

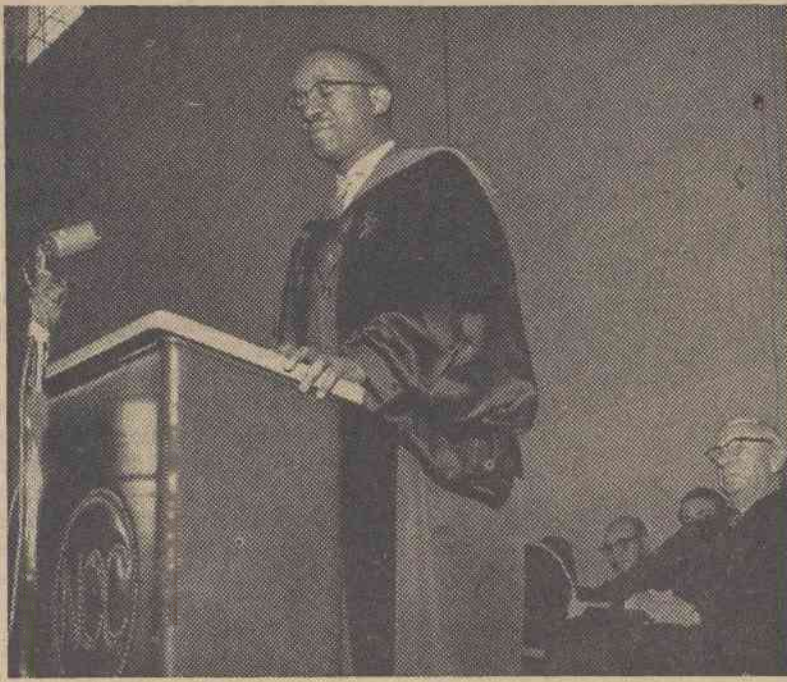
Franklin Speaks At Convocation Golden Featured in Symposium

Dr. John Hope Franklin, historian, writer, and lecturer, delivered the address at the fiftieth anniversary convocation of North Carolina College, November 11. In this climactic program in the three-day observance of the Golden Anniversary, the professor of history at Brooklyn College, Brooklyn, New York, focused upon the important role of the liberal arts college in America.

Sharing the platform with many distinguished guests, among them the Honorable Governor Luther H. Hodges, Dr. Franklin expressed cordial congratulations to the school on its Golden Anniversary, and since he is a former instructor of this school, as well as Shaw University, he bade warm greetings to old friends and acquaintances.

As a thesis Dr. Franklin stated the importance of a liberal arts education, an education in which a person becomes enlightened in a broad field of knowledge, not limited in spirit and scope, when compared to the "specific" education such as the business schools, trade schools, and the like provide. Drawing upon his wide travels in the U. S. and abroad, the historian-writer made colorful comparisons of the schools in the U. S. which availed themselves of the liberal arts curriculum, and the schools of other countries which not only had no liberal arts programs in the school systems, but had never heard of such a thing. For example, in Australia, the country in which the historian has lectured most recently, he found that in professions such as law and medicine, it was not required of students pursuing degrees in these areas to have a knowledge of any other subject except the ones connected directly to that particular field. Thus a student of 17 years of age, being in his second year of law school, was found to be dumbfounded when asked about things of general knowledge. This is to say that the youth, as many of his countrymen, had no knowledge or appreciation of the general scheme of things, i.e. the history and destiny of his country, appreciation of the beauty of nature, a better understanding of his fellowman and the like. These things, Dr. Franklin pointed out, should be an integral part of everyone's education, for without them a person is not really educated. "Trade, business, and professional schools teach one how to make a living in the world; whereas a liberal education teaches one how to live in the world, which is the more important thing," Franklin stated.

The speaker then pointed out how North Carolina College in its aims and curriculum make-up is ideally his version of the classical liberal arts school. He inserted that students should feel fortunate to be exposed to this type of education and that they should avail themselves of every given opportunity to broaden their horizons. To further crystallize his point, he made note of the number of national leaders, such as Jefferson, Wilson, Roosevelt, and president-elect Kennedy, who are all recipients of liberal arts education. He stated that from his observations a good many students regard the courses in the liberal arts program as just something to fill out the academic schedule. Dr. Franklin deplores this view because of the closer binding of today's world and its people and he feels that men of different nations need to



Dr. John Hope Franklin speaks at Convocation.

realize a better understanding of each other. Franklin advocated a quest for a more liberal education in order that this dream might be brought about.

The last point the professor elaborated upon was the importance of the liberal arts education in the field of business. He emphasized how the person with the better background in a wide scope of knowledge is almost always favored in securing employment over the person who does not have access to this knowledge. He cited instances

of persons who actually were sent back to school to secure credit in the liberal arts before being accepted in positions in the world of business.

"The role of the liberal arts schools and their products play a paramount role in the economic and intellectual phases of American society," concluded the speaker; "a person well informed in the liberal arts, as well as his major field of study, not only betters himself, but he betters also his community, his nation, and the world at-large."

"When you limit others, you limit yourself," proclaimed Harry Golden, editor of the *Carolina Israelite*, in the opening speech of the symposium, "The College and Accelerated Social Action" on Thursday afternoon of the Fiftieth Anniversary celebration held in B. N. Duke Auditorium. The program was one of several panels and symposia presented November 9-11.

Mr. Golden gave facts and statistics illustrating how the non-whites in the United States have been treated, especially in the South, and the effects.

Dr. Douglas B. Maggs, of the Law School of Duke University, continued the discussion by stating that the college should not take a stand as such on social action. "However," he continued, students should learn the history of Jim Crow and movements against such action."

The third panelist, Mr. Marion Wright, vice chairman of the Southern Regional Conference, stated, "Our first concern should be humanity." He admitted that the accelerated social program in the South is retarded. He emphasized that the sooner we disregard ourselves as Southerners, the sooner we will become accelerated. "Despite the hard work of some people," Wright stated, "Many have reached a state of complacency."

For a long time, many people

have attacked education, pointed out Mr. Daniel H. Pollitt, Professor at the University of North Carolina Law School. The speaker emphasized that the attack is never frontal, but that it comes in indirect ways, as attacks on the curriculum, banning of books, pressure on professors, and controlling of visitors.

Through questions from the interrogators and a few questions from the audience, additional information was presented and views revealed. Among other items, coming under discussion were the college's responsibility to parents of students who participate in social action movements and reactions to the quota system used by some universities in regard to racial and religious groups.

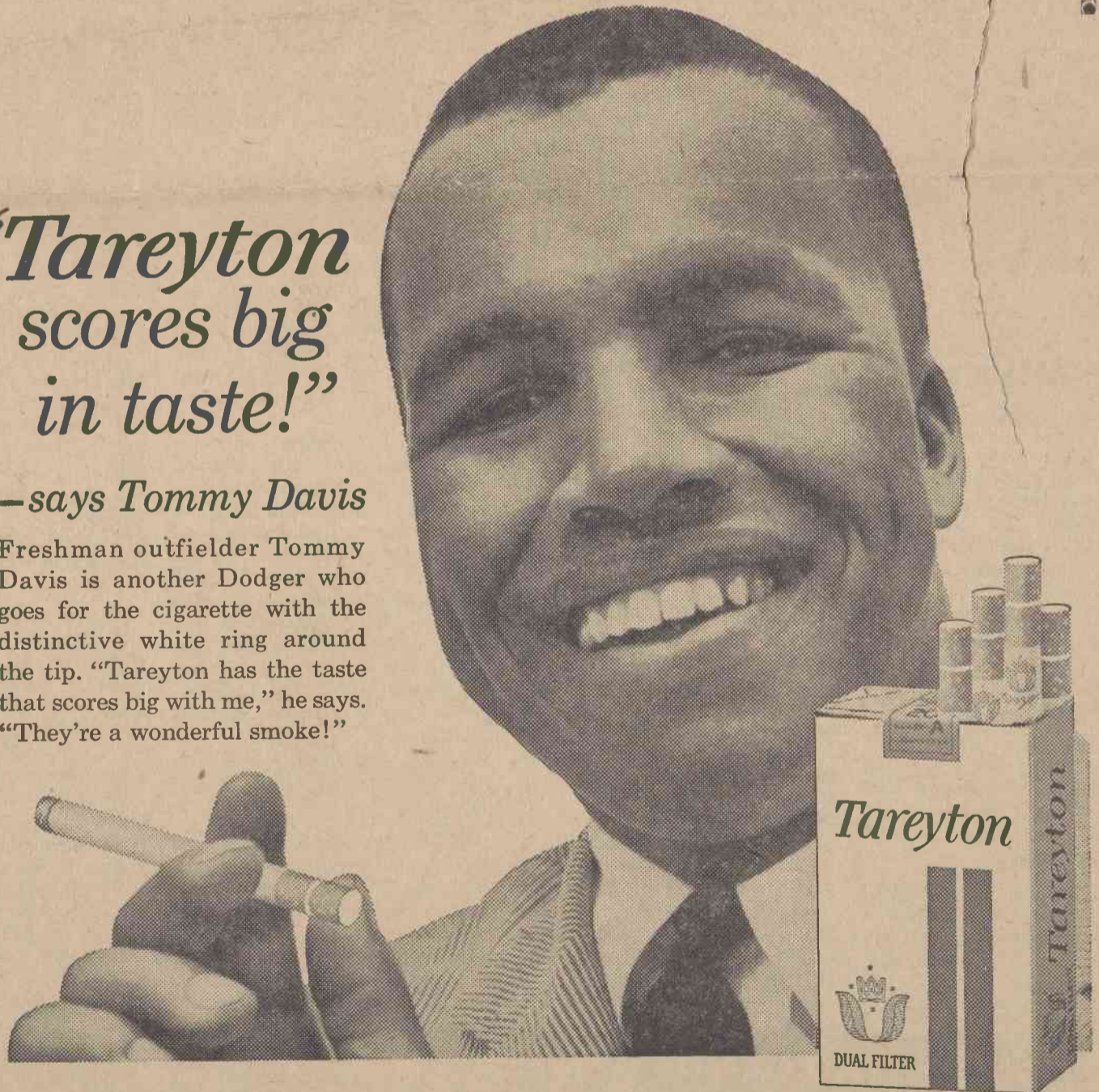
The relation of desegregation to accelerated social action was treated. It was emphasized by Mr. Golden that desegregation is not the answer to all problems, but it is the first on the list of problems. He stated that because education in the United States is highly looked upon, it is the best place to start.

The symposium interrogators were McNeil Smith, Chairman of the North Carolina Civil Rights Advisory Committee; Dr. Asa T. Spaulding, a member of the North Carolina Civil Rights Advisory Committee; Mr. J. Nelson Strawbridge, chairman (continued on page 7)

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