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THE INKWELL

ARMSTRONG STATE COLLEGE

DIVERSE IN SCOPE,
INDEPENDENT OF VOICE.
SPOKESMAN FOR A
PROGRESSIVE SOUTH.

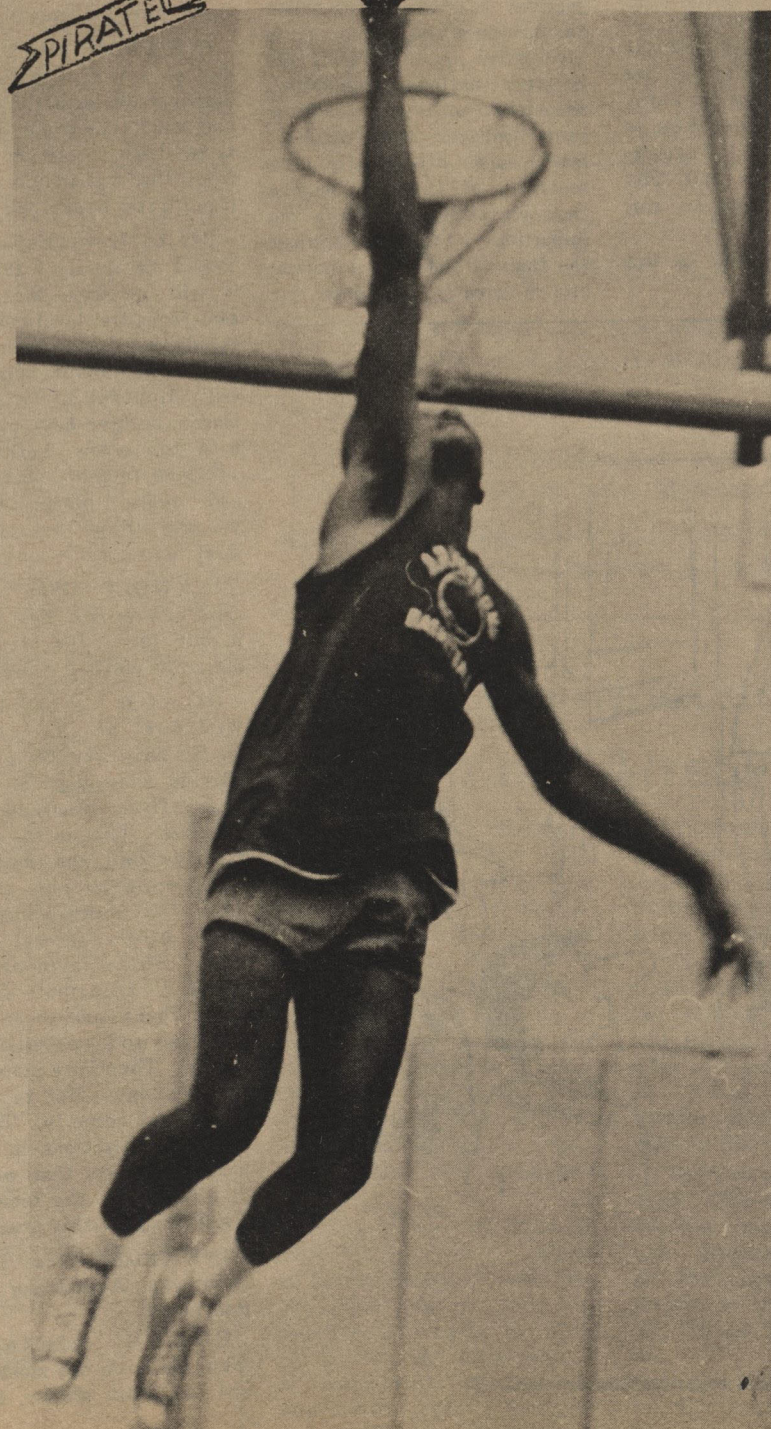
Volume XXVI, Number 2

THE INKWELL — ARMSTRONG STATE COLLEGE

October 14, 1971

Pirate Preview

TODAY



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Skydive to Kick off Event**"PIRATE PREVIEW" AGENDA ANNOUNCED**

The "Pirate Preview" will be held Thursday, October 14, at 12:30 pm in the ASC gym. The purpose is to promote the basketball team and focus attention on the ability of the entire Armstrong student body to accomplish a single objective.

The basketball team, the band, the Buccaneers, speak-

ers, sky diving and free prizes will be featured. Knip-sack lunches will be available in the gym.

The agenda includes a skydive onto the ASC campus at about 12:25 pm to kick off the event. The band will perform show music until approximately 12:45 when Dennis Pruitt, SGA President, will formerly

open the program. Dr. Strozier and Coach Alexander will be featured speakers. Afterwards the basketball team will be introduced and they will perform a series of drills. Dennis Pruitt will then report on the growth of the college and the possibility of dormitories. Last will be the drawing for the prizes to be given away.

Various campus organizations and individuals are handling publicity, sign-making, and loud-speakers. Local businesses have contributed prizes and publicity and many local businessmen will be present.



DENNIS PRUITT AT PIRATE PREVIEW MEETING

Armstrong Needs You

By HOPE FELTON

Many people on the ASC campus have the attitude that since they are not athletes and are not interested in sports that the athletic program at Armstrong does not concern them. What these people fail to see is that no matter what they want for Armstrong, sports is probably the quickest and most effective means toward their ends.

We already have a terrific faculty, an almost new campus with plans for expansion and improvement, many student positions in advisory and voting capacities concerning the administration and curriculum, and student-run honor council and traffic court. With the potential that ASC has, the sky is really the limit.

However, we still need dormitories, a higher percentage of the state university system funds, more teachers, more equipment, more degree offerings, more scholarship funds and many other things. The one thing that is common to all of these needs is the necessity of publicity to achieve the recognition of Armstrong's potential and the support of the community.

Jacksonville University is the most current example of the leap from community college status to national household word through sports. For some reason athletics seems to be the fastest way for any college to achieve recognition.

This is where the "Pirate Preview" comes in. This event is to promote the ASC basketball team and show just what the student body can do when we all work together. If it is a success, all eyes will be on the Pirates this season and on Armstrong as an academic institution. If we can show the potentiality that we have, the possibilities for benefits in all areas of the college are unlimited. The key to all is the unification of all of faculty members of the organizations on campus in working towards a common goal. The "Pirate Preview" is going to show whether or not we can organize the entire campus.

I expect to see at least 2,000 enthusiastic people in the gym today. Be one of them.

Pirate Preview Interview**Coach Alexander: "It's a pleasure just to see the talent that we have on the floor"**

Bob Tatum, special correspondent to the INKWELL, conducted the following interview with head Basketball coach, Bill Alexander.

INKWELL: The very big news on campus is the acceptance of the Armstrong State Pirates into the NCAA. Would you tell us briefly the significance of this decision?

COACH ALEXANDER: Well yes, I think it is one of the milestones—one of the objectives I tried to establish for ourselves and our program five years ago. This is the prestige national basketball association to belong to. Your better colleges, both academically and athletically are members of this. I believe that our athletes deserve the opportunity to play against the finest athletes in America, and it greatly enhances our

chances for playing some of the finest teams in the country.

INKWELL: Will being members of the NCAA make your job of recruiting basketball prospects easier than it has been in past years?

COACH ALEXANDER: Oh, definitely. Playing NCAA schools and being part of this fine organization always helps in recruiting prospective students and athletes.

INKWELL: Coach Alexander, do you feel that the local high school basketball players and the Armstrong State Pirates both stand to benefit from the continually improving Pirate basketball team?

COACH ALEXANDER: Yes, I think so. I think that it will increase the enthusiasm from the local community standpoint; consequently, this will bring about more interest. Hopefully, we can get more, younger boys playing in both the races. Perhaps this will lead to more playgrounds, and more places for the younger boys to play and start out.

INKWELL: What do you think Savannah has to offer in our favor for becoming a major basketball power?

COACH ALEXANDER: Well, first of all, we are going to have the Civic Center. This is a reality for us. It seats five thousand, three hundred. This is the type of facility that the major colleges want to play in. We have the metropolitan area which offers several advantages. First, there are more people to contribute financial aid. There are more people to come and spectate at the games. There are more facilities you can offer to visiting teams that come in. Then the historic attractions in Savannah are things that would be of interest to the teams that would play in this area.

INKWELL: What kind of team can Armstrong expect this year?

COACH ALEXANDER: Well, we have the most height and the most ability, I think,

of any team ever at Armstrong College. We will have some young players. Of course they are going to make the classic mistakes that young players make. Our situation really depends on the mental attitude of our overall team. We're physical enough. We have the strength and the ability. We've just got to get it all together. If this happens, I think we will definitely be contenders in this District Twenty-five and contenders for the title in District Three. As a matter of fact, I will be very disappointed if we don't win twenty basketball games.

INKWELL: Team spirit seems to play a role in the success of most basketball teams. How is the spirit on the Pirate team thus far?

COACH ALEXANDER: Oh it is excellent thus far. The attitude has been just great. We have had good team morale and good spirit thus far. Like myself they are really getting excited about the season starting.

INKWELL: Then you are encouraged by the performance of the Pirates during practice?

INKWELL: Do you feel the team will need time to adjust to the much rougher schedule of the NCAA?

COACH ALEXANDER: Yes, There are certain adjustments that you have to make. The opposition is better. Most of them will have more height than the teams we have been playing. Maybe they will play a little rougher brand of ball than we are accustomed to. This might affect us a little, but any good team can make the adjustments.

INKWELL: From your personal experience as a college basketball coach, how much effect can student and community support have on a basketball team?

COACH ALEXANDER: Well, this can have a large effect really. I know as an ex-player myself in high school and college, there is just no greater feeling than to take the

(Continued on Page 8)



"Coach—We ought to be rid of this organization by today."

Economics, Drugs, Higher Education Are Topics

Ashmore Attends White House Briefing

NIXON DISCUSSES PROBLEMS FACING COLLEGES TODAY

By Billy Bond
Editor of THE INKWELL

Dr. Henry L. Ashmore, Armstrong State College President, and approximately twenty other top college administrators from around the country attended a White House briefing last Friday, October 8, with President Richard M. Nixon. Nixon arranged the meeting to discuss his policies concerning drugs, higher education, and the effects of the wage-price freeze on America's colleges and universities.

Dr. Ashmore was in Washington attending an American Council of Education meeting when he received the totally unexpected invitation from the White House.

"At first," Ashmore commented, "I thought it might have been some kind of practical joke. But it didn't take me long to realize it was the real thing."

"After arriving at the White House, we had an excellent briefing for a little over an hour and a half with three of President Nixon's key advisors on education. After the meetings, President Nixon joined us and we all chatted informally about some

of the problems facing higher education today. Before our group left, we saw him off in his helicopter. I understand he had a speaking engagement that night in West Virginia."

President Nixon flew to Elkins, West Virginia, Friday night to address a group, gathered for the Autumn Mountain Foliage Festival.

See related story—page 9
"Higher Education in Trouble"

The White House meeting actually consisted of three separate briefings by President Nixon's top advisors in the fields of economics, higher education, and drugs. Although Dr. Ashmore commented that all the briefings were "very excellent," he seemed the most impressed with Dr. Solomon's (Stanford University) briefing on the wage-price freeze.

"I thought Dr. Solomon did an excellent job of discussing the Administration's policies concerning the effect of the wage-price freeze on higher education. Generally, we discussed what will be happening the rest of the year with wage and price controls. He indicated that the President would

have to continue his program of price restraints in some manner for the next one to one-and-a-half years. At the end of this period, the President hopes to have the inflationary spiral down to between two and three per cent."

In the second meeting, the college presidents were briefed on the Administration's plans and programs for higher education.

"President Nixon is studying the possibility of returning funds for higher education back to the institutions in block forms so that the colleges can spend the money where it is most badly needed. Presently, colleges must make very lengthy and detailed proposals within certain specified areas in order to receive Federal Grants. The President would like to leave the decisions of how the money for higher education would be spent up to the local people in the institutions. Hopefully, some of the complications for obtaining Federal Grants, as well as, many of the restraints could be reduced. If put into operation, the program would perhaps be somewhat similar to Revenue Sharing."

In the third meeting, the problem of drugs on college campuses was discussed in detail. Various advisors to the President outlined the Administration's plans and programs of attack against the growing drug problem.

When asked what value he thought would come from these meetings, Dr. Ashmore stated: "I along with the others present, are now tremendously more informed on these issues and how they will affect our institutions. We now fully understand what the President expects from higher education and we will be able to report this back to the other members of the American Council of Education."



DR. ASHMORE

Student Government Appoints Committees

The Student Government Association Senate of Armstrong has appointed students as committee members to the five faculty-student committees. The following is a brief description of the function of each committee and the names of the appointed students.

The curriculum committee shall examine curriculum proposals presented to the faculty and recommend changes and improvements. Pam Burke, Jan Doty, and Ted Shuman will be members of this committee.

The student activities committee shall make recommendations to the faculty concerning policies relative to all student activities, other than athletic sponsored by the college. Kathy Huskisson, Jim Kearns, Russ Rawlins, and Francine Wimbish have been appointed to this committee.

The student conduct committee shall be responsible to the faculty for recommending policies relating to students conduct, for formulating or approving rules and enforce-

ment procedures within the framework of present policies, and for recommending changes in the student-conduct program. The student body representatives for the student-conduct committee are Mava Byrd, Harold Cronk, Mary Kessler, and Stan Sammons.

The lecture-concert committee shall plan and present concerts, lectures, and films for the college community. The student representatives on the lecture-concert committee are Terry Dooley, John Hudson, Tommy Swinford, Gails Waters, and Rosanne Hayes.

The library committee shall make recommendations to the faculty concerning general library policy. Dick Riggat and Gene Waters have been appointed to the library committee.

Linda Cubbage is the chairman of the Who's Who nominations committee and will be assisted by Rosemary Thompson, Martha Tyson, and Beth Waldrop. This committee will submit names to the student activities committee.

In This Issue

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Sachower Announces Casting of "Atreus"

The Armstrong Masquer's fall production, "The House Of Atreus", was cast Monday night, October 5, by the director, John Suchower. Some 34 players have been cast to fill 60 odd roles in the John Lewin adaptation.

The cast for the fall quarter production has been taken from both the student body and faculty. With over 60 roles to be filled, the actors will be doing some double-role work.

"The House of Atreus" deals mainly with the effects of the aftermath of the Trojan War on a particular Greek royal family. The first act is entitled "Agamemnon." It deals with Agamemnon's return home and the intrigues surrounding it. Agamemnon

will be portrayed by Dan Baisden, supported by Jack Johns' Aegisthus, Mary DeLegals' Clytemnestra, and Pat Abram's Cassandra.

"The Libation Bearers", which is the second act, brings the children of Agamemnon and Clytemnestra into focus. Alan Atkinson has been cast as Orestes with his sister Electra being portrayed by Melanie Kinsey.

The third and final act, entitled "The Furies", tells of the intervention of the gods and goddesses in earthly bloodbath. Apollo is to be portrayed by Bill Martin. Liz Killorin has been cast as Athena.

The production is scheduled for November 17, 18, 19, and 20.

PLACEMENT TESTS FOR WINTER ANNOUNCED

The Math and English Departments have scheduled dates for the diagnostic tests required of all students intending to pre-register or register for introductory classes in the winter quarter. Students will not be permitted to enroll in English 99, English 121, Math 99, Math 190 or Math 101 without having taken the appropriate placement examination.

The English diagnostic test will be given at 12:30 Friday, October 22 in Gamble 13 and 31; the Math diagnostic test at 12:30 on Monday, October 25 in Science, Room 27.

TRAFFIC COURT

12:30 Fridays

Student Gov't. Office

All appeals must be made through the traffic court within 7 days after ticketed.

From The Administration

"THE IDEA of ASC"

By DEAN PROPST

In the second half of the nineteenth century, the English writer, theologian and educator, Cardinal Newman, delivered a series of lectures on the aims of education at the newly-founded Catholic University of Ireland in Dublin. These lectures were later published with the title, *The Idea of a*

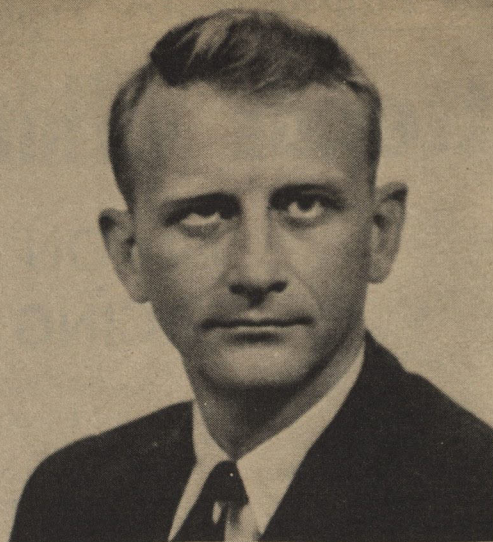
University. An institution devoted to education can never achieve excellence or greatness unless there exists within each segment of the academic community devotion to a clear and complete "idea" which is the common core from which all intellectual aspirations spring. An "idea" is, of course, an elusive thing, not easily captured in the painfully inadequate medium of expression called language. In institutions of higher education, attempts are made to express this "idea" in terms of an institutional statement of purpose. Armstrong State College has such a statement of purpose published in its bulletin, but I would like to expand on that statement in the next few paragraphs, writing as the colleges chief academic official about "the idea of Armstrong."

Cardinal Newman's lectures form a classic statement of the value of a "disciplined intellect" which can be developed by a liberal education. A college must never lose sight of this aim, this important part of its "idea". Man's mind is his glory; his power of reason is that which lifts him above the other animals and makes him potentially the master both of himself and of his environment. But the untrained, the undisciplined mind can enslave man for it allows him to fall prey to fatal error. How do we achieve the intellectual discipline that helps us to realize our fullest potential as men? Anyone who has ever watched a child knows that learning is most often accomplished through imitation. Students often wonder about the value of the Sciences, of History, of Literature, of Philosophy, of the Fine Arts and just as often are beguiled by unsound reasoning into the use of the term "irrelevant". A knowledge of Man's past — whether it be a past action, a past thought, or a past expression of spirit — helps the individual come to terms with his present self, develops in him a sense of perspective—a sense of his place in the scheme of things. Such knowledge brings to him an understanding of the nature of his origin, his development, his status, and his potential as man. By imitating the best that he learns from his past and by avoiding past errors, he builds a sound basis for his own development. He is able to achieve, as Cardinal Newman suggested "a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them." It is this element of education that teaches man "to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant." Thus part of the "idea of Armstrong" is the common endeavor to achieve this fullness of mind, this self-awareness, this discipline of intellect which gives man his rightful stature as the supreme creation. Part of the "idea of Armstrong" is directed toward the inner-being of the student and is designed to give him the intellectual stability that allows him to function effectively as an individual in a rapidly changing world.

There is, then, an "inward-thrust" that is part of the "idea of Armstrong." But equally important is the "outward-thrust" that is also a part of our "idea". The privilege of an education brings with it the responsibility of service. The educated man must not only think but also do. The heart of the matter in education must always be the development of the intellect—which in itself has utility, but the heart functions as the driving force for more than itself. If education is a "great good", as Newman suggested, then it will impart great good. The two major elements in the "idea of Armstrong" must then be the development of "Man Thinking" and the development of "Man Acting." The goal of an educated man must be to make his society better than he finds it. Thus, the "idea of Armstrong" becomes translated into academic programs designed to develop in each student not only a disciplined intellect, which is of value in itself, but also the basic tools with which that intellect can be put to use in service to mankind.

Finally, the "idea of Armstrong" is an incomplete idea. Of all the institutions in society, a college or a university is the only one which can take justifiable pride in an unfinished product. The student who receives a degree from Armstrong should be only at the beginning of his development. Hopefully he has been guided to a recognition of his own potential and his intellectual development has been stimulated to the point where he has the necessary hunger of intellect and for service which will make him grow for the rest of his life. If he stops with us, we have failed, for our success, and that of society, depends upon his reaching

(Continued on Page 10)



Dan's Column

In The Defense of Apathy

Despite all the rhetoric you have heard, much can be said on behalf of apathy. If freedom can exist at all, it must be freedom to choose for yourself what you will care about, how much (and this is very important) how little you care. The more you give and care the richer you will be. The fundamental joy is always, and must always remain, that the choice be yours alone. Perhaps most important of all, you cannot give attention to one thing or person without taking attention from another.

Apathy can, in fact, be constructive. If only 5% of the population did not care enough to turn out for the recent Vietnamese election it would have been apparent Thieu is not a representative of the people. The same holds true at home; we have the right not to vote, and that right can be constructively exercised. Certainly it is constructive to be apathetic about matters which are mostly a game to us in deference to caring about that which has relevance to our lives.

Of course, like anything else when taken to excess, extreme apathy can be destructive. It functions poorly as a signal to others that they have not made us feel that anything has much relevance to our lives. That is, as a signal for the need of love. But love is funny. It does not work in the getting unless it works in the giving. If you don't care how you or others feel, whether it be about the most basic comforts or the most sacred ideals, it only makes it easier for others not to care how you feel. If, on the other hand, one chooses to care about himself and others, it makes it easier. Indeed, it wholeheartedly encourages what all human beings always want: others caring about their feelings.

Apathy has a natural function as a balance mechanism. It is the device by which we distinguish that which has relevance to our lives from that which does not. We misuse apathy when we apply it out of habit to that which does have such relevance. We misuse it when we apply it to our family, our friends, and our ideals. We use it right

when we apply it to all petty and superfluous social games.

Exercise in self-awareness:

No. 1: Decide whether supporting the Armstrong Basketball team on their drive to improve the name, and reputation of the school you attend is relevant to your life and stand by your decision.

Dance Concert Bookings

Humphrey Solicits Students' Help

By CHIP HUMPHREY

Since I have been at Armstrong I have heard nothing but complaints about our dances and concert. It seems that regardless of the dance or concert group, a large portion of the student body is unsatisfied. Several aspects of a concert group must be studied before booking the act. Drawing power would seem to be the most important con-

(Continued on Page 10)

STUDENTS ENDORSE SOCIALISM

By ALAN ATKINSON

TUESDAY, Oct. 4: A group of students at Armstrong State College today endorsed, by absence of dissent, the socialist philosophies of Kenneth Galbraith, wellknown economist and opponent of capitalism.

The students were identified at the Political Science 113 class at Armstrong. The class is taught by Dr. William E. Coyle, Professor of Political Science, who did not join the endorsement.

Dr. Coyle presented the socialist views of Galbraith as part of the political science course he was teaching. He did not support or condemn the views, but explained that college students must be able to — or learn to — choose for themselves between conflicting philosophies.

The students accepted Galbraith's anti-capitalism views without any dissent.

THE INKWELL

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Not Expected To Go Above 125

Selective Service Announces New Draft Ceiling Number

The Selective Service System recently announced that Random Sequence Number 125 would be the ceiling for induction into the military for young men in the 1971 first priority group—that is, those registrants born in 1951 or earlier who received lottery numbers in 1970 or 1969 and are available for induction during 1971.

The Department of Defense, last week, announced a 10,000 draft call for the remainder of 1971. Draft Director Dr. Curtis W. Tarr said that

Selective Service local boards would deliver 6,500 of these men in the period November 1-18 and the remaining 3,500 in the period November 29-December 9. Tarr said that he has directed local boards to give at least 30 days notice to all registrants facing the induction process in coming months. Current draft regulations require 10 days notice.

Tarr said that the uniform national call provision of the new draft law assures every young man in the 1971 group who is 1-A and qualified with a RSN of 125 and below that

he will receive an induction notice in the near future. Tarr pointed out that some of these men will enter the Army in January, February or March of next year because of the extended liability provisions of the Selective Service regulations.

"Equity of treatment for all registrants requires that all men with RSNs of 125 or lower face the induction process," Tarr said. RSN 125 was the ceiling for inductions through June of 1971.

Tarr also said that he has directed local and appeal boards to defer all actions on classifications, personal appearances, and appeals until new regulations containing draft reforms are effected. The 1971 amendments to the draft law which were recently passed by Congress require the Selective Service System to publish all regulations changes in the Federal Register at least 30 days before they become effective.

"Because of the many reform provisions in the new law and being instituted by the System, it would be unfair not to extend these forthcoming advantages to registrants now facing classification or appeal actions. Accordingly, I have directed that all local and appeal boards defer action on such cases until the new regulations are formally distributed," Tarr concluded.

Nixon Plans End To Student Deferments

Washington, D.C. (cps) If President Nixon keeps his promise of April 23, 1970, college students beginning with the now entering class of 1975 may have their education interrupted, if not terminated, by Congress' action in accepting a two year extension to the Selective Service.

The law passed by the Sen-

ate 55-30 last week specifies "a limit of 130,000 inductions in the current fiscal year that began July 1 and 140,000 in the next fiscal year." The total call-up last year was just over 100,000. Recent college graduates and drop-outs will be called first when inductions resume next month.

Several changes in the draft system are caused by the 1971 amendments to the Selective Service Act, some of which could have significant effects on the system's operation.

A limit is placed on the age, and length of service, of local board and appeal board members. According to a Selective Service spokesman, nearly 1/3 of the 20,000 board members will be replaced by the end of 1971. Draft Chief Curtis W. Tarr is expected to recommend that state governors draw their replacements from younger members of the community.

Divinity students will no longer be exempt from military service, but will be deferred as long as they are students or "pursing a career in the ministry," according to a draft spokesman.

In addition, every man reg-



"... no matter how popular a spending program is, if I determine that its enactment will have the effect of raising your prices or raising your taxes—I will not approve that program."

Oklahoma Democrat Announces Candidacy

By ALAN DISIULLO
Washington, D.C. (CPS) — Calling himself a representative of the new populism, Senator Fred R. Harris (D-Ok.) formally declared himself a candidate for the Democratic Presidential nomination.

Speaking Friday, September 24, in the Senate Caucus Room, the Oklahoma Democrat remarked that Americans were losing faith in their government leaders and are becoming convinced that elected officials are incapable of changing the nation.

"I intend to try and turn this country around before it is too late," Harris said to the

approval of over 200 supporters gathered for the announcement of his candidacy. Harris becomes the second official contender in the race for the Democratic nomination. Senator George McGovern, announced his intention to seek the presidency last January 18.

Harris intends to build his new populism around three main points: Better distribution of the national economy, better distribution of power at home and a return to idealism as a basis for foreign policy abroad. In a recently completed trip through the South and Southwest, Harris elaborated on these points.

In Houston he called for an attack upon the economic concentration and monopoly power of big business. "If we broke up the shared monopolies that dominate our economy, prices would fall up to twenty percent in the concentrated industries," Harris stated. He added that he favored the use of a progressive Federal tax system to finance national health insurance and would initiate such a program if elected. Advocating a cut in federal taxes for people who make less than \$13,000 a year, Harris added that he would not use tax money to bail out corporate giants like Penn-Central and Lockheed.

Harris outlined his foreign policy program to a gathering at Florida State University in Tallahassee. He said that the United States "should not insist that other nations adopt our standard of behavior" and that "we should allow them to develop those forms of government most suitable for themselves." The crowd of 800 listened as he called for a cessation of all military and economic aid to the Thieu government in South Vietnam which "prevents the free elections that 45,000 young Americans have died for." He advocated a halt of military aid to the military dictatorship in Greece and Brazil and an end to military and economic assistance to Pakistan.

There is a strong possibility that a separate Naval ROTC Unit will be started on the Armstrong State College campus. It is important that the college know how many male students might be interested in such a program. If you are interested, please contact Mr. Buck in the Student Activities Office, or Dr. Adams in Student Affairs.

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Faculty Focus On

Dr. Keith Douglass: "I Want To Help Students Adopt A New Perspective"

By Alan Atkinson
(There are so many more students than there are faculty that an instructor may remain a stranger to a student although they may have met on a daily basis for almost three months.)

In an effort to acquaint students with who their instructors really are, the INKWELL has inaugurated a series of interviews with faculty members.)

Dr. Douglass, what do you want your students to do?

Learn psychology, any way they can. And relate it to other subjects. I don't teach just for the sake of psychology.

Why do you teach psychology?

I want to help students adapt a new perspective on life. More objective.

Does psychology do this?

Yes.

How?

It's one of many different perspectives in college.

Any course is one of many different perspectives.

Right. And they all talk about the same thing.

Which is . . . ?

Well—what it's all about. Life.

That's kind of a broad statement.

Well, yes. Unfortunately, the goal of a liberal arts education is one of the things we're least able to specify.

The most important objective of a college student, we're unable to specify?

Right—at least presently. We can deal with it philosophically, but not objectively—we don't know—it's not a thing so much as a feeling. It's very hard to communicate a feeling adequately.

That's all very broad.

We know of examples. We know what is predicted but not how.

How do we know what is predicted?

We don't—I personally am sure.

That sounds almost like a political dogma, or a religious belief.

It practically is. A belief. A belief founded in what? Personal experience.

It worked for you?

Yep.

And therefore for everybody?

No.

Do you just take a chance then? Decide for yourself and hope it works?

Yeah. You don't know until you've tried it. It's not like going to school to learn to be a mechanic, for instance. You don't learn any particular skills — it's a non-specific transfer of information.

Going to school for four years is a great dollar investment for parents, or, in a lot of cases, a student. How can you justify the risk—except maybe that it's fashionable to go to college?

Well, if you make a great intuitive leap, it's survival of the species. Or survival of the culture.

Why?

Because that's the final judge.

People didn't have colleges for a long time.

Right. And they might not survive now that we have them. It's an experiment.

I mean—the usual reasons you give for getting a college education are so you'll be happy, or fulfilled. But like ants or worms aren't happy or fulfilled that we know about. Survival is not a question of whether you're grooving on something.

It's eating?

Right. Functions of survival. With colleges we extend survival capabilities—physical capabilities.

Physical or mental?

Something. Body and mind are not two different things.

Emphasis on a different body Part?

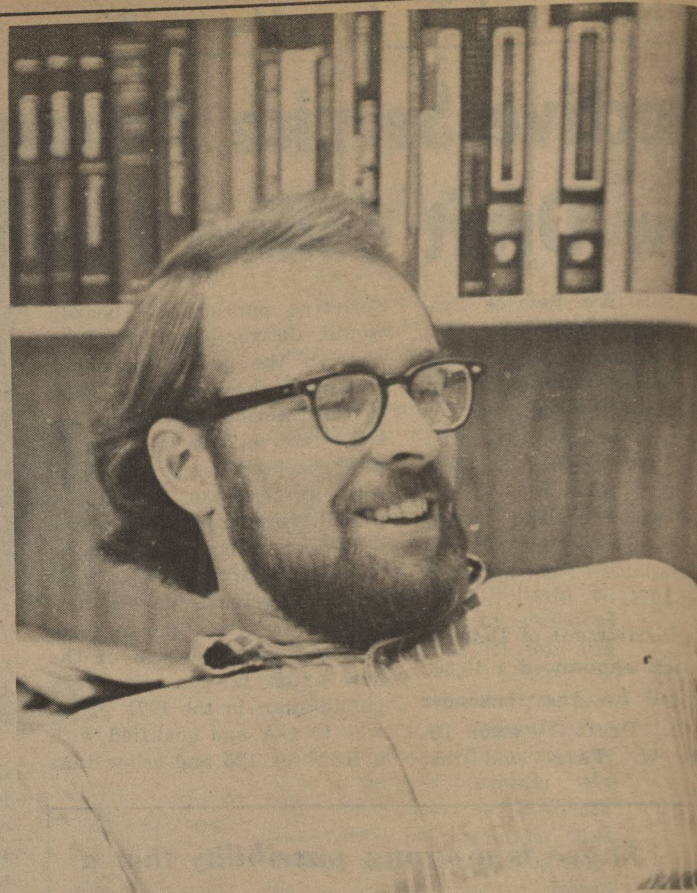
Yes.

Mind instead of body?

Brain—not mind.

Liberal arts are all non-specific—not like learning to be a mechanic. See—if you're going to school to learn to be a mechanic, you read a book or maybe some kind of manual and it tells you how to do certain things—tighten a bolt or something. But a liberal arts education doesn't teach you any one specific thing—how to do it.

Would you say that the Junior and Senior years are



DR. KEITH DOUGLAS

like a trade school?

In a sense. That's not how it was originally. It started out being an intense understanding of one subject—but it's become more like a trade-school — which position are you going to fill. I don't think the function of a liberal arts college is to teach a job. Learning a little about a lot is not bad.

Psychologically, it's a non-specific transfer. Something is learned, but it's hard to say what.

How does all this relate to students? Are you interested in students?

I can't separate what happens to students from what happens to the whole academic structure. I worked for ten years so I could teach students.

What is a teacher? What's your image of a college teacher?

Tall, handsome, I'm tempted to be trite.

What's your image of a student?

Someone who can't conceive of being anywhere else but in a learning situation.

And a college teacher?

I want to be exposed to new information, new points of view. Revision of ideas. The stimulation of defending and old point of view.

How does that relate to students?

We stimulate each other. Learn from each other.

Are you stimulated by students?

Oh, a small percentage. In a class of thirty, say, about how many?

Maybe — five.

Do these five get better grades than the others?

They may, but they are the ones likely to be getting this non-specific understanding. This is a problem with grades. We teach non-specifically but we grade specifically.

Then why grade specifically?

No . . . we assume what's taught isn't all that happens.

What does?

What you do with the knowledge. The active process. You use a little psychology—math some—different proportions.

How does this relate?

Grade implies a measure of this outside process—how the knowledge is being related.

I never heard of this before. I think a lot of instructors don't know about this.

True. It's just a theory.

It seems untrue. That a grade reflects some kind of personality change. It's hard to accept.

Right. And it's unfair.

Then why do you do it?

I don't. I just measure psychology grades.

And this outside change or relation is reflected?

We think so. Possibly not. We don't know now. We're part of an on-going learning process. You jump on and you jump off later, the process goes on. It depends on where you get off. It depends on which is your station.

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Pirate Preview

IS HERE

gym 12:30

Ecology News

Over-population:
A Worldwide Problem

By MIKE HOROVITZ

The responsibility for population control is at best a relative responsibility. For the major portion of man's history it was an individual problem. Before the 1880's, the world, for the most part, was under-populated. The term "under-populated" is very general and must be qualified. I use this adjective to describe a condition in which the by-products of man's living (pollution) were in equilibrium with the environment. This is to say that the environment was able to breakdown and disperse nearly all of mankind's pollutants. Granted, some industrial centers of the early 19th century suffered under chronic airborne blankets of pollution—i.e. London—and others experienced famine from over-population—i.e. Eastern China. Yet, there were localized problems and were of no worldwide consequence. The two major factors which together produce a state of over-population were not fully developed. These two factors are a numerically large population and an extensive fuel consuming technology. These two factors are interrelated and neither taken alone is sufficient to create a state of worldwide overpopulation.

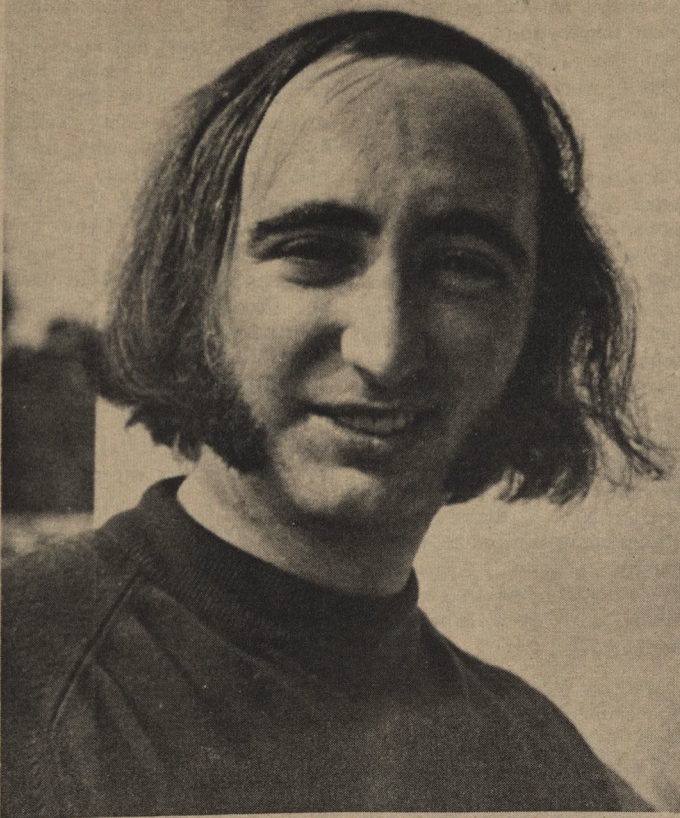
Even though India's population is about six times greater than America's, the per capita pollution in the United States is over twenty times greater than India's. This is not to say that India doesn't have a population problem. India has an extremely critical internal population problem. Its underdeveloped technology can't feed its hopelessly large population; however, relative to the world, the U.S.A. is many times more of a burden on the environment than India.

Since the late 1900's industrial countries have been "overpopulated" in their relation to the rest of the world. Their combined population and pollution have upset the balance between man and the environment. Then in the early part of this century population control became a worldwide concern in these countries.

One frequent argument which is heard, especially in this country is, "if an individual can afford a large family then no one has the right to limit its size." This is a false statement. Consider these facts taken from Dr. Paul Ehrlich's *The Population Bombs*: "It is estimated that each American baby will consume in a seventy year life span, directly or indirectly: 26 million gallons of water, 21 thousand gallons of gasoline, 28 thousand gallons of milk and cream, and \$7000 worth of furniture. Surely the affluent American has sufficient money to foot this bill for his children. However, the en-

vironment cannot pay the price. The production of one ton of steel takes thousands of gallons of water, a good deal of which is returned polluted to the environment. Then there is the small matter of atmospheric pollutants such as sulfur and nitrogen oxides liberated during the production of steel. If the steel is incorporated into an internal combustion engine then the environment is further degraded because the steel becomes a device which will continue to pollute, even after its initial manufacture. Then of course, there is the slight problem of supply and demand. Once the iron ore is removed from the ground, it is not lost to nature, thanks to our unique system whereby we use something once and then disguard it to the local dump. Did you know that the average American will spend about \$6,000 in clothing in a lifetime? This seems like a minor sum to many people, but in the end the environment gets the bill. The oceans pay by receiving a liberal dose of residue from the synthetic fiber plants

as well as by catching the run-off of pesticides from the growth of natural cloth fibers. The list of pollutants directly and indirectly connected with a person's existence is almost limitless. The average American has sufficient money to support a large family. Money is a transient thing and has little meaning as far as the environment is concerned. Granted it can buy goods today, but what about the future when all the money in the world is insufficient to buy a finished product because of the world's dwindling natural resources. The size of one family will be of little consequence when the world's oceans and atmosphere becomes saturated with pollutants. However, by that time large families will be a necessity because very few children would be able to survive until adulthood. The Average American and Western European has become what Dr. Paul Ehrlich has termed a "superconsumer." Our technology and affluence has made it possible for us to pollute over twenty times (Continued on Page 10)



Mike Horovitz is an August '71 graduate of ASC. At present he is a graduate student in Chemistry at North Carolina State University. While at ASC Mike was president of Tau Epsilon Phi, a Student Affiliate of the American Chemical Society, a staff member of the Inkwell and did research work with Nader's Raiders.

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Intramurals

Basketball
Tourney Set

Final plans have been made for a basketball tournament to be played the first week in November.

The deadline for entering is October 29 and teams may have no more than 2 ex-varsity players. An all-star team will be selected to play a team from Fort Stewart on Nov. 18 at 8 o'clock in Hinesville. This all-star team will also play games prior to the Pirates regularly scheduled games. Also volleyball and bowling competition with Ft. Stewart may be scheduled.

Another tournament being scheduled is the table tennis one. This tournament will include both men's and women's singles and doubles. October 22 is the deadline for entries and only 6 people from each organization will receive points.

Concerning the availability of the Armstrong gym, the hours will be 7-10 every Thursday evening.

On Tuesday evenings the faculty will have its chance to utilize the gymnastic facilities. Coach Bedwell hopes a few of the male professors will be interested in half-court basketball games.

The following flag football games were played Sunday afternoon but results were unavailable at press time:

Men

WASPS vs. Pike

Circle K vs. The Vets

Old Pros vs. Pi Kappa Phi

PKT vs. Golden Joks

BSU—bye

Women—Practice games

BSY—Dental Hygiene

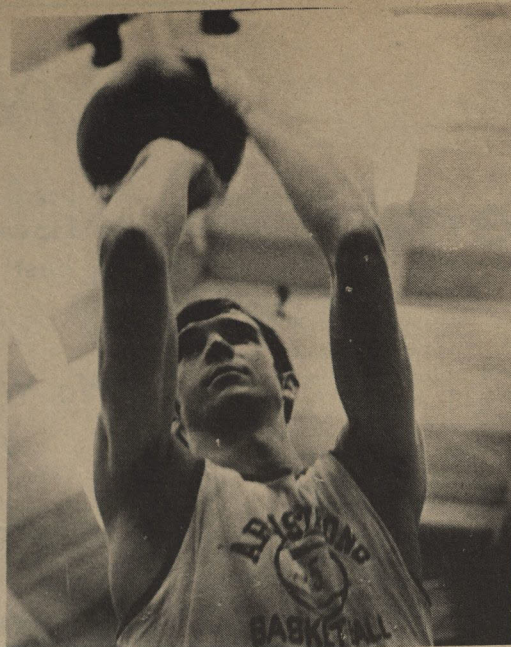
Sigma—Phi Mu

BSY—Alpha Gamma Delta

Pirate Preview

Today Today

Gym 12:30



ROBERT "SKY-KING" BRADLEY

Focus On:

Robert Bradley

Soaring high into the air to claim another rebound for the ASC Pirates is that ever present hero, 'Sky-King,' or Robert Bradley as he is known off-court. He is one of only two returning lettermen from last year's basketball team which recorded the best record in Armstrong's history.

Bradley has started every year since he was a freshman. He is all but assured of becoming the next member of Armstrong's elite 1000 points club. And, if he continues at the point production pace he has set for himself in the past, Bradley will easily eclipse the present all-time scoring record held by Danny Stell at 1,097 points.

Scoring is not the only area of talent for Bradley. He already possesses the record for most rebounds in a career with 538. It is his fantastic jumping ability coupled with his 6'4" frame that has won him the admirable nickname of "Sky-King."

In general, Bradley is a great leaper with good inside moves, an outstanding outside jump shooter, good rebounder, a hard worker on defense, and

a team man. Coach Alexander described him as an "outstanding person. He is kind to everyone on and off the court."

Robert is the son of Mr. and Mrs. J. C. Bradley of Deland, Florida. He came to Armstrong after an outstanding career at Deland High School where he started for three years. Bradley was named All-State, All-Flordia County, Most Inspirational Player (in both his junior and senior years), and won the Roger Gilmore Award for sportsmanship and citizenship.

Bradley explains that he decided to come to Armstrong after he met Coach Alexander at the Glenn Wilkes Basketball School and visited the campus. "I liked the campus and the city, especially the people I met. I thought it would be a good opportunity to be a part of a growing athletic program and a great one at that. I still like the general atmosphere at Armstrong but I dislike Armstrong being limited to a community college. Armstrong needs dormitories to give the school more of a college atmosphere."

On this year's team Bradley commented, "A damn good team — the best Armstrong has ever seen. I predict a definite winner—just how many remains to be seen. These are the best bunch of guys I've ever been associated with-on and off the court."

As for the future Bradley says, "I haven't decided on a definite career but whatever it is, I hope to be successful."

Complaint Filed

Cross Country Team
Refuses To Run

On Saturday, October 2, the Armstrong cross country team refused to participate in a scheduled meet with Georgia Southern College at the Statesboro campus.

This refusal stemmed from numerous changes by GSC in the scheduled course to be run in the meet. The new course was poorly marked and more difficult than the original course.

According to Billy Carroll, freshman member of the ASC team, the following events occurred: "We arrived at the GSC campus and were met by several members of the GSC team. A spokesman for the GSC team informed us that the course had been changed and we asked to be shown the new course.

"The spokesman pointed to a large clump of trees, stating that the starting and finishing lines were somewhere in that area. He did not elaborate.

"Halfway through the course we were told that 'These tires are marking the course and they mean something, but some of them don't mean anything.' The spokes-

man would not try to speculate which ones were significant and which ones were not."

After being shown the numerous changes, Coach Stratton of ASC stated that his team would not run such a difficult course without proper markings.

The GSC assistant coach agreed to run the race on the GSC practice field. At this time the GSC coach arrived and said the meet would have to be run over the set course.

Coach Urkley, the GSC coach, then made several derogatory remarks about Dr. Cedric Stratton's intelligence and the mental abilities of the ASC team.

A letter of complaint has been sent to the Georgia Southern Athletic Director informing him of the incident. This incident does not provide a favorable light on the GSC athletic program generally or Mr. Urkley specifically.

The Pirates will meet GSC in the Carrollton meet later this season. The Pirate runners are looking forward to this chance to prove themselves against GSC on a neutral course.

Alexander Interview . . .

(Continued from Page 2)

basketball court and know the student body is behind you. If you don't have this, you sort of have an empty feeling as if to say "Well, what am I playing for? Nobody cares." The basketball team is an ambassador for you and your college. So we try to work through them in the best manner possible and to the best of our ability. So support is one method we have to show our appreciation to this team.

INKWELL: Has the support for the Pirates in past years met your expectations?

COACH ALEXANDER: No, it has not, but I would like to say that it has increased each year that I have been here, just as our basketball program has. Each year we get a little better. I really think from what has happened thus far, that we can expect great things this year.

INKWELL: Coach Alexander, will the Pirate's games be broadcast this year?

COACH ALEXANDER: We are negotiating at present with a local FM station which I am not able to name at this time. They will probably do all of the games, at least the away games; and

station WJCL will televise eleven of our fourteen home games.

INKWELL: Do you expect the telecast to increase the Pirate's support?

COACH ALEXANDER: Oh, I think so. I think this was proven last year. We were the second most highly rated program that WJCL had on the air last year. The Monday night football game beat us out. I have friends who have come up to me and have said, "Coach, I watched the first half on TV., but I couldn't stand it. I just had to come out and see it live." So a lot of people stay home to watch it the first time for that experience, and after that they can see the Pirates in person. I think that this really helps us at the gate. Plus you have the novelty of people not knowing what goes on during the televising of a game.

INKWELL: Where will the Armstrong Pirates play their home games this season Coach?

COACH ALEXANDER: We will play all of our home games in the new Civic Center just as soon as it is available. Until then, we will play at the Sports Center on Eisenhower Drive because we will have more seating room there.

INKWELL: Coach Alexander, where does the money for the Armstrong Basketball Program come from?

COACH ALEXANDER: A portion of it comes from the student activity fee. The portion that we receive as scholarship money comes from the local community. Mr. Remer Lane is responsible for raising the money that is

(Continued on Page 9)

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Financial Woes Run Rampant

Higher Education In Trouble

(CPS) — The fall of 1971 has already witnessed many colleges and universities in fiscal trouble. Since May, at least 12 small, private institutions of higher education have closed their doors due to financial difficulties. Enrollments in all private institutions are down and many state schools are caught between budget slashing legislatures and student and faculty demands for more and better services and salaries.

Many private institutions have found their enrollments down sharply from recent years. Even the big 20 have felt the pinch, Harvard's applications are down 12%, Yale's are down 18%. Three other Ivy League schools have

noted similar drops as have Stanford, Northwestern, and M.I.T.

Even with the slack in private institutions being taken up by the less expensive state university systems, the total enrollment figures, according to the U.S. Office of Education, will see a rise of only 2.5%—considerably less than in past years.

The only state university system in the country showing substantial gains is the state college and university system of New York. Its applications rose 15% this year. The most popular campus was SUNY at Stonybrook; which had 8,500 freshman openings.

In Minnesota, eleven out of fifteen private schools in the

state are raising their tuition by 10% this year. Students at all seven Minnesota state supported colleges face a tuition increase of 50c per quarter hour, or 7% over all.

President Nixon's recent wage-price freeze gave some colleges and universities added income by allowing them to raise tuition; however, it caught students who were trying to pay higher prices with less money. While prices went up, more students were competing for federally-subsidized loans and work-study positions.

According to the Department of Health, Education and Welfare, the amount of money borrowed by students through the Federally Guaranteed Loan Program has increased by 34.3 percent over last year. No figures on the rise in applications are available. However, it is noted that the entire Midwest District of HEW was out of applications for almost a month this summer.



SCENE FROM GEORGIA TOUR PLAY
(See Page 10 for Story)

Little Theatre Opens With "OLIVER"

Good things are happening in Savannah! The Little Theatre's 22nd season was brought to a musical start with "Oliver" on October 13. In November, "Forty Carats" is scheduled, "A Lion In Winter" for February, and two more productions not yet selected, will finish out the season.

Included in the first production, "Oliver" are many newcomers in addition to those veterans actors of the Little Theatre circuit. The title role of Oliver is being played by Robby Robinson who was a delight to audiences as Patrick in "Mame" last year. Newcomers taking starring roles in the show are Raymond E. Davis, Jr. as Fagin, Marcelind Davis as Nancy, and Marvin Miller as the Dodger.

Bob Bransford and Dick Lamy, both well known names of Little Theatre acclaim play Bill Sikes and Mr. Bumble, respectively. Other principal roles in the show are Leslie Caplan as Bet, Mary Elizabeth Pairecloth as Mrs. Corney, Chris Fredman as Mr. Brownlow, Bruce Bayliss as Mr. Sowerberry, Beverly Shelton as Mrs. Sowerberry, Ami Rigdon as Charlotte Michael Bodziner as Noah Claypole, and Charley Hankins as Dr. Grimwig.

Thirteen boys between 9 and 13 years old make up the boys' chorus. They are Charles Angell, Stephen Angell, Douglas Bayliss, David Bone, Mike Bone, Willis Emmons, Pete Hankins, Robbie Harrington, Robert Hoffman, Micheal Kavanaugh, Russell Lee, Keith

Nagy and Russell Tye.

Included in the adult chorus are Sandra Carpenter, Shirley Colbert, Jennifer Gillins, Leslie Gordon, Jean Hoffman, Shellie Kling, Sally Robinson, Hugh Futrell, Hank Groover, Lyman Robinson and Max Butler.

George Hofer is musical director for the production and Doris Martin is choreographer. Directing of course is Bill Stars who also once directed the Armstrong Masquers.

The show will run Oct. 13-17 and Oct. 19-24, with nightly performances at 8:30 and matinees at 2:30 p.m. New members are reminded to call the theater for reservations and to bring their membership cards the night they attend the performance. The number to call for reservations is 233-7764 from 10 A.M. until 8:30 P.M.

The Little Theatre membership drive this year has already shown a gain of over 100 above last year's.

Membership is still available and may be purchased during the "Oliver" performance with the deduction of the cost of admission. If you have not yet enjoyed the excellent entertainment brought to Savannah by the talented Little Theatre group, it would certainly be worthwhile to plan now to see "Oliver" and join the growing audience in viewing its delightful productions.

Symphony Offers College Discount To ASC

The Savannah Symphony Orchestra is proud to announce the schedule for its 1971-72 season.

The season will consist of six subscription concerts, all to be performed in the beautiful new Savannah Civic Center.

Season tickets will be offered to all Armstrong State College faculty and student members at a fifty percent discount. Orchestra subscriptions will be available for \$13.75; balcony subscriptions will be \$13.75, \$10.00 and \$8.00. Those interested individuals may make reservations by calling the Symphony office in Savannah at 234-9536. Reservations will be taken Monday through Friday from 10:00 A.M. to 4 P.M.

Alexander Preview...

(Continued from Page 8)
available to us for out of state scholarships.

INKWELL: Is there a possibility that enough community interest could be aroused for the gate proceeds to further enhance the Armstrong Basketball Program?

COACH ALEXANDER: Maybe.

INKWELL: This may not happen in the immediate future, but how might the development of ASC into a national basketball power affect the educational aspects of the college?

COACH ALEXANDER: Well, there are a lot of pros and cons to this. I'm sure that a lot of educators would not agree with me, but I think that a national power in basketball is one of the fastest ways of gaining recognition for your college. This is a way for a college to become more widely known.

INKWELL: Do you think this is what helped Jacksonville University to become well known?

COACH ALEXANDER: I think definitely that it has

helped, and I think that a good athletic program has got to help the college atmosphere and the college community.

Notice:

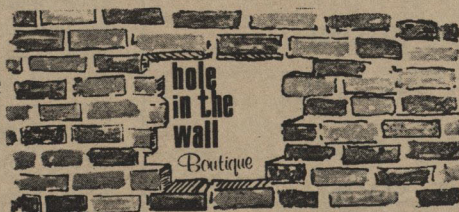
"Geechee" make-up photos will be taken in November for those who missed it.

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Over Population . . .
(Continued from Page 7)

more than the average Asian. The pollutants from our factories and commerce directly affects the entire environment of the world.

Control of family size is no longer a matter of personal choice when one considers the interrelationship between technology and population are now degrading the environment. Both must be held in check. The responsibility for limiting population is no longer an individual or a national problem because the effects are worldwide. Therefore, population control should be the result of cooperation of national and international communities.

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Nixon Plans End to Student Deferments . . .

(Continued from Page 5)
istered for the draft will have the right to demand an appearance before his local board, or any appeal board, "to testify and present evidence regarding his status." Included in this right to present evidence is the ability to call witnesses, "subject to reasonable limitations on the number of witnesses and the total time allotted to each registrant."

According to a draft spokesman, however, the right to appeal threatens to create a "log jam" situation in which draft board members are forced to spend a great deal of time hearing registrants.

He expects a court case to resolve the problem, and told CPS that draft registrants are already building up at several draft boards around the country for personal appearances.

Another major change in the administration of the draft concerns the transferal of assigning conscientious objectors to the national level. According to the new law, "the

National Director . . . will be responsible for supervising on a national basis the finding of civilian jobs for CO's."

New regulations are being written at the present time to administer this change, and they will probably delegate to each state director the power to assign CO work, subject to appeal to the national director. The CO under the new regulations will have 60 days to find an approved job after his random sequence

number is reached. If he does not find suitable work, the state director will have the option of assigning him, usually as an orderly in a hospital or mental institution. Under the old rules, the CO who was called up had ten days to submit three job choices.

The state offices will continue to distribute lists of approved conscientious objector agencies. In addition, the rule that a CO must perform service more than fifty miles from home will be relaxed.

Georgia Tour Play Comes To Armstrong

The Academy Theatre actors presented "a friendly, humorous, and definitely thought-provoking piece about people and the times in which we live."

The Georgia Tour Play presented opinions of black and white in respect to school desegregation, opinions of black

and white in respect to each other and differences in the cultures of the two.

The play, "The Georgia Tour Play", featured Armstrong's former director of the Masquers, Frank Chew, who played Lamar Pickett, a brilliant and lonely white boy. Kenneth Karrien was featured as Leo, the hero of the basketball team and Lamar's best friend. Leo teaches him how to walk the "Wicked Pickett" and with the help of Leo's girl, Carol (played by Carol Foster) Lamar is taught to talk impressively enough to get Brenda (Gay Grigge) to go to the Central High prom with him.

The group is sponsored by HEW's Emergency School Assistance Program (ESAP) whose purpose is to help ease the tension of school desegregation and other such issues.

The Academic Theatre played at Armstrong Oct. 7, 1971 after performances in Rome, Augusta, and Macon. They played at Savannah State College on the 9th of Oct. and attended a Racial Relations Workshop. Monday the group played at Beach High School.

The play was brought to ASC through the efforts of Tom Keating and Jim Hooten of Chatham Human Relations Council and ASC's Lecture/Concert Committee.

After the performance an open-talk session was planned but because of 1:30 classes most students had to leave. The Georgia Tour Group would like the students' reaction to the play. If you saw it please fill out the following questionnaire and turn it in to the Inkwell office. Thank You.

Did you like or dislike the portrayal of different characters?
Was the play realistic?.....
Were the characters typical?.....
If not why?

Is it a worthwhile play?.....
Will it be useful to high school students? Why/Why not?

Do you have any additional comments?

(Continued from Page 4)

Humphrey Solicits . . .

sideration because the more people attracted to a concert, the better the financial outcome. The Grass Roots concert, surprisingly, was the most successful concert in two years, financially speaking. However, the Grass Roots put on such a terrible performance that a majority of the students left before the show was half over. The only constructive outcome of the concert was the discovery of the predominantly black group, "Liberation".

Talent is also an important consideration, although many times a good group will attract only a small turnout because they are not well known. For example, all of forty students marvelled at the sound of "Godfather".

Price is also a subject that must be studied carefully. "Chicago", I agree, is a good group. However, we could have dances every Friday and Saturday night of a quarter for the same amount of money that "Chicago" would charge for two hours. In choosing concert groups for winter and spring quarters, I would like to leave the decisions up to the student body.

We are planning to set up a survey in the INKWELL for all interested students. Look for a fill-out blank in next Thursday's newspaper and please take the time to participate. If you are interested in or have questions about Dance-Concert, please contact Russ Rowlings or myself. We're easy to spot. Russ and I are the only ones on campus with flat tops, madras bow ties, and lavender boat-shoes.

From The Administration . . .

(Continued from Page 4)

further than we have reached, attaining more than we have attained.

As Dean of the College, I believe in the "idea of Armstrong." I hope that every member of the Faculty and every member of the Student Body share my belief, for all of us have come together for the same holy purpose—the sharing of an adventure of the mind. Perhaps there are some who will say that those things about which I write do not form the "idea of Armstrong" but an unattainable ideal. So be it. If our reach does not exceed our grasp, we will have failed ourselves and the society of which we are a part. Armstrong State College is a good college; it can become a great college. Each individual in the Armstrong community has an important role to play in determining the college's destiny. If I have indeed written in terms of an ideal, then the challenge to all of us is to join in a common effort to make that ideal real.

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