

# Student Affairs Man Says Student Demonstration Not Harmful

Grand Forks, N. D. - (I.P.) - Student demonstrations are not necessarily contrary to the purposes of a university, said Dr. Ronald E. Barnes, vice president for student affairs at the University of North Dakota. Since the campus

is an academic community which fosters exchange of ideas, "We can be proud of students who are concerned enough about societal issues to assert their views," he said.

His perspective on student dissent was expressed in an inter-

view with the UND News Bureau. The questions and answers follow:

**Q.** The news media of the nation quite regularly carry reports of "student unrest," "student activism," "student power." What is your general interpretation of these activities on U.S. campuses?

**A.** My initial response is that the reporting of the student unrest not only exaggerates the situation in the minds of the public but is an inaccurate reflection of what is happening on our campuses. Frankly, I wish more students were questioning and actively seeking to

improve the society in which they live.

I believe the primary task facing those of us within our nation's colleges and universities is to awaken students who are indifferent to the educational process,

who are content merely to acquire useful skill training, and who are complacently uninvolved in learning.

Unfortunately, those of us in higher education apparently have not done a very good job of communicating to the public what

higher education is about. The primary task of a college or university is not to train youth for job slots, nor serve as national resource centers, not to "contain" students until society is ready to absorb them into the job market.

The purpose of an institution for higher learning is to educate. This includes preparing a person for a specialized profession and the acquisition of knowledge, but it is more. It means, among other things, that a student should develop a critical attitude of investigation, become

all of us must be open to responding to new relationships.

On our campus, for instance, the students who were organizing the Dow Chemical sit-in came to discuss their plans. They wanted to have a peaceful, responsible expression of concern; they did not intend to have anything resembling the demonstration that afflicted the Wisconsin campus and others.

Well, we had the sit-in as well as a counter demonstration by those approving of our position in Vietnam, each respecting the rights of the other and within an atmosphere of mature engagement of peaceful protest. I believe we can be proud of students who are concerned enough about societal issues to assert their views and stand by them, regardless of whether we agree with their view or not.

**Q.** The president of the University of Rochester recently said that many college authorities maintain that "the students who have disrupted or attempted to disrupt universities or have focused attention on themselves off campus are only a tiny fraction -- under five per cent -- of all students." Do you agree with his statement?

**A.** Yes, I agree. Disruption is different from responsible expression of dissent. The Student Policy Committee and the Student Senate at UND approved in 1966 this excellent statement which has been adhered to by student groups active in campus demonstrations:

The University recognizes that many students share with other citizens a strong interest in social problems. As a part of our democratic tradition, students are encouraged as responsible citizens to study social issues and to express their convictions within the context of acceptable modes of expression: public discussion, debate, petition, public rallies, picketing, and demonstrations.

In doing so, students must accept the responsibility for learning the art of reasoned dissent and thoughtful examination of controversial issues. Whether expressing themselves as individuals or as organized groups, they are expected to conduct themselves responsibly, and to respect the basic educational goals of the University. Peaceful assembly does not, for instance, permit persons to interfere with regular academic programs or procedures, or to obstruct traffic, orderly progress of pedestrians, or facilities.

capable of making independent judgments, liberated from prejudice, and excited about the adventure of learning. In other words, education should prepare one to live fully and meaningfully apart from his vocation.

This means that a university cannot avoid issued, dodge questions, shy from controversy or put safety before truth. The university bases its existence on ideas, their discovery and transmittal; and ideas are risky but exciting.

Members of the faculty and administration want our students involved in this excitement, to question us, challenge us, examine and evaluate our ideas, criticize them, and relate their thoughts and their lives to ideas.

Our responsibility is not to constrain students, it's not to suppress their unrest, their dissent, their involvement in controversial issues. Rather, it is to listen, to try to understand them, to respond positively to them. We know, as they do that they will make some mistakes, they may not use the best methods of expression, they may even run over us in their hurry for solutions, but we also know they are trying, in their own way, to improve the society in which they live.

**Q.** There have been demonstrations, sit-ins, etc. on the UND campus. Do you think such activity at UND is typical of what is happening on other campuses?

**A.** Yes, I do. And as I indicated above, this involvement, whether we agree with a stand or not, is not antithetical to the purposes of a university. I can think of few things worse than to be a part of an academic community in which no one gets excited about the great issues facing mankind.

Unfortunately, we have too long asked the universities, and those of us in them, to "control" the students, keep the lid on. The fact is, that a growing number of students are becoming more willing to assume responsibility for their lives and the lives of their peers. We're entering a new era of student-university relations and

## Track Record Set 1966-67 Season

SCHOOL RECORDS  
END OF SEASON, 1966-1967

UNC-C

EVENT	RECORD AND DATE	SET BY
100 yd. dash	:10.6 (4/12/67)	Ben Chavis
220 yd. dash	:24.0 (4/12/67)	Ben Chavis
440 yd. dash	:52.6 (5/1/67)	John Lafferty
880 yd. run	2:01.1 (4/7/67)	Larry McAfee
Mile run	4:53.1 (4/12/67)	Mike Ridge
Two mile	:0:44.2 (5/1/67)	Mike Ridge
440 relay	:47.2 (5/1/67)	Chavis, Parker, McClettie, Whitt
880 relay		
Mile relay	3:33.7 (5/1/67)	Frick, McClettie, McAfee, Lafferty
Two mile relay	8:59.4 (4/22/67)	Frick, Lafferty, Ridge, McAfee
Sprint Medely		
Distance Medely	11:16.9 (4/22/67)	McClettie, McAfee, Lafferty, Ridge
120 high hurdles	:16.6 (4/17/67)	Harold Cohen
330 intermediate hurdles	:40.3 (4/7/67)	Harold Cohen
440 intermediate hurdles	:63.0 (4/10/67)	Harold Cohen
High jump	5' 8" (4/27/67)	Ben Basinger
Broad jump	20' 1 3/4" (5/1/67)	Ben Basinger
Triple jump	40' 5" (5/1/67)	Ben Basinger
Pole Vault		
Shot put	36' 11" (4/27/67)	Steve Bolt
Discus Throw	105' 4-1/2" (5/1/67)	Ben Basinger
Javelin	144' 7" (5/1/67)	Ben Basinger
Most points in one meet by an individual	14 (4/10/67)(4/27/67)	Ben Basinger
	14 (4/10/67)	Larry McAfee

## Pfeiffer Approves New Approach To Art

(Continued from Page 2)

Require only one specific course of all students: applied logic.

Beyond this, each student would have to complete the following academic requirements:

A primary area of study comparable to the current majors offered at the college along with supporting studies in designated areas to insure a high level of competence in the student's chosen field.

A complementary area of study in depth in a second basic discipline representing a mode of thought or world view deliberately different from that of the primary (major) area.

Under this requirement, majors in the social sciences and the humanities would complete an in-

depth study in one concentrated area related to the natural sciences. Majors in the Natural Sciences would complete an in-depth study in a concentrated area of the humanities or the social sciences.

In addition, using a number of different approaches, students would share in a variety of campus activities and affairs designed to increase an awareness of the cultural refinements of a modern age, so that they will be at home in the social circles of their chosen way of life.

President J. Lem Stokes, II, called the action on the part of the faculty and trustees "historic" and said that, while it represented a radical departure from the academic approach found at most colleges and universities in this

country, it was based upon the soundest of learning techniques.

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