## The Daily Tar Heel

In its seventieth year of editorial freedom, unhampered by restrictions from either the University administration or the student body.

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## **Cuban Blockade:**

## **Campus Discussion And 1-A**

To the student who is 1-A with are attempted, as th OAS coordihis draft board, to the student nates its proposed action against whose parents live in Washington, Cuba . . . there are still questions to the student who has a Navy to be asked of himself by every friend in the Carribbean . . . the American. Cuban blockade crisis strikes him personally.

sonal reactions. The first "quaran- situation? tine" announcement generally causis just another move in the Cold war propaganda battle — or is this something different? How will Rusto go through?

The headlines Tuesday morning reinforced an uneasy feeling that this was different, that this was playing for keeps, and a resultant attitude that the President must be supported "in this time of crisis." The desire for national unity went to an unfortunate extreme when UNC students harshly criticized several student government officials for not whole-heartedly endorsing the blockade of Cuba; and when gerous time. There is no time short students criticized the Carolina For- of outright war when discussion um for holding a discussion tonight is out of place in a democratic counon Cuba, on the basis that no discussion should be allowed "in this time of crisis."

Is a naval quarantine legal in international waters - and is it the The crisis also leads to very per- best way to deal with the Cuban

How far will the Latin American ed a dulled feeling of confusion - nations follow the U.S. lead, and what does this REALLY mean? Is what will happen if and when they refuse to go along with Uncle Sam? Can the United States morally defend their possession of bases ringsia react ---- will Soviet ships try ing the Soviet Union, and simultaneously (as Ambassador Stevenson attempted with little success) argue that Cuba has no right to set up missile bases?

> And how far are the American people really prepared to go to crush Communism in Cuba?

These are questions which, it seems, should be discussed and answered, even in this tense and dantry.

### "Aren't We Supposed To Be Running **Against Democrats?**"



Unindia + marri sorials Dept. Box 870 Chapel Hill, N. C.

## **Steno To Council** 'Wait A Minute'

#### To the Editors:

Letter

(Note all honor council members:) To quote a recent Daily Tar Heel editorial, "come on fellows, let's be serious." I read that you boys are going to spend \$400.00 to buy a stenomachine to record future trials. "This machine is operated by a clerk who speaks into a steno-mask. He identifies each speaker and repeats the exact words by persons at the trial." (See yesterday's Tar Heel for further information.) Picture this scene at the next honor council trial where this \$400.00 wonder is being used for the first time.

Presiding Officer: I guess we're ready to begin. Are you ready with that machine?

case is the University versus John Stimson Koznosky. He is charged with entering a girls dorm after hours. How do you plead Koznosky? Kosnosky: Not guilty! I was in that dorm during visiting hours. I just got lost and couldn't find my way out.

P.O.: We'll have to clear that up later. Our first witness is . . . . Steno .: Wait a minute, wait a minute!

P.O.: What's the matter? Steno .: What did Koznosky say? P.O.: He pleaded not guilty. Steno :: (Into the mask) "He pleaded not guilty."

P.O.: Our first witness is Adolph Gruber, Koznosky's roommate, Will you tell the council what Koznosky was doing the last time you saw him on the evening in question.

Gruber: Well, he was walking . . . Steno .: Just another damn minute! Don't go so fast. I can't talk in shorthand.

Thus I reach the point of the drama. Court reporters are paid good salaries to use this machine and keep records. Are you going to get a trained person to use the machine or will it be somebody who may forget to plug it in? I would suggest buying a good \$200.00 tape recorder and have a reporter jot down the names of the speakers. It would be no trouble to add the names to any transcript of the trial, which I presume, is typed up after the trial. A home recorder would give you four hours of recording time if you used both sides of the tape. The \$200,00 saved could be turned over to the Daily Tar Heel travel fund which I'm sure is somewhat depleted. Or perhaps given to another worthy organization such as the Red Cross Cancer Research or even the Campus Chest. I would hate to see you boys waste \$200.00 of the students money on a project which may or may not prove successful.

-Charles Ericson

# N.C.'s Board Of Higher Education-**A Stormy History And A Few Gains**

(Eds' Note: This is the second installment of an article on higher education in North Carolina. The first article dealt with the

is the narrow neck in an administrative hour-glass. One bulb consists of internal administration and the other bulb is superstructure. For the past few years the sands of administrative authority have been flowing from the internal bulb into the bulb of the

at Chapel Hill, issued a state-

ment criticizing the board for its

interference in university affairs.

Such interference, the committee

said, "is direct and ultimately

By this point two facts were

can be devastating."

Higher Education.

"aca-damn-ician."

unskilled in the art of political

ledgeable, he lacked the ability

to sell himself and his program

to the institutions, to the legis-

lators or to the people. To ag

gravate matters, he possessed a

somewhat brusque talent for

bruising what, perhaps, were too

ed a point where Governor Luth-

er Hodges felt compelled to in-

tervene. He asked a committee

of University of North Carolina

trustees, headed by Tom Pearsall

of Rocky Mount, to sit down with

By 1958 the uproar had reach-

easily offended sensibilities.

diplomacy. Brilliant and know-

tion."

making this function more advisory and less regulatory. Limited the board's authority to "prescribe uniform practices

and policies" to one of prescrib-

ing "uniform statistical reporting

Specially gave the individual in-

practices and policies.

A series of laws under which nine of the 12 state-supported

zens commission to study the community college question. Other people-and the group included Dr. William Friday president of the Greater University of North Carolina-were inclined to place the blame for conditions in higher education in North Carolina directly on the doorstep of the Board of Higher Education. "After all," they said, "the board was created in 1955 to solve a problem. In 1961 the problem not only remains unsolved but it i more critical now than it ever has been.' Friday and others urged the governor to appoint a commission to study the entire question of higher education in North Carolina and to recommend ways and means for meeting the challenge born of the postwar "baby boom." In essence this was the same general assignment given the Board of Higher Education. in 1955. In September, 1961, Terry Sanford appointed a 25-member Governor's Commission On Education Beyond the High School, Irving Carlyle, Winston-Salem attorney, was named chairman of the new commission. The commission's assignment was "to identify and define the state's needs in higher education . and to recommend the most efficient plans and methods for meeting those needs." One of the jobs-perhaps, in the long run, the central job-was to define the place of the Board of Higher Education, if any, m the state's educational program.

\* \*

The uneasy feeling has remained, despite the casual comments heard everywhere that the Soviets will "back down" - perhaps this is heard so often because we cannot conceive of what would happen if Russia didn't "back down."

Yesterday afternoon the crisis became more acute: Russian ships heading for Cuba, U. S. troops sent to Florida, propaganda statements the Latin American nations - alon both sides, frantic discussion in ways remaining open to negotiathe United Nations. . . . The feared incident, when a Russian ship going to Cuba is stopped by an American ship has not happened yet (as of 7 p.m. Wednesday).

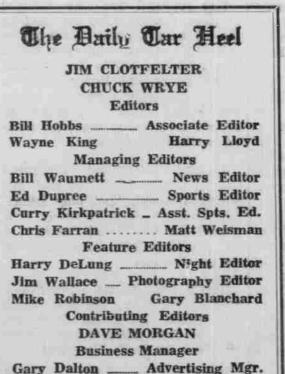
\* \* \*

United Nations.

As the Security Council argues times, in hopes of retaining peace the issues, as means of compromise in the Americas and the world. (JC)

in the educational enterprise.

With the swelling enrollments, construction of more class-room buildings is an absolute necessity



The President has acted strongly to curb a menace — the menace of Communist missile bases in Cuba. We think he has acted correctly — we fervantly hope so.

We hope United States action always will allow the Soviets some "out" - so they can retreat from a dangerous position and yet save face.

We hope the president will continue in his resolve to keep thehemispheric peace, together with tions on those issues which are negotiable, within or without the

And we hope the American people will never fear to dissent, to question their government at all

## **Future Alumni**

The erection of new buildings on if the University is going to do its any campus is, indeed, a good sign. share in the higher education of It is a sign of progress, progress in the state. Thus, the continuing connumbers, and, hopefully, progress struction of buildings on this campus, an event too often merely taken for granted by students, should be cause for some immediate, if not lengthy, reflection on the part of everyone now attending classes in these buildings.

> There are numerous old saws about contributing alumni, but this continues to be if not absolutely necessary then at least an essential means to furthering the hopes and aspirations of present and future students. Trite as it may seem, we too often as undergraduates overlook the fact that progress requires backing, not the least of which is financial backing - or more colloquially put - money.

The University continues to gratefully receive gifts from the Kenans and the Moreheads, but this alone is not enough; the burden of backing continual advancement in all areas of University undertakings

formation of the Board of Higher Education)

By CHESTER DAVIS In The Winston-Salem Journal

and Sentinel SETTING THE BATTLE STAGE

This set the stage for the specific clashes that were to follow. For example:

Late in 1957 State College requested permission to build 500 housing units for married students. The board cut this request to 300. This triggered an outcry. Officials of the Greater University complained that while the board conceivably has an obligation to decide the policy question of whether a state-supported institution should provide housing for married students the board had no business deciding how many such units were required. That decision, men like Bill Friday contended, properly belonged to the trustees of the Greater University

Some time later Eastern Carolina College proposed to establish a four-year nursing school. The board vetoed this request, pointing out that the state aready had one such school and that it was connected with a four-year medical school. Again there were cries of "excessive interference." Eastern Carolina went over the head of the board, taking its case to the General Assembly. The college, as politicaly potent as it is ambitious, won in this showroom. Thereafter, any time either ECC or the Greater University had a dispute with the board they had only to appeal their case to the legislature to win more than the board had originally agreed to give them. The university, for example, obtained a boost in faculty salary scales in this fashion.

When, late in 1957, the board sought to send surveying teams onto the campuses of the Greater University to obtain information on physical facilities and the use of those facilities, the university refused them admission. Objecting to the competence of the people doing the survey and saying that the presence of outside investigators would create problems, the university said it would gather the desired information itself and give it to the board. This it did.

Throughout disputes like these you heard the same repeated theme: That the board was so engaged in regulating details that it was not filling its function of creating a system of higher education in North Carolina, "Exces-

superstructure.' stitutions the right of appeal to One month later W. C. Harris the General Assembly in cases Jr. of Wake County, reflecting a where the board sought to make common feeling among members an institution dscontinue an exof the university's 100 member isting function or activity. board of trustees, said, "The By new wording added to the university is slipping away from law, insisted that the board meet us . . . We have reached the

its objectives through "the copoint where we either don't need operation of all the institutions of our board of trustees or we don't higher education . . . each operatneed the Board of Higher Educaing under the direction of its own board of trustees in performance of the functions assigned to it." ABOLITION IS ADVOCATED

This wing clipping-and it was The faculty of the Greater Unidesigned to be precisely thatclosed out the first act in the versity shared this view. In February, 1958, a petition asking story of North Carolina's Board for the abolition of the Board of of Higher Education. It did not, Higher Education was circulated however-at least not in the on the Woman's College campus. minds of men like Leo Jenkins In May of that year a university and Bill Friday-settle the fundacommittee, headed by Henry mental question. If it was the intention of the Brandis, dean of the Law School

1959 General Assembly to strip the board of its regulatory functions-and, according to men like Senator John Jordan of Wake County, this was the intentionthe actual changes made in the law did not do the job For example, the 1955 act con-

clear: first, that the presidents of tained these words: "The board the larger state-supported schools shall make for the development felt that the board was abusing of a system of higher education is regulatory functions and ignorand shall have the power to reing its function as an advisor and quire such institutions to conas an advocate and, second, that form to such plans." this fundamental clash was ag-Those words were dropped gravated by the personality of Dr. from the 1959 act. But they were James Harris Purks, the execureplaced by words almost as tive director of the Board of authoritative. They were, "All institutions included in the State Dr. Purks, who has since retir-System of Higher Education shall ed and has been replaced by Dr. conform to the educational func-William Archie, was an educator tions and activities assigned to in the classic arts and sciences sense. He took a dim view of us them respectively: In short, the 1959 amendments ing the state's colleges and uni-

did not settle the question of versity as places for vocationalwhether the Board of Higher type training. In advocating this education was to be a regulatoryiew he sailed on a collision course with men like Dr. John Messick advisor agency or whether, instead, it was to be essentially an -and later Dr. Leo Jenkins-of advisory advocate with a mini-East Carolina College. To these mum of regulatory authority. men Purks was just one more The first five years of existence Moreover, Harris Purks was

for North Carolina's State Board of Higher Education were stormy.

This agency, created in 1955 to plan and promote the development of a system of higher education in North Carolina at a time of enormous expansion, was intended to bring order in what, prior to 1955, was a disorderly situation: a situation marked by competition among the state-supported institutions, by duplications in the programs in those institutions and by a marked lack of any overall planning to meet the crisis-a crisis born of the postwar "baby - boom" - then sweeping down on the state's col-

senior colleges were assigned specific functions. This put a curb on the somewhat exuberant ambitions of institutions like East Carolina College.

Undertook a long-range program designed to beef up the statesupported schools (both by expansion and by more efficient use of existing facilities) so that they would be better prepared to meet the fast-rising wave of scholars headed their way.

One part of this expansion was a recommended \$90 million capital construction program. A part of this program was achieved in 1959. A second part, turned down by the public in 1961, remains to be realized.

Between 1955 and 1961, the board successfully increased salary scales in the state's colleges and universities, improved the libraries in those schools, established a state-financed scholarship program, experimented in new teaching techniques (closed circuit television, for example) and all in all, contributed to the betterment of higher education in North Carolina.

ACHIEVEMENTS INADEQUATE

But-and this is the second point - these accomplishments. and they should not be minimized. did not add up to a system of higher education that was anything like capable of meeting the crisis in the colleges that had become a reality by 1961. The state continued to do a

poor job of preparing its youngsters for college level work: Less than half the children who entered North Carolina's public schools in 1949 graduated from high school in 1961. In 1961 only 37 per cent of the

state's high school graduates continued on to college As a result, in 1961 less than 27 per cent of this state's collegeage children actually were in college. The national average then was 42 per cent.

But even with this sorry record of preparation for college, North Carolina's colleges and universities were being inundated by a flood of youngsters seeking an advanced education. In 1961 the number of youngsters entering college in North Carolina increased by 18,000. We can expect the same sort of an increase for each of the next five to seven years. The blunt fact is that our state-supported schools - the schools that must assume the greatest part of the burden of this rising wave of studentsare not equipped to meet the challenge.

### THE COMMUNITY COLLEGES

Members of the Board of High-

ARASSANT IN CARAGARAMANA AND THE STATE

RADICAL CHANGES FAVORED

A number of influential members on the Carlyle Commission -Dr. William Friday, Dr. Leo Jenkins, president of East Carolina College, and John Jordan, senator from Wake County-apparently favored radical changes in the entire operation of the Board of Higher Education from the outset. Their position was given a substantial boost by Dr. Harland Hatcher, president of the University of Michigan.

Dr. Hatcher visited Chapel Hill in January, 1962, and spoke to the members of the Carlyle Commission. In his talk he warmly praised Michigan's Advisory Council of (College) Presidents. This council-entirely advisory and made up of professional educators rather than laymen-had done much, according to Dr. Hatcher, to coordinate higher education in Michigan. (It might be noted that not all Michigan educators are equally enthused over the accomplishments of the council. Some among them say this advisory council of professional educators has done little but add to the taxpayer's burden and dilute the standards of excellence in Michigan's university system.)

Gary Dalton Advertising Mgr. John Evans Circulation Mgr. Dave Wysong Subscription Mgr. Two DALLY Tas Hum is published daily except Monday, examination periods and vacations. It is entered as second- class matter in the post office in Chapel Hill, N. C., pursuant with the set of March 8, 1870. Subscription rates: 64.50 per semester, 68 per year. The DALLY Tas Hum is a subscriber to the United Press International and utilizes the services of the News Su- reau of the University of North Caro- lina. Published by the Publications Board of the University of North Carolina, Thapel Hill, N. C.	all areas of University undertakings should willingly be borne upon the shoulders of all who have been for- tunate enough to receive education at UNC. And it is now — now as under- graduate students benefiting from the gifts of others—that we should pause, look around and understand why we should do "our part" after graduation. (CW)	cation in North Carolina, "Exces- sive interference" with internal problems became a sore point on the campuses of the Greater Uni- versity. President Friday and others felt that the board created anoth- er obstacle between the univer- sity and the General Assembly. In January, 1958, William Ay- cock, chancellor of the University of North Carolina at Chapel Hill, said: "The executive head of this institution is in the middle. He	the Board of Higher Education and "work out the differences." The upshot of these sessions was less of a compromise than it was a case of trimming the wings of the board. The trustees felt that the board was over- emphasizing its regulatory func- tions and that, to correct "his, those functions should be clipped. The clipping was done by the 1959 General Assembly. That term of the legislatiure: Re-wrote the budgetary authori- ty of the board with the intent of	sweeping down on the state's col- leges and university with the force and inevitability of a tidal wave. By 1961 two facts were clear: First, the Board of Higher Edu- cation, despite mounting friction and despite a wing-clipping ad- ministered by the 1959 Legisla- ture, had accomplishments. These accomplishments included: A Community College Act, passed by the 1957 General As- sembly, under which five two- year colleges have been estab-	Members of the Board of High- er Education were aware that this was the situation. They rec- ognized, for example, that much remained to be done in the way of establishing two- year com- munity colleges and, in some in- stances, of advancing existing community colleges to four-year, senior college status. Major L. P. McLendon, chair- man of the Board of Higher Edu- cation, went to Gov. Terry San- ford midway in 1961 to suggest that the governor appoint a citi-	Listening to Dr. Hatcher some members of the Carlyle Commis- sion began to nod their heads and say to themselves, "This is precisely the sort of an approach we should have here in North Carolina." Within a month two subcom- mittees of the Carlyle Commis- sion came up with a proposal Stated as kindly as possible, it was a proposal to gut the Board of Higher Education. (To Be Continued)
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