

# Dedication Address By Chancellor Caldwell

We are here to dedicate two college buildings. I call attention to the fact that these two buildings, your third and fourth, typify the student as a lone individual learner from the pages of books, and the student as a learner in the comradeship of life. What a happy combination. I cannot tell you what an asset our own College Union has meant to the stimulation and broadening of learning at N. C. State. It is not necessary to remind this company that the library is the heart of any institution of learning.

The North Carolina Higher Education Act of 1963 will move the State a long way toward full participation in the realization of the American dream. This dream is one of opportunity for the individual American to develop and utilize his talents and abilities to their full worth. Education is today an indispensable vehicle.

We have not always understood fully the role of higher education in making America what it is and what it can be. Our views of it have characteristically been partial views. The narrowest measure of it is represented in the vocational point of view. At the other pole is the pure liberal arts point of view. Both of these extremes have yielded out of experience and experimentation an acceptance of a complex system of individual colleges and universities, none of them pure examples of either extreme.

Also higher education has long since come out of the ivory tower and become part and parcel of a changing, kaleidoscopic civilization. Most American of all has been the century-old trend since the Land-Grant Act of 1862 of making higher education increasingly available to all economic classes and even races of Americans. A necessary accompaniment of the democratization of the clientele of higher education has been the adaptation of its offerings to a wide range of levels and kinds of talents and abilities.

In the years since World War II and especially since the mid-50's the Nation has catapulted higher education as never before into the forefront of its affections and efforts to achieve: economic development, military security, scientific prestige, and political leadership in the world. These are present aims of the American Nation, and we have called upon our more than 2,000 institutions of higher education to help reach them. We know emphatically that without enormous

inputs of our national income into education none of these conspicuous national aims is realizable.

I doubt that the people of Mecklenburg and the surrounding counties had all these national goals significantly in mind when they generated and pushed forward Charlotte College to its present hopeful stage of development. No doubt each person had his own special reasons for voting the monies locally and making the arguments for the College. We do know for sure that thousands of parents in this area want Charlotte College for the educational opportunity it will provide their boys and girls, hopefully within their financial capacity.

There has been special leadership from responsible industrialists who have seen the need for higher education in the area of engineering and science and of business management to serve the economic growth of Charlotte.

You have probably heard the story of the visitor in Italy who came upon a building project and asked a mason what he was building. He said a wall. The visitor asked a second workman what he was building and he said a doorway. And he asked a third what he was building, and this workman said a cathedral.

We are here to dedicate two buildings today on the new campus of what a few short months ago was a two-year community college. It is now an authorized four-year college in the first year of its upper level offerings. We can wonder how many people who have been building this modest institution in the past have had the full vision of what is really being built here. It is obvious to this speaker that you are building a university.

Perhaps I could stop with that concept, but we must not. Colleges, universities are not ends in themselves. A university would not even survive if it were regarded as an end in itself and if all its energies went into self-serving exercises of its scholars and staff. You are not building here a university for its own sake, or to have something about which the community can boast. You are building a city. But even a city is not an end in itself. A city serves and expresses the civilization of human beings.

No one can have an adequate view of this Library and this College Union Building who does not see them as vital components in the building of a civilization.

Only in the vaguest and most generalized fashion can a nation set goals, define objectives, commit itself to a described future. But a free people organized in a nation can piece together some measurable quantitative factors, predict where they are leading, and guide the use of resources. We know, for example, that the population of this country is on a steep growth curve and that by 1975—just a few short years away—we will have not 180 million people but 226 million (or more) who will have to be fed, clothed, housed, cared for, and provided with jobs. We know that the overwhelming mass of these people will be living in urban communities, that is, in cities. So successful has been our application of science and technology to agriculture that only six per cent of the labor force will be required on the farms of the Nation.

We can make rough projections of per capita income figures which it is possible for us to achieve.

We can choose and select desirable social goals. We want, for example, to provide adequate medical care, highways, housing, and other recreational facilities. A great deal of planning is being done in precisely these areas of society. We would like to eliminate poverty in this land of abundance. By now we know that maintaining the peace of the world is an indispensable requirement, basic to achieving these other objectives. I think we are beginning to realize that rising expectations among all the hitherto disadvantaged societies of the world place a severe strain on the time table of progress and that a peaceful world will not indefinitely persevere half prosperous and half destitute. So on a global basis our civilization tries to do those things which will raise the measurable standard of living of human beings.

Charlotte has not been idle. Spurred by economic ambition as well as by pride, the Queen City's leadership has flexed its muscles, stimulated its brain power, and pressed toward the head of the line, eager to participate as fully as possible in the good things that are to come. We would not be assembled here today if there were not people in Charlotte who had some kind of vision of what they wanted this great city to become. What is their vision? What should it be? What must it be? We know this metropolitan community desires economic prosperity, income-producing enterprises able

to employ the energies of men and women at good wages and profits; an efficient city in terms of access, movement, transportation; a beautiful city characterized by respect for the individual, respect for law and order, and the intelligent involvement of all people in community decision making.

If Charlotte College is progressively to make its maximum contribution to the ambitions of this great community, certain prescriptions are clear. In the first place it must be a full partner in the totality of North Carolina higher education, even as the Charlotte Area is a part of the State.

In the second place, the growth and development of the College must be thoroughly coordinated with all the other efforts of the State to achieve optimum use of its tax resources for higher education through its growing diversity of campuses in many locations.

Thirdly, even as the high level of quality and service of the University at Chapel Hill, the University at Greensboro, and North Carolina State could not have been achieved on State appropriated funds alone, so Charlotte College must be able to look forward to substantial private support to supplement public funds.

Fourthly, Charlotte College is a public institution committed to public purposes. Let there be, therefore, a large view of its clientele. By this I mean that the fixed charges for tuition and otherwise should be kept at the lowest possible level to broaden the opportunity of people. Let there be no artificial barriers placed against those who desire to read these books and to expand their minds in these halls. There is no greater travesty committed against higher education than the narrowly contrived policy of making the students pay more and more of the costs of their education. So be it. Society is the real gainer. We do not provide an engineering school simply because Tom Johnson wants to be an engineer but because the society needs engineers. Sooner or later this richest country on the face of the earth will decide that it can and must provide higher education for all who are qualified to participate in it on much the same economic terms that it provides elementary and secondary education. Charlotte College can become the State's outstanding urban university. On a commuting basis alone, it can draw into its halls and graduate

a determined strain of first generation college youth to invigorate community and Nation. Talent and ability are all around us. A low tuition, commuting campus will draw it out.

Fifthly, Charlotte College must include all the conditions attractive to a great faculty and ambitious students. To be sure, this means sound leadership backed by community support. It means a splendid library. It means adequate buildings. It means support funds. And above all, it means an unfettered freedom to teach and learn, to investigate and to publish. The two buildings we are dedicating today cause me to express the hope that there will never be a banning of books in this library; that there will not long be a banning of speakers from this Union Building. In other words, that there be no fear that error and evil can overmaster the evident values of truth, justice, and individual worth which are indeed the warp and woof of real individualism in the American society. Let us not fear that the young men and women who come here to learn want anything less nor anything more than the opportunity to become what you and I are—free, poised, and proud citizens of a free land.

It is perhaps fairly common knowledge that the Trustees of our Consolidated University of North Carolina are undertaking, under legislative authority, a study of the possible future relationship of Charlotte College to the University structure. Meantime, your own College trustees are devoting time and energy to the strengthening and expansion of the curriculum and faculty. Decisions are being made almost daily upon which the future of this campus will be constructed. I, as a Raleigh colleague, Madame President and Trustees, on my own responsibility would urge you at this stage not to limit your thinking to slavish imitation, because you don't have to. You have no internal pattern to be changed. Higher education needs some boldness of ideas and departures from conventional ways of doing its job in curriculum, in organization, in measurement. I would urge you, too, to think of how you can fit into the total pattern for North Carolina and of your community even while you focus upon serving the special needs of this great commercial and manufacturing area.

Some of the issues claiming your attention need to be re-

solved even now: for example, as to whether you wish to build in engineering or not, and whether that pattern shall be conventional or fresh. Obviously, your great and impelling service immediately will be to the educational needs of your populous commuting area. The College Union Building will be a boon to that concept. Whether or not you will develop a residential campus can be deferred for an indefinite period, except for the making of an intelligent campus plan.

Finally, I would beg you to think and plan adequately for the future physical growth of this institution. It will be too easy, believe me, to underestimate your space requirements.

Then, may I add my compliment to you for selecting a leading American architect to design your buildings. There is no substitute for the quality of the architect himself in getting one's money's worth in beauty and function.

More than ever before in human history men will be aware that civilizations are built around universities, indeed, that education is the servant of all the purposes of the society. The mission of Charlotte College, hence the mission of this Library and College Union, is to help bring to pass the ambitions of civilized man.

## Young Republicans Organize Club

Dr. Donald M. Freeman, professor of political science at Charlotte College, circulated a letter to all political science classes the week of November 7, asking for names of students interested in seeing a Young Republican's Club on campus. Receiving enthusiastic response to his letter, Dr. Freeman set a meeting time for Monday, November 11.

Approximately fifteen students attended the meeting, among whom were Ben Horack, Judy Nediringhaus, Ann McMillan, Fritz Mercer, Jerry Williams, Frank Jones, and Melvin Threath. The faculty members present included Dr. S. L. Burnson, Jr., Prof. Verne Ploger, and Dr. Freeman.

Guest speakers at the meeting were two of North Carolina's most active Republicans, Mr. Ted Hartssock and Mr. J. Herbert Saxon.

At its pre-organizational meeting, the club elected as its acting chairman, Jerry Williams, a political science major. Jerry is a night student at Charlotte College and is in his junior year.

It is interesting to note that the instigator of the Y. R. C. is a staunch Democrat. After the founding of an active Young Democrats' Club on campus, Dr. Freeman felt that an opposition party was needed. Dr. Freeman has no plans for an "Independent's Party". In his opinion, "An independent is only a Republican who is ashamed to admit it!"

## MacKay Elected President of Regional Group

Gordon MacKay, Director of the College Union was elected President of Region Five of the Association of College Unions.

Charlotte College had been a member of Region Four which was divided at a conference held at Tampa, Florida, October 8 and 9.

## Circle K Handles Four Projects

Under the leadership of Morris Spearman, president of the Circle K, the club has taken on a host of projects designed to broaden student activities and to provide projects to keep the club's rapidly expanding membership busy.

This year the club also has taken over publishing the weekly newsletter, containing announcements for the coming week and a calendar of events.

Perhaps the club's most important project, or at least the one affecting the most students, is the preparation of the faculty and student directory. The club is working with the registrar's office and the IBM company to bring the directory out as early as possible.

At the request of the administration, the club handled the United Appeal campaign on campus, culminating in a raffle, various prizes including tickets to Cinema I & II, steak dinners,

and suppers at the Luau. The UA goal was reached.

This year as last, the club will handle arrangements for the college's home basketball games. In addition to greeting the visiting teams and showing them around the campus, the club will handle the gate and the announcing and will also attempt to provide entertainment at as many half times as possible.

## Young Democrats Attend Convention

By Bill Queen

Last September twentieth, several politically-minded students formed a Young Democrats Club of Charlotte College, with Dr. John Hall as advisor. The primary objective of the YDC is to provide an atmosphere of political understanding among the students on the Charlotte College campus.

## Leadership Conference

(Continued from page 1)

in some cases he may be just a puppet. The "a-head" is the most interesting type of leader because he has become the head through a most important process which has made him leader. He works hard, has good ideas, and gets along well with others. He added that organization is an important factor in keeping a group functioning effectively.

Mr. Henry worked on the staff of the Student Union at the University of Wisconsin before he became director of the Graham Memorial in Chapel Hill. He said his experiences in learning about leaders came from working with others, reading books, and working in the lab. The lab he alluded to was practical experience.

After some discussion, the conference broke for conversation and refreshments. Then President Bonnie E. Cone outlined the present organizational set-up as it exists at Charlotte College and opened the floor to questions.



"Anybody got a cigarette?"—Prof. Morrill