

## Death Be Not Proud

## Words From The Death House


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 man who amen io daat nom wim
 1 treel than I lid d a wefull lite thead of me had hite satat heen


 Th. Oyy or sphnt, out of mind.
 not thece tor whimy wimed buit win
 Chessman has gone to oblivion, so that saxity can torget one mmy

Bob Stokes
Bop In A Beret


Letter to the Edito

## The Debate Goes On

## To the Editor: $\begin{aligned} & \text { res I wasn't going to listen to any more such state- } \\ & \text { There are several matiers in connection what } \\ & \text { ments but when I started to leave his room he } \\ & \text { my che }\end{aligned}$

 my charges against Bob Baynes which should be to me or you may be talking about it to the Stu-cleared upp. particularly those precipitated in your
editorial attak upon me and the general way the tent Council. not just as a withes but as a de.
Tar Heel handent." Bob Baynes says the case. "tempest in a tea-kettle" which was not the case $\begin{aligned} & \text { say, and it comes off considerably milder than } \\ & \text { at all. This effect was accomplisthed on Wednesday } \\ & \text { my version. But it } \\ & \text { mornill mentions the Student Coun- } \\ & \text { cil. The difference of the versions is unimportant }\end{aligned}$
morng omitting some of the most pertinent
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$\qquad$ hitter part of the editorial page is made up thirty.
 ment was to be reviewed by the legislature.
At this writing two of those letters have still ate I Bas Baynes was absent by his own choed the right to address the legisla-
not been printed, and one of them was a statement
ture. My illegible. hand-written remarks had their $\begin{array}{ll}\text { by a witness corroborating one of the statements } & \text { sense destroyed when they were read to the body } \\ \text { I attribute to Baynes. In this letter dorm manager } \\ \text { by Rep. Turner who had understandable difficulty } \\ \text { Pollock verifies that when asked later on the night } & \text { with my handwriting. Two female Legislators }\end{array}$ with my handwriting. Two female Legislators
thought the whole thing was so unimportant that is some personal reason form these think that thes. But
say to you that I did not raise this issue because had any personal bitterness. To me the issue wa
deep and fundamental. I have never, in my de cription of the case. used such phrases as "bitte
resentful, petty follery and vituperation" and the
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$\qquad$ mitted Wednesday, which was not printed, I have
given Bob Baynes copies of every statement I hav
made and have kept him informed about what was doing. He and 1 have discussed this matte
often and in a dignified manner. Is this the b often and in a dignified manner. Is this the
havior of people who are personally bitter towar
$\qquad$ Attorney General has been settled. But the issue
itself is not settled. This issue cannot be a dead
issue until the fundamentals of good government


## THEY SAY WE DONT HAVE TOD ANTHIN EXERT EAT AND SLEEP! EO

 THEY SAY WE'VE REALIY)GOT IT EASY..
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by SCHULZ
by SCHULZ

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 perior students. South Building couid easily pu
lish material informing students of the academ

Angus Maclean Duff
Intellectualism
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\begin{aligned}
& \text { There should also be a mid-semeste } \\
& \text { period before pre-registration begins. } \\
& \text { The limitations of undergraduate }
\end{aligned}
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$\qquad$The presence of the responsibility for disai
which tends to undermine the development of
sonal integrity causes prospective counselors t
withdraw from consideration. And, (6) a genera
ack of training in particular. And, (6) a Redemic field
which students request help is eviden
Possible ways to alleviate these problems coul
inctude: (1) Select more undergraduate counselor
by encouraging application
by encouraging applications from superior student
(2) Push good and adequate counseling through th
(2) Push good and adequate counsuling through the
Orientation program. And (3) provide more co
trol throughout tive year via required reports
Residence Advisor System could be: (1) more
vertising of the system, with the purpose of
ting more applications, (2) better screening
cesses of applicants (3),
cesses of applicants, (3) more orientation and
cinued instruction

