

The Daily Tar Heel

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SCOTT GOODFELLOW, EDITOR

Responsibility In University Life Frequently Thwarted

(This week marks the appearance of a series of editorials on responsibility in the University community — student, faculty and administrative. During this week the series will discuss problems involved in a) the honor system b) the "cut system" c) required courses d) the eight o'clock class d) and campus code jurisdiction.)

At the mention of the word Responsibility, everyone cringes, for some of the duller, most mundane lectures follow.

But in our case we mean by responsibility aims of this University regarding students, faculty, and administration. Many of these aims are being thwarted by ill-conceived regulations and guidelines which are wholly incompatible with better teaching and learning standards.

There are two main student responsibilities. The first is to learn, for higher education should be an educational experience. The second is to develop an open mind so that learning will not come to a dead halt the moment that the diploma is awarded. In a way, the second responsibility is more important than the first, for much of

what you learn in a given class is lost within a few months.

To open a student's mind, to eliminate prejudices, to instill a curiosity, that is the game. But too often we find that the rules for this game are wrong. They are actually the rules to decreased responsibility, and consequently to the narrowing of a student's outlook.

Likewise, the responsibility of the faculty is a pragmatic one. It must do whatever is necessary to help students develop an unconfined viewpoint while giving them the facts upon which to practice. This principle is also thwarted by vague administrative guidelines, and by some faculty members who do not realize the intent of the guidelines.

The situation is one where an attitude must be changed. The change will be a difficult one, since the established view of *loco parentis* and their related attitudes are well entrenched. In coming issues of the *Daily Tar Heel*, we will examine a number of specific situations which must be altered if a proper attitude of student responsibility is to be reached.

The Pill: The first step leads the innocent coed to sin and ruin.



Peter Harris

To The Moralists: Examine Your Faith

The pill controversy illustrates how an issue can become blown-up out of proportion through the attention it receives from the national press services.

Yet the interesting result of this often serious sometimes humorous debate has been the exposure of a rather disturbing underlying neuroticism which haunts the minds of too many antiquated American "moralists"—people better referred to as self-righteous do-gooders who feel that the true-blue, clean living "upstanding" experiences, void of exploration, are the most rewarding for the individual.

These people take the stand that the youth of today are injuring themselves by being exposed to new, diversified and honest experiences because youth will regret their mistakes in twenty years. Obviously, these people know something we don't about guilt complexes.

Some "moralists" defend their reasoning through religious pomposity, while others become so heated in their moral hypocrisy that they are forced to write our editor obscene letters too disgusting by journalistic standards to re-print in the DTH.

To think of the reaction we would receive if those letters were reprinted would be astounding. Surely, the moralists would faint dead.

The cry which amazes this columnist is the one which refers to the clean-living "individual."

Clean-living people are often very happy and can be as individualistic as anyone but for them to preach the gospel restricting experience, the gospel of moral conformity without question, is to deny the individual his rights to a free "pursuit of happiness."

As a wise man once said, "how can a person know light until he sees darkness"; or, how can a person truly know how he wants to live his life unless he tastes a bit of each side of life.

The purity preachers are cock-sure that their ideal way of life is destined to be the most fulfilling. Many of them have no right preaching this code because they have not had the interest to explore the other side of the coin. They are content to remain isolated from what is to them a dirty world. Either they are the world's worst provincialists in thought, or else they are the world's blindest conformists.

Most of my generation understands the glory and excitement of exploration in many areas. Provinciality—no matter if it is geographical or intellectual—has been seen time and time again as an absurd, restrictive doctrine which makes very little sense in the context of our present world.

If there is a "generation gap" as Senator Mondale and Walter Lippman (among others) propose then it is perhaps most clearly expressed in the area of social experience.

To any person who has had the opportunity to travel, it becomes quite obvious that the "Old South" is dying. It is those people who claim to uphold the innocence of the traditional South who are least in touch with our times. These people are not the kids from the South, for the most part, because it is quite obvious that once away from the strangle holds of small town talk and strictness, young people will open up to progressive change and exploration as readily as almost any group in the nation.

The problem is with the dying tradition.

It should be understood that social exploration does not, in most cases, mean the seeking out of mind-drugs or big city prostitutes. This isn't what the youth of today is searching for. We are searching for honesty beyond what we are merely told. We are searching for results which will inevitably be more rewarding than those which too many of our elders sought.

To break away from binding restrictions does not mean breaking down society from within. To believe that society has been held together for centuries by a "Christian" morality is absurd; indeed, it grossly underestimates the strength of our culture.

If our culture cannot stand the stress of honest examination, then it does not deserve to survive. But it does deserve to survive.

When purity-preachers speak of faith, they would do well to examine more closely their own faith and what it really means—in a social context.

People today must do what they feel is best for them. This is bound to be the most healthy aspect of an ideal free society.

The History Of Presidents

By Otella Connor

No buildings were erected during President Winston's administration. He left here to go to Texas as President of the University of Texas. From Texas he went to Raleigh as President of A and M College, now State College. He took on the denominational Colleges, Wake Forest, Davidson, and Trinity, in the state that were opposed to the Legislature appropriating funds for the University, because they thought it would hurt the private colleges. Winston won this fight. As a result, more students went to private colleges than ever before because the University trained teachers who enabled more qualified students to enter the colleges. President Alderman was a

gifted platform speaker. He worked with Melver and Aycock to establish public schools in the state. The first public high schools were built in 1907. President Alderman's main contribution to the campus was the "rebuilding of the old Well in 1897, patterned after the Temple of Love at Versailles, and he had reproduced over the north doorway of South Building a replica of the fine doorway over Westover, a noble home on the James. He wanted to bring some beauty to the drabness of the campus architecture." "A thing of beauty is a joy forever." President Alderman left for the Presidency of Tulane University in New Orleans. From there he went on to the Presidency of the University of Virginia.

You Can't Knock 3rd Best

It is always good, whatever the season, to give credit for a job well done. If for nothing else, such credit advises a team that its work has not gone unnoticed, and is appreciated.

Such credit is due, perhaps overdue, the University of North Carolina basketball team, currently, according to the national polls, the third best team in the nation.

Even before the season began, it was the opinion of Atlantic Coast Conference sports writers and sportscasters that this 1966-67 edition of Tar Heel basketball could easily be one of the better editions in recent years. Their reasoning was based on three sophomores—6-8 Bill Bunting and 6-11 Rusty Clark, the two big men Coach Dean Smith has needed for so long for rebounding strength, and 6-3 guard Dick Grubar. In addition, the talents of Bob Lewis and Larry Miller, of Tom Gauntlett and Mark Mirken, were clearly established a year ago.

These players, and others, have made the prognosticators look like true prophets. They won nine consecutive games, these Tar Heels, before they tasted defeat. They defeated Duke twice in one season, a rarity for Carolina teams of recent vintage. They are shooting nearly 50 per cent—an awesome figure—as a team. And they have won 21 of 25 games, an impressive record.

Thursday in Greensboro's Coliseum, this Tar Heel team will begin a rigorous test that should defeat N. C. State in the first game (it would be for the third time this season) will last for three games. It will indicate, this tournament, how much pressure Dean

Smith's sophomores can stand in their run for the ACC title, a claim they have already staked in the regular season.

And if their past performances are any indication, UNC basketball, 1967 style, will meet that test.

Donnie Sanders



The Daily Tar Heel

74 Years of Editorial Freedom

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University Must Prepare Co-eds For Real World

By JANE HOWARD

The Auburn Plainsman

And where do we go from here, girls? Or, in other words HELP!

That's what Mary Ann, the female counterpart of Joe College is saying to herself. She's 21, and in two months she'll be free—from final exams, term papers, term projects. There'll be no more beauty contests, no more student government, and no more security.

She will stand on the brink of life itself, with a diploma clutched tightly in her hands, a huge questionmark on her mind, and harsh reality staring her in the face.

For 21 years, her parents, her teachers, and Mary Ann herself, have tried to prepare this entity of a young woman for the big day. When she was in high school, everyone said, "That girl is going places." Mary Ann had ambition. She didn't marry her high school flame like many of her friends. She came to college . . . to seek a career, to make herself worthy for the world, so she could help make the world more worthy.

But about halfway through her college years, a realization came to Mary Ann. She looked around and saw that many of her freshman buddies weren't there any more. They had gotten married. Most of those who hadn't were talking about it.

And Mary Ann wondered. Perhaps she said to herself, "Well, maybe I might want a husband, home and children some day. But I'm not ready to settle down to diaper duty right now. There's too much I can do—places to go, things to see—and I can't do them after I'm tied down."

But a nagging doubt had wormed its way inside that self-confidence. Mary Ann passed up her share of eligible young men, but she always wondered.

And now, about two years later, that nagging doubt comes back to haunt her as she is on the threshold of graduation. What next? She's been seeking true freedom for 21 years, awaiting its arrival from under a warm blanket of security. Suddenly the covers are rudely thrown back and when her feet hit the floor, Mary Ann realizes it's kinda cold, and desperately wishes she could climb back in.

For a decision is at hand, and the questions begin to arise: "Is the career, the travel, the excitement, the challenge, and the satisfaction in the knowledge of the worth of one's work really worth the cold competition, the hard facts of facing the world along, buying one's own supper and

facing a blank wall as you eat it, and coming home at night to an empty and dark apartment?"

Mary Ann, and most like her, thinks it would be worth it for a while. There's an element of glamour involved that looks mighty attractive. But then there are those statistics which show that the longer a girl stays unmarried, the less are her chances of finding a mate.

Other things bother Mary Ann too. She picks up a paper and reads about the Boston Strangler and those nurses who were killed.

"Goodness, can I take care of myself in a world like this?" she asks. All her life there has been somebody around to look after Mary Ann—and rules to protect her. Suddenly they're not there anymore, and it's an abrupt change.

When she's faced with all this, the thought of the security of a home, a man she can love and children she can rear looks very warm and bright. And the sum of the whole is known as "senior panic." Mary Ann is likely to engage herself in an urgent search to find someone, instead of something, on whom she can bestow her all, someone with whom she can share the rest of her life, but most of all, someone to hold her hand and take care of her.

The search, in itself, is probably inevitable in the end, because most women want marriage some day. But the sudden urgency of it often leads a woman to act too quickly, and five years later she daydreams among diapers about what might have been, and takes her disappointment, frustration and feelings of incompleteness out on her puzzled husband and children.

And there you have it—"The Dilemma of the Educated Woman" . . . a dilemma which has arisen since college education became, first, not unusual for the female of the species, and then, the accepted thing. Mary Ann comes to college with visions of a bright career in an exciting and challenging field, and a little glamour and romance thrown in to boot. She receives excellent training toward the end, and she graduates as a primed vessel of knowledge totally unfamiliar with the waters in which she will have to sail.

The problem doesn't have to be one. Society is preparing women educationally for a developing new role in the cause it realizes the potential which women hold for the working forces. But society has forgotten to gear women

Credit Is Due

Morrison Residence College is to be commended for the brilliant operation of their carrier current radio station, WMO.

Radio stations such as WMO have been tried all over campus, but they have never been so successful. And success means many things.

It means that students in one residence college will have a continuing activity, solely in their college, which they may participate in. It means that there will be a method of announcing residence college activities, and promoting them to each individual.

But most of all, success means unity in the residence college. It is the hope of everyone involved that residence colleges can develop as strong, separate entities, with increased concern for the individuals within the college.

WMO is a giant step in that direction.