
Carolina Review

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North Carolina's Collegiate Journal

March 2002

Trampling UNC's Intellectual Diversity

**DTH Bias
Revealed!**

If all your professors
are Democrats, is
Carolina diverse?



Inside: Course Recommendations for the Fall, Jen Daum
Interview, Liddy to the Rescue, Patriotism Defined, and more.

MISSION STATEMENT

Carolina Review is a journal of conservative thought and opinion published at the University of North Carolina at Chapel Hill, founded by a group of graduate and undergraduate students in 1993. *Carolina Review* has been the most visible and consistent voice of conservatism on campus, providing students with an alternative to the left-wing orthodoxy promoted by other student publications, professors and student groups. During its eight-year existence, the *Review* has enabled UNC students to hear both sides of issues, while combining reporting with opinion, humor, and feature articles.

Carolina Review is staffed solely by UNC students who write and publish on a monthly basis. Our purpose is to show students that a political philosophy of conservatism, free thought, and individual liberty is an intelligent way of looking at the world—contrary to what they may hear in the classrooms and on campus. In general, writers and contributors to the *Review* share a belief in the following:

- We believe the University should be a forum for rational and informed debate—instead of the current climate in which ideological dogma, political correctness, fashion, and mob mentality interfere with academic pursuit.
- We believe any attempt to establish utopia is bound to meet with failure and, more often than not, disaster.
- We believe free enterprise and economic growth, especially at the local level, provide the basis for a sound society.
- We believe the University is an important battleground in the “war of ideas” and the outcomes of political battles of the future are, to a great degree, being determined on campuses today.
- We believe a code of honor, integrity and rationality are the fundamental characteristics of individual success. There is no excuse for lack of individual initiative.
- We emphatically oppose totalitarianism and its apologists.

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***Carolina Review* is printed on 100 percent
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What is conservatism? My father used to ask me this question at the dinner table, and I could never fully answer it. Now, with two and a half years of working for a conservative publication under my belt I'll take a shot at defining my conservatism.

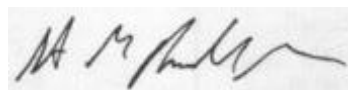
At its core, my conservatism is a philosophy of achievement through freedom. It might more accurately be defined as classical liberalism (hence, modern conservatives desire to conserve our great freedoms defined in the past) mixed with rugged individualism. In the political realm, conservatives generally oppose the expansion of government, because that expansion always comes at the expense of freedom and rarely encourages personal achievement. This is due to such requirements of government growth as tax increases and unnecessary, burdensome regulations. Often individual states, rather than the Federal Government, are in a better position to solve the few problems government can solve—a view of the Framers from which we have long departed. However, just because a policy operates on the state level does not make it acceptable.

Liberals rail against conservatives for not caring about the average citizen, the working class John Q. Public. This view is false. Conservatives contend that the primary responsibility of government is to defend our rights and freedoms. Furthermore, government must maintain an environment where personal dedication and effort lead to success—where each person can fully experience life and liberty, and pursue happiness. In most cases, a handout from the government does not do this. Rather, “social welfare” programs harm the spirit of Americans by creating a dependency on big government, instead of a dependency on one's own hard work. In this sense, conservatism is a philosophy of personal empowerment, of exercising one's God-given talents for the betterment of the family, community, and self. This is certainly not a cold-hearted view. The real cold-hearted view is the liberal insistence on the creation of victim classes, that then must rely on the liberal vanguard in the capitals across America to defend their interests against the myriad of oppressive forces. Conservatives know that the playing field is not always equal, but only through a greater embrace of individual effort, through our shared freedoms, can success spread. A welfare state, affirmative action, and similar liberals ideas do not encourage effort, and for that conservatives oppose them (not to mention a citizen's right to his hard-earned money; and the race-based preferences in affirmative action programs, which necessarily punish qualified students because of their skin color—proof that conservatism is worker-friendly and color-blind).

Conservatives appreciate the past, and often look to it. Of course not all of our shared history is worthy of respect, but despite the mistakes made, a powerful system of values developed in the West. For an excellent description of how this applies to patriotism, read Mark and Matthew Hofer's article on page 17.

This is only a small portion of the conservative philosophy. In the future I will address the importance of moral virtue, the conservative view on the relationship between church and state, constitutional interpretation, and much more. You probably have not heard an impassioned defense of conservatism in the classroom, so keep reading *Carolina Review* to learn this side of the struggle.

Sincerely Yours,



Steve Kusell
Editor

UNC's Intellectual Diversity Crisis

Just how diverse is UNC? When it comes to ideology, a recent study reveals the University's troubling condition.

BY DEB MCCOWN
Staff Writer

Diversity: it's one of those campus buzzwords that finds its way daily into speeches, lectures, and conversations. Everyone seems to agree that more diversity is essential to improving the intellectual environment on campus. What is not clear is what exactly "diversity" requires. Apparently it means different things to different people, and differs from concept to practice.

Because of historical inequalities, the issue of racial diversity receives a lot of attention. In a rush to right past wrongs, universities have created a flourish of programs to recruit and help minority students and facilitate the introduction of greater racial diversity on campus. For the most part, the significant percentage of minority students on campus shows the school's commitment to promoting racial diversity.

However, intellectual diversity, or the diversity of ideas, involves much more than just race. A person's outlook on the world is formed from numerous factors, ranging from cultural background to religion, socio-economic status, region, politics, and interests. For this reason, clear differences in ideology are harder to gauge than differences in skin color, which are visible from the outside. But that does not diminish the importance of this kind of diversity at a university.

"Diversity means...talking about the sum total of the human existence that defines who we are," said Archie Ervin, the Director of Minority Affairs at UNC. "It means the sum total of experience and differences that people bring to humanity."

"I believe that in the marketplace of ideas it is important to have a rich exchange to promote the intellectual environment that we're in," Ervin said. "Differences of perspective benefit the whole be-

cause it is appreciation of those differences of perspective that allow us to learn."

That said, one has to wonder why the popular talk of diversity has yet to extend beyond skin color. One reason why intellectual diversity is not such an issue is that there is little data on it and no simple way to measure it. Much of this is due to the fact that ideology is not easy to classify.

One way that ideology might be reflected is in voting because, after all, very few people would vote for a candidate with whom they disagreed. An examination of voter registration records of UNC professors by *Carolina Review* shows a trend across departments in which a vast majority is registered to vote with the same political party.

In the Philosophy department, 74% of the professors are registered Democrats. In Political Science it is 79%. In Sociology it is 81%. In English, 88%. History is 93% Democrat, and Women's Studies, 100%.

Granted, no complete conclusions can be drawn from this data. There are many conservative democrats in North Carolina, and voter registration does not necessarily correspond with actual voting. But despite imperfections, this data definitely shows a trend that is *likely* to reflect ideology and general outlook.

This kind of data has also turned up at other universities around the country. A survey of Ivy League professors conducted by Luntz Research Companies in January showed that only *three percent* of the liberal arts and social sciences professors identified themselves as Republicans. This stands in sharp contrast to the half of the American electorate that voted for George W. Bush in the last presidential election.

Another statistic unearthed in the study is that 14% of the professors support the construction of an anti-missile defense system, while a Gallup

Voter registration records of UNC professors show a trend across departments in which a vast majority is registered to vote with the same political party.

poll in November found 70% of Americans support it. Other issues also show a large disparity between the general public and Ivy League professors, implying that the professors do not reasonably reflect the diversity of the country's views.

So what does all this mean? If professors have different views from the rest of the people in the state, and they are responsible for educating young people, what affects could that have? This could point to a bias, intentional or unintentional, in how things are taught in the classroom.

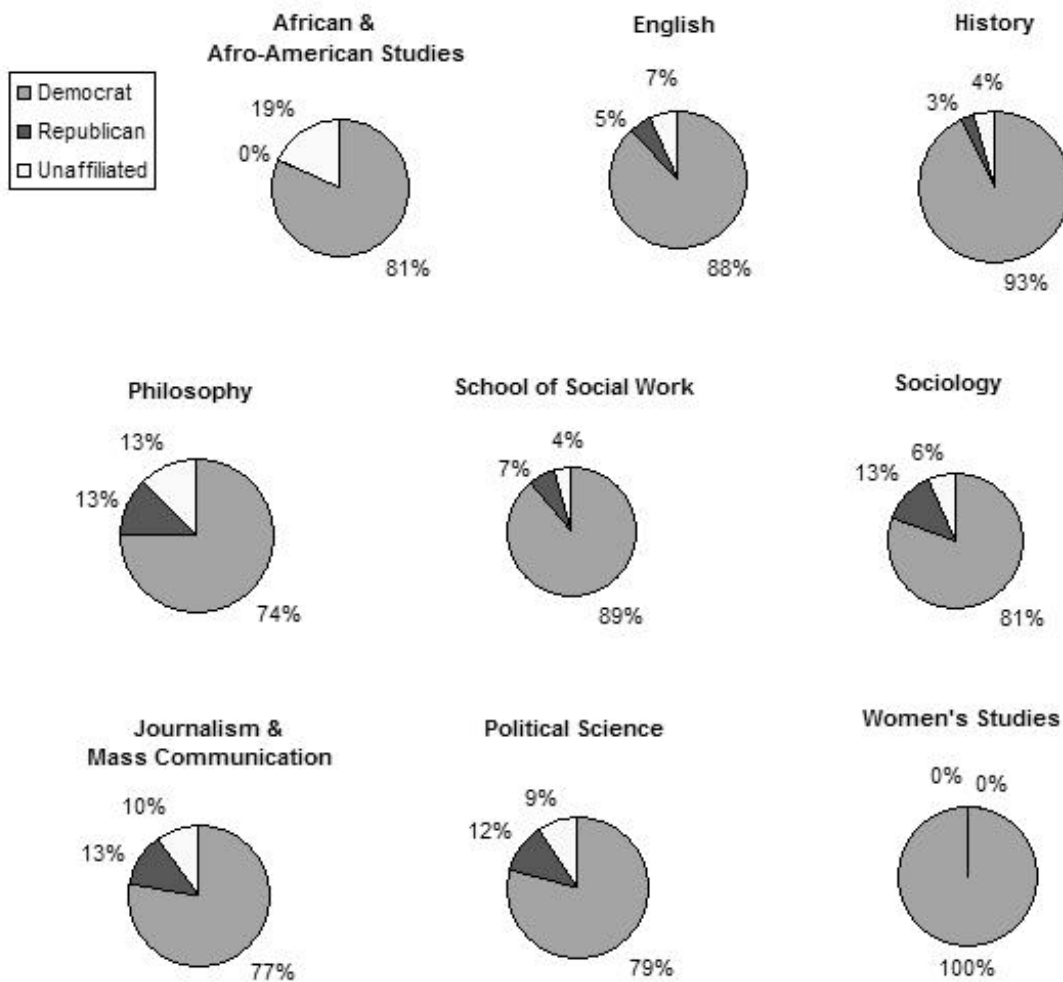
Risa Palm, the dean of the College of Arts

and Sciences, does not think such bias exists. "I think our assumption is that our faculty is trying to represent the intellectual perspectives that are appropriate," she said. "I hope that what we're doing is influencing students to inquire, to ask questions. I hope what we're not doing is some ideological training. One thinks of the mullahs in Afghanistan – teaching to recite the Koran. I think that is antithetical to what we're doing. We want students to ask questions."

But despite the academic ideal of fairness and objectivity, the reality does not fit the standard.

Carolina Review Research Shows Lack of Faculty Diversity

The following results were obtained late last summer by examining the voter registration records in Orange and Durham of the members of several departments. A fraction of the faculty were not registered in either county, and so are not included in the data.



According to political science professor James White, “Professors differ. Some make a real effort not to be dogmatic. Some really feel that they should teach students how to think and not what to think. Other professors make no secret of what they think. Some professors have a sort of party line, and if you take their course this is what you’re going to get.”

“I don’t think that any one professor in any one course is going to have much influence,” White said. “[But] I think if students are receptive to it, it could [influence their ideology], especially if that type of viewpoint is one that they hear in many, many courses.”

White also pointed out the necessity of different viewpoints in society. “I think that it’s impossible for a government to create good policy or execute policy without debate,” he said. “The notion that a single monolithic idea is good to produce consistently good policy is a myth. Consensus is nice, but...it also makes it harder to innovate.”

“It’s even more important in a university because the whole mission of a university is the production and dissemination of ideas,” White said. “In terms of quality of education, I think that a variety of viewpoints is more important than a variety of skin colors.”

If this is true, why is diversity of ideas not given as much attention as diversity of races? In large part it may be due to the fact that ideology is not a physically visible characteristic, and because the effects of professors’ ideas on their students are not easy to measure.

Let’s say you assess that the majority of students who graduate from Carolina are liberals,” White said. “You don’t know what they were like before. I think it would be nice if there were a little more variety...but exactly what impact it has I’m not sure.”

Some education experts argue that students enter and leave college believing essentially the same things, while others note the importance of colleges’ role in developing students’ ability to think. Opinions are split over just how influential professors are, and also on how a university should go about educating its students.

ing its students.

“The best would be to teach from all sorts of perspectives,” said Palm. “Do we expect that it will happen? We hope it will happen. We expect our faculty to promote a variety of perspectives and to think and to question. The worst that could happen is, we read about the mullahs in Afghanistan or Saudi Arabia, and what they’re restricted to learning about is certain texts. And that is not an education.”

Palm shows confidence in the belief that UNC is close to the best, but how close is it? When the chancellor can take a stand on government policy in his State of the University address by declaring that our country should abolish the death penalty, is that not removing reasoned academic debate from the university, which is supposed to be the center for such debate? Are there any audible dissenting voices?

“I think that if you look at academia in general, they’re going to be predominantly liberals,” White said. I think you’re going to find

this in almost every university in the United States. The easy answer is the kinds of people who choose academia as a profession, in which you spend most of your time asking questions...and the openness to whatever those answers may be. It is possible that people who are progressive, liberal, left, whatever are simply more likely to go into a profession that involves questioning reality. Because by definition conservatism is to want to conserve reality, to accept it. If that’s true, then it’s not surprising that university faculties would be liberal.”

“This is certainly not the slightest bit surprising to me, and I bet you’ll find it all around the campus,” White said. “This could be true of liberal arts at almost every college in the United States.”

Does this mean there is a bias among professors? Maybe. Maybe not. What it does mean is there is a very obvious trend, clear at UNC from professors’ voter registration records, and apparent at other high-profile universities based on surveys and other research. According to Palm, students have not complained much about professors’ bias. But that does

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not mean it does not exist. There could be bias that students do not recognize.

Having a variety of perspectives in any one department, however, is something the university strives for, Palm said. "We don't want all professors of history to be specialists in colonial history or British history, so the diversity of ideas is represented in how we cover a field," she explained.

But one has to wonder if different areas of expertise really constitutes intellectual diversity. It does in a sense, but professors can teach about a lot of different things from the same liberal viewpoint. Their political affiliation may not reflect their outlook on everything, but it is an indicator of which direction they lean.

"It's conceivable [that professors could be biased]," Palm said. "It's just that I don't have any evidence that there is a problem. If I had evidence, then I certainly would look into it. If there is a complaint, I'd want to hear about it. If we hear that there is something wrong, then we would look into it. But we assume that our faculty are teaching and demonstrating scholarship at the highest standard."

"I think that if any student has any issue in the classes they are taking, about not being able to express an opinion, about some systematic bias in what they're encouraged to read, then we'll look into it. But it has to be about more than what political party you are part of or your support of the missile defense system. It has to be, in this case, that it could have been introduced differently, should have been introduced differently. I would be happy to hear specifics. If there are concerns that students want to pursue, I am open to talking about this and to looking into it."

But if such a problem were discovered, it is questionable what the university would do about it. "The notion that the university should put professors on departments to have more Republicans is ridiculous," said White.

It is also illegal to take ideology into account when hiring, a small fact that would prevent the use of affirmative-action style programs that benefit racial minorities. But some of the same ideas that are used in recruiting other minorities could be used in striving toward greater intellectual diversity.

"I think it's important that we go to ask that

the university represent the state it is in," said Will McKinney, a former candidate for Student Body President and an advocate for increased diversity. "UNC is known for being a progressive institution, so it's got a lot of progressive faculty. And it's a conservative state, so it's opening up the state to other ideas. But you have to balance that to have diversity among the political, racial, and gender spectrum."

"It's conceivable [that professors could be biased]," Palm said. "It's just that I don't have any evidence that there is a problem."

"One third of our faculty could possibly leave the school [through retirement] before 2007, so it's a fantastic opportunity to make up for the past and seek out minority professors and minority faculty," he said "I'm not saying hire a professor because they are a woman or because they are an African American, but

make an effort to look for quality women and African American professors, and they can make a contribution."

"[The university should also] try to recruit better minority grad students to go to UNC, get their PhD's and start teaching here," he said. "The minority voice should be expressed in all the departments. It should be an ongoing effort to represent the state."

If you apply the same language typically used to speak about racial and gender minorities to intellectual minorities, it looks like we have a long way to go. Just as advocates of greater diversity have been saying for years, variety of opinions and outlooks are not only desirable, but a goal to be strived for.

"Unanimity of voice doesn't represent an intellectual atmosphere," McKinney said. "Diversity in all sorts of aspects is important to the intellectual climate, and I think to learn inside and outside of the classroom, you need to have a diversity that doesn't stifle debate, but that doesn't mean making race or gender or how they voted in the last ten elections *a priori* issues, but it's important to take everything into account. The more diversity the campus has, the better the quality of experience."

The consensus on campus seems to be that increased diversity is a desired and worthy goal. Advocates for diversity talk about the value of diverse viewpoints to knowledge and understanding.

Having a lack of intellectual diversity goes beyond professors who use their classes as a vehicle

(DIVERSITY Continued on page 20)

BIAS: Firing of Reporter Calls *Daily Tar Heel's* Objectivity Into Question

Why was a reporter for the DTH and the *Review* fired for drawing a satirical cartoon?

BY STEVE RUSSELL

Editor

On February 6, 2002, *Daily Tar Heel* University Editor Lizzie Breyer fired Deb McCown, a staff writer for the DTH who has the same position on *Carolina Review*. The firing raises troubling questions about the journalistic integrity of the DTH.

First, a disclaimer: *Carolina Review* is a different sort of publication than the DTH. The *Review* does not attempt to treat issues completely objectively. However, the DTH does, and it should be held accountable when bias creeps into the mix.

McCown, a freshman journalism major from Harrisburg, Pennsylvania, had spent more than a semester writing articles for the University desk on such topics as textbooks, ATN's battles with computer viruses, Duke ticket distribution, and police roundup. Early February was the middle of the campus elections, and a significant amount of University desk attention focused on that event. At her firing, McCown was preparing an article on the numerous elections code violations made by the various campaigns.

McCown also drew a cartoon for the *Review* that appeared on the cover of the February issue that featured interviews with the Student Body President candidates. The cartoon lampooned the concerns of an SBP candidate, in a completely nonpartisan fashion – it resembled no specific candidate, and made no mention of any platform point. The issue was distributed around campus on Feb. 5 and 6.

Around noon on February 6, Breyer approached McCown in the DTH newsroom and asked her to come into Editor Katie Hunter's office. Hunter was not present at the time. Breyer picked up a copy of the *Review* and told McCown, "This is a conflict

of interest and you cannot work here anymore." Later, Managing Editor Kim Minugh, who according to Breyer has the last word on hiring and firing, verbally concurred with the action taken.

The *Daily Tar Heel's* policies on conflicts of interest were distributed to all DTH staff writers at the beginning of the Fall 2001 semester. Two points in the policy warrant special attention:

"It is important to remember that conflicts of interest can be avoided by simply using common sense. Asking yourself the question, "Does doing/saying this or being here undermine my stance as an objective reporter?" should help clarify and avoid a potential conflicts [sic] of interest."

"The DTH Editor is the final arbiter of what constitutes a conflict of interest."

During campus elections, the University desk appropriately pays special attention to con-

licts of interest, to ensure no campaign could accuse the paper of bias that would damage its chances in the election, or would undermine the paper's credibility. In an interview, Breyer asserted, "its hard enough to maintain the opinion of being unbiased as it is," and that editors "go through stories with a ruler to make sure candidates have equal space." She also mentioned internal difficulty with keeping the endorsement process separate from the reporting on the election.

In a Jan. 22 email to University desk reporters, Breyer wrote: "you guys are not allowed to do anything to publicly show your support for any candidate." A second email, from Minugh on the same day, reads, "as a member of the daily tar heel staff you can't work on any candidates' campaign OR sign any candidates' petitions."



The cartoon in question, which is clearly nonpartisan.

Under a literal reading of any of the specific policy points, McCown's cartoon in no way represents a conflict of interest. DTH editors did not consider her earlier work for the *Review* a conflict, and had previously recognized a possible benefit of McCown's conservatism to the paper (suggesting it was not balanced already). However, her most recent article for the *Review* was a straightforward look at patriotism on campus in light of Sept. 11, not a politically charged issue.

Furthermore, McCown's involvement with *Carolina Review* could not be construed as an endorsement of any candidate, because this magazine does not endorse candidates for campus elections.

Breyer was more willing to offer information during the interview, and said that the cartoon was "irresponsible," and a "blatant and purposeful" violation of the conflict of interest policy, because McCown did not let Breyer know beforehand. McCown did not consider it an issue at the time, since the stated conflict of interest policy and subsequent emails regarding election coverage did not mention satire and the cartoon clearly favored no candidate or group of candidates. Breyer said, "Reporters cannot reflect any kind of bias for or against any particular candidate." When asked specifically about the cartoon, she said it "showed opposition toward all the candidates."

The next day, McCown contacted DTH Editor Hunter, and in a letter and a meeting asked for clarification on what part of the conflict of interest policy the cartoon violated. She also asked for her job back, citing the lack of specific policy, but Hunter refused. Hunter said she had not read the policy, but would do so with Breyer and Minugh and get back to McCown. As of press time, Hunter had failed to make contact.

But what aspect of the nonpartisan cartoon so concerned Breyer that she immediately fired McCown without discussing the situation with her first? Breyer maintained it was because McCown was in the middle of writing a story about the election, so quick action was necessary. McCown could not be temporarily placed on leave because of "how the University desk operates," a questionable excuse at best for a drastic step that altered McCown's plans

for her four years at Carolina. The failure of Hunter to offer a more definitive ruling on the issue directly to McCown is troubling and unprofessional, leaving the DTH with a muddy conflict of interest policy that puts reporters who want to pursue other activities in a dangerous spot. So what was the deciding factor?

It is no secret that the DTH is overall a liberal newspaper. McCown described a liberal culture in the newsroom, where it seems that everyone is in agreement with the same assumptions. She noted that DTH editors frequently commented, with distaste, on this writer. "The newsroom has an atmosphere where you don't challenge editors' views because so many people hold those opinions," McCown said. This magazine, the only conservative outlet on campus, is often criticized in the DTH's pages.

Breyer strongly asserted that McCown was not fired because of her politics, but she felt the cartoon was "a clear statement of bias." McCown's experiences show that bias was easily visible at the DTH.

In a budget meeting McCown attended while still working for the DTH, Hunter demonstrated her willingness to mix politics with personal opinions. "He's a nice guy," Hunter said, referring to a conservative columnist, "but he's against everything I stand for." Another editor agreed with Hunter. "Yeah," she said. "He's so...(pause)...not liberal."

One editors' meeting agenda was subtitled, "Money Bags Moese [Moesser] sucks. A lot." Granted, an editors' meeting is the most appropriate place for personal political views, but McCown said that ideology was just as present in the newsroom. Regardless, the lack of professionalism in the meeting agenda's title hints at amateurism all too permissive of personal opinions.

McCown recounted the drive of some DTH editors and reporters to find stories accommodating to the liberal viewpoint (of the homeless, downtrodden, oppressed, etc.). This often led to wasted effort when a given location did not produce enough members of the victim class of the day.

In another incident, when David Horowitz came to speak on campus, the DTH covered an or-

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Under a literal reading of any of the specific policy points, McCown's cartoon in no way represents a conflict of interest.

Dole on a Roll

Salisbury native Elizabeth Dole came home to announce her candidacy for Jesse Helms's Senate seat. Her speech emphasized conservative credentials and North Carolina values.

BY JAMIE HAWES

Staff Writer

On February 23, 2002, Elizabeth Dole strode into the gymnasium of Catawba College to announce her candidacy for the United States Senate. College Republicans from all over the region—Duke, Wake Forest, Elon, Chapel Hill, even Virginia Tech and Radford—showed up to pledge their support. A chaplain blessed the event with an invocation emphasizing Mrs. Dole's vision, virtue, and vitality. Leslie Beaver, a finalist in the Miss North Carolina Beauty Pageant, performed the National Anthem. Then a video chronicling Mrs. Dole's accomplishments concluded the opening ceremonies.

"I want to thank my husband [Bob] and my mother Mary," she said at the beginning of her address. "With their blessing I have decided to run for the United States Senate... It is wonderful to be surrounded by family and by wonderful, special friends...[Together, we will launch] a positive campaign worthy of the challenges we [as a nation] confront."

She followed these statements up with her personal philosophy. "I was raised to believe that there are no limits to individual achievement...[that we should] pursue positive change...[and that] success is measured not by the goods we accumulate, but by the number of organizations with which we become involved."

In between, she commented on current events: "Who could have imagined that in the process of liberating Afghanistan we would have ended up liberating ourselves...We have rediscovered a

sense of mission...[and] we have a President we can look up to in George W. Bush...Cynics say that it is only a matter of time before we revert to business as usual. I couldn't disagree more...Too many have made too many sacrifices to resort to name calling and finger pointing." That, she explained, is why she desires to strike a civil tone throughout her campaign.



Next, she provided words of encouragement for the armed forces. "Our nation's resolve will be challenged again and again... Americans have risen to [past] challenges, guided by the cool, steady hand of the Greatest Generation...If our young men and women are called to the front lines to fight the war on terrorism, they will need the best tools and equipment money can buy." For those in retirement, she added: "No more food stamps, no more substandard housing...I support President

Bush's call for higher pay and better benefits for our veterans."

After a momentous round of applause, she focused on job security, saying "Let's face it folks—North Carolina's economy is undergoing a painful transition. Many are hurting, and many need help... If we open our markets, we must insist others do the same. [We must] strictly enforce trade laws to provide a level playing field...The Senate should [also] pass a package to get our economy moving again... Our goal should be to get pay checks, not unemployment checks; and we shouldn't be taking more out of the pockets of hardworking men and women."

Finally, she asked all of the teachers in the room to stand. "Teaching is more than a tough job," she declared. "It is a noble calling. Thank you all

for all you are doing for our children...We need a major shift in education policy, especially at the federal level...Every hour spent on paperwork is an hour not going to [our] kids...We need more results and less red tape...[We must] restore local and parental control with high standards...[and] we must establish measured goals and strict accountability."

She even took the opportunity to pay homage to her predecessor. "I may succeed Jesse Helms, but I'll never replace him...As my husband Bob likes to say: 'You always know where Jesse is—you don't have to look under the table.'"

She ended with an anecdote about a recent trip to New York, calling her tour of Ground Zero "one of the most emotional experiences of [her] life."

She then mentioned how the program of mental health counseling she started eight years ago with the Red Cross has helped many of the victims and firefighters during the aftermath of the tragedy. "It is [these experiences and others like them] that I will call upon if I have the privilege to serve as a United States Senator," she concluded. "God bless you, God bless this state, and God bless America."

CR

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(DTH Continued from page 10)

ganized walkout by several students with a separate and very one-sided article. Despite having two articles relating to the speech, DTH writers neglected to mention that other attendees, some of whom moved forward immediately to fill the vacated seats, gave Horowitz a standing ovation at the end.

In light of the atmosphere at the DTH, did bias lead to McCown's firing? Previously, a student who wrote for both the DTH and the *Review* was intimidated by new DTH policies on conflicts of interest, and dropped the dual membership. The refusal of Hunter and Breyer to offer a specific reason to McCown is at best troubling. It speaks poorly on the current regime at the *Daily Tar Heel* to fire an enthusiastic staffer and fail to follow through on letting her know the full reason why such action was taken. The very idea that there was internal difficulty separating the reporting and the endorsement processes is also cause for concern about the legitimacy of the DTH's objectivity.

Initially, McCown wanted to reapply for a position at the DTH. However, Breyer informed her that, even though she could reapply next semester, only one person in memory had successfully re-

gained a position on the paper. McCown's mistreatment has since changed her mind, at least for now. Luckily, she has not given up her commitment to student journalism, and will continue to write for *Carolina Review* (please read her excellent look at intellectual diversity on page 5).

The issue remains: can the *Daily Tar Heel* be trusted? Is it as objective as Lizzie Breyer asserts? Are staffers held to the fire over their political beliefs, and are conservative beliefs marginalized by an overwhelmingly liberal viewpoint? There are no solid answers. However, it is more than apparent that McCown was given poor treatment by Breyer, Minugh, and Hunter's mismanagement. A lack of professionalism, and the real potential for DTH bias should be on all our minds as we read the campus daily, Monday through Friday.

CR

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The Best of Carolina

Our third bi-annual look at the greatest courses at UNC.

BY JAMES BALEY AND JONATHAN MARX

Associate Editors

One year ago, *Carolina Review* published its first list of recommended courses and professors in an effort to provide a valuable resource to our readers in the selection of classes. We now present the third semi-annual edition of our selections, complete with last semester's picks and several new arrivals. This list was compiled from reader and staff member suggestions. This list is by no means exhaustive; it merely reflects the submissions of our readers and staff. Please send an email to cr@unc.edu if you have advice on a particular course or professor, whether it is a note of recommendation or caution.

We at *Carolina Review* would like to once again exhort our readers to seek out the best education possible at Carolina. Unfortunately, a top-notch liberal arts education does not come looking for you at this university. However, we are lucky that such a quality education can be had at UNC, if one is willing to search for it. (That is the reason we publish this list: to make the search easier.) As we all know, a great many classes are mediocre or worse, but many are truly worthwhile and a few are indeed great. The professors on this list reflect the latter groups: those elite teachers whose classes will truly challenge your assumptions about the world. They will test your ability to think critically and cohesively. They will encourage you to pursue the truth with a genuinely open mind, a respect for rational inquiry, a healthy skepticism, and humility in light of the limitations of human knowledge. They may even affect the manner in which you live your life. There are not many easy 'A's on this list. When finished, you may or may not look back with fondness on that class or professor that truly challenged you, but you will be better educated.

Recommended Courses

Classics 30 - The Heroic Journey
Prof. Kenneth Reckford

Classics 36 – Word Formation and Etymology
Norman Sandridge (Graduate Student)
You will gain a more sound understanding of language; of what you say and how you speak. The teacher, a graduate student, mixes modern examples with the classical foundation.

Communications 174 - War and Culture
Prof. Cori Dauber

Drama 16 - Perspectives in the Theatre
Prof. Charlie Mitchell

Economics 10 - Intro to Economics
Prof. Boone Turchi
If you have to take ECON 10, take it with Turchi. It is not easy, but it is worth the effort – you will learn the basics better than in any other class. Turchi will

also open the eyes of students not required to take the course to the importance of a basic understanding of economics.

Economics 132A - Macroeconomics
Prof. William Darity

Economics 180 - Economics of the Family
Prof. Boone Turchi

English 29 - Epic and Tragedy
Prof. Weldon Thorton
More than any other professor, Thorton helped me improve my writing. This class is very hard but worthwhile.

English 58 - Shakespeare
Prof. Alan Dessen; Prof. Larry Goldberg
Every college student should know Shakespeare.

History 17 - Twentieth Century Europe
Prof. Conrad Jarausch

History 22 - American History since 1865
Prof. Joseph Porter

History 53 - History of Rome
Prof. Richard Talbert

With frequent and subtle humor, professor Talbert makes the material, which has the potential to be somewhat dry, into a lecture that easily holds your interest. Comparison and contrast with our society add to your understanding. He admits that many details of Rome are still unknown, but does not let what is missing get in the way of what historians do know. He also livens up his well-organized lectures with interesting side notes that show a true appreciation for the subject matter.

History 54 – Cathedral and Castle in Medieval England
Prof. Richard W. Pfaff

Prof. Pfaff is not the most engaging instructor, but the material is very interesting. There is not a lot of reading – just admire the beautiful buildings.

History 73 – The United States in World War II
Prof. Roger Lotchin

History 125 - Intellectual History of Europe, Early Period
Prof. John Headley

A mentally taxing course, but the most rewarding class I have taken. The period covered (up to 1700) contains the most critical thinkers to western civilization. HIST125 is necessary for anyone wanting a real education.

History 126 - Modern European Intellectual History
Prof. Lloyd Kramer

Honors 28 - Comedy and Satire
Prof. Kenneth Reckford

A very relaxed seminar on Greco-Roman comedy and satire. Prof. Reckford has such perspective on life and literature. This course is really a lot of fun.

Honors 32 - Elements of Politics
Prof. Larry Goldberg

This is what education should be. Without question, the best class at Carolina. A four semester sequence in which you read much of the canon of Western political philosophy and discuss it. Not for the faint of heart: the reading list is long and strenuous; the dis-

cussions are often fast and furious, and the papers are demanding.

Music 45 – Introduction to Jazz
Prof. Brooks de Wetter-Smith

Philosophy 22 - Introduction to Ethics
Prof. Geoff Sayre-McCord

The best class I have had at UNC. Geoff is a kind, brilliant, enthusiastic, and entertaining teacher, and he makes potentially difficult material easier to grasp and understand.

Physics 16 - How Things Work
Prof. Richard Superfine

Political Science 54 - Government and Politics of East Asia
Prof. James White

Political Science 63H - Classical and Medieval Political Theory
Prof. Susan Bickford

Reading includes Sophocles, Plato, Aristotle, Thucydides, Augustine, and Aquinas. Prof. Bickford is great at guiding class discussion. She gives the necessary background and lets the students talk from there.

Political Science 79 - Politics of the Supreme Court
Prof. Kevin McGuire

McGuire is incredible. The subject matter is fairly interesting, but McGuire makes it more so with his commanding and engaging presence as a lecturer. He's also sphinx-like in his political objectivity: something rare in Poli Sci professors.

Political Science 86 – International Relations
Prof. Thomas Oatley

Political Science 140 - International Political Economy
Prof. Thomas Oatley

Political Science 155 - The Constitution of the United States
Prof. Kevin McGuire

Political Science 157 - Civil Liberties Under the Constitution
Prof. Kevin McGuire

Religion 27 - History of Christian Tradition
 Prof. Peter Kaufman
The professor is very...energetic.

Religion 35 - Philosophical Approaches to Religion
 Prof. Randall Styers
Dr. Styers is the epitome of a good professor. He is absolutely brilliant, with tremendous knowledge of law and divinity... and has an obvious passion for his subject. At the same time, he is a kind and humorous man.

Sociology 10 - American Society
 Prof. Norm Pert

Sociology 23 - Crime and Delinquency
 Prof. Jason LaTouche

Recommended Professors

Prof. Stephen Biddle - Political Science
 Prof. Cori Dauber - Communications
 Prof. John Headley - History
 Prof. Peter Kaufman - Religion

Prof. Robert Kirkpatrick - English
 Prof. Lloyd Kramer - History
 Prof. Stephen Leonard - Political Science
 Prof. Sarah Mack - Classics
 Prof. Kevin McGuire - Political Science
 Prof. Jocelyn Neal - Music
 Prof. Thomas Oatley - Political Science
 Prof. Jeffrey Obler - Political Science
 Prof. Kenneth Reckford - Classics
 Prof. Michael Salemi - Economics
 Prof. Kevin Stewart - Geology
 Prof. Terry Sullivan - Political Science
 Prof. Richard Talbert - History
 Prof. Boone Turchi - Economics
 Prof. Joel Williamson - History

CR

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What is Patriotism?

A closer examination of the country's most refreshing post-September 11th trend.

BY MARK HOFER AND MATTHEW HOFER

Special to Carolina Review

Events on and since September 11th have caused many to act. Some responded by placing American flags in front of their homes or on their cars. Others protested until they got sore throats. Some have been called unpatriotic in their actions. However, this accusation is often used too loosely and degrades the potency of the accusation to those who deserve it. To be fair to those accusing and those accused of being unpatriotic it is essential to know what patriotism actually is.

The base of the word "patriotism" comes from the Latin word *patria*, meaning fatherland or homeland. The suffix "-ism" is Greek meaning belief in, practice of, or condition of. The literal definition is then belief in one's country. But patriotism goes beyond that definition. We all believe in France as a country, but are not necessarily French patriots. A better definition, and the one offered by Merriam-Webster Online, is "one who loves his or her country and supports its authority and interests."

Those who are saying that something is unpatriotic because it goes against the government are simplistic. As everyone well knows, the government is not always correct in its decisions. Japanese internment camps, for example, were one of the American government's mistakes during World War II. 120,000 people of Japanese ancestry were forcefully and indiscriminately placed in these camps to cut down on the number of Japanese spies in the United States. Although upheld by the Supreme Court and considered an issue of national security, history has proven any form of concentration camps atrocious.

Conversely, radicals who declare that democracy demands dissent are merely trying to justify their own senseless actions. Democracy demands dialogue and debate, not dissent, to encourage both

sides of any issue to work toward the best, most developed conclusions. When we as a nation break into purely contradictory factions, then the constructive nature of the debate crumbles.

Many have declared themselves patriotic for simply expressing rights reaffirmed by the United States Constitution. However, expressing rights is not necessarily patriotic or constructive. For example, burning the US flag is certainly unpatriotic, though the right to do so is guaranteed by the First Amendment.

President Ronald Reagan made his views on patriotism clear in his Farewell Address on January 20, 1989:

An informed patriotism is what we want. And are we doing a good enough job teaching our children what America is and what she represents in the long history of the world? Those of us who are over 35 or so years of

age grew up in a different America. We were taught, very directly, what it means to be an American. And we absorbed, almost in the air, a love of country and an appreciation of its institutions. If you didn't get these things from your family you got them from the neighborhood, from the father down the street who fought in Korea or the family who lost someone at Anzio. Or you could get a sense of patriotism from school. And if all else failed you could get a sense of patriotism from the popular culture. The movies celebrated democratic values and implicitly reinforced the idea that America was special. TV was like that, too, through the mid-sixties.

Patriotism to him meant "a love of country and an appreciation of its institutions." This love and appreciation came from learning the history of our country, learning the democratic values for which so many have fought and died here and around the world. This was not blind faith in the government or

(PATRIOTISM Continued on page 20)

Fighting to change the country is patriotic, but you must know why you are changing it and why the new way is better.

Exclusive Interview with Student Body President-Elect Jen Daum

BY JONATHAN MARX
Associate Editor

A few days after the election, *Carolina Review* sat down with Student Body President-elect Jen Daum to talk about the campaign and her plans for the next year. Hopefully some of her charisma, savvy, and consummate political skill are as evident in this article as they were in person. We wish her and her administration luck in the upcoming year.

CR: In your pre-election *Carolina Review* questionnaire, you expressed a profound admiration for Miss Cleo. What do you think about recent lawsuits and efforts to shut down her enterprise by the FTC and various states?

JD: I am extremely disappointed. As you read in my interview, before Miss Cleo I didn't believe; now I'm a believer. I feel terrible about what's going on with Miss Cleo. But I don't know if I'll be lending student government support to her efforts.

CR: On a more serious note, why do you think you won?

JD: I think that we didn't really have strategy. We had a platform, we had a vision, and we had hard workers. We talked to as many people as possible about as many issues as possible and met with as many student leaders and student groups as possible. We talked to students on campus who would normally be apathetic and talked to them about their concerns. That resonated with the voters. And certainly Brad Overcash and Fred Hashagen and Bennett Mason's endorsements helped a lot.

CR: Do you think there will be a place for any of them in your administration?

JD: It's an open application process. They are all certainly going to be encouraged to apply.

CR: You did not get the DTH endorsement, or the BSM endorsement, or many of the endorsements that have been important for winning in years past. The observation seems to be that they are declining in importance. Do you think that is a good thing for student government in the future?

JD: I don't think that student organization sponsored forums are declining in importance. Students who attend these forums are students who will tell their friends and the people they encounter who they think they should vote for. I think that online voting has certainly changed the voter bloc from the politically charged group to more of the average student who simply reads in the paper that they can go vote at StudentCentral and logs on after maybe checking out a couple websites. But student organizations and forums are still important.

CR: What's the first thing you plan to do in office?

JD: Right now, we are working on transition: making sure everyone who is going to be involved next year, especially myself, understand what is currently going on. We are also putting together applications for Cabinet and officer positions.

CR: What is your number one priority for the whole year?

JD: To ensure that on every issue that student government faces, we act proactively instead of reactively. This year with issues such as tuition and parking, student government was forced to act reactively. We intend to be in constant communication with the Administration to ensure that we act proactively in the future.



SBP-Elect Jen Daum, after winning the runoff election.

CR: What do you think will be different about being the first female Student Body President in several years?

JD: I've been thinking about that question quite a bit, especially since it has been talked about in the DTH and other news media. I am not entirely sure how things will be different. We had some issues that the other campaigns did not talk about - such as issues of child care - which primarily affect women that we're going to be dealing with in the coming year. I think that we will be taking on more issues such as issues of sexual assault and issues of child care that are primarily geared towards women, that would not have been taken on otherwise.

CR: Assess the situation you are inheriting from the current Student Government administration.

JD: It was certainly a rough year for the Young administration. Justin worked extremely hard, as did the rest of his Cabinet. There are certainly things I would have done differently and plan to do differently. But I think he was in the unfortunate position of having to deal with the new [UNC] Administration before they knew how to deal with the students. Now that they have seen the backlash, I think that the Administration will deal much more effectively with students in the future. Unfortunately, Justin Young was just the guinea pig for their whole plan.

CR: You said that you think the Administration "marginalizes student voices"; and it seemed that one of the differences between your campaign and some of your opponents' was that you seemed to adopt a more confrontational tone regarding relations with the Administration, Board of Trustees, and state government. Do you plan to interact with them in a more confrontational or cooperative style?

JD: When dealing with the Administration, one needs to always start with a cooperative approach. But, if a cooperative approach does not get the results students want to see, I will certainly turn to a confrontational approach.

CR: You're not going to work the good 'ole boy network?

JD: I am not exactly part of the good 'ole boys network. I think the presence of ovaries excludes me from that!

CR: How do you plan to raise the necessary hell?

JD: We need to start with a cooperative approach. But if a cooperative approach does not work, we will form a coalition of student groups on campus who feel that their voices have been marginalized to come to the table to explain our grievances and list our demands.

CR: Do you think the recent passage of night parking fees was designed to catch student government at a bad time?

JD: I think the recent passage of night parking was just a coincidence. But, the entire state of TPAC seems to have the goal of catching students at a bad time. All of their meetings, all of their information sessions are held when most students are in

classes, and there's not nearly enough student input on the committee. The passage of night parking was certainly a debacle, but I think it was just coincidence that we were caught in the transition period.

CR: In your platform, you said that you wanted to enact a "living wage" for UNC employees and institute paid preparation time for TAs. How would this be funded, considering the state budget shortfall and recent tuition hikes?

JD: As far as instituting paid preparation time, I have already brought this up to the Chancellor and Provost on the Student Advisory Committee to the Chancellor, and they were lukewarm to the idea. They have agreed to help find the funding, but now we have to find someone to make sure it actually happens, so that they can't just sit around and say 'okay, we'll do that' and not end up doing anything. As far as housekeepers go, we're going to be forming coalitions; I've spoken with members of the BSM and Campus Y and other organizations that really believe that the quality of student life on this campus is improved by the quality of staff life. It's been my ex-

“When dealing with the Administration, one needs to always start with a cooperative approach. But, if a cooperative approach does not get the results students want to see, I will certainly turn to a confrontational approach.”

perience that any time you can show the Administration why something is important in terms of where rankings are concerned or where our place among our peer institutions is concerned, then the money appears.

CR: What are you going to do this summer?

JD: I'm going to be here. I will be lobbying, working with the service learning class that will teach students how to go and lobby effectively in Raleigh.

And I will be speaking to lots and lots of C-TOPS students. Another sort of debacle, if you will...

CR: Well, that is about it. Thanks for your time, and good luck.

CR

Jonathan Marx is a junior Political Science major from Winston-Salem, NC. Contact him at cr@unc.edu.

(DIVERSITY Continued from page 8)

for propaganda. It has to do with the attitude and atmosphere of our campus -- one where political statements go unchallenged, and many views are not even considered. Any conditions that restrict the ability to discuss and debate at an academic institution constitute a problem because a university is supposed to be on the leading edge of knowledge, and a forum for the exchange of ideas.

Though some members of the faculty and administration dismiss the evidence of intellectual conformity in our current situation as unimportant,

significant voices say that it could be a problem. It is for this reason that the issue has been brought to our attention, and It is something the university needs to look into.

CR

Deb McCown is a freshman Journalism and Mass Communication major from Harrisburg, PA. Contact her at cr@unc.edu.

(PATRIOTISM Continued from page 17)

blind opposition to the government. This patriotism was the *informed* love and appreciation of the government. Fighting to change the country is patriotic, but you must know why you are changing it and why the new way is better.

What a shame it is that some have come to believe that patriotism is blind, unhealthy, or even vile. It is also shameful how patriotism has been oversimplified by some to mean unquestioning support for the government, which then allows radicals to rail patriots for any and all government institutions with which they disagree. Patriots Alexander Hamilton and Thomas Jefferson found themselves on op-

posing sides on almost all the big issues of their time, but today neither is more a patriot than the other. In the light of September 11th, patriotism should still be viewed through the seasoned lens of history.

CR

Mark Hofer is a junior computer and electrical engineering major at NC State, and a writer for *Broadside Magazine*, State's conservative publication. Matthew Hofer is a freshman english major from Concord, NC. Contact them at cr@unc.edu.

Need to Sound Off?

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Please limit your comments to 400 words. We reserve the right to edit your letter for length and/or profanity.

Book Review: *Bonfire of the Humanities*

BY MATT RUBUSH

Staff Writer

In the university setting, students must decide on their majors and ultimately the education they receive. For many students, those choices must lead them to a well-paying job and a holy marriage. However, a new book from Intercollegiate Studies Institute attempts to explain why and how this should not be so.

Bonfire of the Humanities: Rescuing the Classics in an Impoverished Age, a collection of essays by professors Bruce Thornton (Plagues of the Mind), John Heath (Who Killed Homer?), and Victor Davis Hanson (Who Killed Homer?, Carnage and Culture), provides thoughtful explanations for the decline of university education and argues for many possible reforms, including a classical education.

For a problem to be solved, it must first be discovered. In their book, Thornton et al. point to many atrocities in their own work over the years as classics professors. They shed light on many problems in education, including the trendy post-modern philosophies many adopt for their own aggrandizement as professionals, as well as pedagogical fetishes like “diversity” that stink up curricula. Then they add in the sheer elitism of many of their colleagues who seldom teach undergraduate courses, grade papers, or hold office hours. What results is a modern disaster of humanities education. Hanson and Heath write:

The industry of publication comes at a price: for every silly or needless article and book written, hundreds of students are not taught at all, and little is written to remind the reader of the role the Greeks could play in our own lives. Meanwhile we, the silent of classics, followed a very small cadre into an oblivion where no one can read what we write, understand what we say, or feel at home with our presence---and all for a few pieces of silver.

Amidst the crisis, the authors of *Bonfire* argue persistently for a classics education. Students of the classics take seriously the study of Greek and Latin, and examine classical authors with more than the “historical point of view.” This sort of education would train the student for anything in life and to become leaders of the twenty-first century, armed with the ideas that gave birth to the western world in the fifth century B.C. As difficult as it seems, C.S. Lewis reminds the UNC student, “[T]he longest way round is the shortest way home.”

While this book does give into infighting about various classics professors most people have never heard of, the general trends the various anecdotes of this book illustrate provide the reader with a report on the sorry state of humanities education. This disaster is seen mainly in the siren song of “post-modernism,” which does little to prepare the student for the real world or any kind of reality.

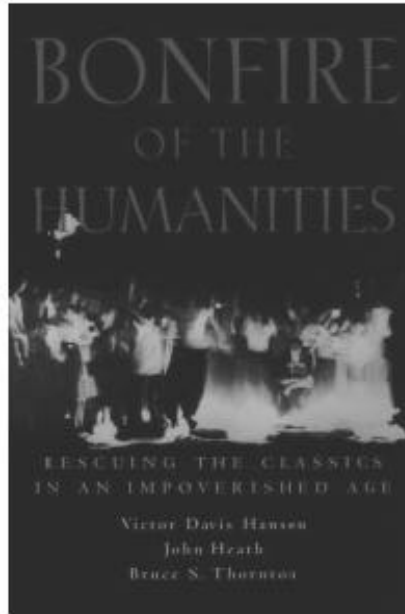
As UNC re-evaluates its undergraduate curriculum, Thornton, Heath, and Hanson provide insight into the disturbing trends of the past forty years. They call

for a rescuing of the humanities and the lights of western knowledge from the bonfires of modern heresy. They call on professionals in the ivory tower to examine their conscience for what they have done.

Lastly, they call on the students - especially the sophomores, freshmen, and incoming freshmen - to ask themselves what education is about, and why it profits them nothing to gain the world and lose their souls. For the impermanent world, the student must have a firm grounding in classical thought, as did America’s founding fathers, in order for true understanding to emerge.

CR

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Daum Destroys Doogie

On February 19, Jen Daum won a hard-fought runoff against Will McKinney, completing an upset with a surprising 416-vote margin to become the next Student Body President. She campaigned harder than most people gave her credit for, and it showed in both the main and runoff elections. We offer Jen our congratulations and wish her luck in tackling the various, controversial issues on campus. More, we hope she withstands the vitriol coming from McKinney supporters who cannot accept their lack of power next year.

Will McKinney, who was endorsed by the “D”TH, Campus Y, Neal Patrick Harris Fan Club, Young Democrats, BSM, and various other organizations, also ran a strong campaign, but ultimately fell short. In the spirit of bipartisanship, we’d like to toss out a couple of suggestions for the future “Democrat” candidate:

- 1.) *Reinforcing* your platform and message through strategic campaigning: **Smart.**
Incapacitating student voice and electronic mailboxes with several messages, every three hours, everyday: **Not Smart. Possibly Immoral.**
- 2.) Appreciating the usefulness and effectiveness of an endorsement: **Good Idea.**
Having your supporters use the “D”TH to criticize Jen Daum after she won the election: **The Gore2000 campaign requests its “sour grapes” playbook back.**

George Stephanopolous and the Arts

ABC’s George Stephanopolous came on February 5th to Memorial Hall to give a talk on “Politics: The Art of the Impossible.” A herd of J-school illiterati descended upon the building, eager to see Mr. Stephanopolous genuflect on the “study” of journalism, through such worn expressions as “As you study journalism...” and “When you cover politics...” One group of professors even went so far as to carry on a deep conversation contrasting *Maxim* with *Playboy* and *Penthouse*, while waiting for the national commentator to begin speaking. Clearly, *that* is not what Mr. Stephanopolous had in mind. But alas, we still wonder whether UNC will ever recover its commendable reputation in teaching the liberal arts.

Hidden History?

In a February 25th column in the “D”TH, “A Nation’s Hidden History: America’s Black Presidents,” Sundarkia Newman highlights several discoveries that suggest American presidents had black ancestors. She concludes, “The point of this article is not to tarnish the name of America’s great leaders but to simply ask if your opinion of our leaders has changed since negro ancestry has been brought to the forefront? What does that say about your feelings toward race in our society?” Ms. Newman, it changes nothing. Unlike liberal activists, most people only consider our presidents to be “great leaders.” Their skin color matters not. Too bad the activists cannot be so colorblind.

Get STUPid

Following on the heels of Chancellor Moeser's assault on the acronym "UNC-CH," the Administration is turning its focus to other commonly used, yet horribly formed descriptive terms found on campus. *Carolina Review's* moles deep within South Building report that the next target of Moeser's fury is the "Onyen," UNC students' user ids. "They hate the term," our mole reported. "Moeser thinks it sounds like some grotesque vegetable." The leading candidate to replace the Onyen is the STUPid, which ostensibly stands for Student Telecom User Pass and Identification. The STUPid appeals to the us because "it better reflects what we think of those damn teenagers filling up all the professors' parking spaces," Moeser reportedly said. "If students want onions, tell them to go to the Rathskeller!"

Cash! Scandal! Sex! Sleaze!

Carolina Review's Website of the Month award goes to Eurotrash (www.lightningfield.com/eurotrash) for its outstanding exposés on the new Eurodollar. David Gallagher and his team of Eurocorrespondents report on such Euro topics as the sleazy PR firm trying to sell the Euro with a "non-political" Eurosuperhero who saves the day by making Europe number one again (that is, they would beat United States in basketball). Other stories, which are posted by people living all over the new Euroland, describe confounding and bizarre events---like magnetic g-strings for strippers in Italy to accommodate the new coin---of the new single currency. The message from Eurotrash? "Change is good. Tiny coins are bad."



Increased Protesting = Decreased Education

We've always said that UNC's social justice advocates should spend a little more time in classes such as ECON 10, to gain a better understanding of reality (yes, *some* classes here do present reality). One sign at a recent tuition protest suggests that the activists might want to first consider taking English 11.

Luckily for UNC students, several press outlets also captured a picture of the sign in question, assuring us all that the Administration can continue to successfully argue for more and more money. With results like these, it must be going to good use.

Do you live on campus and the *Review* is not delivered to your room? Did you know your R.A. is obligated to deliver it? Demand that your R.A. deliver *your* copy, then email cr@unc.edu and let us know.

The Last Word

Christians ought to rise together in defense of spiritual and moral values against the pressure of materialism and moral permissiveness.

Pope John Paul II

A just fear of an imminent danger, though there be no blow given, is a lawful cause of war.

Sir Francis Bacon

Truth is on the march; nothing can stop it now.

Emile Zola

Work spares us from three evils: boredom, vice, and need.

Voltaire

Every reform movement has a lunatic fringe.

Theodore Roosevelt

Mr. Pearl wrote his stories in ink, but unfortunately ran afoul of a movement that writes its stories in blood. The good man is gone; the bad men are left to deal with.

Dave Shiflett
