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The Daily Tar Heel

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The faculty and administration of Duke University are in a quandary. What do you do with 6,000 hours of tape recordings and 36 million pages of archives from the White House years of the most infamous president in the history of the United States — Richard Milhous Nixon?

The school's academic council and faculty begin debate today on whether Nixon's alma mater should serve as a repository for the proposed Nixon Archives and Library.

Some feel Duke would be irreparably damaged and become known as "the Nixon university" by having its name forever linked with the only president in the country's history to resign in disgrace.

Others say the university would be making a short-sighted decision in rejecting the documents.

Although the fears of the library's opponents are understandable and justified, it is important to look at the implications the library has for Duke and this area in future years.

As long as administrators can ensure that the library will not become an inappropriate monument of honor, they should approve the proposal — not with glee, but rather with a sense of historical duty.

The Watergate era will remain one of the most fascinating periods in American history, and it is likely to be one of the most researched and studied for years to come. Without a doubt, the Nixon library would be a mecca for scholars and political scientists. These people would come there not to pay homage to Nixon, but to study further a turbulent and compelling era and the effects of the political cynicism that Nixon caused.

Although public respect for Nixon is likely to remain almost nil, after decades pass, scholars and students will be much more interested in the documents he left behind than in proving their political passion by an adamant desire to reject the facts of history.

By this time, it is safe to say Nixon realizes a majority of Americans find him to be a pretty despicable character. That does not mean, however, that he is not interesting or that what he left behind is not historically valuable.

Since Duke will be only providing the land for the archives and library, approval of the library should not be seen as tacit approval or vindication of Nixon's actions or the welcoming home of a prodigal son, but rather as a chance to acquire a priceless chunk of American history, although it is a chunk riddled with decay.

If such an accurate portrait cannot be ensured Duke administrators, however, let Nixon take his tapes and papers elsewhere.

Doctoral dilemma

In what might be the first of many controversies surrounding the desegregation consent decree between UNC and the federal government, the University announced last week that some professors at the five predominantly black schools would have to complete their doctoral degrees to gain tenure.

The requirement is nothing new, but is actually a provision written into last month's consent decree that resolved an 11-year dispute between UNC and the Department of Education.

The section that has come under attack deals with faculty development at the five predominantly black universities within the 16-campus UNC system. It says, in essence, that all faculty must have a doctorate or "appropriate terminal degree" to be appointed or gain tenure, depending on the department.

UNC officials maintain that the provision was inserted to help upgrade the quality of black schools by setting a certain educational standard for professors. While their intentions may be good, UNC officials will have to address two important questions if the requirement is truly to benefit the black schools.

The decree stipulates that only under exceptional circumstances may a professor without the appropriate degree be awarded tenure, upon the approval of UNC President William C. Friday. The administration must realize that some of the best professors within the UNC system do not have a doctorate, or even a master's degree, but are excellent teachers in their fields. To deny current professors at the black schools tenure just because they have not achieved a certain academic level might hurt the schools more than help them.

It is also important that the black schools not be singled out in the degree requirement. While it is true that the degree level is higher at the 11 traditionally white schools and that the provision is directed to upgrade the faculty at the black schools, it is a double standard not to apply the same requirements to each school within the system.

UNC officials say they will be reviewing cases this fall to determine whether exceptions should be made for certain professors. By keeping in mind the delicate composition of each school's faculty, the administration will be in a position to grant the proper exceptions while working to improve the educational quality of each institution for the long run.

The Daily Tar Heel

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Mental retardation center needs UNC support

By MICHAEL KIMERLING

Just north of Durham off Interstate 85 is the Murdoch Center. Located in Butner, it is one of North Carolina's four regional centers for the mentally retarded.

Murdoch is home for nearly 1,000 persons — from small children to senior citizens. In the traditional Cherokee Indian culture, Murdoch residents would be considered "special" people — those who have either seen or been directly touched by God. But most Americans refer to them as the mentally retarded.

It is a label often misused. Mental retardation often is confused with mental illness and emotional disturbance. A mentally retarded person may display these problems — as may anyone else — but he or she is best characterized as someone who has a severe learning problem.

At Murdoch, the population consists of profoundly, severely and moderately retarded persons. These include deaf, blind and non-ambulatory residents. Recently, the positive trend of placing moderately retarded residents in either community group homes or their original homes has dramatically shifted the composition of the center's population. The current population includes a higher percentage of the profoundly and severely retarded than in the past. As a consequence, regular school classes have been replaced by more special educational programs: language, speech, hearing, motor and vocation development programs.

Residents receive reinforcement both in school and at their residential cottages. Through helping others and working hard in school, they earn points with which they can buy goods in the Murdoch canteen. An observer would be amazed at the number of points residents collect. The guys' favorite items include candy, records and posters of all sports; the girls also enjoy candy, but especially new coats and dresses.

Approximately 1,500 people are employed at Murdoch. In addition to the regular caretakers, the fields of health care, social work, psychology, speech and hearing and physical occupational therapy are represented. Individual programs are developed to meet the needs of each resident.

My first exposure to Murdoch came nearly a year ago, when I was a volunteer. My immediate interests in mental retardation had developed the previous summer when I was introduced to the moral dilemma concerning beneficent euthanasia — the mercy killing of newborn infants with severe birth defects. My outrage over this widespread practice made me determined to seek a better understanding and appreciation for the mentally retarded. These feelings also increased my awareness that college often presents a rather protected and unrealistic environment to learn about such matters.

Coming from Alabama, where the courts have recently ordered the state legislature to either appropriate more funds for state institutions or close them down, I was initially apprehensive about volunteering, fearing what I would see. I realized, however, that while I was not alone in my concerns and feelings, the residents of Murdoch were. I chose to work in the boys' unit of Creekbend cottage. The kids encompassed all functioning levels of retardation, ranging in age from 10 to 21. The first month of work was rather awkward. I had to gain both their trust and respect, just as any person must in working with a group of young children and adolescents. Perhaps the greatest feeling of accomplishment and source of pride was gaining their friendship. Everyone became eager to share with me: posters, pictures from fieldtrips and mail from home.

Yet all is not as it seems. Many residents never receive mail or visitors, and most do not go home. The pianos and jukeboxes donated by various residents' families represent a substitute for love,



The mentally retarded at Murdoch Center ... needing care, seeking love

which masks a rejection of their own children. Money is often not the chief factor in a family's decision to institutionalize a child. Sadly enough, the burden often becomes only Murdoch's and the responsibility theirs.

From my experience, I have overcome the tendency to avoid and reject and have learned instead to respect and accept the mentally retarded. This lesson is by far one of the most valuable I have acquired at

Carolina. The work is not always easy, but the benefits are many. We at UNC are very lucky to have the mental capacity to enjoy something as simple as a football game or a day at the beach. The residents of Murdoch deserve a similar chance.

Michael Kimerling is a senior anthropology major from Birmingham, Ala.

Letters to the editor

Duke Power rate hike sparks an opposition

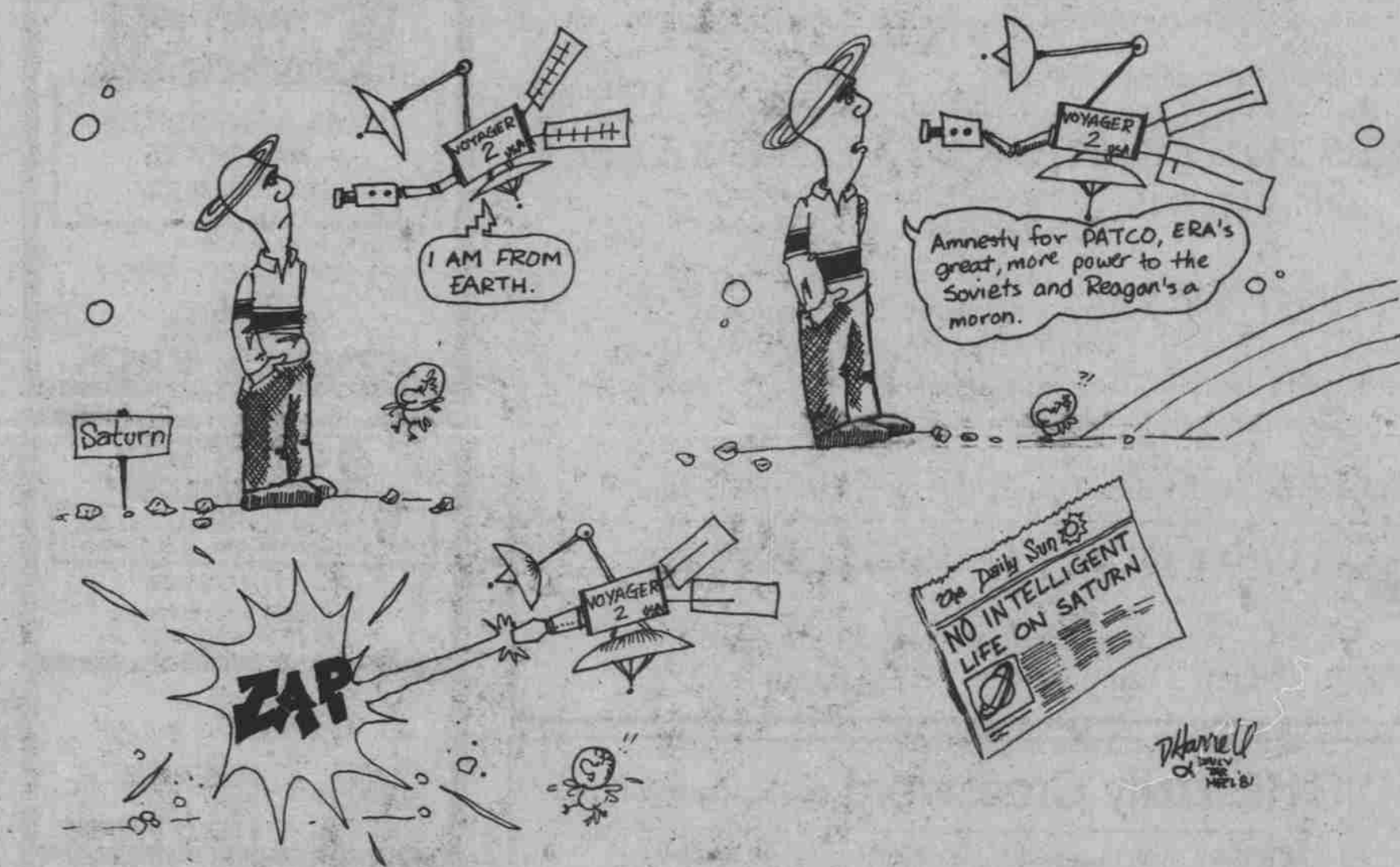
To the editor:

Duke Power has requested a 19.7 percent rate hike to pay for its new McGuire plant, to meet inflationary rises in operating and construction costs and to attract capital to resume construction at its Cherokee nuclear station. The N.C. Utilities Commission will hold a public hearing at 7 p.m. Monday in Durham City Hall to hear public comments. Hearings are already under way in Raleigh.

Duke Power bases the need for expanding production of electricity on predictions that peak electric demand will grow at 4 percent per year into the 1990s. Experiences over the past decade has led to the conclusion that Duke and other power companies set their predictions too high. It is questionable whether electric demand will continue to increase, particularly if rate hikes continue as they have in the past few years and alternative energy sources are employed more widely.

More rate hikes are a distinct possibility, because Duke is concentrating on building nuclear power plants, the most cost-intensive plants available. Duke estimates it can build Cherokee for \$1,779 per kilowatt of generating capacity, yet it estimates that its load management conservation program can save equivalent amounts of electricity for \$240 per kilowatt. Many other conservation measures are similarly priced — other utilities, like the Tennessee Valley Authority, have found it is cheaper to loan money to rate-payers, at low or no interest to weatherstrip and superinsulate their homes than it is to build new power plants. One quarter of the homes in North Carolina still have no insulation, and there are many other areas where significant energy and electricity savings can be made.

According to William Lee, president of Duke, the emphasis of Duke's program is on meeting peak or maximum demand. To maximize efficiency and safety, nuclear plants must be run continuously, and they are thus used normally to supply



base load or steady demand. Thus it is questionable whether the rate-payers are getting the best kind of plant for their money. Duke, as a regulated public utility, earns profits based on the percentage of plant it has in service. It may have an economic incentive to build costly generating stations instead of encouraging conservation or cheaper sources of energy.

Consumers in this area are urged to attend the public hearing and present their views on the rate hike itself, on the plans on which the hike is based and possible alternatives to Duke's plans.

Daniel F. Read
100B Stinson St., Chapel Hill

Out of context

To the editor:

This letter is written in response to one which appeared in the *DTH* on Aug. 25, 1981, entitled "Virtuous Corner." The quotation that appeared in that article was taken out of context and in conjunction with other statements gave the impression that I was of the opinion that not all countries had honor codes. This impression is totally false.

The letter submitted by Vickie Wood failed to mention that during my presentation at the graduate student orientation, I continued with an explanation of the serious problems which can result from a simple misunderstanding or some-

one's unfamiliarity with UNC's Honor System — whether that unfamiliarity is a result of a student being from another school or from another country. The point that I was trying to impress upon the graduate students present at the orientation was simple — namely, that even though they had been exposed to other honor systems, those systems were undoubtedly different in certain aspects from the system here at Carolina. I also wanted to say that an unawareness of those differences could result in serious problems.

Once again, let me apologize to anyone who may have been offended.

Mark Carpenter
Student Attorney General

Deadline often finds columnist 'out to lunch'

By TOM MOORE

I have trouble getting things done. Because I'm a born procrastinator, I put off doing things like paying bills, studying for tests, cleaning my room, eating, balancing my checkbook, getting a haircut, washing clothes, writing columns and just about every other activity imaginable until the last minute. It seems there's always something more interesting to do than what I'm supposed to.

I don't want to put things off, but I can't seem to help it. I know that waiting and waiting and waiting to start doing something is bad, but I never seem to be able to find time to solve my problems. Or at least it was that way until last semester, when I stumbled upon a near-perfect answer.

I got tired of wasting time. In the past, when I'd sit down in the Undergraduate Library to study for one of those killer tests, I'd reread a few pages of my rather dismal notes, and my mind would start to ramble. Other things that I could do would pop into my head — things that I could do and still be in the Undergrad so I could pretend that I would soon return to my studies and wouldn't feel too guilty about avoiding them.

For instance I might wonder, "Did the Mets win yesterday?" and convince myself that I'd better check *The Washington Post* to see, or else the question would block all attempts to cram knowledge into my head for the rest of the night. "It will only take a couple of minutes," I would tell myself, and after 90 minutes I would return *The Post* to the circulation desk. I was then ready finally to get back to schoolwork. But I'd realize that I had a history book report due late the next month and that I should see if they still had any of the titles. "It will only take a few minutes," I would again tell myself, and after

a half hour of looking frantically for the correct section I would find a book that looked interesting.

On my way to check it out, I would spy an old friend that I hadn't seen in months, and I'd have to know how he was doing. An hour later I would finally go check the book out and return to my carrel and start to meander through those boring notes again.



Then I'd remember that the non-print section of the library had a videotape of *The Godfather Part Two*. If I could only watch about 20 minutes of that, then I know I could study much better. I thought it would greatly help my power of retention. After three and a half hours of *Dons, Vito and Michael*, I would finally return to study. Then I'd look at my watch and see it was 1 a.m.; if I want to do well on my test then I should get a good night's sleep. "I can always get up early and study," I lie to myself.

Living like this causes many problems — mediocre grades, a poor credit rating and the reputation of being an irresponsible goof-off. Last semester I finally tired of being slack and put my wandering brain to work on how to rectify the situation.

Since I always find something else more enticing than what I'm supposed to be doing, I asked myself, "What if I had something so horrible to do that it would make everything else seem easy, something so disgustingly monotonous that I would eagerly do all my real work in order to avoid it? What could possibly be so tedious?"

I started carrying around copies of *Paradise Lost*, Virgil's *Aeneid* in the original Latin, *Moby Dick*, *The Last of the Mohicans* and the complete works of Rod McKuen. I pretended I was taking a course in "Great Moments in World Literature," and every time I felt a notion not to study for one of my real classes — or to avoid something else that had to be done — I opened up one of my books for "Great Moments in World Literature." And a few minutes later I was back doing what I was supposed to do. If I ever got interested in one of the books — which was very unlikely — I carried around a book called *Short Biographies of the 100 Greatest Nuclear Physicists* for an imaginary course I was taking in physics, *An Illustrated Guide To Medieval Agrarian Techniques* for a supposed course I was taking on the history of agriculture and *Dental Care in the Soviet Union: Communist Methods of Preventing Tooth Decay* for a comparative society/political science course I was taking that didn't exist.

My grades rapidly improved last semester because I was good at tricking myself, but I soon became aware that all that stuff was bogus. I really didn't have to do any of it. I casually slipped into my old ways of endless procrastination.

But for this semester I have a new fool-proof plan. I graduate soon and must get a job somewhere. That means resumes, letters, phone calls, interviews and a whole lot of other hassles that I don't want to face. I'd rather do anything than look for a job. I'd even study and do every other thing I'm supposed to in order to avoid even thinking about getting a job. So I've licked my procrastination problem by procrastinating. I just wonder what will happen when graduation rears its ugly head.

Tom Moore, a senior history major from Greensboro, turned this column in several hours after deadline.