



# new foundations

VOLUME IV, NUMBER 2  
TWENTY CENTS

PEACE, DEMOCRACY AND ACADEMIC FREEDOM



**NO MORE MARTINSVILLES**  
**—FREE WILLIE McGEE!**

The Story of Martinsville  
Has Jim Crow Left Campus?  
The Draft: Killers Wanted  
A Look at College Sports



# dedication:

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**HOWARD LEE HAIRSTON**  
**JOE HENRY HAMPTON**  
**JAMES LUTHER HAIRSTON**

**W**E DEDICATE this issue of *NEW FOUNDATIONS* to the seven Negro men of Martinsville. Our anger and our grief burn deep.

In hatred for the murderers of the Martinsville Seven we stand together with the Negro and white people in our land who fought to save their lives and fight now to avenge their "legal" lynching.

The loud-mouthed braggarts who sell American democracy to so-called "backward" peoples have taken the lives of seven sons of the Negro people. With this crime they express their fear. They are afraid of the solidarity of Negro and white. In this way they

show their intention to drown the mounting demands of the Negro people for liberation in a sea of blood.

Our grief that their lives were cut down in jimcrow violence is only surpassed by our anger—and our determination to build a unity of all our people to make impossible another Martinsville.

To this end our issue reflects the struggles of Negro and white people joined with the colonial peoples—for liberation and peace. We bring this fight to all whom we can reach. To struggle for freedom and peace—this is our sacred debt to the murdered men of Martinsville.

# new foundations

THE EARTH SHALL RISE ON NEW FOUNDATIONS

VOLUME IV, NUMBER 2  
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## PRINCIPLES

*NEW FOUNDATIONS* is a publication guided by the philosophy of Marxism-Leninism, the philosophy of Socialism—and is dedicated to the democratic rights and interests of American college students. We believe that the greatest need of American students today is the cooperation of all groups and individuals in united student action to promote world peace. We support and encourage all activities by student groups in behalf of academic freedom; for equal opportunities and non-segregated education for Negroes, and elimination of white chauvinism from all phases of college life; for equal rights for women students; against militarization of the campus. We stand for friendship and unity between Negro and white students; American students and students of other lands; and between the students and the workers of our country. With these principles we proudly take our stand with those who today carry forward the militant, democratic traditions of the American people.

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# MARTINSVILLE . . .

by ALIN MARTIN

**. . . WE WILL NEVER FORGET THEM  
. . . NOR THE STRUGGLE THAT THEIR DEATHS  
SYMBOLIZED  
. . . AND WE WILL FIGHT ON TO KILL THE JIM-  
CROW SYSTEM THAT KILLED THEM\***

The Martinsville Seven are dead.

And February, the short winter month of Washington's birthday and Lincoln's will be remembered now as the month of the lynching. When the State of Virginia with the approving smiles of the United States government deliberately and "legally" murdered seven innocent men.

Because they were Negroes.

Seven young Negro Americans. Workers. Men whose families depended on them for support. They were charged with raping a white woman. Framed. Convicted on phoney evidence by a rigged jury and sentenced to death by a lynching judge. They were executed in Richmond on February 2 and February 5. It was the biggest show the white supremacists ever put on in Virginia. It took them two days to complete the job and in between they took the weekend off. Rested on the sabbath. The executioners played with their children on Sunday afternoon.

In 44 years 809 white men were convicted for rape in Virginia's courts but not one white man died in the electric chair for that crime. In 44 years Virginia executed 45 Negroes for "rape."

In Richmond this month they made the total 52. They murdered the Martinsville Seven.

This was a frame-up but it didn't take place behind closed doors. It wasn't a secret carefully guarded. Who knew of it? Millions of people all over the world. The French youth knew it and the American trade unions. The Finnish parliament and the Bataka Party of Uganda, East Africa. And the Negro people knew it and all of progressive America knew it. And President Truman was "very familiar with the case" but he ignored it. And in the final hour when there was still a chance to save three of the men Vice-President Barkley couldn't be disturbed because it was Sunday.

So the Martinsville Seven ate their last meal. And to the five hundred Negro and white Americans who poured into Richmond to say, "We want these men to live. We want them free"—to the millions all over the world who were shocked and hurt and angry, Governor Battle said: "We don't fool around in Virginia."

They didn't fool around. The frame-up was quick and ugly. They were able to hold a trial a day, one day after the other until all seven men were convicted. But it was so obvious that it enraged the world.

Look at the evidence that sent the seven innocent men to death.

On Saturday night, January 8, 1949, Mrs. Ruby Stroud Floyd, a white woman, went into East Martinsville, the jimcrow section of town, to collect a business debt. She came back screaming "rape." Mrs. Stroud, a former mental patient, claimed she had been raped, not by one, but by a whole "squad" of men. She said "13 or 14 men" had attacked her in the dark and raped her. At the trials she changed that story to "12 or 13 times." For two days the Martinsville police went on a binge of brutality, terrorizing the Negro community. They raided and ransacked every Negro home. In an area of muddy streets, the cops searched for men with mud on their shoes. At the end of the two days seven men were in jail. The seven were told a huge crowd of lynchers had gathered outside in the courthouse square. "Confess," the police demanded thrusting paper and pen before them. "We'll turn you loose in that mob."

The men signed—at the trials every single one of them repudiated the confessions torn from them by force.

Meanwhile, on that same Saturday night, the victim of this "crime," Mrs. Floyd, staged a miraculous recovery. After a brief conversation with her husband, she insisted on leaving the hos-

pital for home.

The trials were a grim game. The judge, the prosecutors and the white court-appointed defense attorneys were all either business associates or lodge brothers. They collaborated to make the whole thing a success. Each time Mrs. Floyd would point to the Negro youth sitting in the front row and identify him as her attacker. It was easy—the defendant was always the only Negro in the courtroom.

The staged and carefully rehearsed testimony of a former mental patient and a handful of "confessions" torn from the men by the threat of violence—this is the evidence which sent the Martinsville Seven to death.

That was the way it was done. A frame-up. A not unfamiliar story to anyone familiar with the treatment Negroes get at the hands of the courts. But frame-ups don't just happen. They are not just accidental miscarriages of justice. They are part of the pattern of organized and deliberate terror against the Negro people in this country. They are proof that lynching has become legal. That the courts cannot be depended upon to defend the rights of Negroes. That there is one kind of justice for white men and another kind for those who are not white. That America is a jimcrow land.

Why was there a frame-up in Virginia? It's not hard to see.

Look at the town, Martinsville. Population: 18,000. Negro population: 5,000. Owned and controlled by three great business enterprises: DuPont Nylon, the American Furniture Co., and the Bassett Industries—a holding company which runs 31 furniture plants in the area. A factory town; a town of unorganized labor and low wages. Where Negro workers are employed as domestics and menials, are the first to be fired and the last to be hired. In the huge Dupont mill, for example, only 150 of the 2,500 employees are Negro. On January 1,



1949, just seven days before the crime, no less than 1,000 Negro workers were unemployed, a huge labor reserve kept idle by the bosses as a threat to the white workers. Keeping their wage scale down and their living standards ridiculously low. But this excessive unemployment and these sweatshop conditions were causing something new to happen in Martinsville. In the offices of the Virginia Unemployment Compensation Board, Negro and white workers were beginning to swap stories and compare notes. The white workers learned that they were not making twice as much as the Negroes, as the bosses claimed. In some of the furniture factories Negro and white workers were joining together in unions. And in the Negro community itself, the workers were mobilizing to take the impossible health conditions into their own hands. Tired of waiting for the white city administration for a hospital, the Negro workers began to collect money for one of their own. . . .

A growing militancy among the Negro people. A fast developing unity between Negro and white workers. This threat to the white bosses meant there were going to be unions in Henry County. It meant the workers were going to demand higher wages, better living conditions—it meant they were going to get them too. If they stuck together. It meant the Negro working people were going to free themselves of the yoke of the plantation, were casting off their white-imposed role as menials. And in any businessman's language that meant less profit for the bosses.

It was a dollars and cents proposition. Police brutality was good business if it could intimidate the Negro workers and keep them from uniting with the white workers. So the police roamed the streets of Martinsville, populous with unemployed, roughing up Negro citizens. One day, a cop named Warren Robertson took a walk, met a Negro farmer named Howard Stultz, drew his gun and shot him dead. Just like that. But the unity of Negro and white could not be broken just like that. And the anger of the Negro people couldn't be squashed just like that. They kept on planning unions, they kept on demanding higher wages, and now they also demanded that officer Warren Robertson be punished for the murder he committed.

So the next thing the bosses did — they did because it was good business too, and because they were scared. They listened to the hysterical story of a former mental patient and with that story

they engineered a frame-up. They arrested seven innocent Negro working men and charged them with rape. That's the way it was—a dollars and cents proposition. A question of profits.

On the day after the *Martinsville Daily Bulletin* blared out the news that the seven Negro "rapists" had confessed, the circuit court acquitted Officer Robertson of the murder of Howard Stultz. Grounds for acquittal?—self-defense.

Police brutality is good business. The hooded terror of the Klan is good business. And the lynch frame-up and the legal murder in the courts is good business too. The courts found the Martinsville Seven guilty and condemned them to death because the job of the courts is to "protect" the rights of businessmen. Chief Justice Vinson and the Supreme Court of the United States refused to hear the appeals of the Martinsville Seven because the federal government refuses to interfere in the affairs of industry. And Harry Truman ignored the demands of people all over the world and refused to save the seven men—because he, too, believes in free enterprise.

That's the way it happens—blatant, obvious and rotten.

The Martinsville Seven are dead. Because they were Negroes. And because it was good business . . .

In Laurel, Mississippi, the white "captains of industry" who run the Masonite plants got scared. Because the Masonite workers were organized. Militant and unified—the highest paid workers in the South. Negro and white organized. So in Laurel, as in Martinsville, as in Trenton, New Jersey, where six framed Negro men await their second trial for the alleged murder of a second-hand furniture dealer—in Laurel the men with the money bought themselves a frame-

up. Because they were afraid of the workers. Afraid of the Negro people.

A white woman, Mrs. Troy Hawkins, says she was "raped" while her husband and children slept nearby. While her "sick" baby slept in the same bed. She says it was pitch dark and she couldn't see who attacked her, but that it was a Negro. She says " . . . I was afraid he was going to wake the children." That's why she didn't cry out!

The white woman's statement results in the arrest of Willie McGee on November 3, 1945. For 33 days McGee is held incommunicado, beaten, starved, tortured. He signs a confession. And then the trial. On the day of the trial, McGee has to be carried into the courtroom, he has been so brutally beaten. As in Martinsville, the trial takes one day. The picked jury returns its verdict after 2½ minutes. Two and a half minutes to sentence an innocent man to his death.

That was more than five years ago. But the Masonite workers are still fighting. For the people resist oppression and they resist terror. As the white-supremacists and the bosses increase their brutality to counter the growing strength of the Negro people and the growing unity of Negro and white—as the number of frame-ups increase and lynch terror runs rampant—so too the resistance grows. The strength and the anger grow, and the determination to move forward, ever closer to the approaching day of Negro liberation.

In July, 1950 Willie McGee and the Martinsville Seven were scheduled for execution during the same week. One day apart. Three times, the Civil Rights Congress and mass protests had snatched Willie McGee from death. Once before the National Association for the Advancement of Colored People and mass

PART OF THE VIGIL BEFORE THE WHITE HOUSE





protests had saved the lives of the Martinsville Seven. And now again they were scheduled to die. Protests, letters, telegrams, petitions came from all over the world.

The Governor refused to act. The state courts refused to hear any further appeals. The Federal government was the last hope. Those were the days when the Korean war was hardly a month old. When peace sentiments were hardly more than an angry murmur among a handful of progressives. When business prospects were booming and newspapers headlined forecasts of prosperity. The government yielded to pressure. Less than a dozen hours before the scheduled execution of McGee, Supreme Court Justice Burton issued a temporary stay. Willie McGee was saved. The Martinsville Seven were saved. Victory. It was to prove a short-lived victory.

In January 1951, the Supreme Court refused the final appeal of the Martinsville Seven. Once again they were scheduled to die. Confident on the basis of the double victory of last summer, people once again raised their voices in protest. The greatest mass defense campaign since Scottsboro — spearheaded by the CRC. Millions responded from every corner of the world. Five hundred Negro and white men and women, trade unionists, professionals and students went down to Richmond to appeal to Governor Battle. They brought over eight thousand petitions bearing more than 120,000 signatures. It was an historic occasion. Nothing like this had ever happened in Richmond. Nothing like this had ever taken place in the South. Scores of intellectuals led a procession before the White House for six consecutive days and nights. Despite bitter cold it was constantly replenished by citizens of Washington—at times it grew to as many as 400 marchers.

A hurricane of protests came from around the world. Death watches were placed before United States Embassies in every major country. The greatest mass defense campaign in over fifteen years. But it was too little. Too late. On Fri-

day morning the first four men were executed. No words can describe what people felt. You can say shock. But that is not the word — because there was anger too. An anger such as some had never known of before. People who had never said a word before, were saying now, *The remaining three must not die.* In San Pedro, 80 Negro workers at the Western Cotton Compressor Co. stopped work to hold a memorial meeting and to demand life for the three men who were still alive. Richmond, Virginia will never be the same. For the first time, Negro and white joined together in organized protest. Nine hundred strong bearing floral wreaths through the streets to the state capitol. Little six-year-old Lawrence Grayson, stood before the White House in Washington, "They are going to kill my daddy in the morning," he said. "When I grow up I am going to kill them." In the morning they killed his daddy. The last three innocent men were murdered. The Martinsville Seven were dead.

Only then did people come to realize what had happened. Momentous as the defense campaign had been, it was not enough. We had been fooled by the token victories of the previous summer. This was a new situation. Eight months had passed. And in those eight months the Korean war had become a dirty word on people's lips. The most unpopular war in American history. The peace movement had grown and grown—doubled and trebled and doubled again. More and more, labor's rights had been threatened and labors gains had been cancelled one by one. Staggering under the heaped-up burdens of increasing taxes and spiraling living costs, the workers were beginning to fight back. Beginning to unite behind their demands. To walk out. To strike even in the face of misleaders in their own unions. And the militant opposition of the Negro people to an imperialist war in which their only stake was death and jimcrow, had begun to terrify the war-makers. More and more, the Negro people had come to identify their own

struggle for national liberation with the liberation struggles of the colored peoples of colonial lands. The lessons of Korea were plain enough. A white-supremacist war fought by a jimcrow army. The Negro people have few illusions about American democracy.

That is the face of it. Growing militancy among the Negro people, tremendous unity—Negro and white in the fight for peace. Resistance on the part of labor—labor fighting back. That is the face of it, and to the bosses, to the white supremacists, to the war-makers, to the men in high places—that face means danger. That was why Truman was "unavailable" to save the Martinsville Seven. That was why the Supreme Court refused to act. That was why they could murder the seven innocent Negro men. Not one man. Not two, but *seven* men murdered. A mass murder. Genocide—a government policy. A green light for terror against the Negro people, for lynching, for frame-up, for more mass murder.

Already in Mississippi, the white-supremacists smell the blood of their next victim. For the fifth time, Willie McGee is scheduled for execution. March 20. Only the jury of the people can save him. The Martinsville Seven did not have to die. They would be alive today if we had not entered the fight too late and too few. We can save Willie McGee.

In New York's Harlem, at a memorial to the dead martyrs of Martinsville, 4,000 men and women—Negro and white — rose to take this simple solemn vow: "It shall not happen again!" And all through the meeting there was that determined resolve. That deep-rooted sorrow. That grim anger. Mrs. Amy Mallard, who had seen her husband lynched by the Georgia Klan, said best what everyone was thinking: "Now we have got to stand up and fight. We've been good a long time. (From the audience comes the strident shout:—TOO LONG!) The time for talking is gone. We've got to fight."

And so we have. No more Martinsvilles! Willie McGee must not die!

## ON CAMPUS: FREE WILLIE MCGEE

1. Send telegrams to President Truman.
2. Send telegrams to Governor Wright, Jackson, Miss
3. Send Delegations in Crusade to Jackson.
4. Circulate Petitions.
5. Organize mass meetings and demonstrations.
6. Send contributions of money to the Civil Rights Congress, 23 W. 26th St., N. Y. C.
7. Draft Resolutions through Student Councils and other organizations.



# STUDENTS AROUND THE WORLD



**EGYPT:** A state of emergency was declared in Egypt last November as thousands of students marched on government buildings demanding that British troops get out of Egypt. The government has banned all demonstrations, blaming the students' action on "seditious Communists." Another parade in January was attacked by police.

**ENGLAND:** In a poll conducted by the student newspaper at Cambridge University, 60 per cent of the 260 students sampled said they would wait for conscription instead of volunteering in a new war. Nearly half opposed the British government's policy in Korea. . . . Over 100 students at Liverpool University wired Prime Minister Attlee that the atomic bomb should never be used.

**GREECE:** Greek students were beaten and arrested by the United States-financed police because they went on strike in protest against a 100 per cent raise in tuition fees.

**INDIA:** Last August an incident occurred in Gwalior which shed light on the conditions under which the students of that country live, and helps to refute the myth that Nehru's India is a shining example of democracy in Asia. University students in Gwalior held a demonstration to win a few simple demands, which included: opening extra sessions in certain classes; transportation facilities and science equipment for female students; more space for living quarters. To Nehru's government these demands were "subversive." Police attacked a demonstration and fired on the students. Over a dozen were killed, although only two bodies were found; the rest were reported "missing." A week later the police fired on a protest meeting, killing five more students.

**IRAN:** Week-long rallies by Iranian workers and students forced the Finance Minister to withdraw, for the time being, a bill extending the pact whereby the Anglo-Iranian Oil Co. exploited Iran's oil resources.

**ITALY:** The University Student Congress at the University of Rome has de-

nounced all military pledges that might involve Italy in a war.

**NIGERIA:** Student controversy over Nigeria: Moses Okeke, a Nigerian student at Xavier University (New Orleans) declared that his people, while fed up with British rule, do not necessarily want Britain to leave Nigeria, but would settle for a "representative self-government" under British supervision. He was answered by three other Nigerian students at Xavier who, in a letter to the *Pittsburgh Courier*, stated: "... What Nigeria wants today is an independent Nigeria governed by Nigerians. . . . No one but the Nigerian himself can do good and justice to Nigeria. . . ." No Colonial power, they said, could be "qualified to look first for the benefit of the areas they governed. . . ."

**VIET-NAM:** In Viet-Nam, students are playing a major role in the armed resistance to French tyranny. The medical students, almost by themselves, created the health and ambulance services of the army. Students from the science schools designed and supervised the construction of the now famous "armaments factories in the jungle." They fight in the student brigades of the liberation army, in the guerilla forces of the occupied zones, and continue to organize demonstrations in the cities under the very noses of the French occupation forces.

Armed struggle is only one side of the students' role in gaining freedom and progress. They worked as student instructors of their young republic in the campaign which cut illiteracy from 85 per cent under French rule to less than 15 per cent. In order to continue their education they have built their own schools and printed their own books. One of their best achievements is the National School of Literature and Art, located in a forest building of bamboo.

French colonial police in Saigon fired on a rally of Viet Nameese students. The rally marked the anniversary of the death of a student who had been murdered a year ago by the French.

**WEST GERMANY:** Thousands of young West Germans at a Hamburg

rally for peace were attacked by police using fire hoses and clubs. The rally defied a ban by Anglo-U.S. authorities on all demonstrations for peace.

**SOVIET UNION:** The Soviet Union, in 1951, will spend more than 59 million rubles (about 15 billion dollars), or 14 per cent of the total budget, for education. . . . Since 1945 more than 350 universities have been restored or newly built in the war-ravaged USSR. The country has at present 864 universities. Number of university students has reached 1,132,000. Before the 1917 Revolution there were universities in only 16 cities concentrated in central Russia; now they exist in 263 cities, with no republics of the Union lacking its own university. . . . All Soviet students have scholarships fully covering necessities. More than 60 per cent of them are provided quarters by the government, at a cost less than 8 per cent of their scholarship sum. Medical service is free of charge, as it is for the rest of the population.

**IRELAND:** Over 100 students of National University paraded through Dublin to protest the training in Northern Ireland of a Dutch air squadron, as part of Eisenhower's anti-Soviet military force.





# U. S. TAKES THE DOLLARS PUERTO RICO PAYS THE PRICE

by JOSE LUIS GONZALES

*Following are excerpts from the speech made by Mr. Gonzales before the Second World Student Congress of the International Union of Students, August 1950.*

It is exactly fifty-two years since the Army and Navy of the United States of North America attacked and occupied Puerto Rico. The economic and political control exercised by the United States of America in my country has resulted in poverty, unemployment, starvation, and disease. Thousands of young Puerto Ricans die prematurely as victims of disease caused by undernourishment. Of the 400 students of the Aguadilla school (Aguadilla is an important town where one of the largest military bases of the United States of America on the western hemisphere is situated) 75 children under sixteen suffer from tuberculosis. . . .

How can we explain that while the propaganda of the United States is proclaiming its intentions to improve living conditions in the nations of Europe, Africa, Asia, and Latin America by means of Point Four, the Marshall and Clayton Plans and others, that on Puerto Rico, a tiny island of 2,500,000 inhabitants, exists the problem of 500,000 human souls who are working under inhuman conditions? How can we explain that according to the official statistics there is no education for 300,000 children, that only 48 per cent of all school children can reach the fourth grade of basic education while hundreds of millions of dollars are spent on war bases? . . .

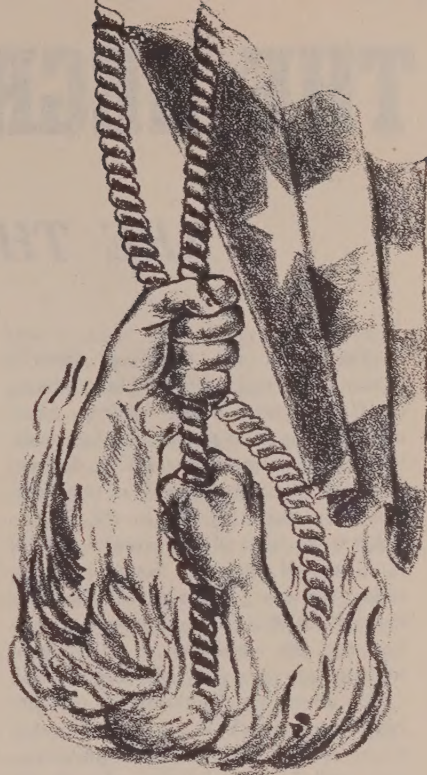
It can be explained by the facts that the United States imperialists make my country a zone from which considerable profit can be pressed, that the masses are as a cheap working power, not only useful for exploitation on our own territory but also suitable for export to the United States. Secondly, Puerto Rico is considered a monopoly market for United States products. Our country occupies 9th place among the most advantageous markets of the United States in the world. Thirdly, our country is used as a military and naval base of first rank, securing the domination over the Caribbean Sea and the Atlantic Ocean....

The student youth have proved their

desire for freedom and independence on numerous occasions. They have consistently opposed the endeavors to Americanize our culture. They helped in the fight against the use of English as a language of instruction.

The big strike organized two years ago at the University of Puerto Rico was motivated by the suppression of the liberty of expression and by the colonial attitude of the University administration. This strike lasted eight months and the students bravely opposed the mighty reprisals of the government, the terror of the police. Women students took an active part; the whole population aided, especially the working class. The students, despite the present situation at the University, continue their fight to regain their rights and to become citizens of a free and independent nation.

I should like to put some facts before those individuals who came here as representatives of the National Student Association of the United States, for the NSA leaders are the people who passed the shameful resolution at the end of 1948 against the great university strike in Puerto Rico organized that year. This resolution presents an offense against the national dignity and aspiration to freedom of the students of Puerto Rico by declaring that the NSA is interested in the welfare of all North American students. I should like to hear from the delegates of the NSA an answer to the following question: Since when do the North Americans include the Puerto Ricans? This is equivalent to the question, since when do the French include the Viet-Nameese, or since when are the Malaysians English? The same resolution concludes by making equally responsible the fascist administration of the university and the students on strike. The NSA knew about and had irrefutable evidence of the fact that 500 policemen, backed by the bayonets of two regiments of National Guard invaded the university campus, took possession of it, mistreated the students and arrested them. All leaders of the strike were expelled from the University; many of them were arrested and a number exiled. Since that time the center of learning



is living under a regime of terror. The right to speak freely and the right to assemble were suppressed, the professors, who protested against this state of affairs were expelled. The NSA knew all this. Its activity, however, at first offended the national honor of the students of Puerto Rico and thereafter tried to justify the fascist terror of the administration of the University of Puerto Rico.

. . . We in Puerto Rico know that there are two kinds of Americans. One kind, the imperialists, the aggressors against weak people, the lynchers of Negroes and the haters of Jews, we despise and fight. The other kind, the ones that Tom Paine taught how to live and John Brown to die, the progressives, the Communists, the honest trade unionists, the fighters for peace and freedom, we love and honor.

*Deusdedit Marrero, Puerto Rican youth leader, has been in jail for several months. His crime—circulating the World Peace Appeal, which calls for outlawing the atomic bomb. Marrero is an outstanding exponent of national independence for Puerto Rico. His wife, who was imprisoned while she was pregnant, died in jail; her death was officially called suicide.*

*Marrero must be freed! American students can help to win his freedom. Write to President Truman and Governor Munoz-Marin of Puerto Rico. These men have the power to order his release.*



# THE NEGRO STUDENT:

## ARE THE WALLS TUMBLING DOWN?

"The walls are tumbling down!" "Color Line cracking in Southern education!" I'm sure many students have noticed these titles recently in American educational journals over articles dealing with the "breaking down" of the jimcrow educational system in the South. What is the basis of this boastful claim? It all started with the Supreme Court ruling conceding the right of Negroes to equal facilities in post-graduate education and the admission of 233 Negro students into previously all-white schools.

Educators and "authorities" on the Negro were quick to say: "See, in the course of evolution Southern administrations will become enlightened and, of their own free will, they'll grant Negroes equality." Well, I think we've got to view these court decisions with a more critical eye.

In the first place, these admissions weren't simply *granted*. Let me cite a few illustrations of the kind of *action* that produced them. Mrs. Ada Sipuel Fisher, a young Negro woman, was admitted to the Law School of Oklahoma University after two years of filing suits, along with activities on the part of the white students at the university. Five hundred students burned an effigy of the U.S. Constitution in protest against the exclusion of Mrs. Fisher because she is Negro.

Mr. Herman Sweatt was finally granted admission to Texas University because he fought together with the NAACP for his right as a citizen to enter the school. On the all-white campus, the Labor Youth League, a Marxist educational organization, took the initiative in waging a fight on admission of Negroes; soon the majority of students followed its lead.

There have been many other cases such as these. They represent important victories won by the efforts of Negro students in struggles to attain higher education. All honor is due Herman Sweatt, G. W. McLaurin, Elmer Henderson, Mrs. Fisher and others who fought through their cases to the Supreme Court and obtained favorable decisions.

It is no small thing for the Negro people of the South that their struggles compel the United States government to make apparent concessions to their demands. However, these victories are limited and by no means signify a complete end to discrimination. The truth is that educational opportunities for Negroes still remain shockingly inadequate. What a commentary on the American way of life that in the second half of the twentieth century fifteen million Negroes are not receiving even partially adequate education. The *peak* enrollment of Negro college students in the United States was 90,000, in a total student enrollment of 2,500,000. In Texas, 9% of the white population is receiving higher education compared with only 4% of the Negro population. The number of white students attending colleges in Texas is low, but for Negroes it is especially low—this is significant since certain areas in Texas are predominantly Negro.

The educational status of the Negro people is a reflection of their economic and political status. In 470 counties in the South, Negroes average 48% of the population. They work mostly on plantations as sharecroppers and tenant farmers, and rent their land from Northern corporations and Southern cotton investors. Education for these people would threaten the set-up whereby the landlords extort fantastic interest on loans for equipment and seed and then sell their cotton for huge profits. The labor is close to peonage. In factories too they receive about half as much as white Southern workers who, in turn, because they are pitted against the Negroes are forced to accept the lowest wages in the country.

If any considerable number of Negro young men and women were able to attend college one of the main sources of cheap labor and high profits in this country would be gone. That is why Southern governments keep Negroes out of school and segregate the few who do attend. At the same time this policy has resulted in sub-standard education for white youth in the South as well.

Even admittance to non-segregated colleges is an achievement for a Negro. In many Northern schools, graduate and under-graduate, there is a quota on the number of Negroes accepted. These schools either demand a photograph from their applicants or their "race" written on the application. This is one of the more "subtle" means of excluding Negroes. A token number of admissions is not equality at all.

Columbia University and Lafayette College in Pennsylvania are just two of the schools which maintain scholarships which exclude Negroes. At City College, New York, where over 75% of the student body struck to oust an anti-semitic and an anti-Negro teacher, the administration delays ruling on the teachers: Davis and Knickerbocker. Davis—the jimcrowist—was even given a salary raise.

Another important question is what happens to Negro youth after college. Why aren't jobs in the professions open to us? The answer points clearly to the superficiality of the claim that the Supreme Court decisions effected a major change. They lead to a dead end unless further demands are put forward and won.

But today the question of education for the Negro becomes even more critical. For the danger of war hangs over our heads and the government threatens to drain the colleges of most of their students.

Experts have predicted that the high cost of living caused by only a partial war economy would result in a decrease of 50,000 students. Already this is illustrated by the fact that the only Negro student attending Louisiana State University had to leave school because he couldn't afford to continue. This is not just an individual case for Negro students. Because of economic oppression most Negro students work while attending school. The presidents of schools like Cornell, Amherst and Cincinnati agree that the high cost of living is making higher education unattainable for low income youth. Many Negro students will be deprived of their right to higher edu-



by GERALDINE JOHNSON

cation because of rising tuition fees.

Thus, from the peak enrollment of 90,000 Negro students there has been a decline of about 20% or 18,000 students—precisely because we are on a war footing. And this is only the beginning! A recent survey indicated a drop of 275,000 in college enrollments as a result of the draft. The American Council On Education predicted the draft would cut college enrollments by nearly one million.

The allocations given to Negro colleges will be cut. They are chiefly small schools, which will not receive fat army contracts for research and training. With these schools forced to close, Negro youth face a grim educational future indeed.

While the educational journals boast that 233 Negro students are enrolled in previously all-white schools, they overlook the fact that in one non-segregated school alone, Ohio State, there has been a decline of over 1400 Negro students or six times the total of new admissions. Just *one* school!

But the most important answer to the question, are the barriers falling, lies in the fact that the over-all pattern in our country is not one of wiping out jimcrow, but of increasing it. And it is obvious why. In a war against colored peoples abroad the Negro people can't expect democracy at home.

Draft, to a Negro means becoming part of a jimcrow, segregated army, being treated as an inferior, second-class citizen, with a far greater chance of being killed in the front lines than a white soldier. The entire 24th Negro infantry regiment has been wiped out in Korea; Lieutenant Gilbert and 39 other Negro soldiers have been jailed on frame-up charges. John Derrick, when he was discharged, was shot and robbed by two white New York policemen.

This is a time when the colored peoples of Malaya, Burma, Africa, Viet Nam and the Philippines are resisting the exploitative rule of foreign white imperialists, and here at home Negroes are increasing their demands for equal rights. We Negro students are part of the fight against the same white-

supremacist rule. Therefore, in a period such as this, because of their precarious position it is necessary for the ruling class to appear to make concessions to the Negro people in order to stifle their movement for independence and freedom. The Supreme Court ruling is a display of this policy.

The Supreme Court ducked the most important constitutional question: "separate but equal education". Besides, a ruling such as this affects only a small part of the Negro people, approximately 2%. There has been no government action taken on FEPC, or an anti-lynch law or a law outlawing the poll tax. But they boast about gains won by 233 out of fifteen million!

The true aims of the government are clear. Seven innocent Negro men were executed in Virginia and none of these sages raised their voices. They refused even to review the case. Mass murder was committed while President Truman rested in bed.

There are many other such cases in the courts today—Willie McGee, The Trenton Six, Rosalie Ingram, John Derrick and others. But we still hear the cry "jimcrow is coming to an end." But James Byrnes, former Secretary of State and now Governor of South Carolina, has stated:

"We need have no fear that segregation in state public schools will be abolished. . . . The politicians in Washington and the Negro agitators in South Carolina who today seek to abolish segregation in all schools will learn that what a carpet-bag government could not do in the Reconstruction Period cannot be done in this period. . . ."

This is the picture of official U.S. policy, stated most bluntly by Southern aristocrats like Byrnes. But there is another picture also. There are struggles being waged today on every front for Negro rights in which Negroes are increasingly being joined by white people who recognize that their interests lie in guaranteeing a peaceful and democratic America.

No student can soon forget the his-

toric strike at City College in New York in which over 75% of the student body, predominantly white, participated. It was a strike to remove a white supremacist, and an anti-semitic teacher from the school. Why did this student body of mainly white students strike against white supremacy and anti-semitism? Because they saw that *their* education was inadequate and would continue to be inadequate as long as two such persons were instructors on their campus. Many white students are also learning that a college administration that is anti-Negro, sooner or later attacks the academic freedom of *all* students—Negro and white.

Every blow that has been struck for Negro rights has been a blow to advance the conditions of both Negro and white. Always the side of the white supremacists has been the side of reaction and oppression for workers, and students too.

Today the men who run our country are scurrying around frantically in a vain attempt to hold their control over colonial peoples who are struggling for liberation. In order to save their profits they are driving hard for war against the Soviet Union and China. And among the leaders of this bi-partisan war party are the anti-Negro racists who pollute not only the South but the whole country by their presence in Congress.

There has been a growing movement among the students of America for world peace and for democracy on the campus. This movement can grow and wield a strong influence when it is further strengthened in a solid bond of unity of Negro and white students.





# the draft:

## KILLERS WANTED

The draft has hit American students and hit them hard. It threatens their future. It has changed the college campus.

Students are restive, bitter and angry. The Associated Press reports mass resentment toward the draft. Students are not accepting it.

Dr. Guy E. Snavelly, Executive Director of the Association of American Colleges, predicts that probably one million students will be pressed into service.<sup>1</sup>

Militarization is invading the colleges. The Army announced that there would be 33 more Reserve Officer Training Corps units at colleges in 1951, raising the number to 235.<sup>2</sup> Money is being out-layed for military research. The National Council Against Conscription surveying college research, found that 88 per cent of colleges contacted do part of their research under contract with the Army and Navy.<sup>3</sup> Increasingly Generals are being appointed to head American Universities. Columbia University has added 6 military courses to its curriculum this term.

Academic freedom is being sacrificed in the interest of the war program. At Brooklyn College, the Charter of the Labor Youth League was revoked "because of the Korean War." At Columbia University, a Peace Committee was not recognized for the same reason. At the University of Connecticut, the campus humor magazine, *Touchstone*, was suspended on charges of "bad taste" because it lampooned the United States Army.

Women students are told by the ex-head of the Waves, that they too must be drafted for military service. A signed statement of 26 college heads said that "women will be happier in mind and spirit" if they take part in the armed services and war industry.<sup>4</sup>

Chancellor Tolley of Syracuse University wants women drafted and taught to shoot.

While the bigger schools depend on fat endowments and large military contracts, the smaller schools face bankruptcy, if their students are drafted. Acting President Leslie K. Patton of Tusculum College in Tennessee, with an en-

rollment of 277, stated:

"Just as we were about to get our heads above water the Korean War and the international crisis caused a drop in enrollments."<sup>5</sup>

Lincoln University, a Negro school of 539 students, made it known that it may have to close if the bulk of its all-male student body is drafted.

The draft has special consequences for Negro students, who face segregation, quota systems and severe economic hardships which keeps them from getting a higher education. The enrollment of Negro students even before the draft dropped from its disproportionately small number of 90,000 to 72,000. At present, Negro students comprise 3 per cent of the total student population while Negro people total 10 per cent of the U.S. population. With the draft, there is the danger that the criminally low number of Negro students will be cut to virtually nothing.

This campus picture adds up to the increased militarization of the campuses and the subordination of education in the United States to the needs of the military.

Since the threat of draft enshrouded the campus, students are talking about war and peace.<sup>6</sup>

According to *Look* magazine, these are some of the topics they are discussing: Why is it necessary to be drafted at all? American Foreign Policy has bungled. War with Russia is not inevitable. War is no solution to student problems.

We agree that war is not inevitable, nor is war a solution. We further agree that American foreign policy has bungled. In fact, we feel that the responsibility for all draft problems of students stem from the war program of the Truman Administration.

In June, 1950, Truman ordered American armed forces to intervene in the Korean War. Since that date, the United States military forces carried out systematic and brutal devastation of Korea. Methods of mass destruction are being used—saturation bombing, shooting at "anything that moves," and jellied gasoline (napalm) bombs. George Barrett, *New York Times* correspondent, presents

this picture of a jelly-bombed Korean village:

"The napalm bombs blasted the huts and fields in and around the town, killing its two hundred inhabitants. An old woman, was the only one who seemed to be alive, dazedly hanging up some clothes in a blackened court-yard filled with bodies of four members of her family. Killed were 50 boys and girls playing in an orphanage. The Koreans were caught and killed and kept in the exact postures they had held when the napalm struck." This is the way Truman and MacArthur "liberate" and bring "democracy" to Korea.

The intervention is no isolated incident. On the same day that Truman ordered troops into Korea he sent the Seventh Fleet to Formosa, intervening into the internal affairs of China. The Truman Administration has been sticking its nose in Chinese affairs since 1945, pumping 6 million dollars into the discredited Chiang Kai-shek clique in the vain hope of keeping him in power. Similarly, the United States is giving arms aid to England, France and Holland, helping these imperialist nations keep down the peoples of Malaya, Indo-China and Indonesia.

Truman has attempted to hide his opposition to colonial peoples through his Point 4 program. The demagogic mask of this program is ripped aside, however, by the following facts. Truman "aids" the South African people by supporting their white supremacist, Nazi ruler, Malan. Truman brings "economic advancement" to the Puerto Rican people by maintaining an average wage for sugar workers of 221 dollars a year and a cost of living higher than the United States. Truman professes his "friendship" for colonial peoples of Asia by helping to rebuild the Japanese army which overran and subjugated many countries in the Far East. He offers "hope" and "moral leadership" to colonial peoples by dispatching Eisenhower to resurrect the Nazi army, hated by all mankind for its concept of inferior nations and for the misery and destruction it heaped on mankind by World War II.

The opposition to colonial and col-



by HERB AHRENS  
ED ISRAEL



ored peoples by the United States government is camouflaged by the propaganda that all independence movements in the colonies are examples of "Soviet aggression." The victory of the Chinese revolution is "Soviet aggression." The Viet Nam forces of Ho Chi Minh are carrying out "Soviet expansion." The Civil War in Korea, 5,000 miles away, threatens American shores with "communist invasion." So goes the theme of the war planners today. At the same time, the United States is ringing the Soviet Union with war bases. American armed forces are fighting near the Manchurian border and the Seventh Fleet is a few miles off the Chinese seacoast. American military officials scream for a "preventative war" and the dropping of the A-bomb on China and the Soviet Union. Truman's aggressive acts aimed at the Soviet Union expose his propaganda. Stalin's statement that the Socialist and capitalist world can peacefully co-exist does not sound like the words of an aggressor. Nor do the actions of the Soviet government. They supported the Asian-Arab plan for a cease-fire in Korea and a peaceful settlement of Far Eastern problems. They have continually called for a ban of the A-bomb, pledging not to drop it. The Soviet Union took the initiative in calling a big-four meeting on Germany to insure against the re-birth of the Nazi army, opposed and hated by the people of Europe. Even a Senator Taft admits that he sees no threat to the United States from the Soviet Union. Taft, who represents the same business interests as Truman, merely differs on tactics as to how to suppress colonial liberation movements and start a war against the Soviet Union. Both he and Truman are interested in protecting super-profits for big business to be made from the oil, rubber, sugar, coffee and other products of colonial countries. Korea's tungsten and gold make more dollars and cents for the big business backers of Truman than all his demagoguery about "freeing" it from "communist domination."

Flowing from these war aims the draft becomes necessary for training a certain

type of army. General Hershey puts it simply and clearly—he wants an army of "killers." President Nance of Tampa University leaves no doubt as to Hershey's meaning:

"I believe that we should have total preparedness based on the laws of the jungle, that everyone should learn every art and science of killing. . . . I would approve bacteriological warfare, gas, atom and/or hydrogen bombs, intercontinental rockets and so forth. I would not ask mercy for hospitals, churches, educational institutions or any special groups."<sup>8</sup>

The educator's ideas are being fulfilled in Korea. And his "laws of the jungle" philosophy is being practiced in the jimcrow army. In Korea, Negro troops are considered expendable and are sacrificed as was the Negro 24th infantry regiment which was wiped out. Puerto Rican youth who are drafted without their consent since they have no representation in Congress, are given similar treatment. That

is why 60 per cent of Puerto Rican youth are refusing to register for the draft.<sup>9</sup>

In order to stifle protests against jimcrow treatment and to offset any realization of the sacrifices of Negro soldiers, the army has rigged up about 30 white-supremacist, court-martial frame-ups against Negro soldiers in Korea. Only 4 of these cases are reported among white soldiers. If Negro youth survive this they are liable to the treatment received by John Derrick. Derrick was murdered by 2 white cops in Harlem the week of his discharge.

What will such white-supremacist ideology and practice do to white soldiers? It is designed to inculcate them with contempt for all colored peoples. It will make it easier for them to kill Koreans, Chinese, Africans and Latin-Americans. It is supposed to prepare white soldiers for a period of twenty to thirty years (Eisenhower's program) of killing during which every element of humanity will be drained from them.

*Cont'd.*



# the draft...

Cont'd.

It is designed to split Negro and white youth in order to stifle their protest against the horrible future being prepared for them.

The *New York Times* reports "low morale," "marks sliding" and a "what-the-hell" attitude among American students. The impression sought after is that students are accepting the draft, though unwilling. By falsely labeling student reaction the war makers and their spokesmen are trying to say that nothing can be done about the draft.

Afraid of the discontent which would result from mass drafting of students, military officials are sugar-coating the draft by offering ROTC or two years military training on campus (proposal of Senator Mathers of Florida). Students are promised "deferments" if they join ROTC. Apparently afraid that this bait might not get a large enough "catch" registration officials at the City College of New York last term marked ROTC compulsory on Freshmen's registration cards. When students questioned this policy, CCNY's ROTC head said it was a mistake . . . a mistake which resulted in one-third of the freshmen class enrolled for ROTC. Some students may reason that ROTC is a way out. But joining commits the student to the principle of the primacy of military training over education; to the viewpoint that education becomes the "art and science of killing"; to the obligation to build A-bombs, not bridges; to the notion that natural sciences be used for perfecting mass murder and the social sciences used to justify this.

Many students are beginning to see that the only way to defeat the draft is to join the movement for peace. A recent Gallup Poll showed 65 per cent of college students in favor of pulling out of Korea and of having a peaceful settlement of the war. At the University of Kansas, 300 students signed petitions urging an immediate peaceful settlement of the Korean War and a ban on the A-bomb. More than 70 Michigan University students and faculty leaders, declared that war was not inevitable and that students and teachers must join the peace movement. Delegates at the annual North Carolina State Student Legislative Assembly overwhelmingly defeated the idea of using the A-bomb. The Student Council at City College of New York voted 18 to 8 for a truce in Korea and peaceful negotiations. 300 students

at Iowa State U. went on record for an end to the Korean War and the seating of the People's Government of China in the UN.

Reflecting these broad sentiments, a significant Youth Assembly for Peace was convoked in Chicago in January of this year. The delegates agreed that it was the duty of all youth, working student and farm, to struggle for peace regardless of their differences. They went on record against the draft and for peaceful negotiations of all outstanding differences between the Soviet Union and the United States. Following the meeting two delegations were sent from the Assembly, one to the United Nations and one to Washington.

The rising peace sentiments of Americans make possible peaceful settlement of all differences between the Socialist and capitalist world. But peace will not be concluded by diplomats alone. It depends on millions of people. For students, peace is their basic demand. If there is no war there is no need for the draft. Let the campuses resound with meetings, forums, resolutions and petitions demanding peace. Send delegations to Washington to testify against the draft. Form peace groups and join those in existence to lend organized strength to the collective will of American students for a peaceful world. Let all students, regardless of differences, unite on the following minimum program:

No Universal Military Training.

No Extension of the draft for 18-year-olds, students, vets, or married men.

Abolish Army jim-crow and segregation.

Stop legal lynchings in Korea, Mississippi or anywhere.

Defend the Right of College Students to Complete Their Education.

No Compulsory ROTC.

Fight Militarist and Chauvinist Propaganda in Classes and Texts.

Keep Military Personnel from Taking Over the Campuses.

Guarantee Full Democratic Rights to All Students.

<sup>1</sup> *New York Times*, January 8, 1951.

<sup>2</sup> *New York Times*, Jan. 9, 1951.

<sup>3</sup> Pamphlet—"Militarism in Education" Pp. 18-19, 1950.

<sup>4</sup> *New York Times*, Feb. 6, 11, 1951.

<sup>5</sup> *New York Times*, Nov. 27, 1950.

<sup>6</sup> *Look Magazine*, Feb. 13, 1951.

<sup>7</sup> *New York Times*, Feb. 10, 1951.

<sup>8</sup> *Censored*, Sept., 1950, P. 27—Published by the Civil Rights Congress.

<sup>9</sup> *Latin-American Facts*, Vol. I, No. 3.

# Negro history

The Association for the Study of Negro Life and History has been in existence since 1915. The organization has grown under the leadership of the great Negro historian, the late Carter G. Woodson, whose work for his people has resulted in the widely celebrated Negro History Week.

At the Association's 1950 conference Dr. R. O. Johnson of Morris Brown College said that the American people are ready "for a new approach to the Negro and the part which he has played in the building of our social heritage and the part which he can and should play in the future."

Dr. Johnson, who was formerly a specialist on adult education in the United States Office of Education, also pointed out that the American people "are the victims of a deliberate and vicious effort of long duration to distort the facts" of Negro history.

It is interesting to examine the conclusions of a group of six historians who studied the teaching of American history in the New York State schools. This group, headed by Professor Arthur Schlesinger of Harvard University, issued a report which was the result of two years' work. Yet nowhere in the report is mentioned the need to end the omission and distortion of the Negro's role in history. We can conclude that even this erudite group is guilty of Dr. Johnson's charge.

The Association for the Study of Negro Life and History is one of the few organizations which encourages investigation of the contributions of the Negro people. Their program includes the organization of local clubs and classes and the training of young men and women in methods of research in accredited universities. Their 1950 program aims at expanding the circulation of their publications *The Journal of Negro History*, and *The Negro History Bulletin*.

For a true picture of the role of the Negro people in our history, the work of this organization is invaluable. To insure a better education students should make the Association and its work widely known on campus.



# youth plans for peace

by BERNARD JACKSON



## peace crusade

On January 5, more than 200 young Americans convened in Chicago as the First Young People's General Assembly For Peace. This marked the first truly broad national conference of youth leaders to find unity in the fight for peace. Three days of vigorous discussion exposed the most diverse points of view, but always there was the underlying theme of the urgent need for peace and the willingness to rise above differences. The delegates, represented thousands of organized Negro and white youth from church, student, trade union and community groups, from pacifist organizations and grass-roots peace committees.

During the first symposium, on the causes of the present international crises, the Assembly constituted itself into "buzz groups" of ten to fifteen people sitting in adjoining seats. Each buzz group elected a chairman and a recording secretary and proceeded to discuss the central issue and pool their individual thoughts. At the close of these discussions the secretary of each group reported its conclusions to the general session. The floor was then thrown open, town hall fashion, for discussion on the group reports.

Throughout the discussions, the greatest areas of agreement were found on the need for negotiations for peace, the principle of self-determination for all colonial peoples, and granting them equal representation in the United Nations. Repeatedly expressed was the importance of seating People's China in the UN and the building of a great international movement for peace.

In the second symposium, "The Effect On Youth of Militarization," a proposal was made for a UN-sponsored young people's general assembly to exchange ideas on peace among youth of all nations. It was suggested that youth delegations be sent to the United Nations and Washington to urge immediate peaceful settlement of the Korean war, to oppose militarization and universal military training, and to press for the elimination of jimcrow segregation in the armed forces. An important point of attack was the undemocratic practice of

segregation in an army that supposedly fights for democracy.

On the following morning, the Assembly drew together all reports and proposals. It was decided that the content of the discussions should be made available in youth groups and local peace organizations. Delegates expressed their desire to keep working together for peace by electing a continuing committee. Rev. Massie Kennard, of Metropolitan Community Church, Chicago, was elected chairman. Headquarters of the Assembly will continue in Chicago.

The continuing committee was charged with the task of disseminating information that will help convince people of the possibility of peace; and to convene a second national General Assembly. The individual delegates pledged to help organize similar assemblies in their various states, towns and communities.

A serious shortcoming in the Assembly was the insufficient number of representatives from trade unions and from the South and the Far West. Many who would have attended were prevented by a lack of funds. These people, undoubtedly, could have made valuable contributions in discussing peace activities in their localities.

On the whole, however, the efforts of the First Young People's General Assembly for Peace met with success. The very fact that young Americans of diverse points of view have met to discuss the chances for peace in the world is significant. It marks a considerable step forward in the building of a united youth movement for peace. The immediate future should see organized peace activities based on the Assembly's discussions, the convening of countless local assemblies, and eventually a vast national organization that will powerfully express the demands of all American youth for world peace.

*Already the continuations committee has taken action. Peace delegations visited Washington and the UN on January 29 to voice opposition to the proposed 18-year-old draft and UMT, and to urge ceaseless negotiations among the major powers for peace.*

A new organization has been founded to unite all Americans who want to speak out for world peace. It is called the American Peace Crusade. Among its many prominent sponsors are Thomas Mann, world-famous anti-fascist novelist, and Dr. W. E. B. DuBois, outstanding Negro leader and historian.

American Peace Crusade calls upon the people of the United States—in every village, town and city, in all walks of life—to raise their voices in a mighty cry: The people are fed up with war and demand peace!

The crusade has called for thousands of people to join in a peace pilgrimage to Washington on March 15.

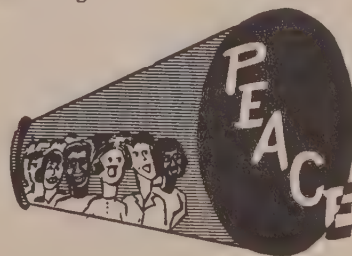
A Peace Poll is now being circulated throughout the land. It asks: "Are you for bringing our troops back from Korea and for making peace with China now?"

A special Youth ballot also asks: "Are you opposed to Universal Military Training?" and "Are you opposed to discrimination and segregation in the armed forces?"

We heartily welcome and support this grass-roots poll, and we urge every student to obtain a ballot and vote "YES!" to all three questions.

American peace crusade sets no conditions for groups and individuals wishing to cooperate with it. All are invited to join.

The sponsors of the Crusade are determined, above all, to show our government that the American people want no war with China, Korea or any other nation—that the people want Peace and mean to get it.





# shooting for the same goal

NEGRO AND WHITE IN COLLEGE SPORTS

by ELLEN GOLD

"Well," Leon was saying, "It looks like we're coming near the end of discrimination in college sports." He pointed out that Iowa has five Negro players and took them to Miami to play, making that the first interracial football game in Florida's history.

Leon and I were having coffee in the campus cafeteria. My friend Norma perked up her ears, and before we knew it, there was a full scale discussion under way.

She said, "Sure that was a wonderful break-through on jimcrow, but did you know that the Negro players couldn't stay with the white players at the ritzy Shelborne hotel? They were quartered in the segregated zone. And the college officials can't blame it on conditions in the South, because the players were separated in Indianapolis, also, when they were on their way to play Indiana U."

Leon was surprised. He didn't understand how such a policy jibed with the fact that last year six student organizations had united successfully to win the right of Negro students to live in the school dorms instead of Iowa City's jimcrow housing.

"That just shows how important it is not to be taken in by token gains," I said. "The Iowa deal was none of the students' doing. Even the students at Miami U. felt that the men should have stayed together. But the college officials, the big shots, when they're forced to capitulate to democratic student demands, use them to cover up remaining inequality. Why is it that in Big Ten football and track there have been Negro stars, and in basketball there's been a mysterious 'gentlemen's agreement' to stay lily-white?"

Leon pondered. "Maybe Negro athletes are better in track and football."

George, a Negro student, had joined us. He broke in at this point. "You'd better think about that; it's one of the subtle racist myths that have crept into many people's thinking. Let's get some of the facts here. The Big Ten Conference has its first two Negro basketball players now. Bill Garrett, the first one, is Indiana's star center. Bob Carey rated tops in Michigan State's victory over Northwestern. And look at New York.

Long Island University's team, with three Negro players, is one of the country's best. By the way, they refuse to play any place where they'll be segregated. Two Negro players were featured with City College's grand-slam champ team. Sherman White, of L.I.U. is the nation's record hoop scorer. It's not lack of ability that keeps Negro students out of sports."

"Let's face it," Norma said. "College athletics is a money-making proposition. Players don't just try out; the teams have scouts who pick out the best high school players and bid for them. These guys are careful not to tread on the toes of the big contributors to their schools who stand behind the "ancient" practice of jimcrow. Princeton never had a Negro player; Yale had one. Even in New York, with its large Negro population, N.Y.U. has had only one Negro basketball player in twenty-five years. And what happens when Indiana's Bill Garrett graduates?"

"On the other hand, because it is a big money deal, the big schools' administrations often cash in on the great Negro players. Then they've got window-dressing and can disclaim all bias.

"The thing to see is that even if there are some Negroes playing on teams, there's still a double standard for them. A Negro athlete is still expected to be *better* than any white player. What about the right of a Negro student to be just a fairly good player?"

"No one questions that Negro college teams rank among the best," I said, "So why hasn't a Negro college team been scheduled to play at Madison Square Garden? I'd like to see the New York schools boycott the Garden. With its rake-in on college games, Ned Irish would soon be forced to change his policies."

"Yeah, I see what you mean," Leon said. "Still, progress has been made. Vinnie Drake is now Fordham's first Negro football player. Negroes did play in interracial games at Texas and Florida. These are new victories."

I agreed with Leon, but I pointed out that victories came through a history of student struggles. For instance, in 1947, the Penn. State team, which included several Negro players, was invited to

play at the Sugar Bowl in New Orleans. They were asked to bring only the white players. Both players and students said thumbs down to the proposition. At this point Southern Methodist was to vote for a team to meet them in the Cotton Bowl at Dallas. They chose the Penn. State team! It was the first Negro-white college game on southern gridirons.

This victory set off chain reactions on other campuses. In the winter of '47 the Long Island U. basketball team, playing Oklahoma A. and M. at Stillwater, received an ovation from the student body. This was another "first." The L.I.U. players refused to be separated in the town, and got facilities together at the University.

## THE BASKETBALL FIX

The New York City basketball fix broke as we were going to press. It involves players on teams we point to as examples of Negro-white teamwork. CCNY and LIU. Does this invalidate what we say about them? Not at all. The players are great players and played good games. The thing the fix proved is the correctness of our statement that sports is a big business. Millions are made by the colleges in gate fees, besides what the gamblers rake in. The players were forced to perform in an atmosphere of corruption. In New York City, basketball is one in a series of scandals; police and fire departments and school appropriations. They point to official administration support of and collusion in crime. This is where the heat should be applied—at the source. The papers are attacking not the source, but the victims of a vicious "get yours" environment. The players should be reinstated as students NOW!

Now, in N.Y.U., after increasing pressure by students and papers like the *Amsterdam News* and the *Daily Worker*, there's a Negro player on the Freshman team who looks like he'll make the Varsity.



George commented that once you start talking about breaking jimcrow on the teams, a whole slew of related issues come up. Questions of housing, eating, and travel facilities have to be tackled, and then the very basis of segregation and quota systems demands examination.

"It's in sports that a lot of myths are exploded too," he said. "Very often students from small communities make

classes next semester so I can support myself during the day. I sure won't have time for any athletics! Of course, if my father could get a decent job, not porter or janitor, maybe he could afford to send me through school.

"But my cousins won't even see high school in a segregated shack as long as their folks wind up in debt to the plantation boss every market time. This isn't

to see the students on those white southern campuses yell for the right to play top notch Negro teams like West Virginia State College. They've already beaten many white west coast teams. For that matter, what's wrong with having Negro students on their own campuses? It's time some of the fights to crack segregation were carried beyond Oklahoma and Texas where one or two Negro students were admitted."

"And look here," Norma added, "Negro members of the N.C.A.A. had to boycott its January convention—held in Dallas. Meetings were scheduled to be held in hotels that announced that Negro members would have to use the freight elevators. Negro coaches were told that they wouldn't be welcome at the American Football Coaches Association banquet. Mack Greene, who is director of athletics at Wilberforce State, ripped into the N.C.A.A. He said he refused to subject himself to the social indignities of Texas law."

"The fight for Negro rights in sports," I said, "is really being waged by both Negroes and whites with increasing vigor and with a growing unity. The 'tread softly' line belongs to the apologists. The real victories have come only by real fights. The National Association for the Advancement of Colored Peoples and the Young Progressives of America at Iowa sent a letter to their president asking for a guarantee that athletes will get unsegregated accommodations. They'll begin a campus campaign if the answer isn't satisfactory.

"That sounds good to me, because it's an indication that those people are ready and willing to back up their convictions with action. Sports and campuses too can be democratized if students get on the ball and tackle situations which have been allowed to slide."

"Alagaroo," said Leon.



NEGRO AND WHITE IN COLLEGE BASKETBALL. THIS SHOT SHOWS ED WARNER AS HE APPEARED IN CCNY'S CHAMPIONSHIP TEAM.

their first contact with Negro youth and their fight for equal rights through college sports. At Iowa, the co-captains of the basketball team are Negro and white. Most students, when they get the facts, are willing and anxious to fight for democracy. The things to be aware of are the less obvious forms of discrimination."

Leon leaned forward. "That's what makes more obvious the racism supporting the South's segregated schools. Negro and white students are kept apart even for sports events."

"Yes, it's about time we stopped taking the South for granted," Norma said. "We've been talking along as if college sports were here, and the general problems of Negro youth were some place in another realm. But the fact is that there can be no end to jimcrow in college sports, subtle or otherwise, until inequalities in education are wiped out. How can we expect Negro students to make college teams when the very economic barriers facing Negro youth keep most of them out of education in the first place?"

"You've got a real point there," George said. "I'm going to have to take evening

even mentioning what the draft means to Negro youth's aspirations for education.

"I'll say one thing, the fight on the sports level, while it doesn't hit the root of jimcrow, is a major fight. The spotlight of the whole nation is on sports with its tradition of teamwork and fair play.

George pulled out a newspaper clipping. "The big story now is the National Collegiate Athletic Association. It's the governing body of college athletics in the United States, both Negro and white. This article tells how Negro college coaches are fighting for the right to have Negro teams compete in the N.C.A.A. basketball tournaments. They're asking that Negro teams be selected for the finals. In the South, all the Negro colleges fall in districts with southern white colleges. This alone automatically eliminates the Negro teams and denies them their membership rights. But in Ohio, too, Negro teams have been left out of events."

"That situation," Leon commented, "really denies the very idea of sports as a challenge of skills. It's not enough to get Negro teams into the finals. I'd like

## ON CULTURE

We were to have had a short story in this issue. But the story of the Martinsville Seven took precedence. We look forward in the next issue to enlarging our cultural section. That's where you come in. Send us what you're doing. Collective discussion and constructive criticism are an integral part of our approach to writing. You can grow as artists, we as a magazine. We're waiting for your material.



# student notes

## PEACE:

More than 70 *Michigan* students and teachers, meeting in an all-day conference, agreed unanimously that war is not inevitable. The panels called for outlawing the Atom bomb, seating People's China in the U. S. . . . A *University of Colorado* poll showed students 2 to 1 against use of the A-bomb. . . . The annual *North Carolina State* Student Legislative Assembly, representing 25 colleges, defeated a motion to endorse use of the Atom bomb by General MacArthur. . . . 52 students and teachers at *Colgate-Rochester Divinity School* signed a petition demanding Truman withdraw his threat to use the bomb. . . . Student Council of *City College New York* (Uptown) voted 18-8 for a truce in Korea and negotiations for a permanent peace. . . . *Cornell* students concluded United Nations Weekend with a conference, sponsored by 17 organizations representing 1500 students, on proposals for achieving peace. A continuations committee was established. . . . A special Assembly for Peace conducted by LIU President Metcalfe was attended by the entire student body and faculty. . . . 300 students at *Iowa State* called for a cease fire in Korea, immediate negotiations to end the war and admittance of People's China to the U.N. . . . *The Spectator*, *Columbia* student newspaper, protested the proposal of the University's President-on-leave, Gen. Eisenhower, that all draftees should be paid \$10 a month.

## ACADEMIC FREEDOM:

. . . Banning of *Vanguard*, student paper of *Brooklyn College*, has brought an open fight between the student body and the dictatorial administration of President Gideonse. More than 1,000 students signed a petition demanding reinstatement of *Vanguard*. By a vote of 20-5 Student Council censured the Faculty-Student Committee on Publications for approving the suspension and passed a resolution to impeach Harry Taubenfeld, Council president, for introducing the suspension resolution to the Publications Committee. . . . Several N.Y. college newspapers have denounced the banning of *Vanguard* as a

violation of democratic rights. . . . Howard Fast, noted author, was denied the right to speak at Young Progressives' meetings at *NYU* and *Columbia*. The *Columbia* administration said Fast's "presence would [not] be a useful supplement to its regular academic activities." . . . Despite heavy editorial pressure from the press throughout the state, President Popejoy of *New Mexico U.* refused to ban the magazine *Soviet Russia Today* from the school library. The true function of a university, he said, would be thwarted if he succumbed to such pressure. . . . An announcer on *Cornell U.'s* radio station WHCU discovered copies of *Soviet Russia Today* in the school library and invited listeners to call and instruct him to have them burned. An overwhelming majority of those who called told him to leave the magazine on the library shelf. . . . International Relations Club at *Louisville U.* voted to show the Soviet film, "People in the U.S.S.R." despite a charge of disloyalty by Dr. George Brodschi, Executive Director of the college. Nancy Dolt, club secretary, said, "We're old enough to judge for ourselves if this is propaganda. . . ." . . . Faculty and students at *University of California* have been fighting the school's 'Loyalty Oath' for over a year. In that time: 32 professors who refused to sign have been fired; others have resigned in protest; 50 courses once offered have been cancelled.

## MCCARRAN LAW:

Student Council at *New York School of Social Work* has condemned the McCarran "Internal Security" Law for "violation of the basic tenets of American democratic values as expressed in the Bill of Rights." Council has contacted the councils of schools of social work throughout the country, calling on them for joint action to repeal the McCarran Law. . . . Young Republican Club at *Harvard* called the McCarran Law a "threat to individual freedom." . . . An article in *Western Reserve* campus newspaper says the "McCarran Act aims to control and channel thoughts and ex-

pressions of free-thinking Americans."

## RIGHTS OF NEGRO STUDENTS:

*North Carolina State* Student Legislative Assembly has gone on record in opposition to segregated education for Negroes and whites. . . . A federal judge ruled that Negro citizens of Paducah Ky., are entitled to attend publicly maintained *Paducah Junior College*. . . . *Yale Law School* will propose to the Association of American Law Schools that it bar from membership those institutions that exclude or segregate non-white students. . . . Interracial *Southern Regional Council* has asked that Negroes be appointed to school boards. . . . A cross was burned at *Mississippi U.* in an effort to intimidate Albin Krebs, editor of the student paper. Krebs, in an editorial, called for admission of Negroes to all state colleges. On returning to his dormitory one night he stepped into the middle of a group of KKK-minded students who were chanting, "We want Krebs." "Here's Krebs," he told them. "What do you want with him?" In the face of this challenge the group dispersed. . . . A *Wayne U.* student was put on probation and denied the right to speak on any political issue because he distributed leaflets demanding that President Truman pardon Leon Gilbert, Negro Lieutenant court-martialed in Korea. . . . "We fail to see what would be so terrible about admitting Negroes to the school," said an editorial in *Crimson-White*, student newspaper at *Alabama U.* . . . *University of Tennessee* defied U. S. Supreme Court by rejecting five Negroes who applied for entrance. Roy Beeler, State Attorney General, who told University trustees it could not legally bar Negroes, said, "I merely rendered an opinion on what the law is, and am entirely in sympathy with segregation." . . . *Michigan U.* has decided to eliminate from application forms "all questions concerning race, religion, national origin and ancestry." This came as a result of a 2-year struggle by the student body, led by the Committee to End Discrimination, an organization uniting many diverse groups.





A KOREAN BABY BEFORE THE BODY OF ITS MOTHER MURDERED BY THE MACARTHUR BOMBARDMENTS.

## ROUNDUP: *get out of Korea!*

North Dakota legislature voted 36 to 5 for a resolution demanding the withdrawal of U.S. troops from Korea.

"Has anyone thought of approaching the matter in a perfectly honest and straightforward way? First admit that we are the aggressors and that we have no business invading Korea or any other country. Second, bring back our army to America. Third, pay for the damage that we have done in Korea.—J. F. Lincoln, *Industrialist and former president of Cleveland Chamber of Commerce.*

Herman L. Mills, mayor of Hagerstown, Md., drew up a resolution protesting the Korea War "after being called out of bed so many times by frantic mothers."

*U. S. News and World Report*, Jan. 12, 1951, says the majority of letters to Congressmen favor pulling U. S. troops out of Korea.

*U.P.* dispatch from Tokyo: 'How much more 'liberation' can the people of Korea stand? . . . It is a hard fact but a true fact that most of the destruction was done by the Americans.'

*News Register*: "What's your opinion?" Poll in Wheeling, W. Va., Jan. 10 — 90 per cent favor the withdrawal of U. S. troops from Korea.

Prof. Robert C. North told the American Historical Association: "The United

States has been on the wrong side of the Asian revolution thus far."

Sixty-six per cent of the American people want to "pull our troops out of Korea as fast as possible," says George Gallup, head of the American Institute of Public Opinion. Twenty-five per cent said: stay there, and nine per cent had no opinion.

Rep. Bauer has introduced a resolution in the Ohio House of Representatives calling for the withdrawal of all U. S. troops from Korea.

P. L. Prattis, Negro columnist, writes in the *Pittsburgh Courier*: "The idea that America is being defended away off in Korea doesn't seem logical to most of those with whom I've talked."

*N. Y. Age*, Negro newspaper, demands: "Declare war now—not against Russia (but) against the fascist anti-American racists from the South who dominate American politics like a filth-laden sewer dominates the smell of the countryside."

In a *Detroit Free Press* poll, 72 per cent favored getting U. S. troops out of Korea.

1,200 Baltimore citizens have signed an ad in the *Afro-American*, calling for withdrawal of American troops from Korea.

## Bread Not Bullets

In the last issue of *NEW FOUNDATIONS* there was a picture of the first university opened in North Korea. The picture has changed. That University is now smoldering rubble. The city in which it stood no longer remains.

MacArthur ordered "strategic" bombing of everything that moved behind North Korean lines except women and children. From the air, the movement of fleeing women and children is indistinguishable from the movement of any other living thing. Along the escape roads of Korea the blood is turning the snow to purple. There are sweeps of tortured land where villages once stood.

When the world heard of Lidice, it asked, "Where were the German people?" Today, Korea is a vast Lidice. And the world of decent human beings is asking, "How could the American people permit this?"

The irony is that Americans want no part of the destruction of the people of Korea. They want American boys home where they belong. But soldiers from the United States have been forced to be killed and to kill people whose needs and interests are basically the same as theirs.

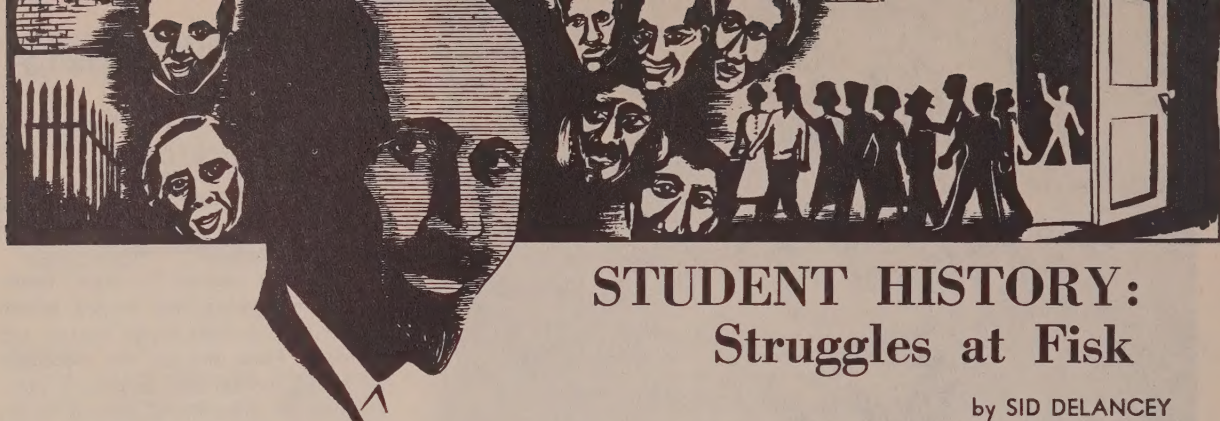
The torn limbs cannot be mended. The dead children can never be brought to life. Even their crying has ceased. We cannot awaken the dead. But we can feed the living; we can help rebuild the demolished cities; we can send supplies to the sick. Our aid and relief must go to express our horror and our sincere desire for peace.

We can hold out our hands to Korean students; can supply medicine, clothing, equipment for schools, and money for books.

Regardless of all political differences, American students can say, "We want to repair the damage." Student committees on every campus to collect money and supplies can tell the world that we refuse to be barbarians.







## STUDENT HISTORY: Struggles at Fisk

by SID DELANCEY

*The following article inaugurates a new feature in NEW FOUNDATIONS, devoted to significant struggles in the history of American students.*

All student activities were suppressed.

The student council, the newspaper, and all sports events were banned. Even fraternities and sororities were forbidden, while men and women students were permitted to see each other only two hours every two weeks.

Negro teachers were fired without explanation.

This was campus life at one of the leading Negro colleges in the country—Fisk University, at Nashville, Tennessee, in 1924.

The white president, Fayette Avery McKenzie, ruled the school like an overseer ruling a plantation. McKenzie had been appointed in 1916, by the big business philanthropists who controlled the school, to whip up support among the Negro people for the war to "make the world safe for democracy." His membership in Klan organizations, and his administration at Fisk verified his ability on this score. During the eight years that McKenzie reigned more than a hundred students and teachers were expelled or dismissed for daring to protest his dictatorial policies.

George Streater, one of the student leaders opposing the administration was expelled. Three times in succession the pressure of student petitions forced his

reinstatement. Fed up with lynch terror, the Negro student body decided to act.

Elliot Turnage, a student cited for exceptional scholarship, invited McKenzie to attend an open hearing. He never showed up.

The students, unable to win their demands by petition, marched out of class en masse. They refused to return until McKenzie was dismissed. They demanded a Negro President, a majority of Negro teachers, the institution of fraternities and sororities, and the end of martial law on their social lives. Dr. W. E. B. DuBois, revered Negro leader, himself a graduate of Fisk, rallied the alumni to the students' cause.

The Bourbon newspapers shrieked, RIOT, but the student strike held solid. Speaking to the people of America, and the Negro people in particular, Dr. DuBois, then editor of the *Crisis*, organ of the N.A.A.C.P., declared:

"I thank God that the younger generation of black students have the guts to yell and fight when their noses are rubbed into the mud."

The Board of Trustees were forced to grant the students' demands—except the dismissal of McKenzie. The students returned to classes only to find that McKenzie refused to abide by the new decisions. Fighting mad, and with new confidence in their strength, the students went on strike again in February, 1925, determined to oust McKenzie.

This time the Klan came to the aid of McKenzie. A Negro youth living near Fisk was lynched.

When this intimidation failed more than eighty white cops were rushed onto the campus. They smashed into the men's dormitory breaking the windows and doors. Sleeping students were assaulted and clubbed. Six of the student strike leaders were arrested for rioting and charged with felony.

The reaction to this police terror was nationwide. A publicity committee of Fisk students brought the facts to the country. They were joined by white students from three Nashville colleges. Dr. DuBois thundered in the *Crisis*:

"Let no decent Negro send his child to Fisk until Fayette McKenzie goes."

Out of four hundred students in attendance at Fisk, three hundred withdrew. The anger of the Negro people spoke out in the empty classrooms. It was then that the three arrested students were tried and released and the newspapers were forced to turn tail and attack McKenzie. The Board of Trustees agreed to request McKenzie's resignation.

The Negro students, following the militant tradition of their people, had won an important fight.

In 1947 Dr. Charles S. Johnson became the University's first Negro president. The appointment of this Negro scholar completed the victory in the fight the student body began twenty-three years before.

### ON WOMEN'S RIGHTS—

We look with enthusiasm to the victory won by the students at the City College of New York, sparked by the year and a half old Women's Rights group in evening session and the new Equal Rights for Women Organization in day session. The campaign to admit

women into the School of Liberal Arts and Sciences hammered at the wall which prevents women from making contributions in the fields of science and culture.

This, indeed, is a significant time to demand that women be allowed full participation in academic and scientific life; they have much to contribute, having long stood on the side of those who would

build a peaceful world.

The two organizations say that there is yet much to be accomplished. Inequality still exists in regard to women teachers, particularly Negro women teachers.

An inter-collegiate conference of New York students in April plans to draw up a Bill of Rights for women.



# lines from a lit student

My "lit prof" spoke of callousness today:  
 "The world has banished conscience, lost its way;  
 The sentiments that were one time so clear  
 Have lost their flavor, now seem too austere.  
 Our passion's gone; the world is made of steel!  
 We think acutely, but we do not feel;  
 Though tragedies have happened in our day,  
 We stand aghast, then look the other way."

At first I nodded "Yes," then thought anew:  
 "Is it callousness of all or just of few?  
 Does Europe really turn away its head  
 At graves of countless of its tortured, dead?  
 Are there no bards of worlds to come in time  
 Whose love of people did not pass with rhyme?  
 Are there none but those like Eliot and Pound  
 Depicting men degraded, hollow, bound,  
 Who wallow in their sorrow ad infin,  
 And aid the sorrow-bringers, next of kin?"

But wait! I hear a tone pitched somewhat higher,  
 I see May marchers with their eyes a-fire  
 I hear Neruda sing and Brecht expound;  
 The silent man arises from the ground.

His poet's-soul is not too dry for tears  
 Too weak for movement, petrified by fears;  
 Where men held war and poverty to gain  
 He sees a field on which to drop his grain;  
 He feels a new unfolding of the seed  
 Will come now by his time-begotten creed.

Like Whitman, Gorky, Shelley, Burns and Paine  
 I see a vision of a world that's sane—  
 Where reason and emotion are not rent  
 But one in purpose and in sentiment.

And as my mind revolves about this gist,  
 My "lit prof" and his thoughts recede in mist. . . .

—FERN SAMUELS

## ON NSA

The National Students Association has announced a program for "developing international understanding and fellowship." That sounds good to us. Certainly the New York Regional Organization of N.S.A. took a step in furthering international fellowship when it condemned all proposals to use the atomic bomb. We hope the national organization stands in agreement with its New York Chapter.

The proposals for "International seminars, work camps, travel and exchange of students and . . . of publications" are also good.

But what we want to know is this:

Will N.S.A. go on record and support a drive to aid the bombed out, wounded students of Korea?

Will N.S.A. support the Puerto Rican students in their demand for Puerto Rican Independence?

Will N.S.A. take action in cooperation with African students in their fight for equal, unsegregated education?

We ask these questions because N.S.A. has, right here at home, shown a tendency to "go on record" for democracy in education, but outside of a drive to end the Red Cross policy of race-typing blood donations we have heard of little real activity directed towards winning Negro rights on our campuses.

The need for internationalism is a pressing one today. But it is hollow in-

deed when N.S.A. continues to desist from real activity around the all-important issue of Southern segregated education. Why has N.S.A. not fought along with other organizations such as N.A.A.-C.P. on discrimination against Negro students?

We urge N.S.A. to carefully consider these questions.

## FOSTER'S BOOK

At a time when the President of the United States, Harry S. Truman is writing infantile letters to music critics, containing threats of physical violence, the Chairman of the Communist Party, William Z. Foster, has produced a major contribution to American history, a work entitled, "An Outline Political History of the Americas." The book, 600 pages long, is a history of the North and South American peoples from ancient times to the present. It will appear on the occasion of Foster's 70th birthday.

A result of ten years of study and research, it will include a history of the Indian, Negro, Eskimo, Inca, Aztec and other peoples, whose culture and historical traditions have long been buried by so-called "objective" historians in free enterprise (big business) colleges.

## BOOKS RECEIVED

*International Union of Students has published two new booklets: Colonial*

*Education and Students Fight for Freedom. Together they describe the oppressive conditions under which students live in colonies and other lands enslaved by "Western Civilization."*

*The booklets may be obtained from the Committee for International Student Cooperation, 144 Bleecker St., New York City.*

## NOTE:

We are pleased to report a sizeable increase in the number of subscribers since the last issue. We take this opportunity to invite all of our readers to subscribe to *NF*. Every student who subscribes or gets another student to subscribe helps to ensure that steady growth in influence which is necessary to the success of our magazine and the principles for which it stands.

## BOOKS ARE WEAPONS

NEGRO LIBERATION, Harry Haywood	\$3.00
ESSAYS IN THE HISTORY OF THE AMERICAN NEGRO, Herbert Aptheker	2.00
TO BE FREE, Herbert Aptheker	2.75
A DOCUMENTARY HISTORY OF THE JEWS IN THE UNITED STATES, Morris U. Schappes	5.00
THE HIDDEN HERITAGE, John Howard Lawson	3.50
AESCHYLUS AND ATHENS, George Thompson	3.00

*Please add 10 cents per volume for postage*

JEFFERSON SCHOOL BOOK STORE  
 575 Avenue of the Americas, N. Y. C.





*New Castle, who went back to China in 1948.)*

... My wife and I are now working together. This might be an impossible case, if we were still under the rule of the reactionary Kuomintang, for she is not a university graduate, and moreover is going to have a baby. All the female colleagues here are performing their duties very well. It is also of interest to mention that according to a newspaper here, in Darien there are girls working on lathes, and driving locomotives too. This is indeed a remarkable offspring of this new society. True, it is only through hard work that one can get the real freedom.

NEW FOUNDATIONS urges its readers to petition Congress and the United Nations asking for the admittance of China in the UN. No settlement of problems in the Far East can be successfully concluded unless New China is recognized as the legal representative of the Chinese people.

# letters:

## students write from New China

*With permission of the Committee For A Democratic Far Eastern Policy, New Foundations calls your attention to a group of letters written from China by Chinese students who returned in late 1949 and early in 1950 from England.*

### LETTERS FROM HOME

1. *Future Developments in New China Assured* (The following is a letter received by Mr. K. C. Yen of Manchester Local Union, from his friend in Peking.)  
Dear K. C.

... I arrived here not long after the liberation of Nanking. The past several months of life in the New China has brought me a clear vision that the future of our nation is boundlessly bright. The reactionary forces, which for years prevented our nation from going forward, have been wiped out wherever the People's Army reached; the liberation of the whole China is in sight. Since the common efforts of the masses of the people have replaced the reactionary forces, future developments in the New China are not only feasible but also ensured.

Since liberation, industrial workers have increased production; farmers have gradually obtained their own land; intellectuals have been granted working opportunities; school graduates no longer worry about unemployment, which was the common feeling in the old days; and in general, the living of the mass has

been improved. Following the advance of the People's Army, the repair of the railway lines were soon started. The cultural, social and scientific workers from all China, one after another, gathered together in Peking and were engaged in discussing various matters of building up a New China. ...

Peking, Aug. 9, 1949

2. *Life of a Returned Student in Peking* (The following letter was written by Mr. Lu, T.S. formerly of Wolverhampton, who went back in September, 1949.)

The returned students can always find jobs in universities, research institutes, factories or government offices. Besides the old academic centres, Darien and Taiyuan are regarded as the new centre for academic works, and teaching staffs are badly needed there.

As for industries, the production record in Manchuria is going up all the time. North China is also settled down. Those in other parts of our country are building up rapidly. We need far more technicians for planning and designing. You could imagine how interesting your job is when you design something today and build it up tomorrow. We work hard and we feel very much interested.

Peking, Dec. 11, 1949

3. *A New Leaf In Life* (This letter was written by Mr. Lien, M.H. formerly of

## letters to the Editor

Dear Editor,

... I discussed the Leonard article on Erich Fromm with various students who had criticisms of the method of argumentation. Some conclusions or generalizations which the writer presented do not seem valid to many persons. They feel that the author is trying to sway their opinions by means of unsupported assertions and setting up "straw men." Some of the quotations in the article do not obviously lead to the general conclusions drawn from them by the author. For example, I doubt that anyone would conclude all that Leonard concludes from the single paragraph by Fromm on page 15, column 1, concerning "modern man" and fascism. It is also not obvious to some people how following the philosophy of Sartre or Fromm necessarily places one in the same class as the lynchers and neo-fascists of America.

Al is probably right about the basic character of Fromm and psychiatry in general, but statements like the ones in the article tend to antagonize many people who would like a clearer presentation of the argument.

Philadelphia student