

In Our Opinion...

Don't Let Length Scare You Away—Read This Editorial

One for three won't win a batting crown, but it's sufficient to get a runner on base.

That's what Student Legislature did Thursday night — hit .333. Of three resolutions concerning judicial reform presented for the body's approval, one made it through committee and got the final O.K. from the floor.

So there's a duck on the pond. And the student body will have its opportunity to make the crucial score Tuesday by approving the constitutional amendment to restructure the student court system.

Last Thursday we expressed our hope that all three proposed amendments would get the legislative go-ahead. Needless to say, we are disappointed that two did not.

However, if we must take them one at a time, then certainly Student Legislature picked the right one with which to start.

Officially dubbed RJ-41-97 and described as "A resolution proposing a constitutional amendment concerning the court structure to the student body for its ratification," the resolution's nomenclature is much more complicated and confusing than its actual content.

What the proposed amendment calls for, essentially, is this:

—The establishment of a Constitutional Court with five justices appointed by the president of the student body and ratified by a two-thirds vote of legislature. This court would stand at the head of the court system and would have jurisdiction in controversies concerning points of constitutional law. This court would also serve as an appellate body for all other courts in cases where error in constitutional law in the trying of a case might be charged.

—The ordering of SL to re-define and clarify the responsibility and jurisdiction of inferior courts such as shall be established by legislature to replace existing courts. The present inferior courts — there are eight of them: Men's Council, Women's Council, Law School Court, Medical School Court, Dental School Court, MRC Court, IFC Court, and Women's House Councils — would continue to function as they do now until replaced by another court.

So the crux of the pending amendment is not within the amendment itself, but in legislation which would be passed subsequent to the amendment's approval.

We can only speculate as to what form such legislation might take, because even within the ranks of the judicial leaders in Student Government, the issue is not completely settled.

One thing we might expect would be a coed Honor Court to hear all infractions of the Honor Code by either male or female students. This, we feel, would be a wise step, since honor and honesty are absolute qualities, not in the least made more or less important on grounds of sex.

The Campus Code, on the other hand, would probably continue to be enforced by separate courts. Again, this seems logical since the relative values of social propriety among men and women differ.

Jurisdiction of the other presently-existing courts might remain the same or, perhaps, a set of a few more inclusive courts might take the place of the many strictly-limited bodies now in existence.

It is important that voters, on this point, be aware of the multifaceted problems inherent in a court system set up such as ours is now. For instance, if a male student comes into his residence hall in a drunken state, walks into his social room, and in the presence of women guests vociferates and destroys or defaces property, does he go before the MRC Court for a

rule violation or the Honor Council for a Campus Code violation?

With the women, it is even more confusing. Article II, Sec. 3, c. of the Student Constitution states that "The Women's Council shall have original jurisdiction in all cases of violation by women of the Campus Code..."

Article III of the Judicial Procedure of the Women's House Councils states that "Each Women's House Council shall have original jurisdiction in cases involving infractions by Women's Residence rules of conduct as established by the Women's Residence Council."

This seems all right. One court will hear Campus Code and another Rules violations.

But then we find in the introduction to "Regulations for Women Students, 1966-67" this statement: "Violations of the Women's Residence Council rules are considered Campus Code violations, not because they necessarily involve unlady-like conduct, but because they fall under the broad scope of social conduct offenses."

And that's a mouthful. For it not only creates a contradictory situation as to what is and what is not a Campus Code offense and which court might hear any case, but it also takes unreal liberty in defining a non-Campus Code of offense as a Campus Code offense. Student Legislature is the only body authorized to legislate specific offenses.

And the story goes on and on. It all boils down to one critical element — the necessity of the student to have his rights and freedoms protected. (And the students do have rights and freedoms. The preamble to the Student Constitution states as one of the document's purposes to "make personal freedom secure.")

Such personal freedom and guaranteed protection of student rights can become a reality if a Constitutional Court such as the one now proposed is effected. This court would be made up of members of the student body who have demonstrated a knowledge of the Student Constitution and a willingness to search out the intricate meanings of this constitution for the benefit of those affected thereby.

Our opposition to the present judicial system is uncompromising. We refuse to compromise.

The status quo is wrong. It must be changed. You — the student voter — can change it. We beg you to do so.

Editor's note — This is the last in a series about the Experimental College of San Francisco State that was originally published in the Daily Californian.

By SUE WERBE
Although it is difficult to find any overt opposition to the Experimental College (EC) at San Francisco State College, not everyone flips over this revolutionary idea.

Some, although not against the basic principles of the EC, either haven't heard too much about it or think that it is an "in-crowd thing."

"I came here as a new student and I didn't know anything about it," said Vic Costanzo, a junior in engineering. But he added: "I think it's a good idea and I'll probably take some courses next semester out of curiosity."

Costanzo said he thought the EC "was sort of a playground for the hippies. I found out now that it's not that way, but they should have made information on the EC more accessible."

Cheryl Kelly, a senior in psychology, said, "Some of the classes sound interesting, but I'm a senior and don't have too much time left."

"I got the impression it is rather an in-crowd thing," she added. Leslie Thomas, a sophomore in drama, didn't enroll in the EC because of a "busy schedule."

"I like the fervor of the people involved," she added. "I attended a meeting of the EC and everybody there had something to say."

Influence
Miss Thomas said there has been an influence by the EC on one of her regular classes. "I had a psychology class with forty students and it was going to be a lecture. I asked the professor if we would break up in groups instead, and we did," she said.

But she doesn't think this influence is too wide spread because very few students put pressure on the faculty to change the format of classes. "The faculty tends to keep the old academic atmosphere, and generally the teachers lecture. I think people are afraid of an atmosphere where there is no authority," she said.

Others expressed this opinion that the absence of traditional authority may make students uneasy.

Richard Auxen, professor of Higher Education, said the "major thrust in the EC is that they have very limited authority. Many classes are taught by students."

Idealistic
"This task taken on by the EC is idealistic as problems arise with students who have been conditioned to authority. Many students prefer authoritative teaching so they aren't put on the spot. It's much simpler to let someone tell you what to do, rather than to think for yourself," he said.

"I'd say that a problem of

the EC is its lack of political contact," said John Levin, a graduate in English.

Levin is now trying to organize a course on "Marxism and Leninism and the Need for a Revolutionary Party."

Don Jones, a lecturer in psychology, said "a diffuse opposition to EC from the older faculty members, left over when this (State) was a teacher's college, who believe that the EC doesn't seem like the right kind of thing."

Opposition
"There is specific opposition by those who have administrative responsibility among the departmental structure of the regular college involving credit. During spring, credit was given in special study courses in the EC. They clamped down this fall," he said.

"The faculty gets in their own fox-hole in their respective fields and they don't integrate courses." He continued that "many of the faculty enjoy their position of self-importance. It might take as long to break up the evaluative network (grades, etc.) as it was to break up southern plantations."

"Over-all there is a very clear majority of faculty support. This year the EC is the thing to support and as yet they haven't intruded on the real power structure of the regular college — the departments."

But despite EC's growing pains support is still widespread and enthusiastic.

The courses in the EC "let you loose from the regular classes and teach you what you want to learn," said Marita Bonazza, a junior in art and English.

Two Courses
She is taking two EC courses, "The Lyric Form in Film" and "Film and Visual Dynamics."

Both courses are taught by teaching assistants and offer one unit of credit each. Her classes have ten to fifteen students each and operate on an informal lecture and discussion basis.

Jones thinks the EC is a groovy bunch, a little conservative for my taste though.

"Many involved with the EC come from ideological positions of radical change. They saw in the EC the possibility of action and established strong principles of working within the institution," he said.

Assumptions
"But this led them to accept some assumptions of the regular institutions, such as using classes as a basic unit. The use of campus facilities forces them into classroom patterns. Then there is an air of formality in time and place, which is forced."

He spent a year and a half trying to start an experimental college at Santa Barbara. He had some faculty and some money, but no students.

Jones explained the lack of student interest there as "most

students couldn't accept not going to a straight school and getting a straight degree.

When asked how he would organize his experimental college, Jones suggested "centering educational activities around neighborhoods."

He noted, however, that the EC does have workshops taking place in locations other than on campus.

Jones said the EC "developed rapidly and effectively by going around channels of decision in the regular college. They received a great deal of support and cooperation from the college-wide administration and the Academic Senate."

He said "they had little to do with the department and school organization, which proves to be much more conservative than the administration. Most minor problems develop when there is an intrusion on departmental organization."

Success
Jones attributes the EC success "in part from the special talents and motives of a very small group of people and I am uncertain what will happen when these people move on to bigger and better things."

Jones thinks the key features of the EC are — one, a direct relation between student demand and interest and what gets taught, and two, "it pro-

vides for persons whose formal qualifications might not admit them to teaching status but who have something to offer."

Jones finds "the atmosphere and motivation in the EC much more important than intellectual capabilities. You can always find out about things by reading. Whatever does happen in the EC, it is self-motivated."

According to Jones, "anything could happen to the EC, from disappearing to taking over the campus. Much depends on the precedent of possible federal funds going directly to a student association."

He said that, "State is such a poverty area in regard to resources. It can afford to experiment because it doesn't have vested interests to lose either in outside reputation or inside resources within the institution. Anything which would bring in additional funds is fine."

Threat
One possible threat to the EC is that from the outside world. Axen said "the only significant threat could be the political climate of this state."

"The students may violate the state legislature, the trustees and the regents, Ronald Reagan and his boys, the right wing, and the mass media. There could be a degree of

happenings that the body politic wouldn't tolerate."

Axen noted that "one of the five major issues in the gubernatorial campaign is discipline at Berkeley. This means that the average man believes that kids in college should be told what to do constantly. He says to himself — Am I paying taxes for kids to tell me what to do?"

He said, "Another threat could be if one of the classes deals in excesses, for example — experimentation in LSD. If this was played up in the newspapers it could hurt. People would say this is what happens when students run things. Politics would capitalize on this and most unfortunately ruin the whole EC program."

But the EC got along all right with the outside community at its recent "Whatever It Is" happening.

This included a dance concert featuring well-known rock groups, a light show, an art show and various other entertainment highlights.

The weekend established "the first clear contact between two basic groups of change oriented students: activists on one hand and hippies on the other. They usually look with disfavor on each other, but the EC has been the vehicle to bring the groups together," Jones said.

'It Is Needless For Me To Add That Anyone Unpatriotic Enough Not To Volunteer Will Be Shot.'



Letters To The Editor

God, Bad Parents Get It Today

God Powerless

Editor, The Daily Tar Heel:
I note by recent news reports that the good preacher and prince of hucksters (next to Oral Roberts), Billy Graham is planning a trip to Viet Nam in the near future. Exactly what his presence there will accomplish is beyond me.

Strangely, he will not be able to involve the great (fictitious) power of his "omnipotent" personal, social God to stop at once the suffering and death of our men. In fact, his appearance there will only serve to reiterate the shallowness of his preachments and will be another indication of the powerlessness or calculated indifference of his "god!"

If there is one thing our brave fighting men in Viet Nam definitely do not need now it is a haranguing about having their "souls" saved and such other nonsense as "making decisions for Christ," whoever that might be.

They only know that they are in a real world of terror and suffering and death from which no amount of praying or preaching by Graham will rescue them.

Instead of the meaningless malarky of Graham, our men need the assurance that all of

us here at home believe in the great cause for which they are doing so much.

They need the reassurance that we will spare no effort or sacrifice to provide them with the best in materials, science and medicine to enable them to do their job with a minimum of suffering and dying... until this criminal communist conspiracy fostered by Red China is halted.

Graham's projected trip will be an exercise in futility (in addition to a gross waste of aircraft fuel. Besides with the very hot and uncomfortable weather I understand Viet Nam has the additional hot air which Graham will eject only serve to drive the thermometer up to unbearable levels.

Lawrence C. Roush
Wilson, N. C.

Poor Parents

Editor, The Daily Tar Heel:
There's one thing in Victory Village that particularly disturbs me — the apparent lack of concern that some parents have for their children. I've seen too many pre-school children playing on the streets and between parked cars, and the responsibility for avoiding an automobile accident with

these children is placed on the driver.

What does it take to make parents realize that they should be concerned about their children's playing on the streets — a crippled or dead child? An accident can happen, you know.

An automobile driver is not infallible. He can have an accident even when he's exercising maximum precaution. I feel that it's unfair to place so much burden on the driver. Some of this burden of concern for the children in Victory Village should also be shared by the parents.

I say to those parents of Victory Village who allow their children to play on the streets — be concerned for your children's welfare now. Tomorrow might just be too late.

I read to say it, but I must — there's not too much you can do for a dead child. Dead, because of unconcern.

Arthur G. Hunsberger

Many Thanks

Editor, The Daily Tar Heel:
I am a Brazilian graduate student in the Political Science Department. My name is Rogerio Feital.

I would like to bring to your attention the very fine job the boys at the University Radio

Club are doing. You will agree with me after I tell you of my experience with them.

Getting my mail across to Brazil has been rather hazardous lately. I called up Rusty Walker, the president of the club and we met at the Caldwell annex, where their miraculous talking machine is located. I gave him the call number of a friend of mine in Rio de Janeiro, and Rusty with the help of John Dew started manipulating those puzzling dials and buttons.

They exchanged messages and codes in their intriguing closed jargon for a few minutes. Before I even knew what was going on I distinctly heard the voice of my father greeting me from home in Rio de Janeiro, some four thousand miles away.

These boys rendered me a great service and are perfectly capable of rendering even greater services to our university community.

I would like them to know that I am grateful.
Rogerio Feital Soares Pinto

Big Disgrace

Editor, The Daily Tar Heel:
The letter of October 30 by Messrs. Raby, Hege, and Ashton quite justifiably decrying the lack of enthusiasm for Bob

Hope, was undoubtedly a milestone in the existence of the DTH letters column. I must wholeheartedly agree with these three sages.

Oh, how disgraceful it is that Carolina lads and lasses were not heeding down GM's doors upon the first announcement of the coming of Bob Hope! How shameful it is that we did not pack every dusty corner of that edifice which is reserved for our collective heroes and our basketball games!

After all, Carmichael holds a mere 6000 or so. Anything less than a sell-out crowd indicates an embarrassing disrespect for the hallowed Bob Hope.

And never mind the fact that it was a Thursday evening, for we have a sacred duty to fulfill — to raise the prestige of our alma mater in the eyes of Mr. Hope and anyone else whose opinion we need to worry about.

So come, Carolina gentlemen and coeds. Forget the fact that you can see Bob Hope from time to time much more clearly (And cheaply) on the tube.

We owe it to the Chancellor, to the President of the Consolidated University, to the trustees, and to the voters to see these sanctified personages, whether we feel like it or not.

William Huff

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