

Herald and News

Editorial Page

Wastebasket Material

As a group this country's newspapers try very hard to present the news in good balance. Generally they are credited with airing all sides of important issues.

Yet in this age of rising clamor from extremists, many conscientious and conservative journals find themselves under attack. Schools, colleges and other disseminators of information also fall under this attack.

Invariably the complaint is: "They don't present OUR side."

Now, to the listener who did not know what the extremists' stock in trade is, this complaint might have the ring of plausibility.

But a very great deal of what passes for "solid information" among the ultras is a tapestry of untruth, distortion and imagination.

Except as an oddity representing this kind of thinking, no newspaper could print

such stuff without abandoning its standards of reliability and opening itself to charges of slander and libel.

No school or college could teach such things except, again, as curious examples of a phenomenon of the times.

For example, no self-respecting purveyor of information would assert that a high Russian officer commands a U.N. world police force. There is no such force.

Nor that foreign troops are training in the American South in preparation for conquest of this nation.

These are the fancies of the far right.

The far left deals in equally sinister delusions. Conscientious Americans have enough to do trying to fathom the difficult issues of the age without wasting their mental energies on fabrications and foolishness.

That is why the responsible press gives them their proper place—the wastebasket.

New Idea On Education

(The Bulletin, Bend)

One of the hardest-working groups in the Oregon legislature is the education sub-committee of the joint committee on Ways and Means. Ways and Means must decide the amount of state government spending for the next couple of years. The sub-committee works on the largest single classification of state expenditures.

During this session, and for the previous three, one of the hardest-working members of the sub-committee has been Rep. Stafford Hansell of Umatilla County. Hansell is a large-scale hog farmer at Ordinance, near Hermiston, when he isn't legislating. A political and financial conservative, Hansell is intelligent, articulate, and blunt. But even those who often vote against him rate him as one of the most valuable members of the legislature.

Hansell works hard at his job, as noted before. He has made a real study of education at all levels — not from the standpoint of teaching methods, etc., but from the viewpoint of the state's responsibility, and how to best go about financing and carrying out that responsibility.

His views have not been universally popular. Even in his home county. He and Bud Forrester, editor of the East Oregonian at Pendleton, have clashed a number of times on education matters, as is perhaps inevitable when two dedicated persons, each strong-minded, take different views on the same subject.

Hansell realizes full well the Ways and Means group of which he is a member is not just planning the needs of education for the coming two years. It must, and it has, study the pattern education is going to take in other years still ahead.

He, along with the other members of the sub-committee, has arrived at some pretty basic conclusions. Hansell discussed these the other day in an appearance before the Pendleton Chamber of Commerce. His views on the form higher education should take in Oregon agree pretty closely with those we have held and have advocated before the legislature for a number of years.

But, let Bud Forrester tell the story, as he told it in the East Oregonian:

Mr. Hansell then revealed some more of the thinking he has been doing in this immense problem. He has been searching for the least expensive way of educating the vast numbers of Oregon high school graduates who will want college training and he suggests that he may have found it in a plan that is commonly known as the California plan.

By adopting this plan Mr. Hansell would limit enrollments at University of Oregon and Oregon State University to approximately 12,000 each and he would have those institutions concentrate on upper division (junior and senior years) and graduate education and

research. Lower division (freshmen and sophomore) students at those schools would come from the upper levels of their high school graduating classes.

He would not place any enrollment limitation on Portland State College. This, he said, is because it is not necessary to provide housing for students at that institution. Beyond what Portland State is offering now he would permit it to offer the fifth year of teacher education.

He would permit enrollment at Eastern Oregon College (La Grande), Southern Oregon College (Ashland), and Oregon College of Education (Monmouth), to go to 7,000 each.

He would not alter the programs at three other institutions in the state system of higher education where special education is given—University of Oregon Medical and Dental schools and Oregon Technical Institute at Klamath Falls.

He would concentrate on the community college program—bringing more students to those institutions and upgrading the formal education courses in them. He would want to be sure that a student could get freshman and sophomore courses there that were comparable in quality to those he would get at a four-year institution in order that he would be well prepared to transfer to a four-year school in the junior year. He would not permit any community college to expand its curricula beyond two years.

He would operate all institutions on a 12-month schedule. He did not spell out the particulars of this but we assume he would have college registrars decide which three terms a student could attend school so that enrollment could be balanced off equally over the four terms. Very few students could attend college through all of the year because most students need three months off to earn enough money to pay for their educations.

Mr. Hansell emphasized that he would do all possible to avoid duplication in the curriculum offerings of the state-supported schools. We assume that he was saying that he would hold curriculum in the future to about what it is now at the various institutions. This would require those who wanted other than a general education or preparation for teaching to attend Oregon or Oregon State for their junior and senior years of education.

Mr. Hansell's plan has been discussed many times in recent years by members of the state Board of Higher Education. We are sure that it has been discussed by governing boards in many states because it, the California plan, is in many respects an ideal plan.

When it was first discussed by members of the Oregon Board of Higher Education there was only one community college in the state (at Bend) and there was not much talk about a widespread community college program. The board was then talking about having the regional colleges at La Grande, Ashland and Monmouth take on much larger lower division student loads in order to convert Oregon and Oregon State to the roles assigned to them under the California plan. The coming of the community colleges has changed the picture only in that it has broadened the lower division education base.

The Board of Higher Education has for some time seen the distinct possibility that this plan is coming to Oregon but has not set a possible target date for it. One of the problems the board must confront when it sets a time schedule for adopting this plan is to establish enrollment ceilings at Oregon and Oregon State.

Perhaps the Legislature, now that Rep. Hansell has opened discussion of the subject, will want to suggest a target date, after taking into consideration all of the factors that must be weighed, such as placement of students currently in the institutions, use of existing classrooms and laboratories, enrollment projections up to 1970, etc. The Board of Higher Education will, we are sure, welcome the thinking of the Legislature on this very important subject.



THE GLOBAL VIEW

World Communist Lineup Worry To Khrushchev

By LEON DENNEN
UNITED NATIONS, New York (NEA) — Even the feat of Russia's spacewoman cannot obscure Nikita Khrushchev's troubles as he gears for the July 5 meeting with the Red Chinese.

The Soviet Premier is still in control of the Kremlin and fighting doggedly to stay at the helm. But according to East European representatives at the U.N., he is facing a mounting array of problems which is playing into the hands of his bitter enemy, Mao Tse-tung. They see his efforts to muzzle Russia's restive writers and artists as only a symptom of a bigger political crisis in Moscow.

The violence of Red China's latest propaganda campaign against Khrushchev is seen as further proof that Mao no longer believes in a reconciliation with the Soviet premier. In the view of the East European diplomats, the Chinese leader is actually laying the foundation of a new Red International with headquarters in Peking.

The Chinese do not expect that any agreement will be reached at their July meeting with the Russians. They are playing for the support of revolutionary-minded Communists everywhere against the Khrushchev leadership.

Albania's newspaper, Zeri i Popullit, which is frequently used by Mao as a sounding board, even hinted in a recent editorial that the Soviet premier must step down before there can be peaceful coexistence in the Red world.

Peking's chief envoy to the Moscow conference, Ten Hsiang-ping, is a tough veteran of the Chinese-Soviet dispute over the



A NEW RED WORLD? Newsmap locates nations in which Communist parties might be openly or quietly sympathetic to a re-aligned Communist International with a Peking axis.

"correct" interpretation of Marxist-Leninist doctrine. He made it clear in conversations with diplomats from behind the Iron Curtain that his aim is to convince "right-minded comrades" that Khrushchev is as dangerous a "revisionist" as Yugoslavia's President Tito.

Who are the right-minded comrades whom the Chinese hope to convince that the Soviet premier has betrayed the Marxist-Leninist cause? They are to be found, in the first place, among the top Reds of Asia, Africa and Latin America who are increasingly backing China against Russia.

In preparation for the Moscow meeting, Chinese propaganda now

presents Russia as a white nation which, like imperialist America, has little sympathy for the colored people. Peking's propaganda distorts claim that China shares with the undeveloped nations not only a common hatred of colonialism but also a common predicament of color.

Even Russia's East European satellites are restive. They are increasingly irked by Moscow's attempt to muzzle their economic, political and cultural life.

Romania, generally regarded as one of Russia's most servile satellites, is a typical example. The Romanians just signed an agreement with Red China that calls for an increase of 10 per cent

in their volume of trade. Mao's press has given prominence to hints in the Romanian press of differences with Moscow on economic planning.

Russia's efforts to control the satellites' economies have also caused resentment in Poland, a country with vast agricultural surpluses. Poland's survival depends on trade with the West and the European Common Market.

However, it is the influence of the mighty Soviet military machine which, in the view of the East European diplomats, is behind Premier Khrushchev's twists of "softness" and toughness toward the West.

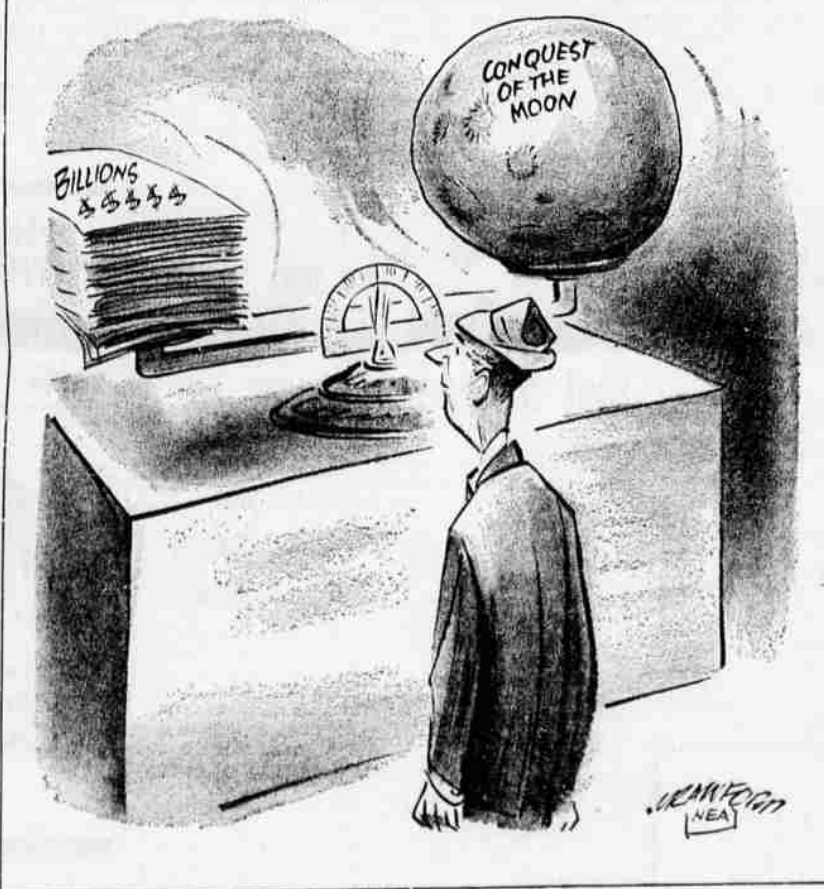
For the first time since Stalin died, the Red Army—once merely an arm of the Communist Party—

is emerging as an independent political force.

More than 10 per cent of the Communist party's powerful Central Committee now consists of senior army officers. The recent appointment of Gen. Dmitry Ustinov, a leading light of Russia's military establishment, as chairman of the Supreme Economic Council further underlines the growing role of the armed forces in Soviet affairs. The general, 55, was also given the high political post of first deputy premier, which he shares with such luminaries as Anastas Mikoyan and Alexei Kosygin.

These are obviously the "right-minded comrades" whose backing Mao Tse-tung seeks in his effort to overthrow Premier Khrushchev.

---And Then Suppose It Is Just Green Cheese



EDSON IN WASHINGTON ...

Race Problem Long-Term



By PETER EDSON
Washington Correspondent
Newspaper Enterprise Assn.

WASHINGTON (NEA) — Any idea that American race relations can be solved now—immediately—is considered an impossibility. President Kennedy's speech to the Conference of Mayors in Honolulu, telling them it was primarily their job, won't do it. The President's 15-minute cocktail-hour chat to the nation won't do it. The President's message to Congress and whatever legislation may be passed as a result won't do it, by itself.

Although the United States has had this problem for over a century, it may still take several generations of painful, patient work before racial intolerance—the root of the trouble — can be eradicated.

What is therefore considered a principal need is for someone to come up with a long-range plan. It might set forth what should be done and can be done at the end of 5, 10, 20 years, or longer.

For it is recognized that — overnight — 20 million people can't be educated, and trained, for better jobs so that they can pay for better housing and enjoy a higher standard of living. This will take one generation at least.

Overcoming age-old prejudices, intolerance, racial, religious and cultural tensions will take a couple of generations more. For this is a major problem in human relations education for everyone.

There aren't many experts in this field. One who qualifies as an authority is Dr. Alfred J. Marrow, 1936-40 Chairman of New York's Commission on Intergroup Relations, COIR. He has just been given the 1963 Brotherhood Award of Christians and Jews at the American Book-sellers convention in Washington for his big, new book, "Changing Patterns in Prejudice."

Changing prejudices, he says, is a long-time job.

How to go about it? Marrow thinks there are some things that can be done by law now. When former President Truman ordered complete integration of the United States armed services, that was done overnight because it could be enforced by military courts martial. Ending segregation in Pullman cars, in railroad, bus and air terminals could be done in a relatively short time under the Constitution's interstate commerce clause.

Similarly Americans of any race or color might, by law, be given the right to attend any public institution, be given equal service in places of public accommodation, be assured the right of access to decent housing, and

guaranteed the right to vote in federal elections.

Negro citizens might not use all these rights even if they were granted them by better laws, Marrow believes. That has been the experience in New York and other cities that have taken the lead in trying to break down racial barriers.

The mere fact people know they have these rights and can exercise them makes them better citizens, Marrow has found. People still prefer to live among their own kind, if they can live there in self-respect.

Marrow suggests creation of a Federal Bureau of Intergroup Relations—not to try to impose integration, but to conduct research on its problems and to provide a place where local communities can go for help if they need it.

He puts more reliance on community action by local leaders as the most satisfactory method for handling interracial and inter-religious tensions.

"If a number of neighbors can pool their energies and talents," he has found, "their influence is most salutary. Neighborhoods can set up block committees that can assemble information on official inquiry could ever gather."

"Such self-directed social action is apt to lead formerly sep-



By SYDNEY J. HARRIS

I am in receipt of a letter from a ladies' club in Kansas, which runs as follows:

"Dear Mr. Harris: We are a philanthropic group, and would like you to speak at our fall banquet. Unfortunately, we cannot pay a fee, since our funds are allocated for various children's charities. Sincerely ..."

My reply, as always, was prompt, courteous, and (I hope) definitive:

"Dear Madam: Thank you for the kind invitation to address the fall banquet of your worthy group. I am delighted to learn that your funds are allocated for various children's charities, and I should like to take this opportunity to tell you about the Harris Foundation."

"The full name of this enterprise, which is wholly non-profit, is the Carolyn, Michael, Barbara, David and Lindsay Harris Foundation for Deserving Children. It operates at a staggering annual deficit."

"Any funds contributed to this project are allocated 100 per cent to the children themselves, with no costs deducted for overhead, promotion, publicity, mailings, balls, banquets or bazaars."

"The funds go directly for the following purposes: college and school tuitions, orthodontist's fees, medical bills, clothing, shoes, chemistry sets, rocking-horses, Raggedy Ann dolls, and bicycles."

"In addition, a small but constant sum is set away monthly for future contingencies, such as measles, birthday parties, falls from trees, small dogs, tropical fish collections, broken windows, lost gloves (192 pair since 1955 alone, as you can see from the attached statement of operating expenses for the last decade, included in the annual report), and allowances, which grow in geometrical proportion while the children grow only in arithmetical proportion."

"Our books have been audited and verified by the U.S. Collector of Internal Revenue, District of Northern Illinois—who, however, has persistently refused to let the Foundation be incorporated not-for-profit under state or national laws. I am currently engaged in taking this case to the highest court in the land, and have hired for this purpose an attorney with eleven children of his own."

"As you can see, the Harris Foundation is unique among all the groups to which you have been contributing, in that not one penny is diverted to pay the expenses of the administrator, who happens to be a newspaper columnist."

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STRICTLY PERSONAL

umnist of the utmost probity, frugality, and self-sacrificing to the point of saintliness. His name will be sent upon request, if accompanied by a stamped, self-addressed envelope.

"Thanking you again for your inquiry, I remain very truly yours, Sydney J. Harris."

Other

Editors Say ...

Education Paradox

(Burlington, Vt. Free-Press)

"The 'need' for a vastly expanding federal role in American education was stated eloquently by President Kennedy. But the President's eloquence only served to highlight a great paradox."

In his commencement address at San Diego State College, Kennedy made this assertion: "Education is the responsibility—education, quite rightly, is the responsibility—of the state and the local community. But from the beginning of our country's history ... it has been recognized that there must be a national commitment and that the national government must play its role in stimulating a system of excellence which can serve the great national purpose of a free society."

Later in the same address, Kennedy declared "I believe that education comes at the top of the responsibility of any government at whatever level. It is essential to our survival as a nation in a dangerous and hazardous world and it is essential to the maintenance of freedom at a time when freedom is under attack."

Thus, the President accented a great paradox. He wants to give the federal government vast new powers over American education, and he wants to do this in order to safeguard American freedom.

Any schoolchild can readily see the paradox. How can we possibly safeguard American freedom by relinquishing more of that freedom to the mammoth federal bureaucracy?

The President himself must be starkly aware of this paradox. Back in 1950, when he was a Congressman, Kennedy made the following public statement:

"Every time that we try to lift a problem from our shoulders and shift the problem to the government, to the same extent are we sacrificing the liberties of the people." A year later, in 1951, Kennedy declared that "the dollar is a strategic material and its use for non-defense purposes must be stopped."

Certainly American education must be provided, and improved, for all of our citizens. But, also, freedom must be defended for all of our citizens. American education must not be provided at the expense of freedom. If it is, it will defeat its purpose. Such is the great paradox highlighted by President Kennedy.

BERRY'S WORLD



"Well, there goes the old two-week vacation!"

Almanac

By United Press International

Today is Friday, June 28, the 179th day of 1963 with 186 to follow.

The moon is in its first quarter.

The morning stars are Venus, Jupiter and Saturn.

The evening star is Mars.

Those born today include American composer Richard Rodgers, in 1902.

On this day in history:

In 1902, the United States bought the uncompleted Panama Canal from France.

In 1914, the spark that fired World War I was ignited when a Serbian fanatic assassinated the archduke of Austria-Hungary.

In 1919, the Treaty of Versailles was signed in France, ending World War I.

In 1945, Gen. Douglas MacArthur announced the reconquest of Luzon in the Philippines.

A thought for the day—French poet, Charles Baudelaire wrote:

"To be a great man and a saint for oneself, that is the one important thing."