

In Our Opinion...

DTH Awards Of The Week

Lizard of the Week: Jesse Helms, who defended himself against attacks from state and national newspapers and magazines which label WRAL as a "right wing" station, by saying on the air yesterday, "In this situation, I'd rather be the right wing than the wrong wing." Now who ever said there was a difference between these two wings?

Cooperative Cabbie of the Week: The San Jose, Calif., hack driver who waited outside while his customer robbed the Mayfair branch of the First National Bank of \$1,400. Unaware that an armed robbery had been committed, the cab driver dropped his fare three blocks from the bank and received a 70-cent tip in addition to the \$2 on the meter.

Thoughtful Bandits of the Week: Two Detroit thugs who bound a porter, ransacked a West Side cocktail lounge, and fled with four cases of whisky and an undetermined amount of cash. Just before leaving, they asked the porter for his employer's telephone number. Minutes after the robbery, the bar's owner received a telephone call informing him his porter was tied.

Poverty Case of the Week: Otto Orkin who started as a Latvian immigrant farm boy and carried his oneman rat-killing business to a \$65 million pest exterminating enterprise. He has been certified as needy and given a county welfare card allowing him and his wife to draw governmental surplus food. The 77-year-old millionaire, whose fortune is tied up in trusts and litigation, can buy between \$20 and \$30 worth of food a month with the welfare card.

Issue of the Week: Toilet paper, which brought doom to bureaucracy in the bathrooms of the University of Illinois after angry cods successfully harrassed the administration, demanding the abolition of toilet paper roller rod notches which prevent tearing off more

than two sheets at a time. Women's dormitories echoed with the cries of "longer white tape, not red tape," as the battle progressed. Ad hoc committee chairman Phyllis Levun explained that students were resorting to propaganda tactics because the regular channels were clogged with red tape. The university responded immediately. Not only have the offensive notches been put out of commission in the women's dorms, but they have been rendered ineffectual in buildings all over the campus.

Interpretation of the Week: University of Georgia administrators who, after deciding to allow women students to visit men's apartments, went on to make it clear what this new privilege includes. The Collegiate Press Service reports that "The University does not consider one room an apartment, however. Bathrooms don't count as a room either, but a kitchen might."

Religious Editor of the Week: Editor of the University of Texas at El Paso humor magazine who has been fired, not for saying God is dead, but for bringing the second person of the Trinity back to life. The administration removed the editor and suspended publication of the magazine for the remainder of the fall semester after publication of a fictitious interview between Jesus Christ and Beatle John Lennon.

Justice-Minded Legislator of the Week: UP floor leader Ed Wilson who Thursday night proposed an amendment to the resolution concerning the creation of a Supreme Court which would call all court justices' names before SL each spring for re-approval. He favored this, in addition to the already-stated power of legislature to impeach justices because, impeachment requires the stating of definite charges against a justice, whereas with the annual review process, a justice could be removed from the bench "without giving a reason."

(Editor's note - The following is the second in a series of articles describing the Experimental College of San Francisco State College which were originally printed by The Daily Californian.)

By SUE WERBE
Perhaps one of the most significant effects of the Experimental College (EC) at San Francisco State College is the response and interest in educational reform it has generated.

"The key word in education today is innovation," said Dan Fletcher, dean of the graduate division.

"There is a great deal that the college can do to bring about constructive and realistic change. The EC is only one way in which we can remain sensitive to the needs of the students," he said.

IMPROVEMENT NEEDED
Richard Axen, chairman of Higher Education at San Francisco State and past chairman of the Academic Senate, said, "there is much room for improvement in higher education."

He is impressed with the Experimental College as a new source of leverage in change.

Axen believes that "much of the regular curriculum isn't too relevant. The EC has a more complex definition of relevance which includes social problems."

The EC has spurred the campus community, especially the faculty, to experiment in education reform.

One such experiment is the "77, 177, 277" series of classes. In the spring semester of 1966, the Academic Senate instituted this program under which a professor may form his own course, and, with the approval of the department, offer the course within the regular college.

There are other possibilities in this series. A professor may wish to co-sponsor a course with the EC, or a group of students may ask a professor to sponsor a course of the group's choosing.

One to six units of regular college credit is available for these courses with the option of using the pass-fail grading system.

COURSE OPTIONS
For some time, State has also had available "199, 299" course options in each department.

This is the individual study option to allow a student to construct his own courses of study under the guidance of a professor.

SF State's campus has a very strong relationship among students, faculty and administration, which has developed over the last four years.

For example, John Summerskill, president of San Francisco State College, is a strong supporter of the EC.

ENERGY AND MOTIVATION
"The Associated Students, led by Jim Nixon (State student body president), have marshalled energy and motivation together in learning, which of course is the basis of the university," Summerskill said.

"A good deal of concern about teaching and students

is evident on this campus. This could be because SF State is a college instead of a university," and attention is focused on the undergraduate, he added.

Summerskill said State "has a tradition of innovation and experimentation. There is also a great deal of creativity among this faculty."

He mentioned that a faculty committee (at State) has been created to look at education today.

As far as any real opposition to the EC, Summerskill said the "students have done a terrific job of informing. They have been skillful in discussing their plans with the administration and the faculty."

According to Mike Powell, senior in psychology and coordinator between students on faculty committees and the faculty, the first steps toward EC involved two ad hoc seminars for freshmen and sophomores to explore the possibilities of "free discussion combined with group-therapy concepts to see how younger students would react to this type of freedom."

VOLUNTARY
These seminars met once a week for three hours throughout the Fall semester, 1965, on a voluntary basis for all concerned, with no college credit involved.

They dealt with the problems of General Education (GE) and were led by Albert Duro, a sophomore, Russell Bass, a junior, and Greg de Giere, a sophomore.

Their belief was that GE should "be primarily an integration of the various disciplines rather than an introductory course in teach." Most students and professors would agree that many introductory courses have proven to be unnecessarily dull.

INTEGRATING FIELDS
They decided to begin by having seminars integrating the fields of psychology, humanities, and social sciences, plus some variation of the usual physical education requirement.

The next step was the means by which these people could substitute this for the regular program. These people sought out professors, convinced them of the value of the program, and received their commitment of responsibility.

De Giere stated their premise as, "We can do anything we want to do - it's possible."

FRAMEWORK
At this point, the framework existed for the coming of the EC. Administration approval of the program was sought and obtained.

The founders of the EC first brought their proposals to Joe Axelrod, then assistant dean of academic planning. He told them to "just do it" rather than follow regular procedures, which might hold up the planning for a year or more.

One problem was that professors might not have enough time. State was asked to release the professors from some normal duties to teach in EC classes.

AND IT BEGAN
This permission had to be obtained through each respective professor's department. After many interviews and

with administration backing, the release time was granted, and the program was established.

De Giere said the faculty and administration co-operated because "we just made ourselves sound harmless."

Once the core group of people had devised courses of interest in areas in which they were knowledgeable, they received administrative sanction. They asked some professors to come into the program; others heard about the opportunity and joined.

350 STUDENTS
It all culminated in a final involvement of 22 student organizers, 30 professors, 350 registered students, 22 courses and two off-campus course organizers.

A further development was the inclusion of Paul Goodman, the visiting professor hired by the Associated Students under another program.

This well-known author and social critic, was accessible on campus, lecturing, holding a regular wide-open group discussion at the central major lounge on campus, and working with the EC.

Student representation on the Academic Senate and some of its committees was also developed last spring.

A student also sits on the President's Executive Committee and his Advisory Council.

POLICY DECISIONS
These seats, especially those of the Academic Senate and its committees, are very important since at State, all college policy is set by the faculty through its highest body, the Academic Senate.

But many at State are not mesmerized with the successes to date. "I do think there will be a time when some restraints are necessary," said Fletcher.

"There is a certain innate behavioral pattern of living things - its attempt to organize. I've noticed with interest that the bureaucracy within the EC may kill it. Any fresh idea is fresh only when it doesn't have the restraints of bureaucracy."

MORE RESPONSIBILITY
"As students request more responsibility for their own education - and that's right - I tend to wonder if the same zeal and enthusiasm will be evident in the next generation."

Fletcher also commented on credit for EC classes: "When programs start with the highest altruistic motives it is almost trite to consider the question of credit. But now it is part of the bureaucracy."

He said, "I don't think we have run into any serious problems as long as the faculty has some control - I think that's a reasonable request. At the present time, the college is providing faculty time. Most of the time is voluntary."

Morris R. Lewenstein, chairman of the social science department, has doubts as he "doesn't know whether anybody is checking on discipline. I approve of the courses on paper but I question as to the development of intellectual skill - for instance are written papers logical. I rather suspect there might be a problem there, but I don't know."

But he also said "there are a lot of creative faculty members with different ideas of reform. I would like to see each respective group of them get together and offer different program, cross department lines and give uneven credit allotments."

ONE RUN - IN
Lewenstein had one run-in with the EC when they "asked for an instructor from the social science department for 15 to 20 students for the EC when the regular classes contain 40 students. I couldn't overload my regular classes in order to give them a faculty member. We are overcrowded now and can't waste time on experiments."

But when asked about faculty reaction to the EC, Axen said "there is a kind of new atmosphere where the faculty must appreciate the students. In the back of their minds there is always the FSM blow-up."

He believes that the faculty "must have wondered why the students didn't revolt long ago." Finally, when the EC started forming, they decided to pay attention to it.

Student president Nixon explained the effect the Free Speech Movement had over the EC:

"It made our job easier and gave us a clear sense of what energy is on campus. We try to tap this energy differently than FSM did."

He said that "the FSM energy was formed to fight somebody. Our focus is to work with people."

Axen explains the general

faculty support of student initiative:

"The faculty is pretty much their own boys. We have the most progressive faculty government of any college in the United States. Our constitution delegates us power in educational reform."

INITIATIVE
"If we press for this faculty initiative ourselves, in a democracy how can we consciously ston the students?" Nixon presented a good case to the Academic Senate on the behalf of the students of the EC.

In Axen's estimation, "Nixon has a lot of political sophistication. A lot of the faculty leaned over backward to help the EC."

When asked if there was any faculty opposition to the EC, Axen said "not right now, but it could reach a point of real confrontation. A fair portion of the faculty couldn't ascribe to this new system of education - barriers in classrooms broken down - modified curriculum - teaching methods reassessed - for the whole college."

"If the courses become fully credited, this confrontation might occur. The faculty will ask themselves: 'Can students determine what they want to do and get credit for it? They would bring up that some of courses never have faculty involved.'"

"The EC also has the magnitude and operation this semester to scare some of the faculty members. They realize that the EC is a political instrument for social change."

Mike McGee

UNC's Education Must Help State

Jesse Helms has given me a good excuse to speak about the role of the university in changing the ideas of her students to conform with the necessities of the twentieth century.

Conservative social ideas are natural for the human, just as they are natural for other animals. But one of the distinctive characteristics of our species is the ability to change in response to changing circumstances.

The changed circumstance we are all having to face is a tremendous technological advance coupled with the emergence of mass society and new ideas of social equality.

Particularly in the South, let's narrow it to North Carolina, people have been very slow to accept these changes. This slowness is also natural for the human species. The phenomenon of cultural lag will operate every time.

Cultural lag is inevitable, to be sure, but it is also debilitating. Thus any steps which are taken to modify the course of the lag must be considered a positive asset to the society.

One major factor in change is higher education, let's narrow it to our university. A responsibility we must accept is that of providing students, and in effect North Carolina, with a progressive education rather than a rote reiteration of the old ways of thinking in this state.

What means progressive? - The necessity for the future and present citizens of North Carolina to explore and understand the environment in which they must live and work for the rest of their lives. We must try to overcome the coercive conservatism of fear that so many of our citizens are afflicted with.

Victorianism, Puritanism, and white supremacy-ism are ideologies of fear: fear of sex, devils, and the Negro. These ghosts from the past keep the state of North Carolina from fully emerging from her backwardness.

Let's examine first Jesse Helms', and then the Ku Klux Klan's, contributions to stagnancy of thought, then see how this relates to the purposes of our university.

Helms and a lot of the good people of this state would have us keep the Victorian-Puritan ethic intact.

I don't think they want to eradicate sex, because it is necessary for the reproduction of the species.

What Helms and his supporters would have us do is throw a blanket over it, hide it from view because it is dirty, lewd and evil. We must pretend that sex doesn't exist. But sex influences the life of every human being. As such it is a subject worthy of study and comment.

To use the English department as a relevant example:

in literature we find that the most educated and perceptive masters are unable to ignore the influence of sex on the lives of adults. Literature says that human beings cannot be understood outside the context of the sexual drives that affect all of us.

Hence we have a man like Marvell writing a poem to his coy mistress. The poem doesn't contain anything pornographic. If the student reads it and discovers that people do, in fact, seduce each other, then he has learned something - furthered his education. (This is mighty elementary stuff here at Carolina.)

So if the mothers of North Carolina don't want their daughters to learn about sex, then they shouldn't send them to a university. Keep her at home and ignorant. Let her learn a trade, and teach her children to fear the evil demons.

The same denial of reality in this state is evidenced by the Ku Klux Klan.

The Klan provides us with the ideology of white supremacy. The struggle is to keep the Negro outside of everything that is white. In other words, to put him somewhere where he can't be seen, heard, or worried about.

Now anyone with eyes and ears will know that this can't be done. The black masses of humanity rear their heads in every county and city in this state. One cannot walk more than a few blocks in any town without seeing Negroes, even in the good neighborhoods where they walk home from cleaning a white man's house.

And the black man is going to take his place in society some day. The raw courage shown by civil rights leaders and workers demonstrates that the white man has no monopoly in virtue.

Nor in intelligence. It's tragic to see grown men parading around in flowing robes and white silk dunce caps.

The Klan is fighting a losing battle - trying in a great burst of energy to preserve the myth that the Negro is not a man.

What is going to change this state's prevailing attitudes? Education, with UNC leading the way. Our university cannot afford to support Victorianism, Puritanism, and white supremacy-ism.

Such views are the antithesis of the modern educational process. Education must, as one of its primary goals, identify the objects in the human environment and put them in a realistic perspective.

The university will stand tallest when she is doing much to eradicate these shackling fears from the minds of her students. Then and only then can North Carolina effectively merge with the twentieth century.

On Maintaining Greatness

THE NATION
NEW YORK, N. Y.

Should a college English instructor assign Marvell's "To His Coy Mistress" as the topic for a theme? We don't know. It would depend on the maturity of the students, the way in which the poem was presented and the instructor's reasons for thinking the exercise useful. In other words, it is a matter of professional academic judgment.

But an instructor at the University of North Carolina did assign the poem to his class, and all hell broke loose in Chapel Hill when a commentator on a right-wing television station in nearby Raleigh bleated over the air that the pure minds of the students were being smirched by the lecherous impetuosity of the 17th-century English poet.

The instructor has been relieved of his teaching duties and the students are beginning to wonder in their campus paper whether their education is being shaped by Station WRAL-TV, an institution in which they did not enroll.

The University of North Carolina became a great center of learning during the many years when Frank Graham was its president. More recently, Dr. Graham has become one of the country's most revered and effective public servants: National War Labor Board, the President's Commission on Civil Rights, the United States Senate, the United Nations.

But last week Dr. Graham was back on the Chapel Hill campus to assist at the installation of the University's new chancellor, J. Carlyle Sitterson.

It was Chancellor Sitterson who met the attack of the yahoo broadcaster by saying of the instructor that "it did not appear that he had effective communication with his class."

Back in 1932, when the students invited Norman Thomas, the Socialist candidate for the Presidency, to speak, Dr. Graham had the visitor stay at his house.

Had he been in his old office when Marvell's plaintive lines burst on Chapel Hill, he would at least have invited the instructor home for tea.

What he might have said to him, only he can know; but everyone knows what he would have said to WRAL-TV.

That was one reason why Chapel Hill became great; the question now is how long it will remain so.

The Daily Tar Heel

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'Oh No! It Took Me Three Months To Learn The Last Ones!'

