

Lacrosse is coming and with it, the anguish of trying too hard. This year's team could be a winner. —DTH Photo by Jock Lauterer

Reply To Rothman: Youth Requires Vote

JACKIE SNYDER
The Daily Collegian,
Penny State

A few weeks ago, State Sen. Albert R. Pechan of Ford City, the Republican whip, announced that he would introduce in the legislature a proposed amendment to the State Constitution which would lower the age required for voting in the Commonwealth from 21 to 18.

For the amendment to go into effect it would have to be approved by two sessions of the legislature and by the voters.

Four states already have a voting age lower than 21. In Georgia (admittedly a poor example for anything— and Kentucky, 18-year-olds may vote. In Alaska, the required is 19 and Hawaii, 20.

In my opinion, 18-year-olds are old enough to have a voice in the affairs of their nation. Lately it's been argued that if government officials can order teenagers to defend their country, then teenagers should have a right to say who those government officials are.

But without resorting to that argument, there is a lot to be said for lowering the voting age. As Sen. Pechan said, "It's not only by belief that if you're old enough to fight you are old enough to vote — teenagers are smarter today and take a much greater interest in Government and public affairs."

There is a need for an informed electorate today (as evidenced by the results of recent gubernatorial elections in places like California and Alabama), and most high school and college students are better informed about election issues and candidates than their parents are — if only because they have been forced to learn about them by civics teachers.

It seems, too, that students are often more interested than their elders in elections. This summer, I spent ten weeks working for a county political organization where one of my duties was to direct volunteers. Ironically, most of the volunteers were high school and college students who were "too young" to vote, but who were interested enough

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In The Mail The Bloody Blues Of UNC Basketball

To The Editor:

I am writing to take exception to Dennis Sanders' editorial in Thursday's Tar Heel. Mr. Sanders apparently does not understand the nature of sport when he complains that "basketball has lost her virginity."

Spectator sports (with a few exceptions) depend for survival upon attendance receipts. If fans stopped coming, the sports would die. Therefore, it is impossible to describe or discuss a game without considering the spectators.

In the past decade or so, the great sports in America (football, basketball, and ice hockey) have evolved into something more than a simple athletic contest. Spectators actively enter into the spirit of the game, as anyone who has ever been to a Carolina basketball game can attest. Their response can influence the outcome of a game, either by intimidating the officials (as Harlan Svare complained of last year of Baltimore) or by psychologically boosting the home team (most notably in the Palestra).

To be a pro football or basketball fan means more than to know a few statistics and to follow the course of a team, just as an aficionado is more than someone who knows a lot about bullfighting, and an artist is more than someone who has painted a picture or written a song.

To the football fan, the sight of Willie Davis outbattling an opposing lineman to drop the quarterback with a hard blindside tackle is every bit as "pretty" as a 50-yard touchdown run; the play the basketball fan comes to see is not the unguarded 30-foot jump, but instead the sight of Larry Miller shedding opponents and fighting to get the rebound. The fan realizes that, while football is a team sport, the margin of victory depends on the individual duels (Herb Adderly vs. Jimmy Orr; Billy Lilly vs. Fuzzy Thurston). The fan vicariously experiences the anguish and triumph of this combat.

Those who deplore this aspect of sport should stay home and listen to games on the radio, or, better still, divorce themselves entirely from sports. For to attend a basketball game means to unleash hostilities and to unshackle inhibitions; to watch a pro football game means to be caught up in the single-minded

object of victory at any cost. And the fan realizes that part of the game is cheating and escaping detection.

Mr. Sanders, who apparently prefers that sports be of the type attributed to the Gay 90's of the Blue Ribbon commercials ("A pleasant way to spend a summer afternoon was cheering your favorite sculler on to victory"), mourns that basketball is "a hollow skeleton of what James Naismith felt would be a sport." Mr. Sanders was born a few years too late, and should try, as sports have done, to change with the times.

When UNC has a basketball game, I will go and cheer. I hope we win, by fair means or foul, and I don't really care if a little blood is spilled in the process.

Charles D. Cunningham

To The Student Body:

A college team can be neither better nor worse than the school it represents. If the school thinks negatively, so will its team. How many times did we hear, "The Heels are a good ball club, but they can't beat Duke at home"? Was it because of us, then, or in spite of us that Duke was defeated on January 7?

If the school thinks in small terms, so will its team. Why should we be so awe-stricken at a "national ranking" — why should it be spoken of softly, as a thing to be protected? Aren't we good enough, or big enough, or proud enough to be so ranked? When we feel defeat before the fact — "UCLA — are you kidding me?" — when we are speechless to see nationally-known reporters on our campus — how can we blame our team for the same feeling? Why shouldn't they feel the groaning, hopeless pressure — and finally lose.

It isn't over yet, though: we, the Tar Heels, can still be Number One — yes, ONE — at the Very End. There are tournaments to play, and teams to beat before we're through. There is a national ranking to fight for, and to win. But we can only have it if we want it enough, and believe in it, and in ourselves.

W. E. Lasher

It's Negro History Week

(Editor's note: This week the nation celebrates Negro History week. In recognition of this event, the DTH presents the first of three articles dealing with the culture of the American Negro. In a somewhat chronological order, the articles will cover the American Negro's heritage, growth, and future.)

BY SYLVIA JONES
THE AFRICA HERITAGE

Barbarism and savagery are generally believed to be the most applicable terms used to describe the home of the Africans brought to America in 1619.

Until the recent emergence of African countries, even most noted historians wrote that the black men came from a continent having no history, no literature, no "reasonable" religion, and no traditions other than the eery sounds of the wild jungle. These pieces of human property brought to their new home not only remarkable strength and strange languages, but a culture with backgrounds in prehistory and medieval history comparable to those of European nations of the time.

As early as 3000 BC Africans of many racial types were trading in gold, ivory, and bronze, and using copper. By 600 BC they were smelting iron.

During the Middle Ages African states and governments compared favorably with the contemporary kingdoms in Europe. These were stable systems, yet unique in their characteristic civilizations, forms of government, and patterns of everyday life. Africa had glorious and brilliant leaders ruling her states and kingdoms as well as laws governing industrial and economic systems.

Ghana in 300 AD was typical of these, for it began as a trade center and expanded from Niger westward to the Sahara northward. By 1076, this kingdom had buildings of wood and stone with windows of glass. The luxurious gardens which surrounded these structures were a symbol of Ghana's immense wealth.

The Mandign Kingdom, achieving its peak in the twelfth century, extended from the eleventh to the seventeenth century as a federated kingdom and occupied the valleys of the Niger, the Gambia, and the Senegal. Here cotton was cultivated and other agricultural crops were encouraged. The prosperity and culture of the empire were displayed

through the erection of palaces, mosques, and schools.

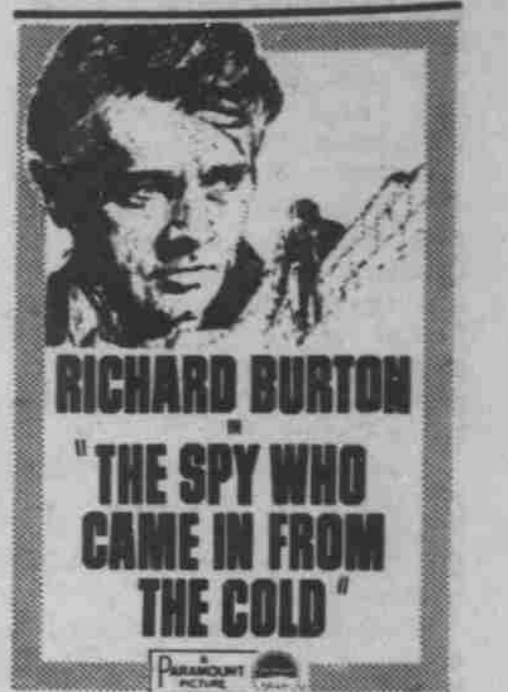
Similarly, the Songhai Empire was at the height of its power between 1488 and 1591. Its contributions to African civilization include the University of Sankore of West Africa as well as the intellectual centers of Goa, Walata, Timbuktu, and Jenne. Negro students, taught by Negro teachers, studied law, geography, literature, surgery and science. So great was the African love of knowledge that students who seemed to be slow learners were often placed in the stocks as a means of punishment; this was at a time when Northern Europe was largely illiterate.

Military expeditions, wars, civil disorder, and unworthy rulers heralded the decline of these kingdoms which were to suffer the fates of the Greek and Roman Empires before them. With invasions came desolation and eventually the inheritors of this once great culture were sold as slaves.

Many of these Negroes found their new home in the southeastern United States; with them came many intangible remnants of their culture which were perpetuated in the days of slavery. Black children were taught African virtues

of love of justice, charity, and kindness. These were conveyed to many white babies who were placed in the care of blacks.

Because there were laws preventing the slaves from speaking in their native languages, having meetings, or learning things other than were taught by the masters, elaborate code systems were devised, such as the slave song. By this means, blacks could communicate with their kinsmen without the knowledge of the whites. The message was Freedom — it still is.



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ACROSS
1. Shower
5. Crease
9. Late
10. "Tempest" spirit
12. Measure of land
13. Colored glass for mosaics
14. Pastry dessert
15. Refuge
16. In lieu
18. Chinese river
19. Come back
20. Fruit stones
22. Funeral songs
24. Yield
28. Lodged
29. "Either's" partner
30. Featherlike
31. Extra pads for loose-leaf notebooks
34. Stitchbird
35. Nova Scotia, old style
36. Dart
37. Steps over a fence
38. Succulent
39. Vehicle with runners
40. Macaws

DOWN
1. Wisconsin city

2. Apprehended
3. Fish
4. Empire State: abbr.
5. Noted
6. Spoken
7. Cheerful song
8. Hate
9. S. Am. ungulate
11. Lemur
13. Hilton's paradise
15. Withered
17. Bulrush
20. Mexican laborer
21. City at mid-point of Suez Canal
23. Electrically charged atoms
24. Telephone and others
25. Builds
27. Science of moral values
28. Divinity
30. Traveled back and forth
32. Miss
33. Not working
36. Animal's pelt
38. Yes: Ger.

Yesterday's Answer
SLIME
ULTRA
LARES
HAWER
ARATE
GOODS
NOT
BIBES
SHASAS
HAR
RIA
METE
POSTS
SCIPITIS
GREY
SITH
WIT
FEBERAL
BIAS
ADO
BOAST
RODES
WINKS
ROTLES
YORKEP
MADES

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WHEN I WAS STILL IN COLLEGE I HEARD THAT WHEN YOU WENT TO WORK IN A LARGE CORPORATION...
THEY PUT YOU IN A TRAINING PROGRAM AND ALL YOU DID WAS PAPER WORK
AND WENT TO SOME LECTURES AND WATCHED OTHER PEOPLE WORK.

AND THOUGHT ABOUT WHAT YOU WOULD DO IF ONLY THEY ASKED YOU TO DO SOMETHING.
THAT WAS LAST JUNE
BEFORE I WENT TO WORK AT GT&E

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