

The Daily Tar Heel

In its sixty-ninth year of editorial freedom, unbampered by restrictions from either the administration or the student body.

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Long's Suggestions

It is interesting to note some of the criticisms of the new judicial procedures bill lodged by Assistant Dean of Student Affairs at the Honor Council Commission meeting this week.

Chief among these criticisms was his feeling that the bill would tend to make "disciplinary procedures too complicated and cumbersome." While there is little question that some of the proposals will make the judicial procedure more complex, they need not be either complicated or cumbersome. The new procedures, in fact, should render hearings more efficient and just. Many of the snarls that have occurred in the past could have been eliminated if a clear codification of judicial procedure had been available.

Dean Long also said he felt that the Councils should be responsible for verdicts and sentences, but leave the definition of the sentences to the administration. Besides the fact that this is supposed to be a student system—at least nominally—there are other reasons that this should not be the case. First of all, there are already good reasons for changing the definition of sentences. Many cases have been made unnecessarily complex because of the restrictions imposed on the Councils through a limited choice of sentences.

Being placed on probation, for instance, is a much more heavy penalty to some students than to others. A student engaged in a number of extra-curricular activities stands to be hit harder by a sentence of probation than one who does nothing more than attend class. The question of guilt or innocence thus often becomes less important than the sentence which will be used.

If these sentences are defined by the administration, they are apt to be less flexible and difficult to apply to infractions than if they are defined by the students who sit on the cases and thus become more fully acquainted with the difficulties of deciding on a just sentence.

It seems to us that the students who judge the cases have more first-hand knowledge of what sentences are needed in order to have one which will fit the circumstances of any particular case.

We believe the Councils are in a better position to evaluate their own procedure than is Dean Long, and equally able in judging cases.

Better, in fact.

Last Of The Wine

An odd problem has arisen in the twilight of colonialism. Few dispute the rightness of self-government for those who want it in the major colonial areas of the world. But what about the tiny bits and specks of empire scattered around the globe? At what point does self-determination become absurd?

The United States is presently pondering this very question in relation to the 32,000 persons of the Virgin Islands and the 40,000 souls who inhabit the island of Guam. There are close to 50 colonial entities that fall into the same category—each a miniscular outpost too small to be viable yet large enough to constitute a political problem.

A number of the flyspeck colonies are administered as United Nations trust territories, including the Marshall and Mariannas islands governed by the United States. Sooner or later, some decision will have to be made on what to do with

the remnants of empire, and it might be wise to begin thinking about the problem now.

One avenue of approach is that taken by Western Samoa, a trust territory administered by New Zealand until this year. The 100,000 or so inhabitants of these South Pacific islands form a sovereign state, but they have agreed to let New Zealand help out on fiscal and foreign affairs. Similar arrangements can surely be worked out for other scattered islands; indeed, the pattern evolved in Puerto Rico, a self-governing commonwealth linked to the United States, may be suitable for other territories.

Another possibility is to continue to maintain a trustee relationship with the tiny areas, but to provide a greater measure of local participation in government. This would seem to make sense, for example, with the islands of Naru off Australia, where some 5000 persons are governed under a U.N. trusteeship. Concerning the Virgin Islands and Guam, perhaps a way can be found to extend some kind of representation in Congress, or to affiliate with other units such as Hawaii and Puerto Rico.

An especially difficult problem is posed by the British West Indies, where hope for a federation including Jamaica proved vain when that island voted to go it alone. Trinidad and Tobago then declined to join in an eastern Caribbean federation with Barbados and the Leeward and Windward islands. It is difficult to know what can be done with these small territories that seem fated to grapple with the perplexities of self-determination.

Indeed, the essential problem is that the doctrinal inheritance of the past is a poor guide to evolving a future for the tiny colonial fragments. We have leaned, as State Department officials concede, on the lofty gospel of Woodrow Wilson who preached that self-determination is all. In some cases continuing dependency may be the best for all concerned.

—Washington Post

Poli. Sci. 41 'Inadequate'

Your editorial reply to my criticism of the teaching of Poli. Sci. 41 not only misses half the point, but also puts up some pretty weird rationalizations for academic propagandizing.

Conceding that the seminar casebook is loaded in favor of the Liberal viewpoint, you say that it is a clever design to make the student think, to provide the other side of the argument himself. Do you mean the professors load the course with

Liberal arguments just so the students will think up conservative arguments?

Come on now.

You even claim that my criticism is a result of the clever stimulation of the course. As a matter of fact, had I not been stimulated to think and been provided with a good fund of political information before the course, I might easily have been directed into the particular chan-

nels of thought implicit in its presentation.

To understand the effect of the casebook we must examine, not what the authors say its purpose is, but how it is actually used. Some seminar leaders do allow dissent; a few may encourage it. Many seem to find it time to go on to another subject when some student raises a contrary interpretation.

Most students do not have the in-

formation to challenge the interpretation they are presented with even if they have the inclination. If there is such concern about getting the student to think why isn't a case presented objectively so he can make his own interpretation?

I personally took the course four semesters ago. I based the criticism not only on my own observations but on numerous other comments I have heard since then. The bias in the presentation of the course is obvious to ANYONE with any prior knowledge.

I picked on the casebook because it was the more blatant example. The approach cannot be called objective in text and lectures when a discussion of the reasons for the ratification of the Constitution is turned into a glorification of centralization of power, when a discussion on the workings of Congress becomes a sermon against the Rules Committee, or when a discussion of the function of the judiciary is turned into an exhortation to abide by the Black Monday decision. Many debatable points are presented as

facts, pages are devoted to convincing the student that there is really no such thing as a completely free enterprise system, and lectures admittedly boost one party and condemn the other. The student is even obligated to give "right" answers to test questions in which there is room for disagreement.

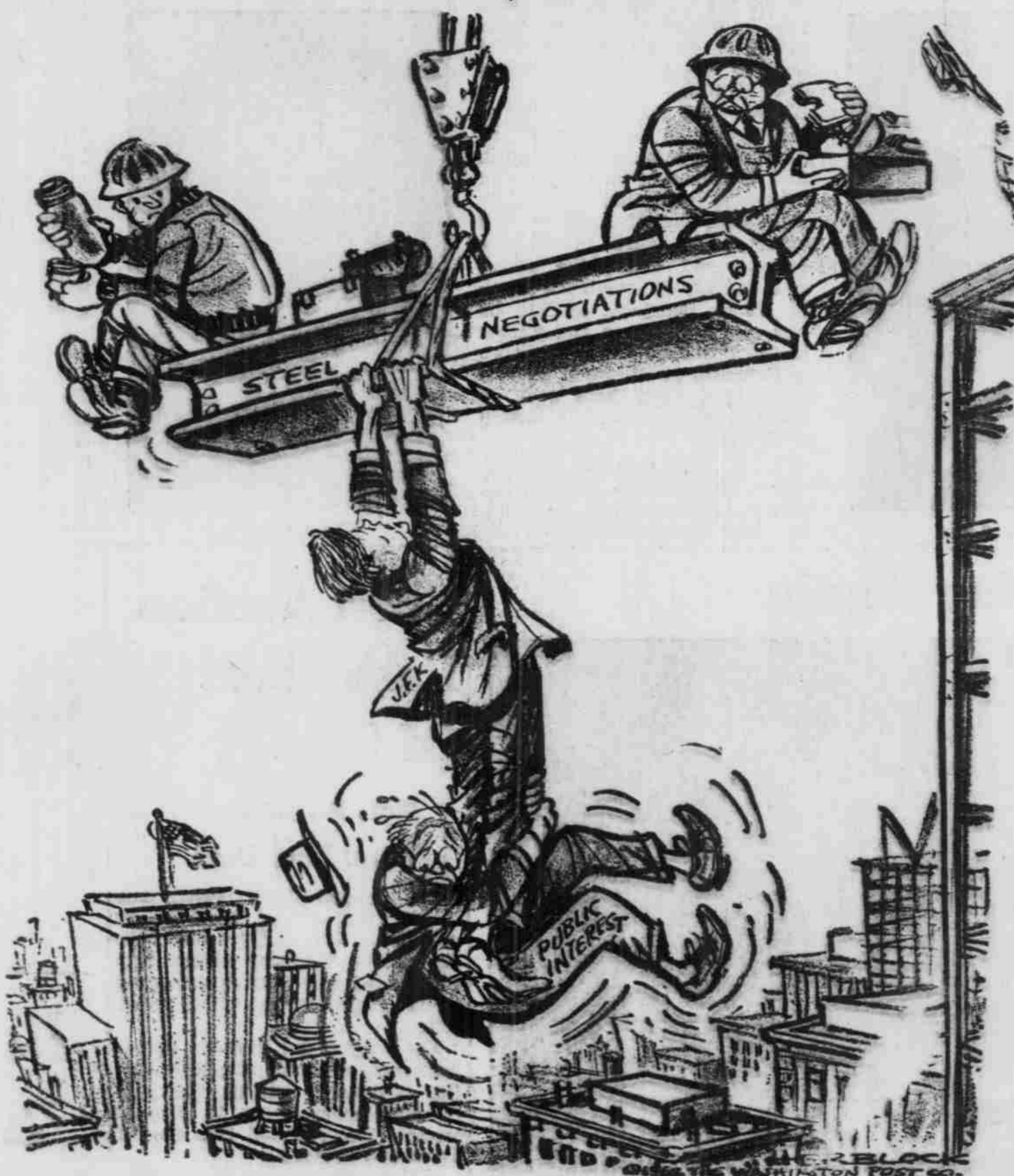
I not only said the course was biased; I said it was inadequate. It dwells on many inessentials and neglects many important things. It does not give an overall realistic picture of American government.

For instance, it gives little idea how Congress really works or how Federal-state relations really function, or of the place of the powerful regulatory commissions.

Your statement that the course is "concerned" to help the student "think straight and develop a set of right values" gives your real position away. Who decides what "straight thinking" and "right values" are?

—CLYDE WILSON

"I Don't Want To Hurry You Fellows, But —"



Freshmen Dorm Idea No 'Go' In Ruffin

To the Editor:

Upon reading that Ruffin Dormitory will be designated solely for freshman students next fall, I was greatly perturbed. Most students in Ruffin have chosen to reside in this dorm because of its convenient location and the general congeniality of the students living there. For this reason many of the men here have never desired to move to other dorms and have thus established close friendships. We have learned to respect others study habits, as well as their likes and dislikes.

This does not imply we have a social clique excluding freshmen or new students to the dorm; on the contrary, we directly or indirectly help the freshman establish desirable study habits. To obtain correct study habits, most new students

need some guidelines to judge their own success or failure. We feel an exclusive freshman dorm would take away these guidelines that upperclassmen have found satisfactory for their success at the University.

For these reasons, the residents of Ruffin Dorm ask that the plan of allocating this dorm exclusively for freshmen students next fall be reconsidered.

—CHARLES R. COBLE
204 Ruffin

Nuisances Blasted By O. Connor

I could wring that old mockingbird's neck. He perches outside my window, drops a nickle in his juke box and grinds away, hour after hour, day after day. He doesn't know when enough is enough, even of a good thing. But that is nothing to the satisfaction I would get out of wringing a few other necks, simply because they are a nuisance.

How in the world can President Friday, Chancellor Aycock, and other Chancellors of the consolidated University run the University if every Tom, Dick, and Harry that comes down the beat has to tell them how to run the University. Basketball was a recent incident. Now comes along a lawsuit proposing to take the discipline out of the hands of the Student Government and the administration and put it in the hands of the Board of Trustees. Could anything be more absurd than that! Can you imagine having to run to the Board of Trustees every time a matter of discipline comes up at the University. The Trustees are business men, they have neither the time nor the temperament to devote to academic affairs. Their job is to pick men who are able and competent to do the job, and let them do it. Otherwise, they won't be able to get any able men to accept the job.

The Honor System is not perfect, but neither are the civil courts, where important reforms are badly needed. But no one advocates doing away with courts because they are not perfect.

If the Trustees have near the brains and common sense that we have a right to expect of them, they will decide to keep hands off the discipline and administration of the campus. They have every right to have complete confidence in the men they have chosen to direct the University. They should show the world that they intend to back these men up.

—MIKE ROBINSON

—OTELIA CONNER

N.S.A. Meet Dissected

This is the fifth in a series of explanatory articles about the National Student Association. The first article dealt with N.S.A. in general; the second dealt with N.S.A. activity on campus, in the nation, and in the world; the third dealt with the National Student Congress; the fourth article dealt with the International Program. In continuing our explanation we felt we should examine a typical regional conference.

From February 23rd through the 25th, the 32 N.S.A. member schools in this region (the Carolinas-Virginia region) were invited to participate in a seminar on "Student Involvement in Extra-Campus Affairs." The conference was held under the direction of Neal Johnson on the Academic Freedom Project of the N.S.A. The participants were given worksheets in advance of the conference held at the Duke Campus.

The university's delegation attended the five sessions. Here is a report of how they were conducted and what was said. The first session had Professor Glen Negley deliver the keynote speech. "The Student in the 1960's." The conference was concerned with student off-campus activities, especially in the field of student protests, and the consequences of such on campus. The first session dealt with the legitimacy of student activity in other than academic and campus affairs.

The second session discussed the relationship between the university

and the protest group. In a short speech, a panel, and a consequent discussion, the group investigated the exact amount of control, air, or discouragement an administration or student government should give to the protesting group.

The third session was directed towards the topic: IN LOOC PARENTIS. This doctrine, condemned by the N.S.A., establishes the university as the "paternal guardian" over the students. From the theory derive such practices as not involving the student in formulation of university policy and controlling the student's interests, activities, speech, and thought. N.S.A. believes that students should be treated by the uni-

versity as responsible associates in scholarship, not as "children" under parental guardianship and control.

The four session of the conference, held as all the others with much discussion, described the Southern Protest Movement. Miss Connie Curry talked first on non-violent demonstrations and the university's attitude toward them. The question of the moral validity of civil disobedience was discussed.

The fifth session was concerned with the responsibility of the university to society. Discussed was the proper relationship between the school and its legal owners and donors,

the implications of the university's research for eternal truths, the best form of student commitment to attaining social justice, and the practical problems of running a university.

All in all, this regional conference was helpful in orienting the participants about the issues so they could bring back these ideas to their campuses. After much discussion and debate the general attitude of the participants was a reaffirmation of the student's ability to think for himself, to be free to participate in a university atmosphere of academic freedom, and to be free to demonstrate off campus for the principles he believes in.

Robinson's Ramblings

"Esthetically speaking, their minds must be a howling wilderness."

This was a recent comment on the designers of the new addition of bastard architecture to the campus — the red brick Hill Hall Annex now being tacked onto the yellow brick Hill Hall.

The union of these two buildings — one red, the other yellow — is symptomatic of the mental stigmatism that afflicts the administration in the realm of architecture. I just don't understand it.

The administration says be calm. Take it easy. But how can one be calm when there is a large red and yellow structure on the campus of the University of North Carolina that is an execrable and revolting as a combination of a pink suit, chartruese shirt and purple suede shoes.

But, mercifully for those who look at them, the pink suit etc. wear out in time, but for generations to come

North Carolinians will see the Hill Hall monstrosity and recognize it as it as an example of administration perfidy.

Ordeal Buy Clothes

And now to something a bit lighter.

Chapel Hill clothing emporiums have their good and bad aspects. One good aspect is the way in which they entertain the casual browser. The other day I over heard:

"Good afternoon, sir, may I help you?"

"He'd like a new suit."

"Of course, madame, right this way."

"Now is there any particular color you had in mind, sir?"

"Something dark. He needs something dignified."

"Certainly, madame. Now where's a dark suit in a 42? That's about

your size, isn't it, sir?"

"He takes a 44."

"Yes, yes, I see madame. Well here's a medium blue that's popular right now. It's . . ."

"Too light."

"Of course, madame. What about this gray, sir? You'll really look sharp in this. It'll make you look like a real Casonova."

"It's too young for him."

"Oh, I don't . . . yes, yes, madame. You're right. Absolutely right. Maybe this charcoal. It's very reserved, sir. Just the thing for a man who doesn't like to stand out."

"Fine, he'll take it."

"You're making a wise choice. Now, let's see—that'll be \$88.40, madame."

"Don't talk to me. Talk to him. He's buying the suit."

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