

# Restroom Secrets

This University has one of the finest libraries possible for a school of its tender size and age.

There are over 75,000 volumes presently in the collection plus many periodical subscriptions, a relatively strong U. S. government document collection, a budding audio-visual department, and especially strong history collection. The list of assets could go on. But the point is this--the library staff is doing its best with available funds to create for UNC-C students excellence in library facilities, and as soon as possible.

All of the work is to no avail, if students continue their past policy of socializing in the library.

It is a safe assumption that at least 98% of the college students in the world today learned the whys of library quietness in grammar school. And again in junior high school. And again in high school.

So why the persistence in noise-making??

The most racket and disturbance in the study area are the footfalls of people clumping up and down the library stairs. Ladies in the restroom seem to be under the impression that once the door has closed behind them, they are home free. But no. The chatter and laughter carries through the single door partition with ease and adds to the disturbances outside as well as delivering to anyone in proximity some-time quite private conversations.

Many students look to the library as the only place to go in order to study without distractions.

So, if you want to socialize, avoid the place where quiet must reign and fellow students are reading, studying, or working calculus problems.

Everyone's grades should improve!!

# Annual Makes It

Yes. Rogues 'n Rascals, volume 1, has arrived.

And it tells the story of 1967 in the medium of photography--much of it excellent.

Editor Sandra Brantley made good use of the fine photography brought to her by Dean Privette and Bob Alexander.

The saying goes "A picture is worth a thousand words". Miss Brantley has captured us rogues and us rascals on film in virtually every endeavor that took place in '66 - '67. Beautiful color shots highlight the book -- especially a double-page spread in what must be the beauty section that would have been lovely if the color had printed correctly.

Somehow the annual photographers got flattering shots of practically everybody concerned -- no little accomplishment.

The book is packed with interesting and sometimes fascinating pictures--enough for several sittings of sometimes browsing, sometimes pouring over the eye-catching photography. There are exciting shots of campus life from the extremely effective front cover to the back.

And please don't overlook the ad section. It's worth investigating.

# THE CAROLINA JOURNAL

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# Hear McCall Lecture

By ROD SMITH

Dr. Darryl McCall, whose Ph.D. from the University of Florida qualifies him as Associate Professor of English, will deliver the first in a series of "Last Lectures" from faculty members today at 11:30 in the Parquet Room.

According to Dr. McCall, this series is designed to give retiring, popular, or controversial professors a chance to speak what's on their mind, reveal their personal beliefs, or start trouble.

Dr. McCall's lecture is entitled "The Care and Feeding of Students". Would you believe modeled on Dr. Spock? No?

Dr. McCall believes that professors can use this series to reveal a part of themselves that is not shown in class. There is really no sense in faculty members alienating themselves from the students are immediately under close scrutiny by their colleagues. Although this is the prevalent attitude here, Dr. McEniry is a man who has the influence, and apparently the inclination, to change this. The most ideal learning situation is the small, informal group discussion. Dr. McCall stated, "The most enlightening learning situation I have been in contact with was a class with Ants Oras, the Milton scholar. When we met we adjourned to the beer hall across the street where the discussion and argument often lasted long into the night. Now, this was real learning, a true intellectual give-and-take situation. Here the professor's personality becomes an integral part of the content of the learned material." The whole thing is a business of interaction, of expression. "This is the purpose of the NEA," stated Dr. McCall, who believes that students wish to

assert opinion and be expressive rather than to be involved in policy making.

"The students out here really want to transform UNC-C into a community in place of a commuting situation," quoth Dr. McCall. But this cannot be done without faculty assistance. "Some of the faculty would drop dead rather than have students in their home, but a socio-intellectual relationship gives the professor far more academic freedom than does a classroom situation. The semi-formal 'line' between professors and students must always be in existence in class, but no one can really get to know someone else under these conditions. The real communication in a university has to be between faculty and students, not faculty and faculty. Milton is my principal interest, but who else on the faculty is either interested or qualified for a lunch-room conversation about Milton. The other English professors have their specialized fields, be they Donne or Shakespeare, and the only other people who wish to talk Milton are the ones taking the course at that time. So why not carry interest and intellectual exchange over to lunch time and after-hours sessions. Of course, much of the fault lies with the students, who are often too timid to associate with their professors outside of classrooms, but the students will change if the faculty will alter their behavioral patterns. There needs to be total involvement among students and faculty, not just the surface involvement that declares that there will be one student on every standing faculty committee, but true intimate involvement. I hope that the students will not be satisfied with



Dr. Darryl McCall

a surface relationship, and I don't think that they will. There must be an intermingling of personalities and ideas, and this is part of what education is. The students seem to be striving for this alteration of mores and change in habits, but before it comes about there must be a change in attitude on the part of the faculty. I overheard one faculty member say, "The students! What the hell can they offer you?" But, damn it, they offer everything. There are times when I am quite sure that we learn more from them than they do from us. A man formulates his ideas while he is in his early twenties, and, though the proof may not be evident for several years, there are some fine thinkers out here--students with productive, creative, and active minds. They are 'what's happening.'"

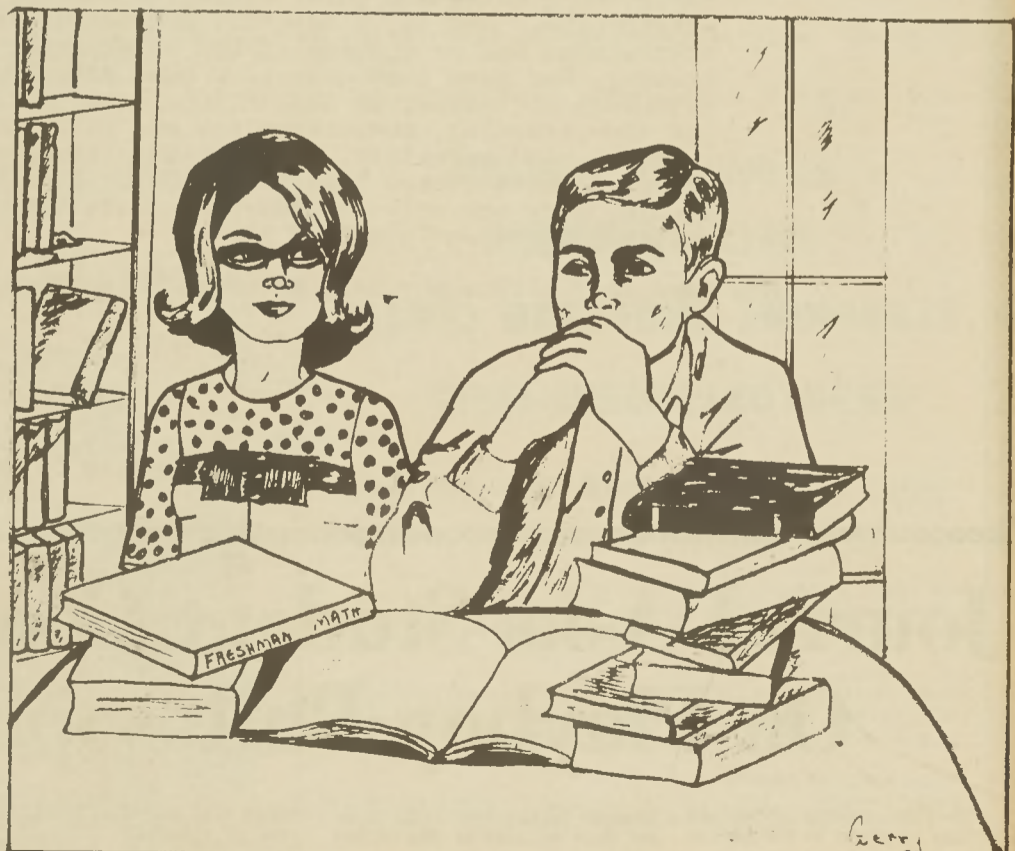
# New Seminars Held

NEW YORK, N. Y. - (I.P.) — In a move to enrich the freshman-year experience, Barnard College has introduced eight seminars or colloquia, each examining topics which relate literature and the study of the English language to other disciplines.

Themes of the individual seminars include literature and psycho-analysis, the literature of protest, utopias and anti-utopias, mathematics and the poetic imagination, the literature of violence, literature and anti-literature, and

the art of biography. In another of the seminars each student will study the work of a single author.

A further curriculum innovation is a Senior Scholar Program slated for this fall. This program will enable a selected group of seniors, ultimately expected to include no more than 2 - 3% of the senior class (six - ten students), to devote an entire academic year to a single project. Senior Scholars are to be exempt from all courses and major requirements, although they will have the privilege of auditing regular classes.



You know, a university is the only place in the world you can go for one week and be two months behind.