

The Daily Tar Heel

In its seventieth year of editorial freedom, unhampered by restrictions from either the University administration or the student body.

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A Glaring Omission

The catalogue of the University of North Carolina has long omitted one department in which a large number of students take courses. This is the Y-Court department.

It is one of the oldest and most distinguished departments in the University. Y-Court 16, the prerequisite for all other courses in the department, has long been the largest introductory course in the university. An estimated 1,499 people were enrolled in the course this fall.

The faculty of the department has gained world-renown for their scholarship in the field of Y-Court. Professor Felicia Walker's article on "The Necessity of Bass Wee-juns for Successful Y-Courting," which appeared in *Nett* (June, 1960), the leading German Y-Court publication, is already a classic in the field. Chairman of the department, Publius X. Throtteford, rocked the academic world in 1956 with the publication of his definitive work, *On the Intonation of Hi You: A Study of the Accents of 4-103 Co-eds at a Southern University*.

Associate professor Walter Rx.

Dellinger has recently conducted exhaustive researches into the question of the proper attire for Y-Courting. He hopes to publish his findings shortly, and he promises that all who sign up for his Y-Court 10:01 will get a preview of his findings.

Some of the most popular courses in the department include 7:59, Coffee for Breakfast; 10:59, Check Cashing; and 3:22, Reading the Want Ads and Riders Wanted (when in season).

Famous Graduates of the Y-Court department include Hand-em Out Frazier, President of the Canadian Tobacco Company; H. R. Serwonk, world-famous maker of manhole covers; and Prudence C. Patience, first president of the Planned Parenthood League of Massachusetts.

Some one should take steps to recognize this outstanding department. It is, and long has been one, of the foremost attributes of the university. No where else is so much learned with so little effort, or so little learned with so much effort, or we're not so sure. "Hi you, see y'all." —Bill Ines

Opportunity

Each year the Student Government offers two exchange scholarships for study at the Georgia August University in Goettingen, Germany.

Goettingen, a scant fifteen miles from the East German border, is situated in Lower Saxony in the broad valley of the Leine River. Undamaged by World War II, the city now numbers 80,000 inhabitants and retains many buildings dating back to the late middle ages.

Throughout Germany, Goettingen is noted for her university. The Georgia August University, around which the city's cultural life is centered, was founded in 1737 by Georg August II, King of England and Elector of Hanover. Numbering such former students as Heinrich Heine and Otto von Bismark, the university has grown to an enrollment of 8000 students and offers courses in the liberal arts, the sciences, medicine, law, and theology.

The two UNC scholars will be full members of the college community and will be able to participate in all phases of its academic and social life.

In Germany the exchange students will find themselves within a background of a rich cultural heritage on the one hand, on the other, of new social and political forces emerging from the chaos of the world war.

This is an opportunity to see, to think, to feel, and to be exposed to the new ideas and forces which are active in Europe today. For the perceptive individual, this is an invaluable opportunity in education.

—Reginald Brooker

That Time Again

A warm, gentle rain washes the red mud of the North Carolina campus; those with short memories who can forget March snowstorms think that the arrival of spring is heralded.

Whatever the weather, it is February again, and the Order of the Grail is conducting its annual class ring sale in Y-Court on February 13-15 from 9 to 4.

Juniors have been, hopefully, snowed by luxuriant invitations which make it sound as if the junior were being allowed to buy the ring by special dispensation of some high lord. This is not the case. The Order of the Grail is in business. It is trying to sell a good-quality class ring to as many students who will buy one.

The profits which the Grail makes are small and are used entirely for the purpose of offering scholarships or loans to deserving students. The ring for sale is the official class ring; we urge all members of the class of '64 and all previous classes to drop by Y-Court to at least look at the rings even if they had not previously considered buying one.

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Deadline

We would like to call the February 15 deadline on applications for the North Carolina State Government Summer Internship Program to the attention of all students who are just slightly interested.

If you are more than slightly interested or even partially informed, you are, no doubt, already aware of the deadline.

We urge you to apply.

The Special Committee of the Board of Trustees have agreed upon a number of recommendations designed to strengthen the University and foster larger service in the future. These recommendations are interrelated and each is dependent upon the others. Therefore, they are submitted as a program. That is, the force of each recommendation is conditioned upon acceptance of the others.

1. DEFINITION OF UNIVERSITY PURPOSE

The Governor's Commission on Education Beyond the High School has recommended a new statutory definition of the purpose of the University. We concur in this proposal and recommend that it be enacted by the General Assembly. The proposed definition is as follows:

The University shall provide instruction in the liberal arts, fine arts, and sciences, and in the learned professions, including teaching, these being defined as those professions which rest upon advanced knowledge in the liberal arts and sciences; and shall be the primary state-supported agency for research in the liberal arts and sciences, pure and applied. The University shall provide instruction in the branches of learning relating to agriculture and the mechanic arts, and to other scientific and classical studies. The University shall be the only institution in the State system of higher education authorized to award the doctor's degree.

There are, to be sure, existing definitions, historic definitions asserting the aims of three separate North Carolina institutions which have become the University of North Carolina. The charters and successive statutes reveal the traditions of the state university, the land grant college, and the state normal school in their progressive development into one paramount state university.

By act of the General Assembly of 1931, the University of North Carolina, the North Carolina State College of Agriculture and Engineering, and the North Carolina College for Women were "consolidated and merged" into the University of North Carolina. But a statutory definition of the new entity is lacking, and to that extent the realization of actual consolidations has been hampered by a persistent ambiguity of purpose. The time has come to have a clear and straight-forward statutory declaration of university purpose and one which reflects the essential unity of the university organization.

With the projected development of all state institutions of higher education, the needed broadening of programs within the University and the proposed establishment of new institutions, it has become necessary to have a basic guide for differentiating between the functions of the University and other state colleges. Thus the recommended definition would reiterate university responsibility along with the other colleges for undergraduate instruction in the liberal arts and the sciences. It would recognize that the University is the principal institution for education in the professions. The University would be the primary state institution for academic research and the only one authorized to award the doctor's degree.

The definition is the point of reference for other recommendations looking toward enlargement and improvement of university service. Its enactment into law by the General Assembly is regarded by this Committee as constituting a condition precedent to the actual implementation of other changes recommended in this report.

2. COEDUCATION ON ALL CAMPUSES

The Woman's College of the University has, as its name suggests, largely restricted its programs to young women. At times in the past, men have been accepted as students, particularly at the graduate level, and at present men are admitted as graduate students. No dormitory facilities have ever been made available to men so the men who attend this unit of the University have done so on a commuting basis.

Although there has been a branch of the University in Greensboro since 1931, there is no university program open to men in the Greensboro area at the undergraduate level at this time. The population of the region in and immediately surrounding the city of Greensboro has reached such dimensions that the wisdom of restricting university programs in this branch of the University to women must be re-examined. To hold to such a restriction would be to fail to use educational facilities that are already in being at the same time that we are striving to secure additional facilities. University education

is being denied many young men in this populous area of the state because of their inability to afford the costs of attending the University at Chapel Hill or State College.

The definition proposed for the University and the change in name proposed for the Woman's College emphasize our responsibility for enlarged and improved programs on the Greensboro campus. It is difficult to conceive of a full-fledged university program at that institution restricted to women, for such restrictions are intrinsically inconsistent with the concept of a modern university. Opening the campus of the University at Greensboro to men will greatly strengthen that institution's opportunities to obtain faculty members of distinction and so to develop research and creative work to the levels expected of a university.

Although no dormitory facilities have been provided for men on the campus at Greensboro and none is being planned for the immediate future, we recognize that it may become desirable to provide such facilities when the full utilization of the resources of that institution warrant this action.

For much the same reasons it is considered advisable to open the institutions at Raleigh and Chapel Hill more widely to women and to commuting students. The first step in broadening educational opportunities should be greater utilization of existing institutions. The University at Chapel Hill does not now admit women at the freshman and sophomore levels. This limitation imposes hardships for certain programs, particularly the fine arts and those in music where women's voices are necessary in developing choral work. They are unduly restrictive in other programs and are inconsistent with the full utilization of the educational resources of the University to meet the needs of the people of the state.

We recommend, therefore, that the campuses of the three units of the University be authorized to admit men and women at all levels.

3. BROADER UNDERGRADUATE EDUCATION

The recommendation of the Governor's Commission on Education Beyond the High School that existing community colleges at Charlotte, Wilmington, and Asheville be expanded to four-year, non-resident colleges has been noted earlier in this report. The Board of Trustees of the University strongly endorses this recommendation and commends the full support of the University to the development of these institutions to maximum usefulness.

The resources of a university must be such as to provide those who seek education at its hands with some understanding of the richness of man's intellectual achievements. It is not enough to train young men and women in the arts and skills of a profession; it is not enough to produce highly trained specialists in narrow disciplines. A university education must combine the training essential for the scientist, the lawyer,

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the engineer, the medical doctor with some appreciation of the traditions of the past, with some acquaintance with literature and the fine arts, and with some understanding of the ideas which have made the world what it is today. A university cannot be a university and discharge its responsibilities as an educational institution unless it offers its students an education of sufficient breadth to insure their participation in society as well-informed, thoughtful citizens.

It is important and necessary, therefore, that the University of North Carolina take steps to see that on each of its campuses opportunities are made available to provide the breadth of educational experience consistent with the standards of the University. For these reasons we recommend that a degree program in the liberal arts be authorized at the Raleigh campus. Curricula in the liberal arts already exist at Chapel Hill and Greensboro.

4. A PLAN FOR FUTURE EXPANSION OF THE UNIVERSITY

A university has responsibilities that differ in several ways from those that are characteristic of a college. Prominent among these is the emphasis given in a university to research on the part of the faculty and to the training of graduate students. Because of the wide scope of university programs and the importance attached to research, their faculties are made up of scholars and scientists in many disciplines. The existence of high levels of competence in many different fields is a source of strength to each discipline and provides opportunities for educational programs that are not possible in the more restricted offerings of a college.

North Carolina has a single state supported university with campuses at three geographical locations to provide for the citizens of the state the kind of educational opportunity that only a university can supply. As the only university supported by the state, the University of North Carolina recognizes its responsibility to meet demands for extending its educational programs to other areas in the state when the resources of its existing campus cannot meet needs that are real and pressing.

North Carolina is a vigorous and growing state. Its expanding economy is developing centers of population in areas remote from the sites of its University campuses. The citizens of these regions feel keenly the need for the rich and varied educational programs that the University provides and which, because of distance, are denied to many of them. As these needs continue to grow, the University must be prepared to meet its responsibilities to these people by enlarging its resources even to the point of its full share to assist in the task of enlarging man's understanding of himself and of the world of which he is a part. Of establishing new campuses when careful study warrants such action.

The intent of the report of the Carlyle Commission is to bring about in the state a well coordinated system of higher education. This requires a clearly delineated differentiation of functions between the different kinds of institutions of higher education and a sharply defined definition of the responsibilities of the University. It becomes necessary, therefore, that the University be placed in a position that will enable it to meet the needs for University type education as needs arise.

The requests of the trustees of Charlotte College, Wilmington College, and Asheville-Biltmore College that these institutions become units of the University of North Carolina have been given thoughtful and sympathetic consideration. After careful study we recommend that the statutes be amended to authorize the Board of Trustees of the University to establish additional units of the University subject to applicable statutory procedures and the following conditions:

1. That the need for the development of a new unit be established by a thorough study of the area in which the new campus is proposed. Such a study is to be made under the direction of the Board of Trustees.

2. That additional funds be made available for the establishment of the new campus to insure that the quality of the instructional and research programs at the existing units of the University be maintained at the highest possible level.

3. That standards and criteria prescribed by the Board of Trustees shall prevail at the new campus in the same manner that they apply at the existing units of the University.

The Committee recommends the foregoing as establishing a sound and stable procedure whereby new units of the University may be established in other areas of the state in the future. It is our judgment that a real need for educational programs of the kind that only a university can provide will exist in areas where rapid increases in population have occurred. Industrial development likewise creates a demand and a need for graduate and specialized education.

As soon as legislative authorization is provided we recommend that the University undertake a comprehensive study of the need for the establishment of new units of the University and report its recommendations to the Board of Trustees.

5. ONE NAME FOR THE UNIVERSITY

In 1931 the legislature united the University of North Carolina, the North Carolina State College of Agriculture and Engineering, and the North Carolina College for Women into a single institution: The University of North Carolina. This union was not accomplished without difficulties, for each of the institutions felt deeply the loss of its independence. Major changes in academic programs were made in the

interest of economy and the more efficient use of the funds available. Whole curricula were transferred from one institution to another to avoid duplicating programs of instruction in professional fields and to concentrate the full resources of the state behind specific programs. Graduate work was centralized in a single graduate school and many other steps were taken to strengthen and enrich both teaching and research study.

In recognition of the traditions associated with each of the three campuses, each institution was given a name that reflected both its former as well as its new status as a unit of a single university. Thus at Raleigh, the North Carolina State College of Agriculture and Engineering became the North Carolina State College of Agriculture and Engineering of the University of North Carolina. This unwieldy title quickly became North Carolina State College in the minds of faculty, students, and the general public so its new status as a component part of a single university was not identified in its popular name. The North Carolina College for Women became the Woman's College of the University, a title which recognized both its distinctive character as an institution for women and its newly acquired status as a branch of the University.

State College was founded in 1887 as the North Carolina College of Agriculture and Mechanical Arts. In 1917 the name was changed to the North Carolina State College of Agriculture and Engineering. The present name (North Carolina State College of Agriculture and Engineering of the University of North Carolina) was adopted in 1931.

The Woman's College was founded in 1891 as the Normal and Industrial School. In 1897 the name was changed to the State Normal and Industrial College. In 1919 the name was again changed to the North Carolina College for Women. Since 1931 the name has been the Woman's College of the University of North Carolina.

The Chapel Hill campus retained its former title since its position as a university was not changed by the new legislative act.

In spite of disappointments and deep concern on the part of members of faculty members and others, the passage of time has demonstrated the wisdom of the changes that were made and rewarded the courage of those responsible for carrying through the necessary reorganization. Under the new centralized administration, great progress has been made. Each unit of the University has flourished, salaries have improved, physical facilities have been enlarged beyond what was thought possible, and reputations for scholarly work have been enhanced. The union of the three separate institutions has brought added strength to them all.

While important progress has been made under a central administration the fact that each unit of the University has had a separate and distinctive name has hindered the full development of a spirit of unity and common purpose on the three campuses. The institution at Raleigh has reached a stage of development where it is no longer appropriate to refer to it as a college. It has now become a university. It is also inappropriate to continue to call the institution at Greensboro a college in view of plans to advance the general program to university scope and status. To retain the name Woman's College while acting to admit men would be anomalous.

These facts indicate to us the desirability of changing the names of the three institutions comprising the University of North Carolina so as to identify them as component units of a single university. We have, therefore, devoted much time and thought to the nomenclature problem. In our study we have welcomed the advice and criticism of students, faculty, alumnae and alumni, trustees, and many others. We have studied the systems of nomenclature used in other state-supported universities with multiple campuses or branches. From these deliberations has emerged a nomenclature for the University and its three campuses that removes the objections to the titles now in use and identifies clearly each institution as a component unit of a single University.

We recommend that the title now used to designate the single University with its three campuses, "The University of North Carolina," be retained; that the institution at Chapel Hill be given the name, "The University of North Carolina at Chapel Hill"; that the institution at Raleigh be known as, "North Carolina State, The University of North Carolina at Raleigh"; and that the unit at Greensboro be given the title, "The University of North Carolina at Greensboro."

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