

The Daily Tar Heel

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It Is A Matter Of Noblesse Oblige

(Concluding today is the talk by Victor S. Bryant given to the recent O. Max Gardner award dinner. In yesterday's portion of the article Mr. Bryant discussed the principles of academic freedom and two specific matters relating to it: Communism and the invocation by a professor of the Fifth Amendment as grounds for refusal to testify.—Editor.)

By Victor S. Bryant
 Where do the administrative officials and members of the Board of Trustees of our University fit into these concepts of academic freedom? Obviously a commonwealth itself can not operate a university. Our State has chosen to have this important function carried out by a corporate body of trustees acting for it. As such the Trustees have important duties which I do not minimize.

The Trustees should interest themselves in seeing that those bodies which determine the State's spending policies are acquainted through proper channels with the University's physical needs. They should be greatly concerned that the faculty's salary schedules are adequate to insure the employment and retention of a thoroughly competent faculty, and in the selection of such a faculty with freedom to live, learn, and teach in a congenial atmosphere. Once the Legislature has made an appropriation to the University the Trustees and the institution's administrative officials should endeavor to see that the money is wisely spent and that the State receives full value for every dollar expended. I believe, however, that once the Legislature has made an appropriation for the University the expenditure of the funds should not be withheld by any other State agency so long as the funds are available and the expenditures are made for the purposes which the Legislature intended.

For the purpose of this discussion, however, I am primarily interested in faculty-trustee relationships as they bear on the question of academic freedom. Our State law on this subject is concise:
 N. C. General Statutes 116-12: "The Trustees shall have the power of appointing a president of the University of North Carolina and such professors, tutors, and other officers as to them shall appear necessary and proper, whom they may remove for misbehavior, inability, or neglect of duty."

It has been said that "A good trustee selects a good president and then goes home."
 In all matters pertaining to the discipline or discharge of faculty members after employment the Board of Trustees would certainly be well advised to act through the offices of the President or other administrative officials rather than to attempt independent action. For equally good reasons the Board should resist independent and direct disciplinary action in matters pertaining to the academic freedoms by any outside agency. Faculty members are employees of the State acting through the Board of Trustees, and any outside complaints involving faculty members should be brought to the administration or the Board who are and should be on the firing lines, and must stick to their guns in defending the rights of those whom they have employed. Faculty members should recognize and remember this.

It is highly essential that the Trustees refrain from any project which has the appearance of spying, and it is necessary from every standpoint that no methods of inquisition or intimidation be employed. Even the threat of any such plays havoc with academic freedom. If methods of this kind are employed all members of

the faculty should and will resent them. In such event some will seek freer and more congenial fields, others will quietly adopt a safe but sterile course.

But that is not the worst of it. What happens to be sudent when fear stalks the classroom? The stimulation of adventurous thinking will vanish. Teachers who should beckon pupils to follow them through the portals of wisdom to new vistas of inspired learning will halt at the threshold, content only to point out timidly a safe and uninspired way. References to important present-day world movements will become conventional and innocuous. Discussion in civics, literature, economics, and history classes will become so trite and colorless that the college bell and fresh air will be hailed with heartfelt relief. Free inquiry will be stifled, discussion will leave off where it should begin, and academic freedom will lose its vitality.

On the other hand, the offices of a trustee before the employment of a faculty member differ sharply from those after his employment. Before employment the trustee must satisfy himself of the applicant's moral character, his competence and zeal as a teacher, and his qualifications as a citizen. Here again the trustee must rely largely upon the judgment of the faculty and administrative officials in accepting recommendations for faculty appointments. Obviously, however, his duties in this respect should not be entirely delegated.

To establish criteria in the selection of a faculty which insure that all its members think alike, or that they come from any particular section of the country, would most certainly violate the basic concepts of a university. We are proud of our Southern heritage and our cultural background, and want them preserved, and this I should like to emphasize, but it would be a mistake to limit faculty appointees to Southerners, or Conservatives, or even Democrats. Trustees or administrative officers who, in their selection of faculty members, try to slant faculty teachings all one way, violate academic freedom and do an equal disservice to both the institution and the student. Intellectual vigor and quickening of the youthful impulse to learn are inspired from the clash of viewpoints rather than the conforming of opinion. Perhaps a certain amount of heresy on a campus should be both normal and healthy.

Sometimes trustees seek to lock the door too late by exacting loyalty oaths of faculty members. If the task of selection had been properly attended to there would be little or no need for the question to arise. Loyalty oaths, in my judgment, have no beneficial value. A person who believes in subversive practices would probably not hesitate to swear falsely to any proposed oath. To single out the faculty member for a loyalty oath might properly be construed by him as a reflection upon his intellectual honesty and an invasion of his academic freedom. Since the oath can accomplish no practical good, and is properly resented by the teacher, and since it leaves the trustees with a false sense of security, I can see no reason for it. Its uselessness is as obvious as the following pledge with which a young lady closed a freshman English quiz: "I ain't received no help on this quiz, and God knows I couldn't give any to nobody else."
 To acquaint himself with a prospective teacher's background a trustee must make inquiries, and has the right

and duty to ascertain whether the applicant is now or has been a Communist. Present membership would certainly disqualify him as far as I am concerned. Past membership would not necessarily do so.

Let me explain. In late 1942 the retreating Russians, with everything destroyed in the path of the advancing German V1th army, and with hundreds of thousands of their citizens and soldiers lying dead along the path of retreat, dug in at Stalingrad, and in surprising ferocity turned aggressively on the German horde estimated at forty divisions, which had then been ordered by Hitler, the homicidal maniac, not to give ground. What ice and famine and pneumonia and dysentery failed to do the Soviet forces accomplished in the annihilation of the German army. I had joined associations and worked to raise funds for the soldiers and civilians of Britain and our other allies. Had I been requested to do the same for our then Russian allies I would have complied willingly. Many people in those days joined the associations of our allies for laudable motives of assistance. Later when it became known that some of these were Communist controlled, they promptly withdrew their memberships. However, many of these people are now being held up to undeserved scorn and embarrassment. This seems to be to be one of the fallacies of McCarthyism. While it may have the praiseworthy motive of exposing those presently engaged in subversive activities, it fails with wanton indifference to recognize that the motives of men and women must be judged on the basis of the only facts known to them at a particular time.

And this leads me to my conclusion. Why have we been so perilously ignorant about the social facts of our life? Why are we now embroiled in so many difficulties with China and some of our former allies? Why did we not know sooner about Hitler? He had written Mein Kampf. Why did we not know what Communism stood for? Lenin, the guiding spirit of the Communist International, had written prior to 1924, "It is necessary . . . to agree to any and every sacrifice, and even—if need be—to resort to all sorts of stratagems, manoeuvres, and illegal methods, to evasion and subterfuges in order to penetrate the trade unions, to remain in them, and to carry on Communist work in them at all costs." (Selected Works of Lenin, English translation, Volume X, page 95.) Why have our young men and women been graduated from our colleges and universities without more adequate, yes, I even use the word practical, concepts of the world's basic political and social philosophies, and particularly a workable knowledge of those of our own nation?

I am sure you realize that the paid propagandists, who presume to think for you; the false prophets, who with their counterfeit logic, foretell your doom; the torturers of the truth, who, with their stupid doubts, endeavor to undermine your faith in the fundamentals on which our nation has prospered; and the smearers, who, with their reckless accusations and other allied forms of intellectual terrorism, seek to intimidate, have made you, the members of an honored profession, their chief targets. This is no accident. You are the responsible preceptors of our young men and women who will be the thinkers of tomorrow, and the architects of our grandchildren's destiny. But you will not be intimidated, and you

must not remain silent. The point I make is that academic freedom is a matter of noblesse oblige. It carries with it definite and inescapable responsibilities. If the teacher is free to seek and teach the truth, it must follow that it is his obligation to differentiate the true from the false and to expose the fallacious, regardless of how firmly entrenched it may be. The teacher has no right to seek the comfort and complaisance of silence through fear of offending some McCarthy of tomorrow.

Personally, I am more concerned that you will not use fully your academic freedom than that you will abuse it. If you have found the truth you must not worry too much about the effect your views will have on the appropriations for the University of North Carolina. If I know the people of this State you will need to worry about appropriations if the time ever comes when you surrender your academic freedom. Then there will probably not be much of a university to worry about. I should advise, however, that you take care that you have gotten your facts straight and that you have actually discovered the truth before proclaiming any startling ideas, for the people of this State, and particularly those who spend its money, do not remain misled for very long at a time.

I point out to you a rugged, difficult, controversial, and perhaps at times an unpopular path. Most surely there will come times when your academic freedom will be threatened. When this happens I am confident you will find your Administration resisting any invasion of your rights. Listen to President Gray in his Inaugural Address:

"Academic freedom must be preserved at all costs. . . . We will attempt to guarantee the search for truth, and the protections which an open mind should enjoy. . . . This institution believes in freedom of inquiry and the right of unshackled research."
 Risking the loss of certain types of Federal aid, President Gray, only last summer, refused to surrender to a branch of the Government the right to discharge such members of the faculty as it might disapprove.

Frank Graham, a vigorous champion of academic freedom, when commissioned by Governor Gardner as President of the Greater University on November 11, 1931, said in his Inaugural Address:

"We are dedicated to making the University of North Carolina a stronghold of learning, and an outpost of light and liberty along the frontiers of mankind. . . . Freedom of the University means freedom of the scholar to find and report the truth honestly without interference by the University, the State, or any interests whatsoever."

He was only saying then for the University of North Carolina what Thomas Jefferson years before had said for the University of Virginia: "This institution will be based on the illimitable freedom of the human mind. For here we are not afraid to follow the truth, where ever it may lead, not afraid to tolerate error so long as reason is left free to combat it."

With equal confidence I pray and anticipate that your Trustees, in any future hour of peril, will defend your academic freedoms to the utmost, rather than initiate or tolerate any effort to destroy them.

You must not, however, leave the protection of academic freedom to either the Administration or to the Trustees. You are, and must continue to be, its real defenders. Permit any infringement or surrender of these principles, even piece-

meal, and you will have betrayed a sacred trust.

It is far better that you fight and be thankful for having to do so, than that you complacently expect to enjoy the academic freedoms as your inalienable birthright. Defend and make full use of them with the intelligence I know you possess. Your efforts will ripen into fruition. Through quickened and independent thinking you will promote the welfare of the University and thereby that of the State of North Carolina, for the two are dependent one upon the other. You will furnish stimulation and direction to our Southland in its struggle for educational, industrial, and agricultural leadership. You will lend valuable counsel to our nation in its position of international importance, as it charts its course in a confused world. And finally, under the guidance of free men and women Higher Education will have reached its finest hour.

YOU Said It

Attention

(Today we are publishing two letters for Daily Tar Heel editorial candidate Tom Peacock. These will be the last letters published for either Peacock or his opponent, Charles Kuralt. We feel that both sides have had ample space via YOU Said It.—Editor.)

Editor:
 How dumb does Kuralt think this campus is? Does he think by saying he favors athletics which do not "violate the purpose of the University" that we will think he favors the present Carolina athletic program?
 "All the nonsense in The DTH the past year about "big-time" athletics was based on the silly argument that the present Carolina program does violate the purpose of the University.
 I haven't heard so much double talk since the time Simone Simone had double pneumonia in Walla Walla.
 I repeat, how dumb does Charles—Charles Kuralt—Kuralt think we are?
 Harvey A. Mills

Editor:
 Re The Slob's endorsement of Charles Kuralt: "Birds of a feather flock together."
 Tommy Kirkland

Editor:
 There are bound to be some restrictions of liberty if we wish to have a well-kept looking civilization. I imagine most of us would like to have a well-kept looking civilization. When the majority do not care how it looks we are in danger of a rough dictatorship taking over and telling us what we must do, or else.
 What I am going to propose is not difficult but takes cooperation on the part of us all. Could we afford to take the few seconds necessary to walk on the walks and not make ugly paths all over the campus? (The Committee on Buildings and Grounds has done a good job of building brick walks everywhere one seemed useful. They have struggled long and hard to get grass to grow. Would it be possible for all of us to take just a little thought about walking so that we might be free from unsightly paths all over the place?
 We have improved in this matter a great deal in recent years, but still we see the paths growing. It does not save enough time or distance to cut across the grass.
 A. W. Hobbs

Watchwords

The Order Of The Grail

In its watchwords: Friendship, Truth, Courage, and Service; in its Arthurian ritual, knightly tradition and the meaning of its silver and purple key; in its choice of Knights for character, service, and personal integrity; and in Service—its chief objective—the Order of the Grail Attempts to lead the life of Carolina upward toward the realization of the ideals upon which the organization is founded.

In this attempt to make the University a center of harmony, and progress, the Order each year sells graduation invitations, senior class rings, and tickets to inexpensive, informal dances which it sponsors to bring the entire campus together at a social affair. Last fall the program was expanded to include Duke students after the UNC-Duke game and tickets were sold on the Blue Devil campus also. The proceeds from these projects are put back into the University in the form of scholarships; six \$150 awards are given each year to those chosen as the most deserving.

Another function of the group is the sending of citations to persons who have performed a worthwhile, unusual and generally unpublicized service to the University. These citations are simply letters of gratitude of individuals, signed by the Grail, naming the worthy deed and expressing appreciation on behalf of the Order of the Grail and the campus.

Thus, by honoring the worthy, by bringing closer together every diverse element, by acting through example rather than imitation, by working quietly, yet effectively and in the most inconspicuous way, the Order of the Grail strives to lift the plane of life at Carolina toward its own ideals and its most effective weapon is service.

Sermon Before Church

Sundays, to us, are that treasury of leisure time at the end of the week for worship, reflection, reading, lazing — whatever we need to recharge our resources. In reflection this morning we think about a gentleman's birthday; it was the entry this week of Robert Frost into his 81st year, an event about which Mary Hornaday of *The Christian Science Monitor* wrote:

"Note to editor: The biggest story in the United States today is not the McCarthy case nor the hydrogen bomb, but how one American has been able to survive our rush, bustle, and love of the dollar to write great poetry for more than 65 years."
 At a press conference, Mr. Frost said he was "past feeling" about Senator McCarthy (Why don't we leave his name out of the conversation, for once?) and refused to get as excited about The Bomb as his friend, novelist Philip Wylie. Furthermore, Mr. Frost said, mankind's biggest problem is "to get room" for "immortal" accomplishments. Such as, for instance, writing a poem in the midst of the "harshness, the hurry, and the crowding" of the world. "You have to temper yourself to that situation through courage and craft and that is all there is to a good man."

For this morning's reflection we liked best these words of Mr. Frost: "I don't go along with the doleful commentators who are always asking, 'Where do we go from here?' I always thought these people lacked something in energy when they felt there was no direction to things. I feel that there is some direction and we are going somewhere. I wouldn't want to get up in the morning unless I did believe this."
 And Mr. Frost is an early riser.

From Winston-Salem Journal

Books, Ideals, Culture

Siegfried Weisberger is closing his Peabody Bookshop in Baltimore with predictions which echo the language often used by an old friend of his, H. L. Mencken. The store is 32 years old and is unique for a number of reasons. It sells beer. Near the bar is a piano. It offers a scene of comfortable chaos. And it has 100,000 books nobody wants to buy any more.

"I predict very dark days for America," Mr. Weisberger says. "Everyone in the cities used to look up to the doctor," the lawyer, the professor. They were idols. Today they all look up to the businessman. . . . The people don't want books and ideals and culture. They only want dollars."

His is a familiar complaint among people who try to sell books. Particularly in the South is the book business an uncertain investment. What book stores there are tend to surround their books with office furniture and greeting cards. Their owners say they must do so in order to stay in business. There is seldom a haven in which to browse among books, and clerks who know anything at all about books are just as rare.

This is no new phenomenon, but Mr. Weisberger did manage to survive in Baltimore for 32 years. Perhaps something is wrong when an established business must close its doors after a long and successful history. The causes are probably deep in, among other things, the recent trends in education. Vocational studies — the "practical" sciences — have in many areas replaced the liberal arts course. People learn "how" but they don't learn "why," and soon they cease caring. The book cannot help them earn a dollar, and so it is of little value.

Mr. Weisberger's prediction may be justified. The present generations of adults may be beyond hope. But we might go to work on the children who will be tomorrow's adults. It's not too late to show them that sometimes a book won't earn them a penny but is nevertheless worth its price.