

The Daily Tar Heel

In its sixty-ninth year of editorial freedom, unhampered by restrictions from either the administration or the student body.

THE DAILY TAR HEEL is the official student publication of the Publications Board of the University of North Carolina.

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Shouting Fire?

How much do newspaper readers have a right to know?

The answer to this question in relation to theater integration in Chapel Hill has yet to be answered. The answer that the Citizens Committee for Open Movies has come up with seems to be "only what we think they should."

At a meeting Thursday, the committee disclosed the fact that it planned to resume picketing operations at the Carolina Theater on March 1 if complete integration has not been affected by that time. A request was made that the information not be used by news media.

The request was not without a reasonable basis. Integration, like any sharp break from tradition, is often best carried out quietly, with a minimum of furor. The fanfare afforded by headlines and news broadcasts can create stresses out of proportion to the change.

At the same time, the problem of racial inequality is not one that can be confined to one group's protests against one theater. The right of the public to be informed, although that right is not absolute, is nonetheless an important one.

The only goal of the committee, as it seems to interpret it, at this point is the integration of the Carolina Theater. If it is necessary to operate privately, without regard to general opinion, without regard to broad issues, without regard to the right of the public to be informed, then, it seems, the committee is willing to do that.

While there are possibly some good reasons for it, it is an issue we wonder if that approach is entirely wise. Integration is an issue of vital concern, not only to the committee or the theater involved, but to every person who stands on either side of the controversy—and that includes almost everyone.

This does not mean that the right of the public to be informed is inviolate, nor does it mean that news which will create unnecessary violence should be released indiscriminately.

The analogy of "shouting 'Fire' in a crowded theater is appropriate. But it should not be so broadly interpreted that the building is allowed to burn down.

Tempering Justice

Junius Scales, the scion of a socially and politically prominent North Carolina family, became a Communist when he was a student at the University of N. C. in 1940. He became an organizer in the Party's Southern wing. In 1957 he quit the Party in disgust over the invasion of Hungary and the Khrushchev revelations about Stalin. But prior to this he had been indicted and convicted under the Smith Act for "knowing membership" in a conspiracy to advocate the overthrow of the Government and sentenced to six years in prison, the longest sentence ever given under the Smith Act.

The Supreme Court divided five to four in sustaining this conviction last June, on the same day that it threw out the conviction of John Francis Noto, an admitted and continuing Party functionary, on the grounds that the Government had presented insufficient evidence of "illegal Party advocacy." Scales, the

only person ever convicted under the membership clause of the Smith Act—that is, merely for belonging to the Communist Party, with no illegal activity of any sort charged against him—started to serve his term on October 2 of last year.

What a laugh this must give the Commies! The Government of the United States, leaving Communists comfortably at liberty, in effect joins hands with them to punish an ex-member whom they hate for his apostasy. Moreover, the absurdity of this paradox is heightened when one reflects that Scales is being punished for a political crime—the holding of bad beliefs and bad associations—which most Americans like to believe is punishable only in Communist countries. If President Kennedy were to pardon Scales, he would be tempering justice not alone with mercy but with equity and common sense as well.

—Washington Post

How?

Periodically, the various campus "honoraries" that yearly stud the Yack with membership lists ritualistically act out secret rites collectively referred to as "tappings."

Each year, individuals are "tapped into the Old Well: swooped upon by the Beanbirds, the Valkyries and the Harpies; man-handled by the Giants of the Golden Fleece; poured into the Grail; applauded by the Society of Janus; drilled with the Scabbard and Blade, and chosen by the sundry Greek-letter honoraries that commend every kind of activity from scholarship to smiling.

With due consideration for democracy and realizing the dire effect this concentration of revering, loving and honoring might have on those unfortunates who somehow—God knows how—managed to avoid being "duly recognized," we would like to extend our congratulations. We don't see how you did it.

Ford Rowan Explains NSA

Reflection Of Student Ideas

Explanatory Note: This is the second of a series of articles explaining the U. S. National Student Association. In following articles the Congress of NSA, the subcommittees and committees of NSA, and the policy declarations of NSA will be described.

NSA, constituted as a representative group of student governments, has certain major areas of activity. These are fields wherein one university's student government could not effectively operate. Through the NSA it is hoped that the feeling of

the students on particular issues can be announced and appropriate action can be taken.

The first broad area in which NSA operates is in regard to the student and campus. NSA is interested in combining the knowledge of student leaders all over the country for the solution of basic problems. For this purpose numerous workshops are set up at every NSA regional assembly and at the National Student Congress to discuss such topics as student governments, campus political organizations, student affairs, student wel-

fare, academic curriculum, extracurricular activities student-faculty relations, honor systems, and campus communications, and newspapers. Through such studies and publicity of the findings NSA provides valuable help to member colleges. The Congress itself spells out policy on such controversial problems as college desegregation, human relations, academic freedom, and student self-government in practice.

Another broad area of NSA activity concerns the relation of the college campus to its community, state,

and nation. Herein study and discussion work is done on public and private educational set ups, teacher shortage as a national problem, state and federal student aid program, governmental legislation affecting higher education, educational opportunity, and student awareness of national problems. These topics are often intricate problems, and NSA tries to represent student opinion on some of the more controversial aspects. In this way the NSA endeavors to present the student opinion on regional and national issues that directly affect students.

The final area of NSA activity is of an international scope. First, the NSA has negotiated numerous student exchanges with institutions in all parts of the world. Second, the NSA encourages American students to travel abroad, and foreign students to visit here. Low cost plans are offered. Third, the NSA maintains relations with the International Student Congress and studies the programs of other international student groups. The NSA aids in distributing information of International Student Relief organizations. Fourth, the U. S. NAS maintains liaison with individual student organizations in foreign countries. And fifth, the NSA works to increase American student awareness of international problems and situations.

These then in general are the areas within which NSA operates. Always kept in mind is NSA's goal to offer ideas, programs, and (especially) a voice for the students. Carolina, as a member of NSA, receives objective information on current problems within the scope of student activity, as well as the pol-

icy declarations the Congress has adopted and desires to publicize. Through a confederation of American student bodies, the NSA attempts to serve the educational community, fulfill the international role of the American student, provide a voice for the American student community, and assist in developing student self-government. In the next article we will show how the annual Congress tackles these tasks.

Ode To The DTH

"ODE TO THE DAILY TAR HEEL" Hail to thee, our DAILY TAR HEEL, The main organ of our enrichment. To us the students you e're reveal The broken twig, and tree thus bent.

Misrepresentation is your very frame, You feed on biased views and such, To you a misquote means the same And hence creates a writer's crutch.

'Tis like a sudden freshing shower, That quenches thirst of endless drought, How you possess the Godly power To see the inside from without.

But worry not, thy future grows, Stupid words will be thy legs, For only chuckles from thy prose Can help digest our breakfast eggs!

—JOHN L. CURRIE
Men's Honor Council

Editor's Note:

Hark the sound of TA RHEEL reader Airing his complaint: Saying what he reads each morning Isn't, wasn't, ain't!

When you breakfast, please remember. Before you harp and chide That when somehow the news is scrambled The editor gets fried.

Honor Council Trials Should Be Publicized

I have been reading the articles in the DTH concerning the lack of information in regard to the trials being conducted by the Honor Council. This fall during orientation I was introduced to the Honor System. On learning that the "public" at a trial consisted only of DTH reporters I had serious misgivings. However, after becoming acquainted with the DTH I found that my fear of any biased report was unfounded. The Tar Heel presents a remarkably objective view of UNC's problems, if not through objective writing, through objective selection of articles. The Daily Tar Heel is well suited to the task of presenting the proceedings of the Honor Court to the student body.

However, in practice the trials are mentioned only in general and vague terms. The campus has little knowledge of the offenses that are being committed; nor do they know what methods are being used to punish the offenders. Nothing has been revealed that would allow the student to judge the quality of his Honor Council for himself.

Any case in which a man may be judged to lack honor deserves the consideration of the public. Therefore, I would suggest a more detailed report on the trials. Possibly, a form such as this could be followed:

Case No. 1—Student accused of— (cheating on his final) by— (another student).

A brief summary of the argument and evidence presented by the prosecution.

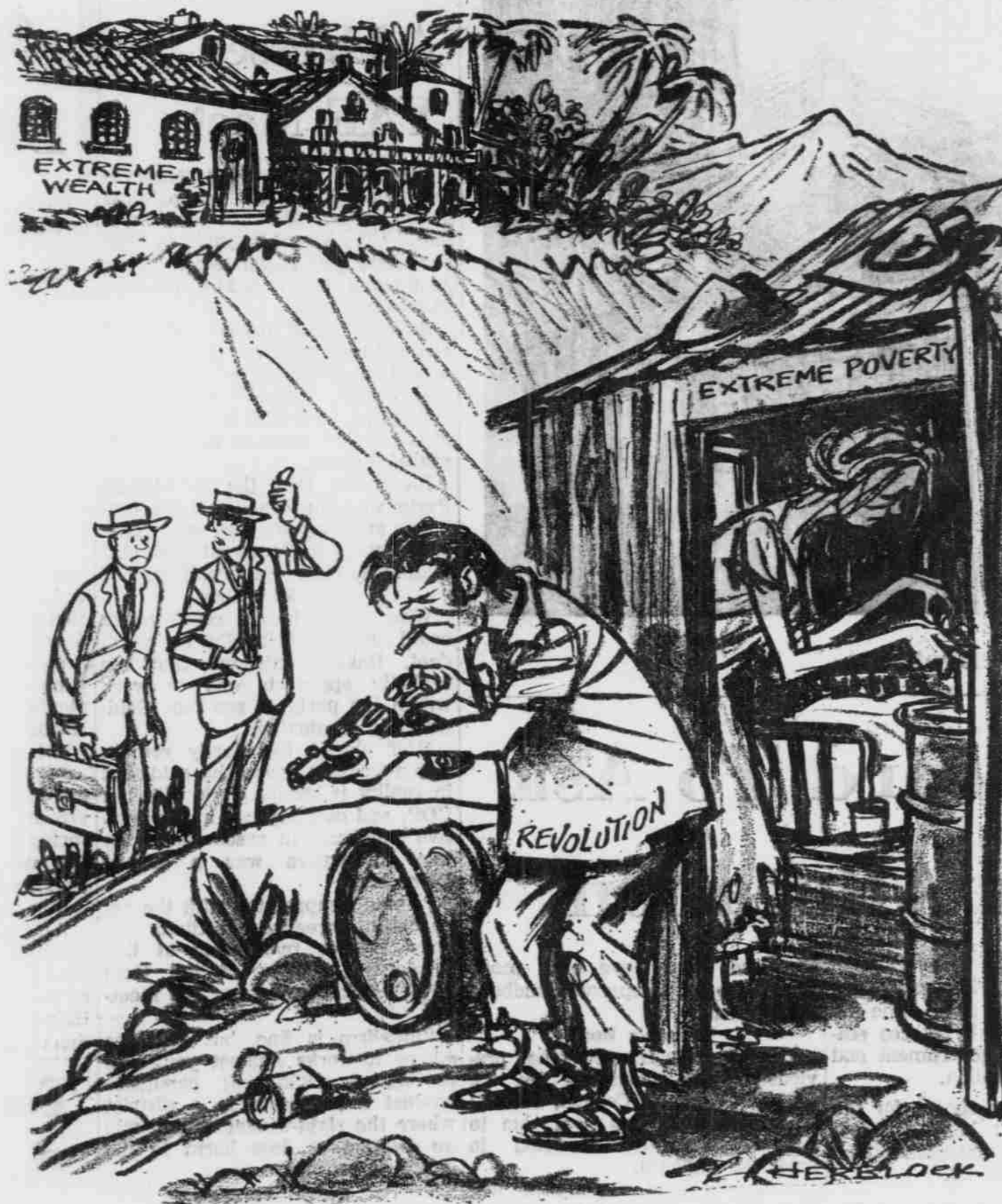
A brief summary of the argument and evidence presented by the defense.

The verdict. Any comment that may be enlightening.

The whole campus is involved in the enforcement of the Honor system. Students will read all information concerning the trials with interest.

—THOMAS C. HARNEY

— And His Father Lives Up There —



Pete Range: He Misses Y-Court

GOETTINGEN, GERMANY—The American undergraduate spending an exchange year at a German University suddenly finds himself transferred from the regulated and pressured methods of our college system to an academic world of self-reliance and unlimited freedom corresponding more closely to an American post-graduate school. Gone are Saturday afternoon football games, as intercollegiate sports are practically non-existent; gone are the hours in "Y-Court" over Coca-Cola, as the university plant is spread throughout the town; gone are the multitudes of tests, papers, exams, and the all-night cramming which accompanies them, for each student is expected to learn it all without being driven by tests and assignments.

Despite the seriousness, however, of the German student regarding his studies, life is constantly brightened by many of those same things which spice our undergraduate days in the United States. Saturday night finds few students looking at books as most of them turn to the various jazz taverns for an evening of beer and dancing (of Goettingen's 9,000 students, almost 3,000 are girls). Over forty fraternities, leading a life surprisingly similar to that of our American fraternities, do their due part in providing distractions on weekends and in-between, too. Practically every organization and student dorm (there are very few) of any size goes all-out with at least one full-scale ball each semester, especially at this time of year when Fasching (Shrove-tide) is traditionally celebrated in costume balls all over Germany. (We just had 300 guests in the Fridtjof-Nansen-International-Haus for our Winter Ball.)

The German university offers basically two types of courses, lectures and seminars (besides science labs and pure language courses). In the lectures the professor simply reads his prepared lecture for forty-five minutes while the students take notes

or simply listen to the speech. Discussion is out of the question as each lecture is attended by from 100 to 300 students. A reading list is always prescribed, especially in the literature courses, but no one is obliged to do any work or reading he does not want to. There are no tests or papers involved, the professor rarely has any contact with the student and does not worry about whether he learns anything or not—that is up to each individual student. Attendance, of course, is also a private affair. Many students, indeed, listen to the lectures only because a particular professor is very good and interesting (the kind who draw 800), not because they want to learn a great deal from it.

Seminars, on the other hand, correspond more directly to an undergraduate course in an American college. The seminars deal with more specialized areas within a field and try to dig deeply into the ideas, roots, and fundamentals of the subjects. The classes have generally no more than 50 students and each student is expected to write at least one specialized paper per semester. At least one conference with the professor is also usual.

Further, the seminars are broken down into three levels. The upper two levels generally set forth their pre-requisites for entrance into the seminar and are designed for students with at least 4 semesters behind them. A course on "French and German Middle Age Literature," for instance, calls for a reading knowledge of Middle French. While the lectures meet two to four times per week, an hour each time, the seminars meet only once a week for two hours. Most students attend four or five lectures and three seminars, carrying between twenty and thirty hours per week. There are no university requirements (except in some sciences) regarding hours and courses per semester.

Another interesting aspect of the lecture system and a basic part of

the traditional high respect paid scholars by all Europeans is that the students always knock on their desks or stamp their feet as a token of approval when the professor enters the room and when he finishes the lecture—the better the lecture, the louder the knocking.

Certainly the greatest difference I find between our two systems centers on the complete freedom and independence given the German student, as opposed to the well-defined program the American has to follow. Pressures, tests, assignments, and tests hardly exist here. Most students are faced with only one large exam, or possibly two at the end of their studies. He applies for the exam, which will last anywhere from four to twelve weeks and cover everything he has studied in his major field, whenever he feels he is ready for it.

German students who have spent a year in the States compare our tight system with their high schools, where the pupil stays generally until he is nineteen. Indeed, most first-year students here in Goettingen are better informed academically than the average college sophomore or junior in America. He has just passed the extremely hard national exam which covered all his high school material and took three weeks long. He is expected to be fully capable of arranging his own study plan and disciplining himself at the university.

There is, however, no doubt about the fact that most Germans more or less waste away their first semester trying to find their way around in a new, ivy-walled world and learning what it's all about. No one is expected to do great things that first semester. The German student doesn't go blind over books all day, either, preferring instead to take part in some student activities, get together in a Ratskellar with friends sometimes, or even take a week off to go skiing once in a while. Until those last driving se-

masters he hardly studies six hours a day. Especially where the opera, theatre, and symphony are good, a student lets himself enjoy the cultural offerings during his youth. Completely lacking is that "rat race" feeling which beguiles many an industrious American student.

While approximately 30% of each American generation now enters college, only 6.7% of the Germans attend the universities, corresponding to the Americans in graduate school (German universities have no undergraduate or post graduate schools—just the university). Most students are between 19 and 25 years old, and generally stay at the university between 9 and 14 semesters (only two semesters per year, totaling seven months together).

The American exchange student is truly aware of the different atmosphere he lives in at the German university. He feels he is associating with a group of very well prepared, mature, and academically serious students, well aware of their task at the university, but still a group which knows how to enjoy its extra-curriculars, its hiking in the woods, its good parties, its culture, its skiing, and its youth.

Reflections

North Carolina Sen. Sam Ervin had quite a struggle with his doubts about the future usefulness of the United Nations, but concluded that he would vote for U.S. participation in the special \$200 million bond issue.

We can understand the Senator's doubts. We had much the same struggle in deciding our endorsement of the bond issue as an alternative to bankruptcy of the U.N.

Sen. Ervin will have much distinguished company before the issue is closed, though some restrictions may be built into U.S. participation by the Congress.

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