

# Following Report Could Lead To Ruin Of Schools

The report this week of the state's Advisory Committee on Education on segregation-integration will undoubtedly lead to a proposed change in the constitution of this state.

The state's voters, if asked to vote on the proposals of the committee, will have the fate of North Carolina public schools in their hands.

The report, prepared after many months' work by the committee, was not law. It contained proposals for the state in dealing with the Supreme Court's ruling outlawing racial segregation in the country's public schools. A special session of the General Assembly, probably meeting this summer, is expected to consider heavily the report and to draft specific legislation. That legislation will be presented to the people in the form of constitutional amendments.

What many observers missed in reading the report, we feel, was the main point: Voluntary segregation.

When the wild controversy about segregation-integration dies down, said the report, "then we can achieve the voluntary separation which our governor and other state leaders have so widely advocated."

The second big point the report made was that of grants-in-aid. The report called for:

Authority for the General Assembly to provide from public funds financial grants to be paid toward

the education of any child assigned against the wishes of his parents to a school in which the races are mixed—such grants to be available for education only in nonsectarian schools and only when such child cannot be conveniently assigned to a non-mixed public school.

This means, we believe, that school districts which want to have integrated schools can do so—but parents who object may apply for and get grants from the state to send their children to other, segregated schools.

Finally, the report included a provision for abolishing the public school system. The provision asked for:

Authority for any local unit created pursuant to law and under conditions to be prescribed by the General Assembly, to suspend by majority vote the operation of the public schools in that unit, notwithstanding present constitutional provisions for public schools.

This means a majority of the parents in an integrated school district, if they disagree with mixed education, could abolish the integrated school—turn it into a private corporation—and this could only lead to ruination of the education system.

The voters of the state will probably be asked to vote on a plan of this type. If they fail to understand the awful threat such a system poses, they will be signing away their rights to the free public schools which the state's constitution presently guarantees.

# Not All Accomplishments

The list of the accomplishments of student body President Don Fowler's administration, when studied thoroughly, boils down to very few actual accomplishments after all.

Fowler listed his administration's accomplishments in a statement published yesterday. And they amounted to very little.

True, student government has, under Fowler's leadership, revised the student Constitution. A \$200 scholarship fund has been established for a self-help freshman with the highest academic average.

Fowler and student government have done all they can to free the students from the intolerable absence rule. But the other accomplishments listed by the president either haven't been carried out,

or they were merely coincidental with his term of office.

Nothing concrete has been told the students about the lowering of prices for dates' tickets at athletic functions. "It is possible," said Fowler, "that lower-priced date tickets will be a feature of all home games next year." It always has been "possible" that reductions would be made. What the students want to know is, Will dates get in Kenan Stadium for less money?

The president's Traffic Committee, which recently got its wings, is not what the trustees asked for when they said:

"(The problem of student automobiles here should) be laid in the laps of the students themselves with a demand for action, with the view that those most affected will soonest discover a feasible plan."

Another "accomplishment" of Fowler's administration was made even before he was elected president. It concerned the establishment of a student government executive secretary. Student legislators passed measures providing for the executive secretary's office several weeks before the spring election.

While the lady was hired last fall, during Fowler's term, her job was made long before.

Two more points that Fowler cited—Graham Memorial and the Student Entertainment Committee—were merely coincidental with his administration.

Granted, Fowler is chairman of the Graham Memorial Board of Directors, which recently approved several policy changes and the provision of a new director of the student union. But the changes and provision were no more a part of his administration as president of the student body than was the outcome of the Dixie Classic.

The Student Entertainment Committee, the president reported, is doing advance work on next year's schedule. That, too, is merely coincidental.

If the president is going to claim for his administration the credit for these two improvements, maybe he should take the blame for the Wake Forest basketball fight and yesterday's rain, too.

# ESP, Anyone?

We were very happy to have Duke's Dr. J. B. Rhine, the extra-sensory perception man, over from Durham the other night.

But, you know, somehow we just knew he was coming, long before the announcement of his talk was made.

# YOU Said It: Integration Must Be Integrated With The People

A letter signed "Juan Nietedmeteyt," a name not listed in the University's Office of Central Records, has drawn varied comment and criticism following its printing in the March 24 Daily Tar Heel. Nietedmeteyt, who says he is a student from the University of Chicago visiting "the so-called 'liberal' University of North Carolina," said he is "shocked and disgusted by the way you so-called 'Southin gentmin' are acting in your campus elections."

The letter criticized campus politicians for using segregation-integration as an election issue when they have no power over the Supreme Court's decision.

In the March 27 issue of The Daily Tar Heel, two letters were published under the headline, "Segregation Issue: Pro & Con." Now, a new flock of letters about Nietedmeteyt have arrived. One of them is printed below.

**Mr. Nietedmeteyt:**  
You have come down with the attitude which, we of the South have come to believe, is typically northern.

You look around you with a feeling of God-like superiority and pass judgment on people that you do not know on a problem that does not concern you. And then you enflame the feelings of a proud people by referring to the last time we started rebelling.

You do not understand the problem of the South. We are faced with 337 years of history, sociology, economics and human relations. The paternal benevolence of our far-removed forefathers was turned into fear for their economic and social systems and a human distrust and prejudice against those that challenged them.

I want you to understand that that means not only the Negro but also you and those like you. This fear and distrust and prejudice has been worn into the hearts of our fathers and mothers and has found its way into many of ours.

The feelings of the southerner toward the Negro have become a part of his personality. It is a pitiable condition, but not one deserving the contempt with which you damn it.

The feelings of the South cannot be torn down overnight. The Supreme Court has settled the issue, but it will take years for the ideal that they seek to be completed.

Integration must be integrated with the personalities of the southern people.

This is a real problem to us. To you it is no problem; so you can sit back as the pious judge and tell us where we are wrong. I, personally, am proud that the campus politicians have the "guts" to face this issue.

I feel sure that the majority of the people in the South believe as I do that integration is eventually inevitable, but the major difference of opinion is: When shall it happen?

Students on this or any other campus have the right to line up behind the office-seeker who expresses their views. There is nothing extraordinary about this; this is the reason that one man is a Republican and another is a Democrat.

Integration is a problem of this University; the campus politicians must, unless they want to avoid the issue, tell how they stand.

You are not trying to understand the South. You are looking at the South with half closed eyes, a narrow mind and a judging attitude. If we are to be judged, we insist that we be judged by our peers.

Jim Preston

'If We Lose This One . . . I'm Going Back To Maryland'



## CHANCELLOR HOUSE ANSWERS:

# What Are University's Tasks?

Robert House

(Here are excerpts from an address by Chancellor Robert House to the recent State of the University conference.)

We have one of the truly distinguished faculties in the university world. But, I don't say this as a compliment. I say it to introduce this point, namely, that it is the most distinguished faculty we are likely to have in the next few years because of:

(1) the absolute national shortage of trained faculty personnel and (2) the relatively declining resources in money.

Our work is inevitably expanding. A hundred years ago a university was two-fold: faculty and

students in residence. Fifty years ago a university was three-fold: faculty, resident students, research, enterprise. Today a university is manifold: teaching, research, many forms of direct service, extension classes in the field, intensive short courses, press, and radio, television, teaching the whole state and connected with the whole world in an educational way.

I believe our task is to:

(1) Preserve the Graduate School, not only because it is the apple of the faculty eye and the seed bed of the additional teachers we need, but because it is an inspiration to even the freshmen to be in a place where wonderful things are going on.

(2) Preserve the field of free elective courses and leave it to each professor to operate with freedom, because he will then be doing what he can best do and can then convey most surely his own enthusiasm to his students.

(3) In the education of freshmen and sophomores, move to large classes, emphasize a good lecture hour, use aids (even using advanced undergraduates to give the quizzes, grade papers, and check on reading). I saw Bliss Perry do this with a class of several hundred at Harvard forty years ago. I can testify that results were distinguished. We have great lecturers here. We can use them to greater advantage.

## Li'l Abner—Capp



Prime rare roast beef "all you can eat" at the Rathskeller every Saturday night



# Carolina Caroleidoscope

Frank Crowther

For all our Carolina gentlemen and ladies, we would like to propose that they have a hidden hankering to hang one of our "ostracism" every year.

The Greeks of circa 500 B.C. adopted the ostracism of their governmental procedure and are credited with its conception.

On a designated day of each year, the ostracism could scratch on a piece of pottery the name of any person, be he government official, peddler, and drop it into a large urn. The name would be totaled at the end of the day, and the person whose name was totaled would be ostracized. In those extreme cases where one candidate was overwhelmingly voted, execution was the sentence.

Now why couldn't we organize something like that at Carolina? And, if we did, who would be the first to go?

Representative Melvin Price (D-Ill.) has lined up with the many administrators who are being edged by the grave shortage of men in the fields.

Said Rep. Price, "We are scarcely even with Soviet Union as regards numbers of engineers. We have only a slight lead in numbers of scientists. From here on, the Russians show promise of widening the difference—and to our disadvantage."

According to Price, the only way we shall get this situation will be by appropriating federal funds for a "crash program" to increase swiftly and multiply the number of adequately trained scientists and engineers.

Eleanor S. Loman, specialist in Soviet education, International Education, U. S. Office of Education, explained, "The emphasis on science in the United States. Whereas each of the more than 1,000,000 Soviet students graduating from our schools last June had taken five years of study, one year of astronomy, four years of chemistry, 10 of biology, 10 of mathematics including geometry and trigonometry, less than a third total of approximately the same number of our high school graduates had taken as much as one year of chemistry."

# Kid Wonders About Silent Statues

Woody Sears

The balmy weather of spring always brings busloads of high school kids from all over the state to the campus, with male passengers whistling at the girls and the female contingency yelling and waving the men on the campus.

Being curious as to what, if anything, the children think of our campus, I approached a group of them near their bus in the Planetarium lot.

There were several girls on the edge of the lot. "Pardon me," I began apologetically, "girls coeds?" They looked at each other and finally, one of the replied, "Oh no, sir. We're visiting."

"That" no sir" routine unnerved me slightly, pulled off my dark glasses and remembered should have shaved more recently.

I explained to them that I wanted the girls in the school paper on what the visiting high-schoolers thought of the campus. They looked at each other again, so I realized that I had left the glasses on. "Surely," I pleaded, "there be something here that you like." More giggles.

Finally, in desperation, I turned to a young man who was leaning on his finger, so I assumed he wasn't a high-schooler and might possibly be into saying something. I turned out that he was one of the mothers who had come along as a chaperone.

I asked her if there was anything in particular about the campus that had caught her fancy. It was indeed something she liked. It was the quiet of the campus, and the casual, unassuming way of the people she had seen. And naturally, thought the campus grounds were beautiful. "It looks so restful," she said. "I think I could live the rest of my life here."

By this time more of the group had gathered. I faced the gathering of faces and asked if there weren't something about the campus they liked. More giggles.

"I like the girls," said one freckle-faced girl. Titter of laughter ensued, during which one of the girls leaned over and informed me with a disdain, "He's a freshman." I figured that was fine for both an answer to an unasked question and an apology.

At last, one brave little girl said she had heard of the Planetarium show, and another added, "I like the air conditioning."

This must have broken the ice, for more started talking about how pretty the trees were that they had got a drink from the Old Well. How they would like to come here to school.

I felt that the time had come to close the show when one boy asked me who the statue was. I soldier with the gun. I mumbled something about campus traditions, thanked them for talking to me, wished them a good trip home and left.

I returned to the comparative peace and quiet of the Daily Tar Heel office and had a good try to try to remember what I thought of the campus when I first came here as a high-schooler. I was on a bus with a similar group.

I guess I must have been like the freckle-faced girl who liked the girls, and those who were talking by the Planetarium. I'm really not sure. But I'm sure that I didn't notice the statue. That was for the time when I came here as a student.

I'm glad I saved something for that other kid with an eye for statues.

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