

Sitterson To Return 'Home'

By Bobby Nowell
Editor

"I enjoy teaching more than anything in the world; I feel like I'm going home."

Chancellor J. Carlyle Sitterson was summarizing his reasons for leaving his position to return to full-time teaching, effective Sept. 1, 1971.

Sitterson's resignation was not altogether unanticipated. The 59-year old administrator had been under fire

from members of the Board of Trustees, who reportedly disapproved of Sitterson's handling of several student strikes within the past two years.

The resignation was announced July 10 in a brief, almost perfunctory news conference in Raleigh.

Tears glistened in Sitterson's eyes as he read his resignation to members of the press:

"It is not easy to leave so important a position in a University that I love so deeply. But the University is now

entering another decade with new challenges and opportunities, and it deserves a continuity of leadership for those years which can only be provided by someone with more years to give to administration than I have remaining."

Upon relinquishing the administrative reins of the University, Sitterson will resume full classroom and research duties as a Kenan Professor of History.

During his tenure as head of the university, Sitterson managed to teach

at least one history course per year. His specialty is twentieth century United States history.

"I find that I must give full time to my own scholarly field if I am to stay abreast of changing knowledge and thereby be an effective teacher-scholar for the remainder of my academic career," Sitterson related in his letter.

The chancellor said he is "unsure" what courses he will teach in 1971-72 and succeeding years. "That will depend on the available personnel in the history department," he declared.

Sitterson, a Kenan Professor since 1961, was adjudged by students as one of the "Ten Outstanding Professors" at Chapel Hill in a 1954 survey by the *Carolina Quarterly*.

He has been listed in "Who's Who in America," "Who's Who in the South," "Who Knows What," and "The Directory of American Scholars."

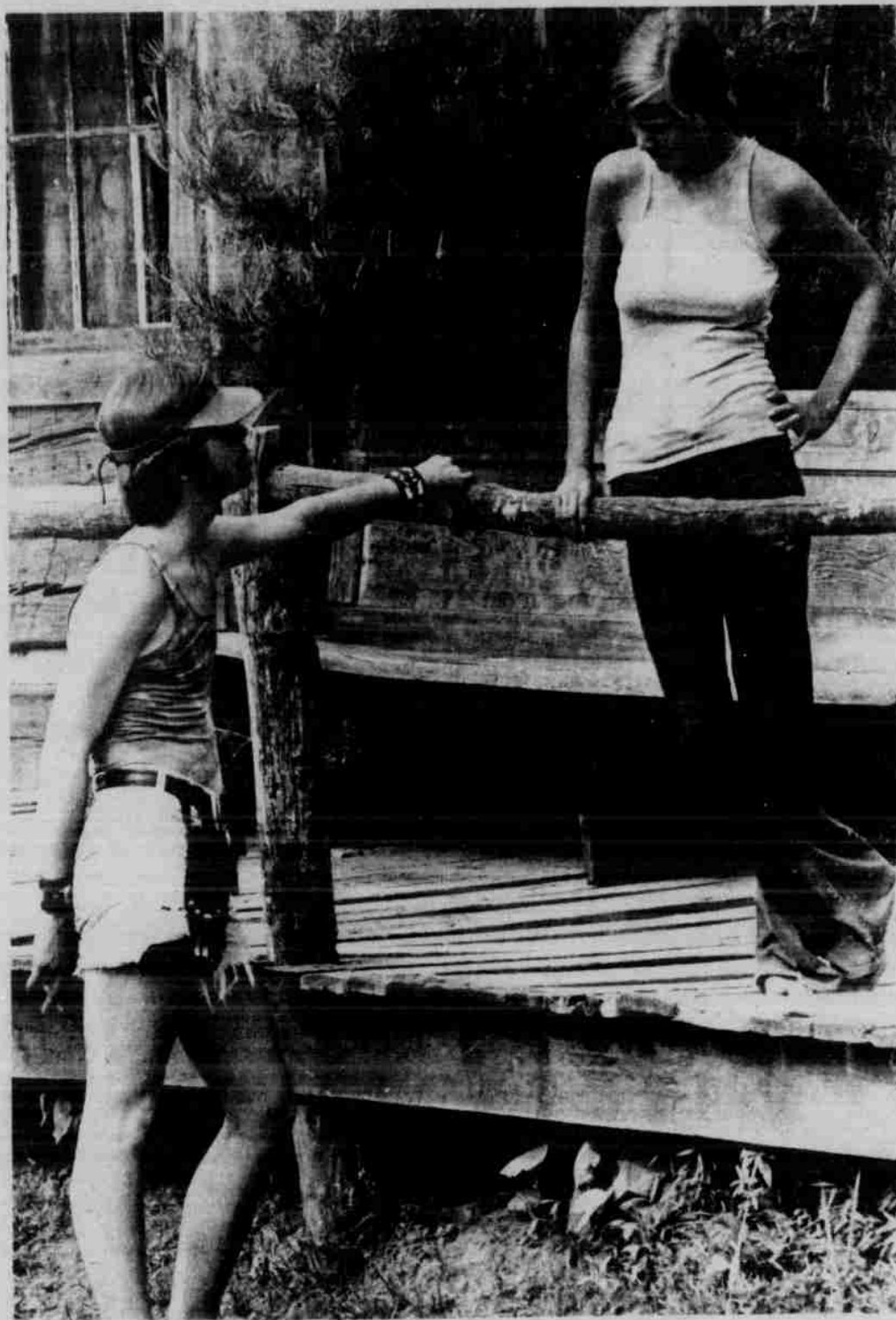
In 1964-65 he was chairman of the American Conference of Academic Deans, one of the highest academic offices in American higher education.

(Continued on page 2)

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LOVE VALLEY wasn't the greatest place in the world. But these kids don't think it was the worst, either. For story and pictures of what they attended, see page 11.

SL Appropriates Print Shop—Cuts Budget \$16,000

By Tom Gooding
Special to the Tar Heel

Student Legislature appropriated \$20,000 to establish the Carolina Graphics print shop and cut the 1970-71 Student Government Budget by more than \$16,000 in a special session held Saturday.

Supporters of the print shop appropriation told legislators the expected profits could bring about the establishment of a student financed scholarship fund, an independent *Daily Tar Heel* and a student government independent of student fees.

Student Body President Tom Bello said, "There has been a lot of criticism about the inability of Student Government to adequately serve students and to meet scholarship money deficiencies. I think the vote by the legislature is a step to ameliorate these inadequacies."

"I fully support the establishment of the print shop. I am hopeful we will be able to increase services and decrease student fees within the next few years."

The print shop will also offer a quick copy center where students can bring in manuscripts and receive copies while they wait.

A Communications Board may replace the current Publications Board under a proposed organizational structure. The board would be in charge of *The Daily Tar Heel*, *The*

Yackety-Yack, *The Carolina Quarterly*, *The Carolina Handbook*, *The Summer Tar Heel*, WCAR radio, *Carolina Graphics*, Student Services Commission and the Student Transportation Commission.

The bill to create the Communications Board was postponed by SL until the first meeting in the fall.

Under the proposed organizational structure, profits will be divided according to the following formula: "20 percent of all net profit shall revert to the Communications Board; 50 per cent of all net profit shall be placed in a scholarship fund and 10 percent of all net profits shall revert to the General Surplus."

Budget cuts made by SL included:

- \$2,000 from the International Student Center;
- \$6,000 from the Graduate Student Government;
- \$3,000 from the Residence College Federation;
- \$1,500 from the Association of Women Students;
- \$240 (total allocation) from the Rugby Club;
- \$1,000 from the Debate Team;
- \$500 from the Carolina Choir;
- \$325 from WUNC;
- \$1,000 from the Committee for the Advance of Minority and Disadvantaged Students;
- \$1,000 from the Orientation Commission.

Students, Trustees Discuss Disruption

By Glenn Brank
News Editor

Student leaders from the six state campuses met here with University administrators for six hours Wednesday in discussions concerning the controversial "disruptions policy."

Assembled by Consolidated

University President William C. Friday in May the group is the Consultative Committee, formed to resolve disagreement among various members of the University community over the Disruptions Policy.

Among those attending the conference were student body presidents from five campuses, six chairmen from faculty

advisory councils, two graduate student association presidents, and Trustees William Dees (chairman of the Consultative Committee); Walter Smith of the Executive Board; Jake Froeligh and William Johnson.

UNC Student Body President Tom Bello declined to comment on recommendations of the Committee, which

will be presented before the trustees' Executive Board Friday by a sub-committee including State Student Body President Kathy Sterling, UNC Graduate Association President Bob Smyght and Bello.

However, he did speak on the progress of the talks—and his own goals for the recommendations.

"I had two major objectives," Bello said. "First, to sufficiently change the wording of the policy so that the students will know specifically what is a 'disruptive act.' I have been trying to make the wording of the policy so clear and precise that any student would know

(Continued on page 8)