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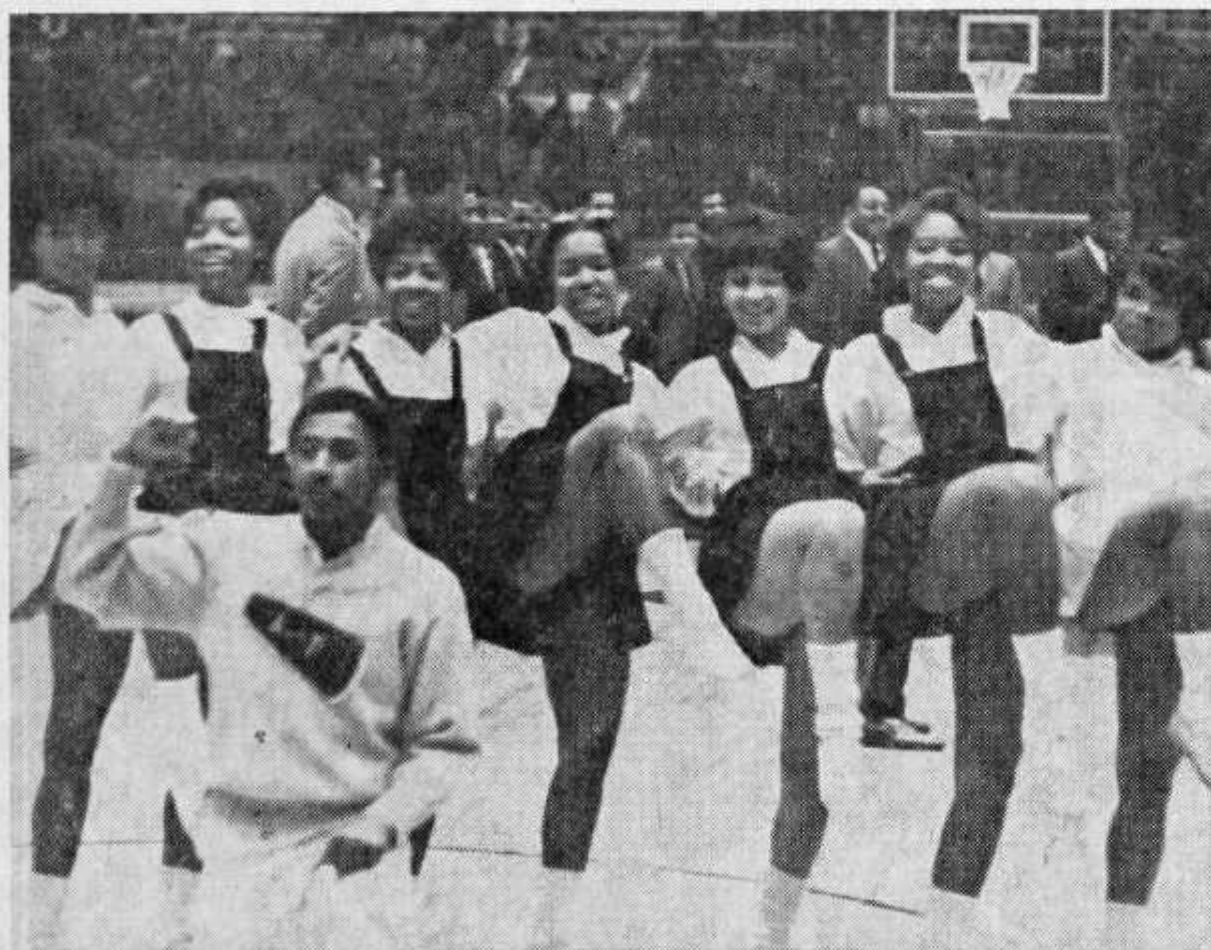
# THE A & T REGISTER

"COMPLETE AWARENESS FOR COMPLETE COMMITMENT"

VOLUME XL, No. 13.

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY, GREENSBORO

JANUARY 17, 1969



Cheerleaders, for the Aggies, keep the spirit in the house to maintain winning streak.

## Student Is Suspended Following Disruption

By FRANKIE PAULING

On the afternoon of December 12, Dr. Jesse Marshall, dean of student affairs, recalls that while in attendance at a faculty meeting he was disturbed and informed that Murphy Hall had been wrecked.

Proceeding to Murphy Hall to investigate the situation, Dr. Marshall found some of the dining hall workers leaving because of fear, and the general area where salads are served were wrecked with food on the floors. Continuing with the investigation, he was informed by H. J. Flanders, director of A&T Food Services, that some of the individuals responsible for the disruption could be identified. Shortly after this investigation was in process, it was learned that Brown Hall had witnessed similar treatment.

Monday, December 16, formal identification of Eric P. Brown was made. It is reported that Brown was only present in the Brown Hall disruption. Later Brown was sent a letter notifying him of charges against him and setting a date for a hearing. Brown is said to have been advised of his rights and was permitted to bring character references, wit-

nesses and any other information that would refute the charges brought against him. He was reportedly allowed to face at least two of his accusers. The charges brought against him are that he participated in the disruption and damage of university property.

After the hearing, Brown was suspended indefinitely and was asked not to return until he received a letter from the office of the Dean of Student Affairs.

Brown, who under the due process of law, has the right to appeal his case, has returned to campus and now awaits a second hearing.

Quite a few stories have evolved from the disruption of the dining hall. Exactly which are true and which are not true *The Register* is not prepared to say. Calvin Matthews, president of the Student Government Association, denied that any threats were brought against him as a result of any actions he took concerning the wrecking of the two dining halls, and he admits that he did make statements against the indefinite suspension of Eric P. Brown.

A hearing for other persons involved in the disruption of the two dining halls, and thus damage to university property will follow in a few days.

## A STUDENT'S COMMENT

### Black Consciousness And Higher Education

The questions raised in this dialogue adequately reveal the dilemma and raise many crucial concerns, but to the mind of this black student the most important question raised is that of the relation between a university and its society. In addressing this issue I specifically want to see what avenues are open for the creation of a black and black conscious university. The two aspects of the dialogue in their reverse order — "the black man's relation to higher education" and "the Negro's role in higher education" — focus first the problem and second the direction in which the solution might lie.

The actual role of the university today is to provide the young with the necessary expertise to keep the machinery of society operating smoothly. As the advertisement says, "Keep America Strong — Support Her Colleges." While this fact ought to be obvious, it certainly is not generally recognized. There are those who still insist on thinking that a university provides "educated, sensitive" people. We must, however, be clear on the subservient, service, non-directive role played by most universities relative to the society. The military-industrial — to which I would add government-political — complex which heavily subsidizes the university for its own purposes naturally determines the university's product. It is certainly unsurprising, therefore, to find this complex-controlled, technological ly-focused university insensitive (except tokenly) to the racial crisis that embroils the country.

So when the question is raised, as it was in the discussion, about the relation of the black man to higher education, the answer can be put rather simply: the black man's relationship to higher education takes the same form as the black man's relationship to the society. Thus, the black man's priority in higher education is a new university structure, just as his priority in society is the creation of a new social structure. The need for a university naturally grows out of black people's need for the expertise to operate in the new structures of society which are already emerging, especially

in the northern ghettos. And if the idea of a viable, black, autonomous power structure is to become a reality, black persons with the necessary expertise to shape arising urban black structures are a prerequisite. Blacks with such expertise are not being provided in any substantial numbers by the white universities. Nor will they be, because the white university is not geared to serve a black oriented society. Indeed, such a need can be filled only by an entirely new system of education — a black system in service to the black autonomous power structure. The black system must provide for new goals and therefore must have new criteria, new approaches and new qualifications for personnel.

But all of this talk about the need for the explicitly black conscious university nets nothing unless some fruitful direction can be spelled out for its implementation. Only a fool would presume to spell out a detailed answer to this most serious question of all, but there are some possible fruitful directions. We are here faced with the nature of an interim strategy (which might make use of a number of "suffering servants") which will move us from where we are to the era of the black conscious university. Where we are (it seems to me) is dealt with in the discussion of "the Negro's role in higher education." Enough data has been given in this dialogue to speak for my own distaste for the present and past Negro role. Yet the role is certainly one with which black students must contend. It is discouraging to note that only about one-half of the black students in higher education are enrolled in Negro colleges, but that is a fact of life and an interesting one. This is partly because more scholarship money is available in the white schools (not to mention the recent phenomenon in white schools of increased preference for black students, for white guilt or other reasons). But the realistic question is, how is this phenomenon to be used in the interim to facilitate the rise of the black university?

I would like to submit that those blacks, along with those whites sensitive to the ensuing revolution

who are in positions of influence, decision-making and teaching, must begin to recognize their priorities. For example, such sensitized persons on scholarship and foundation boards must begin to understand that, given the social crisis selection of fellows can no longer be based on the Graduate Record Examination or the regular set of credentials that impress most scholarship boards. Preference must now be determined by criteria such as the relevance of the applicant's field to certain needs in the black community (black history, educational administration, etc.) or perhaps if two men show the ability to complete a given program, then social priority demands that the black candidate receive preference. More over, the same kind of influence wielding people are going to have to pressure for and raise the necessary funds to undergird such black

(CONTINUED ON PAGE 2)

## NATIONAL PLAYERS PERFORM

### "A Midsummer Night's Dream"

By W. MAI LEACH

Wednesday night's production of "A Midsummer Night's Dream" was an entertaining production for Shakespeare enthusiasts. The two-act play was performed by the National Players, an operation of University Players. The touring company includes works by Shakespeare, Sophocles, Shaw, Aeschylus, Aristophanes, and Moliere.

The eighteen member company, directed by William H. Graham and Claude Chagrin, staged the two-act play with a relative degree of scenery. The stage was adorned with steps and trees which served as the Duke's palace in Athens and a nearby wood.

The opening of the play finds Theseus, Duke of Athens, engaged to Hippolyta, the Queen of the Amazons. Philostrate, master of revels, is asked to secure entertainment, Peter Quince and a group of simple craftsmen meet in the woods to rehearse "Pyramus

and Thisbe."

Awaiting the ceremonies, Theseus is called on by Egeus to force his daughter, Hermia, to marry Demetrius or accept the alternative of death or life in a convent. To escape her fate, Hermia meets her love, Lysander, in the woods to escape. Hermia confides in Helena, who is in love with Demetrius and so warns him of the elopement.

To the two plots now already weaving, is added a third one. In the woods live the fairies with their King Oberon and his Queen Titania. They are involved in a bitter quarrel over the guardianship of a young boy.

The stage is set for revelry with the actions of Robin Goodfellow or Puck. In his attempt to do Oberon's bidding, he has Lysander and Demetrius fall in love with Helena. The error is made right by making them fall asleep and awaken in love with the correct partner. At the same

time Titania is made to fall in love with Nick Bottom whose head has been made that of an ass. Having secured the boy, Oberon has Puck "set everything right." The three couples are married and entertained by Quince and his group in their "ludicrous" version of "Pyramus and Thisbe."

The most delightful portrayal was that of Frank Hooper as the character Robin Goodfellow (Puck). The spritely and nimble Hooper flitted and danced across the stage with perfect agility.

Peter Quince's oratory and Bottom's egoism provided laughter throughout the play. Allen Share and Joseph Zaloom's portrayals were commendable. Bernard Kreilkamp, in the role of Oberon, presented the towering and royal figure of a king.

The production ended on a happy note and the cast was applauded by an enthusiastic audience.

## Paine Students Take "Clean-Up" Award

(Editor's Note: Article is taken from the Paine College's PAINEITE).

Students at Paine College participated in a massive Clean-Up Augusta campaign, ending a period of what seemed like ambivalent indifference to affairs not directly affecting the college.

Paine students have not only the satisfaction of being of service to their fellow humans, but also the added material benefit of \$3,000 in award money given by the C&S Bank to Paine because we had more participants in the campaign! Over 20% of Paine's students took part in the campaign compared to 2 1/2% of Augusta College's students.

The Forward-Augusta Campaign, a \$50,000 project of the Citizens and Southern bank of Augusta, concentrated on an 80-block slum area as its initial target, enlisting the joint effort of both Paine and Augusta college students in a massive attempt at beautification of

the city. Said one Paine College student, "It's about time someone recognized the problems of the people living in the slums and did something about them." His sentiments seem to echo that of 390 of his classmates who canvassed, often on foot, two depressed areas, block by block, in an attempt to gain the aid and interest of the Augusta Community toward the project. Modeled after a similar program last May in Savannah, the Forward-Augusta campaign sponsored civic improvement in the form of new garbage cans and fences for the residents together with the removal of debris and old junk from the residents' homes.

The program culminated on the 23rd and 24th in a gigantic parade and the towing away of old junk from the residents' homes.

Thanks to Paine College students, and other concerned Augustans, Augusta now has a far more attractive community.

# Hello, Avid Followers

By ROBERT "TAZZ" ANDERSON

If you remember, in the last edition, "TAZZ" had been asked for a loan of forty dollars by a Wineo on Market Street.

Return with us now . . .  
— "Now my good fellow Wineo, pray tell why you want Forty dollars?" asked TAZZ.

"To drink wine spodie-odie, to drink wine," chirped the Wineo.  
"But a little man isn't but 69 cents."

"I know, daddyO, but I'd like to drink it in Mexico."

— TAZZ is in the process of writing a new nobel prize winning book. It's an autobiography of his early life and loves.

— Once again, avid followers, TAZZ must point the weighted hand of Justice toward those culprits who held up 4,110 students during the month of September. Guess Who? None other than our Dudley Building Hoods!

— The campus cops were in a tizzie last night, seems some lunk head lost this month's bullet. (Panty Raid TONIGHT)

— JANUARY 30 is hereby proclaimed Right Guard Day on the first floor of Cooper Hall! All defenseless roommate may report by room 105 for that days' protection. (First five persons get two squirts.)

— TAZZ'S PICK TO CLICK — Everyone's buzzing about the new song by the Potents entitled *If the Answer's No Baby, You're in for A Long Walk*. The record is unique in that there is no music and is only 25 seconds long. First, there is the roar of a car pulling up and parking; second, the proposition and a slap (of stereo quality) and finally the record ends with a door opening and closing and the sound of spiked heels clicking into the night.

— Heard it through the campus grapevine — A pretty senior Home

Economics major suggests that female Home Ec. majors be allowed to spend their last semester in Cooper Hall. What better method is there for practical training in Home making.

— A certain senior by the name of Leander Forbes (whose name I shall not mention) will be hearing wedding bells and bullets come June. He has to make a sacrifice between the wife and the war!

NEXT WEEK . . .

— A&T after 1:00 A.M.

— Sex on Campus: Fact or Myth?

— Interview with Panty-Raid  
— A "Gay" Night in Cooper (Poem).

Participants.

— Contact High in the Music Room.

— What is the Syndicate?

That's it, avid fans! TAZZ the myth or TAZZ the man? I'm hating up, but before I go, let me turn on some sound advice for dealing with people. Do unto them as you know they're going to do unto you.

SEE YAAT AMERICA'S BUSINESS COLLEGE!!!

## Understanding

By LUTHER BROWN, JR.

Though there are problems,  
Though we desire them solved,  
We must understand.  
The substance upon which man's  
Existence rests, is  
Not his ability to think,  
But to Understand what he thinks.  
Wars are a lack of Understanding.  
So is poverty! Crime! Race Problems!

Envisioned happiness through  
Irrational means  
Provides only temporary euphoria  
And imminent defeat.  
Let, us, then, Understand.

## Black

## Consciousness

(CONTINUED FROM PAGE 1)

institutions. It goes without saying that the Negro colleges have already contributed substantially to the rise of such new institutions and might possibly become the cores of the emerging black conscious universities. These factors, working together and responsive to the moves of the black community, might provide the inputs from which a black university will emerge. The difficulties to be encountered are nothing less than immeasurable, but even from the vantage point of the white institution where I now sit, they do not seem insurmountable.

In summary, the goal is the formation of a black institution to serve black concerns. My concern is how to facilitate the growth of such an institution from the white and Negro institutions that now exist. And I have tried to say that if the right people can be rightly sensitized the process of the creation of serious black higher education can be accelerated.

— By E. John Gwynn

(Editor's Note: The article was taken from "Black Consciousness and Higher Education" by the Church Society for College Work. Copies of the pamphlet may be ordered from the Society. The address is 2 Brewer Street, Cambridge, Mass. 02138.)

## Find Your Perfect Date

Are you tired of the frustrating trial and error tactics of blind dates and going from club to club, dance to dance? You owe it to yourself to get into the loveseat.

Evaluate Compu-Data:

A dating service that uses extensive psychological testing and scientific analysis by the latest IBM computers to determine mutually perfect matches.

A dating service corporation covering the North Carolina educational complex with its headquarters in Raleigh. Extensive participation has already begun at Bennett College, Shaw University, North Carolina College at Durham, Fayetteville State Teachers College and Elizabeth City State College.

A dating service formed for adventurous people who like to meet people but rarely seem to meet the "right" people.

Find those members of the opposite sex who interest and excite you, and who find you interesting and exciting.

Please send me your comprehensive questionnaire — and one for a friend. I understand there is no obligation or charge in requesting a questionnaire.

### MY QUESTIONNAIRE

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Address .....

City .....

State .....

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# Straight talk about your future at Ford Motor Company.

**As a product engineer.** You might walk in one morning and find this assignment on your desk: "Parking lots are places where people bang up car doors. Can you design a door that eliminates this problem?" Or you might be asked to solve cab vibration in semi-trailer trucks. Or design a unique approach to vehicle controls.

**As a manufacturing engineer.** You might find the following: "We're planning to build a bigger engine at our #2 plant. Could you engineer the changeover economically?" Or, you might be asked to determine the manufacturing feasibility of a new product idea.

**As a marketing man.** Today's problem might be: "Markets nobody else knew were there made Mustang and Thunderbird a success. Does the growing youth market offer a new potential?" Tomorrow you might be asked to probe the demographic characteristics surrounding multiple car purchases.

**As a financial analyst.** Today your assignment might require a background in foreign policy. "Currency in a Common Market nation is devalued. How can we protect our automotive investments on the continent?" Tomorrow, we might need an analysis of profit potentials.

Sound like the kind of assignments you'd like to tackle? Then join the Better Idea people at Ford Motor Company. You'll get all the assistance you need to handle these and other complex assignments. Our people have a giant network of computers at their service. Complete research and testing facilities. The funds they need to do the job right. If you're looking for challenging assignments and the rewards that come from solving them, see our representative when he visits your campus. Or send a resume to Ford

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"Avoid discussing politics and religion," runs the familiar advice to the hostess, "if you would have pleasant conversation at your dinner party."

But the balance sheets of publishers in the last couple of years indicate that religion may indeed be a subject for discussion that interest today's dinner guests more than any others.

Proof of this lies in the distribution reports of a 600 page paperback volume which bears the title, "Good News for Modern Man," the New Testament in Today's English Version. Its translation into language is contemporary as the morning newspaper.

In a country in which it has generally been assumed that everyone who wanted a Bible had one, this version of the New Testament was snapped up by 12 million readers within the first two years of its publication.

No one could have been more surprised than its publishers, the American Bible Society. The new translation had originally been intended primarily for persons, both in this country and abroad, who were relative newcomers to the English language. With English rapidly becoming the most popular "second language" in most areas of the world, the Bible Society felt a need for a version of the Scriptures that could be grasped by persons for whom the archaic usages of the King James Version were a discouraging puzzle.

But when the Today's English Version came out in September, 1966, it quickly caught on with many other persons as well. Some of the more enthusiastic responses came not from readers new to the English language but from a segment of the population presumably highly skilled in its use — students on college campuses.

The reaction of many persons to the modern version may be summed up the comment of a 12-year old girl: "This can't be the Bible," she said as she glanced at the word "stand it!"

Gone, in Today's English Version, are the "thees" and "thous," the "verilys" and "untos." Current measurements of time and distance help the present-day reader make sense out of parables and historical accounts.

In the parable of the three servants, the master gave to the first servant "five thousand dollars, to the other two thousand dollars, and to the other one thousand dollars. Then he left on his trip." The King James account of this incident uses the word "talent" for monetary delimitation, thereby confusing many a Church School teacher.

Times of day are clarified in the TEV. "It was getting on toward evening when Joseph of Arimathea arrived . . ."

The words of Jesus take on a new immediacy in the new version. "Which of you can live a few more years by worrying about it?" "Look at the birds flying around:

they do not plant seeds, gather a harvest, and put it in barns. Your Father in heaven takes care of them. Aren't you worth much more than birds?"

Nor does the new version mince words in dealing with "the facts of life." The Christmas story in Luke states that Joseph went to Bethlehem "to register himself with Mary, who was promised in marriage to him. She was pregnant, and while they were in Bethlehem, the time came for her to have the baby. She gave birth to her first son, wrapped him in cloths and laid him in a manger — there was no room for them to stay in the inn."

One reviewer writing in the Saturday Review characterized the style of the Today's English Version as "raucy vernacular." It includes such expressions as "good-for-nothing" "show-offs" and "Be quick about it, friend" — the latter being Jesus' words to Judas as he was about to betray his master.

A major contribution to the popularity of the TEV, as the Bible Society refers to the new translation, has come from the unusual illustrations generously sprinkled throughout the text. They are simple but sprightly line drawings, done by the Swissborn artist Annie Vallotton who now makes her home in Paris.

The pert drawings, so unlike conventional Biblical art, use the same economy of line as do political cartoons to convey a mood,

a situation.

Her Pharisee strolls imperiously past the Temple pillar, hands piously folded over an ample belly and a holier-than-thou tilt to his smug face.

Her Prodigal Son sits on a rock in utter despair amid three amiable, fat pigs.

Her anxious Shepherd searches for his lost, curly lamb through a thicket of even curlier shrubbery in a design reminiscent of the how-many-birds-can-you-find-in-this picture puzzles of children's magazines.

Translator of the TEV New Testament was the Reverend Dr. Robert G. Bratcher, of the translations staff of the American Bible Society. The son of missionaries to Brazil, Dr. Bratcher developed a sensitivity to languages early in life and added to this skill the technical competence of academic training.

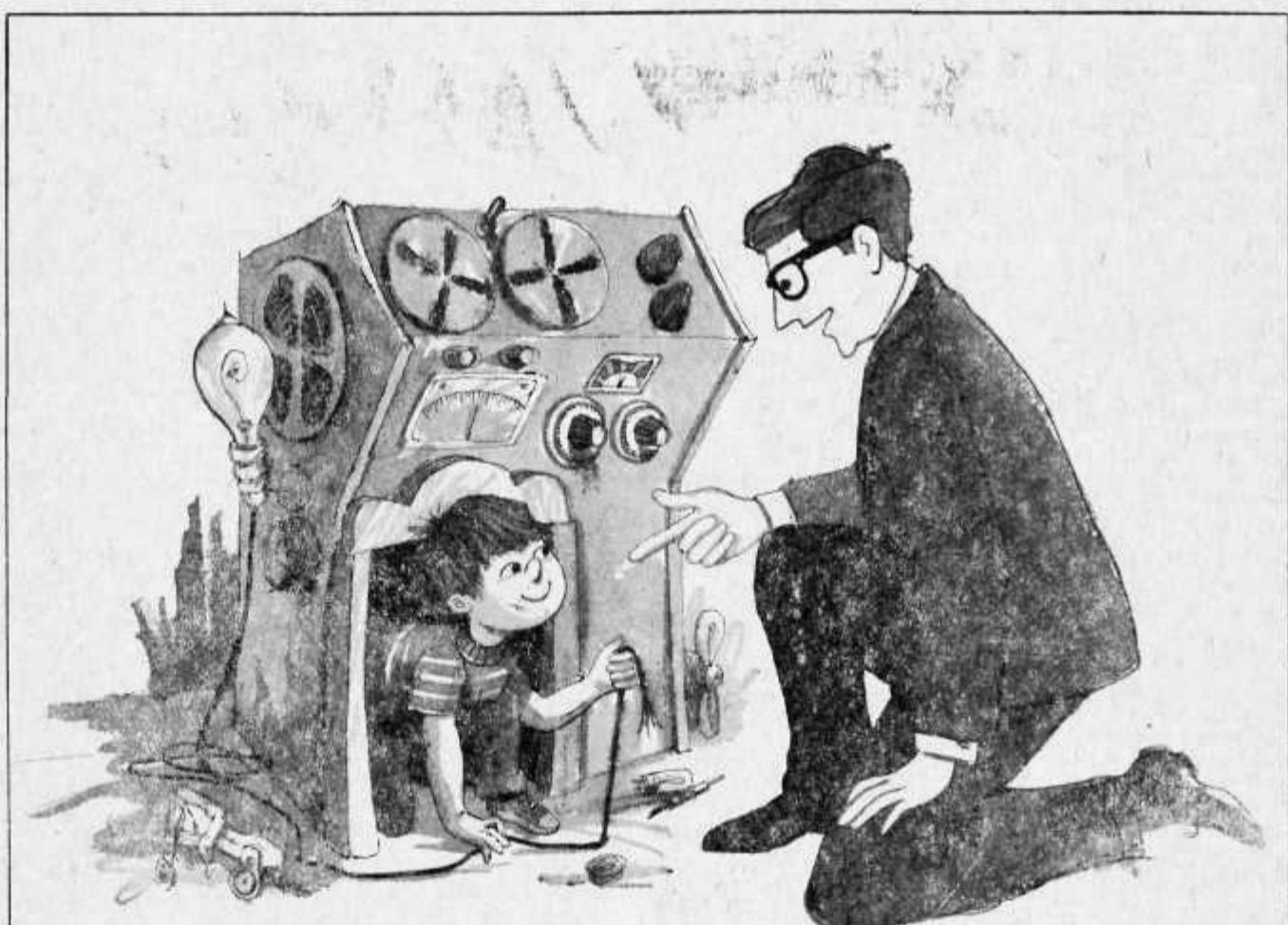
He worked almost exclusively from the manuscript of an updated edition of the Greek New Testament, published by the United Bible Societies only a few months before the TEV came out.

Dr. Bratcher worked mostly at home, writing out his manuscript in longhand. Each evening, with the family at the supper table; he would ask his wife or one of their three children to read aloud his day's work. If the reader faltered over a phrase Dr. Bratcher reworked it until the words came

(CONTINUED ON PAGE 7)



Albert Withers (left to right), Larry Underwood and James Baten observe gauges as Mr. J. Morris explains the principal of the apparatus in air-conditioning course.



Are there any more at home like you?

Can't blame us for asking. Good engineers are hard to come by. What's more, every new technological development breeds new technological needs. Take our new Airborne Computer Group. We're formulating an all-out proprietary design/development effort to refine our already significant navigation computer capability. Automatically, this creates additional demands for advanced computer professionals in special purpose systems/hardware/software.

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## Pen Pals Wanted

Dunhill M. Nyambe  
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P. O. Box 655  
Lusaka, Zambia, Central Africa  
Dear Sir,

My hobbies are listening, dancing, and singing SOUL MUSIC, reading, politics, and public speaking.

By the way, I was recommended by a man called Dr. Frenise Logan to write and to ask you to find me Negro or Afro-American Friends. I am so much interested in listening and dancing to soul music that my friends call me Soul Man. I prefer to be called Soul Man or Soul Brother because I think that's what I am.

Now, sir, could you give my address to those boys and girls (i.e. 14 to 22 years old) interested in corresponding with me — an African.

Description? I am five foot six inches tall, chocolate brown in complexion and weigh 175 pounds.

I will be the happiest boy (18 years old) if you do me this great favor.

Happy Christmas and Prosperous New Year to you, sir:  
Yours faithfully,  
Dunhill M. Nyambe

# Communication: The Problem

The target for individuals and organizations, who are engaged in communications must be an improved information service. It is necessary that all media and information desks provide a better means of informing the total University of the changes and highlights of the day. There is just nothing like a malfunctioning communications system for bringing about confusion and frustration.

For some organizations, this will entail a careful investigation of its existing means of informing its audience. This might mean retiring some officers and employing new ones or creating new staffs or departments. Whatever the problem, those responsible for solutions must come up with answers, to insure a pleasant existence here. Students might not be able to make a contribution to any given situation but they will be more sympathetic to it, if they have been completely informed on the matter.

## Student Dissent

By DAVID LEE BROWN  
ATR News Editor

The present decade represents "the awakening of the paper tiger." That "paper tiger" is the "new student body. Because it is neither inert nor docile, because its latency has succumbed to militancy, because it has become revitalized, it is a "new" student body.

Today's students are vitally interested in the affairs of the world. They realize the intricacies of the innerworkings of international politics. They feel closely attuned to the desires of the oppressed for liberation. They seek independence and a sense of self-confidence and self-awareness.

In actuality then, the new student body is composed of students whose desire is to become totally aware and completely involved in their world. However, their attitude represents a negative view of life on earth and they seek to undermine "the Establishment," because it has not created a harmonious, workable society in which all men are equal and their potentials are fully realized.

The student body on this campus is no exception. Because Aggies realize that the "Establishment" has not created a society in which equality is a reality and potentiality is fully realized in individuals, they are seeking a solution through the university system. Nevertheless, the quest for a solution to the ills of society should not lead to the discarding of reason and the utilization of emotion and enthusiasm alone. Solution should come through analysis, arbitration, and careful decision.


The "Administration," as "the Establishment" is represented on this campus, is for some the fort behind which faculty and staff are safely protected; for some it represents an agent whose direction and concern are needed, wanted, and greatly appreciated; and for others it represents the epitome of established power which acts as a system of check and balance aimed at creating "puppet students."

Whatever the case may be, students are not indifferent to the situation. As responsible, motivated individuals, students seek to direct their education and their lives. Consequently, the following questions arise: "Are students responsible enough to direct their own educational programs? Can students overcome the pitfalls in the organization of desirable curricula? Do students possess the knowledge and foresight to decide the necessary requirements for educational degrees? If students do possess the required knowledge to develop acceptable curricula, will they do so without chaos? Can students truly manage their lives?"

As students, the answers lie within the periphery of their thinking. Answers depend upon the degree of maturity, intelligence, and sense of responsibility.

If students should decide that the solution to their problems dictate the overthrow of the established system, even though forceful tactics must be used in the disruption, then it is their right to do so. However, it is not within their rights to disrupt the established if nothing exists or has been proposed as a possible substitute.

All leading editorials are written by the editor of THE A&T REGISTER. Such editorials will not necessarily carry a by line and will not necessarily reflect the view of the entire staff. Staff members are free to write dissenting opinions.



### THE A&T REGISTER

MEMBER

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# How Our Readers See It

## SGA: THE OTHER SIDE

# The Truth: No Cheese Eating

To the Editor and Staff of THE REGISTER:

Recently the SGA has been under constant verbal bombardment by this newspaper seemingly because of the actions that they have taken against the wrongs and injustices prevalent on our campus. We are quite sure that any member of the SGA would admit that perhaps they have made a few errors or unknowingly overlooked a few matters. However, we see no reason why you and/or any other member of this Aggie family should turn against them; for our greatest glory is not in never falling, but rising everytime we fall. Mind you, we are not saying that you are not entitled to express your views as you see them but, in the process remember, "Lest We Forget," what they have done."

It seems that the good that men do often dies but the bad lives on eternally. Since it seems to us that you have forgotten or omitted some of their achievements, we would like to briefly relate a few things. We were students in summer school (summer '68) when we for the first time saw that we

might have a student government that would stand. Why is it that you failed to tell how this very same core of students protested the food services on this campus, slept in the dining halls and refused to be shaken until they changed the system and brought a black manager to our campus? Or what about the case of the Nursing Department? Did you let others know that nursing students went without any classes and instructions until SGA took over the Administration Building, again sleeping in and refusing to move until the department head and staff had been reinstated? Or maybe you didn't see the hellish situation in the registration center, the freshman cafeteria, and other places of chaos when SGA associates worked relentlessly to "smooth things out." Oh, but when they called the "Bitch-In" to get right down to the "Nitty Gritty" or the grass roots of the problems here, you seemingly overlooked the good that came out of the "Bitch-In" and acted like a bunch of Administrative Toms with a screwed up white man's philosophy. No bells rang when the SGA

forced the administration to give us music in the dining hall that we have been paying for, at the rate of \$60.00 per month and not receiving.

So you don't say that they haven't been doing anything, huh? Well, maybe they haven't been for you. But for us, just today these same representatives made it possible for us to take the GRE after having been messed over by "somebody." We believe that even though this may not be the best SGA ever, they are trying to make it possible for any student who has any problems to come to the SGA and get some action taken.

If it sounds like we're trying to eat cheese with SGA or being paid to write this letter, then, well, let it sound that way. However, this SGA is not the type to go around patting themselves on the back so someone must do it for them. We have not worked with them and, well, some of the things that we have mentioned here went unnoticed by the student body and staff. So here's hats off to SGA.

Samuel Butler  
Melvin Jenkins

## Student's Last Minute Prayer

By SAMUEL HARRISON

Dear Lord, I know that I'm calling a little late But it seems to be part of human nature to hesitate. I realize that I haven't done all the things I should do And I know some of the things I did weren't pleasing to you. But I'm trying to do better than I've done before And everyday, Lord, I'm going to try a little more. Yes, Lord, I know that my prayer is late, but I hope it's still heard And somehow You'll give me a sign or just a little word. Just a word so I'll know that You were listening to me And that You will give consideration to granting my plea. Lord, I'm praying that You'll help me on the final exams. And I promise You, if I pass, I'll be better than I am.

## Final Exams

Editor of THE REGISTER:

Many students have begun to prepare for "Judgment Day" commonly referred to our final exams. They are becoming very nervous and anxious to know what their final grades will be.

In an interview with some of the students, a question was asked as to whether or not students thought final exams were necessary. Naturally the general consensus was no, but behind these negative attitudes were some substantial and perhaps valid reasons.

Why did many think final exams were not necessary? First of all many students felt that the final exams did not give or evaluate the student's general knowledge of the course. Secondly, many students also felt that final exams were designed actually to decrease students' grades. One student even said, "the instructor doesn't put anything on the test he feels the student has really studied." However, it was not the general consensus of the students interviewed. Students tend to agree that instructors usually try to make final exams as hard as they can.

Perhaps the most valid reason given by the students was that of nervousness. Many students felt that they tend to become nervous just before an exam. According to one student, "I think I'm going to do well until I get the exam, and then I forget almost everything I've studied."

"What's the use to study if you are going to forget most of it?" Instructors have had a tendency in the past to tell their students to relax and not be nervous; however, it does not seem to work.

Nevertheless, students begin to study with skepticism and all their problems. Evidently, they are accustomed to studying before an important exam and this is no exception. Although many will fail or just pass or even do very well, students begin to prepare to meet the standards of their departments — to take the final exams.

CRAM! CRAM! CRAM!

Editor of THE REGISTER:

Oh' boy, my eyelids are so heavy — can't get no sleep — gotta cram, cram, cram! Got a little behind in my studies this time. Must catch up! Can't afford to flunk out now!

I had good intentions when I came here in September, but so many things got in my way Gotta' give myself credit. I started out pretty good.

But, then the strain of registration began to bear down on me, and I found that I had to take it easy, stay in bed more, try not to study so hard. Well, I got over that, and just about time I decided to "hit" the books, I was thrust right into the excitement of homecoming activities. Before I could recuperate from that, I had to get busy packing my bags so I could leave the campus a couple of days early for Thanksgiving.

So, I came back from the holidays and things went along pretty well. I was really proud of myself. I managed to go to class three whole times before the boycott started. Lo and behold, that boycott left me so completely "warn out" that I had to spend the rest of the week copping Z's in an effort to avoid a nervous breakdown.

I was really disappointed when the Christmas holidays started so early, I was just getting ready to resume my quest for knowledge.

Didn't have time to catch up on my reading over the holidays. Had too many things to do, places to go, people to see! Man, I really hated to come back.

Now, here I am — stuck — with my head in these books. Gotta' study! Can't cop no Z's tonight! Better take some No-Doz! Gotta' cram! Cram! Cram!

## Fight With Our Minds

Being a Black student in America isn't too bad especially when the Black man hasn't been too successful in conducting a "back-to-Africa" movement. No, conditions aren't as favorable as they could be; but they're changing slowly.

Many of the students at A&T do not feel that they are slaves or that they are being treated as slaves as some would have them believe. There are students on this campus who are intelligent enough to think and act on their own without any outside coaxing. That a student is in favor of certain policies does not make him the victim of enslaved mentality.

Perhaps one of the reasons why certain A&T leaders feel that they are being treated as slaves is that they are not aware of what being free means, or to be more exact, they aren't aware of how to use freedom. Surely this university cannot exist peacefully on everyone's conception of freedom, for it would be anarchy. There are too many opposing opinions.


We Black students don't have to be cheese eaters, for we are quite intelligent and creative beings just as the whites. We don't have to accept the ideas and concepts which are given to us by our various instructors as law and gospel; for we are thinking, reasoning beings with our own concepts and opinions. When we fail to question our instructor's words or concepts, we merely become parrots who imitate what we hear. But when we decide that this university, with its "strict" rules and disciplines, is too much for us, we are able to utilize our freedom to select greener pastures.

It's high time for us to stop pouting and saying "bad words," dragging our feet when we decide that things are not the way we want them to be. No teacher is going to give us anything. This idea of getting something for nothing has held us down for a long time. If we want the breaks, then we must make them, not by cursing as any other common "block boy," but by proving that we have determination not to be fooled into the idea of accepting any less than we deserve and finally by fighting for what we want with our minds, not our mouths. Anyone can talk, but how many of us have the ability to prove to these teachers and this administration that we will be successful? No matter how we feel about some of our teachers, we can't replace their knowledge with ours, for we are still trying to get an education. So why don't we wake up — wake up and start making our own breaks wake up and start hustling. If we're not raised by now and we're 18 to 23 years old, we need to go back to the old approach. If we can't learn with our heads, we can learn with a stick on the other end.

Jasper E. Woods

Theresa Jones

Frances Parker



## Marketing at IBM

**"You help company presidents solve their information handling problems."**

"It's a lot of responsibility. And if you need help, you always get it," says Earl Andrews. "Because your success is the company's success."

Earl earned his B.A. in Political Science in 1967. Today, he's a Marketing Representative with IBM, involved in the planning, selling and installation of data processing systems.

Earl joined IBM because he felt the career paths were very clearly marked. "You don't have to be a technical genius to fit the job. You get the training. Then on-the-job experience. Before you know it, you're out on your own."

### Works with top management

Earl works mainly with small companies—distribution houses, manufacturers, printers, warehouses, electrical supply houses and similar organizations. "I deal with top management," he says. "It gives me a lot of satisfaction to realize that I'm trained to know what this president or that vice-president is trying to learn. I help him solve his information handling problems."

Earl's experience isn't unusual at IBM. There are many marketing and sales representatives who could tell you similar experiences. And they have many kinds of academic backgrounds: business, engineering, liberal arts, science.

They not only market data processing equipment as Earl does, but also IBM office products and information records systems. Many of the more technically inclined are data processing Systems Engineers.

### Visit your placement office

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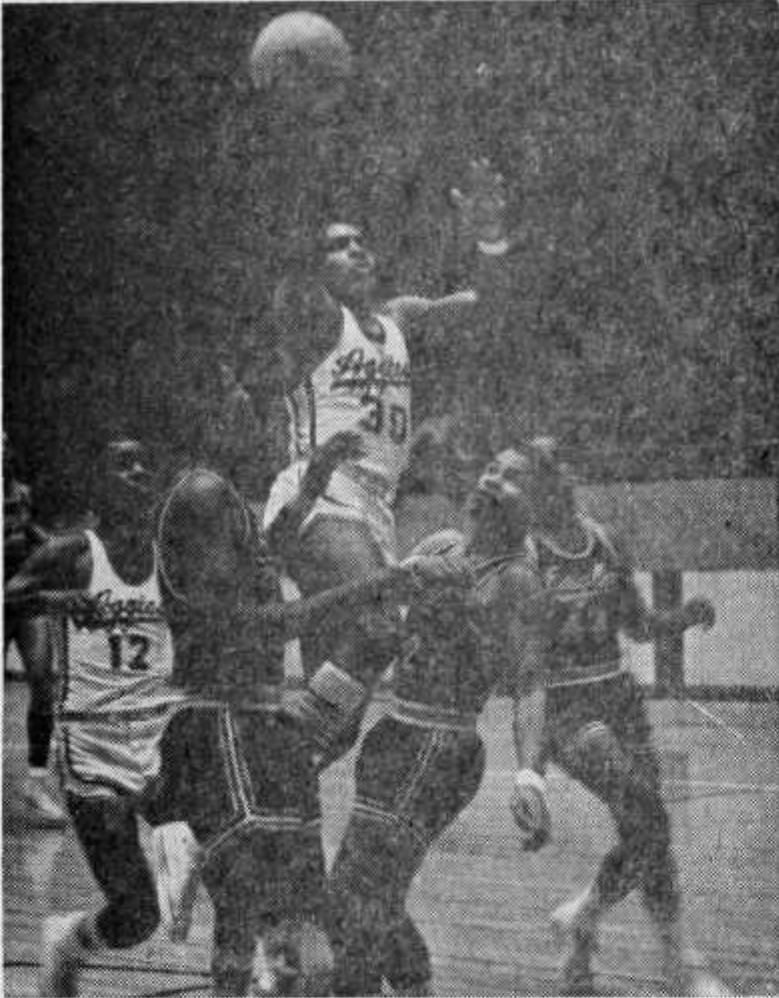
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# A&T Bombard Eagles 92-72 And Livingstone 101-80

By PAUL JONES  
Sport Editor



A&T's Cherry goes for a jumper over Eagles of N. C. C.

The young Aggies of A&T basketball mentor Cal Irvin combined a blistering shooting game with a tenacious defense to blast arch rival NCC 92-72 on Saturday night. Livingstone's Blue Bears fell victim to the undefeated Aggies earlier in the week by a clock busting 101-80 margin. This win moved A&T up to fourth place in the conference with a shot at the third spot depending upon the outcome of the two remaining contests before the semester break.

In the encounter with NCC, A&T ran up a 9-4 margin before the Eagles' Joseph Pridgen rose to the occasion to spark the comeback drive. A charity toss by Ronald McCrimmon gave the visiting five their closest penetration and only lead of the night. From there, it was a virtual runaway as the Aggies could do no wrong. Early foul trouble really put the damper on the NCC attack when Dennis Robinson got three personals before the half. For the remainder of the first half after Robinson's departure, Pridgen and Lloyd Humphrey carried the team and cut the Aggies' margin to 46-32.

As the second half action began, Robinson returned to the lineup but could never get going to supplement the Eagle cause and was promptly relieved to the bench until the waning minutes of the game. With no effective defense to counter his height advantage Ver-

non Walker went on a scoring rampage to end up with 24 points and 21 rebounds. Elmer Austin and Thomas Blackman were also instrumental in the victory with 15 and 18 points respectively while Pridgen took game honors with 25 points. With less than 10 minutes to play NCC was within seven points but a turnover forced the tide the other way and A&T broke the margin wide open. Both teams made mass substitutions with 2:31 to play with A&T leading by 28 points and the final score was 92-72.

During the Livingstone skirmish, A&T found that the Bears were a little more than had been credited to them as the two teams traded basket for basket for the first five minutes. A three-point play by Archie Dawson gave Livingstone a one point lead which they quickly relinquished on the next out of bounds. From there the scrappy Bears never recovered but were behind by only a respectable nine points by halftime. Daryle Cherry was the big man for the Aggies with 29 points. The entire starting A&T quintet finished in double digits along with 68 rebounds to only 31 for the opposition. Senior center James Berry was one of the few bright spots for Livingstone with 24 points. It was no con-

test in the last stanza as A&T led by as many as 28 which the subs lost before the final buzzer sounded. Tennyson Wright and John Shearn followed Berry in scoring with 12 and 10 points respectively.

33-31-66				22-41-63			
A&T	FG	FT	PTS	MORGAN	FG	FT	PTS
Dunn	1	0	2	M'hal	6	0	12
Pettus	1	1	3	Tucker	3	0	8
Kearse	0	0	0	Holmes	4	1	9
Chery	8	7	23	Barnes	6	2	14
Walker	3	0	0	B'nett	3	0	6
Buc'am	1	0	2	B'ndon	0	3	3
Greer	3	2	8	J'kson	1	0	2
Austin	6	4	16	Brooks	4	3	11
Blackman	3	0	6				
	26	14	66		27	9	63

40-52-92				29-39-68			
A&T	FG	FT	PTS	BLUEFIELD	FG	FT	PTS
Pettus	1	1	3	Stores	3	0	6
Bunn	2	0	4	Murphy	9	2	20
Buc'ham	4	0	8	Childress	3	1	7
Kearse	1	0	2	Seward	6	0	12
Chery	14	3	31	Stuart	6	5	17
Walker	5	2	12	Mason	1	0	2
Austin	6	3	15	Thompson	1	0	2
Greer	6	1	13	Olle	1	0	2
Blackman	2	0	4		30	8	68
	41	10	92				

A&T				LIVINGSTONE			
FG	FT	PTS		FG	FT	PTS	
Austin	7	4	18	Berry	12	0	24
Blackman	4	4	12	Dawson	2	4	8
Evans	2	0	4	Wright	5	0	10
Greer	7	1	15	Allen	6	0	12
Buc'ham	1	1	3	Culbreth	3	0	12
Randall	0	1	1	Sherman	2	6	10
Walker	9	1	19	Stone	1	0	2
Chery	13	3	29	F'rley	3	2	8
	43	15	101	Ferguson	6	0	12
					34	12	80

A&T				NCC			
FG	FT	PTS		FG	FT	PTS	
Austin	5	5	15	Pridgen	9	7	25
Blackman	8	2	18	Humphrey	5	4	14
Evans	2	0	4	Robinson	1	0	2
Greer	3	2	8	McC'mon	7	1	15
Randall	1	0	2	Dorsey	2	0	4
Walker	10	4	24	Brown	6	0	12
Pettus	1	1	3		30	12	72
Dunn	3	0	6				
Chery	6	0	12				
	39	14	53				

## Aggies Increase Win Streak During Classic

Aggies of A&T continued their winning ways during the Christmas break to emerge as the winner of the Holiday Classic held in Winston-Salem on December 30th and 31st of the campaign. In the opener, the young cagers of Cal Irvin used a balanced scoring attack to blister a hopeless quintet from Bluefield State (W. Va.) 82-68 and held on to outlast Morgan State 66-63 in the championship game the next night. This was the fourth straight victory for the undefeated A&T squad.

In the championship clash, the Aggies managed to build a 35-33 halftime bulge but had to stave off a late Morgan rally to take the tournament. Junior Daryle Cherry made his first start of the season and took game honors with 23 points. Contributing to the cause were Charles Greer and Elmer Austin with 18 and 15 points respectively. Team Co-captain Vernon Walker was also a big clog in Morgan's aspirations with 23 missed Bear shots to retain his rebounding norm of 25.6 per game. Thomas "Nymph" Blackman was also instrumental in the win with numerous assists to lead in that department.

Bernard Barnes was the only single bright spot in the Morgan line-up until the fading minutes. Again it was Cherry's "bombs" that annihilated the Morgan cause.

Bluefield State (W. Va.) was the opening assignment for the Aggies in their quest of annual basketball classic. With Daryle Cherry at his best and Vernon Walker taking into grasp everything that didn't score, A&T ran Bluefield off the court beginning with the opening whistle. Elmer Austin and Charles Greer joined Walker and Cherry in double digits with 15 and 13 points respectively. When the final whistle blew, A&T had put Bluefield out of its agony 92-68.

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day-to-day concerns like medicine, education, and city planning.

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### Library Science Courses

Three courses in Library Science will be offered during the spring semester which will include Ed. 2077 Building Library Collections, Ed. 2078 Foundations of Librarianship, and Ed. 2175 Library Usage for Classroom Teachers.

# Pittsburgh Courier Honors Aggies' Standouts

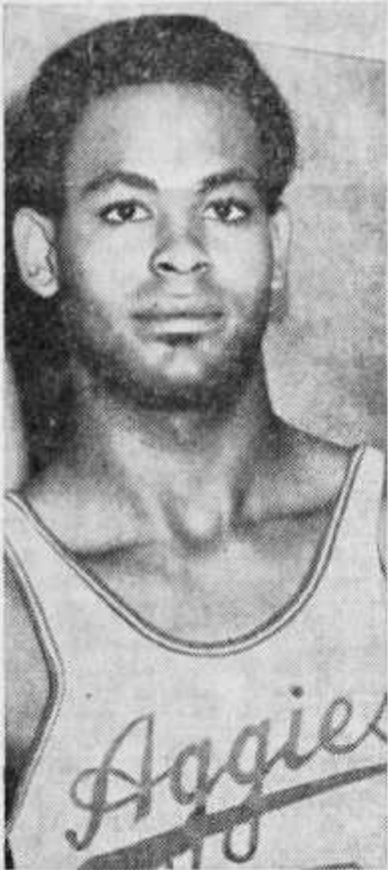
By PAUL JONES, Sports Editor

Several prominent mainstays of the A&T football team were recently honored for their heroics at the annual NEW PITTSBURGH COURIER All-American banquet held at the Pittsburgh Hilton on January 10th. Of the multitude of capable players who could have represented A&T, team captain and leading scorer, Willie Pearson, and center Kenneth Page were selected to the 23rd edition of the Courier All-American team. Another distinction for A&T was that its football mentor, Hornsby Howell, was also named the "Coach of the year" in his first season at the reigns of the Aggie grid attack. He was also the CIAA, NAIA District 26, ATLANTA DAILY WORLD, and GREENSBORO RECORD "Coach of the Year."

The gala affair featured many of the top black stars of the AFL and NFL who were named to the mythical squad during their collegiate playing days. Coaches from throughout the Southern primeter accompanied their selectees for the occasion. Giving the main address for the banquet was Eddie Robinson, football head coach and athletic director at Grambling college. Most of the emphasis for the main speech was that "the players and the coaches have to believe in what they're doing—and do it." He also acknowledged the importance of prayer and courage in these athletic endeavors, and was heartily cheered for the gesture.

Among those receiving awards besides Coach Howell were, Alcorn A&M for the Courier National Championship; James Harris, QB of Grambling, as back of the year; and Earnest Calloway of Texas Southern University as lineman of the year, and Willie Brown of the Oakland Raiders was selected for the AFL.

Outstanding rookies honored were Robert Holmes as AFL Rookie of the year with the Kansas City Chiefs and Claude Humphrey prized first year man of the NFL with the Atlanta Falcons.



Vernon Walker continues to spark the unbeaten Aggies with his sensational rebounding. Walker a junior from High Point, is averaging nearly 24 grabs per game.

## Book Review: "Good News For Modern Man"

(CONTINUED FROM PAGE 3)

easily and naturally. "The hardest part was trying to blot out all my academic and theological training and put myself in the shoes of a reader for whom English might be only a second language," he recalled.

Once a portion of the translation passed muster at the Bratcher supper table, it was duplicated and copies sent to 20 outstanding Bible scholars and translators for further suggestions.

Their recommendations were carefully weighed, but the finished product is basically the work of Dr. Bratcher.

The enthusiastic response to be given the TEV New Testament was indicated in the first letter to reach the Society after the book's publication on September 15, 1966. A Methodist pastor in New Jersey wrote: "I am using copies in my confirmation class. Last night one of the young people said, 'This Bible's really great; I can really understand it.'"

A hospital chaplain reported "a positive physical reaction among patients when I used the TEV at the Protestant chaplaincy service . . . They all sat right up, listened intently . . . and wondered why they had never heard this message before . . . They spoke about the words 'coming alive' for the first time."

A 15-year old boy from Virginia wrote: "I had been searching for a long time for a new Testament which spoke to God like I do — 'you' instead of 'thou' etc., and also gave the message in simple direct English without all those hifalutin' words. . . I was about to give up in despair . . . Then yours hit me. I flipped for it. I love it — the format, the pictures, the translation itself — especially the translation . . ."

There have been some who have criticized the TEV for not possessing the majesty and the beauty of the English of the King James Version.

Dr. Bratcher is the first to acknowledge that the TEV is not expected to wipe out the more traditional versions. "Ideally, of course, there should be three translations in each of the major languages," he said, "a traditional version like the King James, a version for scholars like the Jerusalem Bible, and a common language translation that can constantly be brought up to date as the language changes."

Dr. Bratcher and his associates are convinced that their efforts toward the latter are worthwhile when they receive letters like the one from an inmate of a rehabilitation center for drug addicts.

After reading the TEV he wrote: "I never realized there was so much good common sense in the Bible. I wish I had read it before I got hooked. But now I need (its) power to keep me clean."

OFFENSIVE SELECTION						
Name	Position	Wt.	Ht.	Class	School	
Elbert Drungo	Tight End	250	6-5	Senior	Tennessee AI	
Edward Cross	Wide End	201	6-2½	Senior	Arkansas AM&N	
Clarence Williams	Tackle	265	6-6	Senior	Prairie View	
Eugene Ferguson	Tackle	290	6-8	Senior	Norfolk State	
Percy Griffin	Guard	265	6-3½	Senior	Jackson	
Willie Peake	Guard	240	6-2½	Senior	Alcorn	
Kenneth Page	Center	213	6-3	Senior	N. C. A&T	
Willie Pearson	Halfback	200	6-0	Senior	N. C. A&T	
James Harris	Quarterback	215	6-4	Senior	Grambling	
Charlie Joiner	Flanker	185	5-11	Senior	Grambling	
Moses Denson	Fullback	203	6-1	Sophomore	Maryland State	

DEFENSIVE SELECTION						
Name	Position	Wt.	Ht.	Class	School	
Richard Neal	End	240	6-3	Senior	Southern	
Roger Finnie	End	245	6-2	Senior	Florida A&M	
James Mitchell	Tackle	240	6-3	Junior	Virginia State	
Doug Wilkerson	Tackle	233	6-3	Senior	North Carolina	
Ernest Calloway	Guard	240	6-6	Senior	Texas Southern	
Rayford Jenkins	Linebacker	209	6-3	Junior	Alcorn	
Harold McClinton	L'backer	220	6-3	Senior	Southern	
Robert Reeves	Linebacker	242	6-1½	Senior	South Carolina	
James Marsalis	C'back	190	6-2	Senior	Tennessee A&I	
Johnny June	C'back	190	6-0	Senior	Virginia Union	
William Thompson	Safety	200	6-1	Senior	Maryland State	
Edward Hayes	Safety	175	6-1	Senior	Morgan	

# "I don't want to be office boy to a computer."

You won't be at IH. (We haven't found a machine yet that can replace a sharp mind.)

We want the thinker. The innovator. The guy who can keep coming up with ideas.

In return IH will give you incentive.

You'll get plenty of freedom to swing. And you'll work with some of the top minds around! (We're the guys who are developing some of the Apollo spacecraft components.)

So you'll learn a lot. (And probably teach us a thing or two.) Prove yourself and we'll promote you. Without a lot of red tape.

But that's not all.

IH offers you one other thing. Excitement.

You'll find plenty of action in steelmaking, motor trucks, farm equipment or construction equipment. (And maybe try your hand at such far-out things as laser beam construction equipment and computerized trucks.)

Any way you look at it, we're a growing company. A research-oriented company. A company that looks for youth to shape the future. So if you want action right from the start, IH will give it to you.

We need engineers for design, manufacturing, test and research projects. We need accountants and production management people. And we need sales people for our wholesale and retail operations.

Why not talk to your campus placement officer about us. He'll give you the facts.

And keep this in mind. We won't start you at the top. But you won't start at the bottom, either.

We don't need office boys.



Irv Miller (University of Iowa), Cal Bradford (Tougaloo College), and Bernie Ducat (De Paul University) pool their management skills to solve a production problem.



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## Veterans' Questions Are Heard

- Q— I am a World War II veteran with a 20-year G. I. insurance endowment policy that will mature in a few months. Do I have to take the face value of the policy or can I convert this to another type of insurance?
- A— You may exchange it for a policy of lesser cash value if you present evidence of good health. However, this must be done before the policy matures.
- Q— I was recently separated from service. During service I was treated for a condition that has now flared up again. Can I get treatment from VA?
- A— In all probability you can. You should apply to the Veterans Administration for an examination and determination that your condition is service-connected. Once this has been accomplished, you should have no trouble getting treatment from VA.
- Q— I am a veteran with a service connected condition, recognized by VA as 60 per cent disabling. Does this degree of disability entitle my children to any type of educational assistance?
- A— No. Only children whose parent is rated by VA as 100 per cent service connected disabled and who is permanently disabled are entitled to assistance. Such children — and children of veterans who died in service or from service or from service connected causes — are eligible for War Orphans Educational Assistance benefits.
- Q— My husband, a World War II veteran, died in 1958. We did not have any children. My application for a widow's pension was denied at that time because I had only been married for three years to my husband. I am now unable to work because of a disability. Will this be a consideration if I should reapply for a pension?
- A— In itself your disability would not be a consideration. However, a law passed in 1967 liberalized the five-year marriage requirement in effect at the time of your husband's death. Now a widow needs to have been married to the veteran only one year before his death to meet this pension eligibility requirement. For information and assistance in reapplying for a pension, contact your nearest VA regional office.
- Q— What is the limit on the amount of a guaranteed home loan a veteran can obtain from a lending institution, and what is the maximum length of time allowed to repay this type of loan?
- A— The VA has no limit on the amount which may be borrowed with a guaranteed loan. However, there is a limitation on the amount of the VA guaranty to the lender. The guaranty cannot be more than 60 per cent of the loan and in no event can it exceed \$12,500. GI home loan mortgages may run up to 30 years.
- Q— Will the Veterans Administration pay a 1969 dividend on the National Service Life Insurance policy I have had in force from World War II? (I converted it to a permanent plan policy in 1950.) When will the dividend be paid and must I make application for it? I recently borrowed half of the cash value of my policy. Will this affect the amount of my 1969 NSLI dividend?
- A— To answer your questions in order: Yes, VA will pay a 1969 dividend on World War II NSLI policies (converted or not) just as in past years. The dividend will be paid automatically on the anniversary date of the policy so you need not apply to VA for it. The fact that you borrowed against the cash surrender value of the policy will not reduce the amount of your dividend. You are, of course, paying four per cent interest on your NSLI loan and any amount of the loan unpaid at the time of your death will be deducted from the insurance paid to your beneficiaries.

## Bethlehem Steel Loop Course Interviews:



**FEBRUARY  
21, 1969**

**What is the Bethlehem Loop Course?** It is our management development program for graduates with bachelors' or advanced degrees.

The course starts early in July with four weeks of orientation at our home offices in Bethlehem, Pa. Loopers attend lectures on every phase of the corporation's activities, and make almost daily visits to a steel plant.

**Steel Plant Loopers**, who comprise a majority of the average loop class of 150 to 200 graduates, proceed to various plants where they go through a brief orientation program before beginning their on-the-job training assignments. Within a short time after joining the course, most loopers are ready for assignments aimed toward higher levels of management.

**How about other loopers?** Our Sales Department loopers (30 or so) remain at the home office for about a year of training. Most are then assigned to district offices where they take over established accounts.

Fabricated Steel Construction loopers are trained in a drafting room, on a field erection project, in a fabricating shop, and in an engineering office. A looper's first work assignment is based on interests and aptitudes disclosed during this program.

Loopers in Accounting, Shipbuilding, Mining, Research, Traffic, Purchasing, Finance and Law, General Services, and Industrial and Public Relations go through training programs tailored to their types of work.

**Where would YOU fit in?** Check your degree or the one most similar to it.

**MECHANICAL ENGINEERING**—Engineering or mechanical maintenance departments of steel plants, fabricating works, mining operations, and shipyards. Fuel and combustion departments. Supervision of production operations. Marine engineering assignments in Shipbuilding Department. Also: Sales or Research.

**METALLURGICAL ENGINEERING**—Metallurgical departments of steel plants and manufacturing operations. Engineering and service divisions. Technical and supervisory positions in steelmaking departments and rolling mills. Also: Research or Sales.

**CHEMICAL ENGINEERS**—Technical and supervisory positions in coke works, including production of byproduct chemicals. Fuel and combustion departments, including responsibility for operation and maintenance of air and water pollution control equipment. Engineering and metallurgical departments. Steelmaking operations. Also: Research or Sales.

**INDUSTRIAL ENGINEERING**—Positions in steel plants, fabricating works, shipyards, and mines. Engineering and maintenance departments. Supervision of steelmaking, rolling, manufacturing, and fabricating operations. Also: Sales.

**CIVIL ENGINEERING:** Fabricated Steel Construction assignments in engineering, field erection, or works management. Steel plant, mine, or shipyard assignments in engineering, construction, and maintenance. Supervision of production operations. Sales Department assignments as line salesman or sales engineer (technical service to architects and engineers).

**NOW'S THE TIME TO SIGN UP FOR AN INTERVIEW.** And when you register at the placement office, be sure to pick up a copy of our booklet, "Careers with Bethlehem Steel and the Loop Course." It contains important information about the corporation and your opportunities through the Loop Course.

**ELECTRICAL ENGINEERING**—Steel plant, fabricating works, mining operations, and shipyard electrical engineering, construction, and maintenance departments. Technical and supervisory positions in large production operations involving sophisticated electrical and electronic equipment. Also: Research or Sales.

**MINING ENGINEERING**—Our Mining Department operates coal and iron ore mining operations and limestone quarries, many of which are among the most modern and efficient in the industry. This 10,000-man activity offers unlimited opportunities to mining engineers. Also: Research.

**NAVAL ARCHITECTS AND MARINE ENGINEERS:** Graduates are urged to inquire about opportunities in our Shipbuilding Department, including the Central Technical Division, our design and engineering organization. Also: Traffic.

**OTHER TECHNICAL DEGREES**—Every year we recruit loopers with technical degrees other than those listed above. Seniors enrolled in such curricula are encouraged to sign up for an interview.

**ACCOUNTANTS**—Graduates in accounting or business administration (24 hours of accounting are preferred) are recruited for training for supervisory assignments in our 3,000-man Accounting Department.

**OTHER NON-TECHNICAL DEGREES**—Graduates with degrees in liberal arts, business, and the humanities are invited to discuss opportunities in the Sales Department. Some non-technical graduates may be chosen to fill openings in steel plant operations and other departments.

**BETHLEHEM STEEL**

An Equal Opportunity Employer  
in the Plans for Progress Program



# Student Identification Cards

Student identification cards will be taken on January 30-31 in the balcony of Moore Gym. Any student who has lost identification card should report to have another card between the hours of 9 A. M. and 4 P. M. New freshmen, transfer, and graduate students should report also, for an ID card will be required to register.

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Address \_\_\_\_\_

Home Phone \_\_\_\_\_

Degree \_\_\_\_\_ School \_\_\_\_\_

Years Experience \_\_\_\_\_ Field of Work \_\_\_\_\_

My field of interest at GE \_\_\_\_\_

Availability Date: \_\_\_\_\_ Citizen: Yes

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business demands individual talents and our Company rewards individual achievements. At the present time, about 80% of our management are engineers.

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We would like to talk over your career plans with you. Write Chuck Rupe in Chicago to arrange an interview. Or sign up for an on-campus interview on: **Wednesday,** Contact your placement office for time and location.



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