

# The Daily Tar Heel

In its seventieth year of editorial freedom, unhampered by restrictions from either the University administration or the student body.

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## Sensitive, Mundane Nonsense

Believing that the one common malady of this generation of students is the tendency to too often take ourselves too seriously, and believing that student editors probably suffer from this malady quite a bit more than the average student, and presupposing that the term-paper tremendums have taken hold of the entire student body, we would like to dedicate this column to all the swell kids who appreciate nonsense.

Granted, this bit of liberty will offend some of you. You may desire a heady dissertation on the significance of the President's State of the Union Address, or you may want to be given some sage advice on the state of the campus or the state of the fight for all that's right, but today you just won't get it... it's usually nonsense anyway.

What we would like to speak out for is the value and truth of sensitive, hyperbolic, radically reconstructed mundane existence. With a dirth of thoughtful, well-chosen, and perceptive phrases we would like to search out the meaning of life's significant symbolic satisfactions. No, not sex, but rather, let us begin to comprehend the immense ramifications of daily existential confrontations.

This one we lifted from the Greensboro Daily News, who borrowed it from W. E. H. of the Sanford Herald, who heard it from Henderson Belk, who probably read it in the Daily News, years ago. It's the story of a young journalism graduate who went to a small town, bought himself a paper and installed this line over his front page masthead: "We Aim to Tell the Truth, the Whole Truth and Nothing but the Truth."

A year later, with what he must have thought was a lifetime of experience and having mellowed in the interim, he changed the line to: "We Aim to Tell the Truth but Not So Blame Much as Heretofore."

There is a delightful little book, recently put out by JW Books, Incorporated, drawn up by a Jack Wohl and Stan Rice, which goes by the title of "Dolls My Mother Never Gave Me." It contains a few references to a number of local heroes, such as: The Freshman Doll—you wind it up and it calls home for money. The Liberal Arts Doll—you wind it up and it goes to a demonstration—any kind. The Athlete Doll—you wind it up and it sticks out its chest. Then there is the

House Mother Doll—you wind it up and it closes its eyes.

For those clever souls who are more politically minded, they have the Kennedy Doll—you wind it up and it moves to the right or to the left depending on where you stand; and the Nixon Doll—you wind it up and it has a crisis.

For those interested in scatology, they have a Christene Jorgenson Doll—you wind it up and it changes its mind (among other things).

It gets to be kind of fun. You can make them up. Say like the Bill Buckley Doll—you wind it up and it reads Playboy. Or the Student Government Doll—you wind it up and it takes itself seriously. Or the Fraternity Doll—you wind it up and it has a party. Or the American Legion Doll—you wind it up and it points a finger. Or the Student Editor Doll—you wind it up and you wish you hadn't bothered.

Has anyone noticed the segregation of students and professors in Lenoir Hall on week-day mornings. It looks a good deal like the great self conscious splits that used to occur at junior high school proms; everybody knew that the other type was over there, but nobody wanted to be the fool who cared. (CW)

## Just Be Pretty

Has anyone been just a little bit bothered by the apparent timidity of female cheerleaders? It would seem a bit confusing to see their smiling faces on posters in which they wear one shirt, and then to hear that they object to wearing an outfit that "looks like a cross between bermuda shorts and a grass skirt," and which comes well below what might be called the "shirt-line."

We would submit that with the present group, they could get students to cheer if they wore burlap.

It seems part of our "too too serious" trend, this degree of self-consciousness. Just be pretty, girls. And that you already are, so what's the problem? (CW)

## Bertrand

During the Peace Union-sponsored film, "Power Among Men" Monday night, one student asked another if a 45-year-old peace marcher in the film was Bertrand Russell. The other student said he didn't know what Bertrand Russell looked like.

Which reminds us of an incident in the Intimate Bookshop last summer... One man, while glancing through books on philosophy, asked a friend, "Who's this Bertrand Russell fellow?"

The friend answered quickly, seriously, and with assurance, "Oh, he's one of those British John Birchers." (JC)

Sitting in Graham Memorial yesterday, windows up, light breeze coming in, sun shining and at peace with the world, we wondered if anything more could add to a person's health and well-being. Going through "exchange" papers from other colleges we learned of Chapel Hill's deficiency in the area of sweetness and light: Montclair State College has a required undergraduate course on "Healthful Living." That sounds even better than Hygiene 11...

## "Pilot 1963 To Palm Beach — We're Running Into A Little Turbulence Up Here —"



## Law Review: Censorship Increased

"Campus censorship in 1962 easily rivaled that of any previous year. From coast to coast, and particularly in the Midwest, student bodies were quarantined from a variety of political heresies." This statement was made by Professor William W. Van Alstyne of Ohio State University Law School in the January issue of the "University of Pennsylvania Law Review." Professor Van Alstyne's Article considers the extent to which the Constitution restricts the right of state university officials to bar controversial speakers from campus.

The author points out that "a considerable number of guest lecturers, formally invited to state university campuses by recognized student organizations, have been turned away by members of the administration. It is significant that those to whom the students were forbidden to listen were very often unpopular figures." Certain organizations, such as the American Civil Liberties Union, the National Student Association, and the American

Association of University Professors, have strenuously objected to this state of affairs. The latter two organizations have based their arguments essentially on policy grounds, and not on constitutional rights. The American Bar Association's Committee on the Bill of Rights, however, "is of the opinion that no question of the Bill of Rights is involved" where university officials decide that spokesmen for the Communist party shall be denied access to university facilities ordinarily available for guest speakers."

But Professor Van Alstyne takes issue with this position. He argues that much of what the NSA and AAUP urge on policy grounds is in fact fully supported by constitutional mandates. It is the thesis of his Article that "the ABA Committee's position with regard to Communist speakers is wrong. Settled principles of constitutional law require a liberality in state university rules dealing with guest speakers far beyond what that Committee suggests or what currently prevails on many campuses."

After describing the prevailing Supreme Court test dealing with the suppression of speech, the author points out that "Universities have experienced difficulty with both parts of the test. They have improperly identified the kinds of evils that are constitutionally within their power to prevent, and have failed to develop conclusive standards by which to isolate speakers whose presence on campus will probably incite violence."

Professor Van Alstyne's major objection is that state universities decide to bar speakers on the basis of their affiliations rather than the content of the speech they would deliver on a given occasion. He argues that a ban on speech must be based on the content of the proposed address rather than the speaker's background.

According to the author, a state university may only bar a guest speaker if the assembly which gathers to hear him "will intolerably burden the school's facilities." Burden, in turn, is to be judged on the basis of the time, place, and manner of the proposed speech.

In conclusion, Professor Van Alstyne states: "Universities would render a far greater service by abandoning substantive limitations

## Gov. On Dixie Classics...

(Following is the text of a letter sent by Gov. Sanford's press secretary to University President William Friday, concerning the governor's statements on the Dixie Classics. Also printed here is the text of Sanford's statements.—Eds.)

Inasmuch as there was so much news copy blown out of a very small segment of the Governor's news conference yesterday, I thought you might like to see what the Governor actually said and the context in which it was said.

Attached is a verbatim transcript of the questions asked by reporters and the answers by the Governor. Reporters have asked Governor Sanford these and similar questions on the Dixie Classic since the summer of 1961. His answer invariably has been that the questions should be routed to the officials responsible—the University administrators and the trustees of the Consolidated University.

I trust this transcript will clear up any mistaken inferences which may have come from published reports on what the Governor said.

—Graham Jones  
Press Secretary

From Sanford News Conference  
Wednesday, January 9, 1963

Question: Governor, the question is asked every day as to the opinion on whether the Dixie Classic will be reinstated this year. What is your thinking on this?

Governor: Well, you very fine sportscasters might go talk to the Duke officials and the Wake Forest officials and Carolina officials and see what their attitude is on it. One thing that people think a decision can be made somewhere around this Square in Raleigh is whether or not you are going to have a particular tournament. Well, if those decisions could be made in that way, they would be a lot simpler, but I suggest that you get that answer where it must come from—the people in charge of the athletic programs of Duke, Wake Forest and Chapel Hill. I think you know the decision at State—or their position. I can't make a decision on that.

Question: The question was what do you think about it? Will it be reinstated?

Governor: When you find out the attitude of those of the colleges and report that, I will be able to have a better "think" about it.

Question: Of course, they are responsive to the wishes of their fans. Don't you think that if probably a certain fan communicated his wishes they might?

Governor: I think it is a matter of fact that you will find those colleges are very much opposed to the Dixie Classic. I will say this—that the University officials are studying very carefully some means of a holiday athletic event, but this is a little bit out of my scope and out of my sphere and I think it would be improper for me to talk here in Raleigh about college athletics. I simply don't have any authority to make decisions in that realm and I think it would be inappropriate for a fan to speak from an official position. Yes, I think they are responsive to their fans, but I don't think they ought to be pressured politically into making decisions on either academic matters or athletic matters. Those are matters for the college administrators and I certainly would respect them.

## Jules Feiffer

I ALWAYS USED TO NOTICE GIRLS ON THE BUS IF THEY WERE WRITING IN A NOTEBOOK.



DO YOURE THEY WERE WRITERS AND I'D WANT TO GO OVER AND START A CONVERSATION ABOUT HOW I USED TO WRITE A LOT IN SCHOOL—



AND I WAS GOING TO DO IT AGAIN SOMEHOW AND THEY'D BE ABLE TO TELL FROM THE WAY I TALKED AND MY PERSONAL CHARM AND EVERYTHING THAT IF I EVER WANTED TO I COULD BE A VERY GOOD WRITER.



AND JUST TO SHOW THEM THAT I WASN'T A LOT OF HOT AIR I'D SAY NAMES TO THEM—LIKE UPDIKE AND "ALBEE"—YOU KNOW, SO THEY'D BEGIN TO TRUST ME AND LET ME LOOK AT WHAT THEY HAD WRITTEN.



AND IT WOULD BE GREAT! REALLY GREAT! BUT QUITE AS GREAT AS WHAT I COULD WRITE IF I EVER GOT AROUND TO BE LESS GREAT BUT GREAT UNPUBLISHABLE.

AND TO MAKE A FEW CRITICISMS—YOU KNOW, ABOUT SENTENCE STRUCTURE—THINGS THAT WOULD SHOW I KNEW WHAT I WAS TALKING ABOUT.



AND WHEN THEY'D GET OFF THE BUS THEY'D BE SURPRISED BECAUSE INSTEAD OF GETTING OFF WITH THEM I'D SAY: "GOODBYE."



AND THEN THEY'D KNOW THAT I WASN'T JUST A PHONEY TRYING FOR A PICKUP AND THEY'D BE VERY IMPRESSED WITH ME.



AND THAT'S ALL I'D WANT.



I JUST WANT SOMEBODY TO BE IMPRESSED WITH ME.

## Bill McAllister

### Name Changing:

### No More Mud—

Most Carolina students are happy to see the interest that State College students are expressing in the proposal to change the name of their institution to "The University of North Carolina at Raleigh."

Several hundred State Students crowded into a meeting hall last month and in a noisy, if not rowdy, meeting overwhelmingly voted to ask the State Legislature not to change the name of the school.

Usually one could not help but be pleased to see students interested in the future of higher education in the state so anxious to attend a meeting to discuss the future of their school.

But Carolina students are dismayed by the fallacious and emotional type of arguments that the State College student leaders are using to oppose the change of names.

Most of their opposition centers, not around what the change could mean for the future of the college, but what stereotypes they have developed about Carolina, which is known officially as the University of North Carolina at Chapel Hill.

For example one student mockingly said the only benefits State would gain by the change would be a reputation as a "good party school" for "profound drinking."

He went on to question Carolina's academic life. "Can UNC," he asked "boast of having the No. 1 school of anything in the world?" The course offered at Carolina, he said, are "thickly coated with decay and rust," not moving forward with for anyone to level at a tax-supported

the sciences like those at State. These are very serious charges school. Indeed, if allowed to go unanswered they can hurt the very cause of higher education at a very critical juncture in the life of these institutions.

Just what are the facts? Was the State College student correct? No.

Here are the facts: Charge: Carolina is a party school for profound drinking.

Fact: A majority of students at Carolina do drink, but a surprisingly high minority do not. Partying? Yes, there is some at Carolina, but it is carried on by a minority of students, namely, those in fraternities, which are only about a third of the student body. State College, one should note, is not one to be talking on this score. Its campus is lined by a series of bars and taverns and more than just one student has been known to "sip suds" in the Hillsboro Street businesses. It is also true that the fraternity system at State does not have the strength of Carolina's, but with the aid of students from Peace, St. Marys and Meredith, the houses there are acquiring a reputation in their own right.

Charge: Carolina has no departments with a reputation for excellence.

Fact: For example, both the political science and mathematics departments at Carolina are among the best in the nation. And the departments of English, business administration, journalism, chemistry and sociology, to mention a few, are among the best in the South.

Charge: Carolina has courses that are "thickly coated with rust and decay."

Fact: Most of the school's courses and instructors keep pace with the trends and changes in their respective fields. Hardly a week passes that several articles by Carolina professors don't appear in national journals.

What has been the attitude of the Carolina student during this period of mud-slinging? Look at what he has not done. He has not called State College a trade school because it teaches the sciences to the exclusion of the liberal arts. He has not shouted "cow college" because a great part of State's facilities are devoted to training farmers that go into an industry which has to be supported by the government to exist.

No. The Carolina student has not done this — nor will he.

For the Carolina student recognizes the purpose of a technical school like State College. Carolina students will not indulge in name-calling, or the trite cliches that others may use.

Until their mass meeting there were men on the Carolina campus who felt that State College should be allowed to keep its name, while increasing cooperation between the two schools at the same time. But few—if any—student at Chapel Hill can now want to actively support the State College students.

For most Carolina students believe that Chancellor John T. Caldwell gave his students adequate advice when he told them to: "Keep it (the debate) on the issue."

on guest speakers altogether. Any other policy necessarily expresses a skepticism of student intelligence and fear of the appeal of today's social critics. Both inferences are contrary to the categorical imperatives of a free society."

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