

O. B. Hardison Jr.

'REFLECTIONS' Adds Vitality To UNC Campus

(Dr. Hardison is an Associate Professor of English at the University. The Editors have asked him to review "REFLECTIONS from Chapel Hill," a new publication now on sale in several local stores including the Intimate, the Carolina Coffee Shop and Harry's.—Eds.)

If little magazines are a sign of vitality on a campus, UNC can afford to be a little smug. In addition to the Carolina Quarterly, three little magazines have been published here in the past three years. First there was Spectrum, then Parlance, and now "REFLECTIONS from Chapel Hill." Its predecessors were quarterlies, but with commendable optimism "REFLECTIONS" announces itself as a monthly and sells for 40 cents at your local newsstand. Whatever else may be wrong with Chapel Hill, its creative activities seem to be flourishing.

I like the cover of "REFLECTIONS." It reminds me of William Blake. The two feature articles illustrate the desire of Robert Brown, the editor, to make "REFLECTIONS" "an open forum . . . for independent thinking, free criticism, and public discussion." Professor Federico Gill, director of Latin American Studies at UNC, reviews the Cuban situation dispassionately. He takes account of Castro's positive reforms and suggests that a policy of containment together with liberal economic assistance to Latin American demo-

cracies offers the best hope for preventing the spread of Castroism.

ROBERT BROWN'S "Listen, Colored Man" is a more typical little magazine article. Brown argues in favor of action here and now. He feels that committees for world disarmament and similar groups are actually escapist and

that our real responsibilities are to social abuses which we can do something about. The neo-conservatives are so vocal these days that it is refreshing to read an article that sounds like old-style liberalism. However, I was puzzled by Mr. Brown's announcement that "you and I have been mute witness to the death of the American Negro." In view of

school integration, 'sit-ins,' and the freedom riders, I submit that reports of the death of the American Negro are grossly exaggerated. We certainly cannot be complacent, but we can be a good deal more optimistic than Mr. Brown. "REFLECTIONS" ends with three drawings which I feel are attractive but inferior to its cover drawings, and a short poem by

Richard Pierce titled "Requiem."

THE BIG PROBLEM of little magazines is money. "REFLECTIONS" promises to be a stimulating contribution to Chapel Hill's intellectual life. I hope that students and townspeople will support it actively, for if it is not supported it will fail, and we will all be the losers.

Newt Smith

Educator Must Present Different Views

Now that every bite of food we eat is taxed and 23% of that tax goes for North Carolina education, it is time to evaluate just where our money is going.

Some of the money will go toward physical plant development and improvement. There is no doubt that there is a great need of this portion, but that allotment will not automatically improve the educational standards of the state. Another part will be utilized in the administrative areas of our educational institutions, but this too will not guarantee improvement. The greatest portion of the budget will be applied to the improvement of the state's teachers salaries.

This increase is greatly needed and will keep us from having to rely on "Thank God for South Carolina." But will these expenditures and this supplement necessarily improve the disgusting and embarrassing condition of the state's schools?

Although it is true that the low social and economic position of the teacher hinders advancement in educational standards, mere economic aid is not the solution to the problem. Money will induce more people into education and hopefully better people, but the exploding population and increasing bureaucratic wastefulness

will quickly eat away the margins as soon as they are gained, and as a result the teachers will still be poorly paid and overworked. And, finally, standards are not a resultant of economics; they are independent of such material involvement.

Perhaps to understand what is involved in the improvement of education it is necessary to first define education. Education should seek to develop the mind in its power and its awareness. It should supply the individual with the knowledge, skills, and values which constitute the culture of his environment. It should also develop the mental processes so that the individual who goes into this environment is capable of adaptation and innovation in extracultural experience. To accomplish this education must supply alternate views from those of his strict cultural views. The process of understanding involves first giving up one of these alternate views. Education then is an assimilative and critical activity.

With this in mind one expects an unusual excellence from the members of this profession and its results. Currently these hopes and expectations are rapidly destroyed with a quick glance at the educational scene. First of all the educator seems to have

forgotten that he must present alternate views from those of society; he offers only the culture at hand. Occupied with comfort and contentment, this society and culture, if taught, naturally stagnates and petrifies. Unless one learns to make original choices in school, he will never learn them.

But we consistently see, even within educational institutions, a fear of originality, a dread of innovation, a horror of the non-conformist, and a disturbing lack of original and creative thought. At the universities one sees that education has come to mean a period of time spent with extraordinary concern over credits and grades in order to achieve a degree which is deemed necessary for the acquisition of a job and its material benefits. Is this an example of excellence?

Secondly, the actual instruction of cultural values and knowledge is deficient. The teacher is conceived as a person with little more training than the layman (not much) and less knowledge than the scholar (by a long shot). If this view is predominant concerning the primary and secondary teachers of our society, then there is a vast failure in our educational system. In fact there seems to be an overpowering dis-

honesty present if one observes the operation of the schools in the state. When a teacher explains biology while at the same time insisting that no one mention Darwin, sex, or heredity, there is a basic intellectual dishonesty.

Finally the profession itself suffers a malignancy, a disease which is highly disastrous to the profession. The actual courses in education are held in disrespect and are considered poorly planned, excessively proliferated, and totally unnecessary. Most college students assume they are highly uninteresting, most often ridiculous, and offered only because of some regretful state requirement. To quote Mortimer Smith of the Council for Basic Education: "Child Growth and Development as presently constituted is not a discipline but a cult, and Methods and Materials comes under the heading of tricks of the trade."

In essence contemporary educators must remember that they are not teaching someone who will be able to utilize the views of present society—he will be operating in a future society. They must present valid knowledge with a challenge toward innovation which constantly strains the intellect of their pupils while giving them incentive and partial rewards to prevent discouragement. The world contemporary children face is not one where their emotional and social adjustment are of the greatest importance, but where survival in a world-wide holocaust is crucial, or where they must survive in what Krushchey promises to a Communist America.

- Exchange Student -

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Sjam prepared a final evaluation paper for FSLP. It included a description of Carolina. Some random excerpts might give an insight into Sjam himself: "Carolinians are more friendly than persons from other parts of the country" . . . "The Honor and Campus Codes' practices in my opinion are not different from the M.V.D. or the Gestapo" . . . "I am rather disappointed to notice the apathy of the greater parts of the student body towards national and international problems" . . .

Sjam is a fine example of what can be accomplished in international and interpersonal understanding by constructive work of such "radical," broadly-thinking groups as NSA. The Foreign Student Leadership Project is a concrete program, which usually nets concrete results. One of the more pleasant results is Radea Sjamsoeddini Wongsaharsono.

—Clotfelter

NOBODY

Nobody minds, Nobody cares. Pathetic, that's what it is. We can't all and some of us don't. That's all there is to it. We can't all gaily and song-and-dance. Here we go round the mulberry bush and all that. Bon-hommy. I'm not complaining, but There It Is.—A. A. Milne (Eeyore)

Letter

God, Kerouac, Pooh—Again

To the Editor,

The small article entitled "God" that appeared in the June 8, 1961 edition of the UNC News was appalling. (Filler read: "Don't you know that God is Pooh Bear?—Jack Kerouac"—Ed.)

May God have pity on anyone who has the stupidity to refer to his Maker as a "Pooh Bear"!

It is pathetic to know that some people who have the privilege to obtain a higher education come to feel that they know all there is to know, and regard God as a child's fairy tale.

Even though this may be your opinion, we would appreciate it if you would not allow any more atheistic articles such as this one to appear in our campus paper.

(s) "Think Twice the Next Time"

P. S. How about printing this, I'm sure this opinion is shared by many.

(Editor's Note: the Pooh Bear referred to in Kerouac's quote is the Winnie-the-Pooh of A. A. Milne fame. Milne's Pooh books are much more than "child's fairy tales.")

"Very Unusual Weather We're Having"



STUDENTS ARE ENCOURAGED to write letters to the editor, and to submit columns on subjects of general interest. There is no editorial censorship of letters or columns—they may agree or disagree with the editors. In fact, the editors particularly encourage letters expressing opposing positions from theirs. There is no restriction on length, within the bounds of reason. Letters do not have to be typewritten. The UNC News offices are on second floor, Graham Memorial.

PUNISHMENT

You may stand them on the trap door of the scaffold, and choke them to death, but that act will be infinitely more coldblooded, whether justified or not, than any act that these boys have committed or can commit.—Clarence Darrow at Leopold and Loeb trial