

The Tar Heel

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Proper Balance Is Needed

When an institution attempts to do two different kinds of jobs, it carries with it—and is functionally obligated to be apprized of at all times—the problem of maintaining a proper balance between the two, lest one be sacrificed for the other. The institution must never lose sight of its over-all purpose.

The University here is charged, on one hand, with the administering of graduate and professional training, and, on the other hand, with providing a college education of a general nature for the undergraduates. This is all well and fine and everything runs smoothly—except when, because of inattention and failure to perform the necessitated continual re-evaluations, the natural tendency is given a free reign—and this natural tendency is always for emphasis to shift in the direction of graduate training, and, consequently, away from undergraduate training.

Slight deviations from the norm are, of course, to be expected—but those of a major character, such as we have now, are not at all acceptable.

In the General College, almost the entire educational task, whatever that may be, has been relegated to junior staff members and part-time instructors. There are, undoubtedly, many capable people in this group—but they have only a portion of their time to devote to teaching. Now, these are the very people who, in order to do a capable and creditable job, must devote *all* of their time to teaching. Yet, they are the very ones who are *part-time*.

The higher faculty members are devoted almost exclusively to the specialized and graduate levels. And more and more there has been a tendency, particularly on the part of the Chemistry Department and the School of Business Administration, to encroach upon the anemic General College. Hence, the college begins to lose its recognition as we ever more tend toward specialization; "general education" becomes but a theory in Chapel Hill when, most every where else, it is the present trend—the third of three steps.

The ancient academic tradition emphasized the "education of the whole man," that is, teaching the student to think rationally and stimulating the formation of critical values, through an acquaintance with the great thinkers and creative writers of his culture, and through a rigorous academic discipline in the languages, mathematics, logic and natural sciences.

In the recent past, free election from a great diversity of specialized courses has been the vogue—and has resulted in either a disjointed and poorly integrated educational experience, or in excessive specialization.

At present there is a trend toward what is commonly called "general education." The advocates of this type have moved back closer to the older concept. They insist that all students, regardless of their ultimate professional or vocational destinations, are in need of a common educational ex-

perience, one which will acquaint them with the great thought and literature of our culture, which will give them an understanding of the complex society of which we are a part and enable them to make the sound social judgments which democracy requires of its citizens, and which, finally, will give them some insight into the natural sciences which are of such importance in our modern world.

This latter, to us, sounds very logical and must have been what Dr. Frank Graham had in mind in 1934 when he wrote, upon the inauguration of the General College:

The curriculum of these two years would be composed of courses in the humanities, natural sciences, and the social sciences as a three-fold and life-wide introduction of the student to himself, to his heritage, to his world, and to his special interest and aptitude . . . All students are, first of all, human beings in need of the development of a more complete and rich personality. Second, all students are to follow a vocation or a profession in need of this fundamental testing of interests and this broader introduction to thought and culture. Third, all students are to be citizens of a democracy in need of a more adequate understanding of their responsibility for a truer mastery of our manifold civilization.

A re-evaluation of the whole curriculum as a unit should be made and as soon as possible. And it is our opinion, that several of the encroaching departments should be told in no uncertain terms that the first two years are for "general education"—not specialization.

This, of course, will never happen. But it would be nice.

Acting . . .

Amateurish, But Honest, Says Scribe Of Players

By Tom Kerr

Mix raw situation comedy with a generous dash of political moralizing and toss well in a bowl thoroughly rubbed with uncomfortable flag waving and you have unpalatable theater. You may dress your dish with a few creditable performances and a good deal of healthy amateurish zeal, but you can't kill the taste of a really poor script.

The Playmakers tried it last week with *Pursuit of Happiness* much to the obvious chagrin of those involved on the stage. The cast of eleven consisted mostly of summer school students who turned in honest if amateurish performances. The Playmakers winter troupe was represented by Claude Rayborn whose natural comic ability brought forth a few laughs in spite of the script,

and by Mel Hovansky who has many creditable performances on his record but was in this play unfortunately miscast.

Mr. Rayborn, as the father, Aaron Kirkland, held up the show valiantly, as the rest of the cast displayed its amateurish exuberance and failed to show any ensemble feeling. It is perhaps unfair to judge summer school productions by the high standards of the usual Playmaker shows, but the commendable theater which is our winter-time fare spoils the taste for such unprofessional, though honest, productions as this one.

Vernell Williams as the romantic lead did a thoroughly adequate job. Miss Margaret Ellis, who played opposite him, unfortunately tended to shout and act rather uncomfortable on the stage.

Edgar Daniels, Vernell Williams, and William Trotman acted their roles with confidence if not professional polish. Miss Lyn Neill who played Meg, the not-too-careful maid, had more than her share of the show's few good lines, and she made the most of them. Hers was the most rewarding performance among the newcomers.

For their effort the cast and crew must be applauded. For the choice of the play the department deserves a swift kick. The total effect was, in spite of the cast's effort, terribly tedious.

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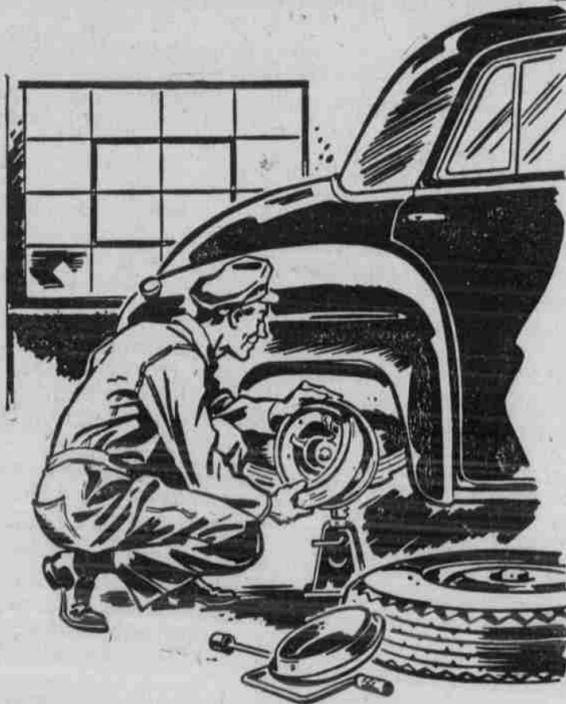


A keyhole view of sorority life!

CRAIN

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