

In Our Opinion...

Eight Resignations Point To Administrative Problems

The recent resignation of four faculty members — all Ph.D.s — from the Department of Romance Languages indicates to us the existence of a serious administrative problem in this department.

Dr. John E. Keller, one of the country's most noted scholars in the field of medieval Spanish and the most published professor in the Spanish Department, has been with the University some 20 years. During this period he has time and again rejected offers of increased salary and advanced position from other universities.

Now he has decided to go to the University of Kentucky. Keller told *The Daily Tar Heel* he was motivated by the challenge of chairing the Department of Spanish and Italian together with the chance to develop new curricula as Associate Dean of the College of Arts and Sciences at Kentucky.

This opportunity seems enough to excite anyone in the field of education. But when Keller talked with the *DTH* he was anything but excited about his plans. He talked of his love for the University, and it was not for reasons of protocol that his statement of resignation began, "I have regretfully..." His tone of voice, his well-thought-out sentences, his expressions spoke words he did not want to say about his reasons for leaving.

It seems strange to us that three associate professors in this same department have decided simultaneously to leave their stations here to go with Keller to Kentucky. It seems strange that only last year four other full-time professors resigned from the Department of Romance Languages.

A ninth resignation in a two-year period has been announced by a professor who has been here only since July. Dr. Kessel Schwartz, visiting professor from the University of Miami who has published over 40 articles and

reviews in professional journals and has written six books, says he will leave next June to return to a lifetime tenure at Miami.

Schwartz was more outspoken in announcing his resignation than the others, citing what he called "great tension and administrative difficulty. This is a troubled department and has been for some time," he said.

The pivot point of the unrest appears to be Department Chairman Jacques Hardre. Sources who choose to remain anonymous say there has been for some time a state of constant disagreement among Hardre and other leading department members.

Hardre suggested there is nothing unnatural in the mass resignations. "It is one of the facts of academic life that departments in other schools are always trying to raid our department of faculty members," he told the *DTH*. But, as we have already pointed out, it seems a strange fact of life that the raids should be so successful on this one department.

The UNC Spanish department was ranked eighth in the nation this summer by the American Council on Education. This rating was based on the program offered, number of graduate students enrolled and publications of faculty members.

Hardre has expressed his opinion that the four resignations will not cause the department to lose its standing. We think he is talking through his teeth. The leading publisher of the department is leaving. Although Hardre claims this won't affect graduate work being done here, we have it from a reliable source that many graduate students plan to follow Keller to Kentucky.

Something is definitely amiss in the Department of Romance Languages. We challenge its chairman to explain and correct the situation.

John Greenbacker

UNC Needs Reform In Education

"I have come to feel that the only learning which significantly influences behavior is self-discovered, self-directed learning."

There are few psychologists and educators that will agree unequivocally with the above statement of Carl Rogers, but there is enough truth in it for the consequential formulation of an entirely new concept of education.

This reappraisal was prompted by the basic realization that modern education was not getting through to the students, particularly on the college level, and that it was this very kind of communication that makes the difference between an independent educated mind and fumbling cipher.

There was little concentration on the problem of education reform in this country until the riots at Berkeley, but since those eventful days the market has been flooded with studies and evaluations of the American system of collegiate education.

There seemed to be unanimity on many of the causes of the student revolt. The

difficulties of undergraduate adjustment were compounded in the case of Berkeley by competition and the conglomeration of 27,000 of the nation's brightest young minds at one campus.

The students might have been able to adjust to these nearly intolerable conditions had they been offered a form of classroom experience that played upon the thinking powers of their minds and promoted individuality. Instead they were offered lecture courses where a Nobel prize winner seemingly the size of an ant spoke of chemistry to a class of thousands.

Some were even offered the benefits of televised "education," when things got a little overcrowded. All it took was one little spark to blow the works sky-high. The students came to realize that they had been herded about like cattle instead of men, and that their minds were made to memorize rather than to apply or to create. It's a pretty ugly thing to contemplate.

The question that all of these events propose is just what is the relevance of modern education to the lives of today's undergraduates?

You don't have to be a student at Berkeley to appreciate the inadequacies of the college intellectual experience. Just

look around you on this campus:

See the freshman, one of a thousand, absorbing on a note paper the condensed wisdom of ancient Greece in a 50 minute period of Modern Civilization. He knows he must memorize it well before the first midterm, or lose his average.

See the sophomore, who scrambles for a seat in the last row before his poli sci class with the aged Kenan professor. The good doctor takes attendance every day and it's a part of the final grade to come to every class each time. "Oh Jesus, there he goes again," the student thinks, as the man rambles on in his monotone of irrelevancies. The student tries to sleep, or read the paper placed surreptitiously between his knees, or maybe work a crossword puzzle.

See the junior who stops his professor's tirade to debate a point, only to have the man gloss over his question and continue on.

See the senior, sitting alone and drunk, and wondering where he is going or what he has done. The course readings and class notes, the product of thousands of hours of diligent secretarial work, had been discarded long before in the waste can of his room and

the inner caves of his brain. When the years go by, he will remember the wild times, the women, the great bull session and somewhere the last faint glimmer of one professor's brilliance at pure communication with his class.

Though many in Chapel Hill don't know it as yet, there are places in this country where students are their own masters in the learning process.

At the National Student Association Congress this summer, Carolina's student leaders had a chance to participate in an exchange of views about the future direction of undergraduate education. They were blessed with the interest of a very competent advisor from San Francisco State College, the experimental school which has served as a guide for other projects of this sort across the nation.

At San Francisco the students not only take the courses they want, but they direct their own studies. They meet in class to exchange their ideas, and they tell of materials they have read that were solely of their own choosing.

The ideas are fascinating: seminar groups; team teaching; self-directed learning and research; pass-fail grades with personalized evaluation.

At a large institution which

admits students of varying abilities, a type of learning experience of this sort is not always practical, but the student leaders felt it should be made available to all who desire it.

Student Body President Bob Powell and the six people who were working with him on these matters left NSA laden with a vast concept for reform. Powell knew that any changes that would come about would do so only after a long and slowly developed process.

He called it his "quiet revolution" in education, and it is gaining the needed support and cooperation with every passing day.

In the back of his mind, Powell knows that UNC at Chapel Hill now has over 13,000 students enrolled in its classes, and the figure grows every year. If the changes are to come about, they must be initiated before conversion becomes difficult and over 20,000 new minds are blighted by the system every four year period.

After 171 years of providing quality education for the future leaders of North Carolina, the University is now at mid-century. It must act soon to maintain its very relevancy to the lives of its charges, before it is too late.



'And If Anyone Doesn't Like It, He Can Quit!'

In Letter

Doctor Warns Of Student Drug Use

Editor, *The Daily Tar Heel*:

I have read with interest your fine editorial in this morning's *Tar Heel*, entitled "Words of Warning Revisited." I take this opportunity to comply with the last sentence of your editorial, "Dex will probably never cease to be available — neither should the word of warning."

First of all, in general terms, it should be plainly understood that drugs prescribed for a specific individual for a specific purpose may not be used by another individual without the real risk of dangerous reactions or side-effects. To take any drug, other than the simplest of proprietary remedies, unless it be prescribed for you by someone trained and licensed to do so is to court real trouble.

Specifically, the use — or, more properly, the abuse — of two classes of drugs, the sedative and the stimulant, has become an ever-increasing problem in recent years. This has been recognized to the point that laws have been passed now making it unlawful for one to have either of these two classes of drugs in his possession unless it has been prescribed and dispensed by people legally licensed to do so. Having these drugs in one's possession places a burden of proof on the individual who possesses them.

The sedative-type drug, and this includes the barbiturates and the so-called tranquilizers, has its proper place in the treatment of many patients. It is not, however, the "happy pill" which will serve as the crutch or cure-all for all tense or emotional situations. And it is a safe drug only when used under medical supervision in normal doses for that specific individual.

Improperly used the drug may well befuddle the mind, confuse judgment, paralyze the breathing center in the brain, and produce psychic and physical dependence. The stimulant drugs (Benzedrine, Dexedrine, "bennies") may also affect judgment in potentially dangerous situations. In addition, convulsive seizures, dangerous heart irregularities, and dependence in the psychological and emotional sense may result from the use of this drug.

Both these types of drugs have also produced severe psychiatric disturbances. So common are the difficulties with the stimulants that the Infirmary no longer prescribes them for use even under medical supervision.

The class of drugs known as the hallucinogens are illegal and have few legitimate users. The only such use is by official researchers. Included in this group are LSD, Peyote, morning glory seeds, Nutmeg, etc. The effect on the individual from the use of these agents is completely unpredictable and uncontrollable, and therein lies their great danger.

Indeed, the Commissioner of the Food and Drug Administration has stated that unless the use of such drugs is curbed on college campuses, "an untold number of our students may suffer permanent mental or physical injury."

I would appreciate it if you could see fit to publish this letter in its entirety in *The Tar Heel*, for certainly our interest in this, as in all other areas, is motivated entirely for what we feel is the best interest of our student body.

E. McG. Hedgpeth, M.D.
Director, Student Health Service

Village Needs Laundromat

How do 650 families manage to find enough clean clothes to wear each day?

On weekends, some people make trips home, carrying with them laundry bags of dirty clothes. Sunday they return to Chapel Hill bearing these same clothes but with one important difference — they are clean. In other families, the wives and mothers bundle their children into cars on Saturday for an afternoon of grocery shopping and laundering.

Some industrious wives hand wash clothes. Others have saved, done without those new shoes and gone into debt to buy washing machines they could have afforded much better later on.

Sound like melodrama? It isn't. These 650 families live in University housing in Odum and Victory Villages. The nearest laundromat is in downtown Chapel Hill — quite a distance if you have to walk or take a taxi.

According to housing director Jim Wadsworth, the University has been reluctant to build and equip a university-owned laundromat in the Village because of disapproval from local merchants and the Umstead Act.

The Umstead Act in the General Statutes of North Carolina states that a state institution cannot establish a business providing a public service in competition with private concerns. It also says that institutions cannot operate restaurants or food service plants. Yet, on our own campus we find the Pine Room, the Monogram Club and the Circus Room.

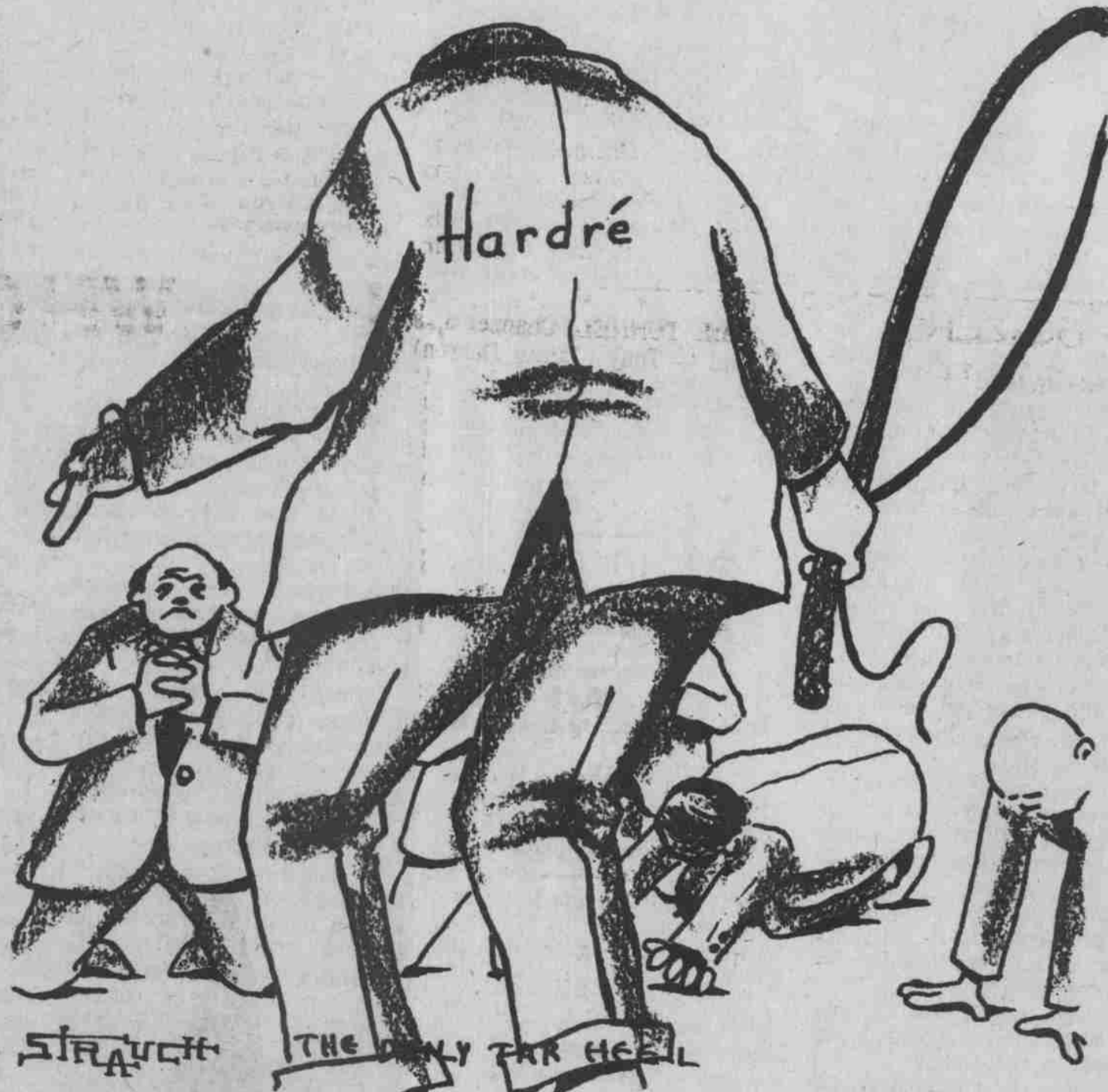
Moreover, the married students' housing at North Carolina State University at Raleigh does have a university-owned laundromat. How did State do it?

In questionnaires given to all married students living in the Vil-

lage several years ago, 90 per cent of the students said they would like to see a laundromat established. There has been no action taken.

If student wives get tired enough of detergent hands to band together, perhaps the objections to a university-owned laundromat will be overcome.

—JUDILYN SIPE



Letters To The Editor

Cardboard Hits DTH

DTH Fumbles

Editor, *The Daily Tar Heel*: On behalf of the UNC Cardboard, I would like to commend the editorial staff of the *DTH* for its fairly accurate description concerning the conduct of the students in the card section during the half-time festivities. We could not agree with you more. The cards can be dangerous and should not be thrown.

Your comments in yesterday's editorial (Sept. 28, 1966) described the half-time fun as "ignorance." Indeed it was. But it should be pointed out that this was conditioned by the willful or otherwise neglect of the *DTH* staff to several repeated efforts by the Cardboard staff to obtain pre-game publicity concerning the expected conduct of those who would sit in the card section.

Attempts were made to reach the student body (via *DTH*) to inform all new students about this half-time phenomena and to reiterate the dangers of card throwing. It was hoped that some pre-game knowledge might remedy the situation to a large degree.

Yet all the *DTH* could do was to stick a tiny note in Saturday's paper to the effect that the best student seats were in the card section.

And, oh yeah, don't throw the cards.

"The pen is mightier than the sword," and if I might allude to this worn phrase, a little more co-operation from a certain campus publication could be much more effective in combating ignorance than getting up before 2,273 wild-eyed spectators and pleading, "Please do not throw the cards!"

I might also add that the bright suggestion of using light-bugged "space-age plastic" material for cards is about as practical as a lead balloon. The card construction is of no consequence to an informed group.

F. M. Reid
President,
UNC Cardboard

Be A C. O.

Editor, *The Daily Tar Heel*: The article appearing in the Sept. 25 *DTH* which represents the last in a series on "The Draft and You" is presented from the same military point of view as all the rest of the series.

Conspicuously absent was any mention of the various conscientious objector positions also recognized by our government.

Since the *Tar Heel* abdicated its journalistic responsibility

by presenting such a blatantly one-sided series, I would encourage all concerned individuals interested in the conscientious objectorship programs to contact Chuck Schunior or any member of the UNC-Student Peace Union, Norman Gustavson at the UNC-YMCA, or any of the local campus pastors for more information.

Pete Campbell

Wrong Picture

Editor, *The Daily Tar Heel*: I don't particularly blame Bob Orr for not wanting his picture in the *Tar Heel* after his ludicrous article last week about the lack of school spirit on the part of Carolina's fraternities, but please don't put my picture in his place.

Al Ellis
Pi Kappa Phi

LETTERS

The Daily Tar Heel accepts all letters to the editor for publication provided they are typed and double-spaced. We reserve the right to edit for libelous statements.