

The Daily Tar Heel

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Harry Bryan, Editor

Friday, April 30, 1971

Senator Allsbrook not representative of UNC students

A bill has been introduced in the North Carolina Senate that would prohibit the funding of The Daily Tar Heel out of student fees.

The sponsor of that bill, Sen. Julian Allsbrook (D-Halifax), said students should not be forced to pay for The Daily Tar Heel, pointing out that a recent Insight article on homosexuality was the last straw.

"I thought it was as rank of pornography as the public should be subjected to," Sen. Allsbrook said Thursday. "It is not the type of material that should appear in a paper, and I don't think the students should be subjected to it."

Rep. Julian Fenner, (D-Nash) reiterated Sen. Allsbrook's statement, saying, "I don't think things like that are necessary. I don't believe that pornography and filth should be published even though I believe in freedom of the press."

As far as the article itself is concerned, there is absolutely no legal ground for terming it pornographic, and, clearly, by any precedent in the United States it was not obscene.

The homosexuality insight dealt with a reality that exists both on this campus over the country.

Primarily through the Gay

Liberation Movement, newspapers and magazines throughout the United States have been studying and reporting on the subject of homosexuality.

The Daily Tar Heel feature on the subject was merely an investigation of how prevalent homosexuality is on this campus and a look at the life and personality of the homosexual student at this University.

Everything in the feature was factual, and nothing was intended to be obscene or pornographic.

The issue of whether or not students should be forced to fund The Daily Tar Heel is the same one that arose on this campus last spring. The Committee for a Free Press initiated a student body referendum, asking students to vote against funding the DTH.

However, they were defeated, 4,817 to 1,078 as students overwhelmingly voted to continue the funding of the DTH.

The moral right of the State Legislature to control the Student Activity Fee is itself in question in this issue.

The Student Activity Fee, which comes out of the compulsory fees every student pays each semester, is a tax that students have always chosen to have levied on themselves to be appropriated by Student Legislature to organizations serving the student body.

The present fee of \$18 per undergraduate per year was requested by the student body following a campuswide referendum in 1954 and approved by the Board of Trustees.

That money is the students' money and it is up to them—or their duly elected representatives—to allocate it to those organizations that provide services for the campus.

Sen. Allsbrook and Rep. Fenner have said they do not feel that students should be forced to fund The Daily Tar Heel, and presumably they have the student's interests in mind.

They must realize, however, that last year students voted to continue the funding of the DTH and are not being forced into anything.

Members of the General Assembly should keep this in mind when Sen. Allsbrook's bill comes to a vote.

Mike Parnell

Bits and pieces: two to tango

Writer and female liberation advocate Gloria Steinem was scheduled to make an appearance on the UNC campus early this week. Unfortunately Miss Steinem suffered a back injury causing her to cancel her entire spring tour.

"Both men and women have back problems," said Miss Steinem of her injury.

Yes, ma'am, it takes two to tango.

have rejected a plan to release \$130,000 in student activity fees to the school. This means the state must give the school the money it needs to operate efficiently, say student leaders.

The Kansas state legislature cut the University's budget by \$220,000 last week. The University had appealed to the students to transfer some of the student activity fee money to help the University meet the crisis.

The students defeated the proposed move by a vote of 2,151 to 1,878.

UNC students should take lessons.

I want to compliment the Carolina Choir for what I understand was a fine performance Wednesday night in Daytona Beach, Fla.

The Choir was in Daytona Beach performing as the "Honor Choral Group" of the entire southeast at the Music Educators National Conference.

Congratulations to all the Choir members.

N.C. Gov. Robert Scott went to New York Wednesday to see the world premiere of the motion picture "North Carolina, the Goodliest Land."

According to The Durham Sun, "The motion picture version of this popular film will be shown in 20 New York theaters. Afterward it will be seen throughout the United States in some 500 United Artists Theaters."

The article did mention, however, that "the motion picture version of this popular film" had been shortened from 28 minutes to 10 minutes before the premiere.

Jubilee has arrived. Today begins the first of three days of relaxation for most UNC students. I just want everyone—whether you're staying for Jubilee or going to the beach—have a good time.

Students at the University of Kansas
WE ARE THE MAY DAY HUCKSTERS. WE ARE PREPARING FOR THE BIG MARCH ON WASHINGTON.



FLASH! WE INTERRUPT THIS CARTOON TO BRING YOU A SPECIAL ANNOUNCEMENT! ANYONE INTERESTED IN BECOMING DTH CARTOONIST NEXT YEAR SHOULD COME BY THE OFFICE SOON. NOW, WE RETURN YOU TO OUR REGULAR CARTOON.

WE'RE FULL OF UTOPIAN TALK ABOUT GETTING CONGRESS TO END THE WAR.



THAT WAY, WHEN THEY DON'T, WE HAVE AN EXCUSE TO ACT REALLY INDIGNANT.



Rod Waldorf

Filming a one night stand

"Scene four, take one." Clack. The soft steady whir of film passing through a camera begins; then comes the concerted strumming of two guitars, followed quickly by the pleasing vocal.

In front of the two singers is a forest of mike stands; one each for the house PA, and two each for the audio on the film—guitar and vocal each.

All around the stage, situated in one corner of a small concrete room, are cameras and tripods, light stands with their hot white lights, yards and yards of wiring leading to the cameras and to the audio unit off to the right, stuck between the stage and one of the tall speakers of the house PA system. From that speaker comes the low-key tune that was going on film as well.

"Going down from Boston..." The two voices... very nice... cameras whirring... room still and quiet except. Leaning into the tripod camera, arm across it, hands deftly maneuvering its lens, eye intently pressed into the viewfinder, Winston films the scene.

From the side, out of the eye of the main camera, a mobile cameraman shoots close-ups of faces and guitars.

"Okay, that's good." Winston steps from behind his camera and begins setting up for the shot. Alex and Douglas leave the stage as Winston and his crew pull the mikes down to the floor.

Someone produces a beer which is passed and someone on the crew begins to set pieces of a drum set out on the stage. Others appear and begin moving amplifiers and producing electric instruments. Douglas comes back into the club itself from the bar area with his guitar, now equipped with an electric pick-up and a new string. Winston has left his cameras to set up his drums; two other guys are tuning their instruments.

Out in the club itself, couples and stags sit sipping cold beer and watching, waiting for the return of the music.

On stage, the rumble of the bass and sharp twang of guitars make up the caecophony of an electric group tuning in.

Off-stage, the camera crew makes ready. Back on-stage, an audio man trying to get a level gets in the way of musicians trying to get a level themselves; neither seems to mind the other.

"Scene four, take two." Clack!

This time the sound is not so soft and easy. It is loud, hard and driving. People watching rock gently in their seats, their beer sloshing rhythmically in their glasses, some eyes closed, some intently on the foursome now playing, some on the camera crew. Film whirs softly still through the camera. Mikes now are in front of amps and over drums as well as

in front of Douglas and the others in the group who sing. The audio man twists one of the dials on his board ever so slightly; too much rhythm guitar, makes the sound too dark. Douglas sings, now and then his bassist joins in. The sound is clean and complete; there is applause at the end, and more beer all around.

As the cameras and mikes and cords and stands and lights are packed into their cases, the music continues... Douglas and his group. Alex picks up his guitar and waves from the door, the camera equipment follows shortly thereafter.

The club has filled by this time and the music continues... Mr. Bojangles... Day Tripper... the hat is passed, quarters and dimes... Troubling Mind... For What It's Worth... Tennessee Stud... a broken string... a few instruments... then Dream Baby, All I Have To Do Is Dream, Memphis... last call, one more song and one more beer.

A very low-key but driving performance... the entire group seated on stools, playing, singing.

Tables are cleared and the hassles of packing instruments and equipment, jokes and "can I get a ride home?"

Hat money is divided and a trip to Roy's agreed upon. Until next time.

The Daily Tar Heel

79 Years of Editorial Freedom

Harry Bryan, Editor

- Mike Parnell Managing Ed.
- Lou Bonds News Editor
- Rod Waldorf Associate Ed.
- Glenn Brank Associate Ed.
- Mark Whicker Sports Editor
- Ken Ripley Feature Editor
- Bob Chapman Natl. News Ed.
- John Gellman Photo Editor
- March Cheek Night Editor

- Bob Wilson Business Mgr.
- Janet Bernstein Adv. Mgr.

George Blackburn

Higher education needs radical reform

The Merzbacher Reforms and those recently enacted by the Office of Innovative Studies are both far too conservative in the face of modern educational needs. Anyone acquainted with the situation presently attaining in North Carolina's public schools is aware of the burden which our universities will be called upon to assume in the near future. Statespeople and many here within the University are not certain that North Carolina's institutions of higher education are prepared to meet the needs of those who will be ripped untimely from the womb of the public school system and thrust into the universities. The universities will have to take a much more active role in each student's education in the near future, even as they should be doing so now.

Recent criticism of higher education by state officials has not been wholly a matter of political self-interest. Much of it is pertinent and well-considered. In a speech to the local Faculty Club this year, N.C. Attorney General Robert

Morgan requested a reconsideration of the publish-or-perish dogma: "Of course, I realize that research is important to the life of every professor—it may not even be possible to have good teaching without it... But I also believe that 'publish or perish' is not a faultless doctrine, for it causes professors not only to develop narrow interests but often causes them to neglect their students and to view classroom teaching as a necessary evil."

Governor Scott, in an address before the 50th annual meeting of the North Carolina Association of Colleges and Universities on November 5th, drew faculty attention to curriculum reform: "In calling for a re-examination of the curriculum, for a search for more interesting ways of teaching, and for an emphasis on the individual and his development, the students are on firm ground. They are only saying what the most thoughtful educators have said for years."

The Governor asked: "If these criticisms are sound, why is it that on so

many campuses so little has been done? It is not as if the suggestions were brand-new... Experience has shown that studies by faculty members have all too often resulted in a rearrangement of course requirements, rather than in a rigorous re-examination of course content or of teaching methods. Nor have many of these faculty studies beyond the curriculum gone to consider the education of the student in a larger context."

Perhaps the most thoughtful and most constructive speech on the subject of curriculum reform was that delivered by Dr. Cameron West, Chairman of the State Board of Higher Education. Dr. West, in a speech delivered February 26th to the American Association of University Professors, attributed the present structure of higher education to the 19th century influence of German universities and maintained the present structure needed not just management reform but a curricular revolution. "You must have realized by now that I am joining a

worldwide group that is dissatisfied with the system of values promulgated by specialized education. I have emphasized the necessity and the great worth of the productive, specialized scholar, but I am denying that his values should be superimposed upon the whole scheme of higher education. I am urging greater concentration upon the humane values, less specialization, more generalization, more multi-disciplinary and interdisciplinary work, and better and more enduring questions than the individual disciplines have in the past allowed themselves to ask."

An element common to these criticisms has been the charge that universities must take a more active role in the field of value experience. Mr. Morgan asserted "It is obvious, I think, that the university today cannot limit itself to the discovery and dissemination of information or to the teaching of vocational techniques. It must, to some extent, be the moral and ideological conscience of our nation."

Dr. West surmised that modern students are interested in "the enduring humane values, but their education, urging them toward objective scholarship, by and large avoids value judgments. The avoidance of value judgments is in itself a value judgment, and from the viewpoint of many students it is a poor one. Therein lies the basis for their continuing and frequently justified charge of irrelevance."

These pressures for reform are not wholly analogous to student demands in this area though they are not contradictory. Whereas most student pressure seems directed toward the removal of standards and requirements, the suggestions of Dr. West, by substituting a more subjective evaluation of a student's whole experience at the university for a fragmented assessment based on hours and unrelated course achievements, would place a much greater responsibility not merely on the student but the faculty as well. Because these criticisms emphasize emulation of the humane values over scholastic

professionalism and vocational training, they pre-suppose a much closer association between faculty, students, and an administration acting in an educational rather than a managerial capacity.

Radical reform is possible now that disruptions within the University have abated, and the needs of the state and of students demand that it be accomplished soon. If such alterations are made piece-meal, as seems presently to be the case, they will appear to be merely responses to pressure. These reforms must be undertaken as a complete reassessment of the University's purpose and must involve not merely a single commission but the University conceiving itself as an academic community. Not merely the range of courses but the goals and achievements of each course must be evaluated. Most importantly, if the new program is to obtain not merely passive acceptance but active commitment, reforms must be bound to a clearly enunciated and constantly debated philosophy of the goals and purposes of higher education.

Pitt Dickey
Pi Lambda Phi