

THE CAVALIER DAILY

Offices on the Fifth Floor of Newcomb Hall. Office hours: 12:30 to 4:30 p.m. Monday through Friday. Subscription rates: \$3.50 per semester and \$6.50 per year. Entered as second class matter at the Charlottesville, Va., Post Office.

Editor-in-Chief
Richmond Moore
Managing Editor
Guy K. Tower
Business Manager
Edward A. Linden
Sports Editor
John F. Dienelt

King, Martin Luther

In listening to the would-be heir to the sacred traditions of faith inspired by the original Martin Luther, we can find little to criticize — or even to analyze. What is more important: we can find no real indictment of University policy as related to the turmoil of racial struggle.

Fortunately for the promotional value of his way of thinking, Martin Luther King spoke in such abstract terms that no real differences of opinion were possible. Speaking in paternal tones as if from a pulpit, the Reverend Mr. King argued such universal concepts as freedom, justice, and man's inhumanity to man, concepts which are by their abstract nature undeniable. These terms he employed to show why we must be led in the direction of right, right being integration "through vigorous action in all dimensions."

The abstract basis of his sermon may be exemplified by his plea that the tensions and conflict which exist are not actually between Negroes and whites, but between justice and injustice. We should all question such a shaky correlation: does this not tend to equate the Negro cause with justice?

The abstract question which Mr. King dealt with only by implication centers in many respects around whether Negroes are done an injustice by all acts of discrimination. In many instances one may conclude that they are done injustices, often severe injustices. However, the closest Mr. King came to dealing with this question was to express his faith in the equality of men before God and in the innate dignity of all men.

Just as Plato and Aristotle seemingly saw no cause to bother with such an abstract concept as natural equality, Mr. King was compelled to compromise his position by the admission that men are not equal in their natural endowments. Mr. King seems to equate discrimination with justice as a universal truth. Yet in the light of his admission that all men are not naturally equally endowed, it follows that all men are not entitled to equality of treatment in instances where the standard is one of natural endowment. Therefore we cannot assume that all acts of discrimination constitute injustice. The point which Mr. King tried to convey was that racial discrimination may be interpreted as arbitrary discrimination not based on individual qualifications and hence natural endowments.

The point which we would like to make is that the University's academic community may not be accused of any policy of racial discrimination. The University has admitted a number of qualified Negro students. Athletic recruiting under Coach Elias continually explores possible Negro talent, despite undocumented accusations to the contrary. The most eloquent testimony which Mr. King must acknowledge is that an estimated ten percent of the audience at Cabell Hall were Negroes. These are not inconclusive universals, but instead reflect a mature and considered policy attuned to an eventual realization of University goals.

The Gap In "Non-Violent" Coercion

Martin Luther King is not alone in maintaining a hallowed aura for integrationist methods by referring to them as "non-violent." The distinction which is seldom made is the difference between "non-violent" and "non-coercive." While advocates of integration would have us identify the two terms, we must remain cautious. Some of the methods which are used against unwilling individuals may be classified as force—whether legal, moral, or physical.

Like the Supreme Court, Mr. King's philosophy makes use of that muddying term of child psychology: maladjustment. Mr. King may not have cited any acts or policy of discrimination here, but those who advocate better human relations never fail to point to segregation at the Corner restaurants. To those who continue to hold that "non-violent" methods of coercion through sanctions should be employed by the University as well as by the government, we would recommend that they pay more attention to the rights of individuals and less concern to Negro maladjustment. The rights of individual association should never be violated forcefully on such a basis.

Often ignored is the wide but not insurmountable division between racial equality and equality before the law. The proverbial arm of the law should never be allowed—even under the most democratic conditions—to extend into the realm of individual and private associations. Those who advocate coercion would do better to change people's minds without distorting their concept of justice and individual rights.

Force is always the crudest and often the least effective means of commanding obedience.

—Frederick L. Schuman

Dr. Rubin's Sweet Sullied Thought

The propriety of a newspaper's involving itself in a literary dispute may well be questioned, but the support given to Dr. Louis Rubin's criticism of graduate studies in English by the *Richmond Times-Dispatch* (see box) merits the consideration of the University community. The *Times-Dispatch* has succeeded in the difficult task of adding to the confusion which Dr. Rubin's article is bound to create, especially among undergraduates and hence a reply seems in order.

Dr. Rubin's criticisms of graduate studies in English have a pleasant jingle to them. Seldom has superficiality of appeal been so skillfully combined with fallacy of argument. We may anticipate that Dr. Rubin's criticisms will gain many supporters: idealistic undergraduates who hope graduate work won't be too hard; onetime graduate students who found the going too rough; non-academic journalists, and others, who feel that graduate study is fairly suspicious anyway. Unfortunately, however, Dr. Rubin has missed an opportunity to be of real service. Whereas he might have offered a constructive and moderate critique of graduate studies in English, he has instead offered a philippic against the sometimes inconvenient necessities of a literary education.

An initial serious fault the reader perceives in Dr. Rubin's article is the lack of adequate documentation. From the displeasure of two graduate students with their work, Dr. Rubin has extrapolated a national deficiency in literary study on the graduate level. A cursory investigation of doctoral programs at several universities will reveal numerous differences in approach and requirements. Nowhere does Dr. Rubin give evidence that the doctoral program which he attacks represents the doctoral program offered by even the majority of American universities. The burden of proof lies with Dr. Rubin, and he has not proved the program of graduate study which he attacks to be the program in effect generally throughout the United States. Other assertions are likewise undocumented; nowhere does Dr. Rubin offer substantiation for his assertion that numerous doctoral dissertations do not concern themselves with significant critical problems.

Probably the most distressing part of Dr. Rubin's argument, however, is the assumption that the kind of graduate program it attacks is necessarily and of itself bad. Deriving from this assumption is the equally distressing comparison in the *Times-Dispatch's* editorial between the value of a textual study of Shakespeare and an aesthetic exegesis of a soliloquy in *Hamlet*. (The editorial writer of the *Times-Dispatch* seems to be under the impression that there is only one soliloquy in *Hamlet*.) Historical, bibliographical, and philological knowledge lie at the very heart of literary criticism, yet Dr. Rubin would for all practical purposes discard all three.

Consider Chaucer. Without adequate philological knowledge, the student finds himself not only unable to understand Chaucer, but unable to read him at all. The mistakes critics have made because of the misinterpretation of certain words argue that philological studies are indeed important. William Empson, for example, forfeits a possibly brilliant interpretation of *The Spanish Tragedy* because he misinterprets the meaning of two words. Yet Mr. Empson gains Mr. Rubin's high praise.

Bibliographical study may seem unnecessary to the literary critic who is impatient with the finer points of literary scholarship. Yet the critic must have sufficient bibliographical knowledge to know what the text he is criticizing consists of — the editorial writer of the *Times-Dispatch* would do well to consider that without the bibliographer and textual critic we cannot even know what words *Hamlet* speaks when he delivers his soliloquies. One would

Considerable discussion has been provoked both in the press and in discussions among scholars by Dr. Louis Rubin's recent article "What's Wrong With Graduate Literary Study?" in the *American Scholar* (Spring 1963). Dr. Rubin's position has drawn support from two editorials in the *Richmond Times-Dispatch* (March 21 and 25); a refutation by Professor Fredson Bowers of the initial editorial appeared in the *Voice of the People* in the *Times-Dispatch*.

Dr. Rubin's criticisms may be stated thus: (1) English graduate study often involves an unnecessary burden of philological, historical, and bibliographical knowledge; and (2) dissertations in English too frequently concern themselves with the minutiae of scholarship, among which Dr. Rubin includes bibliographical and textual studies, Middle and Old English studies, linguistic studies, and the history of ideas. Dr. Rubin would advocate a program involving less historical scholarship and more "qualitative" judgments.

think that this point would have been made sufficiently in recent years, but apparently it has not.

Without an established text, the critic has nothing to criticize. Without an established text, he may base his argument on words the author never wrote. A good grounding in bibliography often proves to be the best conscience a literary critic can have. It will protect him from a hundred false starts and a thousand foolish errors. Although it will neither make him a good critic nor prevent him from being a bad critic, bibliography may keep the literary scholar from being a foolish critic.

The historical and biographical study which Dr. Rubin so much dislikes seems to need little defense. How much the work of art is dependent on its own intellectual milieu (and thus on our recreation of that milieu) and how much it is dependent on the response the work draws from the merely modern sensibility remains a complex literary question. But one can assume that more frequently than not the modern reader will find his response more sympathetic when he accepts the works of art on its own intent, some of which must depend on the milieu in which the author worked.

No person who loves the literary heritage of England and America would wish to see it served by any except those who are most attentive to its preservation. Yet those who preserve it must be scholars. The poets whom Dr. Rubin so admires as critics may frequently offer cogent literary criticism, but their chief importance will lie in their poetic extension and enrichment of the tradition. The humble but not less worthy calling of preserving and interpreting the tradition remains that of the scholar.

Dr. Rubin's disparagement of the scholar gives enough reason for lament. Were sound scholarship to be relegated to a secondary place in literary study, as Dr. Rubin would have, then the literary tradition would be the victim. Too well do scholars know that what is once lost in literature is recovered only with great difficulty.

JUST RECEIVED

WEBSTER'S SEVENTH
NEW COLLEGIATE DICTIONARY
\$6.75

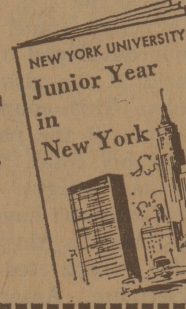
ANDERSON BROTHERS
BOOK STORE, INC. S
At The Corner

Junior Year
in
New York

An unusual one-year
college program

Write for
brochure JY-2

Junior Year Program
Washington Square
College
New York University
New York 3, N.Y.

FRESHMEN
ATTENTION

If you plan on getting a summer job, now is the time to start looking. For the how to look and where to apply get your copy of SUMMER JOBS 1963. Report lists some 2000 jobs in 40 states from Maine to Texas for guys and gals with and without work experience. Get the jump on competition by requesting your copy now. Send \$1. and this ad to CAREER ADVISORY SERVICE, Div. 66, P.O. Box 1131, Hanover, N. H.

Add 50c if air mail reply desired

HASPEL DAYS
ARE
HERE AGAIN!

Time for
Classic Poplin Suits
(Wash & Wear for Easy Care)

Traditionalists everywhere consider the classic poplin suit a "must" for their warm weather wardrobes. Ours is tailored to perfection by Haspel of 65% Dacron*35% cotton, and comes in the three colors—suntan, olive and beige.

\$39.95

The Young Men's Shop
Downtown

*DuPont's TM for its polyester fiber

