

President Friday's Address

# The University Is Moving Again

(Editor's Note: Consolidated University President William C. Friday made the following State of the University address on WUNC-TV last Thursday. Many educators and others interpreted Friday's speech as the go-ahead to place the University again on the offense after years of playing defense. Following is a partial text of the speech.)

Ladies and gentlemen, I appreciate this opportunity to talk with you about the work of the University during the academic year just closed.

This has been a year full of important and interesting developments, all of which, of course, cannot be reviewed here. However, there are certain events and achievements which should be noted and I shall discuss these matters as briefly as possible.

On January 28, this Board approved the recommendation that Dr. D. W. Colvard, then President of Mississippi State University, become the Chancellor of the University of North Carolina at Charlotte. On May 9 you approved the recommendation that Dr. J. Carlyle Sitterson become the Chancellor of the University of North Carolina at Chapel Hill. We are delighted with these selections, and for the first time in some months we now have four full-time Chancellors guiding the work of the campuses of the University.

The academic year 1965-66 has been characterized by an unusual number of new graduate degree programs. These reflect the widening responsibilities of the University in graduate study and professional training and the rapidly growing number of graduate students. Each of the graduate programs has been given careful study by appropriate University Boards. They have been approved by the Executive Committee of the Trustees.

The principle that has guided us in making decisions about new graduate degree programs we call the principle of complementary strengths. The amount of knowledge that has accumulated in physics or chemistry, for example, far exceeds the resources of any chemistry or physics department, even those in very large universities. No single science can be represented in any university, still less all science. It follows that if each campus of our fourfold university can develop strength in some segment of physics—to continue this illustration—that is not other campus, the total resources of the University in strongly developed on some physics will be strengthened and enriched. Every campus must teach physics—every campus of a university must

conduct research and offer graduate programs in physics—but this does not mean that each campus must develop the same area of specialization in this or any other discipline. The fields of particular interest and strength in disciplines on different campuses can complement rather than duplicate one another.

While processing these matters during this year, we have given just as much time to the future growth and development of the fourfold University, and I wish now to share some of our thoughts and judgments with you.

I shall be principally concerned with three things: (1) the trends in enrollment in the University, (2) a major revision in the customary principles of the allocation of functions that have guided us since the years immediately following the Act of Consolidation, and (3) a statement indicating the nature of financial support that will be necessary to provide for the additional students and the expanding program of the University.

On May 2, we had received a total of 12,364 undergraduate and 2,192 graduate and postgraduate professional applications to all programs and all campuses of the University from residents of North Carolina.

We plan to enroll 11,135 new students on the four campuses this fall. These will include 8,572 undergraduates and 2,563 graduate and postgraduate professional students. The increase in new students this fall over 1965 will be 2.3 per cent for undergraduates and 14.3 per cent for graduate students, a trend that is in line with the purposes of the University. Chapel Hill plans to enroll 4,400 new students, 35 per cent of whom will be in the graduate and postgraduate professional category. Raleigh plans to enroll 3,485, of whom 14.7 per cent will be in the graduate category. Greensboro plans to enroll 2,060, of whom 23.5 per cent will be graduate students. Charlotte expects to enroll 1,150 new students, all undergraduates.

We are projecting a total enrollment for all campuses of 31,354 this fall as compared to 28,780 in the fall of 1965, an increase of 2,574 or 9 per cent. We expect the enrollment this fall to reach 13,250 at Chapel Hill, 10,900 at Raleigh, over 5,000 at Greensboro, and about 2,200 at Charlotte.

If the present trend is permitted to continue, it warrants a projected enrollment in the University by 1976 of over 50,000 students, at least 15,000 of whom would be in the graduate and postgraduate professional category.

In summary, for each of the

next four years we anticipate an annual enrollment increase of about 2,500 students. To state the fact is to indicate the dimension of the task for which we must seek more good teachers to carry the instructional load and additional facilities to accommodate the growing population.

It is important to remind ourselves again of some of the major responsibilities of a university as we think about our future plans. A basic responsibility of such a university is good teaching. A second important responsibility is to conduct research, original creative work, and graduate study leading to the doctorate. A third requirement of a major university is the responsibility for professional training. A fourth area of increasing responsibility today is in adult education.

The legislation and the Trustee actions to which I have referred have placed many additional responsibilities on the University and made desirable a thoughtful restudy of our academic policies on allocation of function. Accordingly, after consultation with the Chancellors in October, 1964, I asked that three senior faculty members from each campus meet with the Vice President—academic Affairs to suggest guide lines for the future development of our four campuses. This committee met frequently. It studied the responsibilities of university status for each campus, the best use of library resources, the most effective use of staff and facilities on the several campuses and how best to determine where specific programs should be located. The committee agreed that it would be unwise to set up any system of regulations that would be rigid and unresponsive to the changing needs of future years. They have recommended procedures and policies which have been discussed in detail with the Chancellors and with the Chancellors and with my associates, and we have reached agreement on the following principles which we recommend to the Trustees as our basic guide lines for the future:

1. That subject to existing University procedures for the approval of budgets and campuses may provide graduate and undergraduate instruction and research op-

portunities in the basic natural science, the social sciences, the humanities, the arts, and teacher education.

2. That insofar as practicable in the development of advanced graduate work, each campus seek to emphasize different areas of the disciplines, thus enlarging and enriching the educational opportunities of the University.

3. That highly specialized work for which there is a limited demand be developed only a specific campus.

4. That on all campuses new faculty members appointed to the rank of assistant professor and above be chosen with their competence in teaching and scholarship and their qualifications for advanced instruction in mind.

5. That with reference to advanced graduate work (doctoral training) and particularly before duplication occurs in professional training (law, medicine, engineering, etc.) great care be taken to weigh the capacity of society to absorb the graduates, to evaluate the need for additional highly trained personnel relative to the need for persons with other qualifications, to determine the prospects of adequate financing, and to avoid impoverishment of programs on other campuses.

I emphasize these principles because they will govern the direction in which we plan to move on all four campuses. They are necessary if we are to progress in a sound and responsible manner.

North Carolina has a lot of unfinished business, and the University has a major role to play in the great future foreseen for our state. The hour has come for all to unite in a positive and aggressive effort to move the University and the people that it serves forward. For the faculty, staff, and students, I convey to you our earnest desire to get on with the task. And let me add that I do not state this objective as a desire only. It is my real conviction that the University is poised most favorably for the realization of this aim and my administrative associates and I find genuine pleasure in contemplating the realization of many long cherished goals.

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