

Barnard



Bulletin

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By Subscription

Rostow, Eco-Historian, Lectures At Assembly

by Barbara Blumenreich

Professor Walt Whitman Rostow, economic historian, will address a college assembly tomorrow at 1 p.m. in Minor Latham Playhouse. Mr. Rostow, Pitt professor of economic history at the Massachusetts Institute of Technology, will talk on "The Stages of Economic Growth."

Alternative to Marx

"I believe all societies, past and present, may be usefully designated as falling within one of the five following categories," said Mr. Rostow in a recent article (*Fortune Magazine*, December, 1959). "1) the traditional society, 2) the preconditions for take-off, 3) the take-off, 4) the drive to maturity, and 5) the age of mass consumption." The take-off he defined as the stage of development in which certain areas of industry, such as textiles and railroads, are rapidly growing, to a point where they will be self-sustaining. Professor Rostow applies this theory to the great industrial advances in Russia saying that these advances were not due to the planning of the Communist regimes, but were a natural process in economic history.

Ideology and Development

Professor Rostow feels that most societies are in or near the take-off stage. Underdeveloped countries are in the traditional or precondition stage. The matur-

ing nations, such as the U.S. and Russia should "assist these new nations into sustained growth." However, such a policy requires economic cooperation between the U.S. and Russia and in the interests of developing backward areas, these two nations must "leave the outcome of the ideological debate to the processes of history."

Last year, Mr. Rostow travelled in Russia and lectured to Moscow audiences. He is the author of nine books in the field of economics. His most recent book, *The Stages of Economic Growth: A Non-Communist Manifesto*, will be published in this country by Cambridge University Press during March. The book will appear both in hard bound and paperback editions.

Mr. Rostow has been Harmsworth Professor of American History at Oxford and Professor of American History at Cambridge. He began his teaching career at Columbia. He has been on the faculty of M.I.T. since 1950 and a staff member of the Center for International Studies since 1951. During World War II, Mr. Rostow served with the OSS as a major in the US Army. Immediately after the war, he was appointed chief of the German-Austrian economic division of the State Dept. Later he worked as assistant to the executive secretary of the Economic Commission for Europe.

Mr. Rostow is married to the former Elspeth Vaughn Davies, a Barnard alumna.

Elliott Claims 'Dragon' Critic Intimidates Common Readers

by Connie Brown

"The Critic and The Common Reader" were described as "the dragon and the mule" by Professor George Elliott, of the Barnard English department, at last Thursday's Noon Meeting.

Professor Elliott pictured many critics as dragons hoarding what they believe to be pots of gold,

but which may turn out to be only lumps of "gold-plated lead."

He sympathized with the "mule" who declares, "I don't know what's good, but I know what I like," but he admired more the "cultivated" common reader who says, "I may not know what's good, but I know what I like."

Common Reader

He emphasized that literature should be written for the common reader, not the critic. Professor Elliott defined the common reader as "a person with maturity and a general, not specialized, literary

Student Discusses Angry Young Men

by Ellen Davis

"Students at Barnard, a citadel of the Angry Young Woman in America, should be interested in learning about their fellow sympathizers in Britain," said Gail Weinberg '60. Miss Weinberg will deliver the second in a series of student lectures sponsored by the Board of Proctors. "After the Angry Young Man, What?" tomorrow at 4:30 p.m. in the College Parlor.

Miss Weinberg will examine the "nature of the Angry Young Man movement" in British drama — "what sort of theater is coming out of this movement and what sort of plays the Angries may produce in the next few years." She will also consider the growth of a "new style of acting and directing" which has evolved with the movement in British playwriting.

Miss Weinberg regards 1956, the year in which John Osborne's play "Look Back in Anger" was produced, as a clear-cut beginning of the Angry Young Man movement. "I feel that this is one of the few movements that can be definitely dated," she added.

"The current movement in the English theater should be interesting to us not only because it parallels certain trends in the American theater today, but also because, perhaps for the first time in British drama since the beginning of the century dramatists are writing about their own contemporaries and their own class — a class and a generation which include us," she said.

An English major, Miss Weinberg plans to eventually teach English in college. Last summer, she studied at the University of London. While in London, she was able to see many plays by dramatists of the Angry Young Man movement which have not yet been produced in the United States. At Barnard, she is president of Wigs and Cues.

Council Asks Qualifications For Offices

Students interested in running for undergraduate offices must present their qualifications to Joyce Steg, student body vice-president by Friday, February 19.

Although nominations are never closed, the Student Council prefers that candidates hand in their qualifications in advance in order that they may be mimeographed. Any undergraduate association officer will gladly speak with prospective candidates and explain the duties of the offices.

The Nominations Assembly will take place on Thursday, February 25 at 1 p.m. sharp. Aspirants for the offices of undergraduate president and vice-president must now be registered in the junior class. Prospective candidates for the office of treasurer must be members of the class of 1962. Secretarial candidates will be chosen from members of the sophomore and freshman classes.

Hopefuls for chairman of the Honor Board and president of the Athletic Association must be registered members of the junior class at the present time.

'Intolerance'

Intolerance, the first in this semester's series of films presented by the Undergraduate Association, will be shown tonight at 6:15 and 9:15 p.m. in Minor Latham Playhouse. Subscriptions for the series of five movies, entitled "The Passionate Cinema," are 3.00. Tickets may be obtained at the door.

Humanist Discusses Dewey's Naturalism

by Roz Marshack

Naturalistic humanism, as originally stated by John Dewey and understood by Dr. Corliss Lamont, is "a philosophy of life that holds out welfare and happiness of all mankind as an ethical goal, using methods of reason, science and democracy." At last Thursday's meeting of the Teachers College Humanist Club, Dr. Lamont discussed John Dewey and Naturalistic Humanism.

Although Mr. Dewey and Dr. Lamont disagree as to the term which describes their common philosophy, the former having called it "naturalism" and the latter "humanism," they are in agreement as to its basic tenants. First, the naturalistic interpretation of the universe rejects all supernatural. Because there is no scientific evidence of a divine providence, they consider the old religious doctrines simply beautiful myths. And they are not even always beautiful.

Second, naturalistic humanism relies on scientific method and reason. Thus the aims of human-

ism concern life in "this-earthly" terms, with this-worldly goals. The logical extension of reliance on science and scientific methods leads to democratic methods. We need civil liberties and freedoms to encourage thought. This has been the reason for the American scientific lag in recent years.

Finally humanism is opposed to all cosmic determinisms. There is an element of chance in the universe and from this follows human freedom of choice. Although there are individual cause and effect relationships there is no one common cause.

Dewey is in no sense a theist and in no sense believes in the old reliance on a divine providence. But in *A Common Faith*, the book which summarizes his views on the subject of naturalistic humanism, he redefines God as "the activity that unifies the ideal with the real." In other words, the overall process involved in realizing human ideals can be called

(See DEWEY, Page 4)



Prof. George P. Elliott

education, who reads for the purpose of pleasure.

"Immature, prejudiced specialists," he stated, "are out of this category." Negatively defining critics, Prof. Elliott said, they are "not aestheticians, not book reviewers" because "real critics are not limited to these things."

During the discussion period he called the good critic "a creative

writer" whose criticism is itself "a form of creative literature, which aims to recreate in the reader the experience of the critic when he read the book."

Positive Influences

He especially indicted other critics for "bulldozing" the readers into agreeing with their opinions. The common reader should (See ELLIOTT, Page 3)

Educator Clarifies Dewey Philosophy

Professor Sidney Hook of New York University addressed the Education Colloquium on John Dewey's philosophy of education last Thursday.

Reacting on the ease with which Dewey's philosophy could be misunderstood, Mr. Hook illustrated three of his principles. Education, he said, is connected to philosophy by means of the values we want to achieve. Dewey believed a metaphysical neutral theory of education was possible, although metaphysical problems regarding the nature of man have not been solved.

Empirical Test

The question, Mr. Hook elaborated, is how to educate a man, and this is testable only by experience. Thus Dewey's answers are not in metaphysical terms, but in everyday language. If we asked why we should teach certain subjects, Mr. Hook continued, Dewey would have replied that "the justification of education . . .

enables a human being, on the basis of present experience, to master future experiences." Through education one increases his potential for becoming a more mature human being.

Democracy in Education

Mr. Hook, discussing Dewey's theory of democracy in education, stated that "an equality of concern for all human beings to develop themselves as persons" was his concern, encouraging leadership and growth. "Everyone," Dewey said, "is entitled to an education from which he may profit," although by this he did intend equality of treatment.

The accusation that Dewey neglected the interests of the bright child is not true, Mr. Hook continued, stating that the amount children can learn in spite of their teachers is amazing. Dewey's emphasis was rather on an individualization of concern for students that would enable each to meet

(See ED. COLLOQ., Page 3)

Barnard Bulletin

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222

Simplifying Registration

What do Barnard girls do when they aren't calculating their average? They arrange their schedules.

The popularity of this activity is obvious from the number of restless students who flood the offices of the deans with program changes, often coming directly from registering to file petitions.

Not everyone changes schedules, of course; some determined students have well-conceived plans of what courses they intend to take during what semester, from which they do not deviate. Others, less decisive, may change virtually their entire program before settling into their classes for the semester. Few students, though, do not find occasion to change at least one course after registration **some**time in their four-year career.

Some of our neighboring schools, presumably confronted with a similar deluge of post-registration changes, have adopted unusual expedients. Harvard, particularly, has a program which might be critically examined as a means of reducing administrative paperwork in processing program changes.

Since student programs remain in a state of flux for a period of time after classes begin, students are not required to file permanent programs until several weeks after the semester registration. The interim may be used for exploration of classes, and students attend as many courses as they wish. Narrowing of the program to the required number of points can be done when the student has personally evaluated the classes and determined which best meet his individual requirements.

It is an open question whether or not Barnard would profit from a similar program. Certainly it is something to be considered. Post-registration changes are accepted, if not encouraged, by the administration. Even under the present system, students are obviously not trapped in classes once their programs have been filed. But such a "leisure system" would have several advantages.

Students would feel freer to sit in on the first few lectures of courses which interested them.

Students could investigate for themselves the accuracy of the notoriously ambiguous and misleading catalogue descriptions.

When filed, programs would be unalterable. The registrar would not be subjected to a double registration — once for classes and again for schedule changes.

Registration procedures would be greatly simplified. Final programs, with permissions, could be dropped into a box, without the seemingly interminable standing on line which seems to characterize present procedure. Regular registration periods could be halved and devoted only to Bursar's receipts, reducing both the personnel involved and the time consumed.

Like all systems, such a procedure could be misused, but certainly the present one is not free from abuses. The final date for program changes was last Friday. Now is the time for a critical evaluation of the most efficient and satisfactory means of program rearranging.

The Floating Cigarette: II

The Grand Council of the Untidy in Annex-land works happily on. What happened to the person who was hired to clean up?

Professor Lucyle Hook Analyzes Education For Women in Turkey

by Joy Felsher

Professor Lucyle Hook, recently returned to Barnard from teaching and administrative positions in Australia and Turkey, feels that her education really began six years ago when (in 1954) she was asked to lecture on American literature and drama for a year at the Women's College of the University of Melbourne.

When she returned to Barnard in the fall of 1955, Professor Hook was asked to become the Dean of the American College for Girls at Istanbul. Professor Hook was interested in investigating the educational opportunities or lack of them, for women, in Istanbul.

Unique Educational Institution

The American College for Women, Professor Hook found, is a unique educational institution in Turkey. Founded in 1873 by Mary Mills Patrick, the College has provided education, training and independence for the women of a country where women were formerly considered second-class citizens. Through the efforts of the American College, and its graduates, the attitudes toward women in Turkey has changed to one of equality and respect. The first Turkish woman to throw off the veil, to speak in public, and to write for the press, was a graduate of the College. This same woman, Halide Edip, also convinced Ataturk that Turkish women should have equal legal rights, which they now possess.

Graduates of the College play important roles in their communities and in Turkey as a nation, as doctors, lawyers, and Assembly members. The College has never lost the prestige it holds in the minds of Turkish people.

Some Courses in Turkish

All the courses at the College are taught in English except Turkish history, literature, language, and one sociology course. Girls may enter the College for its complete course of study, which includes five years of preparatory school, called Orta. Under this program, the first two

of students then take four years of college work.

Many students from the American College for Women and Roberts College, its male counterpart come to the United States to study for their Master's Degrees and Doctorates. They often return to Turkey with American methods of teaching, and establish schools there. English is therefore a very important language in Turkey, ranking second only to Turkish.

During her two-year study at the College, Professor Hook helped strengthen its alumnae association. The alumnae play a very important role, not only in helping to select students for admission, but in getting girls to be interested in education as a means to enhancing the status of Turkey and the Turkish people. Graduates of the College can and do, go back to their own villages and teach other women the fundamental facts of child care. These graduates, with the basic business-knowledge they acquire at the college, play powerful and useful roles in the civic affairs of their communities.

Women Not Allowed to Hold Jobs

After living and working in Turkey for two years, and after attending a conference of the International Council of Women in 1958, Professor Hook learned about countries where women are not allowed to perform jobs which are necessary, and which are part of the lives of American women. There are places where there are

(See WOMEN'S ED., Page 4)



Professor Lucyle Hook

years are devoted principally to a concentrated study of English, thirty hours per week. Girls may also enter after Turkish Orta and take two years of the college's preparatory course. Both groups

Letter

To the Editor:

It seems to me that the editorial of February 8, 1960, was most unfortunate in several ways. Firstly, it made a demand which I feel is in direct opposition to our Honor System at Barnard. I think, that to set up an outsider, a policeman, to enforce rules, completely "gives up" on our system. One could not exist with the other. Furthermore, the writer might have checked with our librarian to see whether this system has, in fact, been effective in other places. They would have found out that, it has not been shown that a guard will insure against the loss or mutilation of books.

Secondly, it seems that **Bulletin's** timing was poor. Complaints, individually and editorially, prompted the formation of a student committee to work on existing problems. To repeat already stated complaints and to make suggestions, completely without consultation with the library staff or the committee, seems to me a grievous error. We do not at times, realize how fortunate we are, in having an administrative staff which allows us to effectively voice our opinions on policy. It would be a shame, if due to irresponsible action, this privilege were lost.

Thirdly, and perhaps most unfortunate, is that **Bulletin** did not check on the facts to back up its assertions.

1. According to a library count made in December, 1959, there are fewer reserve books missing than at the same time last year. Also, for those which are missing, it is certainly not a new phenomenon that they would reappear when the urgent need for them is over. This is a problem which we must accept while trying to remedy. We do not shoot a per-

(See LETTER, Page 4)

About Town

If you happened to glance at this page last Thursday, you might remember seeing a column of the same nature. Being inquisitive and quick to comment, you might be wondering why the minds of this worthy publication wished to write the same variety again in a span of five days. All the answers are here young

heard hereabouts: **Stravinsky's Renard**, based on an old Russian folk tale and described by the composer as "a burlesque tale, sung and acted;" and **Rimsky-Korsakoff's Mozart and Salieri**, based on a Pushkin poem. . . Wednesday at the same place, Arnold Gamson will conduct **Gluck's Orfeo** with Elen Niko-



friends, logically and rationally. Firstly, a lot is going on in New York this time of year. New plays are opening and the critics are either beating them into the ground or are blazing them with praise. Concerts, art exhibitions and other forms of entertainment are pouring into the area. Secondly, classes have just begun and the piles of papers and midterms are not even vaguely on the horizon. So, get out of the Annex, Rikers and the West End and patronize your subways!

Tonight at Town Hall is the New York premiere of Benjamin Britten's **Nocturne for Tenor Voice and Orchestra**, an unbroken sequence of eight songs based on poems by famous English poets, all having to do with some aspect of sleep or dreams. In addition to the Britten work, Thomas Scherman will offer an offbeat operatic double-header, presenting in new English concert versions, two one-act operas of the Russian school that are rarely

laid. Also at Town Hall on Sunday, February 28 will be dramatic readings by **Siobhan McKenna**. . . Friday night at 8:15, The Hunter College Opera Association will present the film version of **Madam Butterfly** at their 69th Street Assembly Hall. . . The Abbey Film Society of Fordham College, in its third annual film festival, is proud to present a series of film classics. Friday night they present **The Eternal Return** (Cocteau, 1943) **World Is Born** (Disney, 1940) and **The Rites of Spring** sequence from **Fantasia** by **Stravinsky**.

On March 4 is **Hollywood-Off-beat: The Chase** (Ripley, 1946), also **Life and Death of a Hollywood Extra**, also **The Opening Sequence of a Moonrise**, and one of the most famous of early American avant-garde classics, **The Tell Tale Heart**, the Edgar Allen Poe short story. Single admission of 95 cents at the door. Subscription for the entire series of 10 offerings is \$4.00 —B.C.

Forum

Segregation Poses Complex Problem

Even though Northern tempers have ceased to be inflamed by the school segregation problems in the South, it is clear that Southern tempers have not yet cooled. Witness last Wednesday's bombing incident in Little Rock.

The difference between us lies in the fact that the Southerners are closer to the events (as they always were) and are, therefore, affected by the every-day consequences of integration as well as by the spectacular outbursts that characterized its inception. In a word, they probably understand the difficulties of the situation better than we do.

Northern Attitude

Perhaps we Northerners can

College Plans Parents' Day Next Week

Parents of freshmen and new transfer students will have an opportunity to observe Barnard College in regular session when they attend classes with their daughters and meet their instructors and friends at the traditional Parents' Day Monday, February 22.

Highlighting the day's events will be a question and answer session for freshmen parents with President McIntosh, Mrs. Helen Bailey, Dean of Studies, and Mrs. Ruth Kivette, Freshman Advisor, from 12:10 to 1 p.m. in Minor Latham Playhouse. A similar session will take place for parents of transfer students with Prof. Henry Boorse, Miss Inez Nelbach and Mrs. Annette Baxter, sophomore advisor, from 1:10 to 2 p.m. in the playhouse.

In an assembly which will be held in the gymnasium from 3:10 to 4 p.m., Mrs. McIntosh will speak on "The Values of A Liberal Arts Education." Ruth Segal '60 student body president, will discuss "The Responsibilities of Self-Governing Students." A physical education demonstration will take place from 2:10 to 2:50 p.m. in the gymnasium. From 4 to 5 p.m. a reception for freshmen and transfer students, their parents, and faculty members will be held in the James Room.

Invitations have been mailed to all parents of freshmen and new transfer students.

Elliott

(Continued from Page 1)

"always preserve his right to say 'I don't like it'"

Illustrating the influence of a good critic, Professor Elliott cited T. S. Eliot as the "great dictator" of modern criticism. "T. S. Eliot created Donne for the modern age," he declared.

Professor Elliott warned against confusing the esoterics, who wish to keep poetry mysterious, or those who write exegeses to explain poetry with real critics. He also condemned the writers who write for the market set up by publishers and as augmented by the best-seller list as a reading standard.

Professor Elliott stressed the idea that poetry and love are interrelated, that poetry is "there for all, in everybody's language shaped with love."

discuss this question more rationally now that we are less inclined to come forth in the defense of the nobility of our moral cause. Events must force us to realize that a people's way of life cannot be changed overnight nor over a period of years by legal fiat, no matter how immoral it may seem. And Southern segregation is an instance of a much more deeply-rooted pattern of behavior than sheer racial prejudice. True, it involves color prejudice but historical and social factors are much more significant.

We accused them of failing to uphold the constitutional right of equality of opportunity for the Negro population. In a sense the accusation was justified, for many of the Negro schools are of inferior quality. However, we must recognize that the very existence of separate schools is an indication that Southerners attempted to adhere to the supreme law of the land without violating the social customs which they considered necessary for an even imperative to social stability.

The Supreme Court order of 1954 robbed them of what they considered to be the only legal means to maintain social stability. They were naturally (if not rationally) driven to illegal expression of their need to uphold their customs in actions such as the passage of pupil placement acts, the closing of schools and ordinary violence. These actions, of course, have had costly and unfavorable consequences for the population as a whole as well as for the Negroes.

The foregoing remarks are not to be construed as an apology for Southern prejudice or for segregation, but merely as a plausible explanation for their reluctance to do away with it. It should be clear that total integration in the Southern schools must necessarily be a gradual process even though strict legality demands immediate action. The enforcement of immediate action in this situation would be comparable in pain and resultant complications to the violent pulling of a diseased tooth with a pair of rusty pliers, without an injection of novocaine.

—B. P. J.

Ed. Colloq.

(Continued from Page 1)

the challenge of his future life. The only reliable method towards this goal is what Dewey called scientific education, often referred to as progressive. This scientific method, neither guesswork nor tradition, is the most reliable because it uses results open to checking and testing.

No "Animal" Learning

Students learn best, Mr. Hook elaborated, when they take active participation seeing the underlying thread of meaning and relating it to something they can see in their own minds. Dewey felt we should learn, not by rote, which he called animal learning, but by relating things. A human being, he felt, is never passive when open to a learning situation. He cited the example of the lively curiosity of young children.

Dewey's philosophy stresses adjustment of society to man, Mr.

Journalism 'Falling Short' Of Obligations, Says Dean

Dean Edward W. Barrett of the Columbia University Graduate School of Journalism declared yesterday that American journalism was generally "falling short" of meeting its obligations in the atomic age, but that "there are bright, even brilliant spots on the horizon."

In a three-year report on journalism and journalism education, Dean Barrett warned: "In the years ahead, the nation will have to make decisions of frightening importance on short notice. It will not always enjoy the former luxury of waiting for its articulate citizens to become informed, for public opinion to jell, and for that opinion to make itself felt in government."

Journalistic Responsibility

"Obviously," the report continued, "an enormous responsibility falls on journalism. Yet, with notable exceptions, journalism is falling short of meeting that responsibility. It is a healthy sign that the true leaders in journalism are in the forefront of those recognizing and deploring these shortcomings."

The report, covering the period from mid-1956 to mid-1959, said that the urgent challenges to journalism also meant intense demands on journalism schools for better educated and more thoroughly trained men and women.

as well as for meaningful experiment and research.

Programs to meet these demands are in effect or in the making at Columbia, the dean reported. The new programs already begun at the School include: improved admissions and recruiting processes, the Basic Issues in the News program supplementing professional training, new advanced training programs for mature journalists, training for selected foreign students, and new ventures in journalism research.

Dean Barrett, formerly editorial director of Newsweek and Assistant Secretary of State for Public Affairs, was named to head the School of Journalism in August, 1956. The School, now forty-six years old, has conducted its entire program on the graduate level since 1936.

U. S. Has Better Press

In the portion of the report surveying printed and broadcast journalism, the dean said that, on balance, the United States had a press better than any other in the world, and a public as well informed as any in the world.

"In too many American cities, however," the report stated, "the only newspaper is mediocre at best; radio news is available chiefly in an endless repetition of five-minute capsules, and television news is often non-existent

at normal evening listening hours."

"The thoughtful citizen who seeks to be reasonably informed must resort to 'extraordinary means to do so,'" Dean Barrett declared.

He added, however, that the level of mass tastes, made improvements difficult for media that had to consider profit-and-loss factors.

"In a typical city," he said, "it is demonstrable that a Debbie-Liz-Eddie Hollywood triangle still sells far more papers than a Berlin or Quemoy crisis. The best television documentary, if substituted for a cowboy melodrama, will reduce the measurable audience for both the immediate and the following time-periods.

"In all media, the public gets too much froth because too few want substance. In turn, the majority does not want substance partly because they are inadequately informed. The circle is vicious.

"The nation owes a debt to those valiant publishers and broadcasters who, at some immediate cost, are striving to break the circle by leading rather than trailing mass tastes."

Bright Spots On Horizon

Happily, said the Columbia dean, there are bright, even brilliant, spots on the horizon.

"Among newspapers, a few trailblazers are showing that responsible, intelligent journalism can also be profitable journalism," Dean Barrett stated.

Most healthy of all, the report continued, is the new generation of journalistic leaders who are calling for rigorous re-examination of old assumptions.

"They are in the vanguard of those deploring superficial and fragmented reporting, hack journalism and the kind of deadpan reporting that doesn't dig beneath the public statement that is patently false," said the report. "While hammering at the barriers that keep legitimate news from the public, they decry mere journalistic parroting of official complacency. They deplore the fact that only paltry sums are spent on meaningful research in journalism. They are calling for modernized personnel policies. If they still avoid criticizing even the shoddiest of individual newspapers, they are not backward about criticizing journalism as a whole.

English Majors Learn Least Painful Lesson



Prof. W. Cabell Greet

"Willy, Willy, Harry, Ste./ Harry, Dick, John, Harry III..." The English Conference began the second semester with this chanting of the sovereigns of England. The audience, with the aid of what Professor W. Cabell Greet termed "an angelic choir," received a history lesson painlessly by translating the mnemonic for the royalty.

"And now George's daughter, (you know who I mean) The second Elizabeth — — —/ God Save the queen" could be heard emanating loudly from the sacred precincts of the College Parlor. In county perusals it was "Alas poor Yorick, go to Warwick" and "A riddle vexes, what's Middlesexes?" and "Go through Kent, when Paris bent" Professor Greet, leading the proceedings, warned the English majors never to use the word "shure" but to substitute "county."

Canterbury was noted as a literary location as was Dover, the home of the Brontes. Pomfret Castle was also mentioned. Maps of England were distributed for home study, compliments of Henry Holt and Company.

ERRATA

The Editors wish to note that both Miss Jane Gonyou '60 and Miss Janet Gertmenian '60 are co-chairmen of this year's Arts Festival. Due to an error only Miss Gertmenian was listed in the February 11 issue of Bulletin.

BY POPULAR DEMAND

FERRIS BOOTH BOARD OF MANAGERS PRESENTS

All Quiet on the Western Front

STARRING

LEW AYERS

TOMORROW

4:30 and 8:30 P.M.
McMillin Theatre

45c and I. D. Card
116th St. and Broadway

Guests Welcome

Bulletin Board

There will be a Philosophy Club meeting on Monday, February 15, at 6:00 P.M. in Room 415 Lehman. The discussion will be on Plato's "Meno." Students should bring their texts.

The collection of Senior dues will begin today. Senior week activities will include a picnic on Saturday, May 28; the Baccalaureate Service, May 29; Senior Prom, May 30; Senior Banquet, May 31; and Commencement, June 1. Every senior must pay dues.

Juniors will entertain faculty guests at the first Junior Class Faculty Tea Thursday, February 18 from 4-6 in the James Room.

Each junior is encouraged not only to sign up for escorting a professor, but to speak to her own professors telling them she will be at the tea," urged Linda Feldman, social chairman of the Junior Class.

Miss Feldman also announced plans for the appearance of an instrumental trio of a cellist, violinist, and pianist at the formal tea.

Bertha Brooks '62, president of the Barnard Glee Club, announced that future plans of the group include appearances at the

Letter

(Continued from Page 2)

son, who is in the process of being cured.

2. "Cutting out" of pages of books is not new with our new library, nor is it a direct result of the open reserve system. It had happened with closed reserve books, and not been detected, since it is not possible to examine each book when it is returned. It is sometimes impossible to tell at what point a book has been mutilated.

3. "Hiding" books doesn't only take place in the reserve room. If one says that this occurs all over, then all libraries should have collections under lock and key only.

Another point to be made here is that the reserve books of a library are not the only part that is important. Perhaps they seem more urgently needed, but the other parts of our library must be evaluated also, and praise and constructive criticism, given where due.

4. The reserve line is a privilege and should be accepted as such. The right of one girl to have a book in mid-afternoon, may be depriving 10 or more others from using the book later. We constantly defend commuters, but what of the one resident who can only come to the library late in the day and finds someone else using the last copy. This could be multiplied many times. This privilege has come under criticism as being unnecessary; we by our constant lack of understanding may cause its abolishment entirely.

Facts and attitudes are both important. **Bulletin** has not verified its "facts." It has taken a destructive, rather than a constructive attitude, in overlooking the existence of a committee which has been set up to help — something which **Bulletin** does not seem to want to do.

Bonnie Lou Slater '60
Chairman, Library Committee
February 10, 1960

Arts Festival and other campuses.

John Parella, of the School of Music at Union Theological Seminary and leader of the Glee Club, confirmed invitations for next year from the Massachusetts Institute of Technology, Duke University and Hamilton College.

In order to match numbers of the vocal groups at these schools and other men's colleges, the Glee Club is opening membership to all who wish to try out. Rehearsals are held at 6:30 p.m. in the College Parlor every Tuesday and Thursday, and new members may try out then. Mr. Parella stated.

He added that "several contemporary composers have expressed interest in writing for the group." The Glee Club may also publish a Barnard Choral Series.

Professor Benjamin N. Nelson, member of the history and sociology departments of State University on Long Island, will discuss "The Dilemmas of Conscience" at today's Seixas-Menorah meeting. Following the talk, the speaker and Professor John Taubes of the religion department will present a dialogue.

Professor Nelson has written and edited books in the fields of history and psychology, and was advisor and general editor of the religion and culture departments for Harper's. He received his M.A. and Ph.D from Columbia and has taught at City College, Hofstra, Brooklyn College, Queens College, the University of Chicago, and Columbia University.

Seixas-Menorah's Tuesday luncheon group will discuss "Do Men Need Laws to be Moral?" at tomorrow's meeting. On Wednesday Rabbi Paul Ritterband will discuss "Personal Sovereignty and Cultural Responsibility."

Drama Group Faces Student Interest Lack

by Roselle Kurland

Lack of interest in the college theatre at Barnard may cause Wigs and Cues, the original theatre group of the school, to drop the production of "Pericles," this year's scheduled spring show.

The problem of apathy was illustrated when only six girls tried out for parts in this term's spring show. Much more participation was exhibited in last semester's production of "Peer Gynt."

Susan Sweetser '60, Wigs and Cues general manager expressed the feeling of the group when she stated, "It is a shame to even have to consider the thought of dropping the spring show. It should be considered a privilege to do a Shakespearean play. With the professional atmosphere surrounding a theatre production, participation should be rewarding as well as interesting."

"Pericles," the scheduled production, will be directed by Michael Kahn, a Columbia student. Helping in the production will be professional actor Jack Adams, who starred in "Peer Gynt."

A meeting of Wigs and Cues will take place tomorrow at noon in the Green Room, to which all people interested in any aspect of a theatre production are invited, and at which all members must be present.

Dewey . . .

(Continued from Page 1)

God, if we wish to continue using the term.

After rejecting the traditional religions, Dewey does not abandon either the terms "religious" or "faith." He calls his philosophy a faith, "a way of life." Life after death, so important in the religious experience of the West, is regarded as illogical by the humanist. He considers "death a corollary of life," death keeps the earth from being cluttered up and is the great friend of the future generations.

The humanist considers happiness and pleasure a by-product of human effort. He believes that this is a good earth and we men can create a good life. This is a yes philosophy; yes, this life is enough, this earth is enough. This nature is enough.

Women's Education Vital To Progress

(Continued from Page 2)

no hospitals, no nurses. These are places women are not doing their jobs because they are not permitted to.

From her experiences in Turkey and her contact with women from all over the world, Professor Hook discovered how much American women do in their communities. Through education, American women have come to be a guiding influence in their families and communities. If nations are to progress, Professor Hook feels that their women must be educated.

Before she went to Turkey and traveled through other countries of the East, Professor Hook knew

about Eastern life and history only from the Western point of view. The general population of the West, she believes, holds this narrow and often incorrect view. If this idea of Oriental civilizations is to be replaced by true insight and understanding, Eastern and Western historians must get together and "re-write" history from an unbiased, all-inclusive point of view. This, Professor Hook feels, is the greatest intellectual project of our times. A true knowledge and understanding of the lives, the culture and the history of Eastern peoples, can best be gained by living with these people in the native countries.

Do You Think for Yourself?

(TAKE A CRACK AT THESE QUESTIONS AND SEE IF YOU CONNECT*)



If you were offered a high-paying summer job as an animal trainer, would you (A) insist on small animals? (B) ask for pay in advance? (C) find out why professionals won't take the job?

A B C



"Time heals all wounds" is a statement (A) denounced by antiseptic manufacturers; (B) as true as "Time wounds all heels"; (C) that means your mind can build its own scar tissue.

A B C



In traffic, when a driver behind you blows his horn, do you (A) go and sock him? (B) wonder what's wrong? (C) hope it'll settle his nerves?

A B C



When a pal bends your ear about why his filter cigarette is best, do you listen most to (A) his chatter about how good it tastes—regardless of how it filters? (B) his remark that the filter must be good because it's new? (C) his comments that both really good filtration and real tobacco taste are important?

A B C

women who think for themselves have studied the facts about filters and have chosen Viceroy . . . the one cigarette with a thinking man's filter and a smoking man's taste.

*If you checked (B) in three out of four of these questions, you don't exactly flunk—but if you checked (C), you think for yourself!



Before you buy your next pack of cigarettes, take a moment to think about what you really want. Most men and

The Man Who Thinks for Himself Knows — ONLY VICEROY HAS A THINKING MAN'S FILTER—A SMOKING MAN'S TASTE!