

THE PEN

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Our policy is to print the news and views of the students. We pledge ourselves to full, fair, and open reporting in regard to all parties.

Where There Is No Vision, People Perish

The Pen Dear Mr. Editor: Before getting to the main thoughts of this letter, I want to congratulate you and your staff for the spiritedly eagerly awaited issues of The Pen that you have published this year.

With reference to the national picture, I think the present student unrest and agitation is part of the anti-rational, anti-intellectual attitude that has been building up for decades because of the discontent with the failure of the rational and pragmatic leaders of our society - specifically the Bourgeoisie - to deal successfully with the pressing problems of war, racial prejudice, poverty, colonialism, overspecialization, bigness, religious archaism, and the ever-increasing concentration of life of the acquisition of objects (materialism) rather than on the improvement of the relatives between human beings.

What seems in sum, then, to be agitating students is that 2500 years of a commitment to nationality as the method to humans happiness has led after all this time to the creation of a society whose highest values are symbolized by television sets, automobiles, shopping centers, and endless acres of suburban lawns - all green!

Since college and universities have long been considered our prime institutions devoted to the principle that rational learning is the key to the best possible life any anti-rationalistic, anti-intellectual movement or mood is bound to use colleges as prime targets, since they are partners in the Establishment that has coped unsuccessfully with the immense problems created by a world becoming all the time more populated with machines and masses of people.

With specific reference to St. Augustine's College - all the time keeping in mind the larger framework just suggested - I should like to set forth some observations which I hope will lead to worthwhile discussion and action.

FIRST: I think we should move to end the invidious distinctions between professors as teachers and the students as learners. We are all learners! One human can teach another very little, but they can all help each other learn. We learn by learning not by being taught. One can usually measure the success of a college and the degree of intellectual and emotional ferment not by how much teaching is going on, but by how much learning (especially among the professors) is going on. Perhaps we need to break entirely the mould of set classes, hours, credits, etc. which are designed by the faculty and administration as a framework within which they teach and students learn. As Jefferson said: "The only truly educated man is the self-educated man."

SECOND: While there are indeed many methods of learning it would be fair to say that as of now and in the foreseeable future, the major method is reading. Until a person reads well, he will not read easily and if he does not read easily, he will read little and if he reads little he will learn little. Crash programs are needed. Perhaps a battery of outside professional experts should be used. Until this problem is solved on our campus, there will be little learning, either of facts or about human emotions.

THIRD: All learning should have a chance to be articulated, even if it only takes the form of an interior monologue with oneself. Until articulated, silently or overtly, learning is a dead nothing; and memorized facts that cannot be articulated because they are not understood or are irrelevant are a fraud.

FOURTH: Perhaps we need some course or some type academic experience devised and conducted by students, with those professors who care to - as they should - participating as students themselves (hopefully good students).

FIFTH: Perhaps we need to experiment with some pass-fail courses, with no grades given. And it would be worth an try to have a course either with no grades at all, or just "evaluative grades" that would not go into the record; or perhaps even so radical an experiment as giving the student a "guaranteed passing grade" at the beginning of a course which goes into his record and an "evaluative grade" which would let him know the professor's estimate of his work as reflected in his performances on assignments, tests, and in the classroom discussion, but would not be recorded.

SIXTH: Certainly we need to do some extensive experimenting with programmed learning, either used in machine or the special textbooks embodying this method.

SEVENTH: It might be well to try so-called T(touch) or I (self) courses in which psychological group dynamics, and religious spiritual exercises are used to help develop greater sensory perceptive and stimulate the non-cerebral, imaginative modes of human awareness.

EIGHTH: Perhaps we need a formed or even informed course on Situation Ethics versus Christian Ethics to help us all cope with the immense attack on our moral sensibilities that is now here and will continue to intensify and multiply.

NINTH: It would be an excellent experiment to offer courses based solely on reading with no classes, only a final oral and written examination; based for example, on twenty selected books in a given learning area, areas selected by the students thereby having a real learning experience himself.

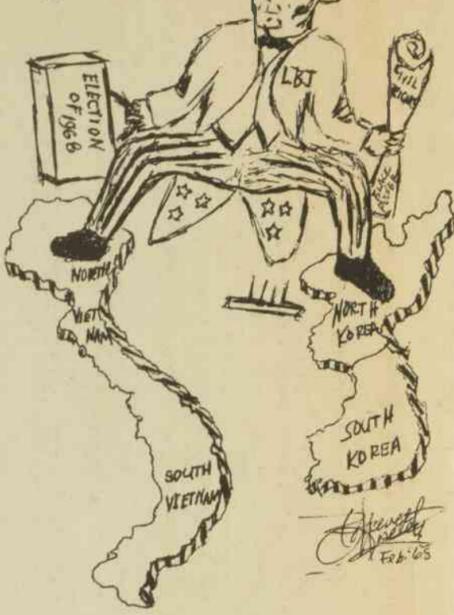
TENTH: It would surely seem worthwhile to give added emphasis to the expressive, creative use of the body through the arts, crafts, music, dance, sports, etc. Our excessive concentration on spending so much of one's youth seated at a desk in a classroom, has robbed man of the chances to use his organism in keeping with his naturally-evolved physical and artistic expressive talents.

ELEVENTH: Effective ways must be found to express a meaningful and relevant Christian faith. I'm afraid that many of the traditional forms are archaic, derived from a Latinized, pre-industrial era.

TWELFTH: On the really radical side I should like to see an experiment in which students would be paid for getting good grades. For example, \$200 for a "A" in a course; \$100 for a "B", etc. It seems a little incongruous to have our basic reward system in life based on money and have students prepare for it with such a nebulous, intangible thing as getting grades.

THIRTEENTH: In these days of the ever-mounting fervor of Afro-Anticism and its related emphasis on the uniqueness of being Negro (which means black) perhaps the predominantly Negro college should become wholly so, especially in its control, from trustee down through departmental chairman or perhaps even lower, so that if there is any particular Volk-

IN MID STREAM



THE INK WELL

Who Is Dead?

Dear Editor,

In the past issues of the Pen, many students have given the school and the administration a hard time about existing conditions, or promises that are not fulfilled, or "we want" that we "don't get," but nobody has thought to complain about the students, other than call them dead, or "pick on the Student Council. Is this really fair? How many of us as students are really serious about our complaints, or better still, how many of us are "bad enough" to make an attempt to help our so-called problems by eliminating some of the thorns in the side of those in charge. By now you're probably wondering what I'm getting at. Consider our existing dining hall situation. There are times when you have to wait in line to get clean silver or glasses, that is if you aren't lucky enough to catch your buddy on his way to return his to be washed, or when you have to actually "ease the place" in order to find salt-and-pepper, or sugar for coffee. There are two basic reasons for this. Number one, there aren't enough of these in the cafeteria to go around, especially during the Tuesday-Thursday rush hours and Sunday. The second reason is the answer to the first; they are smuggled out to the dormitories. There's the incident about the girl who told the borrower to bring the sugar container back to her table, because she was going to take it back to her room. Better still, there's the time that there was a "raid" on Atkinson for some stolen articles, after which the director and other members of the search party found approximately 15 pieces of equipment not including that thrown from the windows: These included plates, silver, and salt and pepper shakers.

We cry about being treated like children, and not as responsible adults. Are we ready to be treated as adults. Yes! We are, when it comes to the lighting at the Saturday night social, or going off campus to see James Brown, but what about in the good old dining hall where we have to be watched like inmates in order to insure our finished

plates a safe return to the dish room. I feel really good when I see Mr. Smith or others standing around the wall spying on us. Then I know I'll have a place to sit and a glass to drink out of.

The first part of the school year, we the academically inclined complained about the library and its inefficiency. This was good, and improvements were made. Mrs. Irving and others did a fine job. For what? We're worse off now than ever before, because we are stealing our library blind. One "brilliant" speech student had the audacity to even tear pages from a volume of Britannica. Are these acts of responsible adults. If so, then I'll remain a child.

Academic atmosphere in the dormitories is a thing of the past. What ever happened to the quiet hours, 8 p. m. to 7 a. m.? Unless one owns a pair of muted ear plugs, study before mid-night is a thing of the past. I often wonder if there are some sort of psychedelic benefits gained from bouncing a basketball up and down the corridors, or if there are secret contests held to see which student can use the most profound terminology. To some that I've heard, the world's greatest sailors would run a close fourth, for the group at St. Augustine's has the first 3 places tied up.

I wouldn't be among one of the first to call this home, but we must consider that, as students, we spend more time in residence here than any other place. So, since we have to spend time here, it's home, away from home. Let's appreciate it for those in charge make it better for us.

In this issue of The Pen, there is a letter from our Student Council president defending the student council. If there are any persons who can defend the students actions, of tearing up and stealing books, stealing salt and pepper shakers, or raising hell in the dormitories please let me hear from him.

Signed: The Anti-Student of St. Augustine's College

geist unique to the people of African ancestry it will have a chance to express itself fully, although personally I think the contemporary world is much too complex a cultural mixture to make cultural particularity successful in the long run. But this is a very knotty problem and needs much more thought and time than we have in this already overly long letter.

FOURTEENTH (and finally): Having implied throughout that there is much wrong with traditional modes of college education let me close by noting certain values derived from these tradition modes. Our most successful form of expression in recent centuries has been that of science - and in science is based on rationality not irrationality. Politics and wealth may be short term power, but long term power stems ultimately from knowledge. Knowledge is exceedingly hard to acquire, requiring endless hours of toll and mental wear and tear. At present there is no short cut, no gimmicks, and reading is still the basic instrument for its acquisition. And to conclude, the knowledge embraced within the evolution of western culture is not, in spite of some of the obvious moral failures of western people, to be taken lightly. Its scope, its flexibility, its inherent emphasis on progress and the possibility of the betterment of human life offers the very kind of cultural milieu in which cultural diversity is most at home and has the best chance of fulfilling its potential. The inherent narrowness and stifling nature of all "isms" stands always in stark contrast to the liberating spirit of the western idea of progress and its resultant cultural diversity, the guardian and progenitor of which should be our institutions of higher learning. Any goal less than this demeans the stature and potential of the individual human. Colleges should liberate people from all cultishness from all one track conception of life, which always land in disaster for both the cultist and his victims. "Where there is no vision, the people perish." E. C. SCHWERTMAN

PROF. OF HISTORY

We Are Not Dead, Falcons!

THE PEN ST. AUGUSTINE'S COLLEGE Dear Students,

In the January-February issue of The Pen, a question was asked, "Is the Student Council dead?" Then it went on to say "If so, who do you blame?" Who ever raised that question should come to a Student Council Meeting. Maybe the question should read "Is the student body dead?" And then "If so, why?"

It seems to be more or less of a custom for the students on this campus to pass the buck and demand things for their welfare. The students demand this and that; left and right. As a result, many of their demands are answered. The only problem is that the Students do not know what to do with what they receive. The school newspaper publishes Black Power contemporary news. This seems to be more of an interest to the student body than reading about an Art Show on campus. It is much more important to party than to voice ones opinions at a Student Council meeting, or any other meeting. When things go wrong, everyone is a pro on the Ex Post Facto Study. But when problems are small we all go into our in-groups with our own ideologies about the life and love of a College. Our superegos and lack of motivation have failed us as a group. We seem to only live to wait and see what others will do for us. We may at times be of different opinions, but it can be said that we are not at heart on the side of the truth. And the truth is it's the Student body that is the Student body who is dead.

How many of you have written your class president letting him know your point of view? Are we just a mass of matter adding no weight to anything here at St. Augustine's College? We are the "Mighty Falcons" better look into a looking-glass and see if you really are a "Mighty Falcon."

Conrad E. Lake Representative to Student Council Freshman Class President.

Save Benson The Student Body % Editor of the Pen

Fellow Falcons: As a member of the student body at St. Augustine's College I feel obligated to conform to all of the rules set forth by the college. I am also certain that I do not stand alone in this belief.

I would like to refer specifically to the removal of reference-only material from the library. By this I mean encyclopedias, periodicals, newspapers and all other material designated for use only in the library. This removal of reference-only material is both a unwarranted and selfish act. It deprives the remaining student body of critically needed reference material and should not be tolerated.

I trust that you, as interested students, will take the necessary action.

Your President Dear Editor, President Johnson asks that we be united in support of the Viet Nam war -- but will he have us united if we believe that the war is wrong, wrong in every way, a defilement of American goals and of conscience? He leads, yes, but in a war to which we gave no mandate. How long can we go this course without our assent? Perhaps something is being won on the field of battle, the Viet farmer's field. But not so in the President's struggle to persuade us to unite behind him. All that he has to offer is the same old cold-war rhetoric.

President Johnson says that we must defeat the Communists in South Viet Nam or face them on another battlefield, almost as if Indonesian and Cambodian and Indian and Vietnamese Communists were physically the same people. They are not even politically the same people. Moreover, it is not at all clear that Communist guerrillas in other Southeast Asian nations, or the oppressed to whom Communism may appeal, will be deterred in the slightest by the outcome of the war in Viet Nam.

To argue that it is to ignore the real reasons why Communist gains occur in underdeveloped countries: social injustice, economic inequalities, rightist dictatorships. It is also to ignore the important forces of nationalism (with which Communism often seeks to ally itself). The most important considerations for Malayan Communists, for example, will be for Malaya.

Yours truly, A PROTESTOR

The Negro Against Himself

EXCERPTS FROM A REPORT BY CLEMMONT E. VONTRESS

BY LARRY BROWN AND JOHN MONROE

Throughout the Negro's stay in America, he has been misrepresented, misjudged, and maligned; he has been talked and written about. The growing tendency of the Negro to devalue self and its far-reaching repercussions have been almost overlooked. He has been denied by the dominant group his rightful place in the American stream of life.

Never, has the American Negro been treated as a person valued as such rather than an instrument, a stepchild of democracy. His status in society, even in the North, has shaped his personality. The Negro with his black face and kinky hair has been reacted to in varying degrees of horror, disgust, avoidance, indifference, and toleration.

In his relations with whites, he receives an unpleasant image of himself that eventuates into self devaluation. He, therefore, denies whenever possible not only his background but his race as well. To be taken as an Indian, Oriental, or Mexican is a compliment. He spends much money and time on making himself look less Negro. The frantic desire to be something other than American Negro has recently resulted in some American Negro women's assuming coiffures of Africans, since the latter usually receives better treatment in the United States than native Negroes. A few Negro males are also wearing their hair longer and getting haircuts less frequently; they use neither pomade nor process. Even so, there is no escape from identity for the vast majority of American Negroes.

The dominant characteristic of the Negro personality is that of feeling, feeling that he is inferior, worthless; and since this feeling has been planted in him by the superior group, a paternal figure against whom he cannot relieve his frustration, he must hate himself, must punish himself and/or others like himself. Thus, there appears in the Negro a personality bent toward self-destruction, both conscious and unconscious.

That aggression and destructiveness are innate to the Negro is unacceptable. He becomes pugnacious and destructive to others (usually of his own race) and to himself when his inner nature is twisted in chains of racial hatred and bigotry on the outside, he often becomes victim to alcoholic fatalities.

Understanding that being a Negro in the American society is apt to color practically every act and thought of the Negro child is instrumental in grasping the meaning of the Negro against himself. From the earliest beginnings the Negro child finds himself in a world in which most of the beauty and glory, the heroism and worth are measured by a "white" standard.

The child comes to associate his dark skin, broad nose and kinky hair not only with ugliness but with inferiority as well. This conviction may be reinforced within the Negro group. The darker child in the family often becomes the ugly duckling, and as a result generally develops accordingly.

In Negro organizations special considerations are often given to lighter Negroes, so that even success within the group may become associated with a lighter skin, diminished Negro features, and "good" hair.

A vast majority of Negroes have learned who they are and what they are from things which have happened to them. The Negro is caught up in the white web, a white point of view which has held for so long that anything Negro is inferior, or despised. Thus, in a sense the Negro in this kind of environment is denying the goodness of himself and is all too often operating to his own disadvantage.

Poverty

BY PETE MORGAN As I stroll through the small but relatively dull St. Augustine's campus, a feeling of disappointment hits me dead in the heart. I was expecting a beautiful, spacious, well kept campus instead I find an old decrepit school of higher learning. For the prices paid (1,500 some odd dollars) I think at least we could have had in the rooms of the boys' dormitory. From this startling feature, I will start this general look of the school. As you walk from the boys' dormitory to the lunch room your shoes will be torn to shreds or eaten up by the rocks and red mud you must walk through. There is no paved walk from the boys' dorm to the dining hall. As you reach the hall you must wait 15 to 20 minutes before you eat a small, cold, under cooked meal served to you by the meanest bunch of women on earth. After receiving your meal you must then wait another 10 to 30 minutes for a dirty glass and dirty silverware. After lunch you leave the lunch room and start

"A disintegrating neighborhood and its social casualties are in every way a burden," says John W. Gardner, former secretary of Health, Education and Welfare. Recently Mr. Gardner, one of the most distinguished educators in America, resigned from the cabinet in order to head up the Urban Coalition, which is an ambitious private attempt to attack the poverty problem. "Poverty is not easy to eliminate," he admitted, and cited the comfortable American who turns his attention away from the other end of town. Some Americans prefer to forget that other Americans live in conditions which breed social ills. "In the case of the Negro (poverty), (its elimination) is made harder by the evil of racism."

"I have heard the authentic voices of hatred, and the threats of violence -- from white men and black. But those who hate cannot save us; they can only destroy..."

The Pen.. Change Of Policy

The Pen of St. Augustine's College is a student publication "of the students, by the students, and for the students." Yet, some have failed to realize the power of the "Pen." As a student publication, the school paper requires the aid of everyone interested in the betterment of the college. Discussing an explosive issue in the privacy of Lynch, Baker, Gould, Delany, Tuttle, or Atkinson Halls is one thing - bringing the issue into the open - through the medium of the school paper is another.

Since October, 1967, The Pen of St. Augustine's College has campaigned for the following innovations:

- Issue: An extension in library hours.
Issue: Open stacks.
Issue: Freedom with Responsibility and Respectability.
Issue: Free use of Alcoholic beverages.
Issue: The 90% (them) 10% (us) Policy (against).
Issue: A plea for student interest in campus and world affairs.
Issue: A plea for a jazz concert on campus.
Issue: A cry for better lyceum participation.
Issue: Freedom for Baker Hall girls.
Issue: An attack on the business office (the attitudes of some of the secretaries).
Issue: Improvements for Hunter Building.
Issue: An appeal to apathetic students.
Issue: A discontinuation of Senior Comprehensive Examinations.
Issue: A decrease in the ROACH population in Lynch Hall.
Issue: Respect for the equipment in Benson Library.
Issue: A plea for the "now", construction of the Student Union Building.
Issue: The Dining Hall

Thus, the "Pen" needs your help. It is bound by no faction, controlled by no clique, but published in the interest of the students and school. With a limited staff (students seem to think the "Pen" is a personal problem) the "Pen" struggles to do justice to the students and tries (at times things are pretty rough) to do justice to the college. BY D. L. S.

Falcons.. Let's Get Ourselves Together

Over \$900,000 has been approved for the construction of a Student Union Building on St. Augustine's College campus. If the building aids in the formulation of student unity, the development of school spirit, and a decrease in apathy on the part of all students, the building will prove to be a welcomed asset to a "Big Family Society" which is slowly decaying. However, if the building falls in any of the areas mentioned above, the school loses \$900,000. By now, it's a known fact that the school needs every dollar that it can possibly obtain.

At other colleges, on both the local and national level, the Student Union Building is the focal point of campus activities. It's the setting for student council conventions, chamber music, movies which have received critical acclaim, noted authors, poets, and lecturers, attacks on the school paper, jazz concerts, art shows, government officials, and - if you are looking for soul - Aretha Franklin, and Dionne Warwick. The problem which should be of concern to all Falcons is, "How can I prevent the school from wasting \$900,000." D. L. S.

Editorials In Brief

Return Of May 25th

On May 25th, not one, but two weddings will occur in the college chapel. Guess who.

Malnutrition

The Pen of St. Augustine's College is suffering from malnutrition - a lack of student help. Yet, "the struggle (to exist) prevails."

To B. M.

Since the "Pen" is a student paper, we will convey the message of B. M. to the student body. B. M. announces that she is giving up her good looks for Lent.

Something Good About The Cafeteria

????????????????

From The Halls Of Lynch

Some students pick up more dirt (gossip) than the bulldozer being used to level the ground for the student union building.

Happiness

Happiness was seeing The Pen of St. Augustine's College in the Benson Library newspaper rack. "The Pen" was between "The New York Times" and "The Washington Post." Could it be that this display carried some type message?

Review

Junior: Have you seen the movie, "Guess Who's Coming to Dinner?"

Senior: No, but I have been to the cafeteria and have heard students talk about "Guess What's Coming to Dinner."

Food Line Calling

Sophomore: What's for dinner?" Member of "The Pen" staff: "Name something."

Walking Through The Campus

BY PETE MORGAN As I stroll through the small but relatively dull St. Augustine's campus, a feeling of disappointment hits me dead in the heart. I was expecting a beautiful, spacious, well kept campus instead I find an old decrepit school of higher learning. For the prices paid (1,500 some odd dollars) I think at least we could have had in the rooms of the boys' dormitory. From this startling feature, I will start this general look of the school. As you walk from the boys' dormitory to the lunch room your shoes will be torn to shreds or eaten up by the rocks and red mud you must walk through. There is no paved walk from the boys' dorm to the dining hall. As you reach the hall you must wait 15 to 20 minutes before you eat a small, cold, under cooked meal served to you by the meanest bunch of women on earth. After receiving your meal you must then wait another 10 to 30 minutes for a dirty glass and dirty silverware. After lunch you leave the lunch room and start

Student Protest

In the January-February edition of "The Pen of St. Augustine's College," the Pen Staff asked the members of the student body to become involved in world affairs and campus events. During the Orangeburg crisis, many of the male students on campus responded to the plea. Students from Lynch Hall and Atkinson Hall participated in a silent and orderly protest against the slaying of three Orangeburg students.