

# Aldermen Incumbents Disagree On Police Candidates Answer Issues

By AL THOMAS  
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(First of two parts)



NASSIF

Candidates for Chapel Hill Board of Aldermen replied to a DTH survey Friday, giving varying opinions on issues affecting the University community.

The seven candidates, trying for four open seats on the six-member Board, answered questions ranging from a local option sales tax to sending police to the campus without the request of the University Administration (in case of disorder).

Ross Scroggs, Joseph Nassif, George Coxhead, J. Nelson Callahan, Steve Bernholz and Incumbents Mary Prothro and Robert Varley are candidates for the Board.

The three candidates included in this first article are incumbents Mary Prothro and Robert Varley, along with Joseph Nassif.

The two incumbents disagreed on the use of Town police. Varley would favor sending in the police even without a University request. Nassif would leave it to the University to a point.

"It's the responsibility of the police no matter who calls for the help," Varley said. "They have their duty to move quickly."

Prothro sees the police duty differently. "The town police work as an auxiliary for the campus," she said. "The Administration will know when we are needed."

Nassif replied to the question by first pointing out that no official need commit the police to anything.

"I do believe there has been a long-standing tradition between the town and University," Nassif said. "Without the threat of great harm I'd leave it to the security force on campus, and let the town police move in when the University says it can't take care of it."

The local option sales tax met with agreement in different degrees. All accepted it but with reservations.

"I'd prefer the income come from other sources," Prothro said. "But if necessary I wouldn't oppose it."

Nassif believes the tax hurts those least able to afford it, but if no other sources of income could be found would not oppose it.

Varley said that he would support the tax, but only after surrounding communities have it.

Both Prothro and Nassif believe it is the city's responsibility to correct the open storm drain along Mitchell Lane. Varley called the situation bad, but as for public funds, he replied "don't know that I would use them."

Prothro and Nassif again agreed on the need for a stepped-up housing program. Varley said that an acceptable program is already underway.

Nassif argued that a town the size of Chapel Hill in Eastern North Carolina would have four to six times the amount of public housing.

Prothro added that many buildings need to be condemned but can't because they are occupied.

All three candidates found agreement on the need for a public transportation system. They called for the University

and the town to work on this problem together.

Varley suggested that in order to assure whoever runs it a fair return, the Town might subsidize it.

Nassif said that a feasibility study showed the town and University should work together. "If there can be no agreement with the University," Nassif said, "an agreement with Carboro would help to support the system."



PROTHRO

VARLEY

A Top Role

HOLLYWOOD (UPI) — Jack Albertson, landed a top role in "Rabbit, Run" at Warner Bros.

## No Deaths As Jet Burns At Raleigh

RALEIGH (UPI)—Seven persons suffered only "singed eyebrows" Friday when their two-engine Sabreliner jet aircraft caught fire while landing here.

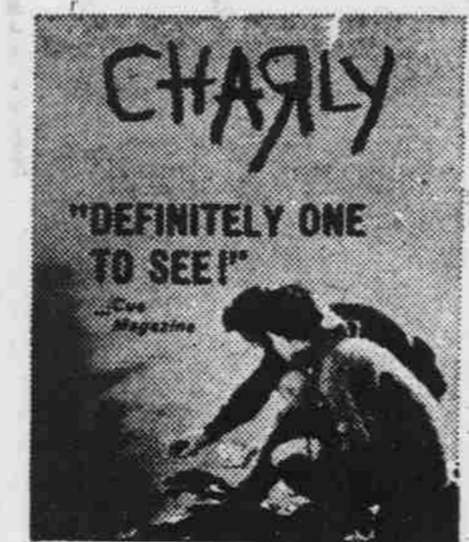
The mishap forced the closing of the main runway at the Raleigh-Durham Airport for more than one hour.

Airport Manager Henry Boyd said the plane was operated by the Celanese Corp. and contained five company executives and two crewmen. It was arriving from Charlotte, where Celanese maintains a large plant.

Boyd said the plane was making a normal landing when the landing gear collapsed "with no warning at all." The plane tipped over on its nose and skidded along the runway.

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—Brian St. Pierre, True Magazine



Short, "Clear the Air"

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RIALTO, Durham

## Soldiers Charged For Demonstrating

FT. JACKSON, S.C. (UPI)—The Army concluded four days of pretrial hearings Friday into charges against eight Ft. Jackson recruits accused of leading an unauthorized peace demonstration on the base.

Attorney David Rein, the chief defense counsel, said he put the men's commanding officers on the witness stand and made them "squirm" under final cross examination about the March 20 incident.

Rein said Col. Thomas Maertens, commander of the 4th Brigade, and Capt. Francis Wishart, commanding officer of B. Co., 14th Bn. 4th Brigade, evaded his questions. The Army had an official "no comment" on the closed-door proceedings but defense attorneys freely discussed the proceedings. Rein said much of the testimony involved Pvt. John Huffman,

an informer who joined "GI's United" and reported its activities to Wishart.

He said both officers "obviously knew everything that was going on, but they didn't tell the men what they were doing was improper." "They squirmed and said they didn't remember telling them their meetings were illegal," Rein said after the hearing.

Huffman testified he attended a meeting of "GI's United" out of curiosity and was "sickened" by the attitudes of the anti-war group. He said he reported his feelings to Wishart, who he said told him to continue attending the meetings and reporting the group's plans.

Rein said Huffman gave the captain a report "almost every single day."

The defendants, who have become known as "the Ft. Jackson eight" among local anti-war protestors, were charged with insubordination, disrespect of an officer and disobedience of an order to disperse. The pretrial hearing was ordered to recommend which form of courts martial, if any, the men will face.

## Raleigh 'Tent-In' Begins

RALEIGH, N.C. (UPI)—Negro leaders, frustrated over the city's refusal to provide land for a tent city, began "jail-ins" here Friday and vowed to take the land they wanted.

About 14 young negroes were arrested for playing basketball on the city's main street blocking rush hour traffic. Other negroes harassed pedestrians on the sidewalks calling them "pigs" and "honkies."

Golden Frinks, state director for the Southern Christian Leadership Conference, SCLC, said there would be more demonstrations until either the city or the state provided land for the "hope and opportunity city." However, Frinks disavowed any connection between his organization and those who harassed the pedestrians.

"We're not going to tolerate any kind of violent words or action," Frinks said. He said the demonstrations would show SCLC officials "who can stand the test of non-violence." But Frinks and other local SCLC officials appeared frustrated over the city's refusal to provide land for the tent city. He said the treasury is running low and there is not much more money left to feed and house the Negroes from other parts of the state. Most, however, are staying in private homes in Raleigh.

## NC Vets May Now Revoke \$

RALEIGH (UPI)—The Senate passed without debate Friday a bill which would allow the Board of Veterans Affairs to revoke its scholarships held by students who participate in campus demonstrations.

The new policy is included in the bill introduced by Sen. Edward F. Griffin, D-Franklin, which extends benefits now given to veterans of the two world wars and the Korean War to veterans of the war in Vietnam.

Griffin said the only benefits given to the veterans are the state scholarships provided for dependents of veterans killed in combat or as a result of injuries received during combat. Approximately 800 students now hold the scholarships which provide tuition, fees, room and board at state-supported schools.

The bill would make dependents of those killed in Vietnam eligible for the scholarships but Griffin called the measure "visionary." He explained during recent committee meetings on the bill that most men who have been killed in Vietnam were single and thus had no dependents.

The most immediate effect of Griffin's measure is the addition of a provision allowing the Board of Veterans Affairs to revoke the scholarship if the holder "willfully" participates in a campus demonstration. It would be left up to the board to determine when a student had participated in such activity.

The measure was sent to the House for final approval.

## Nixon Asks Support To Up Postage Rates

WASHINGTON (UPI) — President Nixon asked Congress Thursday to raise the price of a first-class postage stamp to 7 cents and promised major reforms to end postal deficits that have doubled the cost mailing a letter in the past decade.

Postal rates for all classes of mail, except air mail cards and letter, would increase under Nixon's plan to cut the Post

Office Department's record expected deficit of \$1.2 billion by more than half.

Effective July 1, first-class letters would require a 7-cent stamp and the rate for cards would go up a penny to 6 cents. Second and third-class air rates also would rise, but the air mail rate of 10 cents for letters and 8 cents for cards would remain the same.

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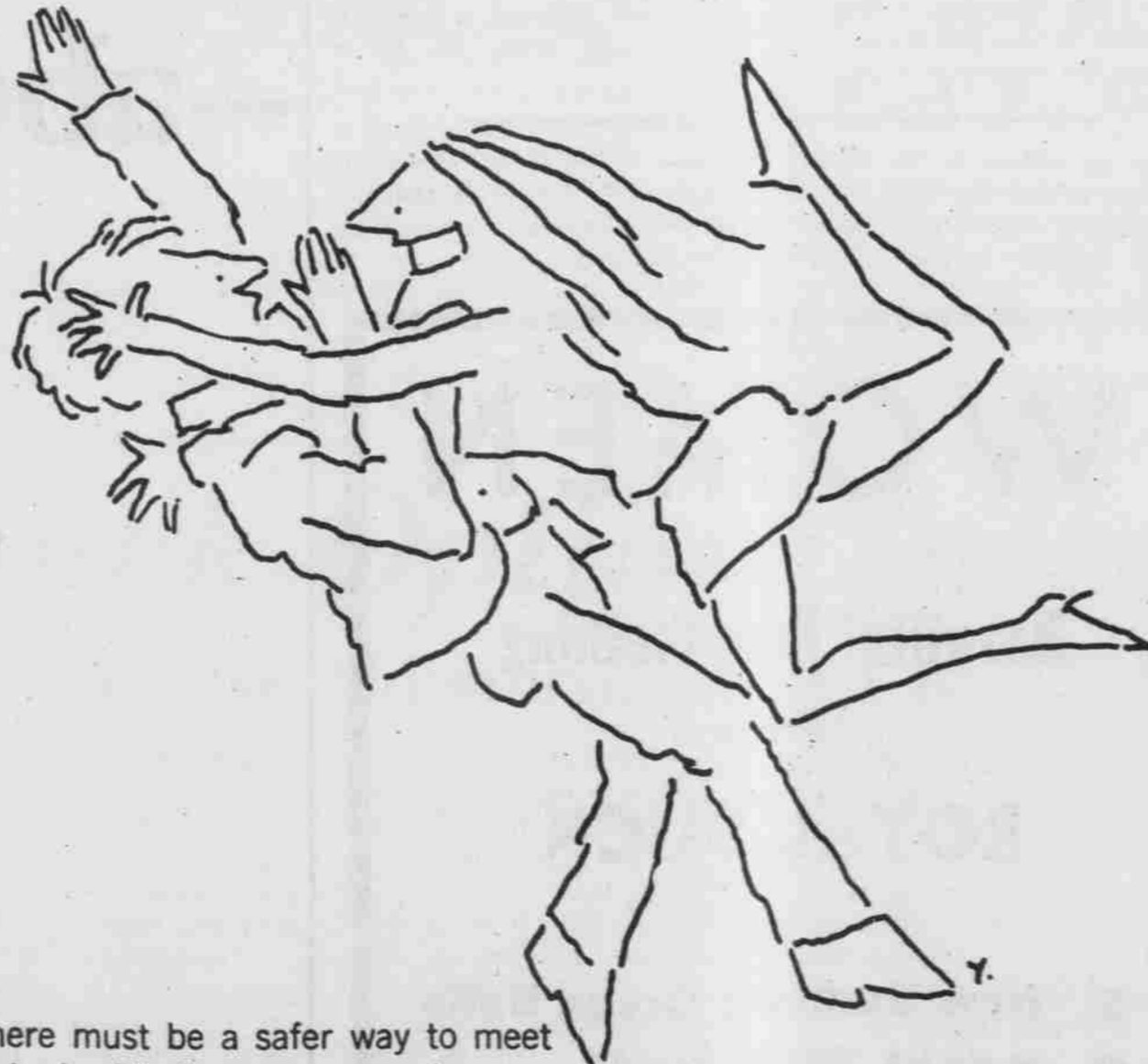
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## THE NEW SCHOOL COLLEGE



is the senior college of the New School for Social Research, an urban university located in Greenwich Village with all of New York City for its campus. There are three main New School units. One is the Graduate Faculty, a leading center in the Social Sciences that offers training to 2,400 masters and doctoral students under scholars like Economist Robert Heilbroner, Political Scientist Saul K. Padover, and Philosopher Hannah Arendt. A second is the New School evening division, which provides a vast range of courses, workshops, and lectures for some 12,000 New Yorkers annually, and serves as a major cultural center for the community-at-large with programs of concerts, films, modern dance and art exhibitions. The newest unit is the

### NEW SCHOOL COLLEGE

an undergraduate program, limited to 500 students. The College offers a two-year program for students who have already completed their sophomore year elsewhere, and who are interested in earning their B.A. with emphasis in humanities or social science, in a program which considers undergraduate education important in itself.

Instead of lectures, every class in the College is designed as a seminar, with about twenty students sitting around a table to learn through participatory discussion. Instead of textbooks, the student confronts the actual works produced by great minds of the past and the present—Aristotle and Sartre, Freud and Erikson, Sophocles and Pinter, Marx and Marcuse, Shakespeare and Picasso, Joyce and Antonioni. Instead of requiring its teachers to engage in specialized research and publication, the College has a faculty whose primary commitment is to teaching, and it frees them from extrinsic demands so that they can concentrate their talents on the instructional program. Instead of taking a collection of unrelated courses, students take a Divisional Program—a set of courses each student pursues his own Individual Study Program, in which he investigates, in considerable depth and over a two-year period, a problem of his own choosing under the guidance of a tutor.

The student takes three year-long courses during his first year and two year-long courses during his second. This constitutes his Divisional Program. The rest of his time is spent in Individual Studies, which he initiates during his first year and pursues for half of his time during his second year.

**THE DIVISIONAL PROGRAM:** Unlike most colleges, we are not divided into specialized departments like English, History, or Psychology. We have only two Divisions—the Humanities and the Social Sciences. The entering student normally elects to study in either the humanities or the social sciences, but may choose to work in both.

The significance of this unorthodox Divisional structure is twofold. It means that the student takes courses at an advanced level that are genuinely interdisciplinary rather than narrowly specialized. And it means that the student is free, in the Individual Study portion of his program, to investigate a problem that defies the boundaries of conventional departments, perhaps cutting across philosophy and drama, or psychology and economics.

**THE HUMANITIES:** The humanities comprise all the creations of man—in music, painting, and literature, in history, science, and philosophy. Yet at most colleges, a student who wishes to study these creations at an advanced level must limit himself arbitrarily to the study of a single kind, and even to a single country or period. There is no "department" at most colleges that will allow him to major in both Thomas Mann and Dostoyevsky, both Pinter and Proust. And even when he limits his study to one of these figures, the intellectual tools that he requires for exploring the ideas of that writer in depth can only be acquired by taking courses in still other departments—philosophy or theology or psychology. Similarly, a student who majors in the conventional philosophy department cannot develop, within his specialized courses, the aesthetic sensitivity that he needs to penetrate fully the philosophy of thinkers such as Plato and Nietzsche and Heidegger, whose philosophic visions are expressed by means of image, myth, and dramatic action no less than by rational discourse. It is for these reasons that our study of the humanities is interdisciplinary rather than fragmented into departmental "majors."

We have designed a set of courses that fit together into a comprehensive investigation of the creations of man. It is possible for us in a single course to juxtapose a treatise by Kant, a novel by Barth, and a movie by Godard in order to deal fully with the problem under investigation. The emphasis is less on assembling information about particular works than on discovering the methods of understanding and appreciation that can be applied to any work. The goal is to provide tools of analysis that will extend the student's insight into the humanities when he pursues his own Individual Study.

**THE SOCIAL SCIENCES:** The most worthwhile research in the social sciences tends to involve two or more specialties simultaneously. Schumpeter was an economist, but *Capitalism, Socialism and Democracy* is as well philosophic, political and historical. Myrdal is an economist, but *The American Negro* draws on many fields. Arendt is a philosopher, but *Totalitarianism* is historical, sociological and psychological. And current efforts to understand such diverse phenomena as the underdeveloped nations, fascism, poverty, and hippies look to all of the social science disciplines. We have therefore constructed an upper-level program in social science that is totally interdisciplinary. The emphasis is on formulating new problems rather than learning the answers to old problems, on mastering the methods by which truth can be discovered rather than memorizing the truths already known, and on understanding the seminal concepts that have proved to be especially suggestive in illuminating social reality. The problems studied in this program, as well as the readings, exhaust no doxy. They provide a strong foundation on which the student can build his Individual Study program.

**THE INDIVIDUAL STUDY PROGRAM:** One-quarter of the junior year and one-half of the senior year are reserved for individualized study. The student pursues his own special interests under the guidance of a faculty tutor and by means of the analytical tools he is developing in the Divisional Program; his work generally culminates in a written paper. Some students form their own seminars or enlist members of the faculty to offer special courses; others take courses from the vast programs, graduate, undergraduate, and adult, available at the New School for Social Research—courses taught by such visiting specialists as Paul Douglas, Rollo May, Bayard Rustin, Leslie Fiedler, Lee Strasberg, Allen Ginsberg; and others choose to work independently of any course structure, under the direct supervision of their tutors. The possibilities for Individual Study are initiated by the student himself and limited only by his imagination and intelligence.

**THE INTER-DIVISIONAL CORE:** At the center of the Divisional Program are the courses in which students and faculty from both of the Divisions come together for intensive collaboration on common concerns. Perhaps no other aspect of the College embodies as radical a departure from the dominant trends in American education as this one, which we call the Inter-Divisional Core. Its purpose is to discover new intellectual arts for dealing with the problems men confront when they try to know and act. We conceive these intellectual arts as modern adaptations of the old "liberal arts," whose original function was to "liberate" men from old ways of seeing and doing.

The readings in these courses are drawn from all the areas of knowledge—humanities, social sciences, natural sciences, and philosophy. They are selected to shed new light on some of the fundamental issues underlying all knowledge and activity, issues like the relation between fact and value, theory and practice, subjectivity and objectivity, thought and action. In a rigorous and serious manner, the courses investigate questions like these: Are there "arts" of discovery—intellectual strategies for hitting upon new solutions to problems? Are there any "hard facts" in the world—facts that can't be altered by the perspective from which they are viewed? Is there a method for making oneself into an innovator rather than a passive transmitter of outside forces?

**THIS PROGRAM** is now three years old. It has drawn students from over 300 colleges and universities throughout the U.S. Although it emphasizes the value of education for its own sake, substantial numbers of its graduates have been admitted to top-ranking graduate schools. Tuition and fees are \$1700. Most of the students live in private quarters near the School. We do not provide housing. We have no gymnasium. Only teachers, students, classrooms and books.

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