

Rain
Pure and simple — an 80 percent chance of it today and tonight. Highs near 73 and lows around 62.

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Volume 93, Issue 69

The Daily Tar Heel

Serving the students and the University community since 1893

Thursday, September 26, 1985

Chapel Hill, North Carolina

News/Sports/Arts 962-0245
Business/Advertising 962-1163

Last day. . .
Today is the last day for prospective writers to stop by the DTH for Writing Test information. See Arne or Dave by 5 p.m.

Top 30 research vs. high-ranked teaching

By LORRY WILLIAMS
Staff Writer

Last year University researchers received 674 grants totaling more than \$71 million from federal and private grant-awarding agencies. An additional \$3 million in funds was provided through N.C. state agency awards.

Based on past years, the \$74 million in funds is not an unusual amount.

The University has traditionally received sizeable federal support. It ranks 30th in receiving federal funds and first among public institutions in the Southeast.

"This is one of the top research institutions in the country," said Chancellor Christopher C. Fordham III in a recent interview.

While research is a distinguishing characteristic of the University, Fordham said he didn't think the importance of teaching had been lost.

Faculty members still place a great deal of interest in teaching undergraduates, Fordham said. The University has won several Pulitzer Prizes and had a Rhodes Scholar during recent

years — both good examples of the dedication to undergraduate education, he said.

"Research doesn't take away from teaching," Fordham said, adding that cases in which students felt their professors were more concerned with research than teaching probably were very few.

"I've never had any student say he didn't have access to a teacher," he said.

One of the key qualities of teachers is their mastery of content, and this mastery is made better when professors become involved in the research, Fordham said. Participating in research gives professors a better feeling for and understanding of the subject, more so than would reading the textbook ahead of the class, he said.

"Any time you have a professor on the edge of discovery it can benefit the student because he's there to see the process," Fordham said.

"I think it's exciting to be at a university where knowledge is being created," he said. "It's

exciting to be around the people discovering new things."

The faculty self-study on the research mission of the University cited several studies indicating professors believe their work contributes to their teaching.

In a 1982 Educational Policy Committee survey, 75 percent of the responding faculty stated that their research activities strengthened their undergraduate teaching.

Another EPC survey reported that 90 percent of those teaching undergraduates would volunteer to teach undergraduates even if not required to do so.

"More often than not, professors are reinforced by their research," Fordham said.

Fordham said there would be times when researchers would rather be in their labs, such as during critical steps in the research or new discoveries after years of working with a project.

"Those times (when professors would rather be in the lab) are rare," he said.

While professors divide their time between

teaching and research, the number of research grants awarded the University continues to grow.

At the end of July, approximately 1,800 research grants to the University had been reported to the office of research administration. The number of grants grew to approximately 1,900 by the end of August.

Departments reporting the most research grants were: medicine with 159 in July and 176 in August; chemistry with 120 in July, 126 in August; and environmental sciences with 78 in July, 89 in August.

But the number of grants reported to the research administration is not always indicative of the actual amount of research going on at the University, said David Galinsky, chairman of the psychology department. In the psychology department, for example, if a research project doesn't involve an outside grant, then the project wouldn't be on file in the monthly printout.

With the large number of research programs going on simultaneously, it is not unusual for

a professor to be involved with more than one program at a time. The professor's teaching load is determined within the individual departments.

In some departments, the teaching load is such that professors are left with time for research, while in others, the teaching load may be arranged in a manner that leaves very little time for research. Professors also may have graduate students to work with and be involved in administrative duties.

Regardless of the amount of time available for research, researchers should not neglect their teaching responsibilities, Fordham said. "You find for the most part they don't," he said.

With buildings such as the new computer science building and the public health and environmental services center that are planned for the University, new research facilities soon will be available.

The University will continue to grow in the research field, Fordham said, but there will be no great changes in the balance between research and teaching.

CGC sets campus poll sites

By GUY LUCAS
Assistant University Editor

Polling sites for fall campus elections will be the Student Union, Campus Y and Davis Library, the Campus Governing Council ruled Wednesday night.

The CGC also approved appointments to the *Daily Tar Heel* Board of Directors.

Bruce Lillie, Elections Board chairman, said he preferred only one polling site for the fall elections, citing last year's low voter turnout.

The elections are being held to fill vacant CGC seats for districts 16, 17, 18, 19 and 21, which are all off-campus districts.

Lillie said the site outside the Student Union would be visible from Davis Library. The election would be publicized with a banner in the Pit and announcements around campus and in the districts, he said.

But Jaye Sitton (Dist. 13) said: "If you cut out Davis Library, you're cutting out 25 percent of voter turnout (based on last fall's results). People walk through the Pit and they don't know what's going on."

The elections will be held Oct. 8, Lillie said. Students who want to run for their district's CGC seat must pick up a petition from the Elections Board office in Suite C of the Student Union and get 25 signatures from students in their district. Candidates also must review the election and spending laws with Lillie.

There is one candidate for Dist. 16, Lillie said, but there are no other candidates for other districts yet.

Appointments to the *DTH* Board of Directors met an unexpected roadblock when conservative members of the CGC objected to the appointment of David Brady (Dist. 12). As chairman of the Finance Committee, Brady was to appoint someone from his committee to the Board.

"(Last spring) I said I was going to appoint myself, and I asked if there was any objection, and there was no objection, so I appointed myself," he said.

CGC Speaker Wyatt Closs (Dist. 10) said he served on the board when he was Finance Committee chairman.

"He asked me how it would look for him to appoint himself, and I thought it would be no problem," he said.

Ryke Longest, student body treasurer, said the board had nothing to do with editorial policies but only oversaw the financial responsibilities of the *DTH*.

But Anna Critz (Dist. 12) said, "I think there needs to be a little more of a balance, and we never know where Dave stands." She said more political diversity was needed among the appointments, especially since one of the three appointees, Jim Slaughter, was chairman of the UNC Young Democrats.

Frank Whitney (Dist. 3) agreed. "This is not a personal attack. Since the chairman of the Young Democrats is on this fiscal board, it seems you would want to have a person of the opposite political persuasion," he said, adding that a person's fiscal policy could be influenced by his political ideology.

But Sitton said none of the people being appointed had ideologies extreme enough to alter the *DTH*'s fiscal policy.

Critz proposed Brady's name be deleted from the list of appointments. The proposal failed by a 4-7-1 vote.

Critz, Whitney, Bill Peaslee (Dist. 9) and Kevin Woodward (Dist. 20) voted to delete Brady's name, and Jimmy Greene (Dist. 9) abstained.

The appointments of Brady, Slaughter and Bryan Hassel were approved.

Peaslee said now he would try to get a conservative journalism major to apply for an at-large seat on the board.

clean spray



Mike Pattison cleans dirt of many years that had accumulated on the limestone areas of Memorial Hall Wednesday with a jet stream of water. After the cleaning has been completed, the cracks in the building will be recaulked.

DTH/Larry Childress

Millions can't read; colleges offer help

By JILL GERBER and RACHEL STIFFLER
Staff Writers

An elderly woman walks into a drugstore in a rural community and enters the medicine aisle. After examining the contents of the shelves for several minutes, she picks up a small brown bottle and approaches a nearby customer.

"Excuse me," she says, smiling apologetically. "Is this spirits of ammonia? I can't read."

This woman is one of the estimated 23 to 27 million adults 16 and older in the United States who are functionally illiterate, said Wilma Bailey, public affairs specialist with the Adult Literacy Initiative in Washington, D.C.

This figure was based on a study done by the University of Texas in the 1970s and updated by the 1980 census, Bailey said.

Functional illiteracy, she said, is the inability to read and comprehend well enough to perform such ordinary tasks as voting, taking a driver's license examination or reading instructions on a medicine bottle.

The woman in the drugstore represents 1.6

percent of the nation's black population designated illiterate by the *Statistical Abstract of the United States, 1982-1983*, published by the Bureau of the Census. The report stated that 0.4 percent of the white population was illiterate.

The percentages of illiteracy were lowest among the 14 to 24 age group for both blacks and whites, totaling 0.2 percent for each. The figures increased with age for both blacks and whites, reaching 0.8 percent for whites in the 65 and older age group and 6.8 percent in the same age group for blacks.

The above statistics are based on the federal government's definition of illiteracy, stating "the inability to read or write a simple message either in English or in any other language," according to the *Current Populations Reports Special Studies, 1960*, published by the Department of Commerce, Bureau of the Census.

The term "functional illiteracy" was first used during World War II to refer to people who were incapable of understanding written instructions for military tasks. Now it is commonly used to describe those who have

completed less than five years of schooling, according to the *Current Populations Reports*.

However, Mark R. Van Schiver, coordinator of public information with the N.C. Department of Community Colleges, said illiteracy cannot be defined.

"No one can decide what illiteracy means," he said. "(It is) a value judgment on a complex problem."

Van Schiver said N.C. community colleges have offered literacy training since the 1960s. There are now 58 community colleges, technical colleges and institutes in the state which offer the Adult Basic Education program.

Although enrollment in ABE has increased 48 percent in the past three years, 17 more people need to be reached for every one person in the program, Van Schiver said.

Florence Taylor, coordinator of ABE, said about 50,000 adults 25 and older were enrolled in the federally funded ABE program.

Students who qualify for ABE have less

See ILLITERACY page 4

Requests doubling for RAPE escort service

By JENNIFER TROTTER
Staff Writer

The Rape and Assault Prevention Escort service is averaging almost twice as many calls for its escorts this semester than it has in past semesters, an increase that Director James Rivell says RAPE is equipped to handle.

RAPE has received 15 to 20 calls per night for escorts, compared to last spring semester's average of eight to 10 calls per night. Rivell said RAPE began getting more calls during the week of the Sharon Stewart kidnapping, a time when RAPE had not geared up for the fall semester.

"It usually takes two weeks or so into the semester before we have a list of escorts and are ready to operate," Rivell said.

RAPE intensified its recruiting process to handle the influx of calls, and now operates with 200 escorts, he said, adding that the

escorts welcomed the increase in calls.

"The biggest complaint we've had by escorts in the past is that they don't get enough calls," Rivell said.

He said that the increase in calls for RAPE escorts had also created much confusion about the service and the hours it operated.

RAPE operates from 7:15 p.m. to 1 a.m. Sunday through Thursday, and students can get escorts on weekends by request, he said. "These hours have been successful in the past, but if there is a large demand for regular weekend hours, a policy change could be made to include Friday and Saturday," Rivell said.

Rivell said students should phone RAPE at 933-7602 to ask for an escort or to reserve weekend hours in advance. An operator working from RAPE's Mangum office assigns escorts on duty for the specific hour to callers requesting to be walked home, he

said.

The UNC campus, and the Franklin Street and Airport Road areas are included in RAPE's escort coverage, Rivell said. This includes sororities and some apartment complexes in those locations, he said.

Escorts, who are screened by dormitory resident advisors and area directors, draw mostly from North Campus dorms, Rivell said, adding that about 50 escorts come from Morrison dorm on South Campus. There is a need for a South Campus director who would coordinate a South Campus escort service with the one on North Campus, he said. "It's not that there is a lack of support for RAPE on South Campus," Rivell said.

Escorts are required to present a student ID before escorting someone home, and they must call the RAPE office upon returning, Rivell said.

Both aspects seen as going hand in hand

By LORRY WILLIAMS
Staff Writer

Millions of dollars in grants were awarded to the University for research programs in 1984, and each month, the list increases.

The increasing funds have brought more than money to the University. They have also brought uncertainty about whether the University's priorities lie in research or teaching. It's an issue that has gained prominence in recent years, especially as the University has grown as a research institute. Students and professors seem to agree that research is an important part of the learning process. The idea that professors stay locked in laboratories with no concern for the undergraduate's education, however, is more a rumor than fact for most students at UNC.

"Research and teaching can and do go hand in hand," said Student Body President Patricia Wallace. "Professors get material that's alive, and they're able to teach with more excitement."

Lawrence Gilbert, a University biology professor, is a member of an evaluation committee that visits research universities across the country and evaluates their programs and departments.

"We (at UNC) pay more attention to undergraduates than any other place I've seen," Gilbert said.

There are faculty members at other research institutions whose goal is not to teach but to do research. At UNC the faculty feels a responsibility for undergraduates, he said.

As a research institute, the University benefits students by providing them with the opportunity to be at the forefront of new discoveries, said Wyatt Closs, Campus Governing Council speaker.

"Students have the advantage of getting information firsthand," he said. "Look at other research institutions, like MIT, and that kind of thing is what makes them attractive."

Attending a research university and being near the Research Triangle Park should help broaden the perspective of University students, Closs said.

Undergraduates in the psychology department have been getting hands-on experience in research for years. A requirement in Psychology 10 is to participate in a number of experiments to gain credits. David Galinsky, chairman of the psychology department, said students received firsthand opportunities to see psychological research being done when they participated.

Closs said he didn't see any conflicts between research and teaching. When a student complains about not being able to reach a professor, the costs and benefits need to be weighed, he said.

"If there are (complaints) and you look at the benefits for the group instead of the individual, the benefits outweigh the arguments."

The chemistry department reported 126 research grants in August. Even with a larger number of research programs in progress, chemistry professors said they felt research and teaching were not competing.

"It's important for a professor to be an active researcher in order to be the best teacher he or she can be," said Royce Murray, a Kenan Professor of chemistry. "Research is asking questions about things not known. That's part of teaching."

Research professors can bring parts of research into the classroom and tie it into the material the students are learning, he said.

Wallace made a similar observation. "Experience has shown that those professors who aren't as interested in their subjects aren't as involved with research," he said.

The chemistry department has a policy stating its professors will try to spend similar amounts of time on teaching and research, Murray said.

"It's hard to do sometimes," he said, adding that it was very frustrating to turn students away when they wanted to learn.

"There's never enough time to do everything you'd like to do," he said. "It would be easy to imagine spending full time at either one. But I wouldn't want to do either one (exclusively)."

What many students don't realize, Murray said, is that in addition to undergraduate teaching many professors also are in charge of graduate students. The work with graduate students may be more informal than work with undergraduates, but it is still teaching on a very advanced level, he said.

"You don't do research with graduate students and not teach," he said. "The division between research and teaching is artificial."

Office hours are required, and Gilbert said if a student had an appointment to see a professor and the professor didn't keep it, the student should go to the department chairman.

Matt Lenkeit, a junior computer science major, said his experience had shown that professors were willing to take time and help students when help was needed.

"You can ask questions, and they're glad to answer," Lenkeit said. "They give you their home phone numbers and encourage you to call."

The art of teaching is the art of assisting discovery — Mark Van Doren