

A Suggestion

When Whid Powell, chairman of the Merchants Assn., told a group of students that he would try to get a student representative on the Planning Board of the Town of Chapel Hill, he was presenting the first concrete step toward student representation in town government.

It was a particular good suggestion of Mr. Powell, and should be acted upon soon. A good deal less friction between town and gown could be the result.

A further result would be that plans such as the parking meter proposal would not be sprung behind the back of students. Students make up at least a third of the town. They, by their very number, demand representation.

Recession

There obviously is a dearth of ideas in dealing with economic problems.

The crisis in Detroit shows no sign of letting up, and yet, no solution has been found, nor has anyone gotten to first base in trying to reach such a solution.

The Democrats taking the initiative in an election year have called for one massive cut in taxes, that probably will breed a few votes, but will produce deficit spending on a low budget without much hope of curing the recession.

The Republicans not to be caught accepting a Democratic proposal have started a massive "buy" campaign, that has seen to date more workers laid off the Detroit lines, but perhaps a few votes from the employers that they expected to get anyway.

Neither of these proposals has advanced any out of the era of the New Deal, which handled an adverse economic situation with a good deal more skill.

The problem is that the country needs to spend more towards education and foreign aid. At the same time the country needs to pull up from a nosedive which is healthy in terms of breeding a solid dollar, but distinctly unhealthy in terms of the world market and internal security.

There needs for a change to have some creative, non-political thinking done on the subject of the recession. It also had better come soon, before the national economy is seriously crippled.

Traffic Light

There is a problem concerning the "Walk-Wait" light in front of the Post Office.

Apparently the people who constructed the light have failed to time the speed of an average walker across Franklin St. At the present time, it would take a person faster than Dave Sime to cross the street while the "walk" light is still on.

Those who construct these modern inventions with the pedestrian in mind, had better keep their mind on the pedestrian when they time their lights.

Alumni Review

In line with the current series in The Daily Tar Heel on education, the Alumni Review has come out with a composite study of education purpose, resources, and method in its current issue.

It was compiled from data and contributions from schools throughout the nation and is well worth the time spent reading.

The Daily Tar Heel

The official student publication of the Publication Board of the University of North Carolina, where it is published daily except Monday and examination and vacation periods and summer terms. Entered as second class matter in the post office in Chapel Hill, N. C., under the Act of March 3, 1879. Subscription rates mailed, \$4 per year, \$2.50 a semester; delivered \$6 a year, \$3.50 a semester.

Table with staff names and titles: Editor (CURTIS B. GANS), Managing Editor (CHARLIE SLOAN), Business Manager (JOHN WHITAKER), News Editors (PAUL RULE, BILL KINCAID), Feature Editor (DAVIS YOUNG), Asst. Feature Editor (KEN FRIEDMAN), Sports Editor (DAVE WIBLE), Asst. Sports Editor (RUSTY HAMMOND), Advertising Manager (FRED KATZIN), BUSINESS STAFF (John Minter, Lewis Rush, Walker Blanton), Editorial Assistants (BARRY WINSTON, WHIT WHITFIELD, ED ROWLAND), Subscription Manager (AVERY THOMAS), Circulation Manager (SYD SHUFORD), Night Editor (GRAHAM SNYDER).

"All I Got Was One Station In Florida"



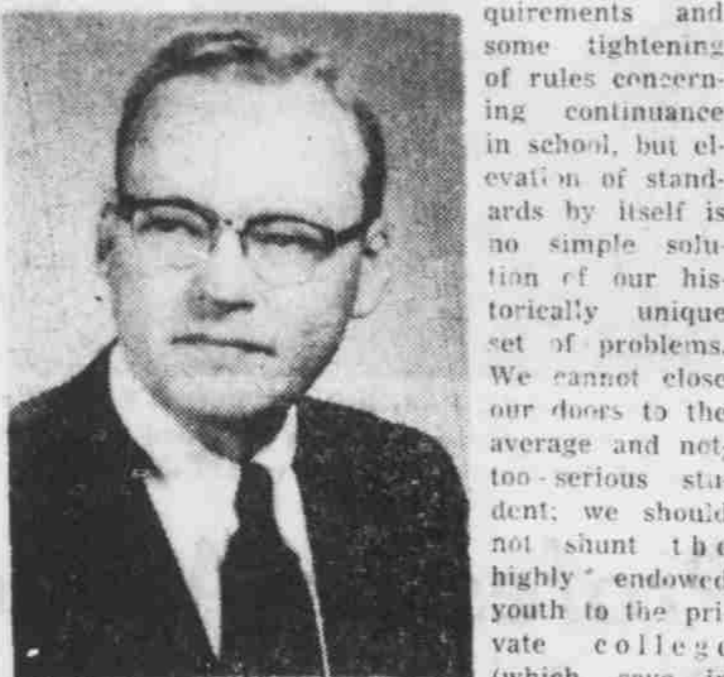
Education In Focus

Everett W. Hall

(The following is the conclusion of a four-part series on the current problem of education, written by faculty members of the University of North Carolina. Dr. Hall is Kenan Professor of Philosophy and head of the philosophy department. The series was compiled by Ed Rowland, editorial assistant.)

I want to set down six theses directed to my colleagues in higher education in America, particularly in state universities. I shall begin with the most sweeping and least controversial and proceed in the general direction of the more specific and less widely acceptable. I have little space for developing or defending these propositions; a few hints of how my thinking goes must suffice. I therefore beg indulgence for a certain unavoidable tone of dogmatism.

1. We have a duty to educate both the more and the less able student. This is to be interpreted as not incompatible with some raising of entrance requirements and some tightening of rules concerning continuance in school, but elevation of standards by itself is no simple solution of our historically unique set of problems. We cannot close our doors to the average and not-too-serious student; we should not shunt the highly endowed youth to the private college (which, save in the exceptional case, cannot afford the staff nor the facilities to offer him adequate educational opportunities).



2. We should classify students on the basis of their abilities and offer them opportunity and stimulus commensurate therewith. Some opposition to this rests on the fallacy, you-can't-draw-the-line. This fallacy has the form, "since any place you draw the line is arbitrary, it is irrational to make any cut at all." All one needs to do to see the mistake is to compare directly two instances far removed in opposite directions from the point of division (say, a genius and a barely admissible college student); to claim that these cannot rationally be disjoined simply because other cases fall between them is to abandon logic. There is, however, a very real danger in separating students on the basis of their abilities, namely, that we may mistake them, making a mistake about their capacities or their motivations or the handicap or social privilege they have had in the accident of family or community environment or earlier schooling. Hence the present proposition should be linked with the desideratum of a periodic reassessment of the division and a reassignment of students in the light of their achievements. Another error may be designated "false democracy." It rests on the assumption either that people are not very different in intelligence or that if they are it is not proper to recognize and take advantage of this fact. Against such attitudes I claim that democracy as a political institution and a way of life is on the way to extinction if it does not successfully discover and rigorously train its best brains, or, on the other hand, if it does not liberalize, in an educational sense, its average citizen, making him aware of the world's artistic, scientific and philosophical riches.

3. We must offer greater inducements than heretofore, in the form of financial help, prestige symbols, promise of future status, et cetera, to the gifted student to enter college and to rise to his appropriate level while there. We have subsidized the athlete, offered social graces to the "well-born." given aid to the strikingly needy; it is time we put more effort, money and thought to alluring the intellectually capable to college (and particularly to the state university). I assume that we cannot in the immediate future subsidize all who meet our minimum standards of entrance, that we must make choices.

4. We should distinguish at least three groups of students and set three different educational goals for them. (a) There is the genius or near genius, the young man or woman of exceptional, creative talent, intellectual or artistic. He should be marked for a life set apart, with all the "leisure" and the necessary facilities conducive to the highest contributions to theoretical science, philosophical speculation or artistic creation. We must be willing to take risks in the direction of overestimating potentialities in order to maximize our chances (within the limits of our economic resources and our duties to the other groups) of discovering and developing this rare type of person. (b) There is the able, conscientious student, good at learning, at following specified or traditional lines of investigation, at accumulating and organizing data, transmitting information to others. This group would embrace the future teachers, professional men, ordinary researchers in science and the humanities. (c) There is what might be called the average young person, who will never form part of the "intelligentsia" but who should become a good citizen, living a life not merely well adjusted but rich in appreciation and full of wide human understanding. I assume that individuals below this level should not be given a college education of any sort.

5. The kinds of education offered these three groups should differ qualitatively not merely quantitatively (that is, not merely in the rates of learning and the distances of penetration of subject fields). (a) Of the potential genius we should demand independent thought and rigorous defense of it from the earliest moment; he should be encouraged to rebel but held responsible for it; he should be badgered, pressed, spurred to be creative but always with a grasp of relevant data and previous theory (parallel statements about the training of the artistic genius must be furnished by the reader). (b) The able, conscientious student should be required to master the facts and methods of his own field of interest, but never to become a narrow specialist without perspective on his own profession, nor common interest in humans of all types and cultures. (c) The average young person who wants a college education should not be offered vocational training combined with the social emoluments of campus life as a substitute; he should be given vitalizing insights into, and samplings of, the chief trends of his and other cultures; his ideological and artistic and social appreciations should be widened and deepened, by acquaintance with "great books" where these do not demand technical or intellectual competence outstripping his capacity, through secondary sources offering interesting yet essentially sound popularizations of great works beyond his immediate grasp. He should be provided some overall sense of the main fields of human accomplishment and their historical roots. In all cases he should be given not so much information supplemental to his own walk of life, but understanding and the ability to see and feel things from the standpoint of others.

6. These differences in goals and kinds of college education imply corresponding differences in methods and instructional personnel. (a) The genius or near genius must be supplied individual, tutorial instruction by the most creative, original minds on our staffs. Even at the undergraduate level he should have daily comradeship with the men in his field with world reputations for the originality and importance of their ideas. (b) We cannot give the same concentrated attention to the high-level, hard-working student. In some fields he perhaps can be adequately served by large lecture classes, but on the whole, his training (See EDUCATION, Column 6)

Ad Libs

Whit Whitfield

Several days ago, before the monsoon season had set in, we had occasion to see our SSICA Ltd. agent and review some of the clauses in our policy.

In the event that you are wondering what SSICA Ltd. stands for, it is the Storm Stick Insurance Company of America, Limited, a comparatively new company set up for the benefit of Ivy Leaguers who are interested in the welfare of their umbrellas and/or parasols.

We have a very liberal and comprehensive policy that we would like to mention in case there are others who might be interested in one of the same type!

A head-on collision, one of the most prevalent accidents to umbrellas, resulting in the total destruction of one or both machines pays upwards to double the cost of both, depending upon the circumstances. There is one restriction on this clause however. Drunken or reckless walking will result in cancellation of the entire policy.

An inversion of the machine caused by over-zealousness or high winds pays damages.

Rips and tears resulting from all causes other than duels pays damages plus 10 per cent. Dueling is strictly prohibited under the policy, and a breach thereof will result in cancellation of the policy plus prosecution in a criminal court by local authorities.

Loss of one or both eyes as a result of rapid opening pays the policyholder \$10,000. For a partial loss of eyesight a proportionate amount of the former figure will be paid. Partial blindness resulting from drinking while carrying the machine is not covered, except by a special rider that costs \$500.

Injury to another person other than the policy holder will result in the payment of all hospitalization and physicians fees.

Indiscriminate poking and other such embarrassing occurrences are not covered by the policy, and the policy holder is urged to maintain his usual high moral standards and refrain from such practices.

Accidental poking, on the other hand, will result in the provision of counsel by SSICA to handle the court affairs for the client.

Loss of the machine due to theft, fire, or plain stupidity will result in the replacement by the company of the lost machine. Throwing old umbrellas in an abandoned well in order to get a new machine is frowned upon by the company. Several late policy holders have been found at the bottom of these same wells.

Any other accidents resulting from the daily use of an insured machine will be properly investigated by the SSICA, and a prompt settlement is assured the policy holder.

One thing to keep in mind is that SSICA, Ltd. is as near as your nearest telephone, and in some cases, quite a bit nearer.

All this protection costs only one dollar per year—the cheapest insurance you can buy for your umbrella and/or parasol. Your nearest SSICA, Ltd. agent? We are. Send your dollars to the Tar Heel office c/o us. We need the money.

Policies will be mailed out at an undetermined date after applications arrive.

Letters On IFC, Freedom, & WRC

Editor: I always do hate to hear somebody stand up and say, "I wish I had said that," but I do wish I had said "After a long time of abdicating their responsibility..." the IFC has finally taken a concrete action." I join you in saluting the IFC for a little positive action at last.

I think that while I'm in such a mood of agreement, I shall help you send up a rocket for the WRC. Why not repeat Wednesday's editorial about the IFC and change it only by substituting the initials WRC instead of IFC: "After a long time of abdicating their responsibility (or at least misinterpreting it) the WRC has finally taken a concrete (positive) action."

Frank C. Elkins

P. S. Congratulations and thanks for the fine articles on the present problems and shortcomings of higher education. Editor: The I. F. C. has just passed a bill for which I can see no justification or necessity. By outlawing live music in fraternity houses on Sunday the I. F. C. has served to encourage an art form that is just beginning to achieve recognition. Jazz, the art form, holds a very important place in American society and culture. Although the I. F. C. did not have such an objective in mind, by banning all live music they have denied budding musicians important opportunities to express themselves. I hope that the members of the I. F. C. will realize that a mistake has been made.

John Wilson

Editor: A member of the Tar Heel staff talking to me today on the campus said rather sarcastically, "I can step right over that wire fence." Of course he can, I thought it a very childish remark. Yet if I read the Daily Tar Heel correctly the staff has been in the forefront of those yelling their heads off for less rules and for more freedom for freshmen co-eds entering the University next Fall in order that they might develop self control and learn how to use freedom.

The fundamental question involved in making co-ed rules is not whether we have compulsory study periods and a lightsout deadline. It is immaterial whether a student sits up and studies all night, or doesn't study at all. The important thing is that she does not disturb other people who want to study, or who may want to go to sleep at a reasonable hour. Loud voices, boisterous laughter, slamming doors, moving furniture, dropping heavy articles, long telephone calls, after quiet hours, is thoughtless to say the least. Yet the acid test of good breeding is consideration for others.

If you think freshmen are the only ones who need to be groomed in the essentials of good manners you were never more mistaken. I have lived both on, and off, the campus, and I am struck with how little innate refinement there is in the average graduate student.

Universities are not supposed to be finishing schools, but I know of one school that refuses to award a degree to a candidate unless the candidate measures up to the over all standards of the college, regardless of whether she has passed her academic courses. Graduates of this school are considered representatives of the college. The school takes pride in the kind of ambassadors it sends out.

If it looks like I am hipped on the subject of manners, I can only say I am, because throughout life the difference between good manners and lack of manners is the difference between success and failure in our human relations. People with good manners are the people you like to live with, the kind of mate you stick with until "death do us part." I see so many of both kinds, the thoughtful and the thoughtless, that I am glad to say I never seen a freely bad mannered person at the University. That would be inconceivable at UNC.

Rules can serve as useful guide posts to the ultimate goal which is a fierce pride in ones own self-respect and an equal respect for the rights of others. Otella C. Connor

IFC Ruling Scored

Editor:

You mentioned today that you hoped that the IFC would be as zealous in the enforcement of the prohibition of loud Sunday parties as they were in passing regulations pertaining to such parties. I am sure that most of us hope so too but I feel that you, along with those who passed these regulations, have failed to see the detrimental power of such obviously hastily prepared regulations. Such legislation is ominous if we consider that the legislators acting in this matter are the future "life blood" of America.

To get quickly to the point I will say that I object to the prejudice being displayed by the IFC against "live music." Such legislation against live American artists, or artists in the making, at the very time that they strive to speak to the entire world about OUR art can be nothing less than catastrophic blindness on the part of those who so legislate.

It is common knowledge today that American musicians, especially jazz musicians, are being accepted and praised as spokesmen for America throughout the world. There is hardly a good jazz musician in this country who hasn't traveled through foreign lands showing off America's only original art. The United States Department of State places enough dependence in jazz musicians to send them out as "good will ambassadors" — and they don't limit the musicians to Monday through Saturday performances. Before anyone suggests that the calibre musicianship used by the State Department is not available, I would like to point out that there are at least four students and two faculty members here at UNC. who have participated in "good will" tours.

I want to make it clear that I do not intend to degrade the IFC. I feel (most of the time) that it is a capable body. I do, however, feel that they could have solved the Sunday noise situation without legislating against "live music." "Live music" and "noises" are not inseparable. I have witnessed this on at least one occasion on our campus — one Sunday afternoon jazz CONCERT by a group consisting of Frank Wilson, Jim Crawford, Sonny Carr, Jim Duke and Pat McKay. This was at the Chi Psi Lodge several months ago and I seriously doubt that they have received a complaint about the "noise" yet.

In closing I would like to suggest that there are right and wrong ways to legislate. If the IFC desires to rid fraternity areas of Sunday noise, it should first find out where the noise comes from. If the "noises" stem from "live music," then they should outlaw that particular "live music" on Sundays. If I were a legislator and desired to rid neighborhoods of pornographic mazines, I surely would not start by outlawing all literary works. Would you?

Bobby Haas

View & Preview

Anthony Wolff

It is indicative of one of the inanities heretofore that the Duke University Student Forum last week sponsored Poet E. E. Cummings on their campus, while the local Student Forum made plans to present Cartoonist Walt Kelly here: were it not for the fact that Mr. Kelly was unable to appear and so there was no lecture at all, the University of North Carolina would have had the dubious distinction of playing host to the distinctly lesser poet.

There is a related implication in the fact that this University, along with several other organizations, sponsored a pre-eminent scientist, Dr. Edward Teller, in an address to a group of North Carolina high school students; and yet no attempt was made to permit Carolina students to meet, hear, or question this great man.

More understandable, perhaps, is the fact that the rarely seen Mr. T. S. Eliot was in the poetic state of Texas recently, and nobody here knew about it in time to bribe him here on his return east.

Particularly in the case of Mr. Eliot, and partly in the other cases, there is obviously no one person or group at fault. This does not alter the fact that the fault is a grievous one, and should be corrected; for it is through contact with men and minds such as these that the University becomes most valuable; this is particularly true since increased enrollment and lack of funds have seriously undermined the value of the University's own plant. Messrs. Cummings, Eliot and Teller could have compensated for a lot of internal stagnation.

In almost every area but the intellectual, there is no such lack of care and planning. In athletics, every possible measure is taken to insure public enthusiasms; there is no reason to assume that the new parking lot was intended primarily for anything but the football crowds; there is considerable pressure for a new gymnasium, or even a coliseum, in spite of more pressing and important needs elsewhere; and the local athletic mentors are presented with exorbitant salaries and an occasional Cadillac to make sure that they will not be enticed away.

In dress, great pains are taken to provide the student with the proper thing; any local merchant is only too happy to perform this function, most often, again, at prices which are as padded as the Ivy League jackets aren't.

In view of all this, it becomes essential that the interested students be encouraged by the University and its various sub-institutions to come into contact with intellects such as those of Dr. Teller, Mr. Eliot, and Mr. Cummings. There is some effort being made on this campus toward that end, but not enough.

Education

(Continued From Column 3)

ing can be best handled in small sectional courses. In any event, he requires instructors themselves thoroughly competent in their fields and imbued with high standards of excellence for their students.

(c) The average boy or girl can be economically and effectively taught by the lecture method if our most inspiring and popular lecturers are assigned to this job and furnished all the aids and equipment necessary (for example, the best available apparatus for class demonstration in science, together with funds for the invention of more striking devices for this purpose).