

# Momism And Segregation: New University Trends

One of the pillars in the University's policy toward equal rights for all students has been its failure to segregate the various classes.

It is infinitely beneficial to freshmen to be allowed to exchange ideas and live side by side in harmony with upperclassmen.

There is no differential and discriminating policy—such as is the case at other institutions, notably Duke—which requires freshmen to assemble in narrowly segregated quarters with little beanies which they must wear.

Yet the University's non-discrimination quartering policy seems to be on the way out.

The proposed arrangement for the fall semester whereby athletes would be confined in a world all their own is diametrically in opposition with past University policy.

One Cobb resident who published a column in The Daily Tar Heel opposed the University's new quartering plan because of the additional noise which might arise from placing athletes in one mass conglomeration.

We see the situation as a far more serious reversal of University non-differential housing.

If the football team is to have separate quarters and a segregated living arrangement, why not the same segregation for the baseball team and for the track team and for the Dialectic Senate and for YMCA members and so on down the line?

While there is some merit in having special counselors for athletes who find it difficult to hold down two jobs at once—academics and athletics—the proposal for "supervised study periods and a specialized counselling plan" is absolutely absurd.

We propose an alternate plan: Why not initiate a House Mother System whereby every five students would have some sympathetic soul who might tuck them in at night and cuddle them affectionately when the grind of University life threatened to make them self-sustaining and independent?

Such a house mother might provide a soft shoulder upon which

## The Daily Tar Heel

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# Coed Demands Equality Of Dress Rights

By Mary Alys Voorhees

Men might as well give up. Women are here to stay, and as long as they are here they're going to be demanding first this and then that.

Latest in the "We want equality" movement is the crisis which has developed in the coed camp which we shall call "Operation Bermuda Shorts."

Possibly it is a matter of jealousy; but regardless, coeds are about as unhappy as a fish away from water over the fact that they are unable to wear Bermudas to class.

When discussing the matter—which is generally most any hour of the day—coeds usually bring up the following pointers:

(1) The weather is just as hot to coeds as it is to anyone else, and if the University doesn't plan to air-condition, the least they can do is let students be comfortable.

(2) American dressmakers first designed walking shorts for women—patterned after the British—but here women don't even have the right to wear them.

(3) They (Bermudas) look much better on coeds who, being more fashion conscious, manage to look much neater in them.

After giving the matter considerable thought we have come to the conclusion that coeds are right (we agreed with them to begin with but wanted to spend some time thinking about it to decide whether we were thinking right), but just to be sure that every corner was heard from we began asking various persons we encountered during the day.

From this poll (not related to Mr. Gallup's) we came up with a couple of interesting items which we now submit for your consideration.

Just about every Carolina gentlemen agreed that coeds should be able to wear Bermudas to class. However, we did find one of the old school who felt coeds don't look feminine in walking shorts. (Maybe not, but just who can look ver feminine in anything when the instructor is lecturing about the days back in '03 and the temperature is almost topping the century mark?)

The only other person we came across who disagreed was a coed who felt her sister classmates might get lax in their dress if allowed to wear Bermudas to class. (Undoubtedly she hasn't seen some of the clothing bills coeds have been sending home to Papa just so they can look as if they are fresh out of a fashion magazine—and, by the way, didn't we have one of the ten best-dressed coeds on American college campuses?)

Another couple of dozen people took time to point out that most northern colleges and universities allow coeds to wear slacks in the winter and Bermudas in the summer, so why should UNC be so far behind?

In conclusion, we have one question: Just what is the difference in Bermudas and the short skirts (they didn't even cover the knees) which coeds used to wear here about 10 years ago?

# 'Open Skies' And Nikita

The Russian version of President Eisenhower's "Open Sky" inspection plan is a complete and utter farce.

The Kremlin has graciously consented to allow the U.S. to view Siberian waste lands in exchange for a comprehensive inspection of the western two-thirds of continental United States.

How any nation could be so brazen as to offer a gander of Siberian ice in return for a chance to scrutinize vital nuclear and guided missile proving grounds is beyond comprehension. Such installations are located in the Southwestern states.

It is, of course, an obvious attempt by the Khrushchevistic totalitarians to manipulate the U.S. into a defensive position such that the Kremlin may point to America — for propaganda reasons — and say:

"We don't like war; Nikita doesn't like war; Nikita's dog doesn't like war; we will let you see; why won't you let us see?"

President Eisenhower should, of course, turn the tables and reiterate his inspection plan; but he should offer "all or none" terms. Russia would obviously refuse. The U.S. would again have Russia on the defensive in the propagandistic war of nerves.

"You'll Find I'm Not Just Thinking Of Egypt"



# Students Laud Professor's Brand Of Probing, 'Gadfish' Classes

(In these times of mass-education, large classes and the resultant impersonality, it is indeed admirable to see a segment of students who take a sincere interest in the careers of their professors.)

It is also admirable that a professor chooses to allow his students full discussion and free expression with only his moderating hand as a restraining force. The University needs more of such "gadflies," if this is an appropriate term.

"Spoon-fed" minds tend to become completely dependent and lose their scientific curiosity. The only applicable warning is that students fortunate enough to be in classes such as Dr. Kattsoff's lead intelligent discussion, not pose ridiculous questions merely to chalk up a few brownie points.

Congratulations to Dr. Kattsoff for his probing, "gadfish" brand of education. —The Editor.

Editor: In the midst of the current exodus of talented professors from the university we would like to express our public thanks to one whom we believe to be among the most talented, soon to depart.

Professor Louis O. Kattsoff has been with the university since 1935 and has seen it through its period of greatest growth. Although formally affiliated with the department of philosophy, he has taught courses in mathematics, physics, and psychology. In his versatility as a teacher he has tided the university through some of its most painful years. Next fall he will teach at Harper College in New York.

As a teacher Dr. Kattsoff is not the kind that draws every last-semester senior into his classes. He seldom lectures, and it is a tribute to him that many of his students become perplexed—perhaps for the first time in their

lives—about what it is they're "supposed to be doing."

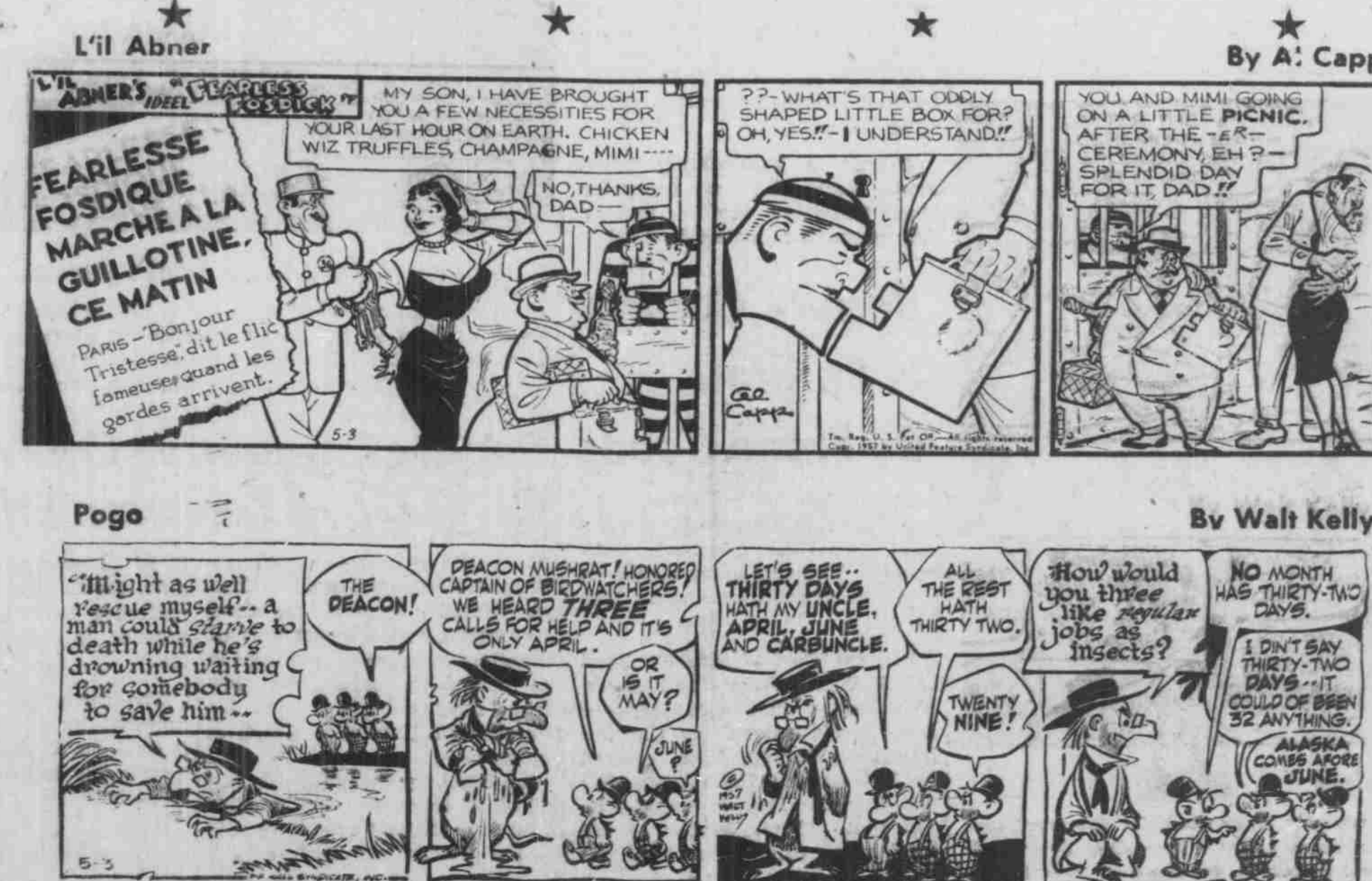
Dr. Kattsoff conducts his classes on the assumption that the students are interested enough to read, ask questions, and start discussion. He acts as a very astute moderator rather than as a lecturer. He is adamant in his refusal to "spoon feed" his classes, and those that must be "spoon fed" become frustrated.

It's uncomfortable for a student to have to take responsibility in a class, but it may prove to be one of the most valuable educational experiences he will have. We might even go so far as to say that this is the essence of a liberal education. We thank —forcing us to think, The Unholy for building a fire under us; university is losing one of its most valuable gadflies. Without such gadflies there is slumber.

We combine our sincerest thanks to him with our best wishes for his future career. We envy the students to whom he is going.

H. D. B.  
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Z. B. N.  
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MAY 6  
Is Coming Soon  
ONLY 3 MORE DAYS



# Censuring Action: The Case Against Catawba College

Earlier this week, The Daily Tar Heel complimented editorially the action taken by The American Association of University Professors in placing Catawba College, Salisbury, on its censure list.

The Daily Tar Heel stated: "We assert for the right of faculty members to completely make a clean-breast of their opinions and feelings, regardless of administration policy."

We also called for the release of additional "information and reasons" behind the censuring action. In response to this request Dr. W. A. Bowers of the Physics Dept., president of the local AAUP chapter, graciously consented to give us an AAUP Bulletin outlining the case against Catawba College's violation of "academic freedom and tenure."

The following is a resume of the case, using the AAUP Bulletin as source material. —The Editor.

The Board of Trustees of Catawba College, at a regular meeting on Feb. 19, 1952, voted to terminate, as of Feb. 23, 1952, the services of three members of the college faculty:

Christopher J. Thomas, professor of music and head of the Dept. of Music; Winifred M. Thomas, associate professor of music; John C. Hadley, professor of education.

All three teachers were entitled to "permanent and continuous tenure" under provisions of the 1940 Statement of Principles on Academic Freedom and Tenure, which the Trustees of Catawba College adopted in 1941.

Charges alleged against the three teachers, in identical letters, were:

(1) That you have breached your contract with Catawba College, particularly the paragraph reading, "Party of the second part agrees to support the general objectives of Catawba College, to give primary consideration to the intellectual, moral and spiritual development of the student; to support the administration; and together, faculty and students, to build an esprit de corps second to none.

(2) That you have been disloyal to the administration of Catawba College.

(3) That you have made slanderous statements to students, faculty members and others, reflecting upon the institution itself and officials thereof.

(4) That you have made consistent efforts among students and faculty members to incite unrest, suspicion and lack of confidence in the institution, its Board of Trustees, and its administration; thereby damaging the college's good name and defaming the character of certain of its officers.

It seems apparent to The Daily Tar Heel that the three faculty members were allowed the proper hearings and opportunities to acquit themselves. But we concur with the AAUP's conclusion:

Neither the grounds upon which Professor Hadley and the Professors Thomas were dismissed nor the consideration given to their cases met the standards of good academic practice. There was, it is true, compliance with the formal requirements of due process: charges were stated in writing; a tribunal composed equally of trustees and faculty members heard the case; full opportunity was given for defenses to be made; and the accused faculty members were invited to appear before the full Board of Trustees before final action was taken. It is true also that the record contains evidence which the tribunal could regard as establishing a measure of fault on the part of the three teachers. The investigating committee concludes, however, that these considerations do not justify it in withholding the strong criticism which it believes other aspects of the proceedings and the board's decision warrant.

Other issues cloud the case against Catawba. Serious misconduct of the treasurer and engineer of the college had occurred; secrecy had veiled the misconduct—secrecy imposed by the Board of Trustees and college President Alvin Robert Keppel—and rumors were rife. This misconduct was apparently used to cloud the case against the three faculty members who were predisposed to believe the worst about the college administration because of past disagreements.

But The Daily Tar Heel sees a clean-cut issue: President Keppel continuously and unjustifiably interfered with the operation of Catawba's Music Dept. with the idea of promoting public relations at the expense of hacking theory and other necessary course: from the department's curriculum; Dr. Thomas rebelled and asserted for a far degree of autonomy; President Keppel called this destruction of the college's "esprit de corps;" Thomas, his wife and an associate were dismissed in violation of "continuous tenure" agreements.

Thus The Daily Tar Heel concurs with the AAUP Investigating Committee's conclusions:

The obligation "to build an esprit de corps second to none" is vague and of doubtful appropriateness; and the obligation to "support the administration" may easily come into conflict with the primary responsibility of the faculty member to the institution, to his students, to society and to the truth.

Too ready a resort by faculty members to outside intervention in the affairs of a college could easily become an evil; but there is no indication that this evil threatens to become widespread; and punitive measures to prevent faculty members from invoking the judgment of the appropriate accrediting association in an extremity would give rise to worse evils.

In short, The Daily Tar Heel asserts, along with the AAUP, for freedom of thought among University professors regardless of administration policy.

If censuring action is necessary to bring about such freedom, then it is justified.