

# Schwartz Opens Lecture Series

by Marian Pollett

"Contemporary Themes" is the title of this year's series of student lectures which begins this afternoon. Sheila Kushner '61 and her committee: Sue Kossman Margolin '61, Penny Neiderer '61, Andrea Ostum '62, Carla Zeller Mayer '62, Lenore Abramson '61, and Judy Gold '61 are in charge of the series which is the proctors' project for the year.

The purpose behind the series is to give those students having a special knowledge or interest in some contemporary field the opportunity to express their views to others. Themes in the contemporary humanities, arts, and social sciences are to be included in the current series. Last year the lectures centered around twentieth century literature and it was felt that this year's topic should be less confining.

## Two Cultures

In the first student lecture today at 4:00 p.m., Ruth Schwartz, President of the Undergraduate Association, will speak on **Two Cultures and the Scientific Revolution**, written by C. P. Snow. Miss Schwartz will divide her talk into three parts which include a summary of Snow's ideas as presented in his book, the similarities and differences of the two cultures — scientific and humanistic and some of the social implications of the entire problem. Miss Schwartz stated that the gap



Sheila Kushner '61, Student Lecture Series Chairman.

between the two cultures persists today.

This subject is of special interest to Miss Schwartz, a zoology major, and she considers it an extremely important one in contemporary society. The relation of science to the whole society of the twentieth century is just beginning to be considered, and is essential for a complete understanding of the problems in today's world.

# Barnard



# Bulletin

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## Ambassadors Observe Segregation In Action

by Roselle Kurland

"The darkness of the cell makes me know that I can no longer live in the darkness of segregation," writes a Negro student arrested for his role in the sit-in movements, from a jail cell in Atlanta, Georgia. "They sell segregation here. Do not buy here," reads a picket sign.

Ten Barnard students visited leading areas of integration activity as representatives of the Student Exchange Program last week. Mary Villa '63, Annabelle Winograd '62, Barbara Friedman '62, Frankie Stein '63, and Marcia Fentress '62 were guests at Spelman College, Atlanta, Georgia.



Northern Ambassadors: From left to right, standing: Marcia Fentress '62, Vivien Deutsch '62, Janet Gregory '61, Leah Salmansohn '62. Sitting: Jane Dexter '64, Frankie Stein '63, and Bobbi Friedman '62. Not in picture: Mary Villa '63, Annabelle Winograd '62, and Irene Glasberg '63.

## Sociologist Bell Investigates Effect Of Religion On Marx

by Connie Brown

"Religion is the opium of the people — all the rest is exegesis," Professor Daniel Bell, of the Columbia Sociology Department, introduced his discussion of Karl Marx and religion at the last Thursday Noon Meeting.

Following three lines of background influences upon Marx, Professor Bell developed Marx's relation to Judaism, to the movement of Biblical criticism and to Hegelian philosophy.

Though the son of a rabbi, Marx's father had converted nominally to Christianity following the Prussian reactionary response to the defeat of Napoleon. "Napoleon broke down the ghetto walls," Professor Bell explained, and many Jewish families chose

conversion rather than a return to the discriminatory restrictions of King Frederick William III.

"One of the familiar psychological behaviors of those forced to convert is hate — hate for others and self-hate." Dr. Bell related this phenomenon to "anti-Semitic references" in Marx's writings. However, he emphasized that for Marx the Jew symbolized money, "a form of disruption of society," making the Jews symbolic of "the great break-up of the community."

Nineteenth century critical analysis of the Bible "as a book of history not of faith and revelation" showed that religion evolved from the worship of anthropomorphic agricultural gods to the distant spiritual God of Judaism

and early Christianity and finally to the Protestant "abstract God that fitted the abstract goals of the capitalist in society."

From the Hegelian school of philosophy Marx learned of the theory that "the alienation of man is a fundamental process of religion," because, Professor Bell ex-



Professor Daniel Bell

plained, "the best of man is projected outside of the self." The movement urged man to "bring back the spark of divinity."

Marx called this theory too abstract and urged the reuniting of matter and spirit in man through work which should lead to "a wholeness, a reintegration, a community of man."

Dr. Bell defined Hegel's philosophy as "a last great effort to create a parallel to theology, grounded in reason and an attempt to answer every question posed by theology. The Hegelian alienation seized by Marx symbolized a duality of matter and spirit which "in the beginning of consciousness formed a primal unity."

## Professor Discusses Philosopher's Queries

"What was once a tool has turned into the object of study," asserted Professor Jean A. Potter of the philosophy department, discussing the role played by language in philosophy at last Friday's Danforth lecture.

### Language And Its Meaning

Viewing "Philosopher's Questions," Professor Potter described language and its meaning as the main concern of today's philosopher. The primary aim of classical philosophy, according to the speaker, was to "understand and evaluate the world as a whole and man's place in that world." Language was the tool used to do this.

The classical philosopher regarded knowing as "the distinctively human activity" and as the most rewarding human activity. The highest human good was considered to be "really understand-

ing what was basically true about the universe," as well as learning what was true about man.

### Question of Methods

With the advent of science, the philosopher said, "if we investigate nature, we must have a method," and thus, Professor Potter noted, questions of method became primary.

David Hume and Emanuel Kant, philosophers of the eighteenth century were primarily concerned with human knowledge and arrived at the conclusion that "human knowledge is a very active process."

Professor Potter described the transition from concern with "knowing" to the present-day concern with language as a smooth one. Knowing, was defined, as the formation of con-

(See POTTER, Page 4)

man College, Atlanta, Georgia. Lee Salmansohn '62, Jane Dexter '64, Vivien Deutsch '62, Irene Glasberg '63, and Janet Gregory '61 visited Wake Forest College, Winston-Salem, N.C.

Startled to see special taxi-cabs for "Negroes" and "Whites," the delegates to Spelman had the opportunity to witness segregation and sit-in movements first-hand. In Georgia, guards are hired by local business men solely to watch out for "troublesome Negroes," but "in shutting their doors, they hurt themselves," our representatives noted.

Present at one movement, our delegates explained, "We walked in and pretended complete innocence. Everyone was tense. One person on the scene, when asked what was happening was heard to comment, 'Oh the niggers tried to get in again.'"

According to our Spelman visitors, Southerners like to keep the relationship with Negroes a "paternal" one, that is, as long as the Negro remains "in his

place." There exists an intense dislike of Negroes as a group.

The Negroes, according to one delegate, object to being considered first as Negroes and only second as individuals. Through their sit-in and kneel-in movements, the Southern Negroes are fighting for the right to eat at any lunch counter they wish, to pray anywhere they wish, to be accepted as human beings and to be afforded the same amount of dignity as any other person. They are fighting for the right to express their opinion just as the Ku Klux Klan has the right to express its opinion.

As one Negro student explained it, "We've been in jail all our lives. The only difference now is the relative area of confinement." In a Sunday sermon, Martin Luther King Jr. exclaimed, a "vicious conspiracy" of newspapers is trying to suppress the "valiant work" the students are doing.

"The thing that's wonderful (See EXCHANGE, Page 4)

## Committee Revises Summer School Rules

The optional one-day reading period preceding examinations has again been sanctioned at a recent meeting of the Faculty Committee on Instruction. The present system is to continue indefinitely. The Committee also revised and codified regulations concerning summer session work for academic credit.

The revisions are based on a study of summer school grades which revealed that 83 per cent of the 1345½ grades were B or better. They are also based on the

strong impression held by the Committee and by the Dean's office that weak students take work in summer school to better their standing.

The Committee ruled that although a freshman will ordinarily expect to spend four years completing the work for the Barnard degree, credit may be earned in summer under the following conditions:

1) The entire summer school program must be approved in (See SUMMER SCHOOL, Page 3)

## Barnard Bulletin

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## Cleaning House

Theatre at Barnard still survives despite low funds, low membership, and low morale.

Student Council's allotment to Wigs and Cues is adequate. Nevertheless, it showed a deficit this year. The expense of hiring non-student participants accounts, in part, for the deficit.

Freshmen are restricted from joining Wigs and Cues under the present rules. Without underclassmen trained in the production, business, and publicity aspects of the theatre, the actors have a double burden.

Wigs and Cues is one of the campus groups that has suffered most from student apathy. Theatre cannot exist without a public to support it.

We are pleased to note that steps are being taken to rehabilitate theatre on campus. A member of the English department has been appointed faculty advisor to the group. Efforts are being made to allow freshmen to serve as apprentices during their second semester.

New ideas and new blood will give Wigs and Cues new life, but more must be done. If the only dramatic group on the Barnard campus is to rejuvenate itself, it must begin by attending to household business. Wigs and Cues must examine its purpose and structure before it undertakes larger problems.

The purpose of a theatre group on a campus is not just to serve as a training ground for actors and actresses. It must offer opportunities for experience in all phases of the theatre. Novices should be required to know all the workings of production before graduating to a part in a play. There will be no need to hire stage managers, set builders, and directors when Wigs and Cues trains its members to fulfill these functions.

It is essential that the administrative structure of Wigs and Cues be reviewed and reorganized. The duties of officers are not clearly defined under the present system. A hierarchical structure, providing for promotions and specifying the qualifications for office, does not exist. There is no officer whose sole job it is to apportion the budget. Obtaining the rights to plays is the office of anyone who will take the trouble to do it.

Household business must be attended to before Wigs and Cues can function properly and smoothly. The members of the cast cannot meet their responsibilities if burdened by business matters. Neither can these matters be quickly and efficiently disposed of if they are the concern of the entire company rather than the job of an individual or committee.

A theatre group is necessary and valuable to a campus. Wigs and Cues has already made steps in the right direction to justify its continued existence. It is hoped that at today's meeting, Wigs and Cues will consider household business as well as theatrical problems.

With a clearly defined purpose and structure, Wigs and Cues can approach the administration and the student body with its problems of membership and morale. With a clean house, it will do more than just survive.

# Chickens, Fruit Trees, Persian Fill Immigrant Israeli Village

by Susan Gitelson

A rural society, with its early-to-bed and early-to-rise schedule, its silent countryside, and its small wooden houses set in yards filled with fruit trees and with pecking chickens, is a far cry from the urban community at Barnard. How much stranger the place is when the villagers' mother tongue is Persian! I was in such a situation last year when I spent a month in a village among Persians who had settled in Israel. Fortunately we could understand each other's Hebrew. I was one of twenty Americans who had been sent in groups of two's or three's to observe immigrant village life and to lead youth activities in a complex of villages and towns in the Negev.

### Girls Make Friends

Two other Barnard girls, Ribbie Soifer and Rena Blumenfeld lived nearby. We needed the solace of friends from home because, in general, we were isolated and lonely. During our adventuresome moments, we began to make friends among the vil-

lagers themselves. We were helped in this because, as outsiders, we were curiosities. The villagers were observing us as much as we observed them.

Our first contact was with the family that fed us. It was also possible for us to go out with the



Susan Gitelson in cafe near Persian village.

village nurse or with the social worker to visit families during the day. We spent a lot of time with the village secretary, who was one of the few literate villagers and also one of the wealthier farmers. (He could afford a half-ownership of a hauling truck.)

Above all, the best place to hear news or to make friends was at the grocery store (the counterpart of the American country store). And news was plentiful among the sixty families in the village, since most of the inhabitants were related to each other in one way or another. Such an extended family meant that

everyone in the village had to be included in the major celebrations, such as engagements and marriages. Neighbors and guests came by foot or by donkey cart and brought even the smallest babies.

Usually, however, the men spend the day in the fields and the women take care of their homes, their children and the chickens. Most of the children go to the district school until they are fourteen, when they join their parents at their respective tasks. Provision is made for talented children to continue their studies in the cities. This gives them a chance to become acquainted with the world outside their own village. All the youth can also do this during their two-and-a-half years compulsory army service. It must be borne in mind, however, that contact with the outside world can lead to serious problems of readjustment when the youngsters return to the village.

### Immigrant Problems

These Persian immigrants to Israel have to contend with agricultural problems at the same time that they are trying to adjust to new social conditions and customs. They are hampered by illiteracy and their tendency to remain within the group they emigrated with.

The government has been helping them with houses, fields, and schools. It also provides educators and professional advisers. Nonetheless, the village must work toward economic self-sufficiency and toward a time when teachers and experts will come from among the inhabitants themselves who have received their training outside the village.

## Old Oedipus Legend Is New "Tiger Rag"

by Mada Levine and Janet Kirschenbaum

Using a vaudeville stage as the twentieth-century answer to the Greek amphitheater, Seyril Schochen's play at the "Cherry Lane," *The Tiger Rag: A Musical Chronicle*, portrays a modern-day version of the Oedipus legend in all its symbolic glory. It was not, however, until near the end of the second act that the story of the steel empire of the House of Cadman became recognizable as the tale of the royal empire of the House of Cadmus.

Although each character was identified with his Sophoclean counterpart through an effective, not-too-subtle use of similar-sounding names, several of the major roles were not convincingly played so as to draw a sharp comparison between the two works. Patricia Roe's portrayal of Casey (Jocasta) McGilly was something less than distinguished. She failed to convey a sincerity of character or emotion which would have added clarity to the overall impression.

Happily, Miss Roe's rather weak performance was offset by the refined but definite Gleason-like humorisms of Logan Ramsey in the role of Crease, Brother Luck (Creon). One other excellent performance was given by Nancy Andrews acting the triple role of Mother Cadman, Madame Spig-Eye (Sphinx), and the Irish washerwoman; the first two in a true red-hot mamma style, and the third with the typical dum-da-

dum-dum rhythms of gloomy melodrama.

The appearance of Carlton Colyer as Oedipus, that is, the Salvation Kid, was adequate, if bland, and Brennan Moore as Lewis (Laius) Cadman paralleled Miss Roe, but a little bit better.

It is difficult to conceive of this tragedy being set to the musical style of the twenties, thirties and forties, and the author must be given credit for even essaying so unlikely a transformation. On the whole, her lyrics revealed the mood more strongly than did her dialogue. This last was written on the order of a Greek tragedy, complete with chorus and scattered attempts at rhymed couplets.

The number of sets, unusual for off-Broadway, deserve a word of commendation, as do the colorful costumes. The inclusion of all the original devices of blindness, lameness, and general mysterious fate which in this case ended on a hopeful note, testify to the effort put into this production.

### Preview

Dr. Samuel L. Terrien, Professor of Old Testament, Union Theological Seminary, will discuss "Job: A Poem on the Irony of Faith" at the Thursday Noon Meeting this week. Dr. Terrien has published books in his field, including *Job, The Poet of Existence*.

## Sonata Recital

by Lynne Tolk

Ira Lieberman, violinist, and Kenneth Cooper, pianist, performed Thursday evening for the University Series. The program was the third in the Series which is sponsored by the General Studies Student Association this season.

### Smooth Presentation

The recital began with *Sonata in G* by Mozart. Mr. Lieberman's presentation of this was very good and the harpsichord accompaniment by Mr. Cooper was quite lively. The *Sonata in A minor* by Beethoven seemed to flow more smoothly, the piano giving a different texture than the harpsichord.

Mr. Cooper performed a solo of *Sonata in B flat for Piano* by Mozart that captured the audience and was very successfully presented. The program ended with Schubert's *Sonata in A*.

### Audience Small

The main problem of the program was the size of the audience. It was a ridiculously small turnout for a performance of such quality. I don't know whether this was because of a lack of interest or lack of advertising, but these performances provide excellent and worthwhile opportunities for hearing good music of which the university community should take advantage.

### Background of Performers

Mr. Lieberman, who is a candidate for the M.A. in musicology at Columbia, studied with Rachmael Weinstock at the Manhattan School of Music and is now with Nicolene Mix at the Chatham Square Music School.

Mr. Cooper, who plays both piano and harpsichord, is presently studying with Sylvia Marlowe. He plays music of all periods, specializing in eighteenth century compositions.

The purpose behind the organization of The University Series by the General Studies Student Association is to stimulate interest in the performances of students at Columbia, giving these students professional experience through solo and ensemble recitals.



# Kilpatrick States Education's Goals Kouwenhoven Poses Question Of Translation As Art Form

by Loraine Botkin

"The effort to find the best possible answer for those who wonder what to think and what to do," is the meaning of the term philosophizing according to Professor William Heard Kilpatrick, Professor Emeritus of Education at Teacher's College. Speaking before the Education Colloquium last Thursday on the "Philosophy of Education," Dr. Kilpatrick stated that education must do its best to help each young person to grow into the best possible person.

### Three Principle Aims

The eminent educator went on to discuss what he felt to be the three principle aims of education. The ultimate aim is two-fold, he stated. Education must help to "develop in each person the means for making the best defensible good life he can for himself, and to support, promote, and improve, as much as possible, the civilization in which he lives."

The second aim is, Dr. Kilpatrick declared, "to help each student develop to the fullest extent those personal traits which will then help him to lead a good life and promote civilization."

The third and most immediate aim of education is "to use an educational process to develop traits which will inspire the stu-

dent to devote himself to leading a good life." The good teacher has all of these aims in mind at the same time and uses the immediate and intermediate aims to arrive at the ultimate goal of a good life. Dr. Kilpatrick defined the good life as "the life good to live and good for living purposes."

### Teaching Methods

Two considerations are necessary to the teaching-learning process. "Each proposed and specific instance," stated Professor Kilpatrick, "must result in building a trait of character necessary to support the good life." He continued by affirming that "the process of teaching itself must be scientifically defensible. Otherwise, the teacher has no right to teach."

Professor Kilpatrick stated that building new ideas into character so that the person will behave and feel in accordance with these ideas in later life, is the proper way of learning. The speaker urged that the belief in a healthy mind and body, a high moral sense, and a striving for high aims be instilled in students. These ideas can be formed in accordance with the student's interests, Professor Kilpatrick concluded.

by Naomi Weintraub

The evils and benefits of translating foreign works was the subject of an address by Professor John A. Kouwenhoven at the English Conference in the College Parlor last Thursday. Professor Kouwenhoven, who is currently on sabbatical leave, is a member of the Barnard English department.

Professor Kouwenhoven began by pointing out the differences between the original work and the translation. He noted that the French enjoy the poetry of Poe better than many English readers do because the French reader is not subjected to the grossness of English dactylic verse.

In pointing out the large number of translations of foreign works available today, Professor Kouwenhoven noted that the majority of young people form literary tastes from translations. Students buy a translation and think they are reading Sartre, Kafka, Proust or Dostoevsky. Few students are able to read any foreign works in the original and many cannot read a foreign book without the use of a dictionary. "Contemporary Americans," he said "are linguistically illiterate."

Not only among readers, but among scholars and publishers, the differences in quality between the original and the translation

are ignored. Many books fail to indicate either on the title page, introduction, or supplementary material that they are translations.

The problems of translation are illustrated by the difficulty of translating poetry. Professor Kouwenhoven noted the difficulty of translating English words, even into other English words. The meaning of the words may be superficially the same, but the

### Summer School...

(Continued from Page 1)

advance, first by the class adviser (freshmen and sophomores), or major adviser (juniors and seniors); and secondly, by the chairman of the Barnard department concerned. A description of the course must be presented to all persons whose permission is required.

2) Normally, not more than two courses per summer may be taken.

3) Students with a cumulative average of less than 2.5 will not receive permission to take summer work for credit. However, any student not on probation may take a course for credit which she failed at Barnard.

4) Only work graded B- or better will be credited toward the Barnard degree.

5) Summer school grades will not be counted in the Barnard average.

Present regulations are difficult to enforce because students often change plans that have been approved, and then ask for validation after the event. Moreover, the instructor who gives approval for a course at present, has no way of knowing the whole program the student proposes to take; this fact results in programs that are badly balanced.

The regulations regarding program changes were modified so that beginning with September, 1961, no student will be permitted after the Friday of the second full week of classes in each term 1) to add a course or point to her program; or 2) to drop a course or point except at the written request of her instructor, or on the written advice of the College Physician, countersigned by the Dean of Studies. The present method of holding the deficiency examination period on a twice-a-year basis, in March and September, is to be continued.

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effect or emotion they produce will differ.

Professor Kouwenhoven admitted the existence of "great translations" like Thomas North's rendition of Plutarch's Lives. "But these" he said "are great because they have come to have a value of their own. The men who wrote them were determined to produce a work of art."

Although students should not forgo reading translations, Professor Kouwenhoven noted that they should be constantly aware that they are reading someone's English version of a work that in its original language contained certain untranslatable qualities.

## Columbia Schedules Recitations

by Marian Pollett

Poetry should be heard, not merely read and studied in the classroom; it is a way for people to communicate. Such is the consensus of members of Columbia's English Department who are sponsoring a series of Noon Readings in poetry as well as prose.

Within the coming weeks Professors Andrew Chiappe, Joseph A. Mazzeo, John E. Unterecker, and Jerome H. Buckley will read from the works of Yeats, Dante, Hart Crane, and Byron.

### Informal Atmosphere

Barnard students are invited to attend these readings given by Columbia professors who will present German and Italian works in the original as well as translation. An informal atmosphere, as distinguished from that of the classroom, is expected to add to the pleasure of the listeners. Each reading will last approximately thirty-five minutes.

To let people who understand and appreciate various writings read them for the author, is an important purpose of the series. Mr. Kenneth Koch and Mr. John N. Morris will present their own poems and read from the works of contemporary authors at one of the March meetings. It is hoped that listeners will also become acquainted with important poets of other nations who are largely unknown in the United States, such as Germany's Gottfried Benn.

## Novak Illustrates Relationship Between The Arts And History

by Joan Schulman

An art historian is one who studies art as it illuminates history and is itself illuminated by it. In her lecture last Thursday Dr. Barbara Novak of the Barnard Fine Arts Department, defined history as that present which, when unfolding, is recorded as the past, and art as the embodiment of this unfolding.

The artist, according to Dauder, must be of his own time, but he must also transcend time and proceed to the universal. Dr. Novak pointed out the dual nature of art: its emergence from time and its essential bonds to the historic past.

### Historical Movement

Punctuating her talk with slides, the speaker discussed certain artists whom she described as "overly conscious of a historic past." Sir Joshua Reynolds, and followers, Benjamin West and Samuel Morse were notorious among these. According to Dr. Novak, Reynolds was the leader of a tradition which believed that art should take the mind out

of the "ignorant present" and lead it into noble antiquity. The sect considered historical painting the only worthwhile field of art. This outlook said the speaker, limited the artist to simply imaginatively putting together that which he gathered from past masters.

A radical departure from accepted standards came when West painted the figures of Wolfe's Surrender in accurate historical dress instead of in togas as Reynolds would have it.

### American Radicals

Men such as Thomas Cole and

several American artists, feeling the lack of a historic past, became interested in the past not as history but as the passage of time, Dr. Novak stated. In their works simple objects took on symbolic significance when imbued with a sense of the nostalgia and mystery of the oft-unreadable past.

The speaker brought her talk somewhat up to date with a discussion of Picasso's Guernica in which, Dr. Novak believes, the dual nature of art is happily realized: the timeliness and the universality. Although this work commemorates an incident during the war in Spain in 1927, an observer ignorant of this knowledge would nevertheless be impressed with the horror of war.

Dr. Novak concluded that since Picasso was able to sum up all the innovations of twentieth century art, science and philosophy, he has produced a great work in keeping with the criterion that art ought to express its time and yet simultaneously transcend it.

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## Exchange...

(Continued from Page 1)

about Spelman," one delegate asserted is the "common bond" which the students feel as a result of their fight for integration.

Stressing the importance of building the morale of the Negro involved in the long battle for integration, our representatives stressed the fact that the Northerners should take a strong stand, demonstrating in every way they can their compassion and sympathy for the "Negro fighters."

Mary Villa '63 noted that living in the North, an individual gets a one-sided picture of the situation. As a result of "my trip down South, I received a much better understanding of conditions there."

"A tremendously new appreciation of New York" was one result of the visit to Wake Forest College. Our delegates were impressed by the "personal relationship" which exists in the South between student and faculty and between employee and employer.

While our students were at Wake Forest, the faculty of the college voted overwhelmingly in favor of integration. A measure advocating integration will be presented to the school's Board of Trustees on April 28.

Although the Wake Forest student government and student newspaper have come out in favor of integration, a vote of the student body last year supported segregation. 742 students voted in favor of "never integrating," 322 voted for integration in the relatively near future, and 282 supported integration in the immediate future.

Pro-segregationalist arguments which the delegates heard include fear of intermarriage, and fear of a lower level of education for

## Term Drive Crusade Aids Morningside

Term Drive was granted official recognition at last Wednesday's Representative Assembly. The Drive this year will be devoted to helping some charitable association within the Morningside complex of community organizations. Supporting the Morningside community was chosen as a goal for the Drive over suggestions for aid to the Negro Scholarship Service Fund and to the World Student Service Organization.

The Drive was not held last year, although it is considered an annual event. Cynthia Cherner '63, chairman of the Drive, cited this as a difficulty in setting up the organization of this year's event. In addition, the Faculty Committee on Student Activities felt that the Term Drive was not worth the effort and the time expended. Debate in the Assembly, however, supported the only fund raising campaign for charity on this campus.

Miss Cherner cited two benefits derived from devoting the Drive to the Morningside Community. Localizing the project involves little or no administrative costs. Another aspect, voiced in the Assembly, was based on indefinite precedent — that hitherto the Drive had concerned itself only with this goal. It was suggested that this be definitely incorporated in a stated yearly aim and policy of the Drive. Miss Cherner hopes that the fund raising campaign will be well underway some time early in April.

whites as a result of integration. Many Negroes oppose integration because it will result in a loss of status for them and because competition would be made more difficult.

Our representatives were surprised to note that these arguments in favor of segregation were "practical to some extent." They were also startled to note that a great part of the student body at Wake Forest were open to change and accept the inevitability of integration. They discovered that integration is not "an over-night process."

Our students discovered that fear of the Negro results primarily from lack of contact with Negroes, or from limited contact with only low-class Negroes.

Janet Gregory '61 noted that "the exchange program refuted my conception of the South as segregationist, shuffling, slow speaking, lazy and unconcerned." She noted that the exchange program "proves that student exchanges, to be effective, need not be limited to an international exchange plan."

In a letter of "good-bye" to our exchange students, one Wake Forest girl wrote, "We hope that the South has been good for you, because y'all have been good for us! We've really enjoyed every minute."

## Potter Views Knowledge...

(Continued from Page 1)

cepts, while language, she explained, is the expression of these concepts.

The "new" philosophers felt that the only thing we can do is study what is before us, that is study human behavior as expressed in language.

The philosophers of the Vienna circle, in 1922 defined what was to be acceptable as meaningful discourse as that which can be considered as true or false. A statement is considered meaningless if no experience is relevant to its truth or falsity. The positivists, according to Professor Pot-

ter, tried to expel all metaphysics from philosophy.

The speaker declared that the linguistic philosophers do not ask for the use of things, but are concerned rather with the meaning of things.

## Job-Hunting Made Easy

As a part of its program on job-hunting techniques, the Placement Office is sponsoring a meeting tomorrow, February 21, in room 304 Barnard. Miss Mary Sable, Personnel Director of Ohrbach's and Mrs. Eleanor Fried, Chairman of the Alumni Advisory Vocational Committee and Director of Placement at the Fashion Institute of Technology, will conduct a mock interview and discuss the techniques involved in getting a job.

The Placement Office is also planning a field trip to Cunningham and Walsh, a New York City advertising agency, on March 15. The entire program of informing students about jobs and how to get them, is under the direction of Mrs. Ethel S. Paley, Director of the Placement Office at Barnard and Sue Tikin '62, chairman of the Student Vocational Committee.



Jean A. Potter, Assistant Professor in Philosophy.

## Bulletin Board

The Columbia Sane Nuclear Policy Committee will hold a meeting tonight at 8:30 in 717 Hamilton.

There will be a Seixas-Menorah luncheon discussion group on Contemporary Jewish Problems on Tuesday, February 21 in the Dodge Room of Earl Hall. The guest speaker will be Dr. Isaac Berkson, philosopher and educator.

The recently formed Columbia-Barnard Jazz Club will hold its opening meeting at 4 p.m. on Wednesday, February 22, in 516 Hamilton. The Club plans to hold record listening sessions, occasional talks by jazz musicians and critics and concerts. If sufficient interest in the group is aroused it has been promised use of the Ferris Booth Hall record-listening facilities.

The Barnard-Columbia Democratic Club will hold a meeting this Wednesday, February 22, at 4 p.m. in 717 Hamilton to debate a resolution by the club to take a stand against the present leadership of the Democratic Party in the city by Carmine De Sapio.

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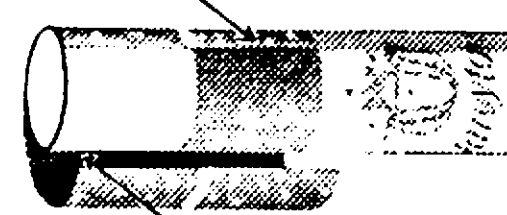
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