



IN THE NEWS

Top stories from the state, nation and world

Mexico Gets Third Earthquake This Month

MEXICO CITY — The second earthquake in four days rattled Mexico City today, causing skyscrapers to sway and people to rush out of their offices in panic.

The shaking began at 10:55 a.m. (12:55 p.m. EDT) and lasted only a few seconds. A preliminary reading at the National Seismological Institute said the quake measured 6.1 and the epicenter was near the border between Michoacan and Colima states on Mexico's Pacific coast.

Bruce Presgrave of the U.S. Geological Survey in Golden, Colo., said the preliminary reading showed a magnitude of 5.5. The quake was the 26th and strongest aftershock of a 7.6-magnitude quake on Monday that killed at least 54 people and was centered 300 miles west of Mexico City just off Colima's coast.

The town hardest hit on Monday was Manzanillo, 25 miles southeast of the center of today's quake. There were no immediate reports of deaths from the new quake, but the government news agency Notimex quoted local officials as saying five workers were hurt in Manzanillo when they jumped from scaffolding.

"This is the second time this week, and I'm not taking any chances," said Armando Alyuso, an office worker in a high-rise building along Mexico City's main boulevard, Paseo de la Reforma.

Today's quake was the third powerful tremor to hit Mexico in a month. A magnitude 7.3 quake on Sept. 14 killed five people in southern Mexico.

Protestant Gunman Hit During IRA Ceasefire

BELFAST, Northern Ireland — Billy Elliott, a Protestant gunman on the run, thought a cease-fire made it safe to return to Northern Ireland. He was dead wrong.

He was not killed by his enemies in the Irish Republican Army. He was shot in the head by his fellow Protestant "loyalists," making it clear they will kill troublemakers in their own ranks to protect a year-old truce with the IRA.

"If a loyalist shot an IRA man now, he'd be bumped off by his own within 24 hours," said Senior Police Commander Kevin Sheehy. "That's what keeps the peace — the scumbags in charge threatening the cretins below."

Ulster Volunteer Force commanders conferred to The Associated Press they sanctioned Elliott's murder because of his involvement in the death of 31-year-old Margaret Wright, killed 18 months ago when she ventured into a loyalist club and

was mistaken for a Catholic.

Elliott, who was commander of the UVF-affiliated Red Hand Commandos, was branded an outlaw even by his own and fled Belfast, returning just three weeks ago.

"No one but close relatives will miss Elliott," said Billy Hutchinson, the leader of the UVF-allied Progressive Unionist Party. "The fact is, with him gone Northern Ireland's a wee bit safer place for all of us to live."

FBI Uses Experts To Find Amtrak Train Saboteur

HYDER, Ariz. — The FBI is trying to look into the mind of the Amtrak saboteur the way fictional agents probed the psyche of a serial killer in "Silence of the Lambs."

Experts are conducting a "psycholinguistic analysis" of a bizarre anti-government letter believed to have been left by the saboteur. The FBI acknowledged for the first time Wednesday that investigators found several photocopied copies of the letter at the scene of the derailment, which killed one person and injured 78 in a desert gulch 55 miles southwest of Phoenix.

At the crash scene Wednesday, 90 agents, some on their hands and knees amid dust and creosote bush in 100-degree heat, crawled over an area of desert as large as 2 square miles looking for leads. The saboteur unbolted a rail and sent four cars of the Miami-to-Los Angeles Sunset Limited hurtling off a 30-foot-high bridge and into a dry stream bed before dawn Monday.

Agents peered under rail cars held aloft by cranes and took plaster casts of wheel tracks and footprints.

Today, the FBI began winding down its effort, sending some of the 90 agents on the case home and others fanning out into the tiny towns in the area looking for anyone who might know something. Agents also checked out another set of wheel tracks spotted a few miles from the crash site.

"This investigation is like any other," Tubbs said. "It's a neighborhood. It's just a very large neighborhood."

Barring a big discovery, agents are likely to return to the scene for part of the day Friday and then end their investigation at the scene, said Robert Walsh, who heads the investigation.

Attorney General Janet Reno used her weekly news conference today to appeal for public help calling in tips to the FBI hot line. She refused to discuss what evidence had been uncovered and said it would be premature to guess the motive for the sabotage.

"Those who perpetrate such incidents just be told loud and clear," Reno said, "that every federal resource will be put to the effort to find and punish them to the full extent of the law."

FROM WIRE REPORTS

40 Arrested in Calif. Affirmative Action Rally

BY DAVID GERLACH
STAFF WRITER

In response to the University of California's Board of Regents decision to eliminate affirmative action in the state's public universities last summer, thousands of students held protest rallies at UC system schools Thursday.

Nikolai Garcia, a UCLA student, participated in the protests at UCLA. "It was successful. Three thousand students marched," he said.

Garcia said participants in the protests included students of all races. Protesters included members of campus ethnic associations, members of the UCLA student government and UCLA faculty.

The rally at UCLA was indicative of rallies held throughout the state. There

was a boycott of classes, a march and a rally highlighted by student speeches, Garcia said. Participants in the march blocked traffic on a busy intersection in West Los Angeles for a half hour. Forty students were arrested, he said.

Thursday's affirmative action rallies were organized through the California Students' Civil Rights Coalition. This organization formed after students from throughout the UC system began



The Rev. JESSE JACKSON spoke to students protesting the abolition of affirmative action policies in California.

meeting in opposition to the Regents' affirmative action stance, said Kimi Lee, coordinator of the University of California Students Association. Her office coordinates all campuses in the UC system.

The coalition developed strategies to protest the board's actions. Thursday's events were part of a year-long campaign, she said. "The goal of today was to educate the public on affirmative action," she said. "When people learn about what it (affirmative action) actually is, they tend to change their views." A main component of the protest was a voting drive to educate and register voters, she said. "The UC regents won't rescind their vote unless there is a strong force behind them," Lee said. If enough voters reject California's Civil Rights Initiative, which seeks to eliminate all affirmative action, the Board of Regents

will have no choice but to reverse their affirmative action stance, Lee said.

Lee said the Board of Regents, which is composed of 26 members, 25 of whom are chosen by the governor, made their decision because of politics and did not take student sentiments into account. At UC Berkeley, approximately 5,000 students took part in the rally, Lee said.

Aaron Butler, chief of staff of the student advocate office at Berkeley, also participated in the rally. "Today's rally went really well," he said.

Berkeley's demonstrations were highlighted by several speakers, including student leaders and the Rev. Jesse Jackson.

"He (Jackson) was an incredible speaker, the crowd reacted intensely," Butler said. "His points revolved around the need for solidarity and for people to stick together."

Hunt Kicks Off Year Two of N.C. AmeriCorps Program

BY ANDREW PARK
STAFF WRITER

Gov. Jim Hunt kicked off North Carolina's second year of AmeriCorps service in Raleigh Thursday by swearing in hundreds of volunteers, including eight of the 10 UNC students who are new members of the Student Coalition for Action in Literacy Education.

Hunt pledged his support for the embattled federal program which grants educational stipends to young people who devote one year to service projects in their community. The House and Senate have both voted to cut funding for next year's AmeriCorps. President Clinton has vowed to veto the bill.

"I want our members of Congress to see that we need to build on AmeriCorps, not tear it down," Hunt said. "If they don't

want AmeriCorps to deal with community problems, then let them come back from Washington, take off their coats, roll up their sleeves and do it themselves."

Hunt then led the group in reciting the AmeriCorps pledge, which begins, "I will get things done for America — to make our people safer, smarter and healthier."

AmeriCorps gave \$2.2 million to 14 programs in North Carolina this year, including \$50,000 to SCALE. Malcolm Coles, director of field operations for the Corporation for Public Service, the organization that runs the AmeriCorps program, told volunteers that their funding was assured. "You will be able to complete your year in national service," regardless of congressional action, he said.

SCALE employs 47 college students at four state campuses in developing and maintaining literacy programs to meet com-

munity needs. The volunteers work primarily with at-risk students in local schools and after-school programs. Ten UNC students have joined this year's group, which got started with a statewide training session Sept. 29-Oct. 1.

Unlike other AmeriCorps programs, SCALE asks its volunteers to devote themselves part-time during the academic year. They work 10-15 hours per week. Some students work as many as 20 hours per week, according to Ed Chaney, the program's director.

The volunteers don't seem to mind. "When you're trying to help people learn how to read, it's going to take a lot of time," said Teresa Graves, a junior from Greensboro. Graves said she saw the need for literacy programs while working in another community service group.

Graves and others cited a long-time

commitment to volunteerism as a motivation for joining AmeriCorps. "I have always believed that in order to help yourself, you have to help others," said Jenique Thompkins, a UNC graduate student who has been active in community service since high school.

Hunt described the two years he spent in Nepal in the 1960s as a volunteer teaching farming techniques to rural villagers. "It wasn't glamorous, and it wasn't easy. It taught me that all of us can help others build a better life."

In a video presented during the ceremonies, AmeriCorps members stressed the large contribution that volunteers make to their communities, not just to their own lives. According to one study cited in the video, each dollar invested into service programs nets a \$2.60 return in the local economy.

State Legal Aid Corporation Fights Federal Funding Threats

BY AMY COOK
AND EMMA FLACK
STAFF WRITERS

If proposed cuts in legal aid funding are approved by Congress, as many as 1.2 million North Carolinians with low incomes may be denied access to legal aid.

Congress recently considered eliminating the Legal Services Corporation, which provides legal aid to the needy. The LSC was established in 1974 so poor Americans could receive adequate legal services. It funds 323 programs operating more than 1,200 neighborhood law offices and employing 11,000 people.

Carol Honsa, media adviser for the National Legal Aid and Defender Association said if the proposed cuts were passed, students and Chapel Hill residents might be affected.

"Law students interested in public interest law do internships in poverty law," Honsa said. "With a decrease in funds, these internships would not be available."

The N.C. Bar Association saw the need to give the needy equal access to legal services and to give them the opportunity to have equal justice in the courts. As a result of these needs, the Legal Services Corporation of North Carolina was created in 1976. Last year alone, LSCNC helped more than 40,000 clients.

Honsa said the LSC had always been controversial. "It gives poor people access to the courts and sometimes collides against other powerful interests," Honsa said.

Some congressmen wanted to eliminate the program and disperse block grants to the states in replacement of the LSC. Block grants are set amounts of funding

that would be given annually to each state. The types of legal services provided through block grant funds would be very restricted.

James Lamb, press representative of the national office of the LSC, said the it provided all manners of civil legal services, but also said there were several reasons why many people opposed it.

"One of the reasons that is stated is that the conservative Christian Coalition wants legal services cut because it provides divorces," Lamb said.

Although the Senate Appropriations Committee approved a \$210 million block grant, the Domenici Bill, named after its founder Sen. Pete Domenici, R-N.M., was passed, restoring the LSC. The Domenici Bill also focused on the increase of funding for the LSC.

The Domenici Bill was successful in restoring the LSC, but it still prohibits the

use of legal services for certain activities. The LSC cannot be used to represent cases such as abortion representation, class action suits against government agencies and welfare reform representation.

Lamb also said others did not like the program because of class-action suits against the government. "The two bills that are in Congress ban class-action altogether," Lamb said.

Sen. Lauch Faircloth, R-N.C., voted to abolish the LSC, saying it was nothing more than an entitlement program for activist lawyers. One of the most vocal opponents of the LSC is Sen. Phil Gramm, R-Texas. Gramm, a presidential candidate, was a member of the subcommittee of the Senate Appropriations Committee where the proposed bill to eliminate LSC originated. He left the committee after the Senate voted to keep the LSC in a 60-39 vote.

SPEECH

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University, and their later counterparts, pointed us through all of those crises and changes. From that gallant past we may learn to trust these marker-mandates, and their modern counterparts in the present State Constitution, to give us the base for understanding and fulfilling our mission in the world of the late twentieth century. To burn them into all our minds, let me tell you their source and give you the very words of each charge.

■ First, from the North Carolina Constitution of 1776: "... all useful learning shall be duly encouraged and promoted in one or more universities."

■ Second, from the University's Charter, in whose opening words the General Assembly declared its duty: "To consult the Happiness of a rising generation and endeavour to fit them for an honourable discharge of the social duties of life, by paying the strictest attention to their education..."

■ Third, from the Declaration of Rights that begins North Carolina's present Constitution: "The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right."

■ Finally, from that same Constitution's words about the University of North Carolina: "The General Assembly shall provide that the benefits of The University of North Carolina ... as far as practicable, be extended to the people of the State free of expense."

Few states have matched in eloquent dedication this state's call for the education of its people. Can there be any doubt that this education is the first, the noblest, work to which the University is called and the most important service it can render to the people of North Carolina? For this, the University was created and now exists. For this, while it does its duty, it may rightly claim support by the General Assembly and loyalty from the people of North Carolina. I fully understand that it receives both, and I shall do all in my power to provide the leadership here that will strengthen the bonds that tie us to the people and to their hope.

To that end, we need the very best and strongest faculty we can muster. We are proud of our present faculty; I am proud that some among them educated me; and we are clear that means must be provided to continue to bring here the very best colleagues to be found, and to retain them here in the University's service. Recently, this institution has accepted the challenge of the General Assembly to increase tuition sharply so as to raise faculty salaries and provide added support for the libraries. Now I call on the General Assembly, in response, to do all in its power at its next session, to match with a general fund appropriation the additional resources our students and their families will now provide. In addition I urge the General Assembly to give sympathetic and realistic support to the salary needs of University staffs as well, especially our housekeepers. That is the best way, and the right way, for the state of North Carolina to

fulfill its constitutional mandate.

Before I turn to some of the many ways in which the University performs its duty to educate, and thus to serve North Carolina, let me summarily identify some forces of late 20th century American life that will impel deep-rooted changes in our University, our society and our world and will profoundly influence how we perform — and should perform — our task:

■ In ways not yet imagined, technology will change the way humanity orders life on this planet. It will move us toward a different kind of economy and much modified ways of living. The change from an energy-based economy to a knowledge-based economy will change the rules of international economic competition and will thrust universities in roles they have not traditionally played.

■ Research and discovery of new knowledge are vital to the well-being of humankind, as is the development of the practical implications of that research into useful technology. These labors will enable us to respond to the hope of all people for useful work as rapid change from downsizing-for-efficiency and the increasing use of sophisticated technology and machines become substitutes for many categories of human labor.

■ The University, responding to the hope of the people of North Carolina, has a partnership role to play with industry and government. Together, we must light the way to a more productive society, a society in which continued economic growth will make it possible for all people to have hope of useful, productive work beneficial to the whole of society. Here, let me be plain: I mean all of the people of North Carolina, for, surely, we need to find ways to tap our great pools of under-trained, under-educated and therefore under-utilized citizens, both members of minority and of majority groups. Surely, this goal, not met in all of North Carolina's history, the goal of bringing everyone fully and productively into the economic stream of life, is both our toughest challenge and, potentially, the most rewarding goal we could help to achieve for us all. The encouragement "of all useful learning" and the obligation to fit our graduates for "an honourable discharge of the social duties of life" take on whole new depths of meaning in light of these aspirations.

That said, let me turn to undergraduate education. In the University's recent reaccreditation process, the external Reaffirmation Committee that scrutinized us praised us for the excellence of our required self-study, commenting: "We hope other institutions may look to this Self Study for guidance in framing their own approaches to assessment." I quote that sentence about the University's conscientious and standard-setting address to the issue of accountability to indicate the adherence to quality that characterizes Carolina at her best, and I now quote a few more lines from that report: "Though the university is renowned and acclaimed for many qualities, it chose to focus the current Self Study on the quality of undergraduate learning and the undergraduate experience of its students. While the study

detailed compliance with essential conditions and criteria, its particular emphasis came at a time of renewed interest and concern for undergraduate education at major research universities. In this as in many other sectors, leadership from North Carolina seems fitting."

I cite both comments so that you may know that this University has been keenly attuned to its obligation to provide for the people of North Carolina front-rank undergraduate education rooted in teaching of the highest order. The legislature's recent mission statement about the importance of teaching reflects our conviction and practice; it reinforces what we have always perceived as our first obligation — an obligation we will continue to discharge. In this connection, I note that all except one of my predecessors as chancellor, upon stepping down from that post, remained in Chapel Hill and took up classroom teaching. All earned their students' acclaim. Indeed, three of our former Chancellors have won teaching awards.

We cannot begin to meet our full commitment to our undergraduates, however, if we do not bring into their undergraduate experience and training what they will need to understand and function maturely in the changing world that I have described. Among other things, we shall have to invest heavily in this new information technology. Our laying of the fiber optic cable now under way indicates that the University has not been blind to this opportunity. It has not, however, had sufficient means to make the full investment necessary to give our students what they need and deserve. It will be a primary obligation and privilege for me as chancellor to lead the further implementation of our long and historic commitment to excellent undergraduate education, bringing all useful, current learning to the ken of our students.

We recognize also that subtle educational issues will underlie the increasing use of machines and technology. A university is a "people place," a kind of cottage industry of "talking heads." We must educate young men and women for an age of swiftly developing, sophisticated technology. Yet the strength of a university education lies in the constant exchange between teacher and student, between student and student and between learning students and the world of persons into which we will send them. Indeed, this exchange is one of the reasons that Carolina's tradition of student self-government is so significant a part of the University's educational program. We may not shirk our obligation to "educate the whole person." For that task, machines alone cannot suffice. Moreover, we shall need to keep before us as we revise the curriculum a keen sense of the role and vital importance of the arts and humanities — a role whose significance will grow and not lessen as we prepare students for the challenge of living meaningful and productive lives in the 21st century.

It is graduate and professional education, however, that make us a university and not a college only. For leaders in the professions — doctors, dentists, lawyers, nurses, pharmacists, social workers and public health profes-

sionals among them — for the next generation of teachers, senior scientists and scholars, it is to the graduate and professional schools of the University that the people of the state are accustomed to look. Not so many years ago, North Carolina suffered with its sister states in the region from a severe brain drain: many of our brightest people left to make useful lives elsewhere. Now, our graduate and professional schools attract some of the brightest students in the United States. Graduate education is an engine for intellectual growth — for graduate students themselves, but not least for our undergraduate students. Graduate students who are engaged with their faculty mentors in the discovery of new scholarly and scientific knowledge help to provide the richly challenging atmosphere in which undergraduate education takes place at Carolina. We do not send teachers into public school classrooms without experience in teaching. Nor would you want us to send holders of graduate degrees onto college and university faculties without being carefully supervised by their faculty mentors and the University's Center for Teaching and Learning.

Graduate education is also an engine for economic growth. Three out of five of our graduate students remain here to strengthen the social and economic fabric of this state. What they found attractive here to begin with attracts them to stay; their staying makes us more attractive still — to industry, to the professions, to the humanities, to science, and, above all, to ourselves. The state and its people profit by keeping our own people and by drawing talented others here to join us.

But the attrition of funding available to the University has had its effect. I should be remiss if I did not draw to the fact that UNC has suffered from this attrition. A few weeks ago a national commission of distinguished educators reported the results of a 1992-93 study of doctoral degree-granting graduate programs in American universities. We have made a comparative analysis of the current report and the next most recent one done in 1982. The vice chancellor for research and graduate studies recently summed it up well when he observed that: "We were on the rise in 1982 and the study showed it. We are in decline in the 1990s and the current study shows that."

This study is not the only measure of our worth, but it is an indication that slippage in funding, like failure to maintain a fine building, inevitably will have its effect. We absorb it at first. Later we try not to notice too much. But sooner or later the truth becomes plain. My predecessors drew attention to this problem as it was developing. The national commission has reported it and drawn it to everyone's attention. Now we must hope that the moment has come when we shall all resolve, together, to reverse the direction of change and set our graduate and professional programs on a course for continued improvement in quality. With continued support of the ablest people to lead them, we may then give the people of North Carolina what they have a right to expect from their University in Chapel Hill. The state can make no investment in its

future that is likely to yield a greater return or more likely to fulfill the hope of its people.

It is just this kind of needed support, justified only by the quality of the programs it makes possible and the excellence of the graduates it enables the University to educate, that will brighten the future for all of the people of North Carolina.

If until now I seem to have spoken of the University of North Carolina at Chapel Hill as an entity standing alone, I have not conveyed to you my deep conviction that all of the constituent institutions of the University system, the University General Administration, the legislature, the governor and the executive branch and the people of North Carolina have an ongoing interdependency; that all contribute to each other; and that all flourish best when each flourishes. The entire University is an integral force in the economy of North Carolina — benefactor to the state by the resources it brings to the state; beneficiary of the state by the support the people of North Carolina give it.

Carolina's role in public service was well stated by President Edward Kidder Graham 80 years ago: "We hope to make the campus co-extensive with the boundaries of the state, and while keeping the standards of university instruction and scholarly research on the highest plane, to put the University ... in warm, sensitive touch with every problem in North Carolina life, small and great."

In this connection, the University at Chapel Hill has long had a vital interconnection with the public schools of North Carolina. We have acted in the conviction that we are engaged at different stages of a common enterprise, in which we all rise or fall together. It is, therefore, entirely proper and wise to reassess that common enterprise and common fate and to say that it will be our business to share in full the resources of the University with North Carolina's public schools, to the end that they be maintained and strengthened. In the knowledge-based economy of the 21st century, the only competitive economic advantage any state can enjoy will be provided by the way it nurtures and cultivates its brain power.

No more complex and generous example of University outreach and public service exists than that provided by the five schools in the Division of Health Affairs, working in partnership with UNC Hospitals and the Area Health Education Centers. Because of their collaboration, citizens in all 100 counties of the state benefit from their public service. Moreover, this collaboration embraces work with the great private educational institutions, Duke and Wake Forest, and with East Carolina University, its School of Medicine and the hospital with which it is associated.

Our health related schools — dentistry, medicine, nursing, pharmacy and public health — stand at the crossroads of society where health care and education meet. I note the shift of health care toward a managed care environment, together with massive changes forthcoming in Medicare and Medicaid and their part in funding the training of health care professionals. All of these trends and more yet

to come pose challenges to the schools in our academic health center — challenges whose dimensions so far it is only possible to guess. Having been innovative from their beginnings, our Health Affairs schools, facing these new challenges, will need a continuing ability to innovate and a resolve to respond well to the coming changes in education and health care. We all have a way to go before the path of necessary action will become clear. But of this you may be sure: This University knows the worth of its Division of Health Affairs to the University and to the people of North Carolina. It will be our mission to strengthen it in the interests of us all.

Of the many other forms of outreach and public service in which the University engages — the work of the Institute of Government with officials at every level of government in North Carolina, the work of the Extension Division and of Continuing Education, the public educational and entertainment functions of the University's Public Broadcasting radio station and on through a list to which all of you could add from your own experience — I do not here speak in detail. I could not overstate their importance to us all. But I have confined myself to two examples, and I hope to say more of others on other occasions.

I recognize also that I have spoken of this University and its duty to the people of this state — the duty prescribed by North Carolina's Constitution. But we should deceive ourselves if we thought it possible that an institution concerned with all the great thoughts, all the enlivening discoveries, all the pioneering quests for knowledge, all the aspects of science, all the beauties of art and music and imagination, an institution whose task embraces the study of everything about humankind and our universe — we should deceive ourselves if we thought such an institution could have its effect only within this state. We are, in fact, an institution of national and international significance and meaning. Chapel Hill, having begun as a crossroads at the heart of this state, has become a crossroads of the world. I think of the music of Johann Sebastian Bach, composed in towns in 18th century Germany, largely unknown for a century after his death until Mendelssohn conducted his great choral works and championed his music: Bach, who ever since has spoken to the whole world and shed grace upon the human spirit in every clime.

The University of North Carolina is like that. Like Bach, it has a local place. Like Bach, its work was at first only locally recognized. Like Bach's, its work is now everywhere esteemed. Like Bach's, the work of the University enlivens the human spirit. Its faculty and its graduates moderate life, not only in North Carolina, but around the globe. Its destiny is to be free, to follow truth and to shed light. For all of us today and for all who come after us, I pledge to you, the citizens of this great state, that I will do all within the power that God has given me to continue the full flowering of that destiny and to serve and care for this wonderful University with the love of an alumnus. Thank you!