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College Reflects Shallow Opinions On Viet Nam War

By LEE HOUSE, JR.

Though the tide of criticism and agitation on the war in Viet Nam has subsided, in part, the war itself wages heavily on. With a 190-man installation and hints of victory, it's not likely that the United States will be leaving soon. Nor is it likely that the communist will allow a permanent cease fire. Thus, the new year spells continued war in Viet Nam and accompanying concerns around the globe.

Approximately a month ago we witnessed the appearance of an article titled "Aggie Sentiment on Viet Nam" (Dec. 10, 1965) which was, as it suggested, designed to capture the opinions of the students of this college regarding the war in Viet Nam. As this reporter suggested in the outset, apathy reigned supreme. This was evidenced by the fact that less than a minute fraction of the college family participated. Does this actually reflect indifference in general, disinterest in this subject, or utter ignorance? The number of participants was so small when compared with the college's population that we found it impractical to analyze on a percentage basis.

Of the twenty participants the vast majority are "hawks" (fervently support U.S. Policy in Viet Nam). Only four participants were "Activist" (fervently opposed to U. S. policy). Two "pragmatist" (believe the U. S. is committed to fight) and one "dove" (silently oppose U. S. policy) were among the group.

Answers to the statement "If I were President of the United States or otherwise capacitated (with reference to the war in South Viet Nam) I would:" were few but highly variant. Comments and suggestions included the following: "Bomb North Viet Nam back into the stone age"; "do just as President Johnson is doing . . ."; let the people of America know the true facts behind the situation"; "withdraw all American troops tomorrow. Stop bombing North Viet Nam today! Begin massive aid program to a reunited communist Viet Nam"; and last, but not least, on this campus, "let Viet Nam go to hell".

One may not be correct in considering this a fair cross-section of
(CONTINUED ON PAGE 4)

Male Singers To Make Tour With Brass Group

Again this year the A. & T. College Male Singers and Brass Ensemble are making their annual concert tour.

The tour this season includes nine different concerts and will last up to seven days beginning on January 30 and terminating on February 5.

The following schedule was presented for travel:

- January 30, Clinton and Lumberton;
- January 31, Greenville, South Carolina and Bart, South Carolina;
- February 1, Clarkton and New Bern;
- February 2, New Bern, North Carolina;
- February 3, Princess Anne, Maryland;
- February 4, Bridgeport, Connecticut; and
- February 5, to be announced.

The concert will be presented in five parts composed of both the Male Singers and the Brass Ensemble on February 20 in Harrison Auditorium. The program is as follows:

(CONTINUED ON PAGE 4)



The Ramsey Lewis Trio, "an essentially cheerful, optimistic" group, will render music to the A&T College student body on February 17 in Harrison auditorium. Even though Ramsey is the natural

apex of the group, El Dee and Red's talent is easily discernible. These three gentlemen of jazz are among the country's most exciting performers of soul music.

NCTE Members Give Discussions On Aids For English Teachers

The Junior Affiliate of the NCTE met January 11 at 6:30 p.m. in Hodgkin basement. The feature for the night was a discussion of selected articles from the English Journal by Da Renne Puzant, William Adams, Eula Battle, Roland Haynes, and Ida Taylor.

Da Renne Puzant discussed an article by Lurene Brown, an Assistant Professor of English at Ohio (Put an "I" in Spelling). This article which appeared in the October 1965 issue of the English Journal gave several ways of arousing individual interest in spelling classes.

In Da Renne's discussion of the article, she stated that children learn what they want to learn, and if there is no personal interest in spelling, it is considered a "hard subject". To keep spelling from becoming a "hard subject", one should give constant attention to it. Individual lists of words in certain categories which interest the student may be compiled.

Categories should be chosen according to the interest of the student—hobbies (modeling, dancing, swimming, creative writing, etc.), school subjects (curriculum, schedule, French, algebra, etc.), illnesses (disease, measles, druggist, ulcers, etc.), vocations (doctors, lawyers, mechanics, farmers, etc.).

Other headings which might be of interest are as follows: personal classification, favorite authors, historical landmarks, personality characteristics, favorite foods, and vacation spots. Words under these headings would not only aid the student in learning to spell, but they would give him a chance to increase his vocabulary and learn to use capital letters for proper nouns and adjectives.

"Composition: Why? What? How?", an article from the September 1965 issue of the English Journal which was written by Boris

Burack, editor of American Education Publications (Middleton, Connecticut), was discussed by William Adams. Three questions were raised in this article: "Why do we (English instructors) teach writing? What is to be taught in a writing course? How is writing to be taught? Writing is taught because it is both an intellectual and an emotional (cathartic) experience; therefore, instructors should require both creative and expository compositions based on personal experience, selected topics, and the parsing of documents. Students should not be forced "to write mountains of prose."

Compositions should be one page in length. Book reports and research papers should be outlawed, and instructors should never rewrite a sentence or a paragraph for students. Pointed criticism and/or honest praise should be expressed on each paper.

Roland Haynes discussed "Subject-Matter Determines Method", an article in the November 1965 issue of the English Journal which was written by Hans P. Guth, Professor of English at San Jose (California) State College. The author of this article discussed the age-old dispute or difference between the education minded English teacher and the purely subject-matter minded teacher. The subject-matter trained teacher is not concerned with methods of imparting knowledge, but with the acquisition of knowledge.

On the other hand, the education or method-minded English teacher has a two-fold goal in mind, acquiring the facts and the manner in which students will be guided in getting those facts. Both types of teachers represent two extremes in types.

The main idea that the author is emphasizing is that the successful teacher of English must strike a happy medium between the two ex-
(CONTINUED ON PAGE 4)

Former A&T Prof. Named To Post In Federal Gov.

It seemed fitting that a former employee of one of the highest offices held by a Negro. This is, of course, what occurred when Dr. Robert C. Weaver, Housing and Home Finance Agency administrator since 1961, was nominated to head the newly created Department of Housing and Urban Development.

Mr. Weaver was an instructor in economics in 1931-1932 at A. & T. College. He came to this college after having received the Bachelor of Science and Master of Arts degrees from Harvard in 1929 and 1931 respectively. He earned The Doctor of Philosophy degree at Harvard in 1934.

Before the appointment as Housing and Finance Administrator in 1961, Dr. Weaver was national chairman of the NAACP and had served as a lecturer at Northwestern University, a visiting professor at New York University, and as professor of economics at the New School for Social Research.

NO STRANGER

He is no stranger to the federal government. When Roosevelt and his New Deal were in full swing, he was one of the few "brain-trusters" utilized to get the country back on its feet. He has worked for the Interior Department, the housing division of the Public Works Administration, the U. S. Housing Authority, the National Defense Advisory Commission, the Office of Production Management, and as New York State's rent administrator.

He has contributed invaluable service to race relations in Chicago, where he directed the Mayor's Commission on Race Relations. In addition, he served as deputy chief of the Ukraine in Soviet Russia and as a consultant on the Tennessee Valley Authority Program.

Highly Qualified

Dr. Weaver has written articles on labor, the economics of land and public utilities, and race relations.

Perhaps no higher compliment has come or will come to him than that paid by Virginia Senator A. Willis Robertson, chairman of the Senate Banking Committee by which the Weaver nomination first had to be cleared. Declared Senator Robertson who voted against President Kennedy's appointment of Dr. Weaver to the position of Housing and Home Finance Agency Administrator in 1961, "Although I thought he was going to be prejudiced, I have seen no evidence of prejudice."

There seems no other man better qualified for heading the Department of Housing and Urban Development than "our own Professor Weaver."

Students Romp As First Snow Covers Campus

The prospect of snowball fights and snowmen seemed doubtful Saturday morning as small snow flakes rapidly fell to the earth. Before stopping, winter doubled the folds of her blanket five times in rapid succession before nestling comfortably down to rest.

That's when the fun began! Many College co-eds found it necessary to seek cover as snowballs thrown by the enemy (A. & T. Males) whistled by trees, umbrellas, and human shields. This was all in fun because a notice had been placed in the glassfront bulletin board in front of Murphy stating that throwing snowballs was a serious offense. The notice was signed by "Administration". This kept the fellows from becoming rough.

Governor Moore Urges Students To Join Program

Governor Dan K. Moore recently urged college students interested in state government to apply for the 1966 Summer Internship Program.

In announcing the 1966 summer program, Governor Moore stated that twenty-five North Carolina college students will be selected to participate in the eleven-week program. Students will attend an orientation program and then work for ten weeks in selected state departments while attending evening classes on the North Carolina State campus.

To be eligible, students (1) must have satisfactorily completed three years of college, (2) must be residents of North Carolina, and (3) must be currently enrolled in a college or university either within or outside the state.

The State Internship Program will begin June 7 and continue through August 19, 1966. Students will be paid \$75.00 a week while employed.

Governor Moore stated that he had asked the Institute of Government to be responsible for administering the internship program. The Institute has been participating in the program since it was established in 1962. Students will be selected for the program by a committee including prominent professors of political science teaching in North Carolina colleges and universities.

Students interested in applying for the Internship Program may secure applications from college placement offices, departments of business, government, history, or political science in North Carolina colleges and universities, local offices of the N. C. Employment Security Commission, and the N. C. State Personnel Department.

Applications must be mailed to the Institute of Government, Chapel Hill before February 15, 1966.

How To Take Exams

Having read the title of this editorial, you may say, "Ah, that's what I want to know: how to take examinations." A spark of hope is probably in the minds of some — the hope that perhaps there is some method of taking examinations which does not require preparation. The intent of this editorial is not to provide anyone with a magical solution. It is designed to focus one's attention on a number of pointers which should allow him to perform effectively on his examinations.

The art of taking an examination is the ability to make long hours and lengthy preparation in the library, laboratory, and classroom pay off in the space of one to two hours (finals). The first requisite for good test performance is knowing the subject matter. No technique can ever substitute for knowledge; therefore, the key word which brings fruitful results is PREPARATION. This means systematic and diligent study throughout the semester — not cramming the night before exams.

If you have studied and kept your assignments up to date, then preparation for examination should consist of reviewing the notes you've taken in class and on the textbook, the main ideas and important details gleaned from summaries of chapters, and lists of technical words you acquired as you studied. This should not be an attempt to learn things that should have been learned earlier in the course even though you might be bright enough to accomplish a great deal this way. (Think how much more you would accomplish if you needed only to review.)

If you have prepared sufficiently, the essence of the subject should be at your command as you begin the test. Time is decisive, and you will need every moment to give clear, concise, accurate answers. Previous preparation will allow you to deal calmly and efficiently with the questions confronting you. Because a time limit is set, main questions (those which are allotted the most value) should receive top priority; however, these questions should not claim all of your attention. Ample time should be devoted to the secondary questions. It is generally better to answer the less difficult questions first. Extra time may be used to complete difficult answers or to check the accuracy of answers before passing in exam papers.

Often students lose credit because they fail to read a question carefully or because they fail to follow directions. In reading a question, students should watch for such words as describe, compare, contrast, list, analyze, discuss, not, but, any, every, and all. Whether the test is essay-type or objective (true-false, multiple-choice), correct interpretation of the questions is essential.

A good practice is to read through the entire examination before starting. You may be able to answer some of the questions as you go along; however, you may also find that some questions on the exam offer clues to the answers of other questions. If you vaguely remember something about a question as you read, this key word or phrase should be jotted down. As you make notes concerning the answer to a question, it may release other thoughts until you have the full answer.

If you have taken examinations before and drawn a complete blank, you should take care that you "overlearn" the material to be covered on an examination. If you study beyond the point where you are sure of the material, you may easily overcome such mental blocks. If a question stumps you, go on to the next question and come back later. Generally, if you begin to write, your thoughts will begin to flow.

Prepare throughout the semester for your final exams. Be sure to allow yourself plenty of time to review at the end of the semester so that you will be sure of the material to be covered. If you wait until the night before exams and try to "cram", you may become confused about the facts which you know and those you are trying to learn. Rest well the night before exams are to be taken. You should eat a hearty breakfast and be in the examination room at least five minutes before the scheduled time. Don't sit and fret over difficult questions. Start writing, and answer every question unless there is a penalty for guessing.

"This is not the Age of Miracles. If you do not study, you will not pass."

Dr. Walter C. Daniel
Acting Chairman
English Department



The A & T College REGISTER



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A LETTER TO THE EDITOR

Increased Price - Injustice?

EDITOR OF THE REGISTER!

This letter is in regard to the new food service which recently began on our campus. First of all, I would like to say that the food and service are very good; but, as far as prices are concerned, I feel an injustice has been done to the off-campus student.

Although the price of the meal books has not gone up, the price of the individual meal has. An off-campus student does not need a meal book because he usually eats only one meal a day in the dining hall and, therefore, misses out on the savings.

I feel, in all fairness, something should be done to correct this.

An interested student.

(In regard to your deep-felt injustice, perhaps the following information will enlighten you on the change in prices.)

Board Receives Protest On Ban Of Mockingbird

A book-banning policy adopted by the Hanover County (Va.) School Board that removed the Pulitzer Prize-winning novel "To Kill a Mockingbird" from school libraries has brought complaints from students and teachers.

"If books of this nature are banned, what then shall the students read?" pupils at Patrick Henry High School near Ashland wrote school officials of the County, situated north of Richmond.

Teachers at Lee-Davis High School in Mechanicsville sent a letter to the Hanover Education Association reportedly calling for review of Tuesday's action by the school board.

The seven-member Hanover School Board voted unanimously that books not on the Virginia Department of Education's approved list must be removed unless accepted in individual schools by three-member committees, which are to include the school's principal and librarian.

The decision means that George Orwell's "1984", removed from the State list in 1953, will probably be taken out of the Hanover schools. Questions have also arisen over John Steinbeck and "Catcher in the Rye" by J. D. Salinger, generally considered modern classics.

One of the officials of the new food service has informed REGISTER reporters that he didn't see how the previous food service had managed to let day-students have meals at the low-dorm-student rate in the first place. The reason dorm-students can have meals at such low rates is that the dorm-student usually misses enough meals to compensate for these meals he has paid for in advance. Also with such a large number of student doing this, the rate would naturally be less.

Not only this, but soon milk-machines will be installed where a student can get his own milk and as much as he likes. Now, a day-student can drink as much as 60 cents worth of milk, if not more. This amount added to the cost of his meal would average around \$2.50.

From this you can see that actually it would be the dorm-student who would be done an injustice if the food service let day-students pay at dorm-student rates—Editor)

Coed Assigned To Boy's Dorm Receives Draft

PHILADELPHIA, Pa. (CPS)—A coed enrolled in Temple University's evening division has had some strange proposals in the past few years.

When U. S. Armed Forces speakers were scheduled to visit her high school, her name was listed right along with all the boys in the school who were invited to attend the sessions and meet the speakers.

After graduation from high school, she received a letter telling her where she could register for the Selective Service.

Her application for a dorm room at the University of South Carolina was speedily processed and she was sent a notice telling her of her newly — assigned roommates — both were boys with "backgrounds similar to yours," the notice said.

Now that she has become a U. S. citizen (she was born in England) she is still receiving those notices about draft registration. She hopes to get the matter cleared up soon.

But what can you expect if your name is Gillian Hopengarten?

FASHIONS

Sun And Rain Coat

BY PHENIE DYE

The "Snowman" is here for a while and this type of weather brings with it a change in fashions. Many of the outfits that can be worn with the snowman are the poor boy sweater and sun-and-rain coat.

The poor boy sweater gets richer and grows from the neck to the knees. Even though this sweater goes to the knee, it will go anywhere one wears it. This sweater is made of acrylic acrylic rib knit. This type of fabric is packable (little or no ironing is needed after it is unpacked) and washable fiber. The sweater has stripes at the midriff or it can be solid.

To make the outfit more protective from the snowman, one may try the long padded knee stockings that enable the sweater to be shorter yet it does not show the knee.

Another dramatic contrast for the snowman is the sun-and-rain coat. The sun-and-rain coat is made of rayon and cotton tackle twill. This coat has a noticeable French Flair . . . in black and cream or navy and cream. This coat has a peter pan collar, two buttons on each sleeve, one pocket on each side and buttons down the front. The stitches accentuate the sleeves, collar, pocket and facing of the coat.





PRESIDENTS, THEIR LADIES — Dr. Lewis C. Dowdy, president of A and T College, Greensboro, N.C. and Mrs. Dowdy, at left, hosted Dr. James E. Cheek president of Shaw University, Raleigh, N.C., and Mrs. Cheek, right, when Dr. Cheek delivered the main address at the annual banquet sponsored by the A and T United Men's Congress, a student organization.

Institute Of Music Is Planned For Summer

The A&T Department of Music will continue its summer institute of music for junior and senior high school students. This year the institute is scheduled for June 12 through July 22.

This endeavor is sponsored in cooperation with the Division of Extended Services here at A&T.

The Institute in Music for junior and senior high school students proposes to assist the interested music student in strengthening his musical background in preparation for musicians are so varied that instruction in music for potential musicians should begin at an early age.

Basic for the high school entrant in college music training programs are competencies in the following areas: (1) music theory; (2) music history and literature; (3) keyboard skills; (4) solo performance in band or orchestral instruments, piano, or voice; and (5) ensemble.

The Institute also seeks to develop aural sensitivity to music theory through an understanding of melodic training. Also in consideration is that the needs of professional, simple harmony, and basic rhythmic patterns. Development of an understanding of musical styles through an exploration of master-

works of composers of the Renaissance, Baroque, Classical, Romantic, and modern periods will also help these future musicians. The institute will further seek to develop keyboard facility and the ability to perform adequately varied solo literature — vocal, all band or orchestral instruments, as well as the ability to perform artistically high-level music literature for small and large instruments. (Students must furnish their own instruments).

The Institute's program is an extensive one consisting of a wide range of musical preparatory courses. Private instruction is offered in band or orchestral instruments, piano, organ, and voice. Instrumental classes are offered in woodwind, brasswind, percussion and beginner's piano class. Music theory classes will offer training in sight-reading, ear training, dictation, and primary and secondary triads. The institute will have ensembles in band and choir in which the student will participate.

The Institute is usually ended with a recital given by the participants who display their acquired talents.

Fees for the Summer Institute of Music for High School Juniors and Seniors are very moderate and vary according to books and needed materials for particular courses.

A&T Credit Union Reports Gain For Total Assets

The Educational Workers Federal Credit Union at A&T College in an annual meeting last Saturday reported the highest total assets in the history of the organization.

The organization heard reports which revealed assets in excess of \$116,000, representing a 9 per cent increase over the previous year. While the deposits increased, the loans were doubled to a total of more than \$30,000.

The group voted dividends on shares of 4 1/2% and re-elected J. M.

Marteena, dean of the School of Engineering, and J. C. McLaughlin, retired professor of agricultural economics, to two-year terms on the Board of Directors, and Miss Allie Thompson, secretary in the Office of Placement, and Dr. G. F. Rankin, dean of Instruction, to the Credit Committee, also for two-year terms.

Dr. W. L. Kennedy and B. W. Harris continue as president and secretary-treasurer, respectively.

What's Happening

BY STANLEY W. JOHNSON
In Scott Hall

Men in Scott Hall are very fortunate to have at their disposal a recently opened reading room.

The facility has been installed to provide a refuge from the noisy halls or to alleviate the problem of having to cross the campus to the library in search of constructive reading outside of one's personal collections.

The reading room is located opposite the office in Scott Hall. The reading room is open during the following hours: on Monday, Tuesday, Wednesday and Friday from 2 to 4 p.m.; on Thursday from 2 to 3 p.m., and on Monday and Wednesday from 6 to 9 p.m.

On Sunday Evenings

The student government has recently announced plans for showing a movie on Sunday nights along with those given on Friday and Saturday nights. The group initiated its program last Sunday night by presenting free of charge the movie "The Cardinal." Future

movies will cost \$.25. Students expressed mixed emotions about the movies. Although the majority feel that the movies are good because they provide something new and will help to give students a social outlet, others feel it will disrupt student study habits.

Actually it is a personal decision and cannot affect any students in exactly the same manner. If one has good study habits, then he can decide how Sunday movies will affect him. On the other hand, if a student has bad study habits, perhaps his consideration will require relatively less time.

Elvin Bethea Invited To Meet Of NAIA Track

Elvin Bethea, star shot-put performer with the A&T College Aggies Track Team, last week competed in the National Association for Intercollegiate Athletics Indoor Track Meet at Kansas City, Missouri.

He was invited to compete as a "Headliner" in the first annual NAIA indoor meet, scheduled for the Kansas City Municipal Auditorium last Saturday night.

As a freshman last year, Bethea was ranked number one in the nation after winning the CIAA championship shot-put and with a toss of 59 feet and 8 inches in the NAIA Outdoor Championships at Sioux Falls, South Dakota.

He came to A&T in the fall of 1964 after having won national high school titles in both the shot-put and javelin throw at the National High School Championships conducted at Los Angeles, California, during the previous summer.

Bethea, also an outstanding football player, broke into the starting line-up in his freshman year.

Greensboro Coliseum

A&T Aggies

Vs.

The Rams

of Winston-Salem

Saturday, Jan. 22

8:00 P. M.

Examination Schedule

- Final examinations will cover a period of four (4) days during the fall semester (January 24, 25, 26, 27, 1966).
- Examination periods for courses of two or more credit hours will run for two hours.
- Examination periods for no credit, remedial courses, preparatory courses, or high school deficiency courses will run for two hours.
- Examination periods for one-hour credit courses will run for the first hour of the two-hour examination period.
- If an examination period is not provided in the schedule for a class in which a student is enrolled, he should consult the dean of the school in which he is registered to obtain the examination period.

Classes meeting for the first time on Wednesday will use Monday schedule.

Monday	Time	Event
Monday at 7:00	7-9 a.m.	First day of examination period
Monday at 8:00	9-11 a.m.	First day of examination period
Monday at 9:00	1-3 p.m.	First day of examination period
Monday at 10:00	9-11 a.m.	Second day of examination period
Monday at 11:00	9-11 a.m.	Third day of examination period
Monday at 12:00	3-5 p.m.	First day of examination period
Monday at 1:00	1-3 p.m.	Second day of examination period
Monday at 2:00	1-3 p.m.	Third day of examination period
Monday at 3:00	7-9 a.m.	Third day of examination period
Monday at 4:00	11-1 a.m.	First day of examination period
Monday at 6:00	6-8 p.m.	First day of examination period

Classes meeting for the first time on Thursday will use Tuesday schedule.

Tuesday	Time	Event
Tuesday at 7:00	6-8 p.m.	Fourth day of examination period
Tuesday at 8:00	6-10 a.m.	Third day of examination period
Tuesday at 9:00	10-12 a.m.	Fourth day of examination period
Tuesday at 9:00	3-5 p.m.	Fourth day of examination period
Tuesday at 11:00	3-5 p.m.	Third day of examination period
Tuesday at 12:00	3-5 p.m.	Second day of examination period
Tuesday at 1:00	9-11 a.m.	Second day of examination period
Tuesday at 2:00	1-3 p.m.	Second day of examination period
Tuesday at 3:00	11-1 a.m.	Fourth day of examination period
Tuesday at 4:00	3-5 p.m.	Fourth day of examination period
Tuesday at 6:00	7-9 a.m.	Second day of examination period
Saturday at 8:00	11-1 a.m.	Last regular Saturday class day
Saturday at 10:00	11-1 a.m.	Last regular Saturday class day

Class meeting for the first time on Wednesday will use Monday schedule. Classes meeting for the first time on Thursday will use Tuesday schedule.

Evening Class Schedule

THE A. AND T. COLLEGE
EVENING CLASS SCHEDULE — SPRING SEMESTER — 1966
(COLLEGE CREDIT COURSES) Open to Auditors

ACCOUNTING 3322.3, Principles of Accounting II (3 Semester hours) (Mon., Wed., 6:00-7:30) Graham Hall 102	Hall 309
ACCOUNTING 3343.1, Income Tax Accounting (3 Semester hours) (Tues., Thurs., 6:00-7:30) Graham Hall 111	GUIDANCE 2378.2, Introduction to Guidance (2 Semester hours) (Thurs., 6:00-8:00) Hodgkin Hall 106
ACCOUNTING 3361.1, Auditing Principles (3 Semester hours) (Tues., Thurs., 6:00-7:30) Graham 205	HISTORY 2825.2, History of the Negro (3 Semester hours) (Tues., Thurs., 6:00-7:30) Hodgkin Hall 205
ART 3225.4, Introduction to History of Art (2 Semester hours) (Mon., 6:00-8:00) Frazier Hall 110	HUMANITIES 2435.21, Humanities II (3 Semester hours) (Mon., Wed., 6:00-7:30) Hodgkin Hall 303
BIOLOGICAL SCIENCE 1501.5, Biological Science (4 Semester hours) (Mon., 6:00-9:00) Noble Hall 302	HUMANITIES 2435.22, Humanities II (3 Semester hours) (Tues., Thurs., 6:00-7:30) Hodgkin Hall 305
BIOLOGICAL SCIENCE 1501.6, Biological Science (4 Semester hours) (Mon., 6:00-9:00) Noble Hall 301	M. E. 3720.1, Introduction to Engineering Computations (2 Semester hours) (Tues., 6:00-7:00; Thurs., 6:00-8:00) Cherry Hall 315
BUSINESS ADMINISTRATION 3304.3, Introduction to Business (3 Semester hours) (Mon., Wed., 6:00-7:30) Graham Hall 111	MUSIC 2606.1, Choir (Freshman) (1 Semester hour) (Mon., Tues., Thurs., 6:00-8:00; Sat., 9:00-10:00) Frazier Hall 120
BUSINESS ADMINISTRATION 3369.1, Personnel Organization and Management (3 Semester hours) (Mon., Wed., 6:00-7:30) Graham Hall 103	POLITICAL SCIENCE 2829, Introduction to American Government (3 Semester hours) (Tues., Thurs., 7:30-9:00) Hodgkin Hall 205
BUSINESS ADMINISTRATION 3371.1, Principles of Investment (3 Semester hours) (Tues., Thurs., 6:00-7:30) Graham Hall 102	PSYCHOLOGY 2320.10, General Psychology (3 Semester hours) (Tues., Thurs., 6:00-7:30) Hodgkin Hall 215
BUSINESS ADMINISTRATION 3379.1, Personal Finance (3 Semester hours) (Tues., Thurs., 6:00-7:30) Graham Hall 103	SECRETARIAL SCIENCE 3301.2, Typewriting I (2 Semester hours) (Tues., Thurs., 6:00-8:30) Graham Hall 207
ECONOMICS 2841.2, Economics Problems (3 Semester hours) (Wed., 6:00-9:00) Hodgkin Hall 305	SECRETARIAL SCIENCE 3302.5, Typewriting II (2 Semester hours) (Mon., Wed., 6:00-8:30) Graham Hall 207
EDUCATION 2121.5, Sociological Foundations of Education (2 Semester hours) (Mon., Wed., 6:00-7:00) Hodgkin Hall	SECRETARIAL SCIENCE 3303.2, Typewriting III (2 Semester hours) (Tues., Thurs., 6:00-8:30) Graham Hall 208
ENGLISH 9240.9, Preparatory English (No Credit) (Mon., Wed., 6:00-7:30) Hodgkin Hall 102	SECRETARIAL SCIENCE 3331.2, Gregg Shorthand I (3 Semester hours) (Mon., Wed., 6:00-8:30) Graham Hall 205
ENGLISH 2401.17, Freshman Composition I (4 Semester hours) (Mon., Wed., 6:00-8:00) Hodgkin Hall 205	SOCIOLOGY 2831.4, Principles of Sociology (3 Semester hours) (Tues., Thurs., 6:00-7:30) Hodgkin Hall 303
ENGLISH 2401.18, Freshman Composition I (4 Semester hours) (Tues., Thurs., 6:00-8:00) Hodgkin Hall 313	SOCIOLOGY 2950, Social Psychology (3 Semester hours) (Tues., Thurs., 7:30-9:00) Hodgkin Hall 303
ENGLISH 2402.21, Freshman Composition II (4 Semester hours) (Mon., Wed., 6:00-8:00) Hodgkin Hall 212	SOCIOLOGY 2951, History of Social Thought (3 Semester hours) (Thurs., 6:00-9:00) Hodgkin Hall 112
ENGLISH 2402.22, Freshman Composition II (4 Semester hours) (Tues., Thurs., 6:00-8:00) Hodgkin Hall 212	COURSES LEADING TOWARD ASSOCIATE IN SCIENCE DEGREES
ENGLISH 2440.01, Advanced Composition (3 Semester hours) (Mon., Wed., 6:00-7:30) Hodgkin Hall 302	AT 4112.2, Carburetion and Ignition (2 Semester hours) (Tues., Thurs., 6:00-7:00; Tues., 7:00-10:00) Price Hall 102
ENGLISH 2490.01, Romantic Prose and Poetry (3 Semester hours) (Tues., 6:00-9:00) Hodgkin Hall 313	AT 4122.2, Automatic Transmission (4 Semester hours) (Tues., Thurs., 6:00-7:00 and 7:00-10:00) Price Hall 102
FRENCH 2501.6, Elementary French (3 Semester hours) (Mon., Wed., 6:00-7:30) Hodgkin	AR 4507, Basic Refrigeration Principles and Equipment (4 Semester hours) (Tues., Thurs., 6:00-10:00) Price Hall 105
	BC 4229, Masonry Construction II (4 Semester hours) (Tues., Thurs., 6:00-7:00 and 7:00-10:00) Price Hall

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BETHLEHEM STEEL

NCTE

(CONTINUED FROM PAGE 1)

tremes; he must be concerned with both what and how.

Many students will be practice teaching during spring semester, and Ida Taylor, a senior English major, was interested in the "Help Needed by High School Student Teachers" by Sheila Schwartz, senior consultant, educational center, Bank Street (New York City) College. Miss Schwartz has taught both in elementary and secondary schools, and she has also served as supervisor of high school student teachers. In her article, Miss Schwartz compares elementary and high school student teachers. She feels that high school teachers lack a knowledge of children. Many students have forgotten their adolescent psychology before they even begin to teach.

High school teachers should learn to use teaching aids and discussion techniques used by the elementary teacher. The bulletin board is one aid which is often overlooked. Sources for other aids may be found in the Educator's Guide to Free Materials, Free and Inexpensive Learning Materials, Catalog of Free Teaching Aids, and John Searles' annual compilation in the September issue of the English Journal.

Discussing "The English Teacher: A Major Cause of School Drop-Outs" by Robert J. Graham, Assistant Professor of English at Rider (Trenton, New Jersey) College, was Eula Battle. Two important points were brought out in this article: (1) there should be a change in the atmosphere and attitude facing the non-college bound student, and (2) curriculum change is an immediate need and can be accomplished effectively so that every student finds a measure of success and a reason for being in school. Some suggestions for the alleviation of the drop-out problem are as follows: change "general" curriculum to career curriculum, offer as much genuine recognition for non-academic accomplishments as for academic, provide close reading and discussion experiences related to students' non-college bound world, and devise courses which cross disciplines. All of these suggestions concluded Graham could be incorporated in the English instructor's program.

Following the discussion, Darlene Drummond asked the Junior Affiliate advisers for comments. Mr. James Wooten suggested that the group secure and read *Up the Down Staircase* by Bel Kaufman. Refreshments were served.

On Viet Nam

(CONTINUED FROM PAGE 1)

the college community; but, when no further data avails itself, the preceding necessarily assumes the college attitude on the matter. One might conclude then, that there are reflections on Viet Nam here; but they are shallow and drastically few in number.

Contrary to public opinion, President Johnson in his "State of the Union" address presented the conflict in Viet Nam as only one of the problems the nation faces for the new year. This, being presented as "a" problem and not "the" problem is cause for optimism as well as criticism, whether just or not. Nevertheless, the war drags on and on and . . .

This reporter is inclined to believe that the road will continue to be rough; mistakes have been made and will continue to be made; more lives will be lost, but the war must be fought until aggression is relinquished and the people of Viet Nam are allowed to elect their own fate. I remain unafraid to aid my country in this courageous effort — do you? Dissenting opinion is invited in the form of letters to the editor.



In recognition of the part they played in starting, in 1960, the now famed sit-in demonstrations by college students, A&T College and the four students who initiated the revolt were honored with the presentation of a Freedom Trophy.

The giant loving cup, given by the New York City Freedom National Bank, was presented to the college by Jackie Robinson, the former baseball great who delivered the main address at the annual A&T Men's Day observance.

In the photo from left to right are Dr. Lewis C. Dowdy, president of the college; and three of the four students who started the movement — Ezell

Blair, Jr., an instructor-counselor at the Rodman Job Corps Center, New Bedford, Massachusetts; Franklin McCain, a development chemist with the Celanese Corporation firm at Charlotte; David Richmond, who returned to college last fall to complete his work; and at the extreme right, George Stevens, Jr., Greensboro, president of the A&T College Student Government.

Joseph McNeil, the fourth member of the sit-in group, is presently a lieutenant in the Air Force with the Strategic Air Command at Ellsworth, South Dakota.

The Mixed-Up World Of Men And Women Dress

NEW YORK (AP) — Men's and women's clothes are becoming increasingly interchangeable, but that doesn't mean men are becoming more effeminate and women more masculine.

It is a product of a new kind of relationship among young men and women, William Capitman, president of the Center for Research in Marketing, Inc., Peekskill, N. Y., told the National Retail Merchants Association.

"Particularly among the young, women have become individuals to be valued as such rather than simply sex objects," Capitman told more than 500 persons yesterday at a session billed "The Young Look Takes Over."

"Their casual dress is a reflection of their determination to deal with one another as equal individuals," he said.

Eventually, Capitman said, men's and women's casual clothes may be sold over the same counters.

He said he didn't expect it to spread to all areas and all occasions.

"This trend has not yet made itself felt in those segments of our social life where a more formal differentiation of the sexes is still the social norm," he said.

Capitman said the development of casualness in clothing, "is another evidence of the vast change that is taking place in our society. The society is moving faster than its self-styled style leaders."

He said that since World War II, young people had been making their own styles and imposing them on the market-place.

"We are living in the midst of a radically new social phenomena," Capitman said. "The world is not as it used to be. Its values have changed."

NEW YORK (AP) — Vidal Sassoon, the London hair stylist who makes Janes look like Joes, claims every woman in America ought to get rid of her hair "so she'll have time to do some real living."

Nightly pinups, teasing, bouffant hairdos and bobby pins are ridiculous, he says, "especially when this country is otherwise such a modern, spectacular place."

Short hair, he says, would give women time to be more feminine.

Sassoon expressed his views for 200 fashion writers attending New York Couture Group style previews Monday. The ladies gasped when shown one German model with platinum blonde hair shorter than Sassoon's.

"Every woman would cut her hair this way if she saw how easy it is," says Anna Lenz of Munich. To contrast her close cropped hair, she wears make-up that takes an hour to put on.

"Men love my hair short," says Sassoon model, Judy Mursch, 23, of Copenhagen, Denmark. "They rub their hands in it. They can't believe it's so straight thick. I think it's very sexy."

Kelly McKeown, 28, of New York, wears her blonde hair in what looks like a blown cut. "It's so interesting I get twice as many job bookings now," she says.

Sassoon charges \$25 when he cuts a girl's hair, and she must have it recut every two to three weeks.

"Each girl's hair is done individually," he says, "it's styled to her bone structure and contour of her face. She can brush it any direction and it will look perfect."

Sassoon, 38 this month and handsome, has been cutting women's hair for 20 years. Most important is the over-all image.

"The clothes image is destroyed without a good haircut," he says. "Modern clothes need short, architectural hair." He has a new style, also short, ready for the Paris and Rome fashion openings, but he won't talk about it. He just laughs. So far, ladies in this country aren't rushing to their hairdressers to cut their tresses.

In the words of beauty expert Virginia Graham: "Imagine showing your wedding pictures and have people ask, 'Which one's the groom?'"

Sassoon shrugs off criticism. "A woman's haircut is the most important, part of her dress," he says. And who cuts his? "Anybody I can find sitting around. You want to?"

Male Singers To Make Tour With Brass Group

(CONTINUED FROM PAGE 1)

- I
- (a)
- Anthems from the Baroque Period
- Your Voices Raise (From the Sixth Chandos Anthem) — George Handel
- Jesus, Joy of Man's Desiring (From "Herz and Mund und That und Leben" J. S. Bach
- Arise, O Ye Servants of God Jan. P. Sweelink
- (b)
- Secular Songs from the Sixteenth Century
- Come Again, Sweet Love John Dowland
- Adieu, Sweet Amarillis John Willbye
- My Bonny Lass Thomas Morley
- A. & T. College Male Singers
- II.
- Marche Vaillant Paul Koepke
- Prelude and Caprice Frank D. Cofield
- Overture for Brass Fred L. Frank
- A. & T. College Brass Ensemble
- III.
- (a)
- Songs by Romantic Composers
- Echo Sir Arthur Sullivan
- Coronation Scene ("boris Godounov" Modest Moussorsky
- Autumn Alexander Gretchanivov
- (b)
- Songs of the Negro
- Honor, Honor Arr. Hall Johnson
- You May Bury Me in the East Arr. Work
- Railroad Bill (Southern "Bad Man" Song) Work
- A. & T. College Male Singers
- Trumpet
- Voluntary Purcell-Walters
- Triumphal March (from "Aida") Verdi-Johnson
- Pizza-Party Harold L. Walters
- A. & T. College Brass Ensemble
- V.
- Songs From Broadway
- So In Love (From "Kiss Me Kate") Cole Porter



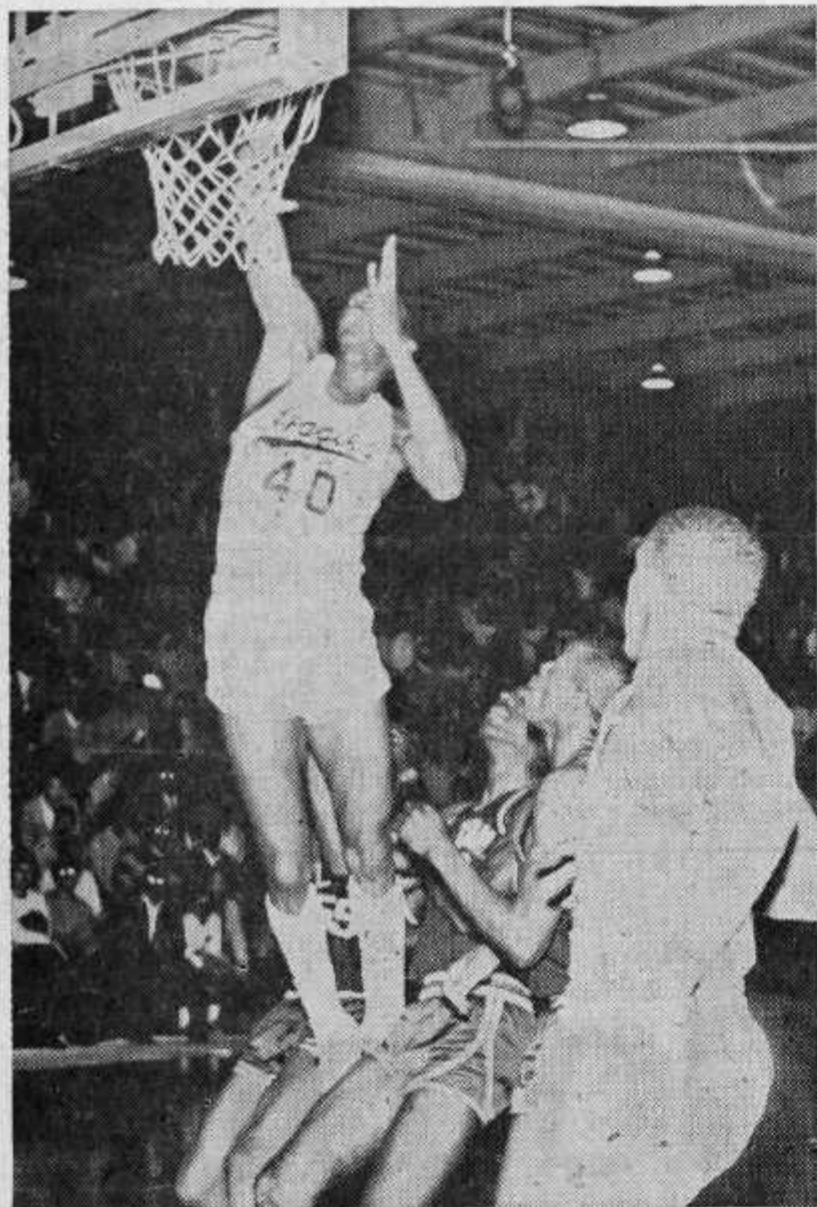
WALT BANTZ (E.E.) of the '63 Bethlehem "Loop" Course is an engineer at our new, \$50-million research laboratories. He's typical of young men on the move at Bethlehem Steel.

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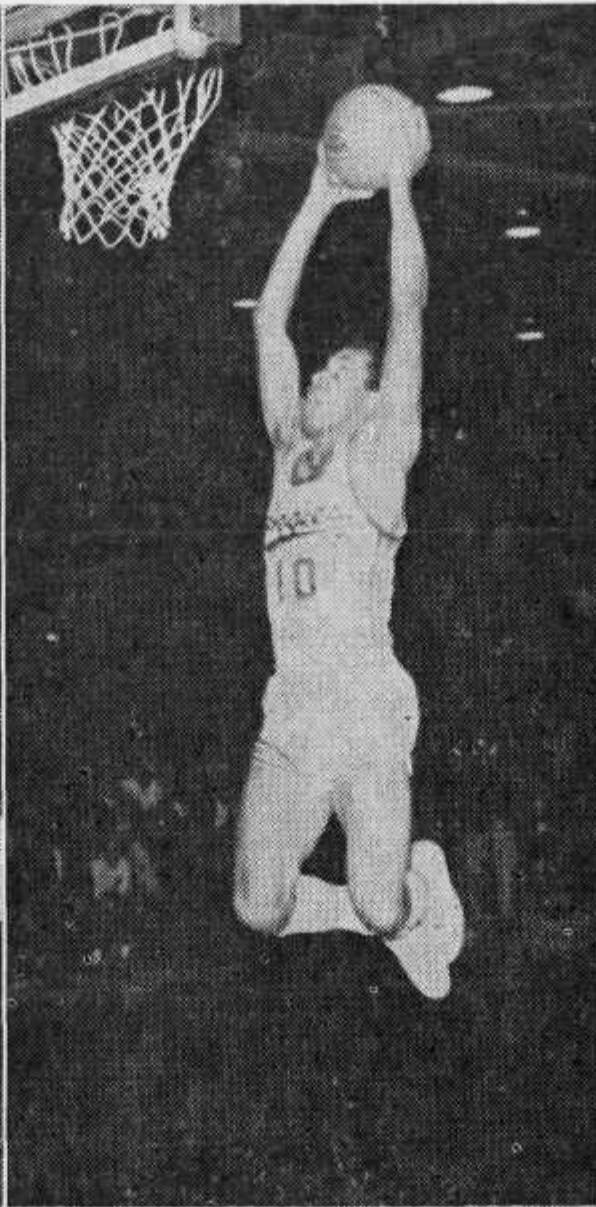
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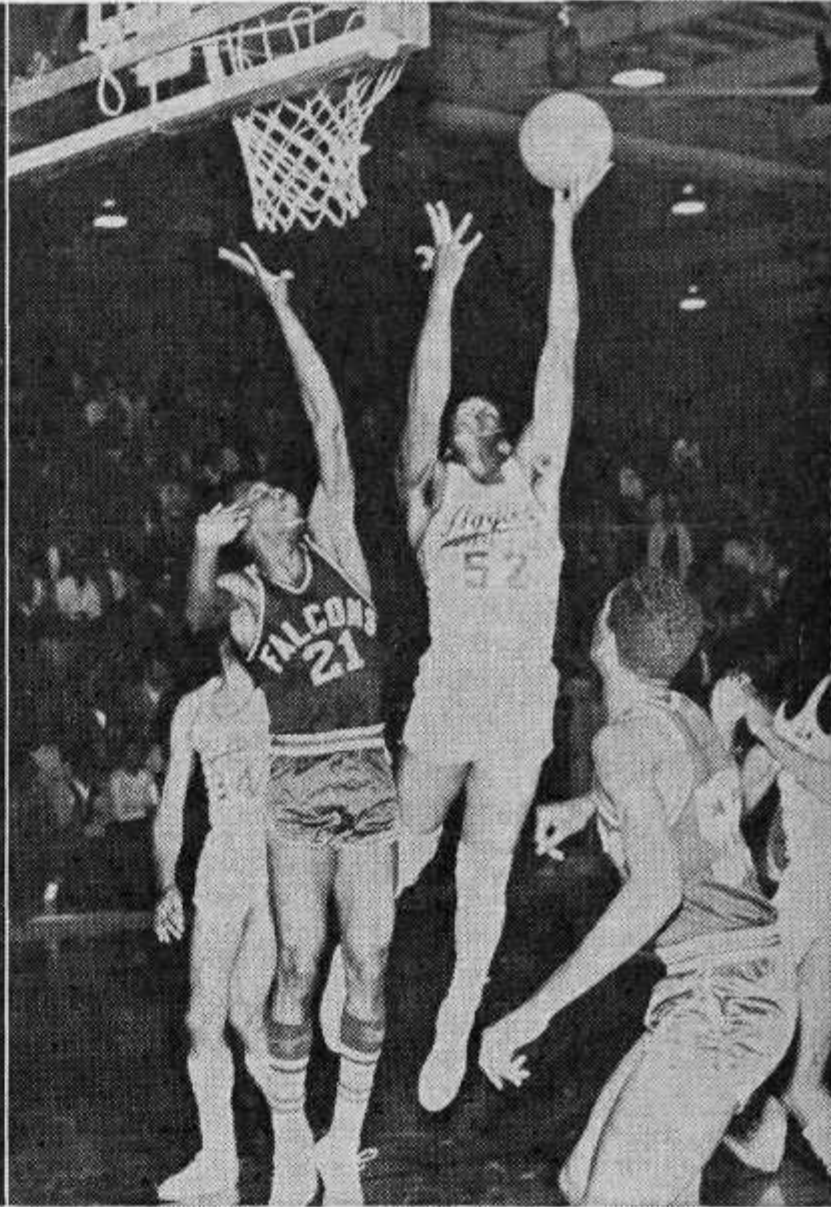
A&T Flips Saint Augustine's — 108 — 56



Freshman center William Gilmer finds it difficult to get into position for a shot so he simply "dunks" it, as A&T defeats St. Augustine's 108-56.



George Mack, 10, comes in for a lay-up for two of his 14 points in the recent victory over St. Augustine's Falcons.



Robert Saunders, 52, drives in for a lay-up while St. Augustine's Falcons look on with awe.

PHOTOS BY NICHOLAS BRIGHT

Aggies Get Second Win Over St. Augustine's

By CHARLES MCKOY

The A. & T. College Aggies turned Moore Gymnasium into a shooting gallery Thursday night, January 13, annihilating the St. Augustine Falcons 108-56 in the game that gave them their eight straight victory.

A. & T. probably had remembered the tragic defeat in Moore Gymnasium last year when St. Augustine's won 72-64 in an over time period. This was the only defeat they suffered in their home gymnasium last year, but they didn't have George Mack and Teddie Campbell; but this season with them, they turned the time clock in the victory along with William Gilmer, CIAA rookie.

The Aggie led from the beginning of the game to the end in double figures with Mack dumping in 14 points; Skinner, Adams and Barnes had 13 each and Gilmer and Campbell had 12 each. Leading scorers for the Falcons were Midgett, 28 and Wadley, 12.

The Falcons scored their only points on three free throws with 8 minutes remaining in the first period. This point was given to them because the Aggie center Gilmer was goal tending.

Aggies led 47-20 at halftime, hitting 69.2 per cent of their shots as the Falcons hit 54.1 per cent. Gilmer grabbed 15 rebounds as the Aggies defeated the Falcons the

second time this season 106-64 in Falconland and 108-56 in Aggie-land.

As the second half began they came back and ran wild with the Falcons as they were unable to stop the fast break. As the half progressed, the Aggies made 85.3 per cent of their shots and the Falcons hit 67.8 per cent. A. & T. is continuing to hold its second half record by scoring 61 points.

The Aggies now hold a 6-1 CIAA record and the Falcons a 2-8 CIAA record. A. & T. is second to Morgan State which has an 8-0 CIAA record.

In total offense, the Aggies hit 69.2 per cent of their shots as compared to 60.9 per cent by the Falcons.

	A. & T.	FG	FT	TP
Saunders	3	1	7	

Gilmer	6	0	12
Skinner	5	3	12
Adams	6	1	13
Barnes	6	1	13
Mack	7	0	14
Campbell	6	0	12
Webber	2	2	6
Williams	1	0	2
Watts	3	0	6
Edmonds	1	0	2
Hubbard	3	0	6
Grier	1	0	2
TOTALS	50	8	108
	FG	FT	TP
Midgett	10	8	28
McReynolds	1	0	2
Jordan	1	0	2
March	1	0	2
Wadley	5	2	12
Wiggins	0	1	1
Lowery	1	1	3
Love	1	2	4
Sheppard	1	0	2
TOTALS	21	16	56

Parks Is First Negro To Sign With Duke Football Squad

LYNCHBURG, Va. (AP) — Allen Parks, a 6-foot-2, 225-pound tackle and academic whiz at Lynchburg's Dunbar High School, has become the first Negro to sign a football grant-in-aid with Duke University.

Parks, who plans to study law, announced last night he has accepted Duke's offer of a four-year athletic scholarship. Duke officials said they were greatly pleased.

"He's a good boy, a very good boy," said Eddie Cameron, Duke athletic director, who is attending the NCAA meeting in Washington.

He confirmed that the Blue Devils had tried hard to recruit Parks.

Duke has Negro students, some on academic scholarships. One is a starter on the Duke freshman basketball team. But the university, a member of the Atlantic Coast Conference, never before has offered an athletic scholarship to a Negro.

Parks has an academic average of 90 at Dunbar, where he will graduate this spring, and is president of the senior class. He was recruited by Carl James, assistant coach and head recruiter at Duke.

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Aggies Capture Three More Over FSTC, NCC And St. Aug.

BY EARNEST FULTON

The Aggies defeated three teams last week for their 7th, 8th, and 9th consecutive victories. The victims were Fayetteville State, St. Augustine's, and North Carolina College.

The Aggies have an overall record of nine victories and three defeats. Their conference slate is seven wins against one defeat. This record puts them among the top three teams in the conference. The other teams in this trio are Norfolk State and Winston-Salem State.

Saturday the Aggies will face one

9th Win Comes In Close Game Over NC College

BY EARNEST FULTON

A&T won its 9th consecutive game here last Saturday as she beat the North Carolina College Eagles by a score of 71-63.

Aggie scoring was led by Robert Saunders with 25 points. Anthony Skinner scored 16 and George Mack had 10. Ted Manning of North Carolina College led all of the scorers with 26 points.

In the opening minutes of the game, the Aggies took an 8-0 lead. They relinquished the lead only once when the Eagles tied the score at 18 all. Then George Mack and Robert Saunders led a surge that gave the Aggies an 8 point lead.

The first half ended with A&T holding a 10 point lead, 39-29.

In the second half whenever the Eagles appeared to be pulling closer, Saunders would hit shots from beyond the free-throw circle.

The win by the Aggies brought their won-loss record to 9-3 over-all and 7-1 in C. I. A. A. competition.



PETE TUCKER

(Bus. Admin.) of the '62 Bethlehem "Loop" Course enjoys selling steel products in our Cleveland District. He's typical of young men on the move at Bethlehem Steel.

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Logan Gets Record 46 WCC Wins

CULLOWHEE — Henry Logan set a new individual Western Carolina scoring record by tallying 46 points here Saturday night and leading the Catamounts to a 113-93 Carolinas Conference basketball victory over Atlantic Christian.

Logan shattered his own record of 45 points a game, which he set against this same Atlantic Christian team last season.

With a capacity crowd of 3,800 looking on, Logan accounted for 18 points in the first half and added 28 more in the second before being removed from the game with some three minutes of action remaining.

The victory was the 10th of the season for the Catamounts in 13 games. It left WCC with a 3-1 Carolinas Conference record.

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Irvin Selected

Peace Corps Selects Coaches As Recruiters For Athletes

WASHINGTON (AP) —Sargent Shriver, director of the Peace Corps, signed up 19 of the nation's top coaches Tuesday to help enlist young athletes and coaches to work with the Peace Corps in underdeveloped lands.

Shriver told a news conference at the 60th annual National Collegiate Athletic Association that sports is one of the quickest channels to win the confidence of the people in the new nations.

He said the Peace Corps needs to recruit 200 to 300 coaches each year, noting that in recent African Games Peace Corps volunteers coached the national teams of five African nations.

The death of Prime Minister Lal Bahadur Shastri of India forced a change in plans at the convention. Vice President Hubert H. Humphrey had been scheduled as the featured speaker at the luncheon, but by the time the luncheon began Humphrey was on his way to India to head the U. S. delegation at Shastri's funeral.

Most of the day at the NCAA meeting was given over to closed

committee sessions and panel discussions. There were no general convention sessions.

Top football coaches recruited by Shriver were Tommy Prothro of UCLA, Louisiana State's Charles McClendon, John Ralston of Stanford, Bob Blackman of Dartmouth, Ara Parsegian of Notre Dame, Pete Elliott of Illinois and Earl Banks of Morgan State.

Basketball coaches: John Wooden of UCLA; Bill Van Bredakolff, Princeton; Vic Bubas, Duke; Dr. Edward Steits, Springfield, Mass., College, and Calvin Irvin, North Carolina A&T.

Other coaches are Dick Siebert of Minnesota and Bobby Winkles of Arizona State, baseball; Vern Wolfe of Southern California and Charles Walter of Wisconsin, track; Phillip Moriarty of Yale and James Councilman of Indiana, swimming, and Eugene Wettstone of Penn State, gymnastics.

Rounding out the list are Pete Newell, athletic director of California, and Dr. Ruben Frost, president of the American Association of Health, Physical Education and Recreation.

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Jim Weston
B.A., Washington Univ.
M.B.A., Washington Univ.

College graduates, new to Ford Motor Company, often comment on the comparative youth of many of our top executives. The example of these men in key positions is evidence that being young is no handicap at Ford to those who possess ability and ambition. In fact, new employees can expect challenging assignments while still participating in our College Graduate Program. This means an opportunity to demonstrate special skills and initiative while still learning the practical, day-to-day aspects of the business. Consider the experience of Jim Weston, who has been with Ford Motor Company for three years.

Jim came to Ford in February, 1963. His first assignment was in marketing analysis where his principal job was evaluating present and potential dealer locations. For a time, he also gained experience in the actual purchasing of dealer locations. Later, an assignment forecasting sales and market potential with Ford Division's Truck Sales Programming Department gave him the background he needed to qualify for his present position. His job today? Only three years out of college, Jim is now a senior financial analyst in Ford Division's Business Management Department.

Jim Weston's experience is not unusual. At Ford Motor Company, your twenties can be challenging and rewarding years. Like to learn more about it? Talk to our representative when he visits your campus.



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