

'Civil Rights' Bill Surveyed

Until the tragic November day of President Kennedy's assassination, there was little doubt in the minds of newspapermen as to what the "big story" of the year 1963 would be. This was the Negro story and every stage of the movement for equality: troops in Alabama, riots in Birmingham, demonstrations in New York and marches in Washington.

One aspect or another of the story consistently dominated the news — as well as the political scene.

Following the demonstrations in the spring of last year, Kennedy scrapped his civil rights proposals of January and submitted for approval a substitute bill. Later, in October, the House Committee on the Judiciary refused this proposal and drew up the Civil Rights Act of 1963, which currently has been "towed" through the House and is pending stormy discussion in the Senate.

This act represents one of the most far-reaching grasps for executive power yet conceived in the 20th Century. It is 10 percent civil rights and 90 percent extension of Federal power. Thus its end effect would not be in the securing of civil rights, the purpose for which the bill was concocted originally. This act seems to have been drawn up with the deliberate intent to curb all effective constitutional limitations upon the Federal government's power over states and individuals. The civil rights aspect of the act is but a cloak covering the figure of a power-grasping central government.

It is the constitutionality of the bill which is receiving perhaps the heaviest fire from critics. How can it be termed validly constitutional when it calls for actual destruction of individual liberty through extension of Federal control over individuals and business, rather than being in support of the

intent and spirit of the Bill of Rights? The latter is primarily concerned with the protection of the individual from the powers granted to the state and Federal governments through law. America's sustenance for life is dependent upon the breath of personal liberty and personal responsibility. Personal Responsibility?

Here the analogical question, "Which comes first, the chicken or the egg?" may possibly be applied. Can individual liberty be granted without the presence of individual responsibility? Such a move not only would be highly unfeasible, but also extremely threatening to the security of the United States in both national and international affairs. Therefore it would seem that one of the fundamentals at the base of the civil rights struggle is the ability of the individual, be he black or white, to assume and fulfill the responsibilities of his citizenship — those very responsibilities granted to him by the Bill of Rights and the Constitution of the United States.

Fostering increased assumption of personal obligations and duties by the citizens of the United States therefore should be the prime concern of the government — not the so-called promotion of civil rights through such power grabs as the Civil Rights Act of 1963. How can an individual be expected to live up to his responsibilities, not to mention the exercise of his rights, when both go hand in hand, and both are curtailed by the federal government?

With final reference to this piece of legislation and its subsequent effect — should it be passed — upon the people of this nation it is pertinent to recall a statement made by the first president of the United States, George Washington: "Government is not reason, it is not eloquence — it is force. Like fire, it is a dangerous servant and a fearful master." —Russell

The Spider And The Flies

Once upon a time there existed, on the mainland of Greece, a small, Copernican world composed solely of fourteen species of spiders. These species ranged from the Kappus Alphus to the Sigmus Phi Epileptises, and from the Phirens Deltus Thetosis to the Piogenes Kappus Alphonses.

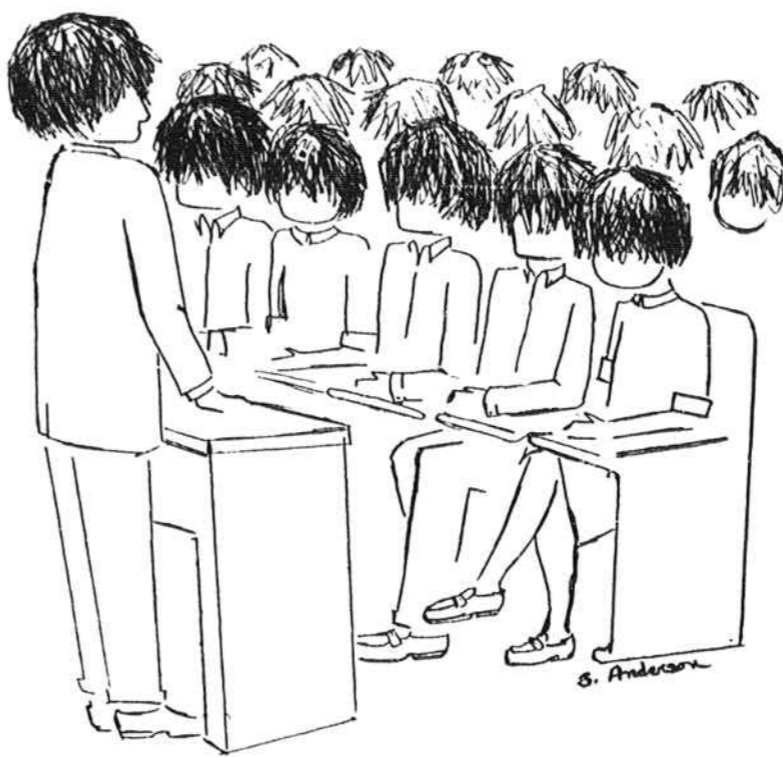
Each species thought it was better than the other thirteen; each thought the existence of all depended upon the capable leadership displayed by that particular species. It was a selfish world, full of rivalry, frivolity, petty desires, and idiotic idiosyncracies. Each had much to take from the mother land, but nothing to give.

Semi-annually it was the custom of all fourteen to remodel their webs in a vigorous effort to snare new, young flies, some of

whom would be digested and be returned to the "brotherhood" in the form of an even more ruthless spider.

Perhaps it was the method, which was lecherously employed to lure these flies, that soon began to brand these species as infallible judges of character, morally unethical, and totally ignorant. The entire process if procuring "new blood" was becoming a farce, and with it was coming the pollution and destruction of the individual species' character and purpose for banding together, respectively.

Whether this story has a happy ending is not up to the fabricating whims of the author. The end will be the result of the measures the fourteen species take against the beginning.



LETTERS

Classroom Ethics

Editor
The Gamecock
Dear Miss Russell:

For a long time students have let some teachers take certain unfair advantages of them. How many classes have you attended in which you walk in, sit down, and the instructor begins his course by telling you its purpose, the reasons for studying it, and the beauties of his particular subject?

I think this is fine if the instructor does one other very important thing. That is to define for his students from the very beginning of the course, those functional and behavioral objectives which he wishes his students to achieve by the end of the course.

What are functional and behavioral objectives? A change in behavior that occurs from certain stimuli is considered to be learning. The degree of learning that takes place is the objective. The degree of behavioral change can be predicted for a course by proper identification of the behavioral objective for the course. Behavioral objectives should be precise and specific and allow no room for misunderstanding on the student's part as to what the course is trying to accomplish for that student.

The objectives should be spelled out. For example, and with no reflection on the English department, the Shakespeare professor could state as his objective, or one of them, that the student would be able to list the dramatic personae of Hamlet, The Merchant of Venice, Henry V, All's Well That Ends Well, and Midsummer Night's Dream. On his final exam he might ask the student to list any of these and the student would not be getting a bad deal. Often, however, these goals are not spelled out, and the student is left in the position of out-guessing the professor. A course often starts out with the professor saying, "We'll read Romeo and Juliet for next week." If the student is not told how Romeo and Juliet fits into the accomplishment of the overall objective the student has every right to resent it.

One of the best ways to obtain functional and behavioral objectives from your professor is to ask him at the beginning of the course to provide you with them. "Just what are the behavioral objectives of your course, sir?" I'm sure he will be glad to provide them. All you have to do is to learn the things he prescribes and you'll have the course in your pocket.

If he asks you on an exam to answer questions on some subject that his objectives did not cover then he would be overstepping his bounds, and students have every right to complain. The usual excuse is, "oh, that item was covered in class." Even so, if it is not included in behavioral course objectives, it has no place on any teacher's examination. It is the teacher's job to define precisely what it is he wants his students to know at the con-

clusion of the course, and in so doing, he provides himself with limitless protection.

It is best to have the objectives mimeographed so everyone is sure to have the objectives before him at any time during the course. Such a list also makes an excellent checklist to determine how well you are proceeding in the course. Better, still, how would it be for the University to write functional objectives for each course listed in the catalogs, and include these objectives with the course descriptions?

WILLIAM B. TOWNE
Graduate School

Perturbed Pep Club

Editor
The Gamecock
Dear Miss Russell:

In last week's issue of *The Gamecock*, a letter, written by Jim Friar and Fayrell Furr, criticizing the "Pepless Pep Club" appeared. It must be pointed out that neither Mr. Friar nor Mr. Furr is a member of the Pep Club in any way, shape, or form. They have not contributed at any time during this year an ounce of their energy, one second of their time, or one cent of their money to the Pep Club.

The Pep Club always appreciates students giving a helping hand to the Club, but it resents students who stand at a distance and point their fingers. This is the kind of student spirit that we are trying to replace here at Carolina.

We would like to state that the Pep Club is not solely an athletic booster organization, but a Carolina booster organization. Athletics at Carolina is only one of the many ways in which a student may express his spirit and pride in his school. As far as the Pep Club favoring any phase of athletics, we do not, even though it may seem so because of our recent inactivity due to holidays, examinations, registration, rush, and Religious Emphasis Week.

This letter is not intended as an explanation or an apology — as neither is due to students who care so little for school spirit that they have not troubled to join or support the sole campus organization dedicated to the improvement of all phases of the Carolina Community.

To the Men and Women of Carolina:

Don't be a fence sitter. Join our organization. We need you. However limited your contribution to the organization in time, energy, and money, it is needed and will be returned many times in the satisfaction of being a true Carolina Man or Woman.

Our plans for the immediate future call for greater backing of athletics and other school activities, fund raising projects to support the Club this spring as well as next fall, speakers from the athletic department at weekly meetings, and the election of officers. There is plenty to be done, and, as it is now, few to do it.

Every student at Carolina has a stake in the future of the Pep Club and its goals, and every student who is even the least bit interested should attend and will be welcomed to the weekly Pep Club meetings, Wednesday, 6:00 P.M., Russell House, Room 205.

E. V. KIMHREL, JR.
BOB CRAIN
PAM ABLE
SARA ELLIOTT

TODD WILSON



President

Lists Problems
And Innovations

ONE of the things which many do not realize is operating on the campus this year is the Freshman Representative's Council. This group is, of course, under the leadership of the Freshman Class Officers and other interested freshmen. This committee is particularly interested in the affairs of the freshman class but is even more interested in the welfare of the school itself.

President Bill Youngblood of the freshman class has invited several upperclassmen to sit in on the meetings of his committee to give advice and other helpful information. Their main projects this year are issuing a statement on how orientation can be improved and instituting an annual freshman class dance.

THE group is making considerable progress and will issue a report in the next few weeks. It is also looking into the possibility of promoting class unit and the feasibility of having class meetings in order to support various projects which will be beneficial to the entire student body.

Another point of interest to a number of students is the continued problem of how the Student Senate can best represent the interests of the student body and how the various members of the Senate should be elected to

carry out their responsibilities. At present, as you all realize, it is done by schools. There is the possibility that it should be by dormitories or by areas on the campus so that the representatives can discuss with those with whom they live the bills which are before the Senate each week.

IN addition to the constitutional changes which I have repeatedly mentioned, there are a number of by-laws which correlate such changes. Most assuredly, we have a tremendous need for elections procedures. We hope to publish such in the very near future. This and the Student Senate handbook will be available to any interested party.

There is the slight possibility that we will be able to vote by IBM this year which will result in a tremendous saving of time and money. There are many areas within the elections area which need clearing once and for all if elections are to be held in an orderly manner.

ONCE again, may I make one final plea for all interested students to come to the Student Government office to see if there is some place that you can serve. We have a tremendous amount of work left for this year and we hope to see our plans become a reality. This is our University. Let us each strive to make it the best that we can.

Carl Hendricks

Wheat Deal
Termed Impractical
And Unplausible



EARLIER this year we submitted an article in this publication supporting the prospect of selling wheat to Russia. Since last October the aspect of such a deal has changed considerably and is no longer as practicable as once thought.

Previously our position was based on humanitarian grounds for helping the people, politically to diminish much of the fear and hatred for the United States engendered by the Soviet government to its people, and economically to aid some of the American economy. Our position was not to help Russia overcome a severe domestic crisis so that she could wage war more vigorously against us, though this was a possible ramification which we had to consider. Instead, our position was to allow an American company to sell a limited amount of wheat to Russia for cash and that 50 per cent of this wheat be transported in American vessels with the Russians paying the freight. Now both the aspect of payment of cash and the transportation of the wheat in vessels of other nations have become issues to contend with on this deal.

SINCE the prospect of such a deal with Russia first became known the situation has taken several significant turns which have altered the matter somewhat. A noticeable change is that the Russians are clamoring for long-term credit on the world market price and the present administration seems to acquiesce to this demand, and is willing to subsidize such deals quite heavily in order that the quota of American ships be met and the deal kept alive.

Another noticeable change is that the "thaw" in the Cold War which at the time seemed to permeate the deal and in other ways appear legitimately in the offing has suddenly taken a turn for the worse. Recently we have been startled very rudely by the activities of those who advocate our destruction. In Africa, Latin America, and in Asia related and violent outbursts against the United States have taken place, and in great part these actions have been planned and led by professional agitators trained in Cuba, China, or Russia.

ONE lesson we must learn from the events of the past weeks is that our Communist foes do not relax or get soft, and that they are busily undermining our position everywhere. In view of this we must scrutinize more closely any and all such deals with an enemy so that the interests of the United States be served foremost and that of the other party be secondary in our concern. Besides, "shrimp have not learned to whistle" even at this date despite the efforts of those in the West who dream blissfully of such a day.

The prospect of selling wheat to the Russians on a credit basis is now a bit of an embarrassment to us. It appears that our government wishes to engage in such dealings, but for British and Canadian firms to so act is "wrong" and not in the interest of the free world. In the eyes of the free world our policies regarding trade with and aid to Communist nations are rather nonsensical. Can we blame them?

THUS we see that what had once appeared to be a legitimate business deal offering a profit for Americans has changed rather significantly and perhaps is no longer plausible. It now seems that not the Russians but instead the American taxpayers are going to bear the burden of such a deal to a greater extent than could possibly have been anticipated earlier. Another point of propaganda value which has been mysteriously obscured by the United States Information Agency and other departments is that Communism has failed and that such nations have not been able to feed their own people. This is a fact which we should be shouting about to the underdeveloped people constantly.

We condemn dealing with Russia on credit especially when our allies do not get such favored treatment as the Russians have gotten in recent weeks, and we ask that our government properly inform its people of the full and true scope of such dealings with Communist nations. By the way, has one considered whether the Russians would subsidize a similar deal with us if we were faced with the prospect of famine?



CROWING FOR A GREATER
UNIVERSITY OF SOUTH CAROLINA

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Exchange Corner

Tulane University:

Students began the new semester off with a bang — Firecrackers have been mysteriously exploding around the campus — a different place every night.

University of Florida:

The annual Gator Gras has been scheduled for March 13-14.

University of Iowa:

A step towards liberalism! Every woman over 21 may sign out for a date, and come in anytime she chooses.

Smith College and University of Pittsburgh:

Have been hit by an epidemic of German measles . . .

Parsons College:

Men raided the women's dormitories Saturday night, and the women, being firm believers in equal rights, staged a return raid on the men's dorms Sunday night . . . Boys, better think twice before the next Clemson week-end.