

'SPEND YOUR EFFORT . . . ON THINGS THAT CAN SURVIVE'

What Do The Students Expect From Their University?

(Editor's note: This concludes Dr. C. Hugh Holman's speech to the second All-Campus Conference, which met last weekend. Dr. Holman, chairman of the College of Arts and Sciences, was chosen keynote speaker at the annual convocation, a meeting designed to promote student-faculty relations and to study problem areas within the University. Two-thirds of Dr. Holman's speech, "A 'Community of Purpose' Is Essential," and "What Does the University Ask of Students?" have appeared in the last two issues of this newspaper. This is the final third of Dr. Holman's speech.)

By DR. C. HUGH HOLMAN

But the achievement of this goal (of a tradition of study at UNC) does not rest exclusively in student reform. As partners in a true community of scholars, there are many demands which the students may justly make of the University; and here, too, I shall select a few that seem to me relevant to the basic problem of achieving the purposes of an educational institution.

I believe that the student may reasonably expect the University to do the following five things:

(1) To present him with a reason-

ed and reasonable program of study, define it for him and consistently work to keep him informed of it and its objectives;

(2) To maintain for him a rigorous, consistent and logical standard for the performance of his academic responsibilities.

(3) To give him a faculty dedicated to the purposes of education and committed to the idea of the student as both the basic raw material and the crucial produce of the educational process;

(4) To deal with him always with equity, with justice and with firmness, but never to surrender to him the central functions of the faculty.

(5) And to bring to bear upon him and his problems a catholic interest and a warm human sympathy.

As I have indicated, I believe that the program of study which is followed at Chapel Hill is, at least in broad outline, well reasoned and broadly consistent with the best traditions of liberal education.

I am not convinced, however, that the University has attempted very vigorously in recent years to explain and to defend that program of study.

I think every student who enters the University should expect and receive at regular inter-

vals an academic orientation which is not a "let's-all-study" pep rally, excellent and necessary as such rallies can be, but is a thoughtful and specific explanation of the program of study upon which he is engaged. This is the task of deans, advisers, teachers and everyone connected with the official family of the University.

I should like to see a detailed, frank, and open discussion of the University's program of study the subject of an all-campus conference such as this. We blame the students for not respecting or understanding our program, as I am doing today; but we do not very often make an effort to demonstrate to them the simple fact that a reasoned program exists.

The student has the right to expect the University to maintain rigorous, consistent, and logical standards for his work. We all know that standards of work that are either exceptionally high or exceptionally low undermine the program of study in a university.

You have the right to expect that there be some consistency of requirement and performance among the various courses and disciplines. You have the right to expect that you will receive not the grade you tell the instructor you need but always the one you

actually earn, that you will not receive credit for a course which you have attended only 10 times in a semester, that a certification of competence in a subject matter for you and for your fellow-students have concrete and equivalent meaning.

On the other hand, you have the equal right to expect that excessive amounts of work in proportion to credit hours and certification not be exacted of you. Of course these matters are relative and neither the student nor the University desires to interfere with the prerogatives of the instructor; yet many of you feel, I expect, that this reasonable demand of yours is but partially met in Chapel Hill.

The student has a right to expect that he have a teaching faculty dedicated to learning and interested in communicating it, a faculty that sees the undergraduate student as the most precious commodity in which a university can ever deal.

By and large, I believe that you have such a faculty here, but I also believe that its presence and its interest in you is often obscured by an unreal kind of conflict that is alleged to be occurring between teaching and research and between graduate and

undergraduate instruction. Competence in subject matter, continuing interest in that subject matter, continuing work with that subject matter — these you demand of a teacher, and these are synonymous with research.

A dedication to learning and to the spread of learning — this, too, you demand, and when it is truly present a teacher does not distinguish so sharply between graduate and undergraduate instruction that the undergraduate suffers. The students have the obligation perpetually to demand of the University that the best possible faculty with the highest degree of dedication perform the task of instruction.

As Alfred North Whitehead once said, "The whole art in the organization of a university is the provision of a faculty whose learning is lighted up with imagination. This is the problem of problems in university education; and unless we are careful the recent vast extension of universities in number of students and in variety of activities — of which we are so justly proud — will fail in producing its proper results, by the mishandling of this problem."

The student has the right to ex-

pect that his University will deal with him fairly, equitably, firmly, always with justice tempered with mercy, but never surrendering to an easy sentimentality or judging him by standards false to the world for which it is preparing him. Above all, I think the student has the right to demand of the University that it always recognize the central functions which it has in regard to him and, in giving him freedom, never surrender its own responsibilities to his control. That primrose path, which looks so attractive to everyone, ultimately proves painful and disastrous.

I think, that, in part, is what happened on the question of absences. The faculty, by failure to act under the old regulations, virtually surrendered class attendance control to the students, and the students pursued the primrose path to the beach and various other points out of Chapel Hill until finally our present unpleasantness had to occur.

The final demand that the student makes on the University is that it, as a community of scholars, be catholic in its interests and warmly sympathetic with vastly different situations, attitudes, and human problems. Somehow, within the pattern of

a group of specialists dedicated to the sharply delimited interests of their specialization, the University must find a means of keeping a tolerant and universal sympathy with people and particularly with young people.

Within the limits of its broad purposes, the University must not make discriminating distinctions among attitudes, subject matters, professions. It must take a view of the world broad enough to value highly and simultaneously the physician, the sales manager, the poet, the preacher, the research scholar, the teacher; to submit them each with impartial love to the fructifying tradition of western man; and to train them with diligence and affection for their varied walks of life.

Here it is the communal aspect of university education which comes most obviously into play. I think we often fail on this point at Chapel Hill, but I think whenever we do it is because we have allowed ourselves to lose sight of our broad primary objectives while looking at special interests.

There are many aspects of the general question before you for this conference on which I have not touched. In fact, I have centered my attention almost exclusively on what is a slightly differ-

ent question: What things in the University and in the student body are necessary to a rebirth of a love of learning on the campus at Chapel Hill? But that is, ultimately, not a different question, but the primary question about any university. All other aspects of an educational institution are peripheral to the central ones of its duty to teach young men and women and to preserve and enrich human learning.

Nothing else finally justifies the existence of this University but its preservation and communication of knowledge. Student life, student government, fraternities, sororities, newspapers and magazines, athletics — all these exist because first there is a community of scholars here, a program of learning.

I would close what may have seemed at times a carping address with the hope and expectation that we shall join hands and causes and light here in Chapel Hill a lamp of learning the reflection of whose gleam shall shine down the centuries in better men and better lives.

Out of man's past nothing survives but his art and his knowledge. I would challenge you to spend your major effort here on things that can survive.

OPENS THURS., APRIL 28



Belk-Leggett-Horton

Chapel Hill's Largest Department Store

Doors Open 9:30 A.M. Till 8:30 P.M.

Thursday-Friday-Saturday

Right smack in the middle of Chapel Hill's busiest crossroads, a new kind of shopping center to serve all of Orange and surrounding counties! Home-v Colonial brick-and-white on the outside . . . and inside, broad, inviting aisles and a very special kind of welcome warmth that makes you feel right at home!

FIND EVERYTHING YOU NEED! Fashions for Mom, Dad, little Johnnie and Baby Sue! Fashions for your home! Notions! Lotions! And—an entire section just for workclothes! At last! One-stop shopping for all your needs!

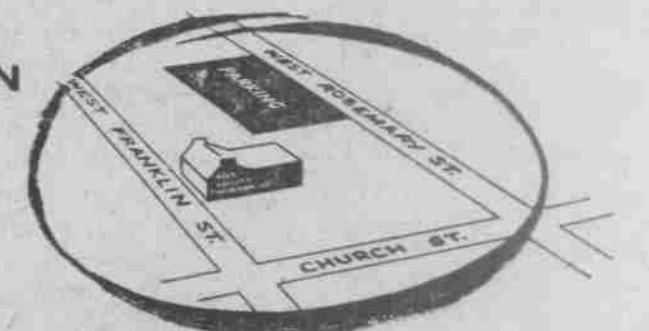
ENJOY NEW SHOPPING COMFORT! Belk-Leggett-Horton is completely air conditioned! Free parking, too, right at store-side!

Easy-on-the-budget charge and layaway purchase plans . . . yours to use just for the asking!

BELK-LEGGETT-HORTON

FREE PARKING

West Rosemary St.



3 FREE TV SETS
1 given away each day
THURS., FRI., SAT.
★ ★ ★
FREE GIFTS
For the Ladies
For the Kiddies

BARGAINS GALORE



YOU MAY WIN A FAMOUS G. E. 17" TV...THREE GIVEN AWAY THURSDAY, FRIDAY AND SATURDAY!—BE SURE TO REGISTER YOUR NAME* FREE, BALLOONS AND LOLLIPOPS FOR THE KIDDIES! COME, JOIN THE FUN!

*You need not be present at the drawing—to win!

Belk - Leggett - Horton Of Chapel Hill