

Bond Issue

The \$1 million dollar bond issue to be voted on a week from Tuesday is important to the future of this state. It is of great importance to this University. It affects you.

Of the 20 million earmarked for state supported schools, 5 million 330 thousand dollars will come here. This will go into the following projects:

- 1-Renovations of labs in Venable Hall
- 2-Geology and Geography Building
- 3-Addition to Swain Hall
- 4-Addition to Hill Hall
- 5-Botany Building
- 6-Foreign Language Building
- 7-Additional Equipment for Physics Building
- 8-Dormitories for 700 students
- 9-Classrooms for the School of Public Health
- 10-Public Health Building

This is a growing University which is attempting to provide facilities with which to train the future men and women of this state. It is not at all beyond the realms of possibility that our enrollment will be nearly doubled in the next 11 years.

Currently we have 7,959 students pursuing higher education in Chapel Hill. Every one of the ten benefits mentioned above are necessary to take care of their needs. Far more than this will be needed for a future, larger student body.

You, the students, are directly concerned. You are concerned because you live in three-room rooms, because many of your classroom and lab facilities are woefully poor, and because in order to obtain even a portion of the education to which you are entitled, you need first class facilities.

Although we may be hitting our head against the wall, we somehow hope that students will write to their parents, hometown newspapers, and friends, urging them to support not only the education section of this bond issue, but the entire bond issue.

A large part of the future of this University will be determined by this vote. If we win, we can tell the State Assembly that the people supported our needs. If we lose, the State Assembly will tell us that their constituents did not feel us worthy of support. One way or the other, somebody is going to have a great deal of leverage next year when the budget is again brought up for consideration.

We must be the ones with that leverage.

What About This?

- 1. The nation is at war.
- 2. The nation is losing the war, badly.
- 3. The nation must exert a vastly greater effort.

The Daily Tar Heel

The official student publication of the Publication Board of the University of North Carolina where it is published daily except Monday and examination periods and summer terms.

Entered as second class matter in the post office in Chapel Hill, N. C., under the act of March 3, 1879. Subscription rates: \$4.00 per semester, \$7.00 per year.

The Daily Tar Heel is printed by the News Inc., Carrboro, N. C.



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Side Swipes

Rusty Hammond

"Crownover Ousted As SP Floor Leader". By the way, will he be shipped to Siberia? That's the usual result of a purge. If the SP is the "Party for Everyone", we're glad we're not everyone!

Fried chicken was served Saturday in Kenan Stadium.

Absolutely no outside Germans bids, huh? They're really getting snooty about it. Why, I know a guy named Fritz Von Neumann and he wasn't even invited to join the Germans Club.

Seen at the game Saturday: A "slightly" inebriated student dressed in Ivy suit, white shirt, tie, etc., gets a running start, vaults the fence, hits on his head, rolls over and over in the mud, jumps up and shouts to a companion, "See? That's all there is to the damn game."

Once there was a professor that didn't argue with the textbook.

Freshman comment: "If those kids in Europe could see what we have to eat in Lenoir, they'd be sending us CARE packages."

Keep reading the Daily Tar Heel and find out what nation and what war and what effort and how vastly.

Free flick this week: "The None Story", starring non-drinking fraternity men.

In the Journalism School there is a course so hard they're thinking of putting in another course just to teach you how to get through the hard course.

Strike a victory match! Have your own miniature atomic explosion.

Same As Last Year Department: Come up and stand in line to be patted on the back by Editor Young.

So the Russians hit the moon first. How about the cow we heard about when we were three years old?

Letter

Editor:

Segregation in the North is not as Chandler Bridges has pictured it in his fictitious description of the ways the Yankees treat the Negro.

Northern schools are integrated to all, furthermore, there isn't a conflict or a necessity for Negroes to acquire a Supreme Court order to enroll in our schools. We realize that the Negro has just as much right to an education as anyone else and we do not deprive him of his right.

In the North, the Negro lives where he chooses to live, not where he is required to live. His community, home, school, church, and friends are his own free choice and not the ruling of a "white citizens committee" or some local ordinance. He is free to go where he desires without discrimination.

Our racial incidents are minor and are solved locally without the aid of the National Guard or a Supreme Court order. Our large northern papers, such as the New York Times and the Daily News, do carry these conflicts as headlines, and not in the want ad section as Mr. Bridges so loosely worded. Also, we do carry the South's racial incidents to show that the people from the South generally aren't trying to approach the problem and give equal rights to the Negro as stated in the U. S. Constitution.

The one big difference between the South and the North is that the Northerner is trying desperately to do away with what little race conflict we do have and we are succeeding; whereas the South, for the most part, is desperately trying to avoid the problem.

If Chandler Bridges only knew the truth about what he stated in his article, I am sure he would not have made some of those very biased statements.

The North has prejudice, but we don't discriminate.

Richard Rocco

Perspective



Herblock is away due to illness

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Legislative Roundup

Representative Dave Jones

Controversy during tonight's session of the legislature will be generated when the question of "how many ballot boxes will there be?" is brought up.

Representative Hank Patterson (UP), who was last year's chairman of the Elections Board, and I are jointly introducing a complete and comprehensive revision of the Elections Law. There are many needed changes in this bill.

These will all be acted upon as a matter of routine once we explain what we are trying to do and why. But when the question of the location of ballot boxes comes up... fireworks!

Currently there are provisions for having a ballot box in each dorm. The proposed change would have one in each district. The arguments go like this:

"Let's change it because there would be less discrepancies in the voting, it would be possible for two poll tenders to be on hand at all times at each box. Those people who have a genuine interest would vote (quality vs quantity), and it would be more fair to the residents of the Town Districts who don't have a box in each house."

"Let's don't change it because it is hard enough to get the dorm residents out to vote anyway, nobody is really unfair to the townspeople... they all go past Y-Court and Scuttlebutt daily anyhow, we want everyone who possibly can to vote (quantity vs quality), it would be unfair to the dorm residents to have them go into a strange dorm to vote, it might be out of the way, and there won't be any discrepancies in the dorms if they adopt the card system too."

Thus it will go on and on... it might be a good idea if Mr. Grigg got late permission for the girls tonight.

Slightly less controversial, but up for mention will be the question of how much money parties are allowed to spend. Currently it is 100 and 20 for each election. The change would make it 50 and 10 in the fall and 110 and 30 in the Spring.

There is a by-laws revision to be voted on that would require two thirds vote to pass... it is the Crownover bill.

Also on the less-than-sure side of the ledger is the bill to get 100 dollars for The Daily Tar Heel to help its printing of the special bond issue.

The creating of an IFC and IDC council would appear, at least on the surface to be a good thing and one that everyone will go along with.

Creating two business sessions for the legislature and adding two seats to the Student Athletic Council also seem like wise moves on the part of their authors, Rep. Gordon Street (UP) and Rep. Tom Cordle (SP).

Honors this week for the surest bet... and possibly for the surest bet of the season go to Representative Street. His bill to establish a Jim Tatum Memorial Award will be received with nothing but the warmest enthusiasm. Gordon is to be congratulated on a very good idea and a noble purpose.

Under left over business still to be considered is Rep. Rick Overstreet's (UP) bill to place the Carolina Handbook solely under the jurisdiction of the student legislature. This was introduced on May 14th, and held on the table.

Overstreet also has a proposal, also from May 14th, to clarify the Publications Board's authority to appoint editors for campus publications. This bill was made necessary by a recent ruling by the Student Council that the authority to appoint editors had never been formally granted to the Publications Board, and that until the legislature granted them that power, their appointments were unconstitutional.

Tonight's session will be a real test. Can the legislators effectively debate and consider these ten bills, plus any new ones that may come up at the last minute, without letting fatigue, political expediency, or disinterest affect their performance of duty.

I say... yes, they can, and if the leadership on the part of Mr. Speaker Grigg, Mr. Representative Street and Mr. Representative Nobles is effective, they will!

Carolina Symposium

Ed Levy

Symposium Chairman

The 1960 Carolina Symposium concerns you; it concerns you, an individual in the world today; it concerns you, a member of the educational community centered around the University of North Carolina.

Certainly, according to the very concept of a symposium, i.e., a series of addresses, discussions, or seminars having a central theme, one could say "It concerns you" if you merely attend the sessions. However, the concern of the 1960 Carolina Symposium has for you goes a great deal deeper as the theme indicates: The Images of Man: The Individual in an Accelerating Culture. This symposium proposes to examine the various concepts of man and to debate his place in a society in which every aspect is undergoing rapid transition. We find that not only are there different interpretations of the changes in all culture, but that the underlying concept of man has been challenged. The traditional image of man as a rational child of God has been distorted by new doctrines; he is a puppet on Marx's environmental string; a hairless ape, a descendant of Darwin's scheme of fang and claw; a blind creature driven by Freud's "Id."

In our accelerating culture is the individual's relationship to the society — his role — modified? Are we progressing toward a society in which the place of the individual coincides with a number in a memory bank of a giant computer? Are we to have a number stamped on our forehead at birth and proceed through life as a side of beef through a packing house? We wish to discuss whether we prefer individuality or anonymity, whether a faceless society is in our future. Thus, the Symposium concerns you, an individual in the world today.

Being a joint undertaking of the students, faculty and administration of the University of North Carolina, and interested residents of Chapel Hill, the Symposium concerns you, a member of the educational community.

It is only through the efforts of many members of this community that the week long (March 27-April 1) program will take place. Therefore, we are calling on you to lend your support, by volunteering for a Symposium committee. Among the arrangements to be made by the committees are the following: classroom and departmental seminars, statewide radio and television coverage, newspaper and magazine publicity, exhibits, social hospitality, and handbooks and brochures.

If you are interested in applying for a Symposium committee, please stop by the Student Government office in Graham Memorial during the week of October 12, and sign up for an interview.

GEMS OF THOUGHT

Children sometimes tear it up, but they seldom break up a home. The man who tries to please everybody shows little respect for his own way of thinking.

Slow down—the man in a hurry always passes up more opportunities than he catches up with.

There wouldn't be much wrong with little white lies if the teller didn't sooner or later become color blind.

Take things as they come—the past is gone, tomorrow is an uncertainty, and today is no sure thing.

Meaning Of Education

By DEAN FRED H. WEAVER

(This is the final phase of Dean Fred H. Weaver's address to the incoming students at Freshman Camp in the fall of 1958. It merits your closest attention.—Editor)

If I could name the thing which I most desire for every student who comes to the University, it is that he be profoundly touched by the transforming and liberating power of learning and so affected by teachers, books, and college life as to become a self-motivated student, a self-sufficient individual. It is not reasonable to expect that this will happen to all; but it is possible for many and essential to any real understanding of the meaning of education.

Somewhere along the line something quite remarkable must happen, something so vivid that its impact is unmistakable. Perhaps you will take French literature, and if you really understand Voltaire, de Vigny, or Chateaubriand, you will find that you have entered a new realm of thought. Perhaps the meaning of "Dover Beach" will come across to you quite suddenly and you will discover that a poem contains the power to transform. "In a right angle triangle the square on the hypotenuse is equal to the sum of squares on the other two legs" you will recite. Possibly one day you will decide that memory is not sufficient authority for knowledge and strive to see the fact as Pythagoras himself saw it writing in the sand. Such experiences are rare and memorable. But they are the promise of learning more than a grade of A, more even than Phi Beta Kappa. John Keats at the very pitch of excitement from reading Chapman's translation of Homer wrote an ode which expresses the thrill of intellectual discovery.

Then felt I like some watcher of the skies
When a new planet swims into his ken;
Or like stout Cortez when with eagle eyes
He star'd at the Pacific—and all his men
Look'd at each other with a wild surmise—
Silent, upon a peak in Darien.

No one can say all the meanings of education. But I have come as close as I know how to saying something of its quality. To me the moment of dawning truth is at least the taste of Liberal Education, the witness of its intrinsic worth, the only admissible "proof" of education.

To be sure, you are under the necessity of choosing a vocation and preparing for it. I cannot emphasize too much the desirability of determining upon your life's work at the earliest possible moment, for success in one's work is a measure of education. But there is a meaning of education which is above and beyond vocation and which imparts power to any vocation. It is a liberating power. It is the meaning of the University motto: Lux et Libertas.

I have not of late years been much impressed by statements purporting to define or describe an educated man. I suppose it has been fifteen years since I reacted with anything more than respectful attention to such efforts—that is, fifteen years before this past June.

At Commencement this June our baccalaureate preacher was Dr. Albert Outler of Southern Methodist University. I was rather surprised when in the course of his sermon I heard him say, "Let me describe an educated person as briefly as I can." "What," I thought to myself, "does he think he is doing? Will he be so foolhardy as to try to tell the assembled graduating class and many of the faculty what an educated person is?" I have it here. I think you will agree that he was not foolhardy.

He is a man who has come to love the truth and to live by it, he has learned how to learn and has acquired a real appetite for disciplined inquiry; he is a man whose learning has bound him to the common good and has loosened him from his natural bad habits of pre-judgment and borrowed judgment. He is a man whose courage lifts him above conformity to the crowd and compels him to a creative maladjustment in any "normal" society, and whose intelligence is the instrument of his love. He belongs to a family, a race, a class, a land, a nation—but he loves all these within a higher loyalty to God and the greatest good. He is a man whose morality springs from a source higher than his super-ego and flows up from a deep love of the right beyond mere calculation. This is what our schools are for: to furnish the nation and the nations with men and women of this spirit and this mind. This is what our churches are for: to call men of reason to the life of faith and to "unite the pair so long disjoined, knowledge and vital piety." The most important question before you now is whether your school and your church have prepared you for the Time Being and the crisis at its further end.

Now, to summarize, I have made three suggestions: read, think, act. I have said that if you do these things diligently something will happen to you whereby the meaning of education will reveal itself to you and you will know what the purpose of education is. That is a marvelous thing to have happen. And I think you have come to a good place to have it happen to you.

