

COLLEGE SHOULD HAVE FIGHT SONG IN SPORTS

When sports fans attend a Winston-Salem State sports event such as a football or basketball game, they are startled to see the student body stand and sing a hymn, "To Old SC." This is a melodic, inspirational song, but it has no punch for sports.

The staff of The News Argus believes that now is the time for the college to expand its horizons in the area of sports, just as it is doing in academic expansion.

This campus has a number of students who are majors or minors in music. It also has an expanding English department with an increasing number of English majors.

Wouldn't it be wonderful to see the music people and the English people get together and compose a new fight song for our beloved Rams? The News Argus thinks so.

To encourage the creative minds of this campus to oil their machinery and crank up their gears, the News Argus is offering a prize to the composer or composers of a fight song this campus can adopt.

So, fellow students, "Let us fight, fight, and write, write, write, to the might, might, might of the red and white, white, white."

"So, students, we must get along, and write our victory song."

Turn your creations in to The News Argus office in the Student Lounge.

Editor Asks Students to Write Letters

Each issue space is provided for letters to the editor that have been reviewed in the office of the News Argus. Every student at Winston-Salem State has the opportunity to express his or her opinions in the News Argus by writing a letter to the editor. These letters will be printed, as nearly as possible, in their original form. However, the staff reserves the right to correct any errors.

If you have a letter to the editor please deliver it to the office of the News Argus in the Student Lounge Bldg. It is requested that all letters be accompanied by the



Colorful attire worn by Annye Vann catches the eye of George Smith.

La Verne's Fashion Corner THE "WAY OUT" IS "VERY IN" FOR MEN AND COEDS

By LaVerne Samuel

The new collegiate styles for men and women stress the off-beat and non-conformist rather than the conservative. The latest craze on the college campus are the odd but beautifully designed texture stockings and boots.

Miss Annye Vann wears an eye catching three-piece outfit consisting of a checked burgundy and white mitch-match sweater and texture stocking set adorned with a burgundy shift type jumper with open sides and hip line belt. The jumper gives more accent to the stockings by being worn about two inches above the knees. Her black leather knee boots completes her outfit. This outfit may be worn as sports or casual wear.

Miss Vann's attire seems to be quite eye-catching to Mr. George

author's name. However, if it is requested, the name will be withheld from print and kept in absolute confidence.

It shall be known that these letters express the opinion of a student or group of students and does not necessarily express the opinion of the staff of the News Argus.

—Coleman Freeman, Editor



LaVerne poses.

Smith as he turns and takes notice. Not only are the women in the spotlight of fashions, but the men share the fashion light also. The light is turned on Mr. Smith as he models a two-piece light gray shark skin suit designed on the continental style. His slim no cuff pants are very stylish along with his two button suit coat which has double splits in the back. George really shows that the men are not left out as he wears a pair of black leather ankle boots which completes his attire.

The concluding model, Miss LaVerne Samuel, wears a green all-weather Parker coat that zips up the front. Her white zipper back Go-Go boots are a fad among the collegiate group as well as among the younger set. To top off her attire, she wears a white leather jockey hat which is a pattern of the original hat worn by the horse racer known as a "jockey."

Could these styles have been originated from London and made popular by the Beatles wearing the slim pants and leather boots, or the boots worn by the jockey? Wherever these styles originated, they have caught on, and fast.

Like most of the styles, these will soon cease to be but while they are present, we shall enjoy them and look forward to the next fad.

SPEAKER BAN LAW IS REVISED IN N. C.

The controversial speaker ban law has been amended and now carries a dual effect.

Governor Dan K. Moore called a special session of the General Assembly and the following repeal and affirmations were made:

—It repealed the speaker ban of 1963 against speakers at state-supported college who are (1) Communists, (2) advocated of the overthrow of the government by violence, or (3) have pleaded the fifth amendment on the issue. Instead, it ordered trustees of the college to regulate such speakers.

—It reaffirmed other laws of 1947 which (1) make it a crime to advocate, teach, publish, assemble for the purpose of or be a member of a group which advocates overthrow of the government by violence, or use any public building for this purpose, and (2) which forbid employment by the state of any person who advocates, or ever has advocated, overthrow of the government by violence.

This amended the 1963 speaker ban law, a part of the General Statutes, to read as follows:

"116-199. Use of facilities for speaking purposes.—The board of trustees of each college or university which receives any state funds in support thereof shall adopt and publish regulations governing the use of facilities of such colleges or universities for speaking purposes by any person who:

"(1) Is a known member of the Communist party;

"(2) Is known to advocate the overthrow of the Constitution of the United States or the state of North Carolina;

"(3) Has pleaded the Fifth Amendment of the Constitution of the United States in refusing to answer any question, with respect to Communist or subversive connections, or activities, before any duly constituted legislative committee, any judicial tribunal, or any executive or administrative board of the United States or any state.

"116-200. Enforcement of article.—Any such regulation shall be enforced by the board of trustees, or other governing authority, of such college or university, or by such administrative personnel as may be appointed therefore by the board of trustees or other governing authority of such college or university."

The trustees of all 11 state-supported colleges adopted a policy saying the appearance of anyone, advocating any ideology or form of government wholly alien to democratic institutions should be "infrequent and then only when it would clearly serve the advantage of education."

Students Investigate the "Morality" of Stealing

The changes in American society which you have heard and read about have created problems in the moral realm; it is no longer so easy to know what is right and what is wrong.

Consider attitudes toward property, for example. When face-to-face relationships were the order of the day, the distinction between what was stealing and what was not was fairly clear cut. In a large industrial civilization, relationships are impersonal and complex, and the older ethical norms are more difficult to apply.

To test this generation, the Educational Psychology class, under the instruction of Dr. W. Archie Blount, conducted a survey: the main objective was to determine whether or not most students have an absolute stand-

ard with regard to stealing.

We were supposed to read pairs of stories dealing with stealing to a group of ten people. The ten people were to determine which of the pairs had done the worse thing. In one story individuals were involved; the second story of each pair involves stealing from a corporation. For each pair, a different rationalization for the theft is given.

A tally was made within the class from the recorded statements that were secured from the people asked concerning the matters. The tally was that 106 thought stealing from individuals was worse, and 98 thought that stealing from a corporation was worse.

The people seemed to think that the biggest crime was being caught, rather than committing

a crime or stealing.

The data gathered seemed to relate that stealing from the individual was worse than stealing from a corporation.

Even though stealing from a corporation might have resulted in loss of job, reputation, social relationships and other characteristics of an honest being; it was still thought that stealing from people was worse.

A few observations concluded that there is no degree of guilt and there is no substantial excuse for stealing.

There were others who concluded that stealing was not necessary. Spending a little extra time and effort and asking for something might have resulted in a better relationship among the people involved.

It was also stated that no mat-

ter how small an object, an individual may be able to get anything that he may desire by legitimate means.

Stealing may be habit forming. Stealing personal property was considered to be more habit forming. Stealing from corporate property was not as bad as that of personal property.

People's judgments regarding stealing are not an indication of what their actions in a particular situation might be.

Since the study included all classes of people, the reasons for judging an act of stealing would vary.

What this study implied for the teaching of moral values is not quite clear. Certainly, it would appear that home, church, and school need to recognize the distinction being made by some

children between private and corporate property. Most of the people interviewed had positive thoughts about stealing — "stealing shouldn't be done under any circumstances."

Future teachers, imagine for a moment that you are confronted with situations of stealing in your classroom. What would you do?

Most beginning teachers will need much practice before they can distinguish clearly what should be stressed about the acts of stealing and other acts of misbehavior.

The realistic teacher must always take into account the special factors in any situation and judge individual and group actions in terms of background and experiences of the individual

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