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through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

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

Professors afraid to better status?

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are afraid to make more than a token effort to improve on their pitiful economic status. In California state colleges, the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still don't offer any solid resistance. They lie flat on their stomachs with their pants down,



mumbling catch-phrases like "professional dignity" and "meaningful dialogue."

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

Now of course there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening are copping out again. And in the high schools, you can forget it. Stillness reigns.

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

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

Fear of students

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

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

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

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

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

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

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

By GERALD FARBER, reprinted from DAILY SPECTRA, Tuesday, April 4, 1967. Gerald Farber is Associate Professor of English at Cal State LA.

Summer highlights ••••• condensed news briefs

By BEVERLY DENNY

The 1969 Summer School SGA was an active one, to say the least. Its leadership included Robert Adams as president, Craig Souza as vice president, and Nancy Cannady as secretary. Wayne Eads was elected speaker of the 11-member Legislature.

The election was unique in that ballots were both printed and counted by the computer, making results known just several hours after the polls closed.

Opening the Soda Shop at 7:30 a.m. instead of 8:30 a.m. was one of the summer administrations's major campaign promises which was actualized.

Blue books and pens were placed in the Soda Shop for sale to students with 8 a.m. classes who needed supplies for the early classes. Fall students will have the same benefits.

John Schofield, current SGA President, signed the contract for a permanent transit system for the ECU campus to aid students to and from residences and classes.

The height of the summer SGA's action came when it abolished itself. A 12-month system of student government was initiated. The Legislature was unanimous in its decision and a student referendum which followed favored the abolition by a three to one vote.

Tentative plans for a large, new student union building were released this summer.

The plans, drawn by a Raleigh architectural firm, call for two large lounge areas, a 12-lane bowling alley, separate rooms for table tennis and billiards, and a large soda shop.

The Central Ticket Office, the Student Government Association, the photo lab, and all student publications will also be housed in the building.

A site on Eighth St. between the library and James St. has been approved by the Board of Trustees.

The plans have been under study during the summer by a committee composed of representatives of the administration, The SGA, and the University Union. The committee is trying to decide what type of facilities are needed and will suggest changes in the plans.

A poll of students has been planned for fall quarter to help determine what students want to be included in the building.

ECU's second 10-story women's dormitory will be named in honor of Ruth A. White, dean of women who returned this summer after 32 years at ECU.

Announcement that the new 400-student housing unit will bear Dean White's name was made by University President Leo W. Jenkins at ECU's 60th annual commencement exercises last May.

Jenkins said he recommended that the facility be named after Dean White following numerous requests by students that the retiring dean be honored. Approval of the request came from the ECU Board of Trustees.

"This is a fitting honor for Dean Ruth White," Jenkins said, "in recognition of her outstanding service to East Carolina over the past 32 years."

Dean White had served as dean of women for 19 years. She received both her AB and MA degrees from ECU. She has also served as a dormitory counselor and assistant dean of women.

The new facility was constructed at a cost of nearly $1.3 million and was first occupied last fall. It stands just west of the University's first 10-story women's dormitory which was named after the late Mary H. Greene, long-time professor of English and former director of the ECU News Bureau.

A third 10-story women's dormitory has been completed and is now being occupied for the first time.

Dr. John O. Reynolds, dean of the Graduate School, retired in July after 22 years of service at ECU.

Dr. Reynolds' retirement concluded an active career spanning more than 38 years in education as a teacher, basketball and baseball coach, professor of mathematics and director and dean of the ECU Graduate School.

His contributions to his profession over the years have earned Dr. Reynolds recognition in several publications, including "Who's Who in the South and Southwest," "Who's Who in American Education," "Who's Who in America," "N.C. Tar Heels" and "American Men of Science."

Under his direction, the Graduate School has added 16 graduate degree programs.

Dr. Reynolds retired in Greenville and will reside at a home to be built in Brook Valley. Following an extended vacation, during which he intends to "just enjoy life," he plans to resume his activities as an educator on a part-time basis.

Longer library hours have been secured for students and faculty through a combined effort of the Student Government Association and the administration.

The new hours are 7:45 a.m.-12 p.m. Monday through Thursday; 7:45 a.m.-6 p.m. on Friday; 8 a.m.-5 p.m. on Saturday; and 1 p.m.-12 p.m. on Sunday.

After 9 p.m. each evening only the reserve, periodical, and reference rooms will be open.

In making the announcement, the SGA Secretary of Internal Affairs T.J. Clune said that the library hours are tentative and will remain in effect only if fall quarter responses deem longer hours a necessity.

Henry B. Howard, ECU's director of public relations, resigned his position in July to take a position in the public relations department of Burlington Industries in Greensboro, N.C.

Howard was the first full-time director of the News Bureau. He came to EC in 1963 as a graduate of the UNC School of Journalism and as a former reporter for Greenville's "Daily Reflector."

A replacement for Howard has not yet been announced.

Christie Roberson, an Alpha Delta Pi sister, was crowned the 1969 Summer School Queen to highlight the annual Summer School Dance.

Sponsored by Pi Kappa Alpha fraternity, Miss Roberson was chosen from ten candidates by student balloting. In previous years the queen has been elected by penny votes.

Nancy Cannady was named first runner-up. Sponsored by South Fletcher Dormitory, Miss Cannady is a business education major from Powellville who served as secretary of the summer Student Government Association.

John S. Ayers Jr. assumed duties this summer as assistant to the president of ECU.

In announcing the appointment, Dr. Jenkins said, "John Ayers is a competent, well-rounded young man who will be of great value to the University. It is to our advantage to have a young person closely associated with the office.

"We feel that his presence will give us a closer laison with our students and enable us to better interpret their needs and goals."

The creation of this post is a result of the gradual restructuring of the college administration.

Ayers, 24, is a graduate of the University of North Carolina at Chapel Hill where he received a BS degree, and he also holds the MBA degree from ECU. He has taught business courses at Camp Lejeune, Goldsboro, and Cherry Point.

In the spring of 1968, Ayers taught business here making him familiar with this campus from the standpoint of administrator as well as student.

Many facets of student life interest Ayers. He is particularly concerned with the growing size of classes on campus and with the pressure many students feel while in school.

Besides participating directly in the student life here, Ayers will also address Beta Clubs and other high school organizations on behalf of the college.

A small group of people celebrated Independence Day by distributing copies of the Bill of Rights on the Greenville Post Office steps.

Raeford Bland, group spokesman for the "concerned citizens," said that the purpose of the demonstration was to "affirm our faith and belief in the Constittion and particularly in the Bill of Rights."

The group had about 500 copies of the Bill of Rights and one sign which read, "Get Your Free Copy of the Bill of Rights Here."

Participants offered the document to passersby from noon until 6 p.m.

When the group first assembled early Friday afternoon, acting Police Chief Thomas Gladson informed them that they would not be allowed to demonstrate because they had not obtained a permit.

The leaders of the group explained that they were not planning to demonstrate anywhere except on the post office steps. No permit is needed to demonstrate on Federal property.

Several demonstrators noted that the police seemed unsure of the size of the demonstration. They were told that the police had alerted 70 state patrol officers.

The group was warned that if they displayed their sign on other than Federal property, the officers would arrest them.

During the day patrol cars maintained regular surveillance of the demonstrators and the Mobile Crime Lab photographer took several pictures.

When some of the demonstrators asked why the pictures were taken, Gladson reportedly said, "So that we will know who to look for if you get out of hand."

Dr. Robert Williams, former dean of academic affairs, has been given the new title of Provost.

SOUNDS UNLIMITED

408 EVANS STREET
GREENVILLE, N. C. 27834

Known for its friendly and personalized service, Sounds Unlimited has the best selection of oldies new albums and a unique Tape Exchange Club—Members exchange tapes for as low as $2.00—all tapes guaranteed. Members also benefit by a reduction in price on new tapes and are eligible to win prizes. Come in and visit with us —

You are always welcome.

Rules and cost force students to move

(Reprinted from THE CHRONICLE OF HIGHER EDUCATION)

Many students feel dormitories are too impersonal, have too many rules, cost too much, and stifle personal development.

Living off campus, these students believe, gives them more freedom, an opportunity to develop their "individuality," and knowledge that will aid in their "transition to the real world." It's also cheaper in many cases, and students often find they get more studying done.

That was the message that five Boston-area students delivered to persons attending the annual meeting of the Association of College and University Housing Officers here. The students had all lived both in dormitories and in off-campus housing.

They predicted that students would continue to move off campus in increasing numbers. Although most students probably will rent apartments, Edwin T. Mellor, a graduate student at the University of Massachusetts, predicted a growth in the number of communes, in which a number of students share a large house. Communes often include both men and women.

Complain of curbs

The students' major complaint about dormitories was the lack of freedom.

"It's about time you as housing officers realized that we don't want our hands held any more," said Steven Kramer, a graduate student at the University of Massachusetts.

"When you're living on campus the administration makes all your decisions for you," said Carol Ramsey, a graduate student at Springfield College, "They act like we're not capable of managing our own affairs."

Mellor said, however, that universities should try to meet the needs that students now feel can be met only by moving off campus.

Some institutions have tried to do this by building dormitories made up of suites or apartments, but the students rejected that as a solution. John Briggs, makers and program planners in the U.S. Office of Education and the Congress."

Copies of the resolution were sent to President Nixon, to Robert H. Finch, Secretary of Health, Education, and Welfare, and to members of Congress.

To form association

The presidents also agreed to form a Washington-based educational association to infuse the needs and concerns of the nation's 113 predominantly Negro colleges into federal policy planning. Martin D. Jenkins, Jr., president of Morgan State College, was chosen as head of an *ad hoc* committee to establish the new organization.

The presidents said in their statement that they "are faced with crises in increased demands for relevance and enrichment of our educational programs for greater numbers of black students. Yet the national programs amounting to tens of millions of dollars are conceived and operated in a way that does not result in our benefiting in them commensurate with our enrollment of over one half of all black undergraduates in college in America."

"The larger portion of money for such programs, by far, continues to be diverted to white institutions that have no history of significant enrollment and hence no deep understanding of and appreciation for the programs of the disadvantaged minority student.

"In fact, a major use to which these funds are put by white colleges and universities is to lure away creative black teachers and administrators from our campuses to implement their newly funded programs."

W. Thomas Carter, director of the division of program resources for the Bureau of Educational Personnel Development, and coordinator for the conference, said that during the 1969-1970 fiscal year, the nation's predominantly Negro institutions were receiving about $1-million of the $80-million to be granted by the Office of Education to improve teacher training.

They continued, "Despite our historic and our future commitments to and involvement in the education of the disadvantaged, our institutions have been notoriously bypassed in the allocations of funds for the education of the disadvantaged."

System is replaced

(cont'd. from Page 8)

have gained a much stronger voice in campus decision--making. The committee's report states that the unicameral system allows debate and decision on an issue "in a single University Senate meeting." Additionally, the report states, a unicameral system should allow a reduced committee structure in the university, replacing the tangle "of overlapping committees with a unified structure representing all members of the university community."

Many various insundrious positions to be filled at Fountainhead offices. Freshmen invited. No experience necessary but must be willing to work. Apply 3rd Floor Wright or phone 758-6366

little misses and masters
nursery and kindergarten

Ages 18 months to 5 years

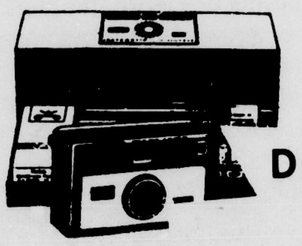
One Block from ECU

Day Care, Hot Meals, Pampers, Milk Furnished.

Kindergarten and Nursery Separated According to Age
Taught by Certified and Experienced Teachers.

Phone 752--2430 or 758--4060

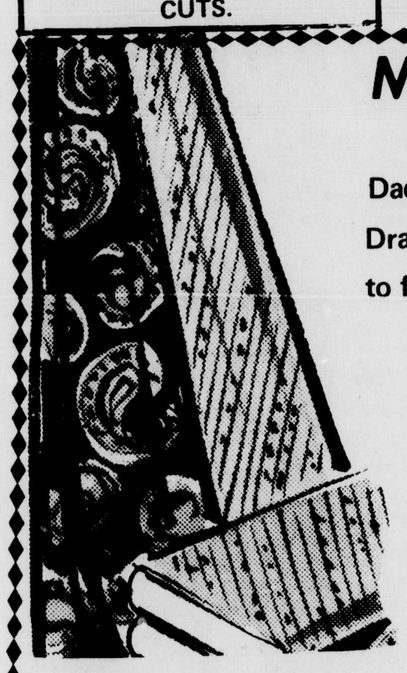
Ross' Camera Shop
506 EVANS STREET
YOUR PHOTO HEADQUARTERS FOR EASTERN CAROLINA
Kodak, Nikon, Yashica, Mamiya



Complete Line of Darkroom Equipment
20% off on All Film Processing

VARSITY BARBER SHOP
513 Cotanche St.
WE SPECIALIZE IN ALL TYPES OF HAIRCUTS.
WE FEATURE RAZOR CUTS.

Ye Ole Jail
WELCOME STUDENTS
Get away from the ordinary
Location: Behind airport next to the wildlife reserves past the Sandpits
HAPPY HOUR 6:30—
—8:30 EVERY NIGHT
OPEN
3:00 P.M.—11:45 P.M.



Mill End Cloth
"Not new in business, but new in Greenville."
Dacron & Cotton material 49 cents a yard.
Drapery material, upholstery, fringe, lace -- you will be able to find these items and many others at low prices.
WITH THIS COUPON
THROW PILLOWS $1.00
Adjacent to Colonial Height's Soda Shop and Restaurant on the 10th street extension

Cohn-Bendit leaves aftermath of confusion

OBSOLETE COMMUNISM: THE LEFT–WING ALTERNATIVEby Daniel and Gabriel Cohn-Bendit (New York: 1968, 256 pages, $5.95).

The more daring commentators on the French revolutionary movement of April and June 1968 have estimated that the revolutionary students and striking workers came within one hour of overthrowing the French regime of President Charles de Gaulle.

Certainly the turmoil created by the strikes and the mass assemblies of the students and workers forced the collapse of the Gaullist government. Ironically, it also forced the election to a similar government dominated by Gaullist factions.

The masses, clearly, were not converted.

Despite the failure to revolutionize the political, economic, and social structures, the students and workers did gain valuable experience in opening communications between their groups and in establishing organizational units, the "Action Committees," for the prosecution of future struggles.

Daniel and Gabriel Cohn-Bendit were contracted by a capitalist publishing house to document the events of the revolution from the students' point of view.

Recognizing their inability to characterize the struggle in any sort of historical perspective, the authors have attempted to analyze revolution from its beginnings in the March 22 movement for student control of the university to the massive strike of French industrial workers which forced the call for a new election.

At Nanterre, the suburban campus of the Sorbonne, the students boycotted their May examinations, demanding the liberation of the curriculum from capitalistic purposes. The students demanded a "critical university" that would repudiate the university's previous collusion in producing "future," non-critical leaders for the capitalistic bureaucracies.

Moderates persuaded

The use of disproportionate repressive force, including the arrest of Cohn-Bendit, polarized the disinterested students who heretofore had limited their alternatives to passive resistance in the form of boycotts, petitions, and so forth.

The transformed "moderates" were to prove instrumental in erecting the barricades which sealed off "liberated" parts of their universities from easy frontal assaults by members of the police department.

The students' erection of barricades and their willingness to defend them is symbollic of the way in which ideology is transformed into action.

Gradually the workers went back to their jobs and the students returned to their universities. A few hardcore activists remained in the streets. Some of the leaders were deported, including Daniel Cohn-Bendit, a West German citizen.

Thus there was little lasting reform. The university curriculums might be reformed; the workers might be appeased.

But the system remained the same.

"Obsolete Communism: The Left-Wing Alternative" is purposely devoid of the egotism and polemic which characterize most leftist documents. In fact,the book is greatly an ideological-philosophical treatise on the practicality of anarcho-syndicalism.

Cohn-Bendit concludes that both the French and Soviet Communist Parties,

Thus there was little lasting reform. The university curriculums might be reformed; the workers might be appeased.

But the system remained the same.

"Obsolete Communism: The Left-Wing Alternative" is purposely devoid of the egotism and polemic which characterize most leftist documents. In fac, the book is greatly an ideological-philosophical treatise on the practicality of anarcho-syndicalism.

Chon-Bendit concludes that both the French and Soviet Communist Parties, as well as the Maoists and the Trotskyites, have removed themselves from the goals of the workers by establishing "class" bureaucricies which purpost to represent the people but in actuality represent only the bureaucrats.

Reasons for failure

Now a student of law in Frankfurt, Cohn-Bendit has no illusions as to the causes of the failure of the May-June revolution. It failed because the students and the workers failed to achieve a level of solidarity commensurate with the movement's goals; it failed because the apologists for the Gaullist regime, in the form of the Communist-controlled labor union leaders and French Communists, were allowed to sway the masses and lead them from their immediate opportunities.

This book was writeen and published in three languages so that the opportunities will not be overlooked the next time, so that the lessons learned on the streets of Paris will not be forgotten, so that the people will never forget their inherent power over the decision-making process.

For one glorious moment during the evening of May 24, 1968, the people of France, the workers and the students, were capable of overthrowing the government and occupying its buildings with little resistance available from either the CRS or the army.

But the workers allowed themselves to be persuaded to give up their opportunity for a bloodless revolution, and the moment was lost -- perhaps forever.

Munford-Do-It-Yourself

West End Shopping Center

Attention Art Students

Until the 20 September we will honor the attached certificate for a straight 20% discount to the first 50 students purchasing any art supplies at Munford's

All others will receive a 15% discount on any art supplies upon presentation of the attached certificate

Munford's Certificate

20% OFF on any art supplies to the first 50 (fifty) students presenting this certificate

15% OFF to all other students presenting this certificate prior to the expiration date

Bringe This Certificate

EXPIRES 9–20–69

Shoney's

Welcome Back Students

Curb or Coffee Shop Service

Come See Us

264 by-pass

RFK--A memoir

By BOB McDOWELL

ROBERT KENNEDY: A MEMOIR by Jack Newfield (New York: E.P. Dutton & Co., 1969, 320 pp., $6.95).

Seldom does a biography capture the essence of a man so completely as Jack Newfield's Robert Kennedy: A Memoir. The author's understanding of the subject transcends the bonds of sentiment, achieving a higher plane of criticism strengthened by direct involvement in the events chronicled.

Jack Newfield was Robert Kennedy's friend—and critic. One of the original founders of Students for a Democratic Society in 1962, Newfield often found himself at variance with Kennedy's views and actions. His attitude, therefore, is not that of an idolator but of a colleague.

Newfield's aim is to correct the "mistaken public image" of Robert Kennedy by personal testimony derived from association with Kennedy during the years "between the gunshots of Dallas and Los Angeles." The book is intended to be a political record of Robert Kennedy's unfinished transition from the "old politics" to the "new politics," but it is also a record of the "changes and convulsions in America between 1963 and 1968—a half-decade of war, violence, racism, and social chaos—that first threatened, then educated, and finally began to change Robert Kennedy."

A passionate record

Newfield's testiment is passionate, without invoking sentiment, and emotional, without resorting to morbidity or excessive dramatization. Newfield's attitude is indicative of the spirit of the "new" journalism, the journalism of involvement. As he states in his "foreword": "My goal here is to be fair and truthful, but not neutral."

Consequently, the reportage of Robert Kennedy's political odyssey and his last 81-day campaign reflects both the personality of the author and the subject. The author's analyses of personalities and events is invaluable in elucidating the true character of the enigmatic Kennedy.

Many of Newfield's observations do much to expose the popular stereotypes of Robert Kennedy was not ruthless, the author tells us; but rather, he was impatient with the "small contrivances of politics," the egotism and special interests of other politicians, and the intransigency of certain parts of the government.

A politician of the people

Robert Kennedy was a politician of the people, born to affluence but educated by poverty and human suffering. He drew his strength—and his direction—from the needs of America's dispossessed: the poor, the black, and the young.

Kennedy was not a saint, but a "conflicted, vulnerable man" who was often troubled by the conflict between his own morality and political necessity:

"He was 'a good and decent man,' as his younger brother eulogized him, but he allowed himself to be trapped in the compromising snakepit of American politics and so he did things he must have been ashamed of."

He was aware of his contradictions, his past record and his future goals. When he objected to United States' involvement in Vietnam in February, 1968, he repudiated the past for the sake of the future. He admitted that he, and his brother, had been wrong in strengthening U.S. participation, and he called for a change in policy.

Confronting Lyndon Johnson

When he confronted Lyndon Johnson, he defied precedent by risking fragmentation of his party in an election year. His actions in the last years of his life made manifest his changing political views. Furthermore, it showed that Robert Kennedy was not afraid of change, was not bound to past mistakes; rather, he was motivated by what he felt to be the requirements for the future peace and fulfillment of the American people.

rumors (3) of *Change*

They will not be persuaded
every word
has an equal and opposite reaction
(no
words except these whispered among members)
They have small means
for responding
to seduction
change is not something we can do to them.

Imperatives futile
as CHANGE!
or LEARN!
or LOVE!
Agents are secret
architects or farmers
godly we parcel the void
with impersonal walls
clearing the gardens where nature can occur.

"Structure/Process/Attitude"
(Goodwin Watson)
change structure and the attitudes will change
create environments
propitious forms

(and may we not walk there naked
you and I
in our electric mist of squirming light?

ah
how their shoulders would unslope
their mouths
untwist, voices unwhine
their eyes grow soft
and steady
seeing how we must feel
being us)

I heard one mutter in soliloquy
"He hath a dayly beauty in his life,
That makes me ugly."
(Iago)
Backlash is
a physical phenomenon
and our
realm is the real
let us not walk there glowing
but take our skin, hot
from the day's labor,
home to a sound sleep
and harves evenings
lean on the fence by the full field
silhouetted
in the bulging sun
sucking a spear of wheat

Reserve corps cut back

The three military services have announced or will announce shortly plans to remove their Reserve Officers Training Corps units from the campuses of Dartmouth College and Harvard University.

The Air Force will abandon it ROTC program at Harvard and Dartmouth on June 30, 1971. The Navy has indicated it will leave Harvard by 1971 and Dartmouth by 1973.

The Army has not announced specific dates for removing units from Harvard and Dartmouth, but a spokesman said plans for the withdrawals were nearing completion.

The end to ROTC at the two institutions was spelled out after faculty votes to terminate the programs. The Navy also plans to end its ROTC programs at Brown and Columbia Universities in 1972.

Future Discussed

In addition to the announced withdrawals, spokesmen for all three services confirmed that they were negotiating with other institutions about the future of ROTC units there. The Navy listed Cornell, Princeton, Stanford, Tufts, and Yale Universities and the University of Pennsylvania as those where discussions were taking place. The Army and Air Force did not identify specific institutions.

Most of the negotiations concern academic credit for ROTC courses and faculty status for military officers who teach them. Although the war in Vietnam has generated many of the student protests over ROTC on the campuses, the issues of credit and faculty status have been the main targets of faculty criticism.

(Reprinted from "THE CHRONICLE OF HIGHER EDUCATION")

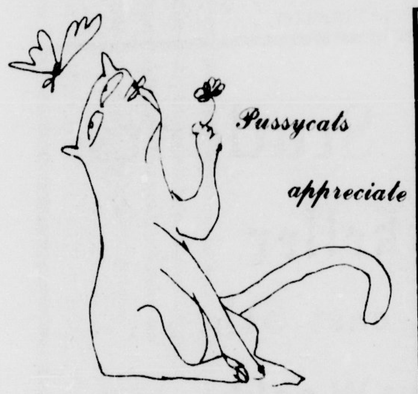
Juniors urged to order rings

Attention Juniors and Seniors!

You can avoid the fall rush to order class rings by ordering now. There will be an early ring sale beginning on Thursday, September 11 and ending on Friday Septembe 19.

This is not the regular Balfour ring sale; that sale will be held later in the quarter. This sale is simply to give students an extra chance to order rings.

The sale will be held at the ring case in the Student Union between the hours of 2:00 - 5:00 p.m.



• 3-HOUR SHIRT SERVICE
• 1-HOUR CLEANING

Hour Glass Cleaners

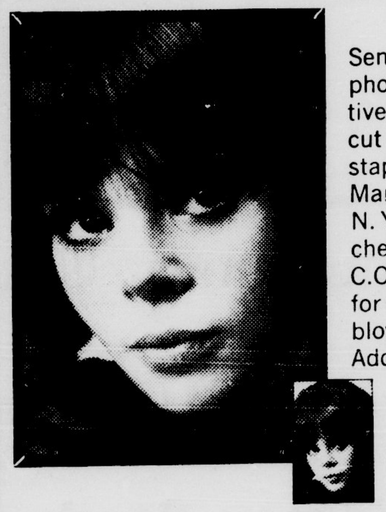
DRIVE-IN CURB SERVICE

14th and Charles St. Corner Across From Hardee's

Complete Laundry and Dry Cleaning Service

TAFF OFFICE EQUIPMENT CO.
STUDENT DESK LAMPS — GREETING CARDS
Student Stationery — Professional Filing Supplies
Drafting and Art Supplies — School Supplies
214 East 5th Street 752-2175

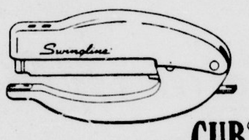
BLOW YOURSELF UP



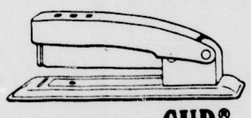
Send any black & white or color photo up to 8" x 10" (no negatives) and the name "Swingline" cut from *any* Swingline stapler or staple refill package to: Poster-Mart, P. O. Box 165, Woodside, N. Y. 11377. Enclose cash, check or money order (no C.O.D.'s) in the amount of $2.00 for each blow-up; $4.00 for blow-up and frame as shown. Add sales tax where applicable. Original material returned undamaged. Satisfaction guaranteed. Allow 30 days for delivery.

Black and White
2 ft. x 3 ft. Poster only $2
($4.95 value)
with plastic frame $4
($7.95 value)

THE GREAT SWINGLINE **TOT®** STAPLER
The world's largest selling stapler yet no larger than a pack of gum. **ONLY 98¢**
with 1000 FREE staples!



THE GREAT NEW SWINGLINE **CUB®** HAND STAPLER Designed to fit the palm. Portable. **ONLY $1.69.** With 1000 staples, $1.98.



THE GREAT SWINGLINE **CUB®** DESK STAPLER A real heavy-weight with a compact build. **ONLY $1.69.** With 1000 staples, $1.98.

Swingline® INC.
32-00 SKILLMAN AVENUE, LONG ISLAND CITY, N.Y. 11101

ECU graduate comes back home

By PHYLLIS BRIDGEMAN

Jerry Paul looks like a delegate to the Interfraternity Council's fifth reunion. His build suggests that he might have once played collegiate football, but five years show above his belt.

His mannerisms and dress bespeak a businessman on the way up. Strange...for though his stride shows a feeling of confidence and therefore pride, it belies the unproud, almost humble slope of his shoulders and the slow, nearly shy grin that invariably lights up his lawyer's solemn mask.

Who is Jerry Paul? Well, it depends on the Jerry Paul you are talking about: the '65 graduate of ECU who came here on an athletic grant for football or the American Civil Liberties Union lawyer who's been practicing for eleven months in Greenville.

Not even a proponent of radical politics who knows Paul the man-at-work would ever label him part of the bourgoisie. But Paul the ECU graduate adds an interesting ironic touch.

Paul graduated from here with a degree in both Social Studies and Physical Education, obtaining a biology certificate on the side. He moved to Washington, N.C. from Washington, D.C. in his childhood. Three children and a lovely wife in suburbia complete the picture.

In a superficial manner of speaking, that completes the picture. A look at the American Civil Liberties Union may help color the rest.

This nonpartisan organization's sole purpose is to defend the Bill of Rights for *everyone*. John F. Kennedy said of it: "...During the 43 years of its existence, the American Civil Liberties Union has played a significant role in defending our basic democratic freedoms. Your voice has always been raised clearly and sharply when our liberties have been threatened."

David Lawrence, syndicated conservative writer, described ACLU along with the American Legion as two ultra-conservative organizations. There have been other viewpoints.

Paul is currently amongst those Greenvillites interested in forming a chapter in this area. ''We desire to develop communication with students and minority groups and convince them that there is a way within the system to redress grievances. The problems is to make the system work right, like it's supposed to."

Typical of Paul's obvious and avowed belief in the dignity of every human being and his freedom to be his own man in a self-governing society, he said, "We feel like it's not the system that's bad, it's people. We want to make it (the system) work as the constitution intends for it to work."

JERRY PAUL, cooperating attorney for the ACLU.

ACLU attacks that problem not only through the courts, but through legislation. For instance, Charles Lambert appeared before the N.C. General Assembly this year on behalf of those seeking abolishment of the death penalty.

Paul also pointed to Charlotte last spring where the ACLU enjoined police from harassing "hippies."

"They say the answer is not to put a policeman on every block. Obviously you'll lower the crime rate if you kill every person suspected of a crime. We have to stop and ask what price we'll pay. *A happy person just does not commit crimes."*

Law 'n order is a two-way proposition for Jerry Paul. He noted that the 73 biggest corporations in the country have been convicted of only three violations of law *each* in the last 40 years.

An individual with two previous convictions would probably bring himself long-term room and board in the penitentiary the third time around.

Furthermore, school districts in the South have been violating law 'n order since 1954. By the same token, criminals should be able to decide which laws make them mad - or so this kind of law 'n order logic goes, if you carry it out to cases.

But Jerry Paul also levels his displeasure at the other end of the night stick. "Dissent and discussion are the lifestream of a democratic society. But I have no sympathy with people who say I'm only one person, what can I do? Nothing is accomplished by sitting back and griping."

The American Civil Liberties Union is probably the "love generation" of the American Bar Association. Though he has defended the civil rights of drug users, he feels that "heavy drug users are empty shells." Change and reality are two inseparable complements.

His personal philosophy emphasizes that the politics of this area should no longer be the business of a few, but the business of all. "Concepts are changing and some don't understand it. I hope this area does not run into the problem of becoming completely irrelevant to the rest of the nation."

Something about the five years showing above the belt of this member of the ACLU love generation suggests that he means it when he says:

On Nixon's latest appointment to the Supreme Court, Edmund Burger, he pointed out the fact that regardless of the situation, there will be no radical changes in the Supreme Court because of the nature of the court itself. "Chances that the Court will be as active in the field of human rights are that it will not be."

Addressing himself to another of Nixon's programs - the police and crime in the streets - Paul noted that there has got to be a radical change in the police force. The crime rate is climbing and the police are having trouble hiring.

"The problem is low pay, long hours, inadequate training and refusal of legislators to follow numerous commissions who have studied the problem.

"No matter how you are, how high your ideals are or how liberal you are — if you ever attempt to infringe on the rights of another, I'll fight you!

Marine lab is installed at Manteo

A biology-geology research laboratory has been installed at Manteo to be used by the faculty and students of ECU for instruction and research in marine science.

Dr. Stanley Riggs of the geology faculty will direct the geology phase of the program and Professor Francis Belcik will be in charge of the biology instruction.

Located in the Roanoke Building, the Marine Science Center will be utilized on a year-round basis for estuarine research and marine science instructional programs.

Scheduled to begin operation this quarter, the center will offer formal courses in biology and geology to approximately 15 seniors and graduate students each quarter.

Both students and teachers will live on Roanoke Island for the quarter.

THE Campus Corner
Gentleman's Attire
201 E. Fifth Street Greenville, N.C.
Welcome Students

Buccaneer Courts
Approved ECU Housing for Women Students
Refrigerator and Light Cooking in each Suite
"The Ultimate in off Campus Living"
tenth and heath street
resident manager 758—2867

Welcome Students
Rathskeller
111 east 5th. st.
Happy Hour Weekly
Good Food and Entertainment
Air Conditioned
Open 11:00am to 11:30pm

The role of a university

By WAYNE EADS

The purpose of the following column is to answer these three questions that will be of interest to students of any university, and specifically East Carolina University: What is the purpose of a university and how do the students relate to the role?

Many students across the country are looking for the answers to questions of this general nature. My answers are based on my experience in student government and may be of some value to the student population.

The role of a university in general is to provide its students with a liberal and practical education in order to better the society through the innovation of new ideas and better methods of accomplishing its aims. In light of this goal, the university must provide an atmosphere which is conducive to learning and to expanding cultural horizons of the student, as well as the community itself.

The university must be cognizant of new ideas and a wide diversity of opinion, and must provide an atmosphere in which these challenges may be heard and debated. This is not only desirable, but vital to the growth of the university.

Furthermore, the university must expand in proportion to the expansion of the community and the nation at large. This expansion must be both physical and academic, and must accomodate the insurge of new college students of the next several years.

A progressive university is necessary to the progression of the nation, for the university students of today will be the nation's leaders tomorrow.

In order for these men to lead the nation on a progressive path -- and that is vital to the existence of any nation in today's world -- they must have the proper background in their university years. Therefore, the university must get away from the "ivory tower" concept and take an active part in the affairs of the community.

The present political and social upheaval, resulting in the discontent of many people, not just in this country, but across the world on scores of issues, must be answered with constructive programs within the next decade. The university is perhaps one of the best suited laboratories for finding these answers.

It is the role of the university to try, for this is part of the practical education to which a university student should at least be exposed. His education must be as complete as possible in order for him to cope with the massive problems of the contemporary era.

As past Speaker of the Summer SGA Legislature, I was the leader, in theory at least, of that body. As such, I was in a strong position for influencing policy and innovating programs that would be of benefit to the student in the context of the academic community and the role of the university in such.

The SGA should be the spokesman of students' rights and academic freedom, both of which are important in the maintenance of the atmosphere necessary to the process of learning in one of the nation's universities. Since the SGA Legislature makes the laws that govern the students and since the SGA has great power, both real and extrajurisdictional, in these matters, students with problems that are in the power of the SGA should go to the officers for answers.

The role of the student in regard is to familiarize himself with the workings of the student government and to take his questions to the SGA, which is his elected governing body. Every student should vote in the SGA elections for the candidates that most nearly hold the outlook of the students in his election district.

In addition, the student should work toward improving the atmosphere of the university. Voting student members on all Faculty Senate committees are a necessity for the student to have a responsible voice in the formulation of policy that will directly affect him. These committees will deal with problems such as curriculum, admissions, financial aid, and the university calendar, all of which directly concern the student.

University students are intelligent members of society that should not be controlled as if they were simply children. Students want more freedom in such matters as dormitory hours and restrictions, and they want a bigger voice in making the rules that they must live by.

Their gripes are legitimate and should be heard. In fact, they must be heard in order to improve the university in proportion to the community's expansion.

And finally, the student should take an active part in the life of the academic community, not necessarily in some public office, but in some phase of the activities on campus. In this way, each student will be doing a little bit to improve the university, and all the little improvements will add up to one big improvement, and this will cause a noticable improvement in tha nation itself.

THE MUSHROOM
Wow! we're glad you're back — it's a dead ol' town without you!
THE MUSHROOM
in Georgetown Shoppees
Greenville's Most Unique Shop with Good Things for Gentle People.
Hours: 11 A.M - 7 P.M (til 6 PM on Sat.)

Shirley's Georgetown Barber Shop
Welcome Students
Haircuts Razor Cuts Hair Styling
Georgetowne Shoppes Near Campus

Welcome Back Students
University Book Exchange
528 South Cotanche
New and Used Texts
Complete School Supplies
All Types of Prints and Posters
Students' Checks Cashed
with or without purchase
We Don't Close Untill the Last Student is Served.

Mrs. Black-- A poor choice?

President Nixon recently announced the appointment of Mrs. Shirley Temple Black to the American delegation to the twenty-fourth United Nations General Assembly, opening on September 16, 1969. This appointment is a political tragedy, for it makes a mockery of the basic concepts of peace and freedom in the modern world.

Consider for a moment the qualifications of Mrs. Black. In the 1968 elections she had ran for Congress on the Republican ticket in California. As a former actress turning to politics, she knew little or nothing about political affairs. Because of her ignorance, she hired the public relations firm of Whitaker and Baxter to manage her campaign.

They surveyed the people of her election district and decided that for her to win, she must run as a Vietnam hawk. She thoughtlessly took that advice too ignorant of the consensus of opinion on the issue to know that she could not win on that platform.

Remarkable campaign

To quote from "Nation" magazine (Dec. 4, 1967): "Mrs. Black's campaign was remarkable for her contemptuous attitudes toward political debate and contact with the voters...She guessed wrong on Vietnam (she was a fierce hawk, dropping remarks to the effect that the bombs hadn't even started falling...)

The "Reporter"(Nov. 2, 1967) continued: "She even seems to be a fatalist about a Third World War, noting that U.S. strategy in Vietnam should not be based on fear of setting off a conflagration. 'We musn't be afraid of this war that may come some day,' she says. 'I think it will happen anyway.' "

Her campaign proved to the voters of California that she was not the kind of leader that this nation needs. She was easily beaten by Pete McCloskey, a lieutenant colonel in the Marine reserves and a strong Vietnam dove.

Political expeciency

Her campaign had been based on what she believed would be politically expedient, not on true beliefs. The fact that she would hire a public relations firm to tell her what the voters wanted will prove this. Mrs. Black should have retired from political life at that time; she would be much better off buried in the annals of movie fame.

The thought of Mrs. Black holding any public office is appalling. The people of California knew this and consequently refused to sanction her candidacy for office. Now the President of the United States has appointed such a person to a national office of high importance. His appointment was based on the fact that she had aided the Republican Party and his candidacy in the elections.

Other than that, her only possible qualifications for her job with the United Nations are the facts that she worked for a time in a clinic near her home, she worked for a time in an educational television station, and she was a member of the International Federation of Multiple Sclerosis Societies. Can these be considered as qualifications for an office of vital importance not only to the nation, but to the entire United Nations? The idea is at best extremely absurd.

Her campaign speeches, quoted here again from The "Reporter"(Nov. 2, 1967) show her opinion of the UN: "Mrs. Black supports the United Nations because 'it does serve to keep the lines of communication open' but says that 'most of it is Communist propaganda.' "

"McCarthyism" hinted

That statement reeks of Joe McCarthy and is certainly not the best attitude for a UN delegate to hold.

Even the thought of her appointment makes a mockery of the purpose of the United Nations. If all appointments to the UN consisted of such unqualified persons, the organization as a peace-seeker would soon reverse andbecome another dictatorial power.

The last thing that this present world needs is another dictator, especially one that has the support of the 126 members of the United Nations. And this will not happen, for the world would quickly denounce such an organization.

The people of the United States, especially the U.S. Senate which has the power to confirm or reject Presidential appointments, should act in like manner. The United States, as the leader of the free world, should act to ensure that freedom. Representatives certainly should not be the kind of person who would be a dove or a hawk on the sole basis of what they feel is politically expedient.

Leaders needed

Politicians have in the past been notorious for that attitude. Boss Tweed of New York City is a good example of what can happen when a person gains political power for the sake of expediency. The same principle applies to one who would "believe" in something simply to get elected to public office.

This nation needs a new breed of leaders, men who act on their beliefs and not on what they think may be politically expedient. The leadership of the past few years has proven that it cannot cope with the problems of the contemporary world.

Many Americans thought that the election of Richard Nixon would bring about this change. But it obviously has not. After eighteen years of playing the loser, Mr. Nixon has now proved that, even as President, he is still just a loser. Congratulations to the court jester.

Spring offensive will continue

BY BEN CURRENCE

Spring, 1969, some called demands made by black students (and their dissenting actions that followed) senseless and only imitating the actions of others on various campuses across the nation. It just couldn't happen here; "I'm satisfied," they said, " and so should they be."

Nevertheless, peacefully and lawfully exercising their constitutional rights of dissent, free speech and assembly, Black students were met by such reactionary actions as an assault on a female supporter by a football player, occupation of buildings including girls' dormitories by football players armed with no less than baseball bat and sticks for "protective" purposes.

They were met with harassment in the dormitories by students and hall officials alike, refused use of university buildings, harassed by racist civil authorities, bomb threats and threats on individual's lives. An analysis of this should give you some idea just how peaceful dissent was handled.

When a group of students is systematically deprived of the right to learn of their past and present history and culture (a right clearly defined in the purposes of the university) and subject to both institutional and individual racism day by day, the same rebellious spirit as was fermented even in the founders of this country becomes a part of that group.

Harry Edwards, Black activist, very eloquently put it: "The generation coming up behind me will make Rap, Stokley, Eldridge and Harry Edwards look like Toms. They are determined that this is where the bullshit ends."

And that's exactly how Black students felt and still feel on this campus. Months of confering and discussing grievances of Black students led to no satisfactory or relevant end, and thus the way was paved for impatience.

The impatience, intensified with every new conference, discussion or any reliance on the "democratic process" to bring justice, consequently transformed the grievances into demands (dig the history of the American Revolution).

Immediately following the transformation, as if by miracle, progressive steps were made to initiate relevant action on the demands.

However, some of the solutions in their simplicity can be viewed only as temporary and superficial answers. Present and future programs should be structured as to facilitate constant revisions, as society constantly changes.

There were those demands labeled by some administrators, faculty and students as "impossible," temporarily slowing down progressive action. The labeling of these demands served only to psychologically satisfy those who refused relevant change.

A student referendum on a part of one demand to abolish racist practices on campus was defeated. What this denotes is merely that the voting student majority, be they aware or not, wishes to perpetuate racist ideology and action within the academic sanctions of our campus.

Problems such as this cannot be solved by a majority vote. If that were the case, in many instances tax and civil rights legislation would never have passed. The very high probability that the majority might be wrong cannot be overlooked.

Spring '69 was only a beginning in the movement to abolish racism and provide situation where all students are exposed to equal opportunities.

Tokenism and pointless compromises will be rejected. The line is drawn, baby. As Brother Eldridge Cleaver puts it, "you're either going to be part of the problem or part of the solution."

"Fountainhead" needs YOU. If you are interested in working on the Fountainhead staff, drop by our office on the third floor of Wright Building or call 758-6366

Welcome to Greenville

If nothing else is ever said about East Carolina University, it can be noted that this decade saw the metamorphosis of a teachers college into an honest-to-god University.

Three years ago East Carolina was still tied to ECTC with all the connotations implied by life at a teachers college. University status came along, and to the outside world, Greenville now had a new institution of higher learning.

But for all practical purposes, the seeds for a great university had already been planted and was bearing fruit by the time the smoke had cleared over university status.

Allow us to tell you freshmen what conveniences the graduates of '65 didn't enjoy. There are the three new classroom buildings (music, nursing, science) as well as at least six more dormitories.

The library has supposedly been renovated, and EC definitely renovated Ficklen Stadium as well as building the new Minges Coliseum.

Both the Mid-South Model United Nations and the AAU Men's Swimming and Diving Championship were held on this campus. While this was going on, the campus literary magazine, "The Rebel," was beginning its All-American tradition.

You missed a little more than all these artifacts too.

You unfortunately missed the experience of having a class in the Old Austin Building. There'll never be another building with as much character on this campus. And you missed some of the all-time great professors, such as Napp, Pasti, Adams, Lanfear, and Browne.

Yes, Greenville has never witnessed such gigantic changes in the campus as it ihas seen these last few years. The staff of "The East Carolinian" felt it only fitting and proper that the campus newspaper should keep in step with the university it serves.

So now we present you with the first edition of the new "Fountainhead," and most sincerely invite you to join the movement to keep in step with the times.

Fairness and integrity are our journalistic goals. At the same time, we like to point out that our student government is modeled after our national participatory democracy.

Therefore, it is more complete for us to say that fairness and integrity inservice to and with the rest of the university is the star for which we reach.

More than anytning else, we want to recommend by example the new mood of campus involvement. Students now have the right to participate in academic committees. More professors and administrators than ever before are willing to let the student participate in his own education.

We can't let such opportunity for personal growth and involvement slip by. What are YOU going to do during the four shopping days left before 1984?

-PGB

fountainhead

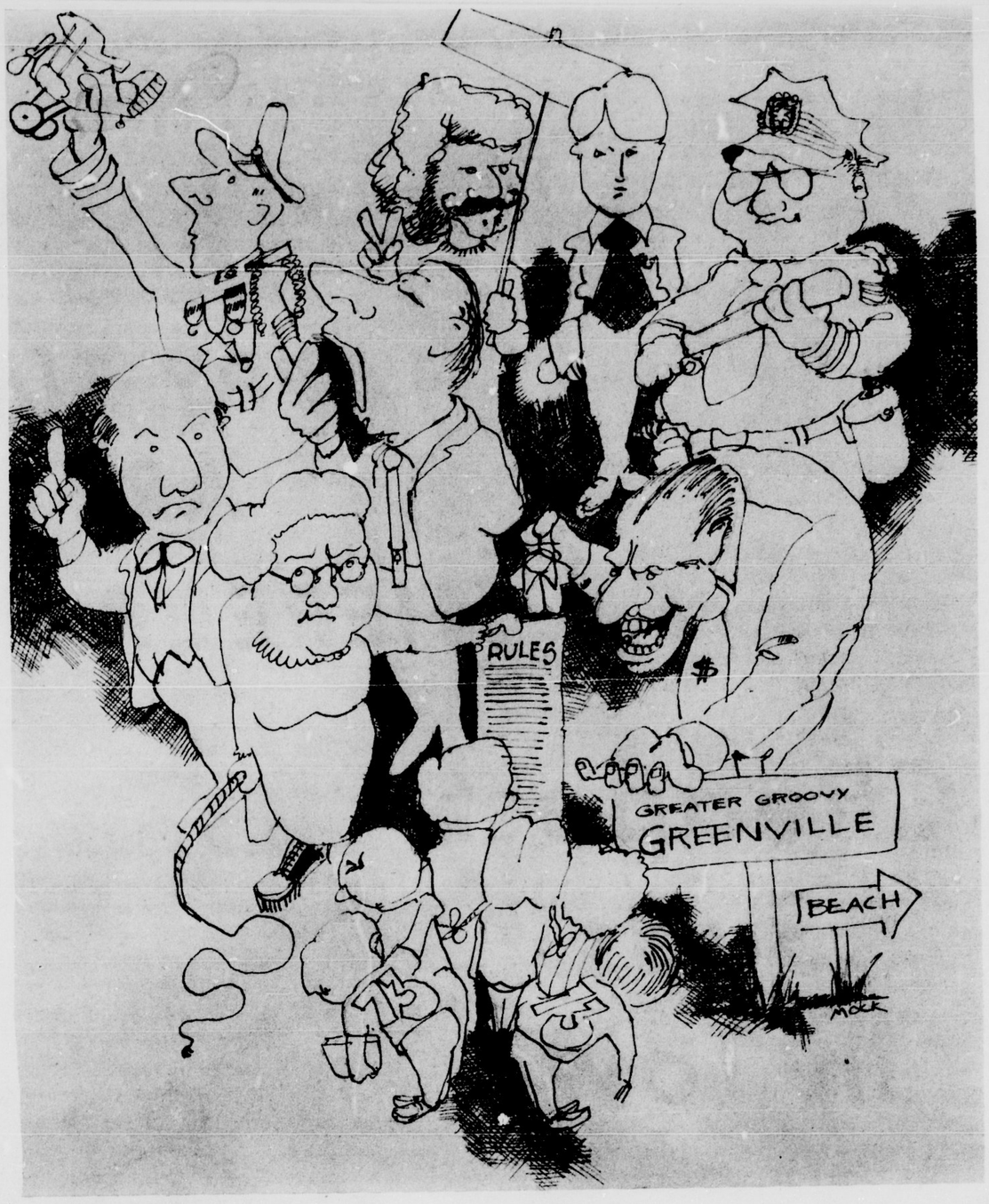
and the truth shall make you free

Phyllis Bridgeman, *Coordinator* **Bob Thonen,** *Business Manager*

STAFF

Wayne Eads, Benjamin Currence, Steve Hubbard, Bob McDowell, Beverly Denny, Keith Parrish, Al Dean Chip Callaway

Charles Mock, *Artist*



Up against the wall...

By BEN CURRENCE

Military involvement on the ampus of any institution of ıigher education has been and will continue to be a target for strong criticism and heart-searching questions from students and faculty alike. From it comes connotations of campus involvement in the war in Vietnam. It's there, standing in front of us and we can't get round it.

Besides military involvement on our campuses in the form of research and grant programs, there looms the Reserve Officer Training Corp program. The immediate purpose of ROTC appears to be the provision of a pool of college men from which a small number of highly motivated and well-educated officers will emerge.

EDUCATION

But will this "highly motivated and well-educated" officer have experienced and education which allowed him to develop his personal philosophy of living through inquiry and examination of not only military philosophy, but the moral sides of what he himself will be a part?

The question can hardly be answered "yes," for what the cadets are subject to is an indoctrination to the single militaristic interpretation of the obligations of citizenship. It is evident, not only in on-campus "training" and lectures, but also in the content of such extra-campus activities as field trips to various military bases.

Seemingly, the content of many of the program's courses and the methods by which the program is carried out are in direct conflict with the purposes of a university.

MILITARISTIC BRAINWASHING

It would be virtually impossible to say that the ROTC men are being faced with both sides of military philosophy and techniques within the classroom. The Vietnam war may be viewed by some as an instance in which the white-hat-good-guy-savior-of-democracy United States has intervened in its role as protector of the good.

One must then consider it from the view that the U.S. eagle has put its unwarrented imperialistic talons into another country. It is surprising to some to find that the majority of the victimized country's population is fighting against U.S. forces.

Can one call this indoctrination?

Having a voluntary ROTC program as an off-campus, extracurricular activity would offer the same academic opportunity as the on-campus version. It would also provide more time and opportunity for field trips and visits.

Whether or not these programs during the academic year are more effective than other programs taught during the summer months away from the academic institution is a matter of opinion.

Marine Corp trainees are schooled during the summer months and have no ROTC program on campus. One could hardly argue that Marine officers are in any way inferior to those of other military branches employing academic-year training.

We are faced with questionable features of ROTC revolving around its academic, moralistic and humanistic values. Some have suggested a binding referendum of the entire university community to find a solution.

MAJORITY VOTE USELESS

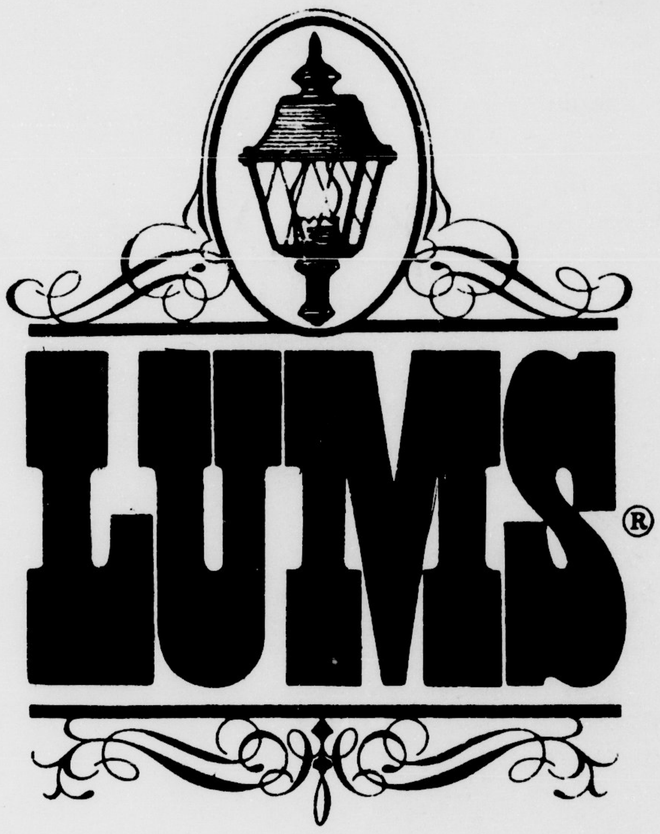
However, as the editors of the Harvard Crimson (April 14, 1969) put it, "The difficulty with this proposal is that ROTC is not a question to be resolved by a majority vote. It is a moral question, binding on those who hold a moral position which happens to be in a minority. This principle is commonly accepted in democratic societies: school segregation, state religion and genocide are examples of policies which could easily win elections in various localities, but which must not be submitted to such a majority rule. ROTC falls in a similar category. The only solution to the ROTC controversy is actively to cease co-operating with the ROTC program."

HAPPY TIMES
ARE
HERE AGAIN

Cheapest
Suds
in Town

Cooking
with a
European

Twist



24 Hour Operation

CORNER OF 10th
& COTANCHE

758-2446