

# The Daily Tar Heel

76 Years of Editorial Freedom

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'Might As Well Start Digging.'



## CHOICE '68 Means Chance To Be Heard

Why bother to vote in the CHOICE '68 presidential primary today?

After all, it doesn't really count, does it? It's not going to send any delegates to either party convention, bound to vote for one candidate or another.

But the truth is that CHOICE '68 does count — a great deal.

True, when students here and on other campuses throughout the nation vote in the preference poll today, they won't be directly electing delegates to the conventions. They won't be voting in a general election either.

But what they will be doing is coming out in force to show that certain candidates either have, or lack the bloc support of this nation's youth because of their stands on certain issues.

Furthermore, it will be a medium through which students can directly express their opinions on both Vietnam and the Urban crisis.

It will indeed be the first national referendum on either of these questions.

By voting either in support or in disagreement with the present U.S. military and bombing policies in the Vietnam war, students throughout the nation — and on each campus individually, too — can either amplify or tone down such criticisms of U.S. policy as those made by the National Student Association.

Also, instead of merely providing a forum for student opinion to be heard in this particular case, CHOICE '68 is setting a precedent for the polling of colleges and universities throughout the U.S. on other matters in the future.

And certainly not the least important facet of CHOICE '68 is that it represents the first time that students have been actively courted on a nationwide level by politicians and publicists.

It is the first time that students have been recognized nationally as a power base, instead of being shrugged off as kids who are too young to vote.

It represents, in short, a chance to be heard, a chance to actively influence the political climate of the United States.

And all it takes is a couple minutes voting time.

## Marching The Extra Mile

From The Charlotte Observer

In the midst of all the marches and demonstrations, one march should not go unnoticed.

There were about 300 of them, students and faculty members, and they marched several miles from the Wake Forest University campus to the Winston-Salem City Hall.

There they presented Winston Mayor M. C. Benton a petition asking for concerted and responsible action to solve many urban ills.

Had it ended there, it would not have been particularly worthy of note.

But there was a second document, in addition to the one setting forth the groups' goals. That second document is what made the news.

It contained the names of a group of students willing to donate eight hours a week of their time to any constructive purpose the city thought might benefit from their effort.

There have been a lot of marches around these parts lately, but few have gone the second step and said: "And when you get ready to go to work, call us. We'll come help."

## A Dismal Similarity

Chapel Hill Weekly

Yesterday a small paperback, entitled "The Making of a Governor," arrived hot off the press. The book is a recapitulation of Dan Moore's victory in 1964 against underwhelming odds.

Without reading the book, and we haven't, certain comparisons with this year's making of a Governor are invited.

The most striking thing about Dan Moore's making in 1964 was that here was a man virtually unknown, politically opaque, and an oratorical disaster who somehow managed to be elected Governor. Exactly how that was accomplished is a long and involved story. The most important single factor in his election was that he happened to be in the right place, politically, at the right time. Dan Moore, as a personality, was, to be candid about it, a minus in the campaign. That was one of the reasons why his braintrust, a canny group, hid him during the month of the run-off against Richardson Preyer.

Judged on his 1964 campaign, Dan Moore has been a far better Governor than even the most optimistic had a right to expect.

Viewed objectively years hence, his administration might even be looked back upon as one of the high-water marks in modern North Carolina history.

The striking similarity—and perhaps the only one—between 1964 and 1968 is that, on the basis of this year's campaign, very little can reasonably be expected of the next Governor, regardless of who wins. All of the major candidates have ignored what ought to be the great hopes and aspirations of the State and chosen instead to play upon the chords of our discontent. In Bobby Kennedy's speechwriters' words, they have appealed to the darker impulses of the Tar Heel spirit.

A pronouncement that this year's gubernatorial winner is bound to be a headlong disaster obviously would be premature. Many were convinced four years ago that Dan Moore would be a disaster as Governor, and he has been anything but that. We can only pray, not really hope but pray, that the next administration, with even drearier beginnings, will have such a surprising upbeat ending.

## Letters To The Editor

# Student-Faculty Moratorium Violates Academic Freedom

To the Editor:

At the beginning of this week a flyer signed by the Concerned Faculty Group has been delivered to the faculty members, asking them to join the Student-Faculty Moratorium on burning issues: Vietnam, Selective Service System racism, etc.

There is no question about it — these issues are extremely important and every responsible citizen should study them.

However, the way the Concerned Faculty Group proposes to air these problems is, in my opinion in clear violation of code of ethics violation of the very freedom of expression for which

this University struggled for such a long time.

It is a violation of code of ethics, for no faculty member should use his class time to influence students' opinion, or to force them out of class to join any activity how ever important the issue may be.

It is a violation of the freedom of expression, for by using his position, the faculty member imposes his own opinion and views on the students not allowing them to have their own.

Such an approach is not "in the best tradition of academic inquiry", for the students have no choice in the matter. It may eventually lead to the situation, as it still exists in the USSR: you march on May 1, and on November 7 — or else. (I spent many cursed hours doing just that when I lived there.)

I sincerely urge the Concerned Faculty Group to use other approach and not to close class room doors on those, who wish to be in the class. I propose that the Moratorium be held on Saturday and on Sunday afternoon: then the true, uncoerced feeling and concern on the part of the Chapel Hill community students and faculty included, will be seen. Then, and only then, gentlemen, will you achieve your great goal.

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## Education Of 1930's Used On Youth Today

To The Editor:

The youth of today are being prepared for the world of the year 2000 with an educational system of the 1930's. They will be expected to cope with the future as their elders coped with the past. This will not work.

America is on the move — upward into space, outward into the world, and inward to social adjustments. The pace is fast and will no doubt become faster. The world is quite a different place than it was twenty years ago — it will be just as different twenty years in the future. But one feature of our culture has remained stagnant, a solid rock in the middle of the stream of progress — our educational system.

It is ironic that Robert Redfield should touch on this point in his book entitled "The Primitive World." It makes one wonder just how much progress we are actually making. Redfield says that education tends to mold "... the sort of adult that is admired in the society in which the teacher himself grew up and make the child ready for a world like that in which the teacher lives." This quality was present in primitive societies and for reasons of human nature hangs on today.

This is not to say that there have been no changes in the last 40 years. There have been. The new math, advanced placement courses, and mechanical gadgets such as the film projector have had their impact. The crux of the problem however, is that the basic theory behind education has not been changed. The student is still treated as a "fallible computer" which needs only to re-gurgitate previously fed material. The very essence of what is most important in education is being stifled — the ability to reason for one's self, to gain new insights, or in a word to be creative.

Arnold Toynbee, noted historian, put the value of creativity quite correctly when he said that "A nation's ultimate capital assets are the creative talents of its people." Where else does progress come from if not from creative innovation? But creative talent is laid to waste in standardized tests, multiple choice quizzes, and prefabricated essays, just as they have been for years. Good grades are awarded to those who can memorize given concepts not to those who can formulate new ones. In very few areas of the educational experience is creative talent turned loose completely. If a creative person cannot reconcile himself to being a parrot for five out of six of his courses he will lose the privilege of remaining in school.

The educational system of today is turning out too many mindless machines which can quote Shakespeare but hold no appreciation for him, who can list ten causes of the Civil War but can't figure out one for the war in Viet-Nam.

The problem will remain with us until the educational system can bend to the dictates of the student instead of the other way around. Attempts are being made such as the experimental college and the new curriculum report issued at Duke — but these are only crude beginnings of what is needed. The "brave new world" must wait until we can free our feet from the mud of the old one.

Jay Lacklen

## DTH Failed So Far To Develop Thoughtful, Intellectual Criticism

To The Editor:

I am in complete agreement with the criticisms and constructive proposals advanced by Mr. Scoggins in his article on "Elvira Madigan" in the April 9 DTH. His plea "for a more competent appraisal of the arts" (especially movies) is valid and significant, especially if one considers such as movie "review" as that offered by Joe Sanders in *In Cold Blood* in the April 10 DTH.

Mr. Sanders' review in no way alters my opinion that the comments on "The Graduate" by Bill Matthews and those of Mr. Scoggins on "Elvira Madigan," both in "Letters to the Editor" in response to the deficient "reviews" offered by the DTH, have been the only perceptive and imaginatively sound ones to appear as yet.

There are two types of errors in Mr. Sanders' review: errors of "fact" and errors of judgment. In the first area, the following mistakes are made. First, the amount of money involved in the Clutter affair was \$10,000 not \$40,000 as stated in the review. Second, Perry did not tell a "minister" that "Mr. Clutter was a very nice man. I thought so right up to the minute I cut his throat," but rather the detective Alvin Dewey. Third, Mr. Sanders states that after Perry and Dick were "sentenced to death in November," "the next April they hang," whereas in fact, (as stated clearly in the movie) they were executed five years later on April 1, 1965. Fourth, in the movie) they (not in the book), it was not a defective, as Mr. Sanders states, who says "More

laws will be passed, more letters will be written, etc." but rather the character who was playing Truman Capote himself who, as a writer, was directly involved in the Clutter case from the time immediately following the murder.

In the second area, matters of judgment, Mr. Sanders is simply wrong when he states that the movie "follows the book to almost the last syllable of its detailed description." This is impossible, considering the aesthetic criteria involved; furthermore, the movie obviously ignores a significant portion of Capote's book, especially the crucial role of Willie Jones, Perry's sister, Andy, the internal states of mind of many of the characters, the psychological-legal aspects of the trial, etc. Mr. Sanders also states that the movie "offers no sense of perspective." This is clearly invalid as Capote's book and Brooks' movie do present a perspective within which the Clutter murder may be evaluated—namely, the depth analysis of character behavior as defined by the psychopathologists of the Menninger Clinic, particularly Dr. Joseph Satten.

Mr. Sanders has missed a major point when he speaks of "the senselessness of the murder" as there is some sense in which Perry and Dick's actions may be rationally explained. This is not to say that there are no irrational acts committed by human beings; only that this particular case is explicable in light of psychopathological theory.

Two other errors are important. First, despite the rigidity and clear weaknesses of the M'Naghten Rule, Mr. Sanders

To the Editor:

In reference to dismal chain of events of several weeks ago and putting aside for a very brief moment the complex horror of Dr. King's assassination, I find myself most puzzled by the response of too large a segment of the American society. I am, for example, puzzled by those most militant leaders of the Negro movement on this campus who cannot bear to lead a memorial march if it includes white people, who cannot memorialize a great man except by intimidating local merchants, who cannot elicit support except by attempting to coerce members of their own race.

One wonders if America's genuine attempts at sane progress are to be eclipsed, its past failures eternally emphasized, and the soul of the country served simply by reversing the flow of racism. If white America must endure penance while black America has its day at the bear-pit, then perhaps the responses of some of this University's student-body is understandable. But, withal, an incipient nightmare seems a curious manifestation of a dream.

Since we have only the present and the future at our disposal, let's get rid of the rhetoric and the abstractions. Let's be told, in specifics, what this University, its students, and its faculty can do; let's be told, in specifics, what all of these have failed to do. Or is it only a pleasant illusion that Intelligent Power might be the only power worth exercising?

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