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REPORT OF THE PRESIDENT

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## REPORT OF THE PRESIDENT

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*Mr. Chairman and Members of the Board of Trustees:*

We shall presently ask the three deans of administration to summarize their able reports. The controller will then make a summary analysis of the present and requested budgets. To the new deans of administration, Dr. W. C. Jackson, Mr. R. B. House, and Colonel J. W. Harrelson, I wish to express our deep appreciation of their coöperation and leadership, ability and understanding, alertness and wisdom in the complex responsibilities of institutional administration, and their fairness and patience in the difficult but sure processes of consolidation; and to the controller for his wide knowledge, manifold ability, and his unceasing work in behalf of a balanced budget which takes of his devoted life ever resilient with youthful spirit and completely given to his university and his state.

I am glad to report that Dr. Julius I. Foust, President Emeritus of the Woman's College, and President Eugene C. Brooks, President Emeritus of the North Carolina State College, are gathering material for the writing of the history of their respective colleges in their work as university research professors of education, in addition to their work as educational advisers based on their long and distinguished service to public education and the State. We would not now anticipate with eulogy this deeply needed and highly valuable fulfillment of their manifold public services and this ripening of their historic values to our generation and the generations to come. They are still building the monuments which will ever be "the witnesses of their immortality."

In the last annual report we discussed the steps, processes, and achievements in consolidation and the internal reëxamination of the institutions by committees of the trustees, the faculty, the alumni, and the students. As a result of these studies, changes in the curriculum have already been made at State College and at the University in Chapel Hill. At Chapel Hill foundations have been laid for a lower college of two years, with provisions made, subject to the budget, for general courses in the social and biological sciences. Curricular revisions are now under consideration at the Woman's College.

One of the chief results of the studies have been some changes in student and dormitory life at the Woman's College and at State College. The deanship of women has been established at the Woman's

College to meet a long-felt need. Under her direction is now a counselor in every dormitory. At State College, beginning with the fall, all freshmen are required to live in a dormitory on the campus with student advisers in every dormitory. A building at the center of the State College campus has been provided by the dean of administration for student government, the student leaders, and student activities. In line with but as a variation from these dormitory policies, the dean of students at Chapel Hill, in cooperation with student leaders, instituted experimentally one voluntary freshman dormitory provided with a number of older students as resident advisers.

One of the most important of the year's recommendations of the general policies committee, through which cleared all the reports of the several committees at State College, called for placing the library administration on a full-time professional basis, the organization of library departments, and the cataloguing and making available an unused wealth of periodicals and valuable documentary and source materials. A full-time and professionally-trained librarian has taken charge of this library; and the university administration, with, we trust, your backing, stands committed to the development at State College of a modern college library responsive to the basic scientific, social-scientific, cultural, and the fundamental and special agricultural, textile, and technological needs of the college and the State. The committees, with all their concern about books and curricula, have not overlooked the outdoor and play life of students. As the result of a committee recommendation a more democratically representative athletic council has been reorganized who propose to develop more adequately at State College the minor and intramural sports as basic to a wholesome community life.

Recommendations of imponderable but high value were made by the general policies committees at both State College and the Woman's College to the end that the faculty elect their own representatives on a central faculty committee to discuss with and advise the administration on the general policies of the college. We now have in each one of the three institutions such a faculty committee charged with the high responsibilities of democratic representation, first-hand knowledge, wise opinion and guidance in the government of the college. The budget of each college has been made open and available to this faculty committee in each institution. On the basis of special studies of the budget and the recommendation of this faculty committee, we have provided

in the budget for certain needed equitable adjustments in salaries and the salary scale.

The faculty of the three institutions, through their direct representatives on the administrative council of the consolidated university, are also participating in the discussions and policies of consolidation. We have tried, without abdicating executive function or responsibility, to encourage the development in all divisions of the university of as much faculty self-government and advisory representation as we consider true to democratic university government within the framework of a state university, administrative responsibility to the trustees, and to the representatives of the people.

At the very heart of the process of consolidation has been the fact that Dr. W. C. Jackson last year, while a member of the faculty at Chapel Hill, taught a history class at the Woman's College. Professor S. H. Hobbs, of Chapel Hill, filled in a gap in the faculty at State College. This year Dr. Hugh T. Lefler, of State College, is helping to fill the big gap left in the History Department at Chapel Hill. An increasing number of students are using the combined resources of the institutions for the courses they need. Along with this mobility of students, this combination of courses, this interchange of professors, goes a cross-fertilization of ideas and suggestions which are translated into university policy. For example, the Dean of Administration at State College suggested to the President that the regular college and university organization and curriculum, as far as practicable, be continued into the summer session. The president shared this suggestion with the administrative council with the result that the Deans of Administration and the Controller, with the one Director of the Summer Session, will organize and administer the summer school. We will thus no longer have the three associate directors of the summer schools. This is the most recent step in consolidation.

Three consolidation problems under special consideration now are the engineering schools at Chapel Hill and Raleigh, the departments of education at all three institutions, some curricula of the school of science and business at State College, and the graduate school. Undergraduate elementary education at Chapel Hill has been eliminated. The School of Science and Business as a school at State College has two more years to run. Registration in the school ceased last year. The Library School at the Woman's College has been abolished but two vitally needed courses in library materials and methods have been re-

stored to the college at the request of the President. The studies, already made and being made, of engineering, education, science curricula, industrial management, and graduate work, are not yet complete; and these all tie together in the working out of both an educationally and functionally sound basis of consolidation. We are making progress in the business of trying to be fair and intelligent with an eye to the special values and functions of each institution and the long-run educational interests of the whole state. Thus far every decision made with regard to consolidation has been unanimous, whether recommended by the Commission on Consolidation and adopted by the Board or made by the Executive Committee and ratified by the Board or recommended by the President and the Administrative Council and adopted by the Executive Committee and ratified by the Board.

I had hoped to make a recommendation at this meeting of the Board for a principle and long-run plan of consolidation which would meet head on some of these remaining problems of the Departments of Education and Science and Business, the major problem of engineering, and those allied and basic problems of the curriculum of the first two years, the curriculum of the second two years, and the graduate years. These are all tied together. When we make a recommendation which we hope is going to be so comprehensive as to include these problems, we should know the ground on which we stand and on which the whole University can stand in the highest and widest educational service through the generations to come. The acting chairman of the Trustees' Committee on Consolidation advised me that it was wise that we take until June to make our decision. The committee studying the Departments of Education reported they needed more time for so important a matter. The state-wide committee invited by the President to study and advise on the question of engineering education, at first leaned toward two engineering schools, and later recommended by a six to five vote the consolidation of the two schools in Raleigh. The experts working with the Commission on University Consolidation had recommended consolidation of upper college and graduate work in engineering at Chapel Hill, along with the consolidation of all upper college and graduate work in Chapel Hill. Committees on graduate studies are not yet ready for their recommendation. The Administrative Council, composed of the faculty representatives of all three institutions, recommended that the decision with regard to the next step in consolidation be made in the June meeting. As one of the faculty representatives

phrased it in interpreting the view from which there was no dissent, "in a few more months we can likely hammer out a program and decision that will be fair, wise, and acceptable to the most thoughtful in all three institutions and the State." Such a consummation is devoutly to be wished and is worth waiting five months for, especially in view of the fact that even the most drastic decision possible would in fairness and intelligence take two years for adjustment. A decision in January does not gain time in this case over a decision in June and may save in understanding and general acceptance not only months but years. Besides, a two year limit for working out this adjustment after the decision is made, would in the terminal time limit coincide with the four-year limit fixed by the board on another fundamental problem of consolidation. In this matter of taking time we save time. One of the wisest college and university presidents of our generation, out of the ripeness of his experience and first-hand observation of consolidation in many states, stated to me recently that North Carolina was making more actual progress in an intelligent and fair consolidation than most of the states were making which began many years before, and that in some consolidation processes antagonisms, jealousies, and bitterness wrecked the health of men and impaired the quality of higher education. The damage to consolidation and higher education, he pointed out, comes from political rather than educational considerations, alumni fears, administrative jealousies, local economic and other special interests, and the impatience of the board of trustees and the legislature. He congratulated North Carolina on the fact that the legislators, the trustees, the alumni, and the communities were apparently coöperating in taking time to prepare the ground for a great coördinated and consolidated university. In time we will all together build a university of the people, coördinated in function and consolidated in values of excellence in the long-run service of all the needs of our youth and of our times.

In addition to all these considerations we have much to think out in this consideration of the fundamental curriculum of the first two years. We have even more to think out in the consideration of the curriculum of the second two years and the graduate years. Should there be any duplication in schools, divisions, and curricula in the upper college and graduate years? Since graduate work is the most highly specialized and costly it should be most highly concentrated.

With this concentration to what extent should there be functional distribution and what should be the place and relation of the technically non-functional but supporting departments? These questions of the fundamental curriculum of the first two years, of no functional duplication in the upper and graduate years, and of the position and relation of the supporting departments are complex and ramify far and deep into the nature of consolidation and the structure and life of the whole University. When I stand before you in June, the Trustees' Committee, the Administrative Council of faculty representatives, and the President, all need to recommend what is fair, wise, and best for all three institutions, the whole University, and the long-run educational interests of North Carolina. If we can stand together on that high ground, then the Trustees and people of North Carolina will stand with us to build a university of the people that will grow in culture, power, and service for the people in this commonwealth and stand with light and liberty for people everywhere.

In no period of history has the need for the light and liberty of higher education been greater than in the present day. The economic confusion, the social ferment, and the far-reaching changes of our times call for spiritual insights and social intelligence beyond our current learning and understanding. We widely need the higher reaches of intellectual and spiritual life for social guidance against the cruel economic drift toward world catastrophe.

The higher education of a people has always been one of the measures of the depth and height of a civilization. The higher learning rises and falls with civilization and civilization rises and falls with the higher learning. Europe passed into the so-called Dark Ages with the disintegration of the Greco-Roman civilization and the deterioration of its ancient learning. The virile barbarian people through church and school evolved their own intellectual life in the great synthesis of fresh Teutonic influences, remnants of the old learning, and the vigorous Catholic faith. Upon these foundations arose the medieval universities. The universities stirred new intellectual energies which carried over into the wide revival of learning. This higher learning became the ferment of the economic, social, political, and spiritual transformation of the medieval into the modern world.

In the modern centuries since, the universities, though at first skeptical, contributed to and examined the values of the scientific revo-

lution which became the foundation of our present world. Amid all the dislocations, disillusionments, bewilderment, and yet opportunities and hopes of the present hour, the need of real colleges and universities was never deeper than today as they stand as outposts at the crossroads of the world. The universities are needed today to test the values, contribute to the content, and guide the direction of the economic-social and intellectual-spiritual changes underway in our time.

The breakdown of our economic order, recently widely accepted as one of those automatic, inevitable, and cyclical depressions, is coming to be considered the result of an undue lack of social intelligence and guidance. The lack of an understanding of economic processes and the need of political adaptations, the lack of spiritual and social insights, and the neglect of the ethical emphasis, are all basic to our lack of the social mastery of those mechanisms and forces which enter so haphazardly into the economic disorder and social injustice of our modern world.

We of the colleges and universities, in which leaders in church and state, industry and business, are trained, must share heavily in the responsibility for this social drift and economic breakdown. A host of men and women leave college every year with too little understanding of the ethical implications of the social drift and the human consequences of economic disorder.

The universities must not stand aloof from these human consequences but rather must have the social intelligence and courage to help the people understand the manifold context of the world in which they live and do their day's work. We cannot without betraying the hopes of the people in every land let the world remain as it is. It will not so remain. It will tend to mend or crash in its own ruins. Neither should the people in violence tear it down. We must dream, plan, and build the great society while we live in the old society. There are those who want economic recovery regardless of reconstruction and those who want social reconstruction regardless of recovery. Some think reconstruction is a barrier to recovery and others think a wise reconstruction is the only basis of a sound recovery. If recovery is to be the recovery of a false prosperity then it is but the tragic overture of a breakdown vaster and more terrible.

In our trusteeship for a university we would hold that recovery should be attended by a reëxamination of the content and ways of our

thinking, work, and life as preliminary to a wise and fair mending of our society. While we keep our feet on the ground in the valleys of our day's work we must lift our eyes to the hills of our dreams. We must take society as we find it, the curriculum as it has developed, and the students as they come. Society has recently broken down. Students have been disillusioned in this post-war depression world but are now aglow with a new and more venturesome hope to do something about it. Through more intelligent adaptation of the curriculum to the needs and opportunities of the age the university can more adequately prepare the students to think, work, and live more constructively and creatively in the rebuilding of our broken world.

The reëxamination of the curriculum is a step in the reëxamination of our heritage, our society, and ourselves in this present world situation. Vast human misery follows upon economic breakdown. Economic breakdown comes from social drift. Social drift results from a lack of social intelligence. The lack of social intelligence comes in some part from gaps in the course of study which should equip a student more adequately to understand himself as a complex personality and the economic order as a human instrument of a complex society. The colleges and universities have a responsibility through the curriculum, the library, the laboratory, the campus, and the faculty, to equip men and women not only better to understand themselves as human beings but also the better to understand the processes and relations, ideas, and institutions which make up our modern world.

As we consider the curriculum in perspective we find it is an accumulation of a rich and historic past, with something of the scholasticism of the later middle ages, the classics of the renaissance, the sciences of the middle and later modern period, and the social sciences of the present day. The universities rooted in a great past have in successive historic periods been reluctant to admit to curricular equality those subjects which have risen in a significant response to the human needs of an age. The colleges and universities were ultra-scholastic in renaissance times. They remained long paramountly classical in modern scientific times. They are now slow to make curricular adjustments to the needs of an age whose human miseries and social injustice cry to heaven for a higher social-scientific intelligence and a wider social-scientific mastery in behalf of all human beings as brothers of men and sons of God.

In this work of a continually tentative reconstruction of the curriculum, however deep the impact of present needs, we would not and we could not scrap the past. There it is a living thing and a daily part of our lives in the currents of the present world. We carry the past in our bodies and minds. The past is deep and rich in intellectual and spiritual treasures in the curriculum of the college. We cannot throw out the past. Nor can we avoid the admission of the present world which presses in upon us in new and strange ways.

The several faculties of the University, or their committees, have during these two years been resolutely grappling with the content and organization of the curriculum. On the basis of these several studies and the discussions of the Administrative Council of faculty representatives, we are considering the provision for two years of fundamental, though not uniform, courses throughout the three divisions of the university. The curriculum of these two years would be composed of courses in the humanities, natural sciences, and the social sciences as a threefold and life-wide introduction of the student to himself, to his heritage, to his world, and to his special interest and aptitude. With diversity in choices, according to individual variations, interests, and aptitudes, within each of these three major divisions of study, but with a fundamental acquaintance with all three, the student, it is hoped, will have a better intellectual foundation from which to approach his field of major concentration, the vocation or profession through which he is to work, and the world in which he is to live.

On top of these two fundamental years would come the divisions of major concentration with more and more concentration in a school or a division, in a vocation or a profession, in a group of departments or a department, and on through the highest reaches of graduate study.

In the first two years we would frankly have duplication in fundamental though not uniform courses, duplication that is not duplication except in the analogous sense that we are human personalities and have great fundamental common needs. All students are, first of all, human beings in need of the development of a more complete and rich personality. Second, all students are to follow a vocation or a profession in need of this foundational testing of interests and this broader introduction to thought and culture. Third, all students are to be citizens of a democracy in need of a more adequate understanding of their responsibility for a truer mastery of our manifold civilization.

The qualified college students should all approach their life and work from a broad foundation with special provision, if needed, for special interests and aptitudes in the first years and with special provision, if needed, for general and allied interests in the upper years of major concentration. There should be more culture in agriculture and technology and more social science in engineering and the exact sciences. The manufacturer, for example, should know sociology along with machines and markets. The farmer must know economics as well as plants and soils. The lawyer should know social pathology as well as criminology. The doctor should be a philosopher and minister of the spirit as well as the body. What I am trying to suggest, along with a concern for individual variations, aptitudes, and special interests, is the general need for the broad approach to the most intense specialization, the overview of life and of its most special skills and deepest concentration.

To this end it is not duplication in the threefold University for the fundamental curriculum to meet the needs of personality and society whether the student be in Raleigh, Chapel Hill, or Greensboro. Farmers, lawyers, doctors, manufacturers, homemakers, teachers, engineers, social workers, pharmacists, foresters, writers, business men, scholars, and ministers are all human beings. However much they differ and however technical and separate their work, they are joint heirs of a great cultural heritage. In personalities, work, citizenship, and life they all need something of the humanities, the exact sciences, the social sciences, philosophy, and religion. Resourced in the intellectual and spiritual treasures of the race they can become better workmen and nobler human beings. Youth needs the development not only of special vocational and professional skills but also, in a broad and fundamental way, of the whole personality through which to work, live and play its part in the modern world. The colleges and universities need to develop the best in our youth, and the world needs to develop the best in our colleges and universities, so that the world will receive the best that youth has to give. We hope in a time, critical with changes wide and deep, and here in North Carolina strategic with traditions, resources, and opportunities, to provide a curriculum, to maintain and select the indispensable company of scholars and teachers, to coördinate, consolidate, and develop the resources of our University, to coöperate with our schools, colleges and neighbor university, and to develop the resources and fulfill the hopes of our people for a fair and beautiful

civilization in which youth will receive the best that the world has to give.

The best that the world has to give depends upon the best that our schools, colleges, and universities have to give. The best that our schools, colleges, and universities have to give depends upon the best that our scholars and teachers have to give. The best that the scholars and teachers have to give depends in this State upon a restoration of their means of decent living and their opportunities for decent work. We should not wait in North Carolina for our teachers and public servants to reach the breaking point. They have used up their little savings, borrowed on their life insurance or dropped it, worn old clothes of past years, given up those little extra things of mind and spirit dear to a teacher's heart, and yet they stay behind in grocery bills and the most ordinary needs of life. A fifteen per cent increase will not even offset the rise in prices. Crowded school rooms drain out their youth and nervous vitality. Deeply cut and damaged in work and life they have held the line for North Carolina.

The Trustees of the University of North Carolina have always been interested in the life and needs of the whole State. They are deeply interested now in the values and opportunities of the public schools, the state institutions, departments, and agencies of the people as a basic investment in a common civilization. This civilization tends to go up or down with the budget of the State.

All the agencies went down with the State into the valley of the depression. Through their sacrifices and heroism the State has both recovered its fiscal balance and strength and carried on its eight-months school. The continuing social danger to the state in its depleted public servants becomes deeper with the fiscal and social policies of recovery. The state cannot wisely climb up again and leave the teachers and all others in the public service low down in their means of decent living and opportunities for work.

The increase asked for is not an increase, but is simply a partial restoration. The requested increase of twenty-five per cent in the state salary scale is not in any case more than a seventeen per cent restoration. This partial increase would reach upward only to the average level reached downward by the American states at the bottom of the depression. Our request reaches up to the point they reached down to then.

It has been observed by disinterested and competent educational thinkers and critics that one of the most remarkable facts in the present history of higher education in America is the fact that in the very biennium, in which the University of North Carolina was reduced below the subsistence level, a nation-wide poll conducted by the American Council on Education gave the University of North Carolina the highest rating for teaching and scholarly graduate excellence south of Baltimore and east of the Mississippi. North Carolinians at home and abroad, and national leaders in education, thought, and public life, all over this continent, because of the Southern and American cultural values and the great national stakes in the public trust which is yours to keep, restore, and advance, join you in spirit today with their hopes for the restoration of the University of North Carolina in all its colleges, schools, and divisions.

The University was struck down in the last two budgets. It has been saved by its faculties. It is time we did something about saving the faculties. We would save the faculties for their sakes and for the sake of the youth who are here and the North Carolina that is to come.

Respectfully,

FRANK P. GRAHAM, *President.*



