



Publicus

By EARLE WHITE

The report published by the National Commission on the Causes and Prevention of Violence reveals two important questions; (1) May a supposedly well-trained police force use brutal and unreasonable force to quell violence? and (2) How far can demonstrators go to provoke uncontrollable violence?

It is true that police strained by 12 to 15 hour shifts fought to control up to 10,000 screaming demonstrators ultimately the officers responded to the persistent harassment by beating their tormentors with malicious, mindless ferocity. In one instance the police "put a man into a paddy wagon, parked behind the police lines. As they did, an 18-year-old, who said she was the man's girl friend demanded to be let inside with him. As the police tried to restrain her, she twisted and screamed, ripping at an officer's clothing. Finally, three policemen picked up the girl and tossed her toward the open door of the wagon. But they missed their mark and the girl hit the back of the vehicle. The officers picked her up and threw her again. This time she landed inside."

In some instances the demonstrators threw rocks, bricks, bottles, and excrement at the tense police. The demonstrators calculated that under sharp attacks the police discipline would eventually break down. The leaders of the demonstrators also knew that if the police used excessive force that they would accomplish their goal of disrupting the convention. The demonstrators knew, too, that the violence would receive nationwide attention and further reinforce the rightness of their cause.

The Commission report concludes that the police were severely and purposely provoked. But the Commission further states that a significant number of police simply dissolved into violent gangs and attacked protesters, press, and innocent bystanders indiscriminately. It was, the report says, "what can only be called a police riot." It is tragic to note that a police force supposedly trained to maintain discipline under pressure, resorts to excessive force to squelch the violence.

The report does not fully establish why police discipline collapsed. Perhaps the lesser-educated police saw the protestors as a symbol of the repugnant lawbreaker intent on threatening the police's security. Undoubtedly, the demonstrators were aware of this and it was to their advantage to provoke the police. Under pressure it is unclear how people will respond. In the case of Chicago the pressure on the police was great but the response was not one of firm coolness but of unreasonable, brutal suppression.

The lesson of Chicago is clear, the police and the protestors must use prudent judgment to control violence. Continued and severe police suppression will lead to wholesale slaughter in the streets in future demonstrations. On the other hand, demonstrators must refrain from deliberately provoking the police. Another Chicago could be disastrous for future law enforcement. Remember the only substantial results came after a "student" display in the cafeteria. There are a lot of students out here in the jungle of education who want to make Elon something we can be proud of.

Sincerely,
Thomas E. Harris

Dear Beverly Axelrod

By RALPH MOORE

In previous articles, I have identified the Black man, the Black mind and their place, as they see it, in a universal society. Here, I will attempt to explain that part which the Black Man feels the White man's role should be in a preparation of an assimilated or integrated society.

There exists a controversy within the Black minds. This controversy presents itself over which theory best represents the White man's attempts to disenfranchise the Black man with himself. On the one hand, the social inferiority of the Black man, while on the other the economic superiority of the middle and lower class whites. Development of the first theory needs no real elaborate explanation here, for I have dealt with it in the past and will, of course, elaborate upon it in the future. It is then the second, which I am prone to embrace, which needs to be developed here.

To the truly rich white man no race, nor any individual, represents any oppositional force. "He has his," so to speak, and there exists very little need of worry for him. Yet, to the "feeble minded" middle class white, and the disassociate lower class white, the "new" Black class is seen as an immediate rival to their economic security. For they realize when true assimilation does come, it will undoubtedly come within these two classes.

It is then accepted that it has been these two classes which have allied themselves against the Black man. What has happened is that the middle class white has realized it needs the lower white class, for the political power which the lower white class can provide in numbers. To have the lower white class realize their true place with the black man, (I would like to interject here, that this was a primary objective of the late Dr. Martin Luther King), would unbalance the economic and political "scales" against the middle class white, with the possibility of integration coming too quickly. Too quickly for the average middle class white to be able to adjust to a new economic class.

To keep this alliance these two groups (the middle class and lower class white) have taken their color as their common bond. By the use of false security in his color, the middle class white has been able to keep the lower class white dis-affiliated with the Black man; simply by telling him, "No matter how bad off you are, you're still white." The white lower class has stupidly excepted this idea and forced himself to look down at blackness. Rationalizing that their is not only a group lower than himself, but one of a different color. By segregating himself from the Black man physically, he, the white

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Letters to the Editor

Dear Editors,

In the best interest of the student body and Elon College the following measures are deemed necessary and expedient to offer a greater degree of autonomy on the part of the student body.

1. The present Inter-Fraternity Council be removed and be replaced by another organization which encompass and be represented by (a) S.G.A., (b) All fraternities and sororities, (c) all other interest organizations, (d) all honorary organizations.

2. The name of this organization shall be the Inter-Organization Council.

3. Each organization comprised of students shall be members with each organization having two votes within the body.

4. The I.O.C. shall be the judge of the conduct and rules of itself.

5. The chairman of the I.O.C. shall be the Vice President of the S.G.A. and shall be rendered all powers and responsibilities as presiding officer.

6. He shall be assisted by a vice chairman elected at large from the floor I.O.C.

7. In advisory capacity a member shall be selected from the faculty and by the President of Elon College to serve as Director of Student Activities.

8. The I.O.C. shall meet prior to each semester for the purpose of submitting all activities scheduled for that semester. Each activity must be submitted separately, and signed by -- the president of the organization, Chairman of the I.O.C., and faculty advisor to the organization submitting. This activity shall be voted upon by the members of the I.O.C. The I.O.C. shall meet twice between the beginning and end of each semester to decide on activities other than those passed at the pre-semester session. Additionally, the I.O.C. shall hear and decide all infractions of rules by member organizations and carry out all punitive action.

9. At sessions of the I.O.C. in the case of conflicting activities and dates the I.O.C. members vote to decide but in all cases the S.G.A. has priority.

10. When activities are passed they must be immediately calendared and posted.

11. If any organization breaks the rules and regulations set down by the I.O.C., or performs activities without passing said activity in the I.O.C. they shall be subject to expulsion from the I.O.C. and shall not be allowed to perform any activities as a group until reinstatement a simple majority.

12. The I.O.C. shall be the judge of allowing new members but may hear only those recommended by the Director of Student Activities.

13. Any infractions may be heard upon petition to the chairman of the I.O.C. by any person.

14. A formal constitution shall be written to include (a) All rules and regulations (b) number of activities, and type which may be held. Said constitution must be submitted and ratified by the Student Senate.

Author
Robert L. Bridwell

Gentlemen,

I would like to express myself on several issues concerning this campus. First I find it ridiculous at the continual assurance that the Veritas is the students' "newspaper". It isn't even a newspa-

per! Although this past issue shows definite signs of progress. A newspaper is one that states news not just a group of biased opinions, called editorials, whether they be for one factor or the other! As for representing the students, "how can a small group of writers let us say, state the feelings of 2000 students. All I can say on this is "tell the S.G.A. and the Veritas Staff keep representing "student paper." Eventually someone is going to believe you."

Furthermore I would like to know why the S.G.A. doesn't take more action on making Elon more appealing to both the students and the potential students. Just because Elon is a small college we students shouldn't be limited in our desire and results of things for Elon, whether it is getting a Christmas tree of substantial size or other Elon "activities"? If the S.G.A. would lead the students would surely follow, as shown by the "panty raid," and that was just the boys! Doesn't the S.G.A. feel that the female students have any desire and ambitions to partake in college life?

Come on now Noel and company let's start thinking.

Tom Harris

Letters To Editor

The Veritas welcomes all letters; however, due to a lack of space, we reserve the right to be as selective as necessary in our choice of letters for publication. Moreover, we reserve the right to delete from any correspondence for reasons of libel. We cannot accept unsigned letters. Those wishing to write to this newspaper should address their letters to EDITORS, P.O. 1635, Elon College. Brief communications will receive preference.

Reflections

I sit; I wonder; I ponder; I reflect upon those things that go on about me and at those things which do not go on around me, but should. I sense the urgent need for an attitude that is receptive to changes, not an attitude that accepts changes begrudgingly. Only when the atmosphere is receptive to change can meaningful progress be made.

For years students have been admonished for their apathy. When a spark of student involvement is noted, however, we are then reproached for our actions being too militant, too radical, and too extreme. There seems to be no happy median. It would seem to us students, then, that we are caught up in a vicious circle in which "we are damned if we do, and we are damned if we don't."

Today's college students are the most educated generation ever. We read daily of problems, problems created before our time. We, as youth, are asked to give our lives in the struggles attributed to these problems yet we cannot even get a foot in the door in the open discussion of these problems. Contrary to what some individuals think, youth is not a stigma but an asset. The youth of today want and deserve the right to become involved in the evolution that is taking place around them. We are more than the citizens of the world of tomorrow; we are citizens of the world today. As such, should we not be permitted a voice in the world in which

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NEXT ISSUE OF VERITAS:

First Week of Winter Term

we live now, as well as in the world of the future?

We hear constantly of a generation gap; gaps can be bridged, however. Prejudices, biases, and misunderstandings of older generations had "seed" in their early years and germinate in later life. Is it not better to quench these bad seeds when the person is young and flexible in his attitudes, than to let them become permanently rooted? The students of today strive to understand the complexities of the world in which we must live, and what better way is there for us to understand the problems that confront us than to take an active part in trying to find the solutions of these problems. Change is inevitable, but qualitative changes can only be made in an atmosphere that is conducive to them.

As students we are asked to attend a college for four or more years. At best the majority of the students are given only menial jobs of responsibility. Education should go beyond the realms of book-learning, athletics, and social dances; our education should involve all aspects of college life. The words institution of higher learning" should not connote to the students a mental picture of confinement to out-moded policies, regulations, and curriculum; rather, the words should denote continual redefinition of college procedures in view of the changing times. It is better for a

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