

The Decree

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Don't just complain, make things happen

For the past few weeks, we have heard "There is nothing to do at Wesleyan and all the activities are stupid" coming out of the students' mouths.

There is one antidote to this malady: *involvement*. Students don't go to activities on campus because they don't like the acts. Students don't go to the bands because they don't like them either. At the beginning of the year, not one student showed up to the Tacky Tourist Party and more recently, fewer than 50 people showed up to the Blizzard of Bucks during

the Fall Festival. How many students realized we had a Fall Festival?

At the Opening Convocation, Mike Walsh talked about getting involved in school activities. But less than two months after Mike's address, some students rather complain than use their voice to make recommendations of what they want.

These people who complain could better direct their energy by giving the ideas, opinions, and comments to the SAC, SGA, and the *Decree*, as well as by actively participating.

PVA lacks student support

Dear Editor:

We are writing in reference to several comments expressed in the North Carolina Wesleyan College Wind Ensemble's program on Monday, Oct. 15. The following quote is taken from that program:

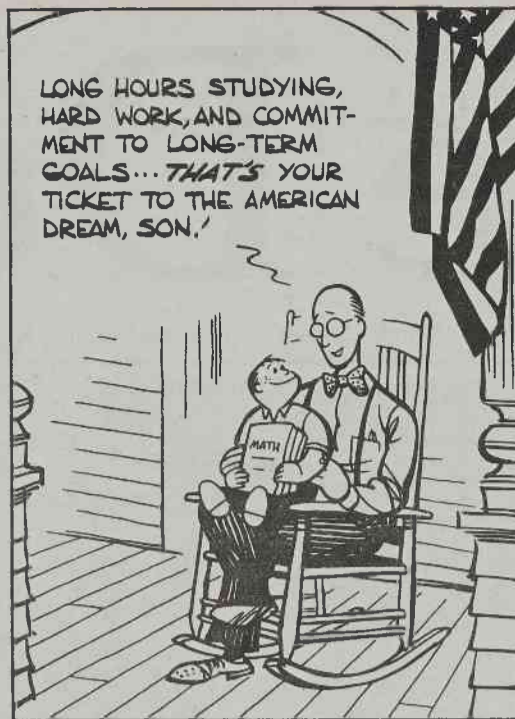
"The PVA (Performing and Visual Arts Department) will be charging a small admission fee for all public performances in order to generate enough revenues to cover the rising costs of music and other essentials. We are aware that NCWC students already pay a substantial activities fee to SGA, but SGA does not support our program. Your SGA fee covers the costs of bringing rock bands, comedians, and other entertainment on campus. We fully intend to keep admission prices as low as possible to encourage attendance and a limited number of compli-

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mentary tickets will be available to NCWC students who would be faced with financial hardship because of our admission price. Please contact the PVA department for further information."

We were extremely shocked after reading this. Our first reaction was one of anger. We read and reread the program several times, as did several other students. Almost everyone's reaction was the same.

The following day a meeting was scheduled with Mike McAllister. What could have been a very adversarial meeting turned



Students were committed

Campuses in 60's exciting

By DR. STEVE FEREBEE

On Feb. 1, 1960, four black students sat down at a segregated lunch counter in a department store in Greensboro. They were ridiculed by a crowd of jeering fellow Americans, but were later joined by many sympathizers.

On May 4, 1970, four white students who were demonstrating against the Vietnam War on the Kent State University campus in Ohio were shot by fellow Americans, but were quickly mourned on hundreds of campuses throughout the nation. So are the 1960s framed by student activists.

As some of you know, I am

Dr. Steve Muses

now teaching a humanities class about the 1960s. As I have remembered and learned, I have been struck by how important students were to most of the decade's progressive events. In civil rights, women's rights, other minorities' rights, and, of course anti-Vietnam War demonstrations, students led much of the action.

The Free Speech Movement at Berkeley, for instance, began when the university administration banned some students who were registering people for various causes — including volunteer work for voter registration drives. A group of students protested and others joined. At one point, 7,000 students filled the plaza and surrounded a police car which carried one of the protestors.

Two basic assumptions moved young people into active resistance in the '60s. First, the early activists such as Tom Hayden believed what the American sociologist C. Wright Mills had written: post-war America was ruled by an oligarchy of political, military, and business chiefs whose hidden monopoly of decisions pre-empted the democratic process. Furthermore, people have an obligation to spread a critique of society and influence the political process.

Secondly, as writer Norman Mailer and others declared, either one rebels or one conforms. Conformity was part of what poet Robert Lowell called the tran-

quilized '50s, and the young activists of the '60s rejected that tranquility completely.

Perhaps the most famous student group of the decade was the Students for a Democratic Society. Its manifesto, originally written by Tom Hayden in 1962, begins, "We are the people of this generation, bred in at least modest comfort, housed in the university, looking uncomfortably to the world we inherit."

What they saw when they looked out was a system that purposefully oppressed the poor and the working class and minorities and women. Young people and activists of the '60s did not reject this country; they embraced it, evil and all. They believed they would change the country because it was *right* to end racism, aggression, sexism, economic disparity, and injustice.

After all, John Kennedy not only challenged the nation to ask what we could do for our country but also said, "Let the word go forth from this time and place to friend and foe alike, that the torch has been passed to a new generation of Americans." Young people could not help but hear this as their challenge.

In the 1960s, personal became political, and Eldridge Cleaver's statement that if you're not part of the solution, you're part of the problem became a rallying cry, no less than "We Shall overcome" or "All we are saying is 'Give Peace a Chance.'"

I don't want to over-idealize. I know most students were mostly interested in partying and pro-

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