

# The Daily Tar Heel

94th year of editorial freedom

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## Editorials

### New process, new result

Saturday was a first for the annual doling out of student fees known as the budget process. Except for lengthy debate over the budget of the Carolina Gay and Lesbian Association, the Student Congress followed its timetable of approving budgets for 29 groups in 10 hours. The scaled-down, less subjective budget process apparently left more student groups satisfied, gave student legislators a better format and left a surplus of \$10,498 for subsequent appropriations in the coming year.

This is not to say the process was without controversy. The CGLA debate covered four long hours of discussion pitting the proponents of CGLA funding, who basically argued that the organization plays a viable role in educating students and serving a large campus minority, and funding opponents, who substantiated their views mainly with polls of constituencies or personal moral beliefs.

Fortunately, the proponents won. Much to the chagrin of campus homophobes, the CGLA does increase student awareness of discomforts society inflicts on the gay community and it does inform students on health matters.

Anti-gay sentiments were not nearly so evident this year as in past years; rather, some opponents adopted more objective lines of reasoning. A poll of constituents by Jody Beasley, Rob Friedman and Lori Taylor, whose

district includes students in Morrison, Hinton James and Craige, showed 68 percent opposition to the CGLA funding. The threesome said they would vote accordingly, two for and one against. But Student Body President Bryan Hassel, noting that student sentiment opposed the admission of black students to UNC in the late '50s, said that the vision of those willing to persevere through adverse times ensure a progressive society. The vision of gay leaders and those sympathetic to the gay cause will minimize ostracism and oppression.

One aspect of the debate, however, showed use of a double standard. Constituents' views were applied only in the CGLA debate. While some congress members honestly adopted the delegate approach to representation, Hassel rightfully attributed the use of such reasoning by some to a veiled discrimination of gays. These representatives are the very students CGLA programming targets. Such bigotry can only be attacked head-on — through organizations such as the CGLA.

Regardless, Student Body Treasurer John Williams deemed the day a success, noting that only four of 30 groups sought changes from the budgets recommended, by the congress' finance committee. Comparing this year's budget process to past ones, especially considering the hefty surplus, the Student Congress deserves to be congratulated.

### Fritz Graebe's helping hand

Adolf Hitler, had he lived, would have been 97 Sunday. Herman "Fritz" Graebe, a much nobler but lesser-known German, should be so remembered 12 years from now.

Graebe, who died last week in San Francisco at age 85, was the antithesis of Hitler. The Holocaust of Nazi Germany sickened him, and he was determined, in his own small but courageous way, to help the plight of German Jewry. After the war, Graebe, who was as compassionate as the Gestapo was ruthless, provided the postwar world much-needed, firsthand accounts of perhaps the century's biggest horror story, the systematic slaughter of six million innocent people.

In 1942, serving as a civil engineer for the German occupational forces in the Ukraine, Graebe eventually came to believe what he had long denied: that the Nazis' program of uncompromising nationalism included the extermination of the country's Jews. He witnessed many atrocities but, to his sorrow, could do little to stop them.

Graebe secretly established a rescue network among the Nazis, who, he said, "were drunk with killing." He hired hundreds of Jewish workers and gallantly fought to keep many of them from being "transferred" — actually a euphemism for "killed." He provided false identification for some and helped others

receive needed medicine. Once, when 100 of his workers were threatened with "transfer," Graebe protested to the commanding officer. The confrontation erupted into a shouting match. The officer drew a gun; Graebe did the same. After a moment of silence, the officer relented, telling Graebe to "go get the rest of your Jews, take them with you and leave."

Graebe was the only German citizen brave enough to testify for the prosecution at the Nuremberg trials. His accounts of the Holocaust "brought a hush of horror" to the courtroom, one journalist wrote.

For Graebe, life in his homeland was never as easygoing as before. After Nuremberg, he began receiving death threats. Blacklisted by the German business community, he was unable to start his own business.

He and his wife, Elisabeth, moved to the United States in 1948 and opened a construction company, which he headed until retirement at 80. In 1965, Israel gave its highest honors to Graebe in a ceremony at Jerusalem's Holocaust center.

Now Fritz Graebe, like Adolf Hitler, Nazi Germany, the Holocaust and World War II, is but a memory. But Graebe — who he was and what he did — represents a pleasant memory; his name should continue to demand the respect his memory deserves.

## Tar Heel Forum

# DTH interviews C.D. Spangler

*Editor's note: The following are excerpts from an interview of UNC system President C.D. Spangler Jr. conducted last week by DTH Editor Jim Zook and Associate Editor Stuart Tonkinson. Photographs by Larry Childress.*

**DTH: What are some of the specific goals you have set for yourself as president?**

**Spangler:** The purpose of a university is not necessarily just to instill knowledge, but also to create a situation where students develop the ability to cope with the changes they are going to face. In the past, things didn't change very rapidly — we don't see that any more. Things are very much on the move now. Jobs that people have now might not be around 15 years from now. So students have to learn how to do new jobs, how to cope with changes without having stress in their lives.

**DTH: There was a lot of speculation during**

**the student activism when looking at the situation here as opposed to how it was handled at Berkeley?**

**Spangler:** Our 16 chancellors got together and talked about these matters last month. I asked Chancellor Fordham to describe what had happened and what his approach had been in regard to the shanties being built on the campus. Chancellor Fordham talked to the other chancellors and to our vice presidents about this and then we discussed what were the factors involved so that the chancellors would be able to meet the responsibilities of their individual institutions. The discussion was a very good discussion. Chancellor Fordham talked about the very important right on a university's campus for the freedom of expression and we talked about the difference between freedom of speech and freedom of expression. We talked about whether the shanties represented freedom of

learn to live in a community, which this is... The long-term responsibilities include to be a good citizen of where they live, and I think most of them would be right here in North Carolina. Those responsibilities are no different from what their parents had, or their grandparents, and those responsibilities aren't going to change in the next 100 years.

**DTH: Probably the main decision you've made thus far is with the appointment of Dr. Robinson as a new vice president. In bringing him in, do you view the University as an enlarged version of the K-12 setup? If he's going to be the legislative liaison, that's a big step for him to make from superintendent of one county to relating to people and interests of 100 counties.**

**Spangler:** Education in North Carolina begins primarily in kindergarten and it ends, formally, when a person leaves graduate school. I don't see there being a natural wall between primary, secondary and what's called higher education. It has to fit together well, or the student won't have maximum benefits... Now a freshman is not a senior in high school. They're still students and they're still seeking the same general goal — a good education.

**DTH: One of the current controversies on this campus is the number of out-of-state students who should be admitted to the University. Faculty members have expressed a desire that that number be increased to about 20-25 percent. The Board of Trustees had originally planned for only 15 percent into this campus and later raised that figure to 18 percent. What is your opinion as to the number of out-of-staters who should be admitted to this University?**

**Spangler:** The Board of Governors established that as 18 percent. The Board of Governors are my bosses. I think it's a reasonable position that many people have that out-of-state students bring to the campus a difference of viewpoints and backgrounds, and that strengthens the educational process. I believe that. I also know that the University has been paid for by North Carolinians who expect their children to have an opportunity to come to one of these institutions that they support. It does seem to me a pretty reasonable percentage.

**DTH: Do you and President Friday keep in very close touch?**

**Spangler:** Yes. President Friday has been an outstanding president of this university and he has told me that he was available at any time to give me background information about subjects which were of importance to the University. He has met with me very frequently when I needed to know about an issue. He does not try to make the decisions about an issue because he is not that kind of person. But he is very helpful in bringing to the front those factors which made the University strong in the past.

**DTH: In the coming few years, there's going to be some changes with some of the chancellors on the state campuses — be it for retirement age or for some other reason. What criteria do you use in choosing a new chancellor? Do you see yourself as a chief executive officer, or do you see yourself as treating it like a federal government system, overseeing the individual campuses like states operating separately?**

**Spangler:** The laws of North Carolina are very clear. There's one president and he's the chief executive officer. That's by law. The chancellors and the boards of trustees at the individual institutions have some powers that are delegated by the Board of Governors and by the president. That's not within the authority of the president to alter.

**DTH: Could you describe some of the day-**

**the presidential selection process that the new president would have a lot to contend with in following President William C. Friday. Have you found that difficult?**

**Spangler:** Everybody pretty much said it was going to be difficult to follow Mr. Friday. As well meaning as those people were, I don't think they were giving him full credit. I would have rather followed Mr. Friday than any other person I know, simply because he had done so well... He built support for the University among the faculty. He built support for the University in the General Assembly. He built support for the University with the alumni. He built support all across the state, and when he left, he didn't take that with him.

**DTH: What would you say is the main group that benefits from the existence of the University? Does the University exist to serve the students, to serve the state, or some other group?**

**Spangler:**... The University is here for only one reason and that is to offer an education to the students. It is the historic belief... that the University is the training ground for leadership that the state is going to need in the future. As far as Chapel Hill is concerned they've been training leaders for the state since 1795. Of course, the other universities are younger, but they're not that much younger. N.C. State will be 100 years old next year, and it has trained a great number of leaders.

**DTH: Something that has received a lot of attention lately is federal financial aid and the effects of Gramm-Rudman. What can the system administration do to try to counter these effects, or should this be something the individual campuses should handle?**

**Spangler:**... The adverse effects of the... program should be talked about as much as possible. It is my job to make that known... The administration's policy of changing the financial aid to students could result, if adopted, in more than a million students... being taken out of college next year. Now, Congress has a good grip on this, and that's not going to happen. But the reduction of the Pell Grants would be a severe, severe blow to the students of the universities across the nation, and we would be no different.

**DTH: So how do the universities work to counter these effects?**

**Spangler:** First is to say that the president is wrong in trying to reduce financial aid to students, that he is wrong in trying to reduce research grants to universities. These are places where the future of the nation rests. There is no question that he can save money next year and the following year in reducing those expenditures. But in the long term, it is going to severely injure the nation. He is talking about complex defense mechanisms... You have to have people to design them, you have to have people to build them, you have to have people to repair them, and that's going to take college-level people. You can't cut back on the college-level people without injuring the national security. We saw this in the pre-Sputnik situation in 1957. Then, the federal government got awfully serious in teaching physics and chemistry and math and science in the colleges. We don't want to have to do that again. It seems to me we've got those assets, and we shouldn't let them dwindle.

**DTH: What other issues do you hope to express your opinion on — Pell Grants, minority recruitment, for example?**

**Spangler:** Well, first is not to let anything happen to the Pell Grants. Second is to try to show support for research. Admittedly, those are things that you benefit from in the future. We're investing in 10, 20, 30 years in those things that are needed. So, I'd be talking about that... It's important that we don't lose our momentum in recruiting minorities. That now is no longer receiving the attention that it merits. The University of North Carolina is not in any way reducing its efforts — it has strengthened them for good reasons. But I think nationally that's not the case.

**DTH: Something that has been a major story in Chapel Hill the last couple of weeks has had to do with the shanties outside South Building and student activism. What do you think of**

expression or whether or not that was reserved only for verbal expression. We talked about where they were to be placed. For instance, if they had been placed at the entrance to the emergency room to the hospital they would not have been allowed to be put there. The students, obviously, have good intent and would not have taken that approach. That's an indication of their understanding of their responsibilities, even in wishing to dissent on the matter.

The students acted, as far as we are able to determine, with responsibility and care in a way that made a maximum impact for their statement. If they had done otherwise, it would not have helped their purpose. The discussion centered on the fact that on a university campus, you hope to have freedom of expression, and when you don't have that you don't have the kind of campus you would wish to have. You obviously would not want to wish for violence — we had no violence. We would not wish for harshness — we did not have that, we had considerate people on all sides. There were some strong positions, which are justified, but the actual building of the shanties was done by people who care. Chancellor Fordham, I thought, acquitted himself very well in his communications with the students and I think students did just as well as he did. Freedom of expression is important, whether you agree with the position taken or not. One of the chancellors mentioned



that he was in agreement with the students, but we all agree that wasn't the most significant circumstance. It is not that the chancellors or the trustees are against apartheid — I would say that's a unanimous position, that they're against apartheid — but they are for freedom of expression, and that was the reason the students were allowed to have shanties there, because of the fact that it was a freedom-of-expression issue. That's a big difference — now, you have to face the fact that there'll be issues that you don't agree with. For instance, what would we feel if someone had said that we represent a group and that we want to have burning crosses on our campus as our freedom of expression? That gets to be a problem. But there's an element there that has to be considered. When does it cross the line?

**DTH: We've talked about what role the University plays within the state and the responsibility of the University in providing an education for the students. Do you see any corresponding responsibility of the student to the University and to the state? What would you counsel a student entering the University to try to achieve?**

**Spangler:** There's no question that the students have responsibilities, very strong responsibilities. The student has a responsibility to abide by the laws. The student has a moral responsibility to make an effort, an honest effort to get an education and not waste the resources that the people who pay taxes in the state have provided for us. The student doesn't have the right to waste resources... The student also obviously has to

**to-day responsibilities of the president?**

**Spangler:** It's a combination of formal and informal duties. There are the various vice presidents with whom you meet, generally in the morning, either together or individually, and discuss what is going on in their fields, such as academic affairs and financial affairs. There are happenings in student affairs; for instance, the disturbance over at North Carolina Central, and you want to know what's going on over there that day, what they've done about it. You want to know what happened at that hazing incident a couple days ago. You want information, not to make a decision — that's the chancellor's job — but to be aware of the stresses that the chancellors are undergoing. If there is any help you can offer the chancellor, you just pick up the phone and call on an informal basis. You obviously get a lot of mail, and you get people who want the University to do things, and you listen to them. The basic purpose of the president is to plan for the future, and you would not wish that the details of the day would push out the opportunity to think about what's going to happen five or 10 years from now.

**DTH: This is early in your tenure, but looking down the road when your time is up, what do you hope to look back and see that you've done?**

**Spangler:** Recognizing the thousands on top of thousands of people who've said it's going to be hard to replace Mr. Friday, I hope there will be somebody to say it's going to be hard to replace Dick Spangler.

### The Daily Tar Heel

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