

DTH Editorial Page

Opinions of the Daily Tar Heel are expressed in its editorials. Letters and columns, covering a wide range of views, reflect the personal opinions of their authors.

Student-Faculty Policy Making

By PAUL DICKSON

For several years now students have been seeking representation on faculty committees that are concerned with matters directly affecting students. By and large we have not had a direct voice in these matters.

student lives under the illusion of free participation in a creative process, but he does not realize the full satisfaction which comes only through genuine sharing of responsibility and of decision making.

Some of this participation has been merely token and has not given us any real voice in matters of vital concern to the students.

"The student is led to believe that he is something of a free agent, participating in the determination of his educational process; but he finds that his actions (if not his thinking) are determined by the faculty and administration. So, at long last, the administrators and faculties find themselves pulling the puppet strings, hopelessly repeating democratic phrases, often deceiving themselves into thinking that the democratic cream is actualized through the paternalistic process.

In many areas students have created their own committees concerned with many of the same areas in which faculty and administrative committees are working.

I would contend that often the formation of separate committees has hurt the overall effectiveness of the University.

How do we know that combined committees working for the betterment of the University Community will arrive at an agreeable solution in a peaceful manner?

We do not know that this will always happen, but we have two good examples: the Committee on the Residence College Program, and the Chancellor's Advisory Committee on the Honor System.

The Ad Hoc Committee on the Residence College Program has proven to be successful a venture with participation by all three segments of the University community. It is adopting and putting into effect a program in which all feel they have had a part and which all can support.

For this reason the program should and has thus far proved to be a success.

The Chancellor's Advisory Committee on the Honor System is proceeding in the same manner. All three groups are

represented and all are contributing fully in this common effort to provide a judicial system satisfactory to each segment of the University community.

Would this manner of arriving at solutions to problems not be a better method of providing for a more harmonious University community?

There are several areas with which students are concerned which have presented problems in the past and could possibly do so in the future.

Admissions policy has been an on again, off again controversy between the students and the administration. Would not a combined committee provide for more understanding within the University about the purpose of the University in this area?

There has been as long as I can remember, a controversy of some nature facing the fraternities and sororities. This situation has grown partially out of poor communication between the Faculty Committee or the Administration and the Interfraternity Council. This is a major area of student concern and the problems in this area can only be solved through the cooperation of all groups.

The Faculty Committee on Student Discipline is another of the areas of concern. Students should not sit on the Faculty Review Board, but they should have representation on the committee itself. The very nature of this committee makes it important that we have a voice in its affairs.

There are other areas with which students are concerned. Some of these are Buildings and Grounds, Registration, Health Affairs, etc. Students are becoming more and more concerned with the long-range goals and policies of the University, and, for this reason, we need to have a voice in these areas also.

I am not asking that this University do something that has not been done at other schools across the country. Here are a few examples of the voice students play in university policy at other colleges and universities:

- 1) Denison University has two students that are voting members on its Admissions Committee. Antioch College does likewise.
- 2) The University of Vermont has allowed students to be active participants in the selection of a new dean of men.
- 3) The Board of Trustees of the University of Denver included two students on a committee "to study and make recommendations concerning the appointment of a new chancellor."
- 4) Bennington College has stated that "candidates for faculty or administration appointments are regularly interviewed and evaluated by students."
- 5) At the University of Denver the "fee structure was

evaluated and it ultimately led to an increase in tuition. Not only were students appointed to this committee, but on a couple of occasions, they and the other members of the committee went before representative committees in preliminary phases" (Lunn).

6) Students at North Carolina State have participated in an advisory capacity in many aspects of the planning of institutional facilities.

7) The State College of Washington has two students on its Campus Improvement Committee which functions in the same manner as the Buildings and Grounds Department here.

8) The University of Minnesota "set up a special committee on automobiles and parking regulation which included not only faculty, administration and student representatives, but also the local police chief and a prominent Ann Arbor civic leader" (Lunn). This is needed at Chapel Hill. Similar programs have also been adopted at Tulane and Rochester.

9) The University of Minnesota has a Committee on Institutional Research which added student representation in 1951. The chairman of the committee stated that students were added "since most of the research projects discussed in the committee are on educational topics of serious concern to students."

10) "At the State College of Washington students serve on three committees concerned with institutional planning—The International Education Committee, the Educational Policies Committee, and the Two Year Plan for WSC."

Many more examples could be given, but I feel this is enough to make a point.

That point, as Lunn states it, is that "the substantive contribution of students to policy decision-making can be a vital one and that this contribution must be accepted if the full resources of student leadership are to be used effectively in the solution of pressing problems."

Lunn says, "student leadership always will seek an involvement in policy formation where it feels it has a responsibility to do so, and if continually rebuffed, it may turn to protest action." We can safely be asserted that we will not have protest action here at Chapel Hill over a topic of this nature, but still we should make a thorough study of this topic and try to move closer to sincere cooperation in the government of the University.

A committee of all segments of the University community should be established to make a thorough evaluation of the University's philosophy and future commitment in this most important area.

Our New Brother Arrives

Yesterday's anxiously-awaited action by the N. C. House of Representative, by which the University of North Carolina at Charlotte has become a reality, means many things.

First of all, it means the culmination of a dream for a group of never-say-die citizens of the Queen City, who founded Charlotte College largely on vision and faith and then nursed it to health and vigor. It is to these dedicated persons that much of the credit for a fourth campus must be given, for, as with many other symbols of Charlotte's progress in recent years, they simply focused their vision on a dream and refused to put it out of their heads until it was reality.

The new campus also has meaning for the entire University, for now our foundation is broader, our potentialities more numerous, our future brighter. Granted, the fourth campus has a long way to go before it will assume a station comparable to its brothers and sisters. But dedication and energy have made this University great and in time—short time—they will make the Charlotte branch great as well.

Perhaps the greatest tangible mean-

ing, though, is for thousands of North Carolina children, many of them yet unborn, who will find the doors of education open wider than ever before. For the University of North Carolina at Charlotte is an institution of the future, not of the present. We who study today will not benefit directly from its presence. But in the future, its classrooms and laboratories will beckon where today stand four small brick buildings, and that is the important thing.

Finally, the realization of the fourth campus means that vision and foresight have once again been triumphant in North Carolina. The questions which arose about the necessity for the campus at this time were less worrisome than reassuring, for they indicated that our legislators were willing to take a well-considered step.

Now they have taken it, and as the debate moved to a close yesterday it was almost as if one could see the pioneers of that vision—Charles Brantley Aycock, O. Max Gardner, Josephus Daniels, and others—standing in the galleries urging the legislators onward.

"Now!" they said, "Do it now. The future won't wait."

The DTH And The Campaigns

Everytime spring elections roll around, the desk of the DTH Associate Editor begins to resemble a giant wastepile stacked high with endorsement letters. In the past, editors have found it necessary to lay down some ground rules for letters, columns, platforms, etc., in order to leave some space for the news.

Our ground rules are much the same as those of last year, with only a few minor changes.

Each presidential candidate will be allowed two letters, no longer than 150 words, each signed by no more than 15 people.

The vice-president will be allowed one, no longer than 100 words, with 20 signatures. The secretary and treasurer each have one letter, 100 words, 10 signatures.

The candidates for editor of the Daily Tar Heel will each get one letter, 100 words, 25 signatures. All other officers will have one letter, 50 words, 10 signatures, with the exception of student legislature and honor council. These officers have so many candidates space prohibits printing letters.

Later in the campaign, we will submit

to the candidates for president and editor a list of eight questions. Each will have 100 words to answer each question.

Also, those candidates will have ample space to present their platforms and policy statements. The length of these will be determined in conference with the candidates.

Our regular columnists—Pete Wales, David Rothman, Timothy Ray and Armistead Maupin—will be free to write about any aspect of campus politics and give their own choices. Maupin is a candidate himself, but has indicated he will only write about national and state issues.

We ask that all letters, platforms, etc., be typed, double-spaced and reasonably neat. Deadline for letters will be March 9 at 2 p.m., and all correspondence should be placed on the desk of the Associate Editor.

Platforms and answers to the questionnaires will be due March 16.

If there are any questions concerning policy, we ask that they be directed to editors or the Associate Editor.

Fair Warning From Bitter-Enders

The Chapel Hill Weekly

Last week, each member of the Legislature received in the mail a small package of venom and hate from American Legion Post Number 1 in Raleigh. Included in the package were:

—A resolution adopted by the Legion Post which implied that those seeking repeal or amendment of the Gag Law were striving for a communist victory in North Carolina and trying to shape an open invitation for communists to speak on campuses of State-supported schools.

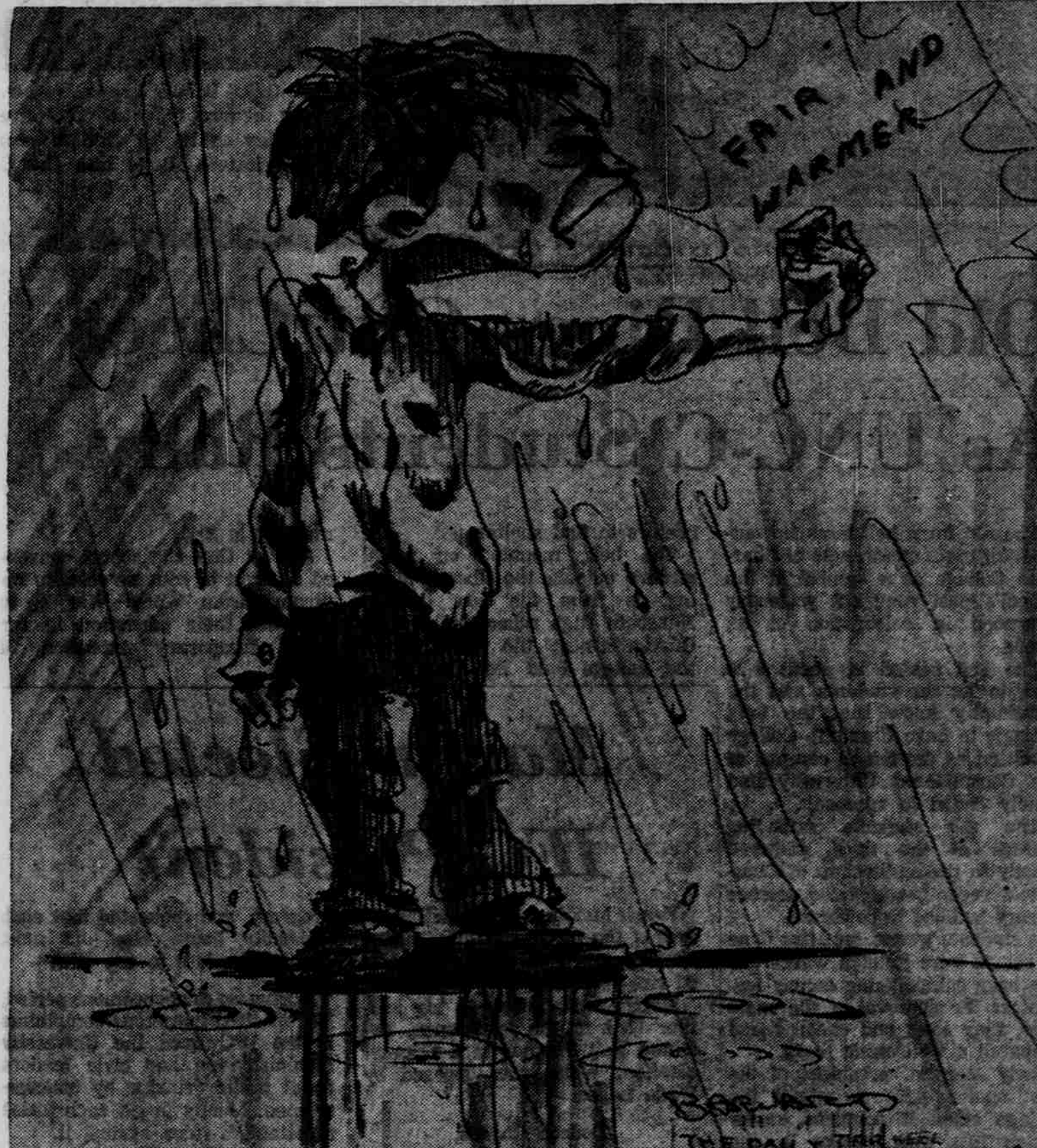
—A pamphlet containing Assistant Attorney General Ralph Moody's hysterical defense of the Gag Law. In this cowardly little diatribe, Moody goes to great lengths to characterize "academicians, newspaper editors and college presidents" as "lost babes in the woods of communism," and then concludes with: "I wish to state that I am not asserting or charging that any editorial writers or professors on the staffs of our colleges are members of the Communist Party. I have no such information and I do not even think that this is true."

—An editorial reprint from the Dunn Daily Record which suggests that former UNC President Frank Graham and former Chancellor William B. Aycock, among others at Chapel Hill, were tools of communists, if not willing accomplices. Through a combination of lies, half truths and guilt by association, the editorial seeks to show that the University at Chapel Hill was a Red Nest prior to passage of the Gag Law, that the communist thrust in North Carolina has been halted by the law, and that the only reason other states have not adopted such a law was simply that it was needed here more than anywhere else.

In their resolution, members of the Raleigh Legion Post warned the legislators that they would "resist to the bitter end" all proposals for repeal or any modification of the Gag Law.

It isn't clear whether this should be taken to mean that they will break out the old uniforms and bayonets and call a forced march on the State House, have the Forty & Eight hold a Wreck in a subtle effort to paralyze the General Assembly with laughter, bomb the legislators with water-filled bags, threaten to hold a State convention in Raleigh, or simply continue cluttering the mails.

Whatever the bitter end might be, the legislators might take some comfort in the knowledge that, unlike what happened in The Congo, there have been no indications as yet that the Legionnaires will force-feed them American flags.



In Fraternities

Clauses Make No Difference

Editors, The Tar Heel:

In regard to Mr. Lewis Lipsitz's letter published in your February 24 edition:

Mr. Lipsitz summarizes that unless "fraternities on this campus can approximate the standards of common brotherhood, they are a discredit to themselves, the University, and to those who condone them." This concept of "common brotherhood" is very interesting. I wonder of what Mr. Lipsitz's ideas of common brotherhood is composed?

When I think of the term I see a group of men gathered casually around a piano, singing a familiar drinking song. This group was not thrown together. These men came together because they enjoy the fellowship of one another. During the complex interactions of people from day to day, these individuals came together in a group. Why? Because these men were accepted by each other as a group, while others were re-

jected. The point is not on what basis these acceptances and rejections are made, but that the group has the indisputable right to choose its associates — to like, dislike, or be indifferent to whomever it pleases and for what reasons.

Mr. Lipsitz refers to fraternities not as "private clubs," but as "campus organizations" regulated to a certain extent by the administration. Do we assume then, that a "private" country club is not "private" because it is regulated to a certain extent by the community in which it is located?

Any concept such as "privacy," "liberty," or "power" is a relative concept, not an absolute one. Strictly speaking there is "no such animal" as a private club. However, it goes without saying that if placed on a continuum with "public organizations" at one end and "private organizations" at the other, fraternities would fall far

nearer the "private" pole. Perhaps due to my lack of literary ability, or perhaps due to Mr. Lipsitz's lack of objectivity in his interpretation, the main point of my previous letter was overlooked.

Mr. Lipsitz says: "Mr. Owen declares that doing away with restrictive clauses 'would in essence destroy the entire fraternity system.'"

Nowhere in my letter did I refer to the "doing away with restrictive clauses," and if Mr. Lipsitz will review the last paragraph of my letter he will find the point that he missed before. That is, that regardless of whether discriminatory clauses are abolished or left as they stand, the processes of discrimination — including racial discrimination — will continue to be the mode of acceptance and rejection in the recruitment of future "brothers" in fraternities.

David Owen
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Not Everyone Fits In Peace Corps

By FRED THOMAS
DTH Staff Writer

"My work with the Peace Corps was perfect for me . . . but I certainly wouldn't recommend that everyone run out and join."

Robert Morris, Shelby, N. C., graduate student in Spanish, has recently returned from Trujillo, Peru, where he has been working with the Peace Corps, teaching English and linguistics at the National University of Trujillo.

He was quick to point out that the Peace Corps is not all "peaches and cream." He said that his situation was especially beneficial for him since he is studying Spanish. "I will probably go back to Peru to teach after I finish my graduate work."

For other volunteers it doesn't turn out so well, according to Morris. He used, for example, the case of a newly-graduated architect who might be assigned to an underdeveloped village of grass huts. "He might be able to design the most fabulous, modern building on the N. C. State campus, but he is completely ignorant of the first step in building a grass hut."

Morris was graduated from UNC in 1962. After one semester of graduate study he was invited to go with the Peace Corps. He left after preparatory training in the spring of 1963 for two years service with the Corps.

Categorizing the major difficulties which the Peace Corps encounters under four headings, he topped the list with "my American attitudes vs. theirs."

"When you get there you're lost. Some adjust to it; others never do." Other obstacles cited by Morris were "attitudes of my co-workers, attitude of the host national and political problems."

Concerning the latter he commented: "This never affected me, although most of the American students were booted out of Peruvian Universities."

Morris stressed that in order to be effective, the Peace Corps volunteer must live with and teach himself to think like the people with whom he is working. For some this means living in grass huts and digging latrines. "We have to avoid shooting over the people's heads," he said.

Teaching in one of the biggest universities outside Lima, Morris said that he had little trouble making this adjustment. "I was a coast and tie man. Working with students and professors at the University I had to be. I lived in a beach pad with two other bachelor professors. It was actually nicer than what I have here (in Chapel Hill)."

"There is no flat pay rate for every volunteer," Morris continued. "The salary varies depending on the situation in a very specific country." He noted that all medical expenses and clothes are provided for by Peace Corps as well as a vacation with pay.

"I think getting into the universities was the best move the Peace Corps has ever made. The better we get to know these people, the better off we will be in the next 10 to 15 years."

Morris pointed out that the Peace Corps is not an American "invention."

"We got our original idea from England. I worked in Trujillo with English volunteers. There were also German volunteers in Peru." Morris concluded with the affirmation that "the Peace Corps is not an idea that is going down the drain. It has made remarkable strides in its four short years of existence and it is not going to vanish any time soon."