The Daily Tar Heel

83rd Year of Editorial Freedom

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Wednesday, April 23, 1975

Capital punishment in a just society?

This week the U.S. Supreme Court is reconsidering the constitutionality of the death penalty in reviewing the case of Jesse Fowler, a North Carolina man sentenced to death for murder. Fowler is one of 63 inmates waiting on death row in North Carolina.

Fowler's case stresses the issue of equity in the use of capital punishment, the issue upon which the 1972 case *Furman vs. Georgia* was decided 5 to 4. Since that decision, 31 states have rewritten statutes to make the use of capital punishment acceptable.

Whether or not the judicial system is weighted against the poor and the black (as Fowler's attorney Anthony Amsterdam contends), there are enough vagaries in the application of justice to warrant rejection of the death penalty. The particular practices of a district attorney, the climate of a certain metropolitan courtroom, even the political mood of a town regarding a publicized case can all influence the application of laws which carry a mandatory death sentence.

The death penalty should be banned for reasons other than inequitable use. In a criminal system devoted to deterrence and to rehabilitation, the death penalty is out of place. It can rehabilitate no one; its deterrence value is extremely questionable. Many familiar with penology including Italian jurist Cesare Beccaria (1764), Prof. Karl F. Schuessler (1957), former attorney general Ramsey Clark (1965), University of Texas philosophy professor Edmund L. Pincoffs (1966), and Thorsten Sellin of the University of Pennsylvania Center in Criminology and Criminal Law (1967) has testified against the deterrent effect of capital punishment. As former San Quentin warden Clinton T. Duffy has said, "I have yet to meet the man who let the thought of the gas chamber stop him from committing murders."

Capital punishment is legal retribution. As such, it is sanctioned murder, and therefore it cheapens the value of life in a society of law. Efforts ought to be directed toward rehabilitation and re-entry of criminal offenders, not toward the grave. The pain is borne by the condemned is the result of retribution and should be ended. As Albert Camus has written, "As a general rule, a man is undone by waiting for capital punishment well before he dies. Two deaths are inflicted upon him, the first being worse than the second, whereas he killed but once."

Ralph Irace

Prison training: broaden horizons

The yardstick used by correctional practitioners today for assessing the rehabilitative usefulness of a prison is determined by the number and quality of its treatment programs, rather than the design of internal security measures.

Many penologists and correctional administrators in increasing number believe that the most productive mode of rehabilitating offenders is through education. More specifically, the importing of a set of values in offenders that encourages them to foster and acquire academic and occupational skills, engendering also the concomitant development of positive attitudinal change. Both the acquisition of educational skills and maturation of responsible attitudes can go a long way in helping the offender readjust to society upon his release.

In-house prison educational services are by and large limited to attainment of a high school education, or alternately, to certificates in the vocational arts. With very few exceptions (North Carolina being one of them with its study-release program for inmates who attend college or a technical institute in the day and return to the prison at night) inmates generally have no opportunity to continue their education beyond the high school level.

Most offenders are sentenced for property crimes (auto larceny, burglary, larceny, breaking and entering) and receive sentences from three to ten years. Many are paroled after serving one quarter of their minimum sentence. Their employment while on parole is generally restricted to manual or technical work. Only a paltry handful choose, or are encouraged by others, to seek and pursue a college education.

Correctional education can do much more to prepare offenders for eventual admission to a college when paroled. A sensible beginning point would be to establish two separate high school training programs in prisons: a *pre-college* curriculum and a terminal high school plan.

At present, most prison high school programs are directed only at preparing the inmate to pass the state examination for a high school equivalency certificate. Foreign language instruction, introduction to geometry, calculus, etc., are noticeably absent in most prison high school schemes.

Progressive high school level instruction in the nation's prisons that is more compatible with college admission standards will require competent personnel—and funds.

To provide the requisite reservoir of teachers to accomplish the above that the prison administration is unable to hire because of its perennial shortage of money, the university can play an important role by encouraging students and professors to become volunteer teachers at correctional institutions.

Not only can graduate students and faculty combine their skills to establish and structure a basic pre-college high school program in the prison, but they can also teach courses within "the walls" for college credit through arrangement with the univeristy. Accumulation of course credits while an offender makes it easier for the individual, after his release or parole, to secure regular admission to a four year college.

Prison education for the willing and able can be immeasurably more effective in the context of long-term human resource development if responsible, systematic curricular planning is conducted in a manner that allows provision for post-high school educational advancement. This is not to imply we should de-emphasize the current objectives of eliminating illiteracy among inmates, expanding vocational training and furthering elementary and secondary levels of study in our prisons.

We need only to widen our conceptualization of what objectives prison educational training should seek to attain. The university community has historically been intertwined with the "civilizing" and socializing process of our society. Do we and our public officials think so little of it to believe it incapable of affecting changes in offenders that could lead to the emergency of a "new self" for these persons?

Ralph Irace, graduate journalism, is contributing editor for the Daily Tar Heel.

Michael Fawcett

Jesse Helms and the third party

No doubt about it, Jesse Helms makes you feel proud to be an American.

We in North Carolina already knew that, of course. We knew it because for 12 years we had the benefit of his fatherly advice on Channel 5 in Raleigh. If we were ever uncertain about the future of the free-enterprise system, or about the threats to our democracy from those radicals here in Chapel Hill who wanted to bring Communism to the Old North State, Jesse would give us the word, and we were reassured.

After he was elected to the Senate, Jesse didn't forget his friends. On the contrary, he gave us a helpful suggestion on how to eliminate streakers (herd them into the nearest football stadium and hose 'em down every 15 minutes) and offered a money-saving tip to proponents of a State Zoo (build a fence around UNC and you'd have one).

So he was in high esteem here even before his two statesmanlike acts during the month of March—acts which, in the minds of many, have lifted him to the same status as Furnifold M. Simmons, R. Bob Reynolds, and his own mentor, Willis Smith—who are generally acknowledged as this state's greatest Senators ever—until now, that is. For now the nation knows Sen. Helms's greatness.

First, Jesse courageously took a stand for a new third party at the special conference of Republican conservatives last month. In so doing, he was following in the footsteps of such great leaders as John C. Breckinridge and Strom Thurmond—men who would never allow election victory to stand in the way of principle—men whose advocacy of the *right* was more important to them than party loyalty. But this call to arms wasn't the last of Mr. Helms's services for America.

On the contrary, our senior Senator saved his best for last. Calling for an end to "the politics of instability," he urged Henry Kissinger's resignation as Secretary of State. At last, a blow for common sense! *Too long* we have tarried! The progressive people of this country must say, "Hurrah for Sen. Helms!"

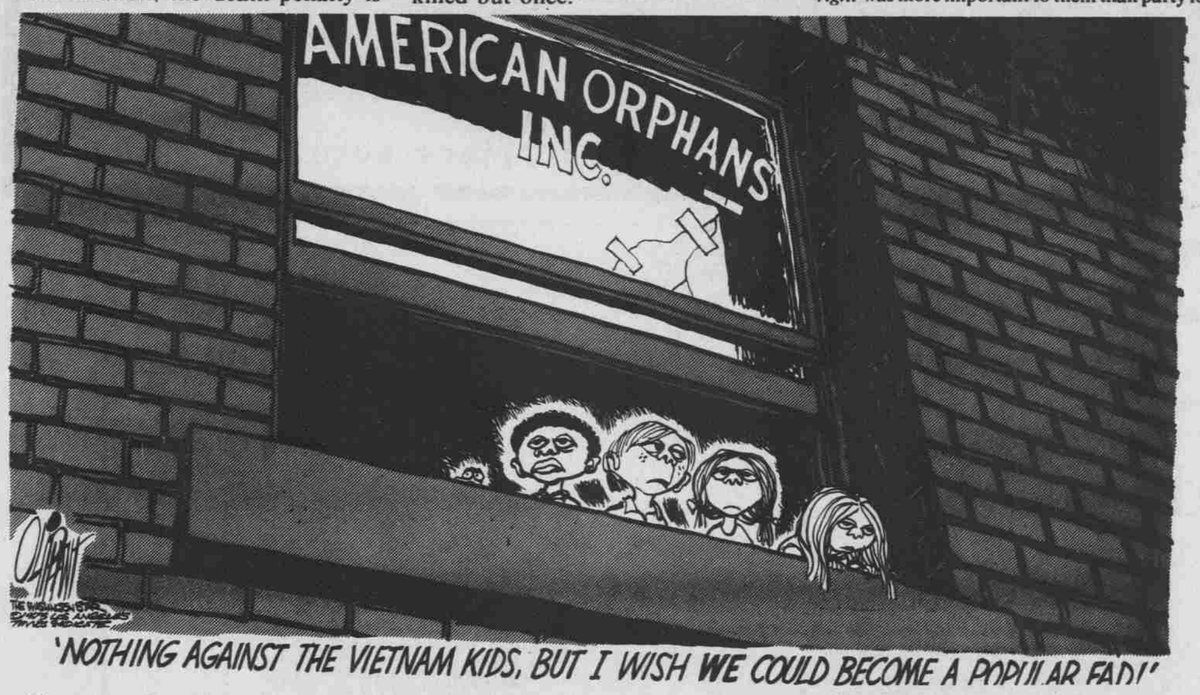
Why should we allow our State Department to be run by a pointy-headed intellectual from Harvard with a German accent? Why should we entrust our foreign policy to a man who married a girl who was younger and taller than himself—an indication of insanity, Americanists all agree? And most of all, since our hard-earned tax money paid for the offices at the State Department in Washington, why should we allow them to be given to a man who never uses them, but junkets all over the world in search of what he says is peace, but which Jesse and other *right*-thinking citizens recognize as APPEASEMENT?

Yes, another sell-out of the free world to the dirty Commies!

There is but one conclusion to be drawn from these acts, which are totally in keeping with the American tradition of out-spokenness on the issues of the day: the properly disgruntled conservatives must not only reject, but stamp out all notions of nominating Ronald Reagan as the leader of their third-party effort. No, they must nominate the PEOPLE'S choice—the man who, coming from a humble position as vice-president of WRAL-TV, has become—"The

Man of the Hour"! They must nominate—SENATOR JESSE HELMS!

Michael Fawcett is a junior journalism major.



'NOTHING AGAINST THE VIETNAM KIDS, BUT I WISH WE COULD BECOME A POPULAR FAD!'

Greg Porter

The invasion of 'le francais'

I don't know if anybody else has noticed it or not, but we're being invaded. There's a real threat to the American way of life on the horizon. In fact, I'm surprised David Duke hasn't caught on to it yet. America is being invaded by the French and nobody knows about it. It's not violent or anything, nothing easily detectable. The French are too subtle for something like that, you know.

I *know* about the French, too. I was forced to study French for three years in high school, so the invasion has already tainted my life. But the real thrust of the invasion is right here on campus.

When I came to Carolina, I thought I could escape the French peril. I avoid Dey Hall religiously and I'm taking the math/science option to get out of the General College.

But the peril is inescapable. I'm going to ask David Duke if the Communists are responsible for it. J. Edgar Hoover used to say the Commies were seeping through our culture at every pore and that's exactly what French is doing.

And I can prove. I ask you—where would you expect to be safer from French that in English class, in Greenlaw? Well, the other day all my English class talked about was *motif* and *nuance* and *denouement* and *cliche* and *joie de vivre* and even a poem by an American entitled *Madame La Fleurie*. I escaped to Poli Sci only to suffer a professor pontificating on *detente* and *rapprochement vis-a-vis* Kissinger, a *coup d'etat* in Africa and *laissez-faire* economic theory. I fled to Philosophy where *raison d'etre* and *elan vital* and *le concept de l'autre and liberte, equalite et fraternite* pierced my made-in-U.S.A. eardrums.

So I asked the professor after class why he used all those French phrases.

"First," he replied, and I quote exactly, "I resent the insinuation that I use only French phrases. I use *all* the terms of my profession. The esotericism of academia extends beyond the mere use of French. We borrow from Latin, Greek, Spanish and any other language we can find in order to enhance the learning experience. Use of foreign phrases as terms separates the true experts from the connoiseurs and dilettantes in this world. Use of these phrases is a *tour de force* for the professors and creates a certain *esprite corps* among the members of a department. In fact, a good group of foreign terms is the *piece de resistance* of any course. I am afraid, *mon ami*, that you must accept this tradition. You have reached a *cul de sac* on the road of education."

Verbally abused, beaten into a state of shock, I stumbled over to see a friend of mine, a grad student who takes these academic traumas more calmly than I

I told him I didn't mind so much having to listen to these phrases or even learn them, but I didn't understand why they were better than English. Is *raison d'etre* really superior to "reason to be" or "purpose in life", I asked. I was worried because I'd heard you can't get good grades if you don't use those phrases.

Why, I asked him, use a foreign phrase rather than an English one?

He retorted indignantly and I quote, "The same reason you always use a longer word rather than a shorter one. Look, dummy, don't buck the system. Learn all the foreign phrases you can. I'll tell you one thing—a foreign phrase looks a hell of a lot better in a dissertation than a regular English one. What's the matter with you, don't you want to go to grad school?"

"Oui," I replied. "Videri quam esse."

Que sera, sera. Vive la difference.

The revenge of DeGaulle is upon us all.

Greg Porter is a freshman English/Journalism major from Durham, N.C.

Letters to the editor

Something wrong in schools

To the editor:

I am writing this out of frustration and dissatisfaction with the education department of this university. It is much easier for me to write these thoughts than it is to communicate with anyone in the department.

I was assigned this semester to teach in the Burlington City School System. As I observed the fifth grade classroom to which I had been assigned, I realized that it was going to be a difficult semester for me. It was a "team teaching" situation that consisted of two teams. One team had two players—and the other had sixty. And the two member team was winning. It was evident in the faces of the other team.

I asked to be transferred to another school but learned it was not possible. I have reason to believe that the reasons were political. You see, the education department is very concerned with public relations—much more so than they are with their students. They might have jeopardized any future student teacher placements in Burlington had they pulled me out. And that would make it more difficult for them to find placements for future student teachers!

If you have class under Dr. Unks or read his articles in the *DTH* I need not tell you the abominable things that are done to the children in the public schools. I found it very difficult to participate in these practices. The students were controlled in every possible way—and they never questioned any part of it. Let me tell you about some of the more disturbing incidents that prompted my withdrawal from the program.

Many days (and once for an entire week) the entire class was granted "silent lunch" for some minute infraction of one of the uncountable rules. This meant that the children were not allowed to speak to *anyone* during the entire lunch period—the only time during the day that the children could possibly interact. To me, this seemed unusually harsh.

The library was probably the most unpleasant part of the school—but even that is questionable. The children were not allowed to browse. They could only go to the card catalogue if they possessed a piece of paper on which they had written a specific subject. Most of the library period was spent in silence while a most intimidating librarian "instructed" them—and dared anyone to open a book or hold a pencil while she spoke.

I was told that I was being too friendly to the students. I spent two weeks teaching the class poetry—William Carlos Williams, Edna St. Vincent Millay and Carl Sandburg. They learned that poetry did not have to rhyme. But yet when their required "poetry notebooks" were returned to them, things such as "This is a lousy poem" and "This one doesn't even rhyme"! were written in the margins. The children were crushed. And so was I.

I saw teachers mock and humiliate students. I saw children being paddled for seemingly unjustifiable reasons. I heard (in the teacher's lounge) children being referred to as "stupid" and "monkeys." There was an insurmountable air of hostility.

If I must be required to participate in the atrocious acts committed in the public schools in order to receive my teaching certificate, then something is very wrong.

Alice Faye Hope
F-4 The Villages

Prison inmate asks for discarded books

To the editor:

I am an inmate requesting on behalf of all the inmates at Blanch Close Custody Prison that you would send any discarded books or pamphlets of any type to our unit.

Presently our selections are very limited, mostly westerns and detective novels. We are interested also in politics: subversive, reactionary, radical, conservative such as Marx, Ingersoll, Kant, Jung, Freud, Spinoza, Jefferson and others. We are also interested in economics, natural sciences, religion (theology), etc.

Any selections that you forward to our unit will be donated to our unit library for access to all, and I will take no credit because I would consider this a philanthropic act on your part and honor it as such.

I and the inmates at Blanch will not be able to express our gratitude in words.

Charles J. Slahan

Pen pal relationship for lonely Gemini

To the editor:

I would like to start a pen pal relationship with one or more of the students. I am black, but want to relate with any race and any sex.

I am six feet tall, weigh 195 pounds (no fat), am 28 years old and I am from Akron, Ohio.

To anyone who answers this—they may ask me any type of questions.

I am a Gemini, ruled by Mercury and my solar second house is Saturn.

I am an inmate at the Marion Correctional Institution. To anyone who answers this column I will then express my whole situation.

To anyone who wishes to write, the address is:

Jimmie Grant
140-473
P.O. Box 57
Marion, Ohio 43302

University's pipes need some replumbing

To the editor:

I am currently a freshman here at this highly prestigious institution of higher education learning quickly that the inner works of this school need some replumbing.

I am taking the math option which requires two semesters of math. I am also a tentative Special Education major: which used to require Math 17 and 18 but now requires Math 11 and 12. I know of no one who is an undergraduate and a Special Education major who was informed of this change.

I was told by my adviser, Dr. Ronald Hyatt, that only Math 11 would count towards the fulfillment of my math option. Needless to say, I was appalled by this petty fact, for it was requiring me to take an extra semester of math which would do me no good as far as my major is concerned. Demanding more information, I asked Dr. William Smith, who is head of the Mathematics Education Department, only to find that there is some sort of "conflicting information" floating around between the General College and the Mathematics Education Department.

When I was young and naive, I always marveled over the fact that Carolina was so organized and that the students and faculty were well informed of each others motives and intentions. Let me go back to sleep on those fluffy clouds floating in that Carolina blue sky and keep dreaming.

Barbara Johe
1052 Morrison

The Daily Tar Heel welcomes the expression of all points of view through the letters to the editors. Opinions expressed do not necessarily reflect the views of the editors. This newspaper reserves the right to edit all letters for libelous statements and good taste.

Letters should be limited to 300 words and must include the name, address and phone number of the writer. Type letters on a 60-space line, double spaced, and address them to Editor, The Daily Tar Heel, in care of the Student Union, or drop them by the office.