



## School Sees Music, Art, Dance Skit

Students, Faculty Hold Experimental Program

By Sylvia Schor

The Arts Assembly presented Thursday was introduced by President Millicent C. McIntosh as "an experiment." The idea for such a program, President McIntosh explained, was suggested by members of both the faculty and the student body, and Thursday's presentation marks the first of its kind ever given at Barnard.

The program was carefully planned, offering diverse forms of entertainment. Beginning the program was Mirella D'Ambrosio, pianist, performing Chopin's Fantasia-Impromptu. This was followed by a rendition of Musetta's Waltz from Puccini's "La Boheme," performed by Laura Sheskin, soprano.

Highlighted by Piano, Cello

A highlight of the program was the performance of two selections for the cello with piano accompaniment. Professor Joseph Brennan, cellist, was accompanied by Evelyn Cook, a student.

Two other musical features of the program were the rendition of Mozart's *Voi che Sapete* from the "Marriage of Figaro" by Merrill Skramovsky and Carl Bohm's "Calm is the Night," performed by Joy Dueland, a secretary in the Dean's office.

A dance interlude, a portrayal of a scene on Jake with choreography by Miss Barbara Byrne, Miss Jeanette Schlottman, and Professor Marion Streng, of the Physical Education Department, and with original music by Mrs. Caroline Norwood, followed.

Brahms Trio Concludes Program

The musical program was concluded with a Brahms trio for French horn, violin, and piano, performed by Dr. Edward J. King, an Assistant Professor of Chemistry, Patricia Leland, and Jean Chan.

Samples of the creative work of twenty-two members of the faculty, administration, and the student body were on exhibit in the gymnasium after the assembly. These samples of painting, ceramics, and sculpture will be displayed on Jake this afternoon.

Lynn Bresler is chairman of the Assemblies Committee, and Janet Shafner acted as chairman of the art exhibit.

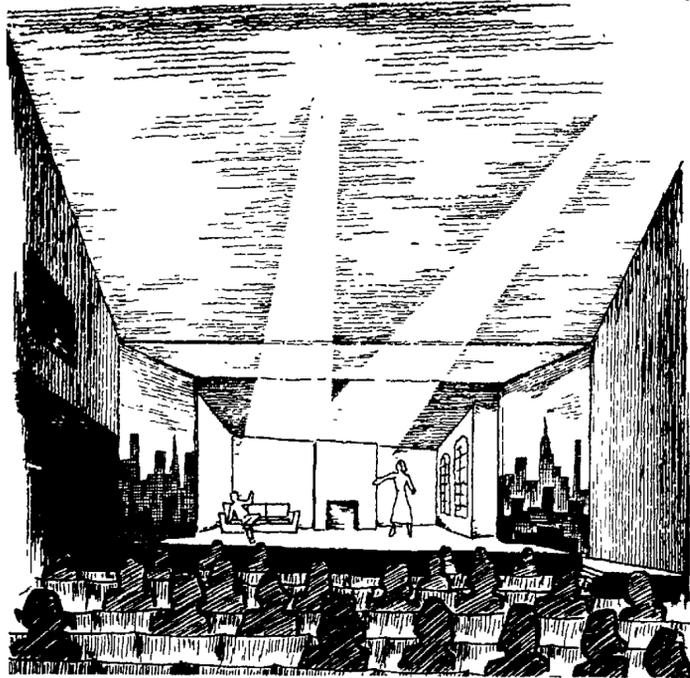
## Journalists Survey Mademoiselle Offices

"Mademoiselle" magazine opened its offices to the Barnard Journalism Club last Tuesday, March 24, to help initiate the girls into the atmosphere and procedures of magazine journalism.

A "Mademoiselle" editor in charge of the student tourists acted as a guide and lecturer on the ways and means of publishing a young woman's magazine like "Mademoiselle."

The tour was the second in a series of practical special-interest investigations sponsored by the Journalism Club, the ultimate aim of which is to familiarize club members with particular fields in journalism.

## Barnard Fund Works To Improve Theater



Architect's Plan For New Brinckerhoff Theatre

By Beryl Greidinger

An appeal for \$150,000 to completely modernize the 55 year old Brinckerhoff theater will begin in April under the chairmanship of Mrs. Maynard C. Wheeler, a member of the Barnard board of trustees and a former director of the Associate Alumnae.

## Columbia Assembly Accepts Resolution Admitting Barnard

By Joyce LeBois

A resolution in favor of accepting Barnard undergraduates as members of the Columbia College Political Assembly was unanimously accepted by the Executive Committee of the Assembly. Peter Ross '54, chairman of the Assembly's Conservative Party presented the resolution requesting the change, which had been decided at his party's caucus.

Barnard students will be excluded from becoming officers of the Assembly in order that the Assembly may continue as a King's Crown Activity. Nevertheless, the various party posts, including party chairmanships, will be open to all Political Assembly members.

The Political Assembly is a mock parliament modeled after the political unions of Oxford, Cambridge, and Yale. At each meeting a major issue is presented by a guest speaker and then debated by the three parties — Popular, Whig, and Conservative. At the last meeting of the Assembly James Carey, National Secretary-Treasurer of the CIO, and Victor Reisel, spoke on the issue of the Taft-Hartley Law. After the floor debate, the Whig Party amendments were voted through.

Party structure and caucusing are the essence of the Assembly, although any 15% of the membership may form a new party. Over 100 Columbia College students are presently enrolled.

An election of next term's officers will be held on Wednesday, April 18.

### Next Issue April 9th

There will be no issue of BULLETIN until April 9 because of the Easter vacation.

The renovated theater will be named the Minor Latham Drama Workshop in honor of Professor Minor Latham who taught the drama courses at Barnard from 1914 until her retirement in 1948. The new workshop will provide thoroughly modern and efficient facilities, both for classroom instruction in the drama and for the production of plays.

Gertrude Rosenstein '48 has been added to the staff in the Barnard Fund office to assist Florence Mackie Brecht '39, director of the Fund, with this appeal.

The Drama Workshop will be constructed along with the rehabilitation of Milbank Hall. The internal structure of the present theater will be reversed and a new stage will be built on the Broadway side of the building.

Seating facilities will be cut (Cont'd on Page 6, Col. 1)

## Ader Wins in Second Honor Board Vote

Pierson, Slater, Brown Head Dorms; Hold Crowley-Hellman Run-Off Today

Marlene Ader '54 was elected Honor Board chairman yesterday in the second of two elections to fill that office. In the first election, neither Miss Ader nor Patricia Barry '54, whom she has now defeated, had a clear majority, and a second election was required. 229 students voted in the second election, twenty per cent of the student body.

Ruth Pierson '54 was elected president of the Residence Halls in elections held Monday and Tuesday. Over ninety per cent of the dormitory students, more than in any previous election, voted. Joanne Slater '54 was elected dorm social chairman, and Elin Brown '55 was chosen junior class representative to the Residence Halls Executive Committee in the same election. The contest for sophomore class representative failed to produce a clear majority, and a run-off election between Toni Crowley and Betty Hellman, both '56, will be held today.

## Berg Gets AA Post; Assembly Votes Money

The postponement of Representative Assembly's scheduled agenda was occasioned yesterday because of lack of a quorum. President Rene Madesker would not call the meeting to order at noon until a quorum was obtained at 12:30.

A request by the Conference Committee Chairman, Doris Barker '54, took precedence over the regular agenda.

Miss Barker submitted a request for the appropriation of funds from the Conference Committee funds and the Representative Assembly's contingency fund to be voted for transportation facilities for five Barnard delegates to attend the Model U.N. Assembly April 1 through April 3 at Cornell.

Florence Berg '54 was elected Athletic Association vice-president, opposed only by Sally Aronowitz '54. Florence Federman '55 was chosen treasurer over her sole opponent, Lee Graf '54.

Miss Ader, who is now a junior proctor and an Honor Board representative, has been a member of Representative Assembly and Barnard delegate to the National Student Association. She hopes "to see to it that every student has a real understanding of the honor system and how it operates at Barnard."

Miss Ader plans to accomplish this "by stressing the honor system more at the beginning of the year, through the handing out of mimeographed sheets on the honor system at an assembly at which the Honor Board chairman would make a short speech, and by a refresher before the final examination period.

Miss Pierson expressed her desire to try, "by personal contact and a complaint box for criticism." (Cont'd on Page 5, Col. 1)

## Prof. Rich Praises Scepticism As Means to Mature Intellect

"The liberal mind, the freedom demanding mind, must set itself free from superstition, prejudice, and limited opinions," said Gertrude Rich, Associate Professor of Philosophy, at last Thursday's Noon Meeting. Her topic was "Religious Traditions and the Liberal Mind."

Professor Rich maintained the theory that only through criticism, which leads to toleration and scepticism, can we keep a free and liberal mind. "Do not stop halfway and fall from one dogma into another," she said; "be a thorough-going sceptic. This does not mean of course that we have to tolerate those who wish to destroy us."

This scepticism, frequently, does not allow us to be committed to anything in our own academic atmosphere," she warned. "We must keep in mind that scepticism is not a program for action." Professor Rich went on to say that scepticism and criticism are only stages in growth and aren't the end of maturity.

"Freedom of inquiry, opinion, and conscience are the conditions for intellectual growth. In intellectual maturity we turn to the elements in experience that have been conserved by tradition." Professor Rich declared that tradition conserves the insights which we have conceived through liberalism.

"We must remember that religion doesn't talk to us in college language; in the life of traditional religion dogma forms the axiomatic starting point. It is necessary for the avoidance of absolute scepticism." Professor Rich defined the language of religion as one of myth, symbol, metaphor, and ritual.

## Barnard, Yale to Investigate French Pedagogic Methods

The fifth conference on The Teaching of French, jointly sponsored by Barnard College and Yale University, will take place this Saturday in McMillin Theater. Approximately 400 teachers of French from colleges and secondary schools in ten Eastern states, and representatives of textbook publishers and language associations, will attend.

André Mesnard, Assistant Professor of French, and chairman of the 1953 conference, will deliver the initial address.

Dr. James Grew, head of the department of French at Andover Academy, will explore the possibilities for greater cooperation between school and college language departments in an address entitled "Defining Language Requirements in Terms of Language Skills."

The delegates will also investigate "Who Should Study Foreign Languages in the Elementary School" and "Problems in the Preparation of Teachers of French for the Elementary School," in the concluding morning sessions. The

principal speakers will be Professor Arthur Selvi of the department of modern languages, Teachers College of Connecticut, and Professor Stephen A. Freeman of Middlebury College.

Professor Henri Peyre of Yale University will preside at the afternoon session. Experiments in aural testing will be reported and a demonstration of techniques in the use of audio visual aids will be presented by Miss Renee-Jeanne Fulton of Forest Hills High School.

Professor Mesnard will propose plans for the expansion of the conference, on a regional basis, in the concluding address.

The organization of yearly conferences was initiated in 1948 in an effort to achieve a greater degree of effectiveness in the teaching of French by encouraging school and college teachers to study their objectives, methods and problems together, and to unite in an effort to make known new ways of performing their tasks more effectively.

## Colleges Evaluate Type and Scope Of Final Exams

By Sylvia Schor

In keeping with the Barnard preoccupation with the type and scope of final examinations, it is interesting to note the attitudes of other colleges on examinations as expressed by their newspapers.

The Bryn Mawr College News, after a study of the examinations given there in past years, praises those given now. They point out, as an example, that in a General English examination given in 1892, there was included a compulsory question requiring a list of all of Chaucer's work which were adaptations and a knowledge of the original author and the country from which they were adapted.

Expressing relief at the comparatively streamlined and straight-forward exams now given, the Bryn Mawr newspaper cites what it considers to be another instance of a difficult problem. The question asked for the relations between the English and the Norse races, including all the points of contact and the debt of English literature to the Norse.

This question appeared in the same examination as the one quoted earlier — an exam in General English, which was a compulsory course for all students.

In a somewhat brighter vein, an "exposé" printed by the Columbia Spectator one day last week might be considered. Under the heading of "Cribnology" were listed seven foolproof, or at least almost foolproof, methods of cheating on important exams:

The first six of these methods do not suggest that cheating is particularly prevalent at Columbia: this is because the six are more or less "solo" methods. That is, they consist of the best place to conceal notes during an exam, and how to arrange it so that a graduate student writes your exam for you.

However, it is the seventh method that gives cheating an air of universality. This seventh section states bluntly: "In Naval Science, Air Science, and Humanities A, everybody copies from everybody else, so there is no necessity to make elaborate notes for use or to learn the previous methods."

This satirical editorial ends with a statement which may not be quite as humorous as it might seem at first glance. It reads, "Noncheaters of the College, unite! You have nothing to lose but your deferments."

Barnard exams, regardless of length, have invoked little criticism as to fairness. And, giving full credit to the satirical aspect of Columbia's article, we may quite well be thankful for the honor system for the wear and tear it saves on the imagination and the depreciation on integrity.

### ERRATUM

Contrary to the BULLETIN statement that a second Honor Board election was required due to a tie, the first election was invalid because no candidate obtained a clear majority.

## Barnard Bulletin

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## Wigs and Cues Presents Comedy by Oscar Wilde

John Ott Directs Comedy with Adolphus Sweet in Central Role



The cast of the Wigs and Cues' production takes a curtain call.

By Miriam Dresler

Wigs and Cues deserves thanks for offering us the opportunity to see a play of Oscar Wilde's other than "The Importance of Being Earnest." They also deserve praise for undertaking a play so difficult to act. "An Ideal Husband" is a comedy of manners, more sympathetic toward those it satirizes than most such plays, though as highly sophisticated. It is a play too fragile to be interpreted as high drama in its serious scenes, too gentle to be overplayed. It requires polished underplaying.

Wigs and Cues, as usual, has presented a performance that includes some very fine acting and that is obviously the successful result of a great deal of hard work in the property department. The director, John Ott, however, does not seem to have realized fully the casual subtlety the play requires.

Only Mr. Sweet has brought to his part the required restraint. By his sophisticated portrayal of the intelligent, rational, objective Viscount Goring, who is almost Wilde

himself presenting epigrammatic analyses of his characters, he has proved that he can be equally successful as director or directed. Mr. Sweet's portrayal is, however, incomplete. He has captured the part of his character that is Wilde, but not the part that is the dandy Wilde intended. Perhaps he is a little too rational, for it is difficult to imagine Goring, as interpreted by Mr. Sweet, capable of ever loving Mrs. Chevely.

Probably the best acting in the play is done by Ruth Park as the naively wise Mabel Chiltern. As silly and coyly innocent as she must act, Miss Park never forgets that Mabel is not merely English, but English in a comedy of manners. Here she attains the subtlety the play requires.

Unfortunately, the same cannot be said of Robert La Guardia, as the leading male character, Sir Robert Chiltern. He overplays the emotion and oratory in the role while retaining little of its dignity. He forgets that Wilde is here poking rather gentle fun at the stuffy, moralistic, but highly mercenary, Victorian politician, not telling the dramatic story of a man with a secret in his past. Of course, such a part, which wavers between the comic and the serious, is a hard one to play, especially since, as in Act II, it frequently brings Robert La Guardia, who is uncomfortable and self-conscious on stage, opposite the polished Mr. Sweet.

Rael Isaacs, as Lady Chiltern, makes much the same mistake as Mr. La Guardia, but not to as great a degree. She is sufficiently charming and moral, but rather too hysterical for so light a play. The best handling of a minor role must be ascribed to Charles Santoro as the Earl of Caversham. He is able to be stiff and over-

dignified without forgetting that he must also be ridiculous and that the audience must be convinced that he is unconscious of being so. Audrey Gellen is a capable Mrs. Chevely, but not quite "an orchid" or "a work of art" as Wilde describes her. Lady Marchby receives a rather exaggerated treatment by Joan Molinsky, although Wilde is mainly responsible since he has obviously tried to embody in her all the triviality and ignorance of the idle Victorian woman.

"An Ideal Husband" started rather weakly but improved with each act. This is due, in great part, to the poor stage business of Act I. The play owes its charm to its dialogue, not to its action. This makes stage manipulation a serious problem. In the first act, the stage movements are not quick enough to suggest a frivolous party, and the plethora of silent conversations detracts from the play's main charm — its dialogue throughout the play, the actors are constantly standing with their backs to the audience to the great discomfort of the viewers. The sets caught the mood of the play quite well with the exception of the first act set which was a little too simple to suggest the opulence of the period. Costumes by Carol Ann Brown were excellent. The lighting, though at times obtrusive, was adequate in most of the acts.

What Wigs and Cues has presented is an entertaining play, but, because the actors have not decided whether it is a satire on a society or merely a funny story about individuals, "An Ideal Husband" fails to present the consistent attitude it must be truly humorous, or to evoke completely the definite response on the part of the audience which Wilde intended.

## Letters to the Editor

### Scholarships

To the Editor:

I am sure the BULLETIN editorial, "A Second Policy," did not mean to imply that the value and importance of people has ever been, or ever should be, a secondary consideration at Barnard. I am equally certain that the BULLETIN staff recognizes that the caliber of our student body is high, that competition for admission to Barnard is keen, and that the Administration has charged the Admissions Office with the task of seeking the best students and making it possible for them to come to Barnard.

No long ago I attended a meeting at which various statistics on admissions and scholarships were reported by representatives of the top eastern women's colleges. The Barnard picture is one of which we may all be proud. It demonstrates that Barnard has conscientiously adhered to our basic principle, i.e., to grant the privilege, and the attending responsibilities, of college admission to students of character who are mature, purposeful, and intellectually able. The Barnard Administration has labored to keep fees at a level that is not prohibitive and, furthermore, has provided through our Placement Office job opportunities which cannot begin to be equalled by any other woman's college. Barnard awards scholarship help, these reports revealed, to a higher percentage of students than does any other college represented, and what is more, makes the strongest effort, through the continuation of scholarship assistance, to carry those students through the four years.

The Admissions Office would welcome the opportunity to discuss its work with any interested students and would be pleased to enlist the aid of anyone now in college in finding not simply more, not just better, but the best students for Barnard.

Sincerely yours,

Helen M. McCann

Acting Director of Admissions

### Honor System

To the Editor:

Now that it is time to elect a new Honor Board Chairman, we are hearing a great deal about Barnard's Honor System. The platforms of the candidates are filled with ways of making the system an effective one. Yet I've often wondered whether Barnard is fertile ground for an honor system.

Why are so many individuals willing to sell their honor for a mark? The answer seems obvious to me: in Barnard marks have the greater value. Our professors tell us that marks are small indication of our grasp of the subject, yet they mark on a curve, forcing us to compete in a tense environment with our classmates. They spend time differentiating between a C plus and B minus. Students yield similar lip service to the relative unimportance of marks, yet they list dean's list as a qualification for an office in student government. These examples indicate one fact: our prestige in the college community is greatly determined by our academic standing relative to our confreres.

Until maintenance of honor becomes more important than the attainment of a mark in the Barnard community, how can the honor system be more than a farce?

Erica Levy '54

### Academic Freedom

To the Editor:

We have become deeply concerned at the emotional approach which seems prevalent towards the Student Committee for Academic Freedom. We feel that the issues at stake are important enough to warrant careful consideration and unbiased thoughtfulness. One example of this emotional approach is the rumor which has been widely circulating that one member of the executive committee is a Communist. This vicious rumor was reported to a faculty member. Are we going to adopt the very tactics we are fighting against? Are the students stopping to think of the parallel between what they are doing and the current investigations?

Nothing so far has been accomplished toward academic freedom. We have only a few weeks left. Let's fight for academic freedom rather than against each other!

Louise Silbert '55

Carol Schnitzer '55

### S.C.A.F. Meeting

To the Editor:

In view of the confusion which prevailed at the last meeting of S.C.A.F.C.U. at which 120 people crowded into a room intended for seventy-five, it is understandable that Miss Perlmutter's valiant effort to report the meeting accurately in last Thursday's BULLETIN should have fallen short.

To clarify any misunderstandings I should like to summarize the events of the meeting as I saw them. According to the decision at the previous meeting and the published notices of the meeting, at twelve o'clock there was scheduled to be a discussion of the Barrows Dunham case which a member of the S.C.A.F. had prepared. A one-hour limit was placed on this discussion by the executive committee so that the business meeting could be held. I

(Continued on Page 5, Col. 4)

# Academic Freedom Question

## Faculty Statements Weigh Red Menace In School System

The issue of academic freedom has become a complex and immediate one on the college campus. In the March 5 issue of BULLETIN the statement of President Millicent C. McIntosh in answer to the several specific questions submitted on this topic was printed. Below are the replies of four out of thirteen Barnard and Columbia faculty members who were invited by BULLETIN to comment on President McIntosh's statement.

### Smertenko

EDITOR'S NOTE: The following is the statement of John Smertenko, an associate in English at Barnard and a member of the staff of Harper's Magazine. Mr. Smertenko's indictment of the methods of Communist fellow travelers, "The Betrayal of the Radicals," appeared in the July, 1935 edition of Harper's.

Most of the people worried about the possible presence of Communists in our colleges are animated by praiseworthy zeal to protect our government, to preserve our democratic institutions, and to safeguard the youth of America from a philosophy that is inimical, not only to the American way of life, but to moral values and ethical standards. But the temper of our time, compounded of the threat of war and the menace of an aggressive imperialism, has raised this zeal to a point bordering on hysteria.

This state of mind is impervious to reason, logic, and faith. It demands action, regardless of the consequences of such action. It cries, "Root out the Communists," indifferent to whatever else may be uprooted in the process. If need be, it is willing to sacrifice academic freedom, to tolerate "witch hunts," to void the guarantees of individual rights inherent in our Constitution and our laws. In brief, it is willing to go to any lengths in order to combat Communism.

### Consider Problem

Now I believe that the time has come to consider the problem of Communists in our colleges less hysterically. I think that Communism is a very real, very immediate, and very great evil — in world affairs, not in American institutions of learning. But even if it were as great a menace in our colleges as some people believe it to be, it could be combatted effectively only with reason, logic, and faith.

It is not reasonable to destroy one evil and, in so doing, to set up the evils of inquisition and intolerance, of censorship and suppression, of suspicion and hypocrisy and fear. It is not logical to accept the zealot's theory that the end justifies the means, for the wrong means influence and mold the character of people into vicious patterns long before the ends are achieved. It is a lack of faith in our democratic institutions, our system of government, our way of life to exaggerate the influence that a few Communist teachers may exert on our youth.

I hold that faith rather than hysteria points to the way we must deal with the problem of Communists in our colleges. "People believe a thing," wrote Spinoza, "when they act as if it were true." I firmly believe that our ideas and ideals are infinitely superior to the aims and concepts of Communism. I believe that in the open forum of ideologies our own will appeal to infinitely more minds, young and old, than those of Communism. I believe that in the struggle of principles of human relationships and conduct ours will always win, no matter how much

## The Sole Criterion

In recent weeks we have been extensively concerned with the problem of who should be allowed to teach in our colleges and universities and who is best qualified to determine this. In deliberating these two questions we have asked ourselves if at the present time there is a real menace of Communism in education and if the collateral effects of attempting to weed out whatever evil may exist might not be more harmful to our tradition of academic freedom than the original menace.

After much consideration, we have decided that the present danger of Communism in education is not sufficient to warrant jeopardizing a national heritage of academic freedom and that now, as in the past, competence as a teacher is the only criterion for judging who should be allowed to teach. We agreed that the group best qualified to judge this competence is the administration of the individual school. Our reasons are as follows.

No one has "the right to teach." In education, as in other professions, there are standards of competency which determine who should be allowed to teach. These standards are best appreciated and maintained by persons most intimately connected with the system, most aware of its ideals and aims, and least interested in the peculiar kind of prestige that comes from denouncing others. If a man is dedicated to scholarship, if he is proficient in his field of study, and if he believes in man's "right to knowledge and the free use thereof," then he is qualified to teach.

The outside activities of a teacher, his interests, the organizations to which he belongs, are relevant only when they interfere with his professional performance. And since this interference is relative to the caliber of the student body and the character of the particular school, the extent to which there is interference can be judged only by those who know the school — its administrators.

We think that individual colleges and universities should be responsible for maintaining the standards of their profession and we are certain that they will carry out this responsibility in good faith.

the Communists disguise and distort their dogmas to deceive the public. And this faith is justified, I hold, not merely by the fact that in more than thirty years Communism has won over only the "lunatic fringe" in America, but that throughout the world — even in Russia itself — Communism has failed to gain the credence and support of the vast masses of people.

### Test of Competence

In these beliefs I find a clear and simple answer as to what to do about the Communists in our colleges. So long as they do their work competently, I should let them remain. Their presence does not disturb me. For I know that they can do us no harm; I am certain that anything and everything they might say in favor of their cause can and will be adequately negated and refuted by the teaching of others; I am positive that this willingness to meet the challenge of their ideas, this exhibition of tolerance and academic freedom will instill in our students an understanding of democratic practice and inspire them with confidence and faith in our ideals. On the other hand, to discharge such a teacher may create doubt in the soundness of our beliefs and distrust in the validity of our principles.

### Need for Faith

In this practical expression of American doctrine — that men may freely advocate what they think — lies the basic answer to the problem posed by the Communist teacher. No other answer is necessary. It is no longer pertinent whether the teacher is or is not a red-card holder, whether he left the party recently or long ago, whether one approves or disapproves of investigating committees. There is nothing to hide, and therefore there is nothing to investigate. To the world at large, as to the students in our halls, we shall thus say frankly and sincerely that we fear neither Communists nor Communism. We have supreme faith in American concepts, institutions, and ideals. They shall prevail.

### Komarovsky

EDITOR'S NOTE: The following is the statement of Mirra Komarovsky, Associate Professor of Sociology and chairman of the Sociology Department of Barnard.

Accepting your invitation I should like to comment upon the current discussion of academic freedom.

I would not engage a member of the Communist Party to teach in a college, certainly not the social sciences. But discharging a Communist solely because of party membership is a different matter. In the first case we sensibly refuse to take a bad risk. But having employed a Communist we deal with an accomplished fact and should be able to discover how the risk has turned out. Human beings are complex creatures. Membership in the Communist Party may not have the same significance for every member and it is conceivable that a Communist may not carry out the official party line within the school. In that case his Marxist orientation would still be a kind of a distortion but perhaps no worse a distortion than many another one-sided philosophy embraced by others.

Even the most conservative observers agree that today Communist teachers are very few in number and are discredited. In view of this, it would have been much wiser to leave the matter in the hands of college faculties and administrators, even at the risk that they may not always be successful in weeding out all the incompetent and the dogmatic teachers.

I hope that I am wrong in my apprehension concerning the possible effects of Congressional investigations of universities. The pronouncements and past performance of some of the investigators do not encourage confidence in their devotion to the principle of free inquiry and fair play.

There are, however, certain hopeful signs: the establishment

(Cont'd on Page 4, Col. 1)

## College Administrators Review Expediency of Faculty Probes

Following the publication of President Millicent C. McIntosh's statement on academic freedom in the March 5 issue of BULLETIN, the presidents of 62 colleges in the East were contacted and requested to comment on that statement.

The majority of the presidents did not care to comment on the issue. Two college presidents, however, did forward copies of statements made on previous occasions.

### Rutgers

In lieu of a comment on President McIntosh's statement, Rutgers' President Lewis Webster Jones forwarded to BULLETIN a copy of "Academic Freedom and Civic Responsibility," an address which he presented to the members of his University on January 24, 1953. Below are excerpts from President Jones' statement.

Universities, both public and private, are strongly affected with a public interest. They occupy a position of central importance in our free society, embodying our highest aspirations, and our hope for material and spiritual progress. They are at once the most characteristic expression and the principal guardians of the Western tradition of freedom. They cannot confine themselves to techniques and adopt an attitude of neutrality and withdrawal in the face of the central moral issues of our times.

Public investigation of the universities is legitimate, and should be frankly met. It implies no invasion of academic independence. The interference of any outside group with the proper functions of the university must be resisted, whatever the cost in criticism and loss of financial support. In the determination of the curriculum, methods of teaching and research, the selection of faculty or speakers, the permission of free discussion, the university must be completely independent. In all these matters, which relate to the proper performance of the intellectual functions of a university, public inquiry is legitimate; interference or dictation is not.

It is true that the fear of Communism can lead to excesses, and that many of the actions of self-styled anti-Communists have shown inadequate respect for individual rights. But it is unreasonable to deny that there is a real danger of Communist subversion, or to dismiss all public concern with communist activity as "hysteria."

The trustees and administrative officers of Rutgers University

(Cont'd on Page 4, Col. 1)

### Hanna

EDITOR'S NOTE: The following is the statement of John Hanna, Professor of Law at Columbia University.

President McIntosh's replies to the BULLETIN's questions on academic freedom seem to me to state a sound program which deserve the support of all persons concerned for academic integrity and responsibility. If I were a member of Congress I should oppose an investigation into alleged communism in universities as unnecessary. On the other hand the present inquiry seems so far to have been conducted with dignity. I am sure that professors and others can respond to any inquiries without impairing the prestige of the universities.

On the subject of Communists as university teachers, my position is that persons subject to Communist discipline threaten the universities and the nation in so many ways that their presence on university faculties should not be tolerated. The reality of Communist discipline makes it frivolous to call an interrogation about Communist affiliations an attack

(Cont'd on Page 4, Col. 4)

### Sargent

EDITOR'S NOTE: The following is the statement of S. Sainsfeld Sargent, an Associate Professor of Psychology at Barnard.

I should like to comment on one part of Mrs. McIntosh's reply to the BULLETIN's questions on academic freedom.

To bring out the real issue, it seems to me, questions 1, 2 and 3 should have been: Do you believe a college faculty member should be fired for invoking the Fifth Amendment and refusing to answer when asked whether he is a member of the Communist Party?

EDITOR'S NOTE: Questions 1, 2, 3 were as follows: Do you believe that college faculty members should be compelled to answer the question: Are you or have you ever been a member of the Communist Party? Or do you believe that the Fifth Amendment provides a valid reason for refusing to answer the question?

As things stand now, anyone so refusing is convicted in the press and in the eye of the investigating committee, and is more likely than not to be fired by the president of the college. I am not sure from Mrs. McIntosh's remarks whether she favors outright dismissal, but she seems to favor some kind of punishment. I have serious doubts about the wisdom of this procedure as a general policy.

### \$64 Question

Actually there may be several reasons why a professor refuses to answer the \$64 question as put by an investigating committee. Professor Chafee notwithstanding, there are a few professors who, like the writer, are not and have not been Communists, who feel it is a sign of public hysteria and witch-hunting and an infringement of basic constitutional rights to ask whether or not a person belongs to what (whether we like it or not) is still a legal political party. Then there may be some professors who never joined the party but who attended various kinds of united front meetings before or during the war; they may be afraid to answer "No" lest they be charged later with perjury on the testimony of someone who claims to have seen them at a Party meeting. Or again, someone who joined the Party but after a time became disillusioned and left it might feel that he could not explain his situation satisfactorily or adequately (especially before a hostile or unsympathetic committee) so he prefers to invoke the Fifth Amendment.

### Further Considerations

These are a few of the reasons why some people invoke the Fifth Amendment; a lawyer could probably give many more. On the other hand, it is probably true that most of those who refuse to answer on the grounds that it may incriminate them are or have been Communists. Is a Communist teacher ipso facto subversive or does he use his classroom for propaganda purposes? Many would answer affirmatively, but it seems to me we do not yet have sufficient evidence to justify such a stand. This viewpoint of mine, of course, is by no means original; it is substantially the position

(Cont'd on Page 5, Col. 2)

## Investigations Appraised by Rutgers Pres.

(Cont'd from Page 3, Col. 5)

are called upon to defend faculty members in their legitimate exercise of freedom of expression, of teaching and research, and the independent control of their own professional affairs. It is clearly part of the duty of the trustees to insist on such independence, and they will continue to do so.

A university almost inevitably is out of step with the wider community. Since one of its essential functions is to be a critic of conventional beliefs and values, with a view to extending the frontiers of knowledge and intensifying the appreciation of values, it must come into conflict with uncritically adopted mores and opinions. This essential conflict is the perennial source of attacks on the universities.

University faculties have only one truly valid defense against such attacks; namely, that they can demonstrate, on demand, that their educational methods and their theoretical findings have been arrived at by trained personnel through the use of thoroughly rational procedures.

It follows that for members of a university faculty to refuse to give a rational account of their position on vital community issues not only cannot be defended by an appeal to academic freedom, but in fact cuts the ground out from under academic freedom itself. The one weapon of defense is gone, and the entire academic community must suffer accordingly.

I therefore agree with the policy stated by the Board of Trustees in the December 12 meeting, requiring all members of the University faculty to answer questions concerning Communist party membership put to them by any duly constituted public body.

## Komarovsky

(Cont'd from Page 3, Col. 3)

of the "watchdog" committee on civil liberties of the National Council of the Churches of Christ, the rules against "badgering" of witnesses promulgated by one Senate sub-committee, the Ford Foundation projected study of all threats to civil liberties, the indignation of many citizens, such as was expressed by Mrs. Eugene Meyer. As these beneficial influences bear fruit, the innocent will be surer of receiving fair treatment under the law. Then one could urge upon witnesses the moral obligation not to take advantage of the Fifth Amendment with greater confidence that they will receive a fair chance.

Some people wonder how Congressional investigations which are limited to Communists can possibly harm academic freedom. But consider the possible effect, (to take but one of many examples) of the report of an agent of the Federal Government badgering a witness over a book he had written some 20 years earlier. Such incidents may indirectly create in young people the disposition to "play safe." If economic life can stagnate because entrepreneurs are not encouraged to take risks, how fatal such "playing safe" would be to our cultural life. Our greatest task is to make clear to the public what conditions are necessary for the advancement of thought.

But I would go further. The community should expect that the university be the seat of unconventional ideas and of "responsible criticism of things as they are" if for no other reason than because (in the words of Professor J. M. Clark) it is "a place where such ideas can be tested in ways that minimize their dangers and maximize their benefits."

## Dr. Kirk Expresses Concern Over Curtailment of Freedom

CU President Believes That Colleges Should Aid Investigations, Insist on Objectivity

By Miriam Dressler

Dr. Grayson L. Kirk, President of Columbia University, has repeatedly expressed his concern over contemporary curtailment of academic freedom. At the fiftieth anniversary celebration of the University of Puerto Rico, Dr. Kirk reaffirmed his position that no university, public or private, should oppose investigation by Congressional committees but should insist that the investigations be conducted fairly and objectively.

In view of the significance and immediacy of the present existing situation, Dr. Kirk announced in London, on December 4, that the theme of Columbia's 1954 Bicentennial celebration would be a defense of the "idea of full freedom of scholarly inquiry and expression, the right of mankind to knowledge and the free use thereof."

Dr. Kirk suggested that the "reaffirmation of faith in this basic truth" on the occasion of the Bicentennial be made international to insure it greater influence. The reaffirmation could be made more than verbal, he said, by "stimulating inquiry as to its meaning with respect to specific problems which each institution faces in its own milieu."

### Political Barriers

Political barriers that restrict free thought within nations and free international communication among scholars, and the insufficient use of the principle of academic freedom as a basis for governmental action are the basic contemporary threats to man's free use of knowledge, according to President Kirk.

Discussing the importance of internal academic freedom, he stated: "The most important aspect of man's right to the free use of knowledge concerns the ordinary person. Unless every man

can freely express his thoughts and yearnings, the loss is greater than any possible gain." Dr. Kirk named the price of liberty to be toleration of opinions contrary to the opinion of the majority.

Concerning academic freedom, "the freedom of the teacher to teach what he believes," the president of one of the oldest American educational institutions warned: "Many self-appointed critics of educators and educational processes have arisen, and these persons have demonstrated their ability to cause so much trouble to the persons criticized, that teachers of undoubted integrity have hesitated to follow their own wisdom in fear of the inconvenient consequences likely to flow therefrom." He added: "This deserves the most vigorous resistance of all interested in honest education."

### Fifth Amendment

At the University of Puerto Rico, Dr. Kirk asserted that professors who refuse to answer questions of Congressional committees, taking refuge in the Fifth Amendment, did themselves and their schools a disservice, because "a professor, like his university, bears some burden of responsibility, and his refusal to speak out will inevitably reflect adversely on both himself and his institution."

However, he added, a university was not worth its name if it failed to uphold "an honest, responsible scholar" just because his views varied with those preponderantly held by the public.

Dr. Kirk has also advanced the ideas that "Human freedom is safe so long as thought is genuinely free and so long as universities are unfettered in their search for the truth. Our universities can do no less than to proclaim their firm faith in the necessity of safeguarding and extending that freedom which is the lodestar by which our institutional lives are guided."

## Recourse to 5th Amendment Justified, Liberal Action Says

The following is a statement on the problem of academic freedom submitted by the Liberal Action Club in the form of a letter to the editor of BULLETIN.

In a recent editorial BULLETIN raised several problems in connection with the much debated question of academic freedom, which we would like to discuss more fully.

The BULLETIN editorial questioned the moral obligation of a faculty member to answer an investigating committee's questions concerning his present or past Communist affiliations. In the light of the current hysteria towards Communism, we feel a professor is not so obligated. He who answers yes incriminates himself and consequently assures himself of losing a job. If he answers no, he lays himself open to an indictment of perjury as soon as witnesses can be found to contradict him. The investigating committee, in reality, becomes a judicial body, while the person under investigation has to prove himself innocent in the face of the general assumption that he is guilty.

In addition to deploring the methods of the investigating committees, we question the actual need for such an investigation. We

wonder if the power, and consequently the menace of a small minority is not being extremely exaggerated. Not only do we believe that the actual number of Communists teaching in college is small, but we question the assumption that a Communist teacher is by definition an incompetent one. While a Communist teacher may be oriented in a certain direction by his beliefs, so may the member of any other political or religious group. In trying to eliminate student contact with a certain body of opinion a university is already failing in its primary duty: to provide its students with the opportunity for intellectual growth.

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## Head of Vassar Calls Red Probe Legal But Unwise

Below is the report of a statement made by Sarah Gibson Blanding, President of Vassar College. The story was carried in the March 1 issue of the New York Herald Tribune and called to BULLETIN's attention by Miss Blanding's office.

## Law Professor Calls Investigations Useless, Harmless

(Cont'd from Page 3, Col. 5)

on liberty. No one has any excuse to remain ignorant of what that discipline means. Read, for example, Benjamin Gitlow's "The Whole of Their Lives." This does not exclude a statute of limitations on youthful folly, nor a recognition that individuals impulsively may have become Communists without accepting party discipline and who in resistance to such discipline have dissolved their Communist ties. Temporary errors of judgment may be balanced by positive qualities of value to a university. Humane understanding is essential to wise academic administration. It should be remembered that the most dangerous communists are those whose beliefs are best concealed.

The university community should have more respect for courageous seekers after truth and more scepticism about followers of causes or even leaders of causes. Where a majority of a faculty, especially one concerned with history, government, economics or other subjects related to public affairs, has power in the matter of appointments, promotions and selection of university spokesmen, it should have the imagination and tolerance to realize that dissent should be heard and that adherence to the views of the majority is no certain proof of sound scholarship. That is admirable policy whether the majority is of the right or of the left. Conscience should dictate the use of power with responsibility.

Sarah Gibson Blanding, president of Vassar College, announced today in response to a query by a local broadcasting station that she thought the Congressional investigation of Communist influence in education "unwise but not illegal."

College administrators made mistakes, she said, but they corrected them. For years, she said, they had been weeding out incompetents and misfits from their teaching staffs and those found to be biased in their teaching.

"We have done this quietly," she said, "and without the fanfare which is accompanying the present investigation. Our long experience gives us the background to continue to deal with our own problems. I question either the necessity or the utility of a Congressional investigation."

"I think that the effect of a Congressional inquiry would be to increase the pressure and the fears that have already narrowed freedom of inquiry and expression in our academic life. There is danger, too, that the Congressional investigation would be an opening wedge for Federal Control of our education system. To this I am opposed."

"As much as I regret the plan for a Congressional investigation, I do not question the right of a committee of Congress to conduct such an investigation. The Congress is endowed with wide power and I think the citizens of this country must obey the laws Congress makes. Consequently, while I feel strongly that the investigations are unwise, I recognize that they are legal."

Miss Blanding said that it never had been necessary for Vassar College to remove a teacher because of his belief in Communism.

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# Dorm Election Results

(Con't from Page 1, Col. 5)  
 cisms and suggestions, to represent the opinion of the dorm students in student government and with the administration."

She will "encourage a diplomatic approach to any problems which should arise." Commenting on the social question, Miss Pierson stated that "The dorms will continue to extend a hospitable hand to all students of the College, but I hope it will be realized that we have the right to dorm social functions financed by our house dues."

Miss Pierson has been freshman Greek Games chairman, sophomore class president, sophomore representative on the dorm Executive Committee, a junior Honor Board representative, and a member of Representative Assembly.

Miss Slater's platform included plans for more dorm socials, with continuation of the Friday night Open House and the addition of experimental ventures such as the dinner dance and the Sunday Open House; consultation of student opinion and action on student ideas; and the tapping of "many resources full of social potential." Miss Slater is president of the Gilbert and Sullivan Society, chairman of music in the Residence Halls, and a member of the Dorm social committee. She was music chairman of Junior Show and Greek Games music chairman.

Elin Brown, newly-elected junior representative, will also be in charge of the Dorm freshman orientation program. She plans to send informative and "genuinely appealing" letters to the incoming freshmen.

Toni Crowley and Betty Hellman are tied for the office of sophomore representative, which includes charge of the Game Room and the duty of posting a calendar of events on the Residence Halls bulletin board.

Miss Crowley has been a mem-

ber of the Barnard Forum committee and a holiday hostess for International House. She includes in her platform a five-point program calling for a more satisfactory position for the television set, the installation of beverage machines in the Game Room, diverse use of the Game Room with other games besides ping pong, a more prominent and more inclusive calendar, and attractive posters to supplement the calendar.

Miss Hellman has been a member of Representative Assembly and of the freshman social committee. Her platform, she says, "is to idealize the real and realize the ideal." Her program calls for making tickets available and arranging for tours to interesting places, adding to the facilities of the Game Room, and "being a conscientious, impartial liaison between residents and Executive and remaining independent of any clique."

## Sargent

(Con't'd from Page 3, Col. 4)

taken by the American Association of University Professors, the American Civil Liberties Union, and the National Conference on Higher Education, headed by President Buell Gallagher of CCNY, which met recently in Chicago.

I believe, in brief, that college administrators should inquire into a professor's reasons for refusing to answer an investigating committee and should study carefully his classroom and college behavior before taking punitive action. Otherwise the witch-hunters will have won a victory on the campus and will immediately plan the next attack on academic freedom.

# Newspaper Editors Exchange Views at CU Press Institute

Columbia University's American Press Institute opened the first session of a two-week seminar last Monday, at a meeting of twenty-seven news executives representing the nation at large.

The editors met to discuss methods of improving news stories and coverage, variety and balance in news and feature presentation. They also considered such problems as the invasion of privacy and the effective use of pictures. Three of the eighteen scheduled sessions were devoted to an analysis of the participants' publications.

The seminar members, twenty-seven managing and news editors of the newspapers of twenty states, will include Isadore Bar-mash, the chief of combined copy desks at Fairchild Publications, Inc., New York, and James England, news editor of the Salt Lake Tribune of Salt Lake City, Utah.

Additional members of the Seminar are the telegraph editor of The Hartford Courant of Connecticut, the assistant managing editor of The Union-Sun and Journal of Lockport, New York, the managing editor of The Atlanta Constitution of Georgia, and the managing editor of The Christian Science Monitor.

## Proceeds of Carnival Refurbish Equipment

Proceeds amounting to \$800 collected as profit from the Pied Piper Carnival held in May, 1951, have been used to buy needed equipment for the school, particularly the Physical Education Department. New mirrors were purchased for the music, corrective, and locker rooms. A new piano was also bought from these proceeds.

# Kettler Letter—

(Con't from Page 2, Col. 4)  
 rose to introduce Mr. Beveridge and was challenged from the floor on a point of order. I tried to explain that the business meeting had not convened and that, therefore, no point of order could be recognized. It was my impression then and it is my impression now that a recognized student organization has the power to sponsor a discussion. In view of the fact that there was a segment of the audience which persisted in shouting and, more important, since it was explained to me that many people had to leave after 1 P.M. I agreed to begin this business meeting at 12:50. It was unfortunate that this limited the discussion to twenty minutes, but the fact that the original challengers accepted this proposal indicates that they recognized our right to sponsor a discussion.

When the business meeting commenced the order of business, as set forth in Robert's Rules of Order, was read. Since it is an historical curio I shall list it here.

1. Report of the secretary.
2. Report of the treasurer. (An

3. Report of the committees. (Appointments to committees.)
4. Old business — Debate on a resolution proposed by the executive committee

Someone moved that the rules be suspended so that a constitution could be moved. Before this could be put to a vote, someone challenged the chair's ruling that there were rules in existence. Although this challenge seemed to me absurd on the surface since I had just read the order of business as formulated by the duly elected executive committee, and set forth in Robert's Rules of Order, I put the challenge to a vote. In the vote, the chair's ruling was upheld by 61-58.

This brought us to the fantastic situation that at 2:10 P.M. the agenda was in order. Since it was obviously too late, the meeting was adjourned. Before adjourning, however, a constitutional committee was designated including the executive committee and five others (three of whom had voted against the chair).

David Kettler  
 Chairman, S.C.A.F.

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## Prof. Edman Notes European Misconceptions of America

Irwin Edman, Professor of Philosophy at Columbia University gave an informal talk on foreign clichés and American realities before the International Open House on March 20 at 4 P.M.

Professor Edman, who is particularly interested in philosophy's application to life, drew from his own experiences in traveling abroad to recount standard foreign clichés. In France, Professor Edman was often asked if he found anyone in the United States willing to discuss music, art, poetry, and philosophy. This question was raised because of the common belief that the United States is a commercial, standardized country, preoccupied by industrialization and anti-intellectual in character.

Another myth Professor Edman found abroad was that of the American love of gadgets and of material success. Though there are those who don't belong in this category, they are a suppressed minority, Europeans think.

Two other ideas frequently heard by Professor Edman are that the American intellectuals are supposed to utter the ideas of American propaganda and that since America is a young country, everybody in the country is naive.

"Where there is a cliché or a myth, there is usually some ground for it," announced Professor Edman. He explained how foreigners might receive such a misconception about America but he interpreted their characteristic ex-

pression in a different way. For example, what the foreigners call naive, Professor Edman terms the virtue of a certain freshness that comes with a reinterpretation of European traditions.

The generous hope of America is also reflected in its naive. To the criticism of the youth of the country, Professor Edman's answer was that American civilization is only one chapter of the world civilization. Its industrialization is a result of the power and resources of the country.

Professor Irwin Edman summed up by stating that "There is no single truth about America, but there is one quality of truth about it." He stated that any criticism that any foreigner could make about this country was made long ago by America's native critic—Ralph Waldo Emerson.

## MSA Interviews Freshman To Publicize US Opportunity

Judith Schwack '56, holder of an Electricians Union Scholarship, was interviewed by a representative of the Mutual Security Administration. The government agency wishes to publicize Miss Schwack's scholarship as an example of the educational opportunities available to American youth.

Miss Schwack, a graduate of the Bronx High School of Science, plans to study medicine. The scholarship she holds is given by the American Federation of Labor, Local No. 3, to the daughter of an electrical engineer who wishes to study at Barnard.

This is the first year that Barnard has been included in the plan as the scholarship fund formerly benefitted only boys who wished to study electrical engineering at Columbia. The scope of the fund has been broadened within the last year to include those interested in

studying medicine, dentistry and teaching.

The scholarship is awarded annually for a six year period. While Barnard Admissions and Scholarship administrators decide who is to receive the funds, the money is appropriated by contractors. The project, which is sponsored by the Joint Industry Board of the Electrical Industry is supported by contributions from contractors who do over a million dollar's worth of business during the year.

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## Theatre

(Cont'd from Page 1, Col. 3)

down to provide additional backstage and wing space. The new seating arrangement will afford good vision from all parts of the orchestra and the new balcony. Soundproofing, new lighting, and backstage equipment will be installed: a ticket booth will be constructed in the lobby. Provisions will be made for the future installation of an air conditioning system.

The basement area beneath the theater will be remodeled for dressing rooms, a costume room, a rehearsal room equipped to serve as an experimental theater, and a workshop for the production of scenery. A scenery trap through which scenery can be lifted to the stage from the workroom as well as disappearing footlights are also planned.

Mrs. Wheeler pointed out that the Minor Latham Drama Workshop will represent the culmination of years of hope and planning. "It is most appropriate that the new drama workshop, which will provide facilities worthy of the outstanding work done at Barnard in this field, should be named in honor of a distinguished woman who contributed so much to the development of Barnard's courses in the drama and to extra-curricular play production," she added. As an undergraduate, Mrs. Wheeler was president of Wigs and Cues.

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