

Letters

On Un-American Science Reporting

The views expressed by your contributors are, of course, their own, and hence, in a given reader's opinion, may be biased or inaccurate or both. This is the essence of free speech. But one has the right, I believe, to expect factual material to be reported truthfully and objectively, without sneers and without slanting. Such is not the case in the news article published in the 1 July issue [*Science* 132, 24 (1960)] entitled "Un-American Science." The facts as stated are false and misleading. Richard Arens, staff director of the House Committee on Un-American Activities, is reported as having "enemies" who seem to be making progress in getting his job. The reason for this happy situation, as your reporter sees it, is that Arens has been helping W. P. Draper, a New York millionaire, make certain grants, the purpose of which is to prove the Negro mentally inferior to the white, and eventually to work out a plan to send American Negroes back to Africa. Your reporter asserts with poorly concealed glee, that although Representative Walter is, for some reason, not greatly excited, Speaker Rayburn "appeared" to be "extremely upset" by Arens' activities in behalf of "un-American science" and that "it is believed that Arens will no longer be staff director when the next Congress convenes."

Now this stuff is a queer mixture of truth and falsehood. It is true that Arens has enemies, as has every patriotic American who comes out publicly and courageously against subversion, even when found in high places. It is also true that Representative Walter is not concerned about Arens' connection with Draper. It is false that Speaker Rayburn is greatly "upset"; and unfortunately for your reporter's peace of mind, it appears as though Arens will continue as staff director of the Un-American Activities Committee for some time to come.

Your reporter's story is even more reprehensible in its references to W. P. Draper. Draper is interested in racial differences, and he would like to see our present immigration laws remain on the books. He is not interested in "proving" the Negro mentally inferior to the white, and he has never proposed a plan for sending Negroes back to Africa nor does he advocate such a scheme.

Draper has made several grants for research in the general area of race relations. His reasons are twofold. First, he believes that objective, unbiased work on racial matters is impossible in those university departments where the

equalitarian dogma has been accepted as a basic premise. And secondly, he believes that young men of independent mind hesitate to publish results showing racial differences for fear of reprisal from the almost fanatic believers in racial equality. To those who have experienced the vaunted "tolerance" of the dedicated "liberal," neither of these propositions will seem to be extreme. Grants for research have been made and work is in progress. In no case have any strings been tied to these grants with respect either to method or results. I know this to be true, as I have placed several grants myself.

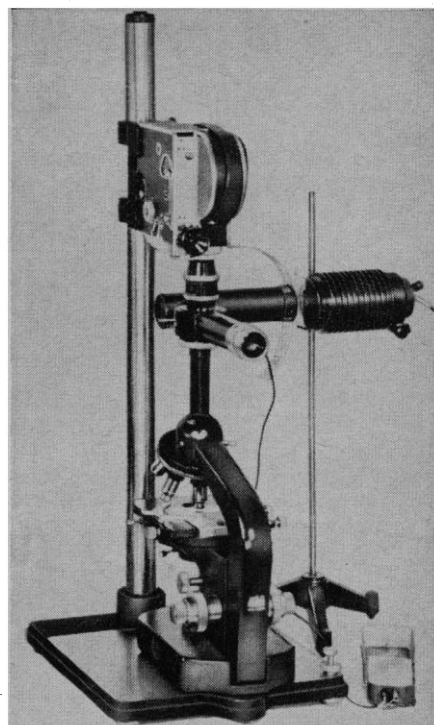
Apparently, your reporter took the "facts" for his story from a news item published some months ago in a Midwestern newspaper by a feature writer who wanted to discredit the Un-American Activities Committee. No attempt, obviously, was made to check the accuracy of these scurrilous statements. As a result, his article is a snide affair in which the editors of *Science* can take little satisfaction.

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Education and Research

It seems to me that Sander Rubin [*Science* 132, 46 (1 July 1960)] has inadvertently put his finger on the crux of the problem with his statement: "The primary mission of a college is to educate its students, not to conduct research." This is a distinction that is all too frequently made and one that is, in my opinion, false. Certainly in the physical sciences (the only area in which I can claim special competence) one of the things that every student should learn is that the sciences are not a static thing to be learned once and for all, but a continuously growing thing in which new developments require periodic major overhauls of our ways of looking at, and understanding, the universe around us. One of the most important things that a young person can learn in school is the necessity of keeping up with his field, and probably the most important things that such a young person can learn in school are the methods of study and the habit of study which make it possible for him to do so. These are things that, I think, can be really learned only in an atmosphere in which some research is actually going on.

Although I can personally certify to the necessity of these lessons only in the physical sciences, I strongly suspect that it would do no harm for the liberal arts majors to learn them too, at least in the areas of economics and po-



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