

In Our Opinion...

Help The Man Who Took A Stand Against The Klan

We hear so much from a n d about the Ku Klux Klan, but it is seldom that we hear of a way in which we — University students in the strongest Klan state in the country — can actively combat the Klan or help some the KKK is attempting to hurt.

Today we have such an opportunity.

A grocer in a small eastern North Carolina town is about to be run out of business by the Klan which claims that his wife, an attendance counselor for the public schools in her county, has been attempting to get Negro children to attend white schools.

John Schoo, a senior from Maryland, read about the situation in a state newspaper yesterday and decided something should be done about it. (Story p. 1)

So he and a few of his friends set about organizing the effort to get student orders for food packages from the boycotted store.

We think it's quite a practical idea. Everyone on campus eats. Students living in off - camping

housing can certainly use five dollars worth of staple goods. Students in campus facilities always like to have cookies, potato sticks, etc. on hand.

All you have to do is go by the Wesley Foundation today between 9 a.m. and 5 p.m. and leave your name and money. The food packages will be available for distribution there tomorrow evening. If you can't go by the Wesley Foundation, call 942-2152 and make arrangements for your money to be collected.

We are pleased and excited about this project. And we are grateful to the students who are taking their time to organize it and to make the six - hour round trip to support the stand this merchant has taken.

But we realize this is the kind of project most everybody gets excited about — talks about how great it is — then never gets around to actually participating in.

Don't wait for everyone else to place your orders. Place one yourself.

Not Just Any Body

Old Silent Sam is pretty much taken for granted around here. And the same thing goes for the several other pieces of statuary on the campus.

But you can bet your life when the first piece of statuary on the University of Alabama campus is unveiled, it won't go unnoticed.

In fact, it's already getting attention.

Take six male figures, nude, each about seven feet tall, of truly remarkable physique and mein. Add a few fig leaves, for propriety's sake, or something like that; two basins; dribble water liberally over the entire structure.

And there's the new fountain that will stand in front of the Paul W. Bryant Hall, home of Alabama's athletes.

Reactions on the UA campus have ranged from deep appreciation of the work of art to charges that the statues are "obscene, grotesque, unredeemed by anything."

Rumors at one point circulated that several football players posed for the statues, but these have been determined to be false.

The house advisor of the athletic dormitory at UA made the classic comment: "I just want to make it clear that none of our boys posed for those things. They're Roman... or Greek statues. Not any obscene things. They're all covered up."

And with the realization that they are "Roman or Greek" work-

man body, if displayed as a "work of art", especially with a "Roman or Greek" touch, is perfectly acceptable.

But we wonder what would happen if someone wanted to erect a statue of Ursula Andress wearing nothing but a "G-string."



The UA newspaper, *Crimson - White*, printed this picture of a co-ed viewing one of the statues being erected on their campus. It appears that she is embarrassed. She probably didn't know it was a work of art — that's why she was embarrassed. She probably didn't know it was a "Greek... or Roman" statue. She probably was grossed out.

From Back Issues

(Issues that made the news in The Daily Tar Heel on this date five, 10, and 15 years ago.)

Oct. 28, 1961

A driving rain was not enough to stop the fired-up Miami Hurricanes in the Orange Bowl last night as sophomore quarterback George Mira led them to a 10-0 victory over North Carolina.

Oct. 28, 1956

Wake Forest's battered and bruised Demon Deacons came off the rope in the final period here yesterday to gain a 6-6 tie with North Carolina in a rock 'em sock 'em Big Four battle played on a soggy field before 27,000 rattle soaked fans.

Blasting Bill Barnes, Wake's ace in the hole at fullback, was the game's individual hero as he sparked a 96-yard Wake drive in the last period that brought the Deacons a tie with their long time rivals.

Oct. 28, 1951

A gift of \$100,000 from the Wachovia Bank and Trust Co. to the University has been marked as a significant step in the raising of UNC professors' salaries, according to University officials.

The Daily Tar Heel

74 Years of Editorial Freedom

Fred Thomas, Editor

Tom Clark, Business Manager

Scott Goodfellow, Managing Ed.

John Greenbacker, Assoc. Ed.

Kerry Sipe, Feature Editor

Bill Amlong, News Editor

Ernest Robl, Asst. News Editor

Sandy Treadwell, Sports Editor

Bob Orr, Asst. Sports Editor

Jock Lauterer, Photo Editor

Chuck Benner, Night Editor

Steve Bennett, Lytt Stamps,

Lynn Harvel, Judy Sipe, Don

Campbell, Cindy Borden,

Staff Writers

The Daily Tar Heel is the official news publication of the University of North Carolina and is published by students daily except Mondays, examination periods and vacations.

Second class postage paid at the Post Office in Chapel Hill, N. C. Subscription rates: \$4.50 per semester; \$8 per year. Printed by the Chapel Hill Publishing Co., Inc., 501 W. Franklin St., Chapel Hill, N. C.

Peter Harris

Freedom For UNC

The Michael Paul case, as embarrassing as it is to the University, actually lays bare the underlying fact which has haunted UNC through years of decision making.

When one examines the background which motivated the reaction of, first, the girl who ran home to Mother, then the reaction of Mother, next the reaction which tickled Jesse Helms, and finally, back at UNC the reaction of Chancellor Sitterson, it becomes quite clear that this University is trying to enforce regulations which went out with the atom bomb.

Dean Carmichael calls it "protecting the girls from thorns in the path of life." She says, "What good is history if we can not learn from it?"

Experience, Miss Carmichael, comes with age, and just as a baby sometimes will not listen to her mother's plea that electric circuits do shock, so must people sometimes feel the shaded thorns themselves.

The point is that Queen Victoria and her age-old super-ego still haunt the halls of South Building.

It is unfortunate.

Jesse Helms knew this when he attacked Paul. He knew the Administration would jump like a scared rabbit; they have been hopping paranooids ever since the speaker ban became firmly established.

The Administration claims

Sitterson made his decision without Helms' pressure. To prove it, the Chancellor shall return Paul to his teaching duties—at least by next semester. The quilty conscience of South Building was stirred by the "radical" faculty and student body which would not stand for intimidation.

It is the same quilt feeling a little kid experiences when he has gyped a good friend by playing footsie with the principal.

The underlying fact remains that Victorian morality, no longer applicable to modern society, scares administrators every time modern ideas are brought into the open.

They did it in Tennessee when Scopes taught the doctrine of evolution, and they did it here when Paul taught that seduction (?) existed in the Puritanical 17th century.

Life is such that to deny certain basic facts exist is to cheat oneself of a true perspective. A full life is based on a broad set of experiences. It is through experience that a person is able to judge what is right and wrong. To always accept the word of others is to be a vegetable.

True, it would be better if babies did not have to learn the hard way that electricity shocks, but life is not all electric shocks. There is much beauty in it, and unless you experience a little bit of ugliness you will have a hard

time obtaining a full sense of beauty.

I am not referring to pleasantness but, rather, beauty—a feeling experienced in love of life, nature, and people.

Society is much more open today than it was ten, twenty, thirty or a hundred years ago. People have the opportunity to explore life with great facility and freedom.

Many colleges across the nation realize that the times are changing; in fact, that they have changed. Kids today want freedom; they need freedom to explore, and to satisfy their hungry appetites for experiencing youth. Their eyes are wide-open with a great zest for living and loving what they see.

Behind the veil of fear, not innocence, UNC fails to provide the complete opportunity for their students to feel life to the fullest degree.

Naive freshman soon welcome not - so - naive sophomores, and they border on being quite aware adults by their junior and senior years.

By not providing an open atmosphere for learning, UNC fails to create a realistic environment. As was stated in a DTH editorial, UNC provides the means to an education but it is up to the student to do the learning.

However, as long as ancient restrictions and fears haunt Carolina, it shall never provide this glowing breath of fresh air.

Two Experimental Colleges Give Students New Interest

By BLAIR EDLOW From The Duke Chronicle

Two Universities having instituted "experimental colleges" are the University of California at Santa Cruz and Princeton University.

Santa Cruz completed its first year of operation in June. This pilot college last year enrolled 652 students.

At Santa Cruz "small lecture courses will be avoided as much as possible, but in the early years some are inevitable." The College's booklet Academic Plan suggests the use of closed circuit television. "Seminars will be employed to focus groups of 6 to 15 students on inquiry and investigation. Tutorials will be restricted to advanced work in the students' specialized field."

The college has resident faculty members from principle academic disciplines. According to the Academic Plan, "the proximity and shared interests of faculty and students within the colleges should make their atmosphere more intellectual and more adult than that of the usual residence hall."

courses are the equivalent. The grades used at present are pass — fail, but their continued use is presently being debated by the College's Academic Senate.

Dean McHenry considered the "first year at Santa Cruz to have been most promising in the development of superior students who worked on their own for knowledge, not for grades.

Dr. Scott in her proposal for an experimental college here quoted A Letter to the Undergraduates by Bradford Cleveland in The Berkeley Student Revolt, questioning the system used presently in most universities. "As an undergraduate you receive a four-year long series of sharp staccatos: eight semesters, forty courses, fifteen hundred to two thousand impersonal lectures. Approaching what is normally associated with learning — reading, writing, exams — your situation becomes absurd. You are expected to write forty to seventy five papers — reading means peering into hundreds of books in a superficial manner.

If you don't cheat you are forced to perform without time to think in depth, and consequently you must hand in papers and exams which are almost as shameful as the ones you cheated on. You

Steve Hoar

UNC At Chapel Hill Is Getting Too Big

The University of North Carolina is getting too big. The quality of its academic program and the quality of its student life are both being threatened. The time to put on the brakes is now.

This fall UNC has about 13,000 students — something like thirty times the number it had at the turn of the century, more than twice the number enrolled at the end of World War II.

Carolina, once-a cozy little campus, is today a "multiversity," a huge diploma factory. Chapel Hill, once a sleepy little town, is today a bustling, burgeoning small city.

Symptoms of this disease called bigness are everywhere. Just try taking your dirty clothes to a laundromat on Franklin Street some weekend afternoon, and you'll notice it. Try going through drop-add to change one of your courses. Try getting into the University Booketeria during the first week of the semester.

Or try walking in to an eight o'clock class some nippy November morning from Craige, Morrison, or Ehringhaus. The University has had no way to expand but southward. So more and more of its male students have had to be housed on the other side of Kenan Stadium, at what is variously called South Campus and the University of North Carolina at Pittsboro.

These physical symptoms, annoying though they may be, are not the most unsettling signs of the soaring size of this place.

More significant are the increasing number of graduate students teaching all-important freshman courses and the increasing number of courses taught in vast lecture halls by a single professor and his flock of roll-takers, graders and discussion leaders.

More significant, too, is the increasing number of students who can't tell you the names of the fellows across the hall in their mammoth high-rise dormitories — of students who hurry home every weekend, because they've never learned to feel at home here. (Not unrelated, perhaps, is the increasing percentage of students seeking help from University psychiatrists.)

It seems that too many students spend their four years here without ever feeling part of the University and without ever having a significant intellectual experience.

If the present rate of growth continues, what will become of Carolina, that priceless gem of a liberal arts university, unique among state-supported schools in the South?

Will UNC, twenty or thirty years from now, be another University of California—where the student population is greater than the population of Durham, North Carolina, and where, in some cases, teachers have been replaced by tape-recorded lectures?

Bigness, of course, has its merits.

A large institution can make a proportionately large contribution in research and publication. It can attract important speakers and big-name entertainers. It can offer a larger library and a broader curriculum.

Some will argue, beyond those things, that a state university like UNC is obligated to open its doors to as many people as possible. But neither those rewards nor those obligations should precede the University's first function—to be a true "alma mater," a nourishing mother, both academically and in other ways. When that function is endangered by problems of size, then size should be sacrificed.

It isn't too late to preserve the academic standards which have made Carolina such an outstanding state university or the atmosphere which has endeared her to so many alumni and so many visitors. Many of the classes here are still small, and most of the professors are still accessible.

Chapel Hill is still a friendly place, an enviable setting compared to just about any campus around. And, even if there are 13,000 students, they can still join in a chorus of "Ah! Zigga-Zoomba!" on one of those unforgettable Saturday afternoons in Kenan Stadium.

UNC's student leaders and administrators are far from unaware of the problems posed by the size of the university. The Residence College System is one example of their efforts to combat those problems; the recent student-faculty conference at Reidsville is another. In fact, the University Cabinet—the top officials in South Building—is discussing a limit on enrollment right now.

We hope such a limit will be set, and soon. Granted, that limit will intensify the space problem in state-supported schools. But that problem will have to be solved in some other way—by opening new branches of the Consolidated University, perhaps, or by building new institutions in other parts of the state.

The things that have made UNC different and great must not be sacrificed on the altar of expedient expansion. The University is getting too big.

Quote Of The Week

"This suggests a standard in terms of which we may judge the effectiveness of all education—and so judged, much education today is monumentally ineffective. All too often we are giving our young people cut flowers when we should be teaching them to grow their own plants. We are stuffing their heads with the products of earlier innovation rather than teaching them to innovate. We think of the mind as a storehouse to be filled when we should be thinking of it as an instrument to be used."

—John W. Gardner Secretary of Health, Education and Welfare