

Selection Of DTH Editor

The Newspaper Research Committee of the Student Legislature will get down to business next week in its comparative study of The Daily Tar Heel, official student publication of the University of North Carolina.

It is timely to point out here that the study is just what it proclaims to be: a study. It is not an "investigation" seeking to uncover hidden closets in the Tar Heel office, but rather a comparative appraisal with other college newspapers in the United States.

High on the list of areas of the paper to be studied by the committee is selection of editor, an area which probably will develop into the most controversial of the entire study. It is an area demanding study, and one for which conclusions will be hard to draw.

Following the Kraar-Yoder recall election of two years ago, a bipartisan selection board was established, and candidates for Daily Tar Heel editor ever since have been required to appear before that board for examination—that is, except for the current editor. Purpose of that board was to establish a person's qualifications, with consequent endorsement of the candidate.

If a person were not endorsed by the board—all candidates thus far have gained the endorsement—he still would have been allowed to continue in the race for the editorship. Lack of endorsement would not have disqualified an individual from an election, although it conceivably could have cost him some votes.

It thus appears that there never has been a short of personal opinions and records of experience produced by Tar Heel editor candidates, any sure way of determining a person's qualifications for editorship, one of the most important positions on the University campus.

Rather, it has boiled down to a personality race coupled with evidence of candidates to the electorate that they would make a good editor for the paper. A math major could win; a pre-law student could win; or a student in the library department could win.

The Daily Tar Heel

The official student publication of the Publication Board of the University of North Carolina, where it is published daily except Sunday, Monday and examination and vacation periods and summer terms. Entered as second class matter in the post office in Chapel Hill, N. C., under the Act of March 3, 1879. Subscription rates: mailed, \$4 per year; \$2.50 a semester; delivered, \$6 a year; \$3.50 a semester.

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- Asst. News Editor — ANN FRYE
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- Feature Editor — MARY M. MASON
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Business Staff — WALKER BLANTON, JOHN MINTER, LEWIS RUSH.

Wire Editor — PAUL RULE

SPORTS STAFF: Rusty Hammond, Elliott Cooper, Mac Mahaffy, Carl Keller, Jim Purks.

Night Editor — GRAHAM SNYDER

Proof Reader — GRAHAM SNYDER

Anybody has been eligible to run for editor of the Daily Tar Heel.

This is not to say that, over the years, the student newspaper has failed to have good editors. Indeed it has. Many of North Carolina's leading journalists formerly sat in the big chair in Daily Tar Heel offices, and many more of similar fame are now working out of state in responsible positions. The record, if anything, has been a complementary one.

Nor do we mean to imply that only journalism students should be allowed to run in the race for editorship. Certainly every student at the University who is qualified for the job should have the right if he so desires, to enter any race for any student position on the campus. And editorship of the Daily Tar Heel is one of these positions.

However, there should be some sure method of determining, before an election and not after one, the qualifications of an individual for the editorship. Because that method was not provided for in the student constitution at its conception, it was agreed that the recall should exist to remove persons whom the student body felt were failing in the job.

That method of removal has been employed twice. Once it has failed; once it has succeeded. And we hope that never again will circumstances prevail which will demand a third recall movement. If anything, recent history of the Tar Heel has lived up to the fears of designers of the student constitution, when they realized that under prescribed law students could continually remove and replace editors for good reasons or for bad ones.

The trouble with the constitution—we're not even certain it's a correctable one—is that the test of editor, in the final analysis, comes after his election and not before it. In effect, there is a tryout period after an individual's selection, and if he doesn't live up to expectations of the student body it takes only a recall election to remove him.

Certain grave problems would assert themselves, however, if the current method of selection were altered. For instance, a person whose past journalistic experience were meager could conceivably make an excellent editor. And too, it is difficult to draw arbitrary requirements of would-be candidates which might exclude an individual from the editorship race. It becomes rather selective under a system which is intended to be democratic.

The problem surrounding the committee's study, then, is in determining the best, fairest selection of candidates for the top newspaper post, while retaining somewhat broad boundaries to include any individual who is qualified for the job.

Perhaps that cannot be done. Perhaps, under our democratic system of running for office, every student at the University shall retain his right to seek the office of editorship. It would indeed be a wiser choice to profit by broadness than to suffer from restriction, in light of past history of the Daily Tar Heel.

At some universities staff members of the paper are entrusted with selection of editor. In at least one case this resulted in a continued dominance of the publication by left wing forces, since a select group picked the editor and he in turn selected his staff. We do not feel that is a good method for the University of North Carolina.

Other universities surely have varying methods of selection. These will be made clear in the forthcoming weeks, as the committee receives reports from other colleges and universities across the nation.

Perhaps in these reports will lie the key to what has become a problem—either soluble or insoluble—at UNC.

J. Y.'S JAZZ Stars Of Jazz A Video Treat On TV Network

The National Broadcasting Company's December 30 presentation "Stars Of Jazz" was one of the most memorable events of the past television year. Well programmed and intelligently presented, it was a perfect demonstration of the thesis that good live music, well handled, can make first-rate television entertainment.

From the opening seconds, as the headmasters of the Krupa-Cole Drum School rolled and slammed their way into American homes, the show was a winner. Woody Herman's band opened with a routine flag waver, then Herman introduced Steve Allen, citing his status as the "best friend of jazz." Allen introduced Louis Armstrong, who produced the most exciting, musical set I've ever heard from him. Even the cameraman was swinging as he waited through a traditional number I didn't recognize and growled through the old standard "Blueberry Hill."

Armstrong was followed by a swinging Brubeck who drove through "St. Louis Blues," a standard that goes well with the Brubeck quartet. Paul Desmond and Joe Morelo shone particularly.

The scene then switched for a remote from Chicago's Blue Note, where the Duke and Carmen Macrae were holding the fort. It was Clark Terry night in Ellingtonville as the band did a couple of Duke's newer compositions, "Ballet of the Flying Saucers" and "Such Sweet Thunder," with their usual verve. Then Miss Macrae came on to gas everybody with "A Foggy Day" and "They All Laughed." She has wonderful presence and ought to get her own show.

Back to the NBC studio for Krupa and Charlie Ventura in a re-exploitation of their old hit "Dark Eyes." They were obviously having a ball together again and the results were fun if not very musical.

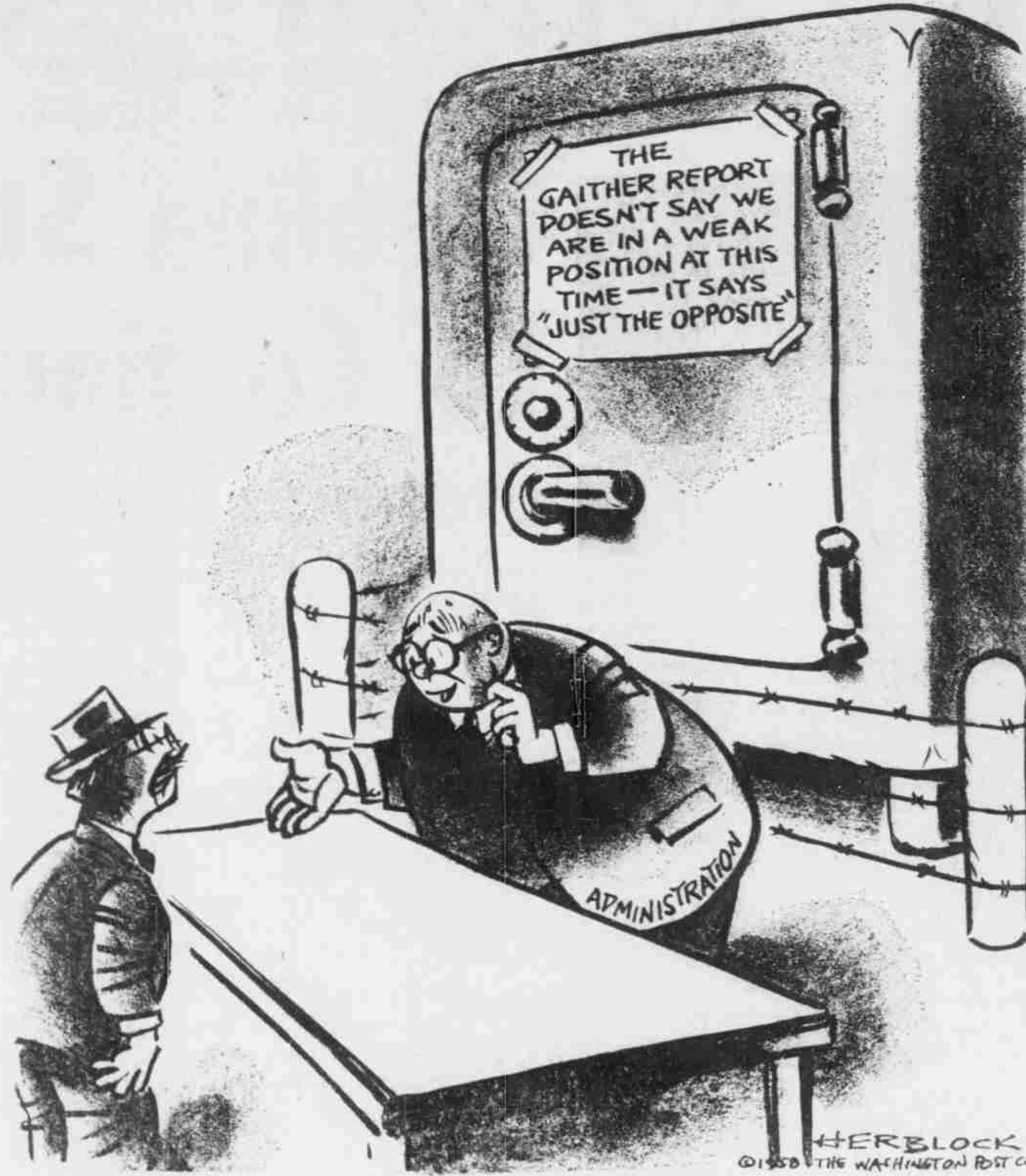
An all-star group led by Jack Teagarden and featuring Bobby Hackett gave "Struttin' With Some Barbecue" a raucous two beat treatment that was a real joy. Armstrong came back to join Jack and sing "Rockin' Chair." By far the high point of the show, it is hilarious, always musical but completely sent the audience.

If anyone wants to hear the way this sounds they might try the RCA LP "Town Hall Concert" featuring the best all-stars Louie ever assembled.

June Christy came on for a sadly brief set and gave "I Want To Be Happy" a real ride. Time forced the producers to switch to Allen and Armstrong for a pleasant "Lazy River." The show ended with everybody and his brother joining in on the "Saints." I hope someday they'll find a different closer.

In general, the show was too good. Thanks to the Times people for having the guts to try something new.

"We'd Let You See It But We're Afraid You Might Be Overcome With Joy"



Women Drivers & More Teenagers

Inquiring Reporter

By KATHIE FORESHEW

WHAT IS YOUR honest opinion of women drivers?

Mike O'Donnell — "They should issue pilot's licenses to all of them."

Bob Rabald — "They are all right. I guess. However, when it snows they don't help matters any."

Pete Dyer — "No comment—I can't put it into appropriate words."

Tony Doid — "They make me very nervous. I won't even ride with my own mother."

Michael Hartwell — "Yesterday I had a wonderful experience with women drivers. I think they should stay off the roads and let the men do the driving."

Bill Tomeykowski — "While working on the student parking during the snow, I found more men getting stuck than women."

Rich Wells — "I think that parking places should be enlarged so that they can get in them."

Chuck Cady — "Woman drivers rarely receive their due credit. How many men can execute a rush hour left turn from a right lane on a one-way street?"

Joe Larkin — "They are splendid drivers if they stay away from behind the wheel."

Jake Holtzer — "I've been driven all my life by women, but I'm not sure that that is what we are talking about here."

Dr. Sigafos — "If it weren't for

women drivers, I would be out of business."

Gary Griffith — "If you give them the vote, you may as well give them the license."

Charles Taulelle — "Woman drivers—the only answer to Washington's over-population."

Tom Doid — "To quote President Eisenhower, 'You can change laws, but you can't change hearts.'"

Boots Busky — "Like segregation it should be approached with tolerance and patience."

Don Jones — "They divide pedestrians into two classes; the quick and the dead."

John Phillips — "Tis better to have driven and lost than never to have driven at all." —From The George Washington University Hatchet

Babes Grow Up

Over the past few years, planning of all sorts has taken for granted an annual expansion in the size of the American economy. In the field of manpower, concern has concentrated on provision of an adequate increase in the number of places in schools, and particularly in colleges and centers of advanced study, to allow a growing generation to be educated to the limit of its ability. Full employment and the resulting tight labor market have made it relatively unnecessary to wonder how the school-leaving young

people who do not go to higher training will find jobs.

The amount of concern now visible may be adequate to take account of increases in the number of 18-year-olds such as are foreseen for the years until the end of 1959—an addition of some 100,000 a year is the standard pattern. But come 1961, a sudden peak looms up—the children of the early marriages at the outbreak of World War II. That year, the increase of 18-year-olds will triple—to an addition of 350,000 and a total of 2,924,000 youngsters turning 18. Whether at work or at study, places will suddenly become much harder to find.

Yet the year 1961 will be only a practice run on the handling of the problem that will be before the country when the first wave of postwar babies reaches 18 in 1965. Then the number of 18-year-olds will skyrocket by more than a million in 12 months—altogether, 3,822,000 of them. And at the same time, the wave of 1961 will have moved on: the number of 22-year-olds will total 2,939,000. Among these will be the close onto half a million who will have just finished college and be entering the labor market for their first jobs. That autumn, the impact on the country's educational institutions and on the labor market will be of a size not previously experienced and not currently planned for. —The New Republic

What Is A Teacher?

This is a question that we must ask ourselves, not only because some of us will become teachers in high schools and colleges in the future, but also in order to understand the kind of relationship that exists or should exist between teacher and student. What must a teacher be before his students—what should his attitude towards them be? We can only look at the problem from our own point of view as students trying to acquire maturity and perhaps a little wisdom with which to approach God and man.

Because a teacher is an artist with a very special material to work with he must have a special attitude towards the integrity of this material, the human personalities under his care, as well as something to express in it. What distinguishes a really great teacher from the plentiful scholars who have a large store of knowledge and perhaps even the ability to express it intelligently? I think the first and rarest attribute is love for his students; not only willingness and respect, but love. Students can get their facts and theories, their culture, from many teachers; indeed, if they have the will they can get culture from books without the help or interference of other agents. But only teaching with love can make them wise, and if they can glean a measure of wisdom from the other, loveless offerings then it is only through their own unguided efforts.

The question should be asked, of course—what is a student? This has been discussed quite often and the answer should be well known. But it is doubtful whether any teacher can love students who are not really students — who, instead of enthusiasm for learning, have only the desire to learn as little as possible while fulfilling the requirements for a degree. There must be love on both sides: on the part of the student, not only love and respect for the teacher, but, more basically, love of wisdom. That this is not always present in the modern students is, perhaps, not entirely his fault. Where education is merely "a wan attempt to prolong adolescence" directed not towards wisdom but towards the acquirement of the paper symbols of intellectual accomplishment, grades and degrees, then there is not much stimulus for real enthusiasm. Perhaps mistrust and dislike of it is a mere natural response in such a situation. It may be that the same loveless scholars are to blame. It seems that they created grades and degrees in large part to insure the preservation of their positions among the elite of intellectual society, and now the degrees are necessary to any man before he can teach in college or even in most high schools. Unfortunately the receipt of a BA or an MA or a PhD is not a guarantee of wisdom and certainly not of love. What would education be like if grades and degrees were abolished? Entirely undisciplined? Not necessarily, for all the students who come to college, and it is a very large number, only to acquire the symbols that society demands of them would not come if there weren't any. The only means of judging a man's wisdom would be the only valid means, his words and actions, and it would make no difference whether he acquired it from a great teacher or from his own experience.

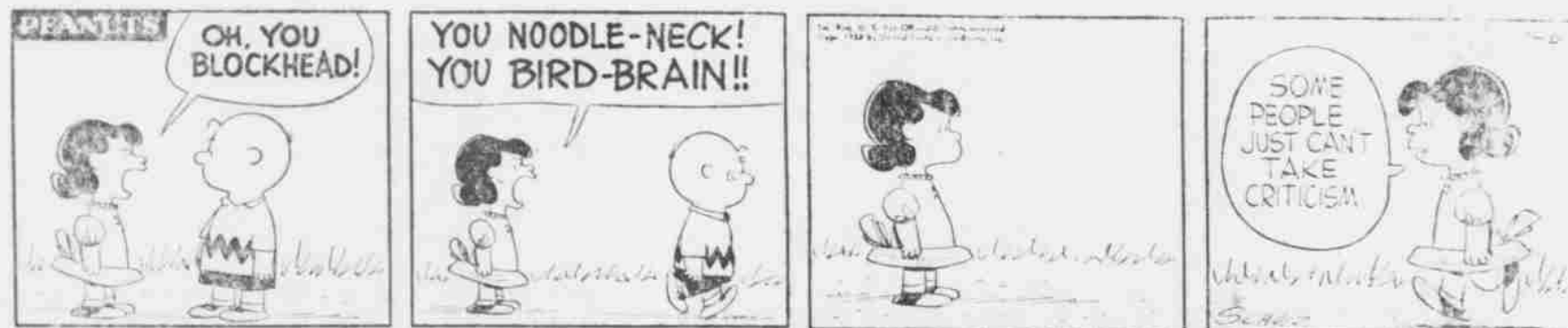
The ideal situation might have been possible once: the combination of love and wisdom in a man makes him inevitably a teacher — his wisdom attracts learners around him and by love he calls forth their enthusiasm and puts them in a state of mind to become wise because he is wise. Plato tells us that Socrates did so, and perhaps the great universities of the Middle Ages were built around such men. Even now there are some, but they are hampered by the system forced upon them, and we cannot now come to them as children eager to become men.

I had one such teacher in high school — everybody seems to have one or a few great teachers to whom they have responded sometime during their education. He was a very strange looking man, hardly five feet tall, but with a bulldog expression that made him big, and he loved us in his own fierce way. Some of the ideas and opinions that he tried to communicate to us I have since found to be wrong or inapplicable, but I am sure that we were all a little wiser for the time that we spent under him.

The scholarly writer should be a teacher too, but this rarely happens today. The writer of history and criticism is remote from his reader — he is concerned with scholarship and fact and demonstrative clarity. But what value does precision have by itself without love or beauty? The great Victorian Thomas Carlyle wrote a long history of the French Revolution through which he loves and respects his reader, and in the end when he says his farewell you are sorry to put the book down because in the reading it has become a wise old friend. It is true that a few of his facts or emphases may be imprecise or out of favor, but it is also probably true that an equally long work by many a modern historian would be totally devoid of beauty and unendurable to all but the professional.

Teaching is creation and an art — perhaps the greatest, most awful, most often profaned of the arts — because the artist's material is not canvas and paint or words, but it is his own human kind that he shapes and determines, not characters in a novel but real lives. It must be that those who pretend to teach, who dare to teach, without love for their students or awe for their own art, do not realize the full responsibility or consequence of their position. Scholars who can make their living in no other way than by teaching in a university and do so only for that reason are not really teachers. They have no wise song to sing except to themselves. —The Notre Dame Scholastic

PEANUTS



L'IL ABNER



POGO



by Charles Schulz

by Al Capp

by Walt Kelly