

The Daily Tar Heel

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Scott Goodfellow, Editor

The Experimental College

"1984: Can Man Survive? If not, why not? If so, how?"

This is the title of one of the courses to be offered by the Experimental College when it opens for registration later this month.

The idea behind the College is simple: to encourage students and professors alike to meet together for non-credit seminar discussions with all mechanical and policy decisions made by the group themselves. Seminar leaders are to experiment with new subject matter, particularly contemporary topics.

As an innovation at UNC, the Experimental College is perhaps one of the most exciting products of the educational reform movement. The courses offered are non-credit and rely heavily on response from students. They will doubtless prove a dynamic indication of the direction which students themselves would like their education to take.

There has often been a complaint that present higher education has the steadfast intention of inculcating the college student with the same material that the previous student in his position was given. Furthermore, many courses have been charged irrelevant to the modern world, that is, not useful.

The College is intent upon providing an alternative.

Until North Vietnam Gives In

That Vietnam letter.

"Rather than ease our debts, the Secretary (Rusk) confirmed our fears." Student Body President Bob Powell reported after he and 42 other student leaders met with Rusk Tuesday.

"We have a greater concern now than before we wrote the letter," he said.

And there was reason for concern, for while Rusk impressed all with his cordiality and intelligence concerning Asian affairs, he could not convince anyone that he had a clear goal in mind for our present Vietnam policy.

It must be realized that the group did not intend to say the war was wrong. They asked its purpose. They asked what situation would halt it. They expressed the widespread dissatisfaction among college students.

They noted that college students are not as anxious to participate in the Vietnam War as people have been in past wars.

The Secretary listened. Are we willing to negotiate a settlement? "Yes."

And then the big question. Is a political settlement possible?

It was here that hopes were put down, for it was evident to those present that there were no conditions which seemed acceptable to Rusk. It appeared that we would keep waging war until North Vietnam gave in.

The Secretary's problems are obviously immense. The cliched phrase "commitments" nevertheless embodies a wealth of principles. Neighboring Southeast Asian countries such as Laos, Thailand and Cambodia are surely threatened. If the U. S. negotiated with Ho Chi Minh and the NLF (Rusk equates them), would these parties really represent all the difficulties? And it was not Johnson's administration which first sent troops into South Vietnam.

These are problems which only a Secretary of State can understand fully. They are problems

It does.

Instructors have suggested their seminars meet in the Carolina Inn, GM, the Rat. Classes have been limited to 15 persons. And the subjects are fascinating:

- Lesser known contemporary poetry
- The musical round
- Negro American literature
- Chess
- New materials, techniques, and ideas in sculpture (plastic foams, fiberglass, self-curing clays).

The courses number about 30, and will be described both in the DTH and a catalogue to be published soon.

The project itself was conceived by sophomore Jed Dietz, and is similar to programs at several other universities.

The Experimental College represents a break from structured learning, a pathway to the discovery of what the process of education can mean. It is founded upon the response of its participants—it will doubtless be a new experience.

The foreseeable horror is the day when the College will issue Drop-Add forms. But if such a day ever came, the usefulness and excitement of this educational innovation will have proven itself.

The debate over ROTC was sparked by the Boston University NEWS, the student

"If I Have To Listen To Barry Sadler Music For Five Minutes More, I'll Scream!"



Collegiate Press Service

Headline: BU Bans ROTC

Collegiate Press Service BOSTON, Mass. — Boston University's voluntary Reserve Officer Training Corps (ROTC) program is expected to lose academic credit and curricular standing in February in a formal faculty vote on the issue.

Following a bitter campus-wide debate over the merits of the ROTC program, the faculty indicated in an unofficial poll on Jan. 5, that it favored abolition of academic standing for student military training.

The debate over ROTC was sparked by the Boston University NEWS, the student

weekly, last September when it published a three-page attack on the University's Army - Air Force cadet program in its opening issue of the year. The NEWS called for an end to ROTC's "privileged" academic status on campus and urged that the ROTC program be made an extra-curricular activity.

"ROTC makes no pretense of being open to free and creative discussion of the military and its alternatives," the NEWS said. "Rather it is indoctrination. It is propaganda issued by a military hierarchy beyond the University's control."

The paper charged that the campus military "simultaneously offers official credit, awards 'Professorships' (outside the jurisdiction of our own faculty), speaks on official platforms, receives free rent, occupies precious classroom space, and in general manipulates a totalitarian discipline behind the mask of educational sanctuary and under the name of the University we all constitute."

The editorial was accompanied by a faculty petition calling ROTC "inappropriate in purpose, substance or control to a university curriculum. The editorial brought sharp reaction from groups inside and outside the University. President Harold C. Case issued a statement that "to rule ROTC off-campus... would be as much a denial of the traditional rights and privileges of students as to make it mandatory."

The underlying argument, he said, is "the question of whether we really approve of armies at all."

Iowans Husk Corny Ronnie

(Editor's Note: This first appeared as an editorial in the Iowa State Daily.)

Politics, impulsive statements, and poor reporting have resulted in mass confusion and concern over what Ronald Reagan is doing to California education.

But after piecing together Reagan's recent proposals and statements, there is an unmistakable conclusion that it will be bad for the University of California, especially for Berkeley.

Reagan began his education proposals by announcing that the University of California's budget request would be slashed in his budget from a requested \$278 million to \$190 million. This means a 10 per cent reduction from the amount granted last year.

To help make up this loss, Reagan suggested charging \$400 tuition per student—when tuition has never been charged before. Reagan said there

would be scholarship money for those who could not pay. He also said one of the benefits of the tuition would be to keep radicals who just want to demonstrate off the campus. He did not define what a radical was.

The sudden tuition increase, which has to be approved by the Board of Regents, would affect thousands of students who are pinching pennies to pay living expenses, book costs and a \$243 per year charge for registration. Those who had planned their expenses and worked to save money for college suddenly have been faced with the possibility of not having enough money (It costs an estimated \$2,000 per year to attend Berkeley now.) Reagan has since retracted the \$400 proposed tuition and says he now favors a lower figure.

But the damage has been done. Reagan's disregard for stability and confidence among the academic community has now made the University of California a place many top students and faculty would not want to go.

Reagan has control over the University of California officially only as a member of the Board of Regents, but there is evidence that his actual influence is much greater.

University Pres. Clark Kerr, seeing funds being cut from the budget, called for a "freeze" on admission of specially qualified high school seniors. This was apparently misinterpreted by the press and Reagan's administration as a freeze on all prospective students.

Kerr and Reagan did not get along before the budget cuts, most likely because Kerr and former Democratic governor Pat Brown were good friends. Reagan has also criticized Kerr for allowing radical students to demonstrate on campus.

Yet the Regents themselves are probably as responsible or more responsible than Kerr for the poor handling of the Berkeley situation. The Board has been unable to reach a decision on Kerr for two years. They only considered it this time after Kerr asked them to decide once and for all whether to give him a vote of confidence or fire him. The indecision seems to indicate lack of leadership among the Regents, not the president.

Thus, the University of California is left without a president, with a proposed tuition of an uncertain amount for students, with a recommended \$88 million budget cut, and with constant pressure by Reagan to curtail radical student activity. The present uncertainty has reportedly caused many faculty members to consider leaving.

In one month, Reagan is well on his way toward undermining the greatness of the University of California. What may we expect in a year?

Peter Harris America's Vanity Hurts Pure Policy

Protest has been a traditional method of expressing discontent in the United States. From our national beginning, disobedience has stymied forces which encroach upon the basic rights of citizens.

The Boston Tea Party, John Brown's raids, the Populists and the sit-ins are all great symbols of rightful rebellion in America.

On the other hand, America has not been devoid of ugly disobedience, ranging from vigilante mobs or Ku Klux Klan lynching raids to criminal syndicates or ghetto riots. The fact remains, however, that rebellion has been a real factor in America's struggle towards improving its democracy.

In recent years, the word protest has developed a negative connotation to many Americans. This, of course, has been the reaction to the constant pressure which social improvement groups have placed upon the American democratic system. This pressure has come mainly from civil rights groups, headed mostly by vibrant, intelligent young people.

The dedication of America's young people to fight a never-ending battle against oppression and injustice has placed a tremendous strain upon the older, more conservative generations. It has brought out the inconsistency between many people's ideals and their actual beliefs.

The reaction of the inconsistent has been to close their minds and very often pass-off social protest as being un-American, Communist-inspired and in the interests of those who favor the overthrow of the "American way of life."

At any rate, protest has developed an uneasy if not ugly connotation.

It is interesting to note, in the light of this, the jubilation with which most Americans greeted the news of rebellion in Red China. It would be easy to dismiss this elation as a furthering of honest American concern over the freedoms of the Chinese people. This, however, is an easy explanation which, in fact, is not the truth.

The American reaction of jubilation is the sigh of relief over the seeming deterioration of the Chinese threat to our nation and its military forces. It is a national self-centered reaction and involves really very little concern over the actual freedom of the Chinese people. Their freedom is a hopeful by-product of this revolution, a result which would certainly ease the tensions of the cold war.

The revelation is that the great ideals of freedom which are supposedly held by most Americans are often merely fabricated excuses for the furthering of self-centered desires of our people. It is a defense mechanism employed when the beliefs of the majority or ruling elite are shown to be inconsistent with their ideals. Calling something or someone un-American is a method of defense to protect the inconsistent, to protect the status-quo and their democratic image.

The idea of the United States being the great protector of oppressed peoples of the world is ridiculous. This can never be true until America becomes a little less concerned with its vanity and a little more involved in making the interests of the oppressed the supreme interests of our own.

New College Cures Ills Of Education

(Editor's Note: This article appeared in the Duke Chronicle. UNC is presently experimenting with a new three-hour education course which employs the pass-fail grading system.)

By EDIE KELMAN

A not-so-surprisingly increasing number of bright people are finding themselves questioning the actual value and effectiveness of contemporary American college education. They are frequently confronted with the fact that their once-enthusiastic aspirations toward the ideals of education have been beaten down to the level of realistic pragmatism which of necessity drives out many of the beauties of learning to become fulfilled, wise, forward-projecting individuals. Instead they are forced to become predominantly sensitive to the pressures of career-oriented programs, of monetary concerns, and of prefabricated moral, social, and intellectual systems to which they must compromise their yet untested, and incomplete, but nonetheless compelling personal hypotheses.

To the point then . . . For those whose present state of mind, especially concerning education, is in need of some inspiring ideal of relatively uninhibited, genuine personal development, don't give up all hope. New College in Sarasota, Florida, is a reality, the embodiment of an educational system in its most beautiful realization in the United States: no grading system *per se*, no imposed course structure, study programs tailored to the individual, emphasis on the self-realization and 'self-overcoming,' instructors living with students, an extremely impressive administration and faculty, and a good deal more . . . all of which combine to enable (one wonders if almost least of all) the achievement of an A.B. degree in three years, though this time span too is flexible. The emphasis is on knowledge and understanding of concepts and conceptual relationships, on the attainment of wisdom employable in all aspects of life rather than on collections of automatic, scope-limited facts.

The hope of New College is the development of potential leaders with wisdom and foresight in a world whose dire lack of such denizens becomes increasingly frightening.

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