

# The College News

VOL. II, NO. 8

ARDMORE and BRYN MAWR, PA., WEDNESDAY, NOVEMBER 17, 1954

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## Alliance Conference Features Ulam, Inkeles, and Cressey; 'Communist Powers in Cold War' Discussed by Speakers

### Ulam Finds Yugoslavia Anti-East And Anti-West

November 10, Goodhart, 8:30 p. m. "Yugoslavia's Position in Today's World", was explained by Adam Ulam, Professor of Government at Harvard University.

Yugoslavia is still hopeful that her example of rupture with the USSR in 1948 will be followed by other satellites, Mr. Ulam commented, "Thus Yugoslavia is not important as a military . . . or as an economic power . . . Instead, she is important for her ideological overtones."

#### Still Socialists

After the break, the Yugoslavs continued to be fanatical Communists, distrustful of the West. Mr. Ulam noted, "They were still convinced that the key to economics lay in the over-simplified and vulgarized picture that socialism presents. . . . They pursued radical, socialistic policies." When the Communists assumed power in Asia during this period, Tito and his advisers thought China would follow Yugoslavia's pattern and disavow Russia. Only the Korean War destroyed the illusion of a "burgeoning Titoism in Asia."

Russia is now making overtures to Yugoslavia, but Mr. Ulam believes that Yugoslavia will not wish to return to a subordinate position. Moreover, Yugoslavia is now a potential enemy of Russia.

"Russia knows that Yugoslavia is her one political failure, the one instance where Russia lost territory; and besides, the United States had nothing to do with the rupture and cannot be blamed for it."

The Yugoslavians were fanatical  
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### Soviet Social System Discussed By Inkeles

November 11, Goodhart, 12:30 p. m. Second speech of the Alliance Conference on "Communist Powers in the Cold War".

A highly stratified social system, an extremely centralized economy and an elite, all-powerful political party were among the "Main Features of the Soviet Social System" as described by Alex Inkeles.

Dr. Inkeles is Professor of Sociology at Harvard University. He is also Director of Research for the project on the Soviet Social System, conducted by the Russian Research Center at Harvard.

Dr. Inkeles gave a picture of the Soviet Union from within. This was constructed from information received through interviews with former Soviet citizens, obtained from his work at the Russian Research Center.

#### Opportunities Greater

That the Communist principle of social equality is not present in Russia was evidenced by the fact that professional and semi-professional people living in the cities had far greater chances for advancement, socially and economically, than workers and peasants. They spent more on their children, had greater opportunities for higher education, felt that their family unit was strengthened under the pressures of war and had a much greater sense of reward from their jobs.

These former USSR citizens from all walks of life were, in general, quite willing to accept the restrictions the USSR placed upon their freedom. They liked the program of social welfare and the  
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### Cressey Hopes for Break Between Russia, Red China

November 11, Goodhart, 8:30 p. m. "China is going to remain Chinese," said Dr. George Cressey, Professor of Geography at Syracuse University, who discussed "Changing China."

He believes that the Chinese have become so conscious of their place in the world that they will never consent to be a satellite.

A wedge between Moscow and Peking may be possible now that Stalin is dead, for before that, Red China looked to the Soviet Union for support and guidance. Now that he is no longer alive, Mao Tse Tung considers himself the world's leading interpreter of communism, and sees no reason to depend on Malenkov.

China still looks to the Soviet Union for economic support, but this may prove to be a weak spot, for the Peking government has put under way an extremely ambitious five-year plan on the Russian pattern which will cost two or three  
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### CALENDAR

#### Wednesday, November 17

8:30 p. m.—Robert Speaight will read from English dramatic poets including T. S. Eliot and Shakespeare as Sheble Lecturer. Goodhart.

#### Thursday, November 18

8:30 p. m.—"Four European Characters" (Hamlet, Don Quixote, Faust, and Don Juan) will be the theme of Salvador de Madariaga. Deanery.

8:30 p. m.—Archaeology Lecture in the Art Lecture Room.

#### Sunday, November 21

7:30 p. m.—Dean Louis Hirshon will discuss "Frank Brisco's Eyes" in chapel. Music room.

#### Monday, November 22

4:30 p. m.—William G. Pollard will speak to the Science Journal Club. Dalton.

8:15 p. m.—"Things and Persons" will be Mr. Pollard's lecture topic. Goodhart.

#### Tuesday, November 23

8:30 p. m.—Frederica deLaguna will describe her "Ethnological Field Work among the Indians of Alaska," sponsored by Sigma Xi. Park.

#### Monday, November 29

9:00 a. m.—Classes resume.

7:15 p. m.—Miss McBride will describe "The Crisis in Education" at Current Events. Common Room.

8:15 p. m.—Philosophy Club talk on "Existentialism."

#### Tuesday, November 30

8:30 p. m.—The Science Club will sponsor a lecture by Mr. Beracewitch, a mathematician. Dalton.

#### Monday, December 1

8:15 p. m.—Louis Fieser, former Bryn Mawr Chem. professor, will speak at Park.

#### Tuesday, December 2

8:30 p. m.—Poet Louis MacNiece and his wife will give a combined program in Goodhart.



ROBERT FROST

### Robert Frost Expresses Own Philosophy Through Informal Readings Of His Poetry

Robert Frost expressed his ideas through poems of "sense and nonsense" in Goodhart Auditorium Saturday night. The Nobel prize-winning poet was sponsored by the Friends of the Library.

Mr. Frost has been called the New England poet, but the subjects he discussed on Saturday night extended much beyond the thoughts of one section of the country.

Unlike most of us, Mr. Frost knew what he was thinking at any time in his career because he has it "all written down."

Thirty-five years ago Mr. Frost taught at Bryn Mawr for two years. He was secured by M. Carey Thomas to guide a club of embryo poets. He therefore started by telling the audience of his reactions to students and ideas he met on college campuses at that time.

Ideas at Bryn Mawr were "radical then". It was the poet's greatest disillusionment to discover that "Radicals were the same from Maine to California, just like the conservatives". It was then that

he "stopped cheering and started jeering".

A Case for Jefferson and the Lost Followers were two poems he wrote affectionately mocking the youth of that day. He describes one, "Harrison", rather completely.

"He's Freudian Viennese by night, By day he's Marxian Muscovite, It isn't because he's a Russian Jew, He's puritanical Yankee through and through".

In the last lines of that poem he gives his main criticism. "With him the love of country means, blowing it all to smithereens and having it all made over again".

In the Lost Follower, talking of two young poets who were deflected to another path, he gives his ideas on the thing for which they and we are striving. "The millennium to which you tend in longing is not at progress end . . . but right beside you book-like on a shelf, or even better Godlike in yourself."

In his own college days Mr. Frost was often teased about being alone  
Continued on Page 5, Col. 3

### Frost Disavows Title Of 'Literary Man'; Life Includes Cobbling, Plowing, BMC

By Ann Harris, '56

When I told Robert Frost that it would be difficult to do him justice in an interview, he said, "Well, do the best you can, the angels can do no more." The eighty year old poet, still young with New England spirit and wit, was being besieged in the new Rare Book Room by admiring fans, photographers, and two reporters, one professional and one not (namely, me). Yet he took all in stride, and as he autographed his books for people, he remarked philosophically, "I'm just doin' my duty."

Speaking of his younger days and of his diverse occupations throughout life, he mentioned newspaper work, farming and teaching. Although a reporter and an editor, he felt unsuited to the newspaper world, for he was inadequately "citified," and wasn't

"full of politics." Once a colleague even suggested, "You should get around saloons more."

While Mr. Frost is a farmer in spirit, he feels morally obliged to dispel the popular notion that his entire life has been spent behind a plow. Only for about ten years did he farm seriously, and even though he claims he "made a bad living at it," he is quite proud that he wasn't just a "gentleman" farmer.

The professional interviewer asked Mr. Frost about his experience as a cobbler. Amused by this particular reference to his personal history, he clarified the point. When a lad of twelve, he had spent the summer pounding nails into shoes, a very routine job. "Yes," he reminisced, "I had a mouthful of nails all summer." Later in life, in answer to that inevitable ques-

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### Counterpoint Plans Changes This Year

By Jessica Dragonette, '55

This year the editorial board of Counterpoint has decided on a new policy. The first issue, which may be expected early in December, will be a more comprehensive anthology of prose and poetry written on campus; the magazine will be mimeographed, and the price will be considerably lower.

This experiment is being conducted with several aims in mind. We feel that Counterpoint should be a more representative publication; a larger selection of pieces will enable readers to have a clearer notion of what writing is being done on campus. There will be less attempt to make the review a "finished" magazine; instead, we hope that it will come to be an outlet for experimental ideas, a closer approximation to the workshop which Mr. Berthoff, among others, has felt Counterpoint ought to be.

In addition to these goals, we have the somewhat less lofty ambition of making Counterpoint financially self-supporting. By changing the format and printing, we  
Continued on Page 2, Col. 2

### Louis MacNeice and Wife to Give Recital

The second Class of 1902 lecture this year will be a performance by Louis MacNeice and his wife, Hedli Anderson on December 2. The program will be a combination of song and verse reading.

#### At Sarah Lawrence

Mr. MacNeice, one of England's most important contemporary poets, has done writing for films and BBC. He has published his first children's book recently. Currently, Mr. MacNeice is a guest lecturer at Sarah Lawrence.

#### A Centaur

Mrs. MacNeice, professionally known as Hedli Anderson, is a singer of great versatility. She has done contemporary work and medieval and Victorian ballads, as well as cabaret singing. Many contemporary composers have done songs especially for her, using texts of today's finest English poets.

Marianne Moore, well known to Bryn Mawr, describes their combined performance as "a centaur not to be missed".



## THE COLLEGE NEWS

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## Alliance Conference

Perhaps in response to campus opinion against "big-name" speakers who in the past have graced the college with imposing aspect and unimposing content, the Alliance countered with an informative conference this past week. The three speakers who dealt with "Communist Powers in the Cold War" seem to have been chosen according to special qualifications.

We feel that the "conference idea" is excellent; the topic was a natural choice. The fine integration of the three speeches was partly due to Ann Mazick's conscientious attempt to give each speaker advance information on what the other two had said.

There was a good balance among the three lectures. Russia, the central Communist power, was discussed from a social point of view and was in a sense contrasted with the values of the West. China and Yugoslavia, the "derivative" Communist powers, were treated more conventionally.

A most interesting parallel between Yugoslavia and China could be inferred. Yugoslavia did break with Russia, Mr. Ulam reminded us; Mr. Cressey noted that our hopes and efforts should be directed towards driving a similar wedge between China and Russia.

Mr. Ulam's speech on "Yugoslavia's Position in Today's World" stressed the country's suspension between East and West, her hatred of capitalism, and her ignorance of democracy. The content of his speech was both forthright and factual and was enhanced by Mr. Ulam's biting wit and lively figures of speech.

Mr. Cressey, who spoke on "Changing China", felt that the U.S. will have to recognize the Peking government, not because we approve of it, but because it seems to be permanent.

We felt that the simplicity of Mr. Cressey's delivery was informative and not, as some have suggested, an insult to our intelligence. However, he did seem a bit preoccupied with a desire to reiterate his disapproval of China's present government. A major criticism is that many of the slides which accompanied the lecture were repetitious outline maps or photographs which were interesting but not particularly pertinent.

Mr. Inkeles' talk on "Main Features of the Soviet Social System" was the most thought-provoking and controversial of the Conference. He proposed to give a dual picture of the system, from without and from within, and he noted that these pictures would be "in some ways congruent and in some divergent".

His use of the data from the Harvard Research Center was interesting but often very confusing, since the findings often seemed inconclusive. The two pictures described by Mr. Inkeles were always novel and often very informative, yet they were at times rather "unrelatedly" different.

## Letters to the Editor

## Russian Literature Not "Fundamental" Says Linn

To the Editors of the NEWS:

There are at least two reasons why Russian Literature in Translation does not fulfill the Literature Requirement. These were, apparently, overlooked in the discussion of the curriculum reported in the NEWS last week.

1) Reading in translation blurs or buries important matters of style and language. The Literature Requirement demands some study of these, and for most students this is best done (or can only be done) in their own language. This limitation applies especially to poetry.

2) Certain courses, in the Classics for example, fulfill the requirement on a somewhat different basis. They deal with fundamental sources of our literature, of Western culture. So Greek Literature in Translation is included, and the Literary History of the Bible. But Russian Literature cannot stand in this group.

I am very glad that students want the opportunity to study Russian Literature. But, objectively, I must say that the course does not fulfill the plan of the Literature Requirement.

May I add that I am writing for myself, not for either the Russian Department or the English, and writing merely to clarify the plan, which may not be "standardized" but certainly is not so inconsistent as it must sometimes appear.

Bettina Linn

November 15, 1954.

## Stapleton States Position Regarding Opinions Of Department

November 15, 1954.

To the Editor of the NEWS:

In last week's issue of the NEWS, some statements were made attributing ideas or attitudes about courses to the English Department.

I should like to make it clear that to the best of my knowledge, no member of the Department has been interviewed about curriculum by any representative of the NEWS. The members of the Undergraduate Curriculum Committee would not, I am sure, wish to be understood as speaking for anyone but themselves. Therefore, the statements in question cannot be taken as an expression of the position of the Department of English.

Sincerely yours,

Laurence Stapleton.

We wish to explain that our reporter attended the student curriculum committee meeting and accurately covered the discussion. Furthermore, the views attributed to the department have been mentioned by its representative both on this occasion and at a meeting of students majoring in English—Ed.

## Counterpoint Aims For Scope, Novelty

Continued from Page 1

hope to be able to cover costs by subscriptions. We feel that a lower price will be more realistic from the point of view of value to the subscribers; and, of course, we hope that circulation will increase.

The method to be used in the future will depend upon the response we receive. Manuscripts are always welcome, and they might still be used for the coming issue. Since mimeographing method will enable us to print illustrations, we are anxious to receive art work adaptable to this technique. See Jessica Dragonette or Donnie Brown for the material which is to be illustrated.

## Alliance Welcomes Any Suggestions On Conference

Dear Readers:

For future reference, the Alliance and other campus organizations would be interested in knowing your reactions to the conference on "Communist Powers in the Cold War", not only in terms of this particular program, but the principle of conferences in general.

Would you like to see the plan developed, repeated another year? What subjects might provide good conference themes? Could the idea be extended to non-political fields of interest? Would there be enough interest on campus to sustain a weekend conference with formal panel discussions held Saturday during the day?

Opinions and suggestions are welcome from students, faculty, and administration. Either give your suggestions to your Alliance Board representatives or share them with the college through the News.

Sincerely,

Anne Mazick

## Schrecker Connects Kant, '89 Revolution

Mr. Paul Schrecker, renowned historian of philosophy, traced Kant's justification of the French Revolution in his lecture, Kant and the French Revolution, delivered Monday evening.

Mr. Schrecker observed that without suspecting it and without understanding it, the French acted in agreement with Kant's conception that mankind moves by degrees toward the highest good—perpetual peace. In terms of such progress, the French republic may be said to have sprung from pure sources of justice.

When the revolution occurred on the other side of the Rhine, Kant hailed it as a step toward eternal peace. Even the reign of terror failed to alter his judgment.

Attacking the adversaries of the French Revolution as "shunning the light", Kant believed that liberty and equality were man's natural, innate, inalienable rights. Fraternity, the third principle of the revolution, was for Kant an obligation rather than a right.

In practice, Kant wanted nations to adopt a government in which there was a republican constitution and a separation of powers. This was the policy of both the Constituent Assembly and the National Assembly.

Even if the revolution is taken out of its emotional context and viewed according to actual events, its justification cannot be denied.

For example, when Louis XVI delegated power to the Constituent Assembly, he put sovereignty in the hands of the people. This lessens any illegality attributed to the revolution.

Although the event consisted of the deeds and misdeeds of men, what mattered was the sympathy evoked in the spectator's mind. "Sympathy", noted Mr. Schrecker, "is the moral disposition of mankind and can never be grafted on egoism. Thus, the progress achieved in this revolution of an intelligent nation pertained not just to that nation but to all mankind".

## NOTICE

"An Open Letter to the Bryn Mawr College News," an answer to our editorial, "Haverford vs. Junior Show," was printed in the Haverford News. Unfortunately, the letter was too long to be printed in this issue, but it has been posted on the News Room bulletin board.

## Current Events

## Critical Conditions Beset Pakistan Today, Says Wells

"Even under the most stable conditions it is not easy to launch a new state." And the people in Pakistan are working under some of the most difficult circumstances, explained Dr. Wells at Current Events Monday night when he talked on "The Crisis in Pakistan."

A New York Times editorial says, "These are the growing pains of a democracy," while Time magazine takes the presumptuous view that, "Bloodlessly Pakistan has changed from a stable pro-Western democracy to a more stable pro-Western dictatorship."

Actually the question boils down to whether a common religion is strong enough to unite two countries separated by one thousand miles of hostile territory and having diverse economic positions. Another major problem is that although there are forty-two million people in East Pakistan as compared with thirty-four million in West Pakistan, the central government is in the western sector and largely controlled by it.

## People Discontented

There has been much economic discontent and envy of one section by the other. In East Bengal where most of the raw jute, so important to the country, is grown, the standard of living is extraordinarily low. The people feel that they have gotten the short end of developmental projects and that they are not getting their share of imports.

This economic strife can be translated into political terms. When the first election in many years was held in East Pakistan, last March, the old Moslem League was defeated disgracefully. The so-called "popular front" party, partially controlled by communists and promising anything the people wished to hear, won two-thirds of the legislature.

The new government leader began talking about "removal of the official barriers" between East Bengal and West Bengal, the part owned by India. He was immediately called a traitor. Riots broke out.

## Executive Rule

The governor general of Pakistan, Ghulam Mohammed, who is a representative of the British crown, sent troops to East Pakistan, deposed the cabinet, and put aside the legislature because "they had lost the confidence of the people." East Pakistan was put under executive rule.

When this happened Prime Minister Mohammed Ali cut short a trip in the western world and hurried back to his homeland. Since then there has been a continual dismissing of governments on the provincial level for maladministration.

West Pakistan, the more industrialized sector, has strong military forces which support the government. But this government, which was elected indirectly in the first place, has been in power for a long time.

All this affects the United States' policy toward Pakistan. Are we wise in getting involved in military aid to this country which might easily turn out to be a military dictatorship?

## Correction

The NEWS wishes to apologize to Mr. Dudden for a misprint in the account of his Current Events lecture covered in last week's issue.

His comments on Neuberger should read: "If the Democrats are smart they will adopt the popular role of Conservation (and not Conservatism) as Neuberger did in Oregon."



## Agarwala Discusses Problems That Are Facing Indian College Students

Virendra Agarwala, Secretary General of the Indian National Committee of the World University Service, spoke in the Common Room on Wednesday, November 10, on "The Social Responsibilities of Indian Students."

In his talk, which was sponsored by the League, Mr. Agarwala stated that the Indian citizen is a firm believer in freedom. He said, "If you take away his individual liberty he will give you a kick—and a slap also."

### 1% in College

"Students in every country have a unique responsibility," explained Mr. Agarwala. "The way that they think today will decide what happens tomorrow."

He pointed out that the way Indian students think will be particularly important in the future as the nations of Asia gradually assume more leadership in world affairs.

Only one per cent of India's population of 350,000,000 is receiving a college education. Mr. Agarwala feels that this important minority does realize its responsibilities to national and international society. It is difficult, however, for students in India to put their beliefs into action because of the lack of facilities for practical training.

### Practical Aid Lacking

For example, 90 per cent of the students are trained in the humanities because facilities for teaching medicine and engineering are drastically limited. It is therefore practically impossible for students to aid the tremendous rural population in a practical way, even though the students feel responsible to the citizens of the nation.

On an international level, Mr. Agarwala noted that students are given the freedom to study any

ideology and so become fit to judge them all. He said, "Mutual knowledge is necessary for mutual understanding."

Living conditions affect the attitudes of the students towards society. "Many students sleep in the streets, they can afford to buy only a few books, and they are hungry much of the time. Anyone with an empty belly cannot think of responsibility to society."

### A Challenge

Mr. Agarwala said that the Indian student looks for hope, and that democracy is challenged to give him that hope. He said, "Man is not impressed by any ideology that has not provided food for everybody."

Mr. Agarwala was graduated from the University of Delhi, which awarded him a master's degree in economics and law. He has worked actively in many national and international organizations in addition to the World University Service, which is sponsoring his visit to America.

## 'Oedipus' Highlights Undergrad Weekend

College Theater's presentation of *Oedipus at Colonus* on Saturday night will highlight Undergrad weekend, December 3 and 4.

The Rhoads open house on Friday night will initiate the weekend's activities. Following the play Saturday will be the Undergrad formal dance and an open house. The committee is planning to have another dorm or Goodhart open for those who cannot get into the open house.

## Two College Drama Club Gives Oedipus

Sophocles' *Oedipus at Colonus*, W. B. Yeats' translation, opens with Oedipus as an old man, weary and bitter, wandering through Greece in his exile. He is seeking a final resting place for himself, where he may finally find peace.

This resting place is extremely important for an oracle has decreed that the city near which Oedipus is buried will become the greatest city in Greece. The location of his grave acts as a centrifugal force drawing the characters into focus. The ever-present Greek chorus sets the mood and acts as narrator in several instances. The conflict between the characters forms the theme of the play.

*Oedipus at Colonus* was published in 1934 and was produced at the Abbey Theatre in Dublin.

The cast in the Bryn Mawr-Haverford production includes:

Oedipus ..... William Packard  
 Antigone ..... Elizabeth Klupt  
 Ismere ..... Ellie Small  
 Theseus ..... William Moss  
 Creon ..... John Pfaltz  
 Polyneices ..... John Hawkins  
 A Stranger ..... Jean-Louis Wolfe  
 A Messenger ..... Eric Koskoff  
 Leader of Chorus Catherine Rodgers  
 Chorus: Alice Baer, Charlotte Busse, Mary Darling, Chris Fischer, Barbara Goldberg, Connie Hicks, and Pat Moran.  
 The play will be given in Goodhart, December 3 and 4.

## Pauling Discusses His Protein Theory

"All of this structure work will lead to an increase in our understanding of living organisms," said Dr. Linus Pauling, American scientist scheduled to receive the 1954 Nobel chemistry award. Dr. Pauling is best known to Bryn Mawr students as the author of their first year laboratory manual and chemistry text book.

The 53-year-old professor of chemistry at the California Institute of Technology spoke before a capacity crowd at the Franklin Institute on Tuesday, November 9, on "The Structure of Proteins." A world-renowned expert on this subject, he will receive the Nobel prize for his work in studying the nature of chemical bonds.

It has been said that if in the next fifteen to twenty years we are going to come to an understanding of the difference between dead matter and living material, it will be through the discoveries made by Dr. Pauling. He himself firmly believes that an essentially complete protein structure pattern could be made within the next decade.

### Amino Acids

His work has probably done much to simplify the interpretation of X-ray photographs, an important tool in determining structure. Instead of studying proteins directly, Dr. Pauling decided to test amino acids and peptides which are closely related to proteins.

He came upon the helical structure of polypeptide chains as evidenced by the fact that they stretch. Hair is an example of the type containing these so-called alpha helices. The spirals have 3.6 residues per turn and bend at angles seven Angstrom units from the axis. The enormous protein molecules are made up of these twisted atom chains spiraling many layers deep.

All globular proteins, for instance hemoglobin, give radial distribution curves for the alpha helix. If they could be fitted into a pattern it would facilitate greatly the development of a complete structure.

## Reviewers Note Flaws in 'Crucible' Cast But Consider Presentation Worth Seeing

By Molly Epstein, '56 and Marcia Case, '57

Arthur Miller's *The Crucible* is a play which portrays mass hysteria and the development of a man's ethic against the historical setting of the Salem witch trials.

Basically, the play is a fine and moving one, deriving its great power from the situation rather than from the undistinguished dialogue. The subject matter inevitably evokes comparisons with the contemporary American scene, but it is a parallelism of mood rather than of incident. Salem is Salem, and not a thinly veiled Un-American Affairs Committee.

The plot concerns a group of young girls led by one of their number (whose essential motivation remains unclear) into a pretense of "bedevilment," which leads them to a series of accusations against supposed "witches," followed by trials and convictions of witchcraft. The scheme snowballs because the times are conducive to the hysteria. If a general message is to be drawn, it lies in this area.

### Man of Courage

More particularly, *The Crucible* presents the story of a man, John Proctor, who is interesting largely because he is not a "hero" in the storybook sense of the term. He is not a man of supreme courage and impeccable morals. He is not an atheist, but rather an individualist in his relations to God.

He is forced by circumstances into a position in which he must decide what his principles really are. He ultimately makes his choice on the basis of qualities which he never knew he possessed, and does so purely on the basis of instinct.

The Hedgerow Theatre's production of *The Crucible* is memorable chiefly for its excellent staging. The whole play is presented against a solid black backdrop with simple early American furniture used to denote location.

Unfortunately, the general quality of the acting is rather poor. For the most part, the company tends to overplay and overdramatize the production. The diction is much too loud for the small Academy of Music Foyer. The facial

expressions are grossly exaggerated and one "aside" is a positively grotesque action, accompanied by a stage whisper which is practically a bellow. The first scene is particularly stilted, probably because as the situation becomes more engrossing, the flaws in production become less noticeable.

### Actors Feeble

The shortcomings of the actors are particularly evident in those scenes which are not carried along by the plot itself. They fail to make explicit a great deal which is latent in the play, particularly the development of love and understanding between Proctor and his wife.

Undoubtedly, *The Crucible* would be far more effective if it were played with more restraint. In itself, it is an extremely rhetorical, often confusing and obscure piece of work. Nevertheless, its inherent dramatic qualities are such as not to be readily hidden and it is a play well worth seeing.

## William C. Williams To Read Own Work

The Philadelphia Fine Arts Center will present the poet William Carlos Williams in a reading of his own prose and poetry at 8:30 p.m., Friday, November 19, at the University Museum Auditorium, 34th and Spruce Streets.

Williams was born in 1883 in Rutherford, New Jersey, where he has lived ever since. A former medical student at the University of Pennsylvania, he has led a unique double-life, that of a small town family physician (he estimates he has brought 20,000 babies into the world) and that of one of America's most famous contemporary poets.

Williams' earliest poetry was influenced by that band of poets who fought to liberate free verse. His friends during the early 1900's included Ezra Pound, H.D., and Gertrude Stein.

Williams defines the poet as:

"A man whose words will bite their way home."

## Panel Discusses Collegiate Preparation As Part Of Alumnae Weekend Program

"Whence and Why," or the problem of college preparation and selection, was the topic for a panel discussion by secondary school heads and Bryn Mawr faculty members. The discussion, held in the Music Room on November 13, was a part of the Alumnae Weekend program.

Miss Isabel Gamble, Assistant Professor of English, and Mr. Henry Scattergood, Head Master of Germantown Friends School, emphasized the problem of college preparation.

Miss Gamble felt that in preparation for the freshman English course, schools should stress skills rather than facts. As the basic skill of the "ideally prepared freshman" she listed the ability to read well — "rapidly, attentively, and precisely."

### Thinking Hardest

Miss Gamble also felt that to develop the habit of clear and logical thinking, schools should emphasize critical rather than creative writing. She illustrated this need by telling of the college freshman who explained that she found no difficulty in reading or writing but that it was "this thinking" that got her down.

Mr. Scattergood discussed the individual academic work and guidance that is offered at his co-ed day school, stressing what he considered two important factors in college preparation. The first of these was the tendency of secondary schools to anticipate college work, and to concentrate on offering it to the student instead of the work that is best for his stage of development.

Mr. Scattergood also felt that

secondary school counseling should be organized so as to give the student the greatest chance to make his own decisions.

Miss Barbara Colbron, Head Mistress of the Spence School for Girls, and Mrs. Rex W. Crawford, Principal of Philadelphia High School for Girls, discussed the problems of college selection from the viewpoint of private and public school students.

### Closeness to Haverford?

Miss Colbron, who graduated from Bryn Mawr in 1937, felt that intellectual curiosity was only one of the reasons why girls from private schools go to college. The others were a desire for prestige, greater independence, friends of a wider background, freer social life, and a career. They choose Bryn Mawr in particular because of the high character of its work, as well as its size, location, and closeness to Haverford.

Mrs. Crawford felt that on the whole, the public high school has a more difficult task in interesting students in college because of their diversity of background, the pressure to take a commercial rather than an academic course, and the competition of athletic and social activities.

### Why College?

Dr. Davidon, Assistant Professor of Psychology, pointed out that the problem was not so much "Which college to go to" as "Why go to college." He felt that too many students go to college because "it's the right thing to do." The result is that some students in college would be better off elsewhere, and some potentially good students in high school never get to college.

## At Fall Reunion Alumnae Consider Problems Of Scholarship Distribution

The visiting alumnae gathered for a conference last Sunday morning to discuss scholarship problems. The two speakers were Frank Bowles, Director of the College Admissions Board, and Nancy Porter Straus, 1921, who is chairman of the Washington Bryn Mawr Club.

Mr. Bowles pointed out that two kinds of scholarships are now being given by schools throughout the country—1) those which aim to help a student who has the ability, but not the financial means to pay for a fine college education, and 2) those which have the college as their focal point, trying to bring to it geographical distribution and students of higher ability.

### Student Snatching

This latter type of scholarship has resulted in an unhealthy atmosphere of "student snatching." Because, all other factors being equal, students will go to the bigger name schools, the quality of many smaller institutions, especially in the Mid-West, has deteriorated.

Mr. Bowles believes that this problem is beginning to correct itself, and in the future more and more scholarships will be given on

the need basis. He cited the oncoming rush of students who can pay and the financial position of the colleges as the primary reasons for this.

### Information Fund

The College Board has set up a new system whereby all colleges will receive a common fund of information about the abilities and financial status of the applicant. In this way the situation as it is now in which "too many scholarships are being given to the wrong persons for the wrong reasons" may change.

Mrs. Straus showed how gradually through the years Bryn Mawr's requirements have changed to conform with those of the other seven women's colleges, thus allowing a greater number of girls to apply. Her job as scholarship director is to find a girl who has financial need, will benefit from what Bryn Mawr has to offer, and who will contribute the most to Bryn Mawr.

She quoted one Washington headmistress who said, "I like to send girls to Bryn Mawr because they are always happy when they get there."



### Varsity Hockey Beats Swarthmore 2-1 While J.V. Team Ties With 2-2 Score

especially contributed by Elizabeth Thomas, '57

The first varsity hockey team added another victory to its record last Wednesday, Nov. 10, by beating Swarthmore 2-1. The J.V. team tied with Swarthmore, 2-2. Miss Yeager was very pleased, particularly with the varsity score, but at the same time she felt that the teams were not playing their best. On the whole the varsity game was very even, but neither side was aggressive enough, each waiting for the other to reach the ball first. The stick work and passing was inclined to be sloppy and inaccurate, although everyone showed great determination. Gail Gilbert, Steffie Hetzel and Diana Scott all played very well. Every goal in the game was, however, a penalty one.

Despite their score the J.V. team had a rather one-sided game, consisting of innumerable corners. Consequently it was a slow game until the last few minutes when the pace was speeded up.

#### Line-ups

- Varsity
- L.W. Diana Scott
- L.I. Janet Hetzel
- C.F. Pat Hill
- R.I. Deirdre Hanna
- R.W. Gail Gilbert
- L.H. Elizabeth Thomas
- C.H. Steffie Hetzel
- R.H. Gail Disney
- L.F. Marty Fuller
- R.F. Sara Stifler
- G. Joyce Cushmore
- Junior Varsity
- L.W. Nancy Moore
- L.I. Gwen Johnson

### Smoke Free Cigs To Clear Mailbox

By Anna Kisselgoff, '58

Back home, a house mailbox was a box from which you picked up bills, notices, and occasionally mail. Nothing else ever found its way in there. However, the cubby holes of Bryn Mawr College seem to serve a different purpose. Every cigarette manufacturer in the country seems to consider them his special property.

On returning to the hall one day you discover that in your absence the little man from Cavaliers has been quite busy. But what cause have you to complain? If Mr. Kent sends you his little box of samples, and Mr. Philip Morris does the same the next day, as does Mr. Viceroy, you should offer them your silent thanks.

If you don't smoke, you should, since these cigarettes are free. Who the heck are you to refuse things that are free, what with the cost of living being so high?

However, it should NOT be taken for granted that all college girls smoke, and that they all smoke brand. Yet, one fine day (the fine day, for instance, that free Pall Malls are given out), the following may take place: down comes Mr. Pall Mall, sees everyone smoking Pall Malls (and why not) and makes his little survey. Then he almost truthfully can say that everyone from Bryn Mawr College to the University of Chung-King smokes Pall Malls.

The best thing to do is to take advantage of all the free cigarettes you get and forget about being in surveys. Who cares what the cigarette manufacturers publish as long as we benefit?

Flowers for the holidays at Jeannetts

- C.F. Eliza Cope
- R. Joan Cholerton
- R.W. Kate Gilbert
- L.H. Otilie Pattison
- C.H. Nan Farnum
- R.H. Moppet Kirkland
- L.F. Allie Craigin
- R.F. Helen Rhinelander
- G. Jerry Smith

The first round of the hall hockey tournament was played on Thursday, Nov. 11. The results are as follows:

- Pembroke East defeated Radnor and East House, 4-1.
- Rhoads defeated Rockefeller 1-0.
- Merion-Wyndham and Denigh tied, 0-0.
- The Non-Reses defeated Pembroke West, 3-0.

### Hirshon To Speak in Chapel Sunday

"Frank Briscoe's Eyes" is the topic for the sermon Sunday evening, November 21.

Dr. Louis M. Hirshon explains this rather cryptic-sounding title by saying, "Briscoe was one of the few worthy characters in the recent *The High and the Mighty*. Unless I am mistaken, his soliloquy had more to it than the Dane's".

(He will remain for discussion after the service, in case you want to disagree!)

Dr. Hirshon is no "ivory tower" or insulated cleric. Before studying for the ministry, he was a successful business man for Proctor and Gamble.

Since he has become a man of the cloth, he has engaged in activities such as: associate director of the National Labor Relations Board, co-founder of the Sewickley (suburb of Pittsburgh) Colored Community Center, and co-founder and vice-president of the Interprofessional Commission on Marriage and Divorce Laws (with the American Bar Association).

Dr. Hirshon is a graduate of Harvard. He is Dean of Christ Church Cathedral, Hartford, Conn.

### ENTERTAINMENT

- Forrest: South Pacific—Thru Tues., Nov. 23.
- Walnut: The World of Sholom Aleichem—Wed. thru Tues., Nov. 17-23.
- Locust: Getting Gertie's Garter — Wed. thru Tues., Nov. 17-23.
- Hedgerow-Academy Foyer: The Crucible — Wed. thru Mon., Nov. 17-22.
- Academy of Music: The Ballet Theatre—Wed., Nov. 17.
- Ardmore: Sitting Bull—Wed. thru Mon., Nov. 17-22.
- Hell Raiders of the Deep and Duel in the Jungle—Tues. thru Thurs., Nov. 23-25.
- Greenhill: Scotch on the Rocks.
- Bryn Mawr: Hell and High Water — Wed. Thurs., Nov. 17-18.
- Black Shield of Falworth — Fri. Sat., Nov. 19-20.
- Naked Alibi—Sun.-Mon., Nov. 21-22.

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### MacIntosh Stresses Schools' Role Today

"Are We Educating for Responsible Living?" was the subject of a talk by Dr. Millicent C. McIntosh, President of Barnard College. Dr. McIntosh addressed Bryn Mawr alumnae at New Canaan Connecticut.

Throughout history the scholar has alternated between a cloistered existence and active social leadership. Our greatest ages have been those in which learning and living have been closely united, as in Periclean Athens and Elizabethan England.

What then are our educational problems today? "In my opinion they derive from the swing too far from the business of learning to the responsibility for living," answered Dr. McIntosh.

First, with respect to the content of the curriculum, many schools have eliminated all study of the past and confined themselves to the problems of the present.

Therefore, Dr. McIntosh believes, many students are ignorant of the cultural tradition of the Western world. She advocates a middle road in which competent teachers can interpret events of the present in the light of the past.

Second, how far shall we stress community responsibility and extra-curricular activities? Dr. McIntosh believes that the current tendency has been to force this issue too much, making students "stale", "jaded" and "exhausted" and depriving them of leisure to read and think. With respect to this problem, too, she advocates a middle-of-the-road position.

#### Religious Teaching

The final and most difficult problem is how parents and teachers may give children "the right values and a positive philosophy of life". Although many of our young people seem hollow and "devoid of values or of strong spiritual motivation", Dr. McIntosh does not believe that the void can be filled by teaching religion directly.

On the other hand, the beliefs of teachers are important because "the educational process is by its very nature a religious one" and our schools do have a primary responsibility, often neglected, toward these "deeper realities of life".

Here's your chance to meet the class of '58 and remember them as they are now. A complete collection of their pictures will be found in a new publication on sale in the bookstore beginning Mon., Nov. 22. Price \$1.00.

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### Limited Editions, Criticism, Xmas Cards Form Rare Book Room Frost Collection

A collection of Robert Frost's first editions, manuscripts, and personal Christmas cards are on exhibition in the Rare Book Room of the library.

Among the many first editions are annotated copies which Mr. Frost sent to Miss Elizabeth Sergeant, '03. On the frontispiece of *A Masque of Reason*, edited in 1948, Mr. Frost wrote: "To Elsie Sergeant, for not having been too hard on me in my 'orals' this summer session of 1949 (and for having conducted them in such a high poetic level.) R.F."

#### Limited Edition

When his complete poems were published, 500 limited editions were printed and personally signed by Mr. Frost for his close friends.

For his close friends Mr. Frost composes a verse on personally designed Christmas cards. The library has borrowed several of these cards from Mr. Frost's friends in the area.

In 1922, Mr. Frost spoke several times to the Reeling and Writhing Club. Later, when he was invited to return in 1925, he wrote to Miss Park, "... I have no more pleasant recollections of school and college than my five visits with the poets of Bryn Mawr ... I don't

forget that their drawing me into their education was largely their own idea. It was the kind of thing I like to have happen."

Also among the collection on display are critical writings by Mr. Frost.

#### Critical Writings

Miss Sargeant's scrapbook of personal letters from both Mr. and Mrs. Frost, newspaper clippings, and lecture programs will be added to the display next week.

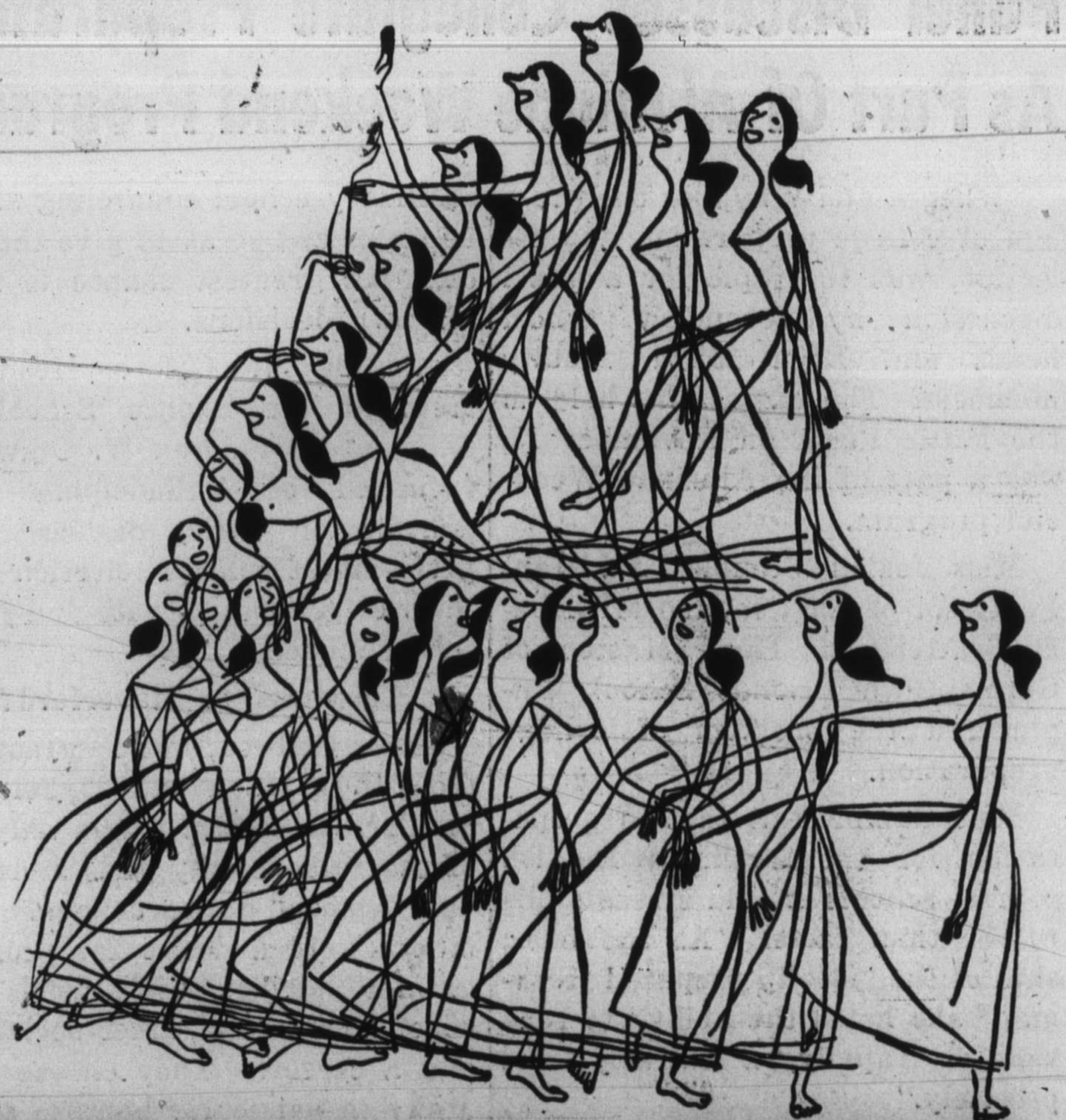
Nov. 29-Mon. 8-9: Beethoven 5th Symphony; Tchaikovsky 1812 Overture. Nov. 30-Tues. 8-9: Macbeth to be continued.

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- Nov. 18-Thurs.-8-9: Tchaikovsky Nutcracker Suite; Debussy Children's Corner Suite; Saint-Saens Carnival of the Animals
- Nov. 21-Sun.-8-9: Bizet Carmen (conclusion)
- Nov. 22-Mon.-8-9: Dvorak New World Symphony; Beethoven Moonlight Sonata; Chopin Sonata in B Flat Minor
- Nov. 23-Tues.-8-9: Ten Tenors in Ten Arias; Tchaikovsky Waltzes.
- Nov. 29-Mon.-8-9: Nov. 30-Tues.-8-9:

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### Oak Ridge Executive To Address College

Dr. William G. Pollard, executive director of the Oak Ridge Institute of Nuclear Physics and Episcopal minister will speak in Goodhart on November 22 at 8:15. His lecture, "Things and Persons", is a fundamental problem in the field of science and religion.

Dr. Pollard received his A.B. from the University of Tennessee and his M.A. and Ph.D. from Rice Institute. He has been executive director at Oak Ridge since 1947. In 1950 he was a postulant for Episcopal Holy Orders. He was ordained in 1952.

#### Research at Columbia

In addition to his present work Dr. Pollard taught physics at Rice and Tennessee and did research at Columbia.

His lecture is under the auspices of Chapel Committee.

### Cressey Sees Wedge Between U.S.S.R. And China Best Chance Of Weakening World Communism

Continued from Page 1

billion dollars to complete. It is doubtful that the U.S.S.R. will be able to furnish adequate support for this, and the problem may eventually alienate the two countries.

It seems likely that the present government will remain in power indefinitely.

If this is so, Dr. Cressey asked, what should be our attitude toward recognition of the Peking government? We seem to have confused diplomatic recognition with approval.

We have recognized Tito, Franco, Peron and Malenkov, not because we approve of their governments, but because they cannot very well be ignored. It therefore seems that sooner or later we will officially recognize communist China since invasion or revolution seems unlikely.

In order for the Nationalists to return to the mainland, they would need a large and efficient army and supplies. They have neither.

A third essential for recapturing the mainland is troops in the interior which would be willing to fight for the invading Nationalists. There is little possibility of help in this form, for most such troops were shunted off to Korea.

Furthermore, Chiang Kai-Chek lost his government because he lost the confidence of the people. The prospect of his regaining it so soon

seems dim.

The communist government has, however, accomplished a great deal which must be recognized. They have provided the most effective government China has had in decades.

They have also stabilized the currency and lowered the cost of living. The railroads, too, are back in shape. They are clean, running on time, and railroad officials are selling tickets instead of accepting bribes.

### Frost Gives Reading Of His Own Poetry

Continued from Page 1

so much. The question of "rugged individualism" and "Am I group minded enough?" was answered in *A Tuft of Flowers*.

"Men work together, I told him from the heart, whether they work together or apart."

Freedom itself was related by the poet to lines from one of his poems, *The Silken Tent*. "But strictly held by none is loosely bound by countless ties of love and thought."

The subjects of his poems rather than any prepared program carried Mr. Frost from one poem to the next. The mood of the evening was always informal and Mr. Frost seemed to be more a teacher than a lecturer.

The readings themselves were informal and lines were repeated for emphasis. Comments were often interpreted into the recital.

Applause at the end of the evening brought him back to read several additional poems.

### Child Study Center Subject Of Speech

Mrs. Karoline Solmitz from the Clinic of Psychiatric Social Workers discussed the "History, Aims, and Services of the Child Study Center of Philadelphia" with students in the Common Room at 8:30 Tuesday night.

Mrs. Solmitz explained that the Child Study Center handles three main types of problems.

The most prevalent type is the behavior problem. These children are generally in the latency period (6-10 years old), or in early adolescence. They exhibit general misbehavior, such as lying, stealing, truancy, aggression and abnormal sex behavior.

In the second group is the more neurotic child whose behavior is more emotional and internalized. This child may whine or cry all the time, show a poor school adjustment or have reading and speech impediments, or find himself unable to get along with his peers.

In the third group are the mentally retarded children who have special problems of adjustment and education.

Besides treatment for problem children, the Center has facilities for research in child development and the training of psychiatrists, psychologists, and social workers.

The Center offers a diagnostic service and treatment sessions (individual and/or group). Play therapy is used in the treatment of young children, and interviews with a psychiatrist who can "share the child's worries" are used with older children.

Since the co-operation of the parents is vital in the treatment of the child, the parents are also in-

### 'Yugoslavia Today' Topic Of Adam Ulam's Address

Continued from Page 1

Communists, deeply devoted to Stalin, but they challenged Russia because they wished to impose Communistic principles more quickly than Russia. Basically, however, they were seeking more power, not a complete split.

The break provoked skepticism in the West. As Mr. Ulam questioned, "Why would Tito turn against the only power that could help him?"

1949-1950 was a period of transition, Mr. Ulam explained. As Russia's official insults increased, Yugoslavia grew to hate her. The nation was also suffering an economic crisis. With his supplies blocked, Tito's economic reform was shaken.

Facing political reality in 1950, Yugoslavia halted the program of farm collectivization and decreased the rate of industrialization. For the first time, economic aid and advice was accepted from the West.

Concerning the progress of freedom in Yugoslavia, Mr. Ulam said, "It is impossible for the Communist party to shift to a democracy, but the Yugoslavian communists attempted to democratize the country by 1) releasing more people from jail; 2) by arresting fewer people; and 3) by talking about democracy. . . . However, basic changes in the totalitarian system were not made; the lack of personal freedoms continued."

Ideologically and emotionally, Yugoslavia is anti-capitalist and anti-West, and the Yugoslavian does not want to substitute Western imperialism for Russian. Consequently, Mr. Ulam said, there is a mutual admiration between Yugoslavia and various world-wide socialist groups.

interviewed by the case worker and are sometimes encouraged to participate in group therapy sessions.

Mrs. Solmitz is the chief psychiatric social worker at the Center.

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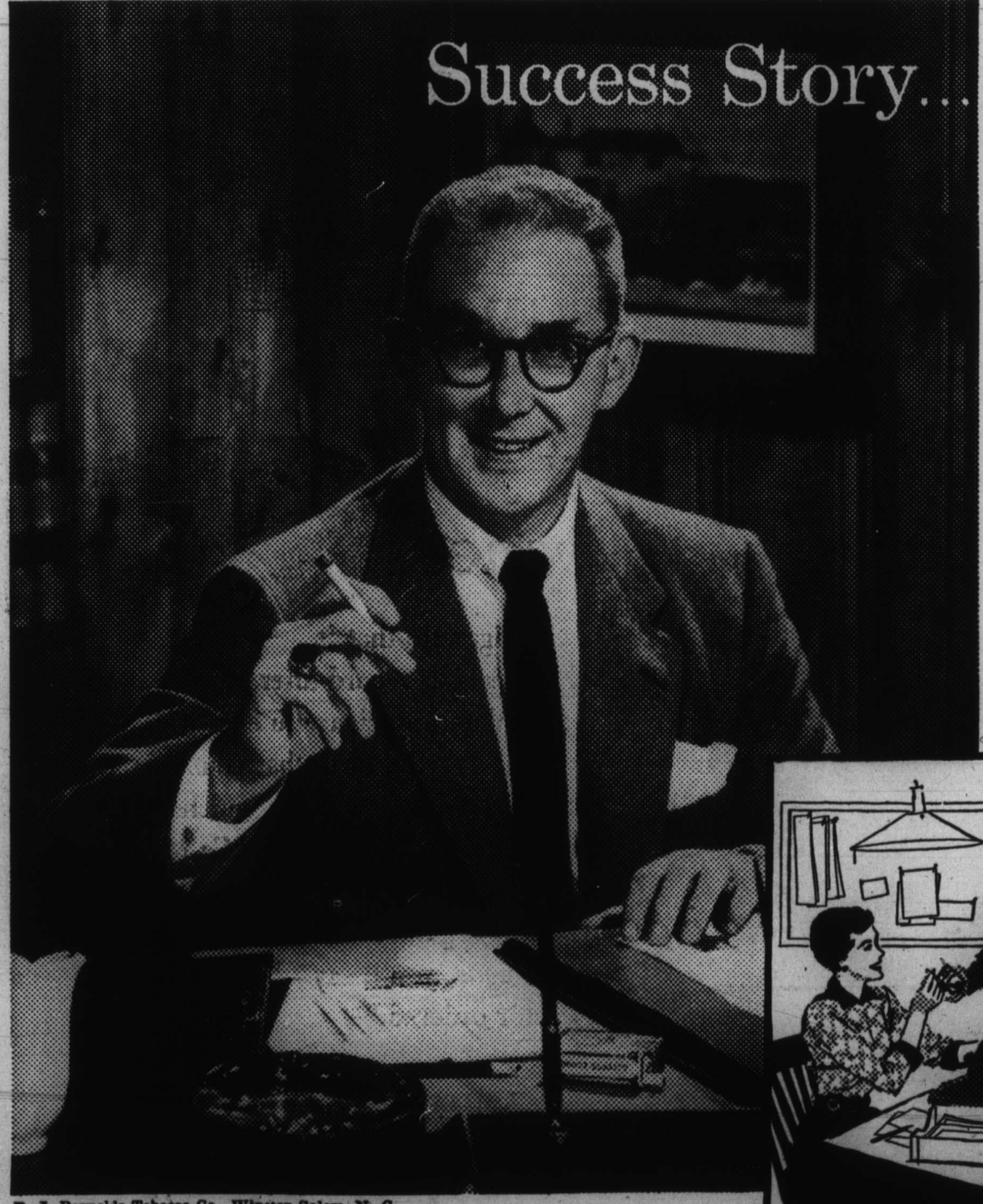
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## Inkeles Describes Soviet Social System In Second Of Three Conference Lectures

Continued from Page 1

government control of heavy industry. There were four main sources for their resentment and consequent emigration from Russia.

The first, a deep objection to the pace of life. They felt completely apart from the ruling party, which constantly pushed them to produce more and more but never gave them a chance to become masters of their jobs.

The second is the emphasis on the extreme lack of material comforts. The people felt that they had made a great many sacrifices to the cause of the state, but they were not compensated by any feeling of satisfaction or reward.

The terror aroused by the government was the third major source of discontent. The Russian

temperament views the arbitrary, impersonal justice of the Communist party as injustice. They can endure physical cruelty and harshness but are unable to accept this distant coldness which affronts the dignity of man.

The last cause was the lack of trust between the leaders and the people. Because of the aloofness of the ruling class, no sense of faith and trust in the leaders is experienced by the people.

The picture of the social system, as seen by the observing social scientist, is borne out to a great extent by the one created by the former citizens.

The political party is autonomous and rigid. There is no room for response to popular needs and demands. There is a tight governing group which "pushes" the population.

The economy is characterized by strict government control of industry and a collective farm system (which has caused more resentment than any other single feature of the system). Both are conducted at a very swift pace.

The social organization "permits no existence of autonomous membership units". Only one allegi-

## Frost Describes Eventful Life, Varied Career; Has Taught Kindergarten, Freudian Psychology

Continued from Page 1

tion, "How did you become a poet?" he had once delighted in replying, "By not swallowing or

inhalng any of those nails!"  
ance is permitted and that is to the state. The class system also prevails, as the individual's chances are determined largely by his father's job and his family's position.

The strength of the Soviet system, as seen by Dr. Inkeles, lies in its intensive use of the individual social resources to the limits of popular tolerance. There is a monopoly on all organs of communication, which extends into the realm of thought; this "atomizes the individual". All welfare is centrally oriented. There is, however, a substantial amount of basic patriotism and allegiance.

The weaknesses of the system echo to the causes of discontent voiced by former citizens.

Dr. Inkeles felt that the Soviet structure is here to stay for a long time. It derives its power to a great extent from the natural human desires of the people to live and make a living. Its position is strengthened by the slight chance for any internal revolution, because of its "atomizing" of the individual.

inhalng any of those nails!"

I was very impressed by Mr. Frost's teaching record—and it is quite a record! (His own college years were spent at Dartmouth and Harvard.) In his mother's private school, he taught kindergarten through the upper grades, and later on he taught at the college and graduate levels. He says that he has taught "everything," and especially mentioned Latin, geometry, philosophy, literature, and psychology. According to him, he used the same material for each course—simply taught it under the auspices of different titles! Having in mind the remarks he had made on Saturday evening, I asked if he had ever taught a course in Freudian psychology. "Oh, yes, once in 1911 . . . I stirred 'em up quite a bit!", and the twinkle in his eye suggested a none-too-reverent attitude towards Mr. Freud.

### Poet in Residence

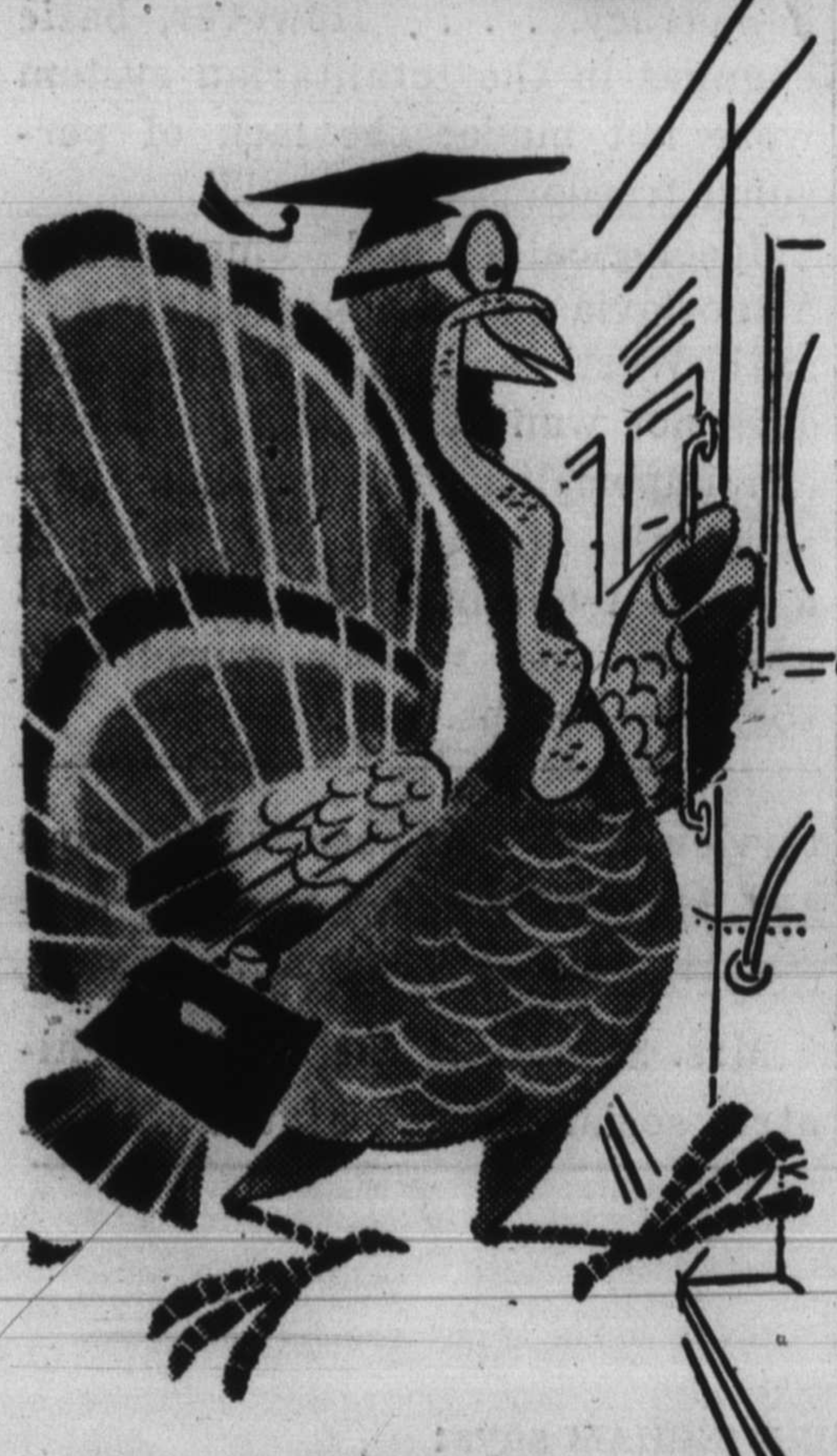
In 1921 and 1922 he was persuaded to visit Bryn Mawr College to give a helping hand to the faltering Reeling and Writhing Club. As the poet-in-residence at Amherst, he considered himself a go-between for the students, but he admitted failure in the practical sense—no marriages!

How does Robert Frost go about writing poetry? This question, so intriguing to any Frost enthusiast, was answered by Mrs. Theodore Morrison, the poet's long-time associate and secretary. She says that he is never conspicuous about writing. That is, when inspired, he doesn't grab for pencil and paper, but rather waits quietly until he has a chance to isolate himself. Often he doesn't even let on that he has written something, but will produce the new composition on request. His technique is not a public procedure; no one sees his poems develop. By the way, despite his work in literature, Mr. Frost says that he is not a "literary man," for in sixty years of writing he has produced only 650 pages.

### Visit Possible

Mr. Frost's opinion of Bryn Mawr College students hasn't appreciably changed since his days of close contact with the College, because he thinks that human nature doesn't change essentially. Furthermore, Mrs. Morrison indicated that Mr. Frost might be willing to visit the Bryn Mawr students in the future, as he did the Friends of the Library. Perhaps he could spend a few days leisurely talking with the students, as he does at Amherst.

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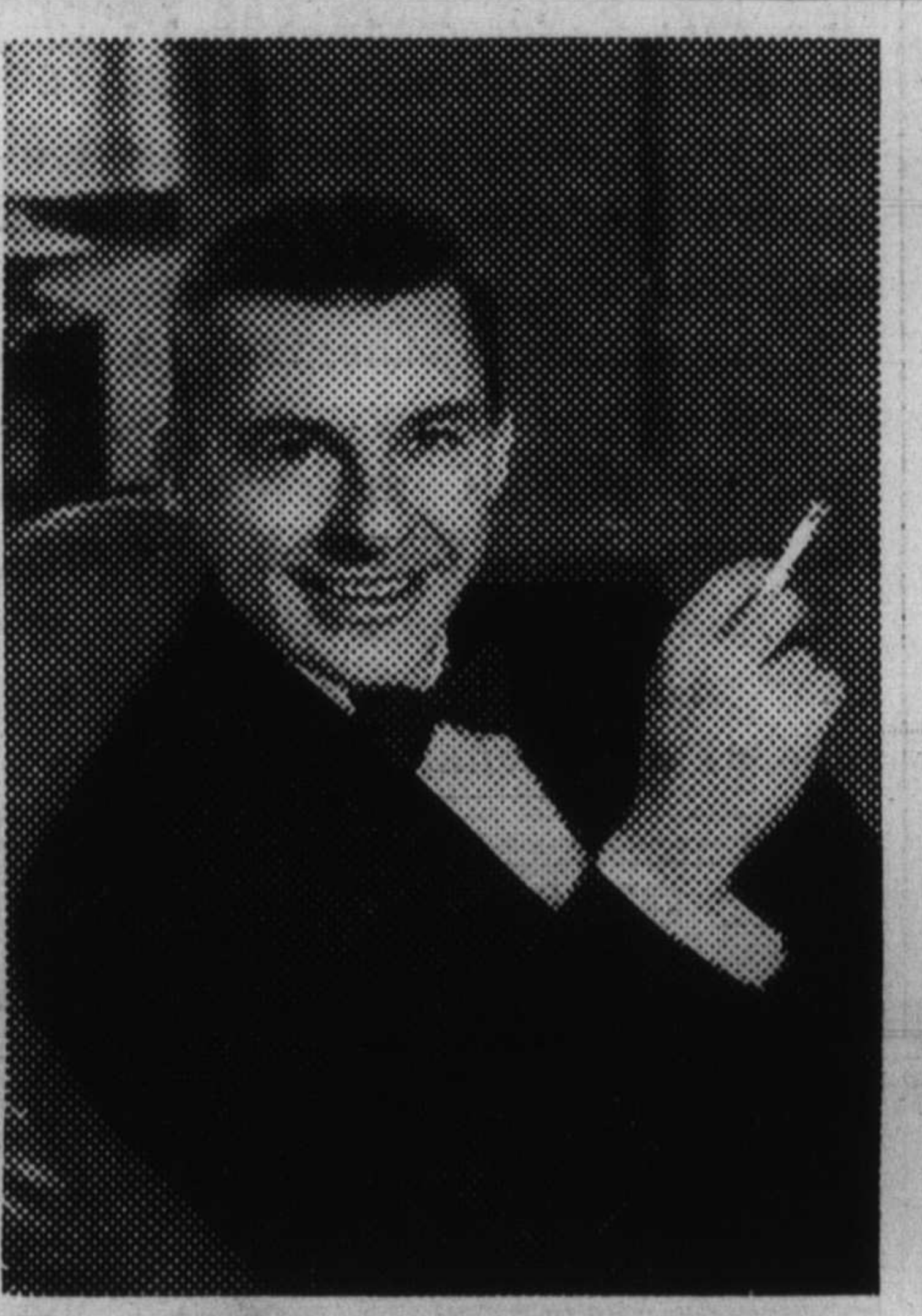
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