

## Inaugural Extravaganza And Progress' Genesis

"I charge you to a full realization of the responsibilities laid upon you by this office, to the necessity for courageous and constructive thought in their fulfillment and to the duty and privilege of seeking out the intellectual and educational needs of the people." —Gov. Luther Hodges' Induction Into Office Of Consolidated University President Friday.

And a new era has its genesis.

Incandescent light streams into Reynolds Coliseum; the resonant tones of a threefold band and chorus reverberate from stone and steel; a majestic procession of intellectual talent streams down a wide, central aisle; . . . the genesis.

Thus amid stirring ceremony, the star of William Clyde Friday rockets to the top of the Consolidated University stratosphere.

President Friday is the harbinger of a new Progressive Era. In his Inaugural Address, he touched upon several of the Consolidated University's most immediate problems and important areas. To wit:

### (1) The Intellectual Migration of faculty members;

"Much has been said and written about the great manhunt that threatens to take so many of our faculty members to other institutions and to positions in industry at salaries that we cannot afford to pay. We must provide salaries commensurate with the quality and excellence of the work of our faculty members."

To accomplish this, President Friday should begin immediate work to distribute the eleven per cent pay hike recommended by the Advisory Budget Commission according to a merit system. He should also begin promulgation of a salary increase proposal with latitude with which he could confront the 1959 General Assembly.

### (2) Academic Freedom:

"It is my conviction that the Board of Trustees and the administration should secure to every member of the faculty that freedom in teaching and research which is an essential condition of the proper and effective discharge of his duties as a member of the faculty."

President Friday has the right idea. Faculty members, in order to provide students the full benefit of their more aged and learned opinions, must be allowed full rein to speak their mind on all issues.

### (3) Student Autonomy:

"If we are to fulfill the president's oath to 'train youth for the most loyal and enlightened citizenship,' we must develop and strengthen the great training-ground of self-government by the students."

Thus thirty-six year-old Friday has reaffirmed his faith in autonomous student government. Student government must respond with a vigorous program which includes expansion of student union facilities and construction of additional parking facilities. It must take Friday's mandate and conscientiously justify his reaffirmation of faith.

### (4) Expansion of Facilities:

"We must constantly add to our libraries . . . We must keep our laboratories scientifically up-to-date . . . To do their best work even the most distinguished faculty people must have good books and good equipment."

In this area, President Friday was semi-myopic. He recognized the need for increased interior facilities. But he must also promulgate a plan for expansion of the University's exterior physical facilities.

He must reconcile the Consolidated University's in-undating enrollment with its limited physical facilities. The Daily Tar Heel suggests that he substitute a plan for greater facilities in lieu of restricting entrants. Education for the many is a must in a democracy.

Entrance examinations were aimed at circumventing the Supreme Court's May, 1954, desegregation decision. They were not instituted for the good of the overall University. They were not instituted to reconcile enrollment with facilities.

President Friday was also delinquent in mentioning the proposed out-of-state tuition hike. He did say, however:

"We rejoice that students from all the forty-seven other states of our nation and from many foreign countries come to study in our three institutions."

As an expression of his rejoicing, the president might have reiterated the Consolidated University administration's stand in opposition to the proposed \$200 hike before the people of the state.

All in all, however, we recognize the energetic, new president as an oblator of the past decade's Period of Transition and a harbinger of the new Progressive Era.

The genesis and President Friday.

## The Daily Tar Heel

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## "...To Perceive The Educational Needs..."

(Below is the full text of President W. C. Friday's Inaugural Address delivered in Reynolds Coliseum yesterday. —The Editor.)

Governor Hodges, Chief Justice Winborne, Members of the General Assembly, Members of the Board of Trustees, Members of the Faculties, Students, Distinguished Guests and Friends of the Consolidated University:

It is good that we pause for a day in our busy world and come together in the common cause of education. It is good that we gather for the celebration of an event in the life of a great University, paying full respect to its distinguished past and voicing our high hopes for its even more significant future.

We are grateful to all of you who are here. We are grateful to many people who cannot be here but have sent messages of cheer and affection.

We are grateful, too, to the scores of people who have labored beyond the call of duty to make this day one that will live long in our memories.

The first twenty-five years of the Consolidated University under President Graham and President Gray, strongly supported by their able and devoted colleagues, William D. Carmichael, Jr., were years of leadership and service to our state and to the educational world. With the chancellors and the faculties of our three-fold University, these men brought our institutions to new levels of distinction.

In studying the President's Reports and other documents and from informal conversations, I have found that the consolidation.



PRESIDENT BILL FRIDAY assumes the helm . . .

fathered by Governor Gardner, interpreted and formulated by President Graham and further developed by President Gray, was not for false economies. It was not for the elimination of duplication of basic scientific, social and humane course. With the agreed exception of a strong, coordinate Woman's College of liberal arts, it was for the elimination of costly duplication of curricula on the upper college, professional and graduate levels. It has held that general education and liberal learning should not be apart from but a part of the most specialized curricula. Consolidation was for the development, on a broad foundation, of a three-fold professional and graduate research center seeking the most intensive specialization.

Second, the President is required to take a solemn vow: "to consecrate all powers of the Consolidated University to the intellectual, moral and physical training of youth for the most loyal and enlightened citizenship." Another primary mission of the University: to teach and train our undergraduate, graduate and professional schools, to develop leaders for North Carolina—leaders who will carry knowledge, understanding and a sense of public responsibility into every field of human endeavor.

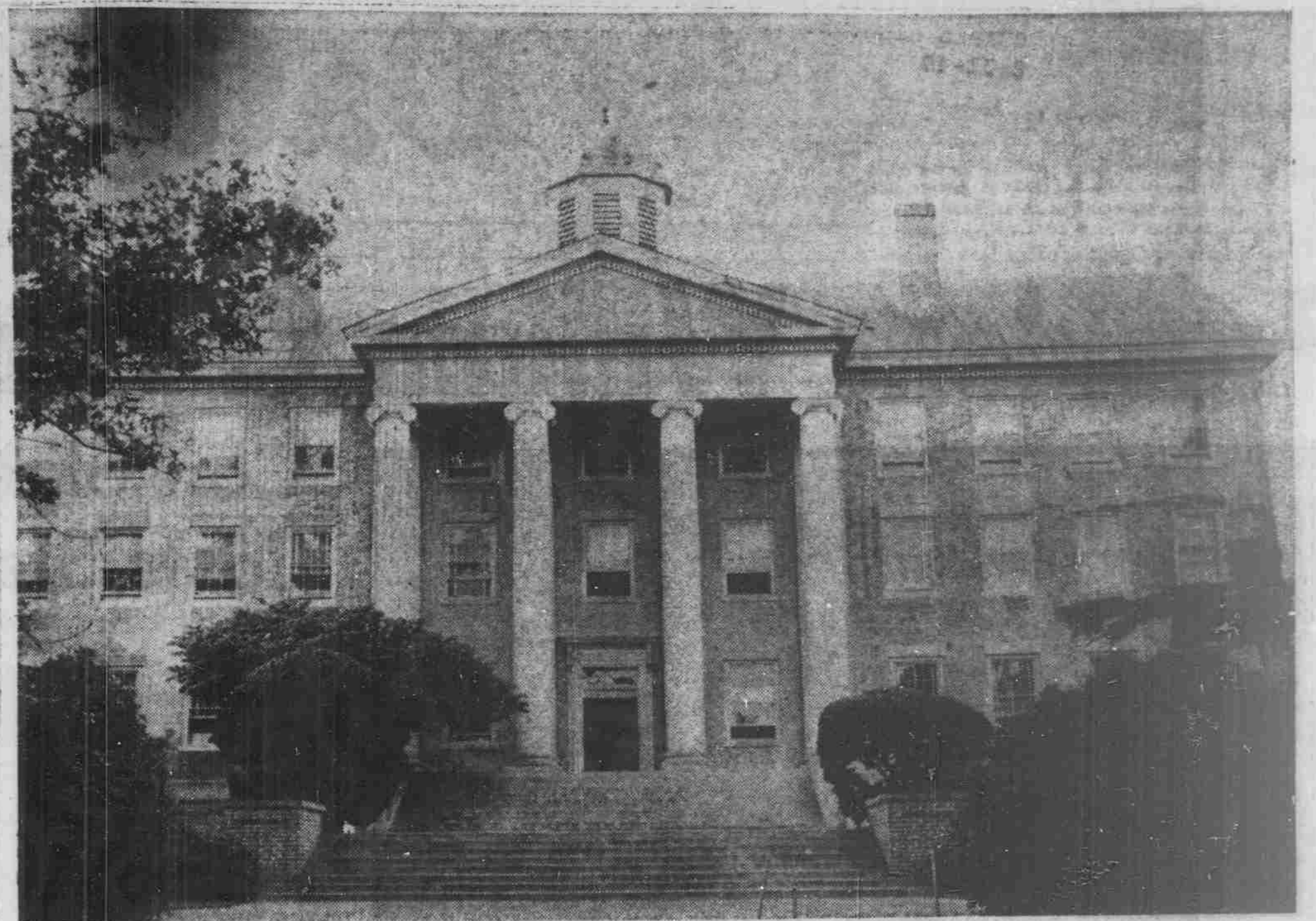
Third, the President promises "that wherever and in whatever form it is our privilege to see need, I pledge, the University in Chapel Hill, State College in Raleigh, and the Woman's College

in Greensboro to impartial and sympathetic service to all the people of North Carolina." Here again is a firm pledge that a major objective in both teaching and research must be to contribute to the welfare of our citizenry. Here is the complete dedication to the study of the problems of our people, a commitment that their welfare, their economy, their mental and physical health, their government, their agriculture—all are the day-by-day concern of the University.

And this pledge of "service to all the people of North Carolina" emphatically promises the extension of University knowledge and the benefits of its scientific discoveries out beyond our three campuses to every man, woman and child—in every walk of life.

Fourth, and finally, the Governor's admonition: "I charge you to a full realization of the responsibilities laid upon you by this office to the necessity for courageous and constructive thought in their fulfillment and to the duty and privilege of seeking out the intellectual and educational needs of the people." This places upon the President of the University a major role in perceiving the educational needs of the people at all levels. It binds the University into partnership with the public schools. We must never forget that 90 per cent of our students are products of the public schools. The quality of the graduates turned out by the University depends in large measure on the quality of the students who come to the University from the public schools.

The base upon which we build for the future of North Carolina is the proper education of our youth in strong and adequate public schools and first-rate institutions of higher learning. We are inseparable partners. This last charge commits the University to minister to the educational needs of all our adults.



South Building . . . the Consolidated University enters a new Progressive Era . . .

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It also obligates us to the rewarding experience of complete cooperation with all other colleges and universities that labor for the people of North Carolina.

The magnitude of the responsibilities incurred and imposed, would be overpowering if the administration of the Consolidated University were the task of the President alone. No one man would dare assume these exacting obligations were it not for the secure realization that the President will be supported and assisted constantly by his administrative staff, the chancellors, deans, members of the faculties, the students, members of the Board of Trustees and the people of the state.

There can be no evasion or avoidance of the ultimate authority and responsibility of the President, but there is a sense of security in the fact that we have three Chancellors who are willing and able to assume immediate day-by-day responsibility for the orderly administration of their institutions. The President will work with each Chancellor in carrying out that part of the program allocated to his institution.

The Chancellors must be held responsible for developing and strengthening their faculties. And working with their faculties they must be held responsible for the quality of the educational program.

The Chancellors will be expected to interpret their institutions to the people of the state, to analyze the needs of the people and to relate the work of their institutions to meeting these needs.

The Chancellors will be held accountable for maintaining responsible self-government by the students. If we are to fulfill the president's oath to "train youth for the most loyal and enlightened citizenship," we must develop and strengthen the great training-ground of self-government by the

students. They learn and develop self-discipline under freedom of action, and in performing the duties of campus citizenship, they prepare themselves for the time when they must shoulder the responsibilities of citizens living in a free nation. I wish to pay tribute to this and the other student generations for their concern for good campus government, good scholarship and their constant devotion to these institutions.

Heartening, too, is the fact that the people of North Carolina, since Revolutionary days, have held steadfastly to their faith in education.

Since 1789, each generation has shown an ever-increasing appreciation of the importance of higher education in the development of the requisite leadership for our state. Our governors and other state officials always have supported this three-fold University.

Our trustees have responded to every request made of them. Our alumni and alumnae are as loyal and generous as can be found in all America. Our General Assemblies of the past have provided for these institutions to the utmost limits of the resources of the people of North Carolina. Our benefactors—a long and notable list—have shared their good fortune with our institutions, and with our several foundations, have assured supplements to the state-paid salaries of some of our most distinguished faculty members—thereby enabling us to hold many competent and talented teachers and scholars.

Much has been done by many sacrificing people to bring our Consolidated University to this day and to this hour.

Today is a day of faith and hope. Today, we look at the record to reassure ourselves that we have kept faith with the dreams of the founders. Today, we look ahead—we hope, we dream, we have great ambitions for a more distinguished Consolidated University respected in the educational world for the excellence of its teaching and research, and loved by its people for its devoted service.

Universities become great because they have great teachers and great scholars. Our distinction, our reputation for good teaching, our tradition of scholarly research, our record of service to our people—all belong to our faculties. It is upon their demanding standards of excellence in study, the inspiration they give the inquiring mind and heart, and their ambition to contribute, through teaching and research, to the well-being of people everywhere that all else depends.

We must provide salaries commensurate with the quality and excellence of the work of our faculty members.

We have traded too long on the loyalty and sense of public responsibility that is so characteristic of these men and women.

As we seek to encourage sound scholarship in its search for the truth, we must provide our faculties with the essential resources for getting the job done. We must constantly add to our libraries those volumes, manuscripts, periodicals and other resources essential for study and research in the many subject matter areas properly the concern of a great university faculty. We must keep our laboratories scientifically up-

to-date. To do their best work even the most distinguished faculty people must have good books and good equipment.

And, there must be strong support for our graduate program. It has been said that a university realizes itself in the graduate school if that school does its duty. This duty must be met for now more than ever before, scholarly research and the development of high-level competence in young men and women through inspired graduate study are indispensable to the future of these institutions. Today, our nation relies heavily on university graduate schools and the work of the quiet scholar for the idea, the knowledge, and the competence so greatly needed in its struggle to preserve peace in our world.

The productive faculty which we seek and will support will not be judged as to the merits of their research production on the basis of whether or not that research is immediately practical. Basic and applied research are each needed in our common civilization. But, there is no yardstick of which I know by which one can tell whether or not the basic research of today will not become the applied research of tomorrow.

Much has been said and written about the great manhunt that threatens to take so many of our faculty members to other institutions and to positions in industry at salaries that we cannot afford to pay.

It is alarming. But, there are other considerations favoring the University that influence individual faculty decisions. The most important of these is the atmosphere of responsible freedom that surrounds our institutions: freedom of inquiry, freedom of action, freedom of thought, and freedom of speech.

It is my conviction that the Board of Trustees and the administration should secure to every member of the faculty that freedom in teaching and research which is an essential condition of the proper and effective discharge of his duties as a member of the faculty.

Furthermore, we must recognize that faculty members, like Americans everywhere, have the freedom to speak as responsible citizens on the issues before the people.

We must support responsible and free student self-government. The Administration must be free to act in carrying out the policy declarations of the Board of Trustees if the assigned responsibilities are to be met.

In the University, the answer to individual abuse and error lies not in the denial of freedom to all, but through recognized and accepted standards of accountability for truthfulness, decency and rectitude imposed and exacted by the University community.

A great challenge to any administration in any college or university is to provide those conditions in which the individual faculty member can give his passionate devotion to his calling, in which he can feel that his labor in search for the truth is understood and respected for its value to the world about him, and in which the student may find greater realization. (See PRESIDENT, page 5)

★  
L'il Abner



★  
By A. Capp

★  
Pogo



★  
By Walt Kelly