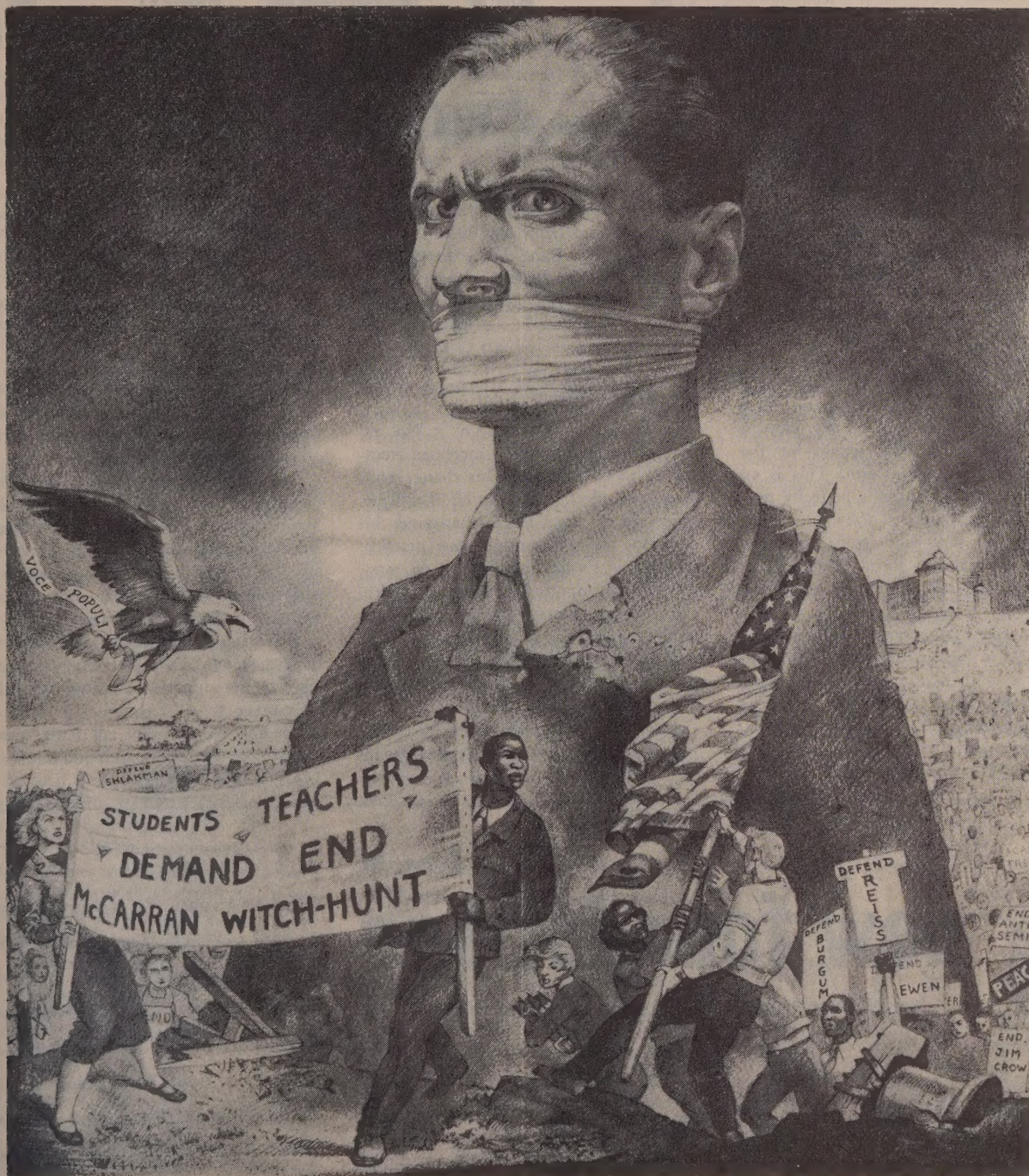


new foundations

FOR PEACE, A DEMOCRATIC EDUCATION AND A SOCIALIST FUTURE

TWENTY CENTS



*In this issue: McCarran Witch Hunt • Effects of the Korean War on Students
Myth of Soviet Imperialism • Olympics: Peace Was the Winner
and a Special Supplement on National Student Unity*

Perspectives:

Exciting and important events are taking place on campuses throughout the country, with a virtual groundswell of student activity for peace, academic freedom and equality. Events in the international student movement also have had profound significance. In order to keep up with the rapid pace of student life, NEW FOUNDATIONS has enhanced its perspective so as to meet more adequately the needs of the student body on every campus.

It is not enough for us to publish only one issue each semester. Many students want to see the magazine on campus more often, reporting and analyzing the news as it happens and publishing a greater number and variety of articles on Marxist theory.

For several months the editors have been discussing plans to expand NEW FOUNDATIONS from two to six issues a year. That means NF would hit the campus three times a term! This is an ambitious project but it is perfectly realistic. NF now has a sizeable writing staff and art staff—and we have readers, several thousand of them. Each day the influence of the magazine is gaining.

Plans are also afoot to improve our coverage in the coming year. We intend to have on-the-spot reports on as many important events as possible that concern the lives and interests of students. Contacts with the student press and

NEW FOUNDATIONS has big plans for the current school year and we need the money to carry them out. We have embarked upon a Fund Drive for \$1,000, ready sent in over \$300. We have received \$60 from Michigan and \$25 from Chicago. Let's hit that \$1,000 mark. Let us

other sources of news at many colleges have already been established.

In the Spring of 1952 (Vol. 5, No. 2) the number of pages was increased from twenty to twenty-four. This change will remain in effect, and every effort will be made for an ever larger magazine. In addition, we will continue our practice of printing special supplements on matters of vital importance to students. (We call your attention in the present issue to the supplement on the National Student Conference.) At the same time the price of NEW FOUNDATIONS will remain twenty cents.

In order to help realize these goals we plan to conduct a two-fold campaign to

hear from friends of NF on campuses all across the country. Send your contributions to:

NEW FOUNDATIONS
575 AVENUE OF THE AMERICAS
NEW YORK 11, NEW YORK

increase support for NEW FOUNDATIONS. The first of these is our \$1,000 Fund Drive which is now under way and will continue through October.

The second drive will be for 1,000 subscribers. This will extend from November 10th to December 24th. We hope that every single one of our readers will join the campaign by buying two subscriptions at \$1.00 per year—one sub for yourself, and one for a friend.

We want to make NEW FOUNDATIONS a permanent voice of the students. And with your support we know we'll be able to do so.

Finally, we welcome all letters with your suggestions, comments and criticism.

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new foundations

575 AVENUE OF THE AMERICAS, NEW YORK 11, N. Y.

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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; for an end to anti-Semitism and discrimination against Jewish 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. We especially affirm our friendship with the Labor Youth League. We regard it as the organization which best serves the social and political needs of students. With these principles we proudly take our stand with those who today carry forward the militant, democratic traditions of the American people.

Students and Teachers Fight Back

THE Senate Internal Security Subcommittee—more infamously known as the McCarran Committee—has invaded the classrooms of the largest city in the United States. It has walked down the aisles, rapped on the desks, and announced: "The era of the closed mind is at hand."

Of thirty-four teachers subpoenaed in the Metropolitan area, it has caused the outright dismissal, with the aid of the Board of Education (BHE), of eleven of them, having a total of 252 years of service to Brooklyn, Queens, and Hunter colleges, New York University, and various elementary and high schools. Who are these teachers whose private beliefs they have invaded?

Dr. Gene Weltfish of Columbia University, internationally known anthropologist, whose *Races of Mankind* has sold in millions of copies throughout the world.

Edwin Berry Burgum, Professor of English at NYU, one of the outstanding literary critics in contemporary America.

Frederick Ewen, Professor of English at Brooklyn College, of whom his students said, we registered in his classes because "we knew him as a stimulating and exciting teacher." Dr. Ewen edited the notable work, *The Poetry and Prose of Heinrich Heine*.

Bernard Reiss, professor of psychology and philosophy at Hunter College for the past twenty-four years.

Dr. Vera Shlakman of Queens College, whose classes in Labor Problems have been consistently filled due to her recognized ability to provoke genuine thinking among her students.

The picture is clear.

The witchhunters are taking from us some of the very finest educators in the United States.

While the chairman of the BHE has admitted their "good records," what is his answer? "The professors' teaching records . . . are irrelevant." (*New York Times*, October 7, 1952).

Casting aside some of the mainstays of our four years in college, they label the teachers "Communists," but fire

them by invoking Rule 903 of the City Charter, which was originally used to force city politicians and grafters to testify, twisting it to deny the teachers their rights under the Fifth Amendment.

When the Brooklyn College *Kingsman*, organ of President Gideonse and apologist for the McCarranites, tries to justify the dismissals because of "indoctrination" and "Communism," they contradict the school officials own admission that there is not one whit of such evidence. It is actually these teachers who fight indoctrination in our classrooms. The classes of the Ewens and the Weltfishes have been packed term after term, due to the lively, thought-provoking instruction. It is exactly the McCarrans, who now try to run our schools, who are the indoctrinators of hysteria, fear and war.

It becomes crystal clear that the McCarranites are not simply after a group of teachers who, in the main, are progressive. A Professor Slochower, politically inactive for ten years, but who still defends the right to have an open mind, must go, too. Now, to be a teacher, one must inform, destroy his own integrity and that of the Bill of Rights. The very opposite of all that is basic to free inquiry, to the truth, becomes the standard that students must follow. The ultimate objective of this witchhunt is the very core of a democratic education.

THE source of the attack is one which epitomizes the danger of fascism in America: the Senate Internal Security Subcommittee, headed by Sen. Pat McCarran (D., Nev.)

McCarran is co-author of the McCarran-Walter Immigration Act, which blatantly discriminates against minorities. McCarran, who, as an editorial in the *Queens Crown* stated (October 2, 1952), "has repeatedly worked for the dictatorial interests of Franco, a Senator elected by . . . only 30,000 votes," now attempts "to dictate to the New York City schools whom their teachers should be . . ."

This is the same man whose committee has told 400,000 miners that they cannot receive the full \$1.90 daily raise

they squeezed from the coal owners; that, too, "threatens our national security."

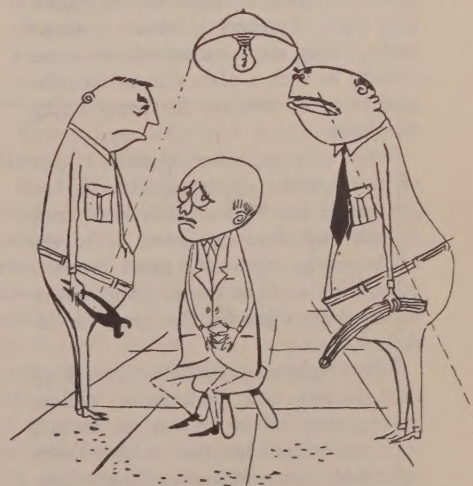
He has authored the McCarran Act, which is constructing the first concentration camps the world has ever seen since the defeat of fascist Germany.

Attacking the workers, the foreign-born, the minorities, is it not logical that he now attacks the very place where the principle that exposes his fascist actions most openly—the principle of free inquiry—is basic: the classroom?

But this witch-hunt is not just another local, administrative action in a growing list of violations of academic freedom that have occurred in colleges throughout the country. It is, as reported by the education editor of the *New York Times*, Benjamin Fine, "a nationwide investigation . . . in American schools and colleges" which "opened in New York City . . . probably the first national inquiry of its kind." (September 14, 1952—our italics.)

The witchhunt of the McCarran Committee is a national attack on education itself, coming from the representatives of the financial interests who have made fifty billion dollars in the two years of the Korean War. It is an organized attempt to smash the resistance of students

(Continued on next page)



"Have you ever taught or openly advocated freedom of thought in your classroom."
By Mike Hertz, in the "Queens Crown"

Oberlin College Faculty Defend Academic Freedom

Academic freedom, like freedom itself, must be continually reasserted. The present attacks on academic freedom are not without precedent. Nevertheless they must not be underestimated. They have drawn strength from the anti-intellectualism of our time and from the emotional tensions arising out of political controversy. A defense of academic freedom now is a defense of the dignity of the human mind and spirit. To affirm the ideals of academic freedom is to affirm the fundamentals of the democratic process itself.

The Oberlin College faculty regards all forms of interference with intellectual freedom, discriminatory

loyalty oaths, censorship, and other restrictions on free speech and thought as inimical to the democratic way of life.

We, the Oberlin faculty, urge all colleges and universities to make a strong and uncompromising defense of intellectual freedom. We urge all faculties and administrative officials to avoid that categorizing tendency which creates guilt by association, for it is the character and integrity of the individual scholar, as well as his methods and purposes, that should determine his right to membership in a community of scholars.—From the statement adopted unanimously by the general faculty of Oberlin College.

to war, to overcome their unwillingness to be drafted, to break the militancy that helped defeat UMT, to halt the rising outcry on the sky-rocketing costs of education.

It tries to force on students a role of the scientist of germ warfare, the engineer of the atomic bomb, and the ideological justifier of a "theory" of inevitable war. The motive for the attack becomes even clearer when the particular teachers chosen are examined.

At a time when General Clark suspends the truce talks in Korea, a Gene Weltfish who cries into the faces of the witchhunters, "I want Peace," becomes dangerous.

When the working people of America are faced with a union-busting Smith Bill, the Teachers Union — whose leaders were also attacked—becomes an obstacle to such a plan, due to their organization of teachers for better living standards.

When a "crime wave" hysteria, as part of the stepped-up terror against the Negro people, is whipped up in New York by the Big Business press, it is the teachers who expose the racist theories, who bring to light the militant history of the Negro people, that must be attacked.

When eighteen peace fighters, working class leaders and Communist leaders, joining sixty others on trial or in jail, it is understandable that teachers who fight most militantly against thought control in education will be singled out for attack.

BUT the students of New York City are fighting this threat to their education.

At Queens College, 130 have formed a Provisional Committee for Freedom in the Schools. At Brooklyn, 100 students are members of the Committee to Defend Our Teachers. At Hunter, a Committee In Defense of Professor Reiss and Our Education has been formed.

Scores of students from these three groups, and from City College and NYU, demonstrated on a mass picket line at Hunter College where the BHE met to fire three of the teachers. Two hundred protested outside the Foley Square hearing room when six more were subpoenaed a week later.

The Queens *Crown* editorialized that "The McCarran Committee . . . clearly represents a subversion of what American students are supposed to be taught."

The Brooklyn College *Ken*, although partially submitting to the "red" hysteria, said that "this investigation should never have been held."

The New York Student Conference for Peace, Academic Freedom, and an End to Discrimination has warned that the McCarran attack "presents an inter-collegiate threat," and that "if the Committee is allowed to continue its inquisition, students will be called to testify." It has called for an Emergency Inter-collegiate Rally in Defense of Our Education.

We urge all students throughout the country to support the struggle of the students and teachers in New York City.

" . . . Other major cities of the nation will be investigated. . . . Both private as well as public institutions." (*New York Times*, September 14, 1952.)

If we can guarantee that the McCarranites fail in New York, they will *not be able* to launch a nationwide attack. They must be given the same treatment as their twin in the House—the Un-American Committee—was given by the workers of Chicago, where they were thrown out, lock, stock, and barrel, failing miserably to break the strike at International Harvester.

This can happen in New York City.

THE ROSENBERGS MUST NOT DIE!

The Supreme Court has refused to review the conviction and death sentence of Ethel and Julius Rosenberg on the monstrous charge of "treason."

Voiding the Constitution, which requires two witnesses in a treason trial, using as sole witness Ethel Rosenberg's brother, with the bribe of a short jail term as reward, and presenting "evidence" of supposed "stolen secrets" of an atom bomb which *Life* magazine and leading scientific journals labeled poppycock—amid such blatant contradictions, two Jewish scientists, the parents of two small children, are scheduled for execution on the cross of war hysteria, the first time in American peacetime history the death sentence has been meted out for such a charge.

Eminent American scientists have said that technical know-how—the only thing the USSR lacked—can only be discovered by time and experience, not by "spies."

Because the frame-up is so obvious, the real target is revealed. Every scientist who believes, like the Rosenbergs, that he must serve the cause of peace, is in danger.

As future scientists, and as freedom-loving people, students must protest this outrageous decision.

Demand that the Supreme Court grant a re-hearing! Write to President Truman urging executive clemency!

The lives of two innocent people are in our hands. We cannot, we must not fail!

YOUTH REJECT A GENERATION IN UNIFORM

by Jack Cohen

CONFRONTED by the mass dissatisfaction of millions of youth toward the draft, the war mobilizers of our country have been forced actually to admit, via one of their mouthpieces, *Colliers* (Sept. 13), that the draft "is pulling young lives apart, disrupting careers . . . and wrecking marriages." Therefore, repeal the draft? Not a chance, for "a draft at eighteen" says *Colliers* is "a logical and foreseeable part of a man's life pattern." Their callous "solution" becomes UMT, a program overwhelmingly rejected by the American people.

What's wrong with the draft? Well, says *Colliers*, it takes the young farmer off the farm and the young worker from his job just when they are starting to build something for themselves and, according to a local draft board in Boston, it defers "non-essential" students, which "is grossly unfair to the other young men who must be called to take their places." (*Boston Post*, Sept. 5.) Therefore, we are told to embrace the Army slogan and "get 'em all."

The rulers of our country have already built an army of nearly four millions, 120,000 of whom are Korean War casualties; and according to Arthur Fleming, Federal Manpower Director, plans are being made for "drafting fathers and more college students to keep at least 3,700,000 men under arms for the next ten to twenty years." (*New York Times*, 9/6/52.)

To accomplish this long-range military program they have resorted to the insidious method of attempting to split the youth—workers and farmers against the students—in order to smash the militant opposition displayed by all youth to militarization. To get the full impact of this "New Look" in war preparations, let us examine it in detail.

There is ready agreement that the draft is "pulling young lives apart," but to say that students are escaping this fate, and at the expense of the rest of youth, is a downright lie. For one thing, hundreds of thousands of students have been drafted, and, says *Business Week* (Feb. 23) "prospects for non-veteran students . . . look dark." Yet, students are being deferred; but for what purpose? Listen

to Arthur S. Adams, president of the American Council on Education.

In a speech on November 8, 1951, he called for a board "to determine educational deferments according to immediate and long-run needs . . . for the determination of the categories . . . to be deferred." He wants "the specialized personnel to be assured." This will include, says Phillip Frank, Associate chief for the Social Sciences of the Office of Education, "social scientists . . . concerned with the minutiae of military intelligence and psychological warfare," and "natural scientists . . . exploring new methods of multiplying man's destructive potential."

Thus, instead of being given the chance to die in Korea, biology students have the "opportunity" to devise more horrible methods of germ warfare; physicists can "investigate" atomic war production; engineers become the designers of better mobile warfare. The same ruling class which drafts thousands of young workers and farmers, and students, too, to kill defenseless people one by one, at the same time reserves other students for a more "specialized" role—killing city by city with atom bombs and germ warfare. Is this what students are "getting away with?"

But this is not enough. Students are given the further "chance for deferment" by pursuing a military education, pure and simple, in the ROTC. They can then become the trainers of killers, as well, the officer leadership. And even what is left after all this does not escape the effects of militarization. For "history" teaches the inevitability of war, while "economics" proves the desirability of war: it decreases the population relative to the food supply (viewing it "objectively," of course).

Even more direct is the Pentagon's rule of the campus by military men suddenly turned president or trustee, as Eisenhower at Columbia and the Berlin airlift general, Howley, at NYU.

So *Collier's* thesis that the root of the draft evil lies in its "unfair procedure"—of "saving" students at the expense of the rest of youth—falls flat on its face.

Yes, students should be deferred, and

not to study war, but to build for peace. And young workers should not be drafted, but the twenty-two dollars spent each day to keep them in uniform should be used for trade-schooling and a job-apprentice program. Farmers' sons belong not on battlefields but on wheat fields; war dollars could be better spent to subsidize their agricultural schooling and equip their farms with the latest products of a peaceful technology.

Colliers is dead wrong in its assertion that the draft is wrecking lives because of its procedures. The draft wreaks havoc on youth *precisely because it is a draft*: a plan to militarize the young people of America—be they worker, farmer, or student—creating a brutalizing psychology in *Colliers'* suggestion that youth can better "cut Mother's apron strings" by joining the army at eighteen, that we "can study better" after having served in the army (if we're still alive, of course). The draft is a program based on a phony emergency, which drains the budget for war, when there is a desperate need for a Peace Budget. There could be no cry of college being a "rich man's haven" if the money used to train youth for war were used for providing scholarships to those who cannot afford college.

But the youth are not being split. UMT was defeated by the will of the overwhelming majority of the American people. Workers, students, farmers—all joined together, refusing to bow to an "emergency" psychology, and proved that they do not want UMT as the "solution" to the draft.

The masses of youth reject the theory that military training is "a logical part" of one's life. We fight for deferments for all young people, eventually leading to *permanent* deferments—outright repeal of the draft.

Excerpt from letter by F. E. Kameny to *Harvard Crimson*—April 29, 1952.

An ROTC unit—a military unit of any kind—is an abomination on any college campus. For a college to tolerate the existence of such a unit during peacetime, when very few students are interested in it, and most look with contempt on it (and correctly so), is more of a concession than should be properly allowed. To permit it to take a position of as great importance in college as it has at Harvard is completely out of keeping with all that the University stands for and aims toward. Harvard is not and should not be educating its students to spend with the military two to eight years following their graduation.



AT NEW YORK UNIVERSITY:

The Murder of Enus Christianii— Negro Student

by Ellen James, Negro student from N.Y.U.

IN the early evening of May 9 Enus Christianii, a Negro graduate student, with a few other Negro and white students, objected to a racist caricature of a Negro woman displayed by Alpha Epsilon Phi, a lily-white sorority, at a block party at New York University. The caricature was to be used as a target at which darts were to be thrown! This "game" was to help raise funds to build a Student Union Building.

Mr. Christianii continued to debate the use of this caricature throughout the evening. The white Pi Lambda Pi fraternity students in the adjacent booth laughed off his objections. What began as a heated debate turned into a fight. A university cop, James Giordano, was brought to the scene and immediately started clubbing Christianii on the head. In the course of the fight—in which Christianii was completely outnumbered—Giordano reached for his gun, and despite the pleas of others, shot and killed Christianii.

The New York *World-Telegram and Sun*, on May 10, "reported" the death of Enus Christianii with the following caption: "Student Slain Running Amuck"

—"Shot Attacking Special Cop at N.Y.U. Party." So just as Willie McGee was murdered by the false cry "rape," so Christianii was murdered by the false cry "beserk." The Scripps-Howard and Hearst newspaper monopolies try to tell their readers that when a Negro militantly defends his rights he is "beserk."

Even had Mr. Christianii "run amuck" the fact is he did not have to be killed. In the recent case of a white man in New Jersey who killed thirteen people and with gun in hand was threatening the lives of several others, the police managed to capture him without shooting. But Enus Christianii was a Negro. And being a Negro in this society means that "justice" is stacked against you.

WHO was Enus Christianii? What did he stand for? Enus Christianii was, first of all, a Negro. And this fact, contrary to the opinions of some, cannot be ignored—because of the national pattern of genocide against the Negro people and because of their militant history of struggle against oppression and genocide.

Born in New York City in 1915, Mr.

Christianii attended school in Brockton, Massachusetts. In high school he was on the All-American high school varsity football team, the All-American Swedish team and the All-American Italian team. He worked his way through West Virginia State College, receiving his B.A. degree in 1942. On his induction into the Army in May 1943, the mayor of Brockton presided at a ceremony in his honor. He served in North Africa, Sicily and Italy, and received six battle stars before he was honorably discharged in 1945.

Mr. Christianii was a member of various organizations, including the Dramatic Group at N.Y.U., Veterans of Foreign Wars, the Y.M.C.A. and the National Association for the Advancement of Colored People. He was recording secretary for the community group in the 12th Assembly District fighting for a Fair Employment Practices Commission. He fought vigorously to secure jobs for Negroes in the community and saw thirty-five jobs realized. He was also a part of the fight to secure some \$600 in back pay for Negro youth in Harlem. He was instrumental in the banning of the hated confederate caps in Woolworth's and other stores and in banning stereotyped, anti-Semitic hooked noses in Whelan's drug stores. Having completed his thesis, Mr. Christianii was to have received his M.A. degree in economics in June 1952 from N.Y.U. This was the man whose life was so ruthlessly taken away from us all, Negro and white.

Enus Christianii fought for the rights of all people—and more and more students realize his murder threatens all of us. If it were allowed to go unpunished then a dangerous precedent would be set. What student—either white or Negro—would then be safe to act against the wishes of the Administration, safe to criticize injustice, to defend his rights or speak his mind, without fear of reprisal? When murder stalks the campus none of us is safe.

HOW does N.Y.U. fit into the picture? For the past several years student organizations demanded the removal of "race" and "religion" questions from registration forms. The past school year saw a vigorous and recently victorious campaign waged by the N.A.A.C.P., National Lawyers Guild and Young Progressives against these questions.

For years the university has hired Negro workers only for the most menial, low paid jobs. Segregation still exists in Judson, the women's dormitory. The university still has not hired any substantial number of Negro instructors.

Last February the N.A.A.C.P. chapter at N.Y.U. had to ensure the annual Negro History Week program in the face of an administration drive to do away with it.

And how has the Administration responded to the killing of Enus Christianii? Not until a day after the funeral—six days after Mr. Christianii had been murdered, did the Administration send any word of condolence to his widow and child! And they did this only because of pressure from students. Not once has the Administration made any official statement to the student body indicating that they would welcome and aid all efforts for justice in this case. In fact, at an interview with vice-chancellor Voorhis the N.A.A.C.P. ad hoc Committee for Justice in the Christianii Case were advised not to take too much action but to “have faith” in the Administration.

Who is responsible for these conditions at N.Y.U.? Who comprise the Board of Trustees and the Administration? Board member Fred I. Kent is listed in *Who's Who in America* as a banker, Vice President of the publicity department of the National Association of Manufacturers, also a member of the U.S. and International Chamber of Commerce. James L. Madden, vice president of the Board of Trustees, has been vice president of the anti-Negro Metropolitan Life Insurance Company since 1927. Metropolitan is the largest single landowner in the South and the largest single landlord in the United States. Its hiring policy is patently discriminatory, as is its system of issuing insurance policies. The racist policy of its New York housing project Stuyvesant Town is notorious.

John M. Schiff is with the Bankers Trust Company of New York, Westinghouse Electrical Corporation, a trustee of the Bowery Savings Bank, member of the New York Stock Exchange, and assistant member of the New York Curb Exchange. Chancellor Henry T. Heald is director of the People's Gas, Light and Coke Company, First Federal Savings and Loan Association, American Steel Foundries, Swift and Company. Arthur T. Vanderbilt, after whom the new Law School building is named, is chairman of the board of Pepsi Cola, and a member of the American Banking Association. Right down the line the officers and members of the Board of Trustees of N.Y.U. are tied up with anti-Negro big business.

There is no division between their practices as directors of corporations and banks and their practices as trustees of

N.Y.U. Students, honest citizens, Negro and white, are the only ones who can guarantee justice in the Christianii case.

ONE of the things we must do to ensure that such a murder will never occur again is to repudiate the viciously anti-Negro edition of the student newspaper *Square Bulletin* (May 14, 1952). The *Bulletin's* racist editors repeat the commercial press version of the story. They claim the block party was “successful” that “N.Y.U. was one step closer to Student Union.” They “hoped that the tragic incident will not put a damper” on the objectives of Student Union. To these false spokesmen for the student body, I say the “damper” on student “unity and spirit” was there when the Student Activities Committee was formed without one Negro student, when the block party was planned without one organization that had Negro members and when Alpha Epsilon Phi was allowed to display the racist caricature of a Negro woman! The editors sink to the depths of white supremacist stereotyping when they lie that “an autopsy showed that he [Christianii] had been drinking.” And they profess to be a representative student newspaper!

But the student body as a whole did not accept their whitewash of the murder. Over two hundred Negro and white students joined the ad hoc Committee for Justice in the Christianii Case. Over four hundred attended the Memorial Protest Meeting. Protest letters, telegrams, delegations to Chancellor Heald, and to District Attorney Hogan forced the convening of a grand jury. The ad hoc Committee's pamphlet, *Why the Killing of Enus Christianii* is being circulated. Many organizations are fighting along with the Committee to secure justice. Its consistent work during the summer forced Chancellor Heald to yield to three demands of the students: 1) Two Negro guards were hired; 2) “Race” and “religion” questions are to be removed from registration forms; 3) Guards are to attend “human relations” courses. These victories prove that unity and militancy are the things that make the perpetrators of jimcrow tremble.

But are these limited successes sufficient? Many N.Y.U. students believe not. They believe the killer of Enus Christianii must be punished and that every aspect of jimcrow at N.Y.U. must be eliminated! These students are supporting the demands of the N.A.A.C.P. ad hoc Committee for Justice in the Christianii Case:

1) A new, interracial grand jury with indictment and punishment of James Giordano.

2) Suspension of James Giordano by NYU.

3) Permanent disarming of special guards.

4) Indemnification to Mrs. Christianii and posthumous M.A. degree to Mr. Enus Christianii.

5) Public reprimand of the Alpha Pi Epsilon Sorority.

The N.Y.U., N.A.A.C.P. ad hoc Committee for Justice in the Christianii Case has published a pamphlet entitled “Why the Killing of Enus Christianii (N.Y.U. Graduate Student). The facts. The circumstances. What You Can Do.”

Copies may be obtained by writing to the ad hoc Committee, c/o Alexander Foster, 4 West 129th St., New York City.

WORLD YOUTH PROTEST

Copies of the following letter were sent to Mayor Impellitteri of New York City and to Governor Dewey of New York State, testifying to the solidarity of the youth of the world with the democratic students at N.Y.U.

July, 1952

Dear Sir,

We are informed that on the 9th of May there took place a criminal murder of an innocent Negro student, Enus Christianii, at New York University.

This cold-blooded murder by a special armed guard at the University, has called forth our deepest indignation and horror.

The Secretariat of the WFDY, on behalf of 72 million young people in 84 countries expresses its sharpest denunciation of this action, demanding:

1. Immediate indictment of the racist killer, Giordano, for murder.
2. Immediate disarming of all special police in the colleges.
3. That the State take steps to prevent such criminal action in the future.

For the Bureau in Defense of the Rights of Youth

F. MORANINO

For the Secretariat

FRANCIS DAMON

Vice-President

ECONOMIC PROBLEMS OF STUDENTS:

THE BIG SQUEEZE

by Herb Shapiro

THE problems of meeting tuition costs, competing for scholarships, searching for part-time employment—all this has brought several generations of students to the realization that it takes a lot more than intellectual interest and aptitude to attend a college.

But today student economic problems are especially acute. The present national economy, directed more and more overwhelmingly to war preparations, has brought campus economic problems to a critical condition that compels the attention of every student concerned with the right to education. The college student has not been granted any special immunity to the phenomenally high cost of living created by the war economy.

By the fall of 1951 tuition fees in the U.S. had already risen an average of 61 per cent as against 1941. And more than fifty-five schools had announced plans to raise fees an average of 20 per cent between Fall '51 and Fall '52. For non-resident students the rise has been especially steep: 117 per cent since 1941, based on a survey of 128 representative schools.

What do these figures mean locally? At Cornell, for example, the fee for students in the endowed schools has risen from \$225 to \$350 per semester. At New York University there has just been an increase from \$15 to \$20 per credit.

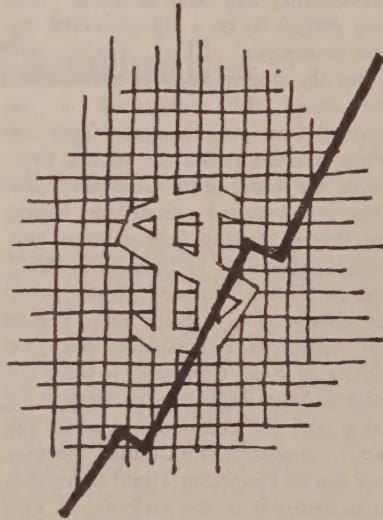
Along with tuition rises have come increases in room and board rates—51 per cent in room rates and 66 per cent in board rates since 1941.

Moreover, what student does not feel the pinch of higher textbook costs and registration fees? And for those students attending "subway schools" or "trolley schools" there are increases in transportation fares, which hit particularly members of working class and lower middle class families.

One might expect that serious attempts are being made by the educational system to aid students to meet increased costs. But this is not the case. The two main forms of assistance to students, scholarships and part-time employment, have failed to keep pace with costs and in a number of cases even threaten to decline. At Harvard, costs have risen more than 50 per cent whereas

endowment income has gone up only 17 per cent. And the university has announced that the number of scholarships available may decline heavily in the next two years.

The scholarship situation is most difficult for Negro students, who face a discriminatory scholarship system typified by the "Caucasian only" Roberts Scholarship at Columbia. Negro students, due to the economic discrimination that is part of the oppression of the Negro people, are most often hardest hit by cost increases and stand in greatest need of financial aid. But they face a contracting scholarship system that is discriminatory to begin with. At Louisiana State U. the first Negro student admitted (after a vigorous battle) was forced to leave for lack of funds.



Korean war veterans, hoping at last to take up the broken threads of their unfinished education, have been granted by a bi-partisan Congress "benefits" which amount to a swindle when compared with the "Bill of Rights" given World War II vets. The former four full years of schooling are now cut to only three. Allowances for tuition and books used to be \$500 a year and \$75-\$120 a month was given for subsistence. Today's veterans get \$110-160 a month for tuition, books and living expenses. Tuition costs have risen 23 per cent just in the two years since 1950 and the buying power of the dollar is down to

less than 85¢ compared with 1948.

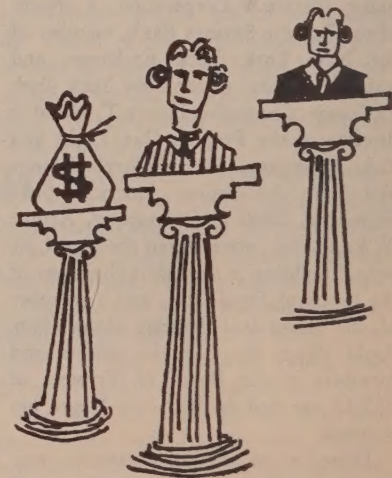
So far as student employment on the campus is concerned the picture is also grim. At the City College of New York, for example, the newspaper *Campus* revealed that funds for student employment last year were cut 75 per cent to 90 per cent; *Observation Post* disclosed that the various departments had "been forced to drop most of their student help." And what of wages? In many places student workers receive the bare minimum of seventy-five cents per hour.

These are some of the effects of the war economy on the students. But this situation is not being accepted passively. In many schools, in many different ways, students are putting up a fight.

In Los Angeles the *Collegian* urged City College students to send "a few letters and gripes" to college authorities about the increases in food prices. At Notre Dame eight hundred students, in unison, smashed their milk glasses in the school cafeteria; the size of the glass had been reduced, resulting in a virtual price increase. And at the U. of Chicago the Students for Lower Tuition collected six hundred signatures in a campaign last Spring to rescind a 15 per cent rise in tuition.

Students understand the need for an even greater degree of activity and organization in defense of their economic needs—for reduced tuition, for more scholarships and fellowships, for an end to discrimination in scholarships and campus employment. And especially for increased government assistance to education.

As students, we will not sit idly by and be robbed of our education.



"HALL OF FAME"

Dean Stops CCNY Girl
From Entering Schools

Wiggins Firing Brings Bitter Debate

California Retains Oath Gov
Despite Court's Ruling

**Suspend MAROON;
Strozier ousts editor**

Speaker Bannings Now Widespread

**Roosevelt Bans Room
Use of Anti-UMT Talk**

14 College

BIG BUSINESS THREATENS ACADEMIC FREEDOM

by Charlotte Goldberg

THE *Harvard Crimson* has recently published a special edition dealing with fifty-three cases of infringements on academic freedom at twenty-five colleges in sixteen states. Representing but a small portion of the violations that have occurred in recent years, these cases serve to crystallize the danger that confronts us all if we do not unite now to win back our rights.

Attacks on campus democracy have ranged from the dismissal of "disloyal" teachers and banning of speakers to the suspension or expulsion of the student press and organizations, and to "loyalty investigations" at some large colleges by such leading lights of the academic world as the McCarran Committee and the House Committee on Un-American Activities.

Many students agree that the situation is a serious one. They have proven their agreement by the number of demonstrations, of united actions that have taken place to defend student rights.

It is the opinion of the *Crimson's* editors that the concept of a free and democratic campus was endangered with the first signs of the cold war. Other student papers also have pointed to the connection between war and the threat to our rights. And we heartily agree.

WITH their Korean adventure, the bipartisan politicians have involved the American people in the most unpopular and unjustified war in our his-

tory. In order to prevent students from joining in the nation-wide demand to end the war, our administrators have taken every measure to destroy our rights and render us a silent generation, terrified and incapable of taking any concerted action of which they disapprove.

At the Massachusetts Institute of Technology, for example, Dirk Struik, outstanding mathematician and teacher for twenty-six years, was suspended after his indictment on the farcical charge of conspiring to overthrow the government by force and violence.

At City College in New York, students were denied the right to hear Paul Robeson in the hall of their choice.

At Ohio State a Quaker pacifist, Dr. Cecil E. Hinshaw, was banned from speaking by the Board of Trustees for being "politically unsavory."

At Roosevelt College in Chicago, the Young Progressives were denied use of a room for an anti-UMT meeting.

At Chicago, Alan Kimmel, editor of the *Maroon*, was thrown out of school because he attended the World Festival of Youth and Students for Peace in Berlin.

All of these violations are evidence that our present authorities, both in Washington and on the campus, dread the slightest criticism of their policies of war and education for war. They live in mortal fear of the Bill of Rights and seek in every way they can to destroy it.

MANY students, we venture to say, would agree with the *Harvard Crimson* that violations of academic freedom result from current war tensions. But let us ask another question: Exactly who is behind these violations and what do they stand to gain?

There is only one group of people who benefit from war and therefore want war, and that group is the handful of robber barons who own America's industrial wealth, who hold immense investments in Korea and other countries, who have made fifty billions of dollars net profit in the last two years out of the blood and suffering of Koreans, Americans, and Chinese.

Big Business has more than a passing acquaintance with our educational institutions.* Hubert P. Beck, in *Men Who Control Our Universities*, has examined the Boards of Trustees of thirty leading American universities. His study included 734 individual trustees. Sixty-six per cent, he found, held one or more directorships in one or more big business enterprises, fifty-one per cent in two or more, and forty per cent in three or more.

This situation certainly prevails at the schools where academic freedom has been violated. Here are a few:

MIT has on its board W. Cameron Forbes, director of American Telephone & Telegraph Co.; and Pierre du Pont of E. I. du Pont de Nemours and Co., which made \$307,000,000 profits (highest in its history) in the first year of the Korean war. The University of Chicago can boast Sewell Avery, head of Montgomery Ward and director of U.S. Steel, with its war profits of \$215,000,000. That these are typical can easily be verified.

THE facts prove that basic policies in our nation's colleges—in regard to curriculum, student activities, discipline, hiring, etc.—are decided directly by the owners of the giant industrial-financial combines which reap higher and higher profits every year from their bloody wars in Korea and elsewhere. It is they who control the administrators in Washington and on the campus. It is they who have given the order to wipe out academic freedom. Big Business—which is prepared to sacrifice the lives of all of us on the altar of eternal war profits—this is the principal enemy of every student who cherishes the right to think and speak and act according to his or her conscience.

* The American Federation of Teachers (AFL) recently warned that private industry exerts undue control over education.

The Editors of NEW FOUNDATIONS are printing excerpts from a letter by Frederick Joliot-Curie, world renowned physicist, Nobel prize winner and president of the World Peace Council, to Warren Austin, U.S. delegate to the United Nations, on the charges of the use of germ warfare in Korea by U.S. generals.

The use of germ warfare and the general attempt, by the Pentagon, to use science for destruction and war place before science students crucial questions. Is science to be used for construction or destruction? and are science students to be trained to perfect germ bombs and atom bombs, or are they to continue to use their scientific training to benefit mankind, to blot out disease, end famines and droughts, build homes, schools, and hospitals?

Our purpose is to open discussion on these vital questions, on the campuses and in the pages of the magazine. We invite all students to comment on the letter below. Students must take a stand against the use of germ warfare, against the use of atom-bombs. Science students must not allow this perversion of science to take place.

Dear Mr. Austin:

"... Those who are not aware of the immense effort undertaken in your country for more than ten years to develop bacteriological weapons; those who would ignore the intimate collaboration between your specialists and the Japanese specialists skilled in bacteriological warfare; those who could have been able to forget Hiroshima and Nagasaki; those who would know nothing of the methods of extermination such as napalm used by the American armies in Korea, would . . . consider it unthinkable that some people could resort to this new perversion of science . . .

"The facts as they have been verified and reported to me show that bacteriological warfare is now being carried on.

"You yourself are perfectly aware of the great amount of work carried out in your country in the field of bacteriological warfare. . . .

"In the same article which you sent me, a 'pentagon spokesman' tried to prove the falsity of the Chinese accusations by stating that the bacteriological bombs 'are only containers used for spreading leaflets and that those receptacles are not even adaptable, theoretically, for bacteriological warfare.' (N. Y. Times, March 4, 1952.)

GERM WARFARE: BARBARISM, NOT SCIENCE!

Political	Social	Intellectual & Technological
<p>1945—Aug. 21 Russia ratifies Charter of United Nations</p> <p>Aug. 21 Abrupt suspension of Lend-Lease by U.S.</p> <p>Sept. 2 President Truman proclaims V-J day</p>	<p>1945—Oct. tends to</p> <p>Oct. 18 T. leaders indicted criminals</p>	<p>Biological warfare research equips U.S. with deadly botulinus toxin to decimate enemy peoples; accurate radar-guided missiles developed for all-weather bombing</p>
<p>Dec. International Bank and Monetary Fund</p>	<p>Dec. Shinto as national religion of Japan abolished</p>	
<p>COPYRIGHT, 1947 BY RAY ALLEN BILLINGTON BERT JAMES LOEWENBERG AND SAMUEL HUGH BROCKUNIER</p>		

At the left is a reprint from the book, "The United States: America's Democracy in World Perspective," published in 1947. It brags about the Pentagon having the most deadly of all germs "to decimate enemy peoples."

"However, according to the New York Herald Tribune of April 6: 'After having heard behind closed doors statements from the military on these questions, Representative Robert L. S. Sikes, chairman of the House sub-committee on the budget, declared that bacteriological warfare in reprisal "does not imply the use of some complicated super weapons." The methods for spreading bacteria in enemy territory, he said, are simple and require types of equipment with which the armed services are already well provided, such as the containers currently used for releasing propaganda messages.

"YOU accuse me of prostituting science because I speak out against the criminal use of the discoveries of the great Pasteur and because I appeal to public opinion to prevent the further use of bacteriological warfare.

"As far as I am concerned, the ones who prostitute science are those who are anxious to inaugurate the atomic era by annihilating 200,000 civilians at Hiroshima and Nagasaki.

"You know very well that American scientists, at the completion of their scientific and technical effort, had in vain urged those responsible in America

not to use the only available atom bombs.

"Since then you refuse to accept a ban on atomic weapons.

"For bacteriological weapons there exists an international agreement: the Geneva Protocol of June 17, 1925. However, among all the great powers, only Japan and the U.S. have not ratified it.

"The fact that the Koreans and Chinese have a different kind of government from that adopted in your country and because their skin is not white, this is no reason for wanting to exterminate them by masses of napalm or with bacteria."

"In 1903, in Stockholm, Pierre Curie was concerned that terrible methods of destruction are in the hands of the great criminals who involve the people in war.

"I have often thought of this warning given by one who, with Becquerel and Marie Curie, gave radio-activity to the world. It is because I know what science can do for the world that I shall continue my efforts so that science can serve the welfare of all men, whether they be white, black, or yellow, and not their annihilation, in the name of some fantastic divine mission."

Yours truly,
FREDERIC JOLIOT-CURIE"

The court defends a frame-up!

Two law students analyze the Court of Appeals decision in the case of Roosevelt Ward, Jr., Negro leader of the Labor Youth League

IN April, 1952 the Federal Court of Appeals of the Fifth Circuit rendered its decision in the case of Roosevelt Ward, Jr. Both the circumstances of Mr. Ward's indictment and the trial for alleged violation of the Selective Service Act in relation to notifying the Draft Board of a change in address brings into bold relief the direction of a class dominated Southern justice. The conviction of Ward after a one-day trial and his sentencing to three years in the Federal penitentiary were affirmed by this court. This affirmation was clearly prejudged. It is neither convincing nor does it "render justice." Here was a Negro leader, a fighter for peace, an outstanding figure in the Labor Youth League brought before a Southern court.

Cited as *195 Fed. 2nd 441*, the decision of the Court encompasses 200 lines. Of this, only 27 lines deal with the opinion. The remainder are divided between describing the facts of the trial (152 lines) and citations (20 lines). The Court did not consider a frame-up against a Negro youth leader sufficient to warrant its careful consideration. Remember, the lack of an actual opinion in this case comes from a court which in the apparatus of the legal system is just one step below the United States Supreme Court.

THE opinion of the court contains three points. The first is, "that there was ample and substantial evidence to support the verdict, and this being so it should not be disturbed." This legal cliché has been the instrument for higher courts to avoid their alleged duty to correct injustices in the lower court. Nowhere is there a discussion of the evidence presented by Ward's attorneys.

The second major premise was that the court below was correct in its charge, especially as to the jury considering the intent—the frame of mind of the defendant. To a court and jury penetrated with white supremacist conceptions, it is not difficult to determine how they

will construe the thinking of a militant Negro youth leader.

But there is a world of difference between frame of mind and the violation of the Selective Service Act which requires "knowingly failing to obey. . ."

It is safe to say that 99.9% of the American youth have a "frame of mind" negative to the idea of getting drafted. But in no sense do these youth knowingly fail to obey the Selective Service Act.

Of the four cases cited by the Court to prove this premise, only two have to do with the Selective Service law. In one (137 Fed. 2nd 416) the judgment of conviction was reversed. In that case the indictment was for knowingly failing to report for induction during the Second World War. The defendant was in known sympathy for Nazi Germany. The Second Circuit Court of Appeals in reversing the conviction stressed that public officials should "lean even backwards in an endeavor to see that the accused had an impartial trial." Concern for justice for a Nazi sympathizer, but no such concern for an anti-fascist peace fighter of the Negro people.

The final premise of the Court, and the most important, is that the failure of the local Draft Board to fulfill functions which, though not mandatory, are part of the suggested and usual procedure of the Selective Service system, does not relieve the applicant of possible criminal conviction. The crux of this crude frame-up was the failure of the New Orleans Draft Board to contact Roosevelt Ward, Jr. at the place of business he had set down in his Selective Service application. This was not only against the usual procedure but also was in contradiction to the procedure suggested by regulation Section 1642.41(b) emanating from Washington, D.C.

A CLEAR danger to every draft applicant is implicit in this decision. It effectively shifts the burden to the applicant. It places every applicant who as-

sumes that his Local Board will follow the general procedure in danger of finding himself under indictment.

This court has made law which effectively shifts the obligation of compliance to the letter and spirit of the law from being the joint responsibility of applicant and Draft Board to the applicant alone. The Court finds it necessary to cite four cases in support. But *not one* of these cases has anything to do with the Selective Service Act. Two of the cited cases have to do with mail fraud, a third with tax fraud, and the fourth with violation of the old regulation on sugar rationing.

It is of special danger for students. Consider the fact that, like Roosevelt Ward, Jr., many students are constantly changing their living quarters and address, and that often the only address for their Local Board to reach them is the address of the college. Certainly we are endangered directly by an application of the law which puts no responsibility on the Draft Board in such a situation.

THE Ward case also involves the attack upon the civil rights of a peace leader and fighter for the rights of the Negro people. Note that Mr. Ward was convicted *only* for allegedly failing to notify the Draft Board of a change of address. Yet, though he time and again expressed his willingness to serve in the Armed Forces. He was sentenced to three years in the Federal penitentiary. This sentencing can only be viewed as a denial of basic civil liberties to Roosevelt Ward, Jr. when it is realized, as reported in the *New York Times* of August 19, 1952, that *less than 3%* of those arrested for *actual draft-dodging* in the last four years have been sent to jail. As the *Times* put it, "most of the 20,000 delinquent registrants were allowed to accept induction in the armed forces." In the broadening and deepening campaigns of American students to safeguard the civil rights and civil liberties of our country, the case of Roosevelt Ward, Jr. should take its proper place as part of the front-line in the defense of our rights.

The reasoning of the Court's decision is that of a court tied to and perpetuating a system of white supremacy and suppression of peace spokesmen and champions of the cause of the working people.

These are the latest facts in the Federal Administration's persecution of Roosevelt Ward, Jr. They prove once more that the case was a thorough frame-up from the beginning.

THE NEGRO IN HOLLYWOOD FILMS

by Lorraine Hansberry

IMAGINE—ten thousand people pour into a city square in Johannesburg, South Africa. Their faces are resolute and angry. The loudspeakers around the square sound out the mighty voice of Paul Robeson. Leaders of the people mount the platforms and they say that the black and brown peoples of South Africa are sick unto death of the oppression. They say that from this date forward they will disobey all laws which seek to impose a fifth class citizenship on them. In the days that follow, the newspapers of the world report that the jails of South Africa are being filled with a determined people, black South Africans, Indians and Colored People. It is as if a people has lifted their fists as one and shouted out for all the world to hear—"Freedom now!"

And then—here in the United States you go into a movie to see "Cry the Beloved Country." And what makes up this tale? There are long speeches about faith and goodness and forgiveness and morality wound around the story of a young South African who accidentally murders a white man in the process of burglarizing his house. After this, the balance of the story is spent showing how the pious father (Canada Lee) of the young African grieves that his son has done this thing. It finally reaches such a pitch that he falls on his knees before the father of the dead white man and begs forgiveness. *He*, the black man, falls on *his* knees, on *his* African earth to ask a white man's forgiveness.

Incidental to the story, the camera picks up some revealing scenes of the living conditions of the Africans. You see poverty and misery of the most hideous description possible. You see workers on their way to the mines, miners who constitute some of the most exploited people on the face of the earth. *And in the whole movie, there is not one word of protest.* Not one hint of dissatisfaction, hatred or movements for change. Indeed, the only angry words are between black men. The young priest (Sidney Poitier) spends his religious wrath on an uncle of the young man, who seeks to keep him from punishment. There is, according to this film, no wrath against the Malan government or the international financiers who have turned that beautiful country into a fas-

cistic nightmare of oppression.

In the past couple of years, since the outbreak of the Korean war, the film capital has come up with more than ten films on the "Negro problem," but as yet not one has made the remotest effort to say why there is a problem. If anything, the rich indulgence in the individual "psychoses" of white and Negro characters has sought only to confuse the reasons. It is as if Hollywood had at last, at the expense of the Negro people, achieved its great dream—the great American mystery, the mystery of the Invisible Force which is presumably behind the oppression of the Negro people.

Clearly, as long as the source of Negro oppression remain unidentified it is a simple matter to show the whole thing as a matter of mass imagination and a case of group psychosis.

LET'S take a look at some of the more recent films. "Bright Victory," for example. This is the simple story of a blind white G.I. who unwittingly insults his best buddy (James Edwards) before he finds out that he is a Negro. He goes through a mild period of white supremacist shock and then decides he likes the guy anyhow. Again there is nothing wrong with the message except that it too fails to say that "prejudice" is anything more than individual intolerance. It is the Invisible Force theory quietly at work.

In "Red Ball Express" (Sidney Poitier) the Negro GI doesn't like it when a white soldier makes cracks about minstrel shows and resents the Negro's presence on a chow line. When the Lieutenant (Jeff Chandler) breaks up a fight between them, he too gains the sensitive man's animosity. Finally a Negro hero is blown to bits, trying to show his comrades a safe route through a mine field and is given a genuinely moving burial by the outfit. The Lieutenant is the most deeply affected by the death and the "sensitive" Negro comes to see the officer in a different light. He realizes that he had him all wrong, that the Lieutenant is really an impartial decent guy. The point of it all seems to be to show the Negro soldier how wrong he is to assume that every white man is against him.



Canada Lee in a scene from "On Whitman Avenue," a drama by Maxine Woods.

What makes white soldiers hate Negro soldiers? What is it in the experience of Negro soldiers that makes them expect it and hate back? Could it be the very discrimination and jimcrow, the terror and violence practiced against them since birth? Of course not says Hollywood. It's the psychological Invisible Force!

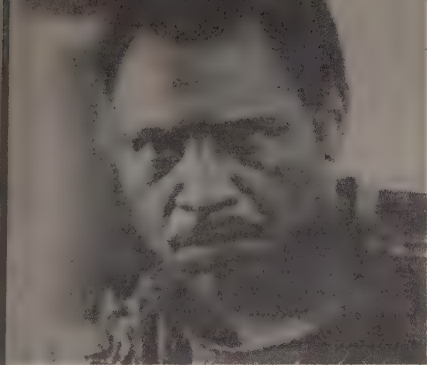
It is also interesting that the other Negro soldiers in the film never particularly associate their feelings with Poitier's; he seems to be the only one who resents the slurs. *Is it really such a rare Negro who resents second class citizenship?*

Then there is "Lydia Bailey." Here we have a mixture of killing and hatred and bitter words; there is a romance of a young white couple running through the story for some reason or other. Somewhere in between it all, it is not too easy to find the Haitian revolution and it is impossible to find out *why it was fought.*

Toussaint L'Ouverture himself is incidental to the love affair of course. And all who don't know before they go to see the film, that slavery is hell on earth, won't be convinced there was any need for the heroic Haitian people to make one of the greatest thrusts for freedom in modern history.

AND so the mystery goes on. There is the "this-is-a-step-forward" crowd which insists that this kind of criticism is unfair, that "first things must come first, and you have to start somewhere."

The fact is the arts, like everything else in America, are subject to the operations of big business. It is a simple matter to see that those who have turned the motion picture industry into one of America's major big profit industries are bound to have a common eye with those who extract 4½ billions of dollars per year profit from the exploitation of the



In 1944-45 Robeson gave the greatest performance of "Othello" in the history of the American theatre, yet today, this great Negro artist would be prevented from appearing in the films.

Negro people.

From all this, two questions arise. First, if the owners of the movie industry are so all-powerful, isn't the industry in a hopeless situation? Indeed not. While it is true that they can buy up the movies and all other means of propaganda, they cannot buy up either history or the spirit of oppressed peoples.

We shall continue to surround them with truth and the power of truth. We shall continue to insist that their writers stop writing *around* history, stop writing *around* life. We shall demand that they show the brutal inhumanity of French overseers and plantation owners in Haiti, inhumanity which caused the Haitian people to drive the armies of Bonaparte into the sea and change the whole subsequent history of half a hemisphere. That they show the experiences of a Negro man who after years of job refusals, slander, insult and violence finally shows up on their screen as the "sensitive" Negro.

A second question: What is it exactly that we Negroes want to see on the screen? The answer is simple—*reality*. We want to see films about a people who live and work like everybody else, but who currently must battle fierce oppression to do so. And we want an end to this Invisible Force business so that all the world knows who our oppressors are and what lies at the root of their evil. And lastly, we want employment for our young writers and actors, who can best give expression to our sorrow, songs and laughter, to our blues and our poetry—and the very drama of our lives. For three hundred years of oppression have given us a mighty song to sing.

This is the second and concluding article by Lorraine Hansberry, Associate Editor of the Negro monthly, Freedom, on the Negro in Hollywood films.

EXCERPTS FROM:

COMMUNIST PARTY ELECTION PROGRAM

Peace

The Communist Party believes that the people of our land want peace and friendly relations with all peoples. . . .

To advance the best interests of the American people, the Communist Party proposes:

- An immediate cease fire in Korea on the basis of agreements already reached. Continuation of negotiations of the prisoner of war issue. . . .
- Outlaw the atom bomb and reduce armaments under effective international control. Ratify the Geneva Convention outlawing the use of bacteriological warfare. . . .
- No rearmament of Western Germany; for a united democratic neutral Germany. . . .
- A peace pact of the Big Five powers. . . .

Democracy

The present bi-partisan policy is leading the United States to war and necessarily to the destruction of the Bill of Rights. . . .

The Smith Act prosecutions of the Communist Party leaders is the gravest symptom of advancing fascism in the U.S. today. It follows the tragic pattern of Germany and Italy. . . .

We call upon the American people to fight with all their strength against the danger of fascism, to resist every fascist measure, to defend every democratic right. . . .

- Repeal the Smith and McCarran laws. Amnesty for all political prisoners. . . .
- . . . Rescind all loyalty oath orders. . . . End witch-hunts and screenings of seamen, teachers, and government employers.

Rights of the Negro People

We call upon all decent minded Americans, especially the white workers, to carry on an unceasing struggle for:

- A Federal compulsory FEPC. An immediate Presidential order pending such legislation.
- Enact an anti-lynch law with death penalty for lynchers. Outlaw the Ku Klux Klan.
- A Presidential order to wipe out jimcrow in the armed forces, in Wash-

ington, D. C. and in all Federal institutions.

• Complete elimination of segregation in schools of the nation, South and North. Federal aid to Negro colleges. Eliminate discrimination in housing, public and private.

The Communist Party

The Communist Party is taking part in the 1952 elections as it has in every national election since its founding 33 years ago. In 1952 we support the Progressive Party national ticket as we did in 1948 and as we supported Roosevelt in 1944. We are running candidates for office in various localities. We urge a big vote for the Communist candidates as a vote of opposition to the attacks upon the Bill of Rights. . . .

For Peace, Democracy and Socialism

The Communist Party is the party of socialism. It works to organize, educate and eventually lead the American people to establish a Socialist society. . . .

The Communist Party recognizes that socialism is not an immediate issue before the American people. We hold that the supreme task before the American people today is the fight against war and fascism, for peace and democracy. . . .

. . . We at all times will fight loyally together with all democratic Americans against reaction and will seek by democratic means to convince the majority of Americans that only in a socialist society can democracy achieve its fullest flower and the vision of the brotherhood of man be realized on earth.

In various places throughout the country, Communists are running as candidates on an independent ticket. In New York City former Councilman Benjamin J. Davis in the 11th A.D., for State Assemblyman. Others are: Gus Hall, National Secretary of the Communist Party, who is now serving in Terre Haute, Indiana Prison for alleged violation of the Smith Act, and is running for Senator in Ohio; E. C. Greenfield for Governor in the same state; Otis Hood for legislature in Boston, Mass.; and Simon Gerson who got over 4,000 signature to place him on the ballot as Congressman from Brooklyn, and was recently acquitted in the Foley Square trial of the Communist leaders.

A SHORT STORY BY SIMON DOUGLAS

"I BEG TO DIFFER"

THE ten to twelve bell rang. Jimmie Hall strolled out of the music library, humming a favorite movement from one of Brahms' symphonies. He walked down the corridor and strolled absently down the steps and onto the landing. Jim glanced in the mirror of the candy machine, fixed his tie, opened the screen door and walked out onto the ramp leading to the temporary Education building.

The campus was now humming with activity. The students lounging on the sun decks sluggishly gathered their belongings and trudged off to the next class. The ramp, empty two minutes ago, was now filled with students on their way to classes or to the student activities building. Jim walked over to the railing, rested his elbows and surveyed the campus. In one glance, he took in the buff colored stucco buildings, their sparkling red roofs, the spacious green golf course in front of the college and the farm next to it. Behind him, the snatches of conversation by the passing young men and women provided a counterpoint to the general campus noises. *Umm, this is beautiful. Too damned nice a day to be cooped up in that crummy Ed class.*

Jim glanced over in the direction of one of the groups that were singing. He noticed Helene in peals of laughter. Jim didn't know what the joke was about, but he began to laugh, too, so infectious was Helene's laughter. *Ah! that Helene, what a woman.* He shut his eyes as if to absorb and savor the early June sun, the campus sounds, and that indescribable something that made this college so unique and so loved. At that moment Jim was startled out of his preoccupation by a sharp stinging slap on the seat of his pants. Surprised, he wheeled about, meeting the mischievous face of his best friend, Irv.

"Well, Hall," Irv chuckled, "contem-

plating cutting Ed again?" Irv with his black hair cut short was almost a dead ringer for Jerry Lewis. He was a short athletic young man, whose bushy eyebrows met in one straight line, obscuring his small sloe eyes. He was laughing now, revealing the white even teeth behind his well shaped lips. The right side of his upper lip, slightly higher than the left, seemed expressly made for the pipe that he never was without. His chin was firm and clean shaven.

"Irv, you old bean head!" cried Jim in mock anger. "It never fails. One more smack like that and you'll be picking yourself up from the bottom of this ramp." Jim paused, remembering Irv's question, and replied. "Yeah, I'm thinking of cutting Ed again. I can't take that teacher's slick clap-trap."

"Well chuck, you know what to do," replied Irv softly, still smiling.

"Yeah, that's easier said than done. You know as well as I do that all I have to do is open my mouth in that man's class and I'm finished—finis!" he said emphatically, running his finger across his throat. "The guy tells you flatly that the Ed. department keeps what amounts to dossiers on all its students."

"All the more reason for you to speak up in class Jim," said Irv, a little more serious. "You know, when you keep still fella, you're just making it easier for the Department to keep you where they want you." "They have dossiers now," continued Irv, "but they'll have worse, if you continue to keep still, and cutting the class is just running away from the facts."

Jim was screwing his mouth impatiently now, a habit he had whenever he was annoyed. "Now just what would you have me do—open my big yap and in one minute throw four years of hard work, study and sacrifice out the window. I don't think it's worth it, Irv." Jim

paused. "No, that's not what I mean, Irv. What I meant to say is that, if I keep cool now," Jim continued, struggling to impress Irv with the correctness of his point, "and eventually become a teacher, I could be more useful as a teacher, I could be more useful whereas a student is practically powerless."

Irv thought for a moment. "I'm in the same boat you are, brother. I know what it means to sacrifice and scrimp for four years to achieve a goal and then see it denied you. But look, it won't be denied to us because we open our mouths in the Ed class."

"The fact that they have dossiers in the Ed department Jim, the fact that they have Feinberg Laws and snoops, the fact that every liberal or progressive idea is open to suspicion, that you even can't stomach your teacher's slick 'clap-trap' and are afraid to say anything—these are just the things that will deprive us of everything we want. We just can't be successful teachers under such conditions."

"And then this talk about doing your bit when you become a teacher. But you'll be hog-tied, you won't be able to say a word without fear of persecution. Jim, we got to fight now. It's the only way to make sure our profession is free from the cold war and witch hunts. All you got to do is talk. I'll bet practically all of your class will be behind you. Now the next time I see you, Chuck," said Irv pinching the silent Jim on the arm, "you'll tell me how you slayed that professor. Well, I got to go, Jim. You're coming to the forum Friday, aren't you?"

"I don't know," was Jim's cool reply. "Perhaps I might go to a music lecture, instead." In reality Jim had decided to attend the forum on the '52 elections. But he had to get even with Irv for thrashing him so soundly.

"O.K. pal, suit yourself. Wait for me at two o'clock by A building."

"Yeah," said Jim indifferently. *Drat that guy,* he thought as he watched his friend disappear into the Student Activities building, *but no doubt about it, the guy was right.* Shrugging his shoulders, Jim turned once again toward the campus. There were just a few students walking across the campus now. However, the field was dotted with myriads of sun/hungry students lying on the green grass. Helene noticed him on the ramp.

"Hey, Jim, come on down!" He hesitated.

"Can't Helene, I got to go to class." Jim turned away from the railing and hurried toward the Ed. building. Inside,

as he walked to class, his heels clattered on the warped wooden boards. He opened the door, tiptoed across the room and slid into his seat.

"**N**OW, what is an incompetent teacher?" Professor Smith was saying. "I suppose the answer to that question would be a relative one."

The students were waiting for an explanation. "Getting away from the main subject for a moment," continued the professor, "let me try to make myself clear. No doubt some of our more enthusiastic ladies in the class might answer that an incompetent teacher is one that doesn't know the latest innovations in progressive education," said the professor, with a trace of sarcasm. "Or probably Mr. Brown over here might drowsily reply, one that is a bore." The class roared with laughter and Mr. Brown, who was catching up on his sleep, blankly looked about the room, adding to the general mirth.

Professor Smith, satisfied with his petty victory, clicked his tongue and continued. "Now let's get back to relativity." He laughed at his poor pun. "I think that today we would judge the competent teacher not so much by the aforementioned, and this is where relativity comes in." The class was still puzzled. Jim eyed Professor Smith and muttered to himself. *The slick little worm. I know just what's coming, I should have joined Helene on campus.*

"Judging the competence of a teacher should be relative to the temper of the times," continued Professor Smith in a philosophical tone. "Here, let me explain myself." He was getting into a little difficulty. *Oh Lord, those thick students,* thought Smith. "We all agree that we are in the midst of a great crisis, a crisis so great that it affects every part of our way of life, not to mention teaching." *Bad choice of words.* Continuing in a more quiet, measured tone, he added, "We find that we must not be too squeamish in questioning the allegiances of the teacher today. We must be a trifle more alert. What kind of ideas does the teacher disseminate into the classroom?"

Disseminate isn't the word, murmured Jim.

"We might even have to employ methods to ensure that no undesirable elements are admitted into this very important profession."

AT that moment Ann Pardes, who was the president of one of the liberal

organizations on campus, glanced across the room at Jim. *I'm hardly in complete agreement with all of Jim's ideas. But, my goodness, why doesn't he say something? He's usually so vocal and well informed in his other classes and this is one time I'll back him to the hilt.* Jim met her glance and she gestured with her hand as if to say, *Well, let's not sit here, let's challenge him.* He only shrugged.

"This by no means curbs individual liberty," added Smith, as if to erase any doubts in his students' minds. "On the contrary, it strengthens our liberty. Liberty does not mean license," he went on in his most philosophical tone. "Due to the temper of our times" (he loved that phrase) "liberty might even look a little like conformity," chuckled the professor. There was a general buzz and shuffling among the students. Miss Pardes glanced once again at Jim. Mr. Brown was jolted from his drowsiness by Smith's words and Miss Ryan was animatedly whispering something to Sy Jordon and Bobbie Vargas. This was the general reaction of the class because few students agreed with what Smith said. Someone had to challenge him, but it had to be someone who could successfully turn aside Smith's sarcasm and intellectual bullying.

"Bad pun," thought Smith. "Well," he said, chucking his tongue, "that is what I mean when I say judging a teacher's competence must be relative, and in this case it is relative to the temper of the times. Of course you understand," he added. The class understood too well what was behind all that lofty, fuzzy reasoning. Professor Smith's ideas were as plain as day.

JIM was going through a battle-royal with himself. He violently disagreed with what Smith said and Irv's words 15 minutes ago seared his forehead like a wild-fire. Irv was right, he admitted it. If he believed Irv to be right, he would challenge this man's statements. However, the thought of those four hard years in the Ed. department, compared with the brevity of the time it would take him to *dump* those four long years, by challenging Smith. *No I can't, but yes—yes, I must. Irv is right, absolutely right. doesn't the reaction of the class and Ann's almost outraged glances prove it? I'm going to speak right now,* he resolved. But he couldn't give voice to his thoughts. *Those four years, those four long years,* and he sat there wrestling with himself horribly.

Then he began to think about his future in the profession, which Irv so straightforwardly put into words and which Professor Smith tried to disguise behind his nebulous logic. He saw the fear, the duplicity, the sterility of his position. It was utterly impossible. He must challenge Smith.

The professor looked Jim's way as he spoke and noticed the young man perched on the edge of his seat, his face a mask of varying emotions. Professor Smith reddened. *Perhaps I have been a trifle coarse in my delivery,* he wondered. *But the devil with Hall, he won't start trouble if he knows what's good for him.*

"Well," continued Professor Smith, clearing his throat, "before I continue this discussion, is there anyone who wishes to add anything?" Involuntarily he looked straight at Jim. "Or perhaps," he added in a sarcastic, almost threatening tone, "is there anyone who begs to differ?" He sensed the dissatisfaction of the students.

Jim was already half way out of his chair. He jumped up. Ann moved forward in her seat and the class turned toward Jim. In an animated, high pitched voice Jim spoke. "Professor Smith, I would like to add something. In fact," he said more determinedly, as he looked at his fellow students, "I beg to differ."

This is the first short story in NEW FOUNDATIONS in its present format. We invite our readers to send their original creative works to the NF Writers Group, for discussion and eventual publishing in the pages of NEW FOUNDATIONS.

LOYALTY!?

Senator Pat McCarran, Democratic counterpart of McCarthy, asks a \$64 question in a letter to Stevenson—"Are you now or have you ever been a member of Americans for Democratic Action?"

Stevenson in a letter of reply—"As for Americans for Democratic Action, I have never been a member of it."

McCarran—"It was a very good letter and it gave me a different slant on Stevenson—of course I'll support him now." . . .

THE MYTH OF SOVIET IMPERIALISM

The charge of Soviet imperialism was often found in speeches of the presidential candidates and their supporters as the rationale for their policies of "liberation" and "containment" of the peoples of the Soviet Union, China, and Eastern Europe.

There is no basis in fact for such an allegation. The article in the last issue (Vol. V, No. 2) pointed out that imperialism is a stage of capitalist development. It is founded on capitalist, private ownership of the means of production and the use of this ownership for profit and the enhancement of wealth of the capitalist class.

The development of Socialism in the Soviet Union has rendered impossible the very basis of imperialist operations. The Soviet Constitution states: "The socialist system of economy and the socialist ownership of the means and instruments of production and the abolition of the exploitation of man by man, constitute the economic foundation of the U.S.S.R."

"The economic life of the U.S.S.R. is determined and directed by the state national economic plan with the aim of increasing the public wealth, of steadily improving the material conditions of the working people and raising their cultural level. . . ." (Article 11.)

These are no empty phrases. Professor Hasan, delegate from Pakistan to the International Economic Conference in Moscow has remarked, "The most outstanding feature of Russia's present economy is that unemployment has become completely eliminated. There are no crises or industrial depressions."¹ Antoine Allard, a Brussels banker, also a delegate to the Conference, pointed out in the newspaper *Drapeau Rouge*, ". . . We had the opportunity to go about the city as we pleased. The labor of workers is very well paid. They often attend theatres, they show a tremendous love for books, they enjoy free medical aid, splendid rest homes, health resorts, sanatoriums."²

THERE are no monopolies like U.S. Steel, no financial oligarchies like the Mellons, Morgans, and Rockefellers, exploiting the Soviet people and running the economy for private profits.

The most important law of develop-

ment in a socialist society is the concern of the State for the well being of its people. Not only did the Soviet Union complete rehabilitation in their first 5 year Plan, but the people moved forward to a 73 per cent increase in industrial production over pre-war years. Since 1947, the peoples in the U.S.S.R. have benefited from 5 *price cuts* on consumer items as meat, fish, butter, bread and milk. Budget appropriations for social service, which alone far exceed the total defense outlay, add an additional 30 per cent to the Soviet individual's real income. He contributes nothing from his income for social welfare benefit. With the growing value in real income, the Soviet citizen in the 2nd quarter of 1952, has increased purchases by 11 per cent over the same period in 1951.³

UNDER monopoly capitalism great profits are amassed through the exploitation of the workers and the farmers. With the main objective of making greater profits these imperialists turn to foreign nations to make "suitable investment." This profit motive is the basis for imperialist foreign trade and for the numerous cartel agreements made to divide up the market.

The Soviet Union, said Professor Hasan, "is still putting her savings and profits into the main branches of industry and into the production of electric power for her industrial enterprises."⁴ Antoine Allard indicated, "the U.S.S.R. and the Peoples Democracies represent an unlimited market and there are great opportunities for trade with them."⁵ And

Soviet economist, V. Cheprakov stated, in U.S.S.R. Information Bulletin, March 1952: "The Soviet Union favors a considerable extension of economic relationships with all countries, the U.S.A. included, on mutually profitable terms."

Soviet trade is based on this principle of commodity exchange for mutual need. This is the crux of the trade pacts with China and the Eastern Democracies and those concluded at the Moscow Economic Conference.

Every country that has had trade relations with the U.S.S.R. derived benefit. Bulgaria is typical. Before the war, Bulgaria was mainly an agricultural country. Since the war the volume of industrial production exceeds the pre-war level 350 per cent.⁶ The building of power heating and hydro-electric plants has proceeded at an accelerated rate, with a complete set of equipment coming from the U.S.S.R.

Compared with the pre-war level, real wages in Bulgaria have increased 150 per cent. "The number of food and dry goods stores opened in 1951 in the cities and villages of the country was 862."⁷

United Nations reports reveal the comparison in the growth of industrial production in Eastern and Western Europe. Using 1948 as an index base of 100: in the 14 years from 1937-1950 Italian production increased 10 per cent. French 13 per cent, Czech 37 per cent and Poland 53 per cent (to 1949 only).⁸

SOCIALISM rejects the imperialist division of world markets through the



Model of the Palace of Culture and Science being built for Poland by the U.S.S.R.

fomenting of wars of aggression and conquest. The bitter fruits of this has historically found expression in the Spanish American War, World War I, Italy's invasion of Ethiopia, the Japanese invasion of China, Hitler's call for "lebensraum" and now in the invasion in Korea and the U.S. remilitarization program.

Spokesmen for imperialism as Churchill, Truman, Dulles, Eisenhower and Stevenson have attempted to slanderously pin charges of "Soviet imperialism planning an aggressive war." The former Prime Minister Attlee, in 1951, voiced such charges as—military build up of the Soviet armed forces—before the Parliament.

The truth is that the Soviet army was demobilized by 1948; that the Soviet military outlay has been steadily reduced (the 1952 budget provides only 23.9 per cent for the military, in 1951 it was 31 per cent). J. V. Stalin in answer to Attlee, exposed the lying nature of the charges. "If Prime Minister Attlee were competent in financial or economic science he would have realized without difficulty that not a single state, the Soviet Union included, could develop civilian industry to the full . . . and together with this multiply simultaneously its armed forces and develop war industry.

"It is not difficult to understand that so reckless a policy would have led any State to bankruptcy." The examples of our own country and Great Britain sharply point out this economic fact.

THE proposed 5 year Plan (1951-1955) confirms the basic core of Soviet policy—peaceful construction. In this new period of building Communism, work has begun to transform the arid lands of the Siberian steppes into fertile soil by the planting of thousands of miles of trees which will block the Siberian winds and hold down fertile top soil. Add to this the completion of the historic, Volga-Don Canal which has connected 5 Soviet seas and is already providing irrigation waters for 70,000,000 acres of the Don steppes. For the first time cotton and rice are growing there and the wheat output has increased its yield manifold. The millions of kilowatt hours of electricity will give power to developing industry and will provide the electricity necessary to mech-

STALIN STAND HELD NO THREAT OF WAR

Western Diplomats
Expect Communist Disparity
R. THE NEW YORK TIMES
cast and West

By HARRISON E. SALISBURY

Special to THE NEW YORK TIMES.

MOSCOW, Oct. 3—Close study by Western diplomats of Premier Stalin's new statement on Communist policy led them to conclude tonight that the Soviet leader did not envisage any immediate prospect of armed conflict between the United States and Russia, nor on the other hand any immediate

anize the many collective farms in the surrounding hundreds of miles.

The fifth Five Year Plan will provide for a 70 per cent increase in total production; citrus fruits 450 per cent; wheat and cotton 55-65 per cent; meat 92 per cent; butter 72 per cent; canned goods 210 per cent; furniture 300 per cent; and 250 per cent increase in railroad mileage—all above the 1950 level. The Plan further provides that by 1955, Soviet consumers will pay 35 per cent less for goods than in 1950. School production will increase 70 per cent and social security benefits, 30 per cent.¹⁰

The peaceful intentions of the Soviet Union are further demonstrated by special provision, in the draft plan, for the readiness to: ". . . develop economic relations with all countries desiring to develop trade on the basis of equality and mutual benefit."¹¹ This is reaffirmation for the future, as well as the present, of the desires of the U.S.S.R. to encourage the principle of peaceful coexistence between capitalist and socialist nations.

1 USSR Information Bulletin, June 9, 1952, p. 352.

2 Ibid., p. 352.

3 For A Lasting Peace and Peoples Democracy, Aug. 1, 1952, p. 3.

4 Ibid., p. 3.

5 Ibid., p. 3.

6 USSR Information Bulletin, March 24, 1952, p. 171.

7 Ibid., p. 171.

8 U.N. Statistical Yearbook, 3rd Edition, 1951, New York.

9 USSR Information Bulletin, 1951.

10 Joseph Clark, Sunday Worker, 1952.

11 Ibid.

A CHINESE STUDENT DEMANDS VOLUNTARY REPATRITION

Below is reprinted a letter that appeared on July 2 in the New York Daily Compass.

Dear Editor:

Since the beginning of the prisoner-of-war issue at the truce conferences in Korea, the local newspapers have been full of accounts setting out the principle of "voluntary repatriation" of prisoners.

A great many American people believe in the sincerity of the American government in setting out such a principle. But to Chinese students in New York City and elsewhere in the United States, especially to those students who have received technical training in this country, this principle of "voluntary repatriation" is indeed a big farce.

Many Chinese students in this country, especially students of science, are prepared to go back to China where they know they are much needed. The American government is now doing everything possible to prevent them from returning to China.

I for one am a student of science. I have tried to leave this country for China without avail. I know of quite a number of others who are in the same boat with me. Now if the United States sincerely adheres to the principle of "voluntary repatriation," as it is doing now in Korea, let the American government vindicate its position by allowing Chinese students to go back to China.

Legally speaking, we are of course not prisoners of war here. But we are virtually prisoners in the sense that we are not given the freedom of movement from this country back to China. Because we are aliens here, many of us cannot obtain jobs though our capabilities are quite up to the level. We have to compete in the cheap-labor market which to us, is tantamount to slave-driving in a prison camp.

P. L. C.

"WAR—PLAYTHING FOR COLLIERS"

(From an editorial in the Colodaro Silver and Gold, Oct. 23, 1951, on Colliers' special issue: "The War We Do Not Want.")

"This is a brand of war-mongering that is outlawed by every ethical strain in the modern world, and . . . by law in the Soviet Union. . .

PEACE

was the winner!

by Walter Ross



WITH 70,000 hopeful faces transfixed on a tiny area of the huge stadium, the tall, slim young man with the huge pole gripped firmly in his powerful hands came streaking down the path before him. Jamming the pole into the ground, he soared upward, straining every muscle, to go hurtling over the crossbar at a height of more than fifteen feet. But just as the immense throng began to burst out into frenzied cheers, the crossbar quivered, teetered and, amid the groan of the crowd, fell simultaneously to the earth with the tired young pole vaulter. Exactly at that moment, a broad-shouldered youth who had been sitting on the sideline, sprang to his feet and raced over to the sand pit. Lifting the aching vaulter off the ground, the youth grasped him in a bear hug, and before 70,000 joyous pairs of eyes, the two men kissed each other.

The man attempting to clear fifteen feet was Bob Richards, an American. And the youth who rushed over to congratulate him for his magnificent effort was Peter Densienko, who hails from the Union of Soviet Socialist Republics. Of all the stirring moments in the 1952 Olympic Games this one was perhaps the most symbolic of all. For there were two human beings of the most contrasting backgrounds, one of whom had just defeated the other in six hours of grueling competition. And here they were, representatives of the two mightiest nations on this earth, embracing.

Here was a glimpse of a glorious future, the living reality of the brotherhood of man. Here was Peace.

Such was the spirit of the fifteenth modern Olympiad that many months before the athletes had even assembled at Helsinki peace had become the keynote. From Northwestern University came the greetings of 2200 students and faculty members in a huge friendship book. From France, a large group of national and world champions and Olympic representatives spoke out to colleagues in all lands: "On the eve of the Olympic Games, we sportsmen and friends of sports, renewing the tradition of the Olympic Truce, proclaim our desire to see all conflicts ended, as a pledge of a peaceful future, and to place the XV Games under the sign of Peace." And in Helsinki, a young Finnish athlete was collecting 630 signatures on a peace petition.

Then it started. From the moment the Olympic villages were officially opened, the youth of the world, Canadian and Czech, Rumanian and Scot, American and Soviet, began, as one reporter put it, "fraternizing like crazy." When the hammer and sickle were raised over the Soviet camp, "Fortune Gordien and Bob Fuchs were among the American visitors and the latter, with his hands swathed in bandages, went around slapping Otto Grigalks, Russian shot put champion, and George Fedorev, two of his leading rivals, on the back." (7/14)

Let Tippy Goes, American rowing committee chairman, tell his very typical story: "We visited the Soviet camp yesterday. From what I'd heard I'd expected to get my ears chewed off. Instead, they couldn't have been nicer. They're a swell

bunch of fellows. They let us look through their boathouse. We noticed they had three single sculls. We needed one . . . and they insisted we take one of theirs." (7/13) And when the British and Soviet teams met, Sandy Duncan, British team leader, broke out the Scotch and proposed toasts for world peace and good will.

So from the very beginning, this meeting of "East" and "West" exploded the lies that permeate our daily newspapers: about how the Socialist countries set an "iron curtain" around themselves (the Soviet team extended twenty-two invitations to athletes of other nations to their camp), about how impossible it is for Americans and Russians to get together, about how the U.S.S.R. conducts a "hate America" campaign. All this trash handed out to the American people was ripped to shreds.

AND once the Games got under way, they were to provide such a smashing of Olympic and world records like the world has never seen.

Walter Davis, from Texas A. & M., hurtled over the high bar at a record 6 feet and 8 $\frac{3}{8}$ inches to win the high jump. Nina Romaschkova of the U.S.S.R. hurled the discus farther than any woman ever had before, a distance of 168 feet, 7 $\frac{1}{2}$ inches, to win a gold medal. George Rhoden of Jamaica sped 400 meters in the record time of 45.9 seconds.

Joseph Csermak threw the hammer 197 feet to surpass all previous performances, helping his comparatively small country of Hungary, a nation of some

American basketball star, Clyde Lovellette (right) and Soviet player, Otar Korkilia show how the people over the world can get along in the spirit of peaceful competition.

5,000,000 to place an amazing third behind the Big Two. Perry O'Brian, coming out of the Univ. of Southern California, rewrote the shot put mark, as he unfurled an eye-opening heave of 55 feet, 8 inches. Yvette Williams, from Australia, broad-jumped a remarkable 20 feet, 5 inches, further than any previous Olympic woman competitor.

Particularly outstanding were the performances of the Negro members of the United States team. Andy Stanfield broke the tape in the 200 meters, while Mal Whitfield was crowned 800 meter champ. Harrison Dillard whisked over the 110 meter hurdles in 13.7 seconds, to complete a feat unequalled in Olympic history, having also won the 100-meter dash in 1948 when he attended Baldwin-Wallace College. And then there were the five Negro American boxing gold medal winners, three-fourths of the women's sprint relay team, and Milt Campbell, eighteen-year-old New Jersey youth who placed third in the grueling decathlon competition, all helping to disprove the myth of white "superiority."

And, of course, there were the extraordinary accomplishments of the incomparable Emil Zatopek, a locomotive engineer in Czechoslovakia, a captain in the Czech army, and a member of that country's Communist Party. After breaking the record he established during the 1948 Olympics in the 10,000 meter race, he "staged one of the most stirring sprints credited to a mortal to win the 5,000 meter run." That had never been done before, but even this was not all!

On July 27, "Emil Zatopek stood as the wonder runner of the ages" as he raced 26 miles in 2 hours and 23 minutes to sweep the field in the marathon, a race

he had never run before! "When Zatopek came through the tunnel into the stadium . . . 70,000 people cheered his every step around the track. As he dashed across the finish line . . . the multitude stood and broke into a frenzy of admiration. . . . He then circled the track to a continuous ovation surpassing all others of the Games. . . . The practically unanimous opinion here is that Zatopek is the greatest runner the world has seen." (7/28)

And Emil Zatopek performed also in the best tradition of world peace and youth solidarity, speaking at a Finnish Peace Rally, and presenting his track uniform to Les Perry, an Australian runner, which the latter remarked would be an inspiration for young Australians to emulate Zatopek's feats.

These glorious examples of peaceful co-existence, of the solidarity of youth and of the thousands of students among the athletes, continued throughout the Games, alongside the historic performances. Particularly significant were the students mingling in the spirit of friendly exchange, Ford Konno, Hawaiian-born Ohio State student, history majors from Moscow and students from the campuses of England, Yale's Bob Fuchs and Nina Dumbadze, Soviet discus champ, promising each other to "tell the folks back home" about the good feeling between American and Russian at Helsinki; the picture of Otar Korkillia, Soviet scoring ace, and Clyde Lovellette, basketball giant from the University of Kansas, with flowers in their arms, holding a little Finnish girl between them, smiling after the "dearly won victory for the United States and a remarkable showing for Russia." (8/3)

Excerpt from an editorial in *Los Angeles Junior College Collegian* (March 4, 1952).

There's a very popular advertisement placard being used on all trolleys and buses. It reads . . . "Essential Industry in Peace and War—Better Schools Build A Stronger America."

Right next to this school poster is one which reads . . . "You Can Still Choose—Go Navy."

The very reason for the sign, "You Can Still Choose" is to protect the other sign which is only a symbol of the real thing.

The two, adjacent to each other, are very paradoxical.

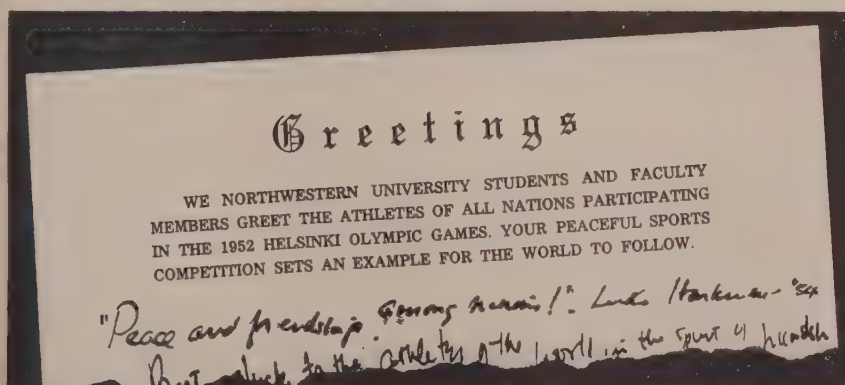
"Essential Industry in Peace or War"—but how can there be any schools if there are signs which read "Go Navy" which take men away from the schools.

ONE of the climactic expressions of friendship and solidarity of the youth and the peoples of the world was seen when Vladimir Kuchmenko, chief of Soviet rowing, proposed a toast to "international understanding" before the crews of the U.S. and the U.S.S.R., saying: "Welcome, friends of America. We are happy for these friendships made on the water. We want the sportsmen of Russia and the sportsmen of America always to compete in this friendly spirit." To which Dave Manring of Cleveland, the American crew's coxswain "rose to express thanks for the Russian hospitality. 'This has been a wonderful experience for all of us. We are glad to come here and meet your people and find they are just like us.'"

It was in this spirit that the Wisconsin University Student Board called for peaceful negotiations to settle world differences, and for world-wide student exchange to gain such "wonderful experiences" as just described. One Board member expressed the feeling that it would be better to meet each other on the campus rather than with bombs and battalions.

All peace-loving peoples could not but applaud the feeling of Bob Richards, pole vault champ, when he said: "This is the greatest thing in the world. We're all together as athletes and differences are forgotten. I honestly can't see why people the world over can't get along like the competitors here do." At Helsinki the winner was Peace.

All references are to the N. Y. Times





Negro G.I. in Korea: Wrong Battle

by J. T.

EDITORIAL:

END THE KOREAN WAR NOW!

THE most immediate issue facing students, as well as the entire American people, is to stop the fighting in Korea NOW.

Settling the exchange of prisoners issue should not be a reason for continuing the bloodshed. The final solution to this remaining issue does not have to be completed in order to halt the gunfire. Negotiations on this question can proceed *after a cease fire is called*.

Our casualties have increased to over 120,000 and the brutal policy of napalm bombing and the saturation bombing of Korean cities have taken the lives of millions of Korean civilians.

Why, after dozens of controversial issues have been successfully negotiated, do our generals refuse to agree to a cease fire?

Because Gen. Clark and the Pentagon have devised a new tactic which has been designed to "force" the Korean and Chinese negotiators to accept the U.S. policy of screening P.O.W.'s. This brutal "end-the-war" scheme has been called the "military pressure" technique. It includes as its main feature the brazen publication of the "78 target cities" which the Air Force has been methodically wiping off the face of the Korean map by saturation and napalm bombing. Military targets?

No! These horror raids, coming at a time when the negotiations are continuing, have shocked the peoples of the world. Even John Foster Dulles, leading instigator of the Korean War, was forced to admit that this policy was "unsuccessful" in trying to force the Korean delegation to knuckle under. Instead it has served to increase our casualties, and rains death upon thousands of unarmed Korean civilians. It has, as General Nam Il said, increased the anger of the Korean people, reaffirmed their unity against the invaders and convinced his people further of the insincerity of the U.S. negotiation team. The policy of war by atrocity has earned the enmity not only of the Korean people but of the great majority of mankind.

IT is a fact that the majority of the American people, as reported in poll after poll, have registered their sentiments for a *cease-fire now*. Students across the country, in the campus press, at meetings, in discussion, have joined with the rest of the people in making these thoughts clear. Regardless of what political party they belong to, the sentiments run parallel.

An end to the shooting now is not a partisan issue. Continued killing of Ko-

rean, Chinese, and American youth, bombings of Korean women and children is the reality of the Pentagon's policy of "military pressure." It has not solved anything.

We urge all students, regardless of political point of view, or of who he or she thinks is responsible for the war, to ask all candidates running for political office to agree to place the cease-fire proposal as a main question. To elect to office those candidates who support such proposals. To write to the Senators and Congressmen and demand an End to the Shooting Now, Then Negotiate!

(Excerpt from the Lincoln Clarion, Negro student newspaper, Feb. 29, 1952.)

"When you hear those radio commentators broadcast about the lull along the fighting front, its not so quiet as they would have you believe. Six and one-half months after the "peace" talks started . . . our casualty list has continued to grow at a rate no less than two-thirds of . . . when fighting was at its worst . . . they always say . . . there were only a few skirmishes; but statistics show that 83% of the losses have been on the ground. . . ."

FOR NATIONAL STUDENT UNITY

by Robert Fogel

An analysis of the National Student Conference for Peace, Academic Freedom, and Equality, held in Madison, Wisconsin, April 24-27, 1952.

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Dr. W. E. B. Du Bois, noted Negro scholar, historian, and fighter for Peace, was one of the keynote speakers at the Conference.

“WE have come such distances and overcome such obstacles . . . because we have great common needs, because we have crucial problems which we have come to realize we can only solve in common. These are the problems of maintaining a world at peace, of removing the scourge of discrimination from our educational system, of maintaining our right to free inquiry and expression in our schools and our civil liberties as citizens. As has been said by one of us, we come to help sow the seed of the life we wish to live.”

These are the words of Clarence Jones, Negro student leader from Columbia University, in his keynote report to the National Student Conference for Academic Freedom, Equality and Peace.

Held in Madison, Wisconsin on April 24-April 27, this conference was attended by over 200 students from 33 colleges and universities in all parts of the country.

Delegates came from such far flung states as Colorado, Tennessee, New York, Ohio, Massachusetts, and from such universities as Iowa State, Chicago, Fisk, Wayne, Lincoln, Antioch, City College, Harvard, Swarthmore and Cornell.

Some students came as individuals, some as observers for specific organizations. They represented many different

organizational, religious and political affiliations. Among them were students from academic freedom committees, peace groups, NAACP chapters, student councils, religious organizations, YPA's, LYL's, SDA's, departmental clubs, social clubs, medical student groups, etc. Regardless of their organizational affiliations, however, all had one thing in common. On their campuses all of them had been in the forefront of the fight for students' rights; they had been in the thick of the academic freedom and anti-discrimination fights, they had launched the peace meetings and discussions, organized the protest meetings, sparked the collection of signatures.

The delegates worked out a program based on certain broad principles. They reaffirmed the conference call which stated that peace is the most important need of all students today:

“We stand for peace. We believe that peace is the most fundamental necessity for the continuation of our education, for our right to apply our abilities to peaceful, productive purposes. While recognizing the importance of action on each problem of students, we believe that none of these actions can succeed unless peace is secured. Immense military prepara-

tions by the government, and particularly the war in Korea, have led to the diversion of funds from social welfare and education to armaments, to mounting living and educational costs. Loyalty oaths and McCarthyism deliberately create a hysteria which undermines democratic liberties and strives to intimidate those who act for peace and democratic rights. Discrimination and racial and religious bigotry are reinforced. Instead of the extensive social, economic, educational and cultural needs of the young people being met, further militarization is planned for us while our education deteriorates.”

They rejected the concept of the inevitability of war and stated their belief that “tensions in the world today must be settled by peaceful negotiations among the world powers.”

They pointed to many ways in which students could contribute to peace, particularly through the “development of the widest cooperation with students of other countries especially in the fields of culture, education, science and sport, thereby building friendship and understanding between people.”

Especially deep concern was expressed with the growing repression of academic freedom. The conference called on students to “be firm and clear in our defense of the universal right of expression.” It defined academic freedom as including “The right of students and professors to think critically, discuss exhaustively, research thoroughly, hear divergent opinions, draw conclusions freely from the facts gathered and associate peaceably without intimidation or interference of any kind.”

The Conference made very clear its opposition to “discrimination of any kind and in any degree and in particular that discrimination which is directed against students in the various colleges throughout this country.” It emphatically made the point that “it is time to act on these issues.” Recognizing particularly the importance of the fight for the rights of Negro youth the conference called for the “admission of Negro students to all universities and colleges NOW.”

The workshops held at the conference implemented these principles by concrete proposals for action. Thus such things were suggested as: “the exchange of nationally representative, elected student delegations among the Big Five powers; pressure on college organizations to offer courses in Negro history”; an “all-out demonstration of student indignation

at Brooklyn College's administrative domination, including a letter writing campaign to Harry D. Gideonse."

Organizationally the conference took measures to help coordinate the activities of the students represented at the conference and all others who wished to unite in action around any of the aspects of the fight for peace and student needs. Desiring to establish a form that would be sufficiently flexible to permit the participation both of unorganized students and already existing groups, the conference called for the establishment of national, regional and campus coordinating committees to be set up around the program of the conference. "Any group or individual should be permitted to affiliate with the National Coordinating Committee on the basis of agreement, in part or wholly, with the expressed policy, provided they are not actively opposed to any of our general principles." Where groups or individuals do not desire to affiliate or cannot do so the conference suggested "a policy of cooperation both with local chapters and with any national organizations."

The Conference also voted to establish a national student newspaper through which the struggles of students and the activities of the NSC could be reflected. The first issue of this newspaper, which is called *Student Voice*, has already appeared.

IT is no exaggeration to say that the National Student Conference represents one of the most important steps in the development of a united, democratic student peace movement.

This is not to say that the NSC established the one and only unity movement

or that it projected an all embracing organization that will include all or almost all of the students. The NSC could not do that even if it wanted to, for the very simple reason that students as a whole are not so united in their thinking or outlook as to make such organizational unity possible at present.

Rather the conference produced a program and provided an instrument whereby the crusading, forward-looking students on the campuses could coordinate their activities. It is important to fully appreciate this accomplishment. For in establishing a crusading center, national in scope, the conference has made possible a manifold increase in the effectiveness of student struggles. Now campus groups will no longer be fighting alone, isolated, without knowledge of each other's struggles. They will be heartened by the expectation of help from their fellow students on other campuses.

To forge unity among these students is no small or simple thing. If it is true that all of the students present at the conference were convinced of the crisis in education, the need to fight back and had a personal willingness to enter into the fight, there were nonetheless many different outlooks represented and many fundamental differences among the delegates.

Thus, for example, in regard to the question of war and peace, students had different views in regard to the source of the war danger and its ultimate solution. One student, a world federalist, felt that the fundamental problem is nationalism and that only when different nations learn to subordinate their desires can the problem of war ultimately be solved. Other students felt that the prob-

lem lies in the moral realm. Some believed that the present tensions exist because people have strayed from certain fundamental religious concepts. Still others viewed the problem as economic in origin.

There were some students who tried to place the blame for the war danger on the Soviet Union. Others saw it as a product of the drive by U.S. imperialists for world economic and political domination. And there were those who would place the blame on both.

No attempt was made to cover up these differences at the conference. All students expressed disagreements freely. Recognition of them was embodied in the resolutions. Yet, while retaining their differences the delegates sought and found a basis for united action for peace, in their common conviction that war is not inevitable, that peaceful coexistence between the United States and the Soviet Union is possible.

Clearly, a fundamental characteristic of the student peace movement at this stage in its development is that while many students are being precipitated into common action to defend their common needs, there remain fundamental differences in their evaluation and understanding of the nature and source of the problems that confront them.

There is no way of avoiding or skipping over this peculiarity. It is a stage through which the unity movement must develop. One of the most serious errors that progressive students can make is to insist on ideological unity as a basis for common action. Such insistence would put unnecessary barriers between students and prevent them from coming together at a time when unity on specific issues



Alan Kimmel, ousted editor of the Chicago "Maroon," talking part in the plenary discussion on ways of achieving peace.

is so urgently needed. Unity on issues does not mean that progressive and Marxist students must put aside their own ideas. All students, whatever their point of view, have the right to full expression, so long as they do not demand acceptance of their viewpoint as a condition for common action. Marxist students have not only the right but the responsibility to present their ideas and perspectives.

THE establishment of a crusading center like the National Student Conference can only have significance in relationship to the vast upsurge of struggle on the part of hundreds of thousands of students during the past year for the integrity of their education.

This movement is most strikingly demonstrated in the numerous battles in defense of academic freedom. For example, at the University of California more than 5000 students signed petitions demanding an end to the censorship of the school newspaper. A thousand students at the University of Minnesota participated in a mass protest rally against the firing of a Negro instructor. The Student Council at the University of Oklahoma called a school-wide assembly of the student body to rededicate itself to the principles of academic freedom. These students and tens of thousands of others at CCNY, Ohio State, Harvard, Queens College, Chicago, etc., have been fighting for full academic freedom.

On other issues as well, extensive student struggles are developing. Increasingly, student newspapers such as those at Adelphi College, Colorado, Lincoln University, have been calling for peace in Korea and an end to the militarization of education. At NYU hundreds of students participated in the campaign to bring to justice the murderer of Enus Christianii. Over 1500 students participated in the various protest meetings at Columbia University in support of the demand of the maintenance workers.

Born in such a milieu, the National Student Conference could only have meaning to students to the extent that it works to spur on the unity, not only of those who will identify themselves with the conference, but of all students from all sectors of the campus community. For the struggle for peace and a democratic education is not the private preserve of any particular organization or students of any particular political outlook.

The fact is that the war drive is affecting all students in varying degrees and so students of widely differing back-

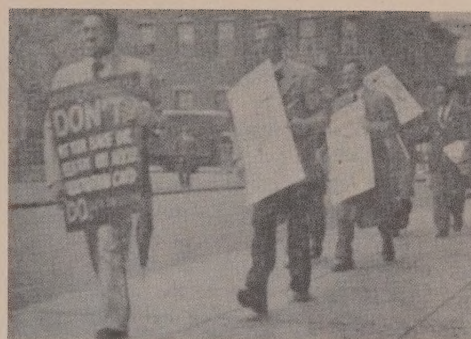
grounds are being drawn into action. Thus at UCLA it was the *Young Democrats* that passed a sharp resolution condemning the McCarran Act. At Chicago and Michigan the *student councils* passed legislation making it illegal to include discriminatory housing on the official list of university approved housing. (These measures have been vetoed by the administration but the students continue to fight against discrimination.) It was at a *Republican mock convention* at the University of Minnesota that some 25 per cent of the delegates backed the democratic principles of Justice Douglas and the whole convention endorsed a strong civil rights program. At Wisconsin it was the *student religious groups* that sparked the collection of the 2500 signatures for peace negotiations.

THE sponsors of the conference did recognize these developments among students and thus focused their attention on the problem of building the unity of all students. Throughout the conference the delegates showed the greatest concern for finding minimum bases for united action. But perhaps at no point was the desire for unity more forcefully demonstrated than when a small clique of leaders of Students for Democratic Action and National Student Association who were at the conference tried to disrupt it.

Not all of the SDA or NSA members who were present at the conference were part of the disruptive group. There were a number of NSA and SDA students who came to the conference in good faith, and participated in all of the deliberations. These students fought against the splitting tactics of the disrupters and helped to support and associate themselves with the conference.

Those who took part in this disruptive clique arrived in Madison after most of the work was finished. Their first act was to present the conference steering committee with a set of "ultimatums," demanding changes in the resolutions that had been produced by many hours of discussion in the various panel workshops. The steering committee apparently ignored the provocations and tried to meet these "ultimatums" as legitimate suggestions, some of which they incorporated into the resolutions which were sent to the final plenary session the next day.

However, this clique was not seeking unity but trying to find a lever with which to split the conference. Therefore when the final plenary opened the next



New York University students protest discriminatory policies of the administration. Students such as these were represented at the Wisconsin Conference.

day they introduced a series of resolutions aimed at trying to get the conference to support the foreign policy of the State Department and to condemn the Soviet Union. Naturally the delegates who had studiously been avoiding those ideological questions on which there was wide disagreement overwhelmingly rejected these resolutions for the provocation that they were.

At this point the clique made a final melodramatic attempt to split the conference by announcing (less than 24 hours after they had arrived) that they were walking out and called on the rest of the delegates to join them. The walk-out fizzled, the splitters turned into splinters as the delegates failed to respond to their call.

But so overwhelming was the desire of the delegates to find a basis for unity with all students that despite the repeated acts of bad faith of the clique, the delegates reiterated their desire to welcome these students to the conference and called on them to reconsider their actions. More than two hours were spent trying to find areas of common agreement. One of the leading figures in the conference, Jim Vander Zanden, of Wisconsin, even went so far as to propose that a new conference be called if only the NSA-SDA clique would agree to certain minimum principles around which the conference could be held. But even this proposal was rejected by the clique.

The effort of certain entrenched leaders of the NSA and SDA to split the conference may surprise some students. But if one examines the policies of these leaders it is not so surprising. For these are the people who in their respective organizations have been fighting to align their members and all students behind the State Department's war policies. They

have been placing obstacles in the way of international student cooperation rather than fighting against the barriers being created by the State Department. They scorn mass action on the part of students in defense of academic freedom and against discrimination. They red-bait and reiterate time and again that the unity of all students in defense of their elementary needs is impossible.

Such misleaders of the students were thrown into confusion and consternation by the conference. They fear its potential as a force for united action by all students, including those in their own ranks, for peace and a democratic education.

The attempts at disruption only strengthened the determination of the National Student Conference to carry forward the fight for student unity, and served to develop an understanding of the dangers and menace of red-baiting. This understanding was shown by the editorial in the first issue of *Student Voice*, organ of the National Continuations Committee: "National Student unity, based upon recognition of different views and striving to achieve joint action on common issues, precludes slander, baiting and suppression of views. We are fighting for our right to hold diverse views and to investigate and solve problems before us in the best possible way."

ONE of the outstanding features of the conference was the participation of a large number of Negro students. No national student conference in recent years has seen such a vivid demonstration of Negro-white unity in practice. The Negro students present, particularly those from the Negro colleges, made an outstanding contribution to the conference, bringing to it a militancy reflective of the mood and struggles of the masses of Negro students.

In this connection, if the conference is to fulfill its objective of spurring national student unity, it must pay more attention to the South. There were only a few students from the South present at the conference despite the fact that some of the most important struggles for peace and democracy are taking place on campuses in this area of the country. This is true of white as well as Negro students.

Typical of the role of white students in the fight against segregation in education were the actions of students at the University of North Carolina, in defeating the attempt of the administration to set up a jimcrow section in the football

stadium for six Negro students who had recently won admittance to the law school. Even more profound are some of the struggles being waged in the Negro schools such as the fight of students at Talladega College against the jimcrow policies of the white president. United as one, prepared to strike if necessary, the student body demanded the removal of the president because he had been "supporting organizations that seek to work within the segregated pattern." In face of the militancy of the students, the board of trustees was forced to back down and grant the student demands.

The National Student Conference for Academic Freedom, Equality and Peace has set itself an ambitious task, but cer-

tainly a much needed one. Recent events such as the publication of the annual survey of academic freedom violations by the Harvard *Crimson* which this year lists 53 cases only emphasizes this need. Significantly, the editorial in this issue of the *Crimson* stresses the need for public pressure to fight against such abuses. There are many organizations which can and must take up the fight. Certainly the National Student Conference is not the only source from which such pressure can and must come. But in the development of that fight back movement, there is a big job ahead for such a crusading movement as is represented in the Conference.

WHAT DOES UNITY MEAN?

What does unity mean?

Unity means cooperation between existing student groups and organizations in developing and carrying out a program for Peace, Academic Freedom, Equality and other matters of student welfare. It is predicated upon a willingness of all student groups to discuss and work together. It means tirelessly seeking a basis for cooperation.

Unity means the right of all participants to maintain their identity, to express their views fully, and to join in action in accordance with their own views and programs.

Unity means, above all, a program of action. Not a program just of talk. Not a program in which we attempt to settle every point of concern to students or a group of students, or to solve every point of national or international politics. But a program of principles and specific actions on the burning problems before us.

The most successful actions have been just those which united students of different beliefs. Conversely, actions for academic freedom, for example, have all too often been paralyzed precisely because attacks upon the views of some participants were permitted. The result was not only abrogation of the principle of academic freedom in the group itself, but vitiation of the unity of those who were to defend academic freedom. And the students were the losers. We can say that slander, baiting, and all forms of

Excerpt from *Student Voice*, Vol. I, No. 1

McCarthyism are not only destroyers of academic freedom, but are often the greatest obstacle to unity.

This is especially significant in terms of action for peace. Peace today requires cooperation and coexistence of different systems, the settlement of disputes by negotiation. *Peace does not require that our country adopt the system of another; it does require full efforts for cooperation between different countries and views.* There are many opinions on peace, and they should be expressed and discussed. Slanders, baiting and McCarthyism, in attempting to prevent discussion and cooperation within our country, and with people of other countries, are actions against coexistence and thus undermine the achievement of peace.

Discrimination and racist attitudes are major obstacles to unity. Discrimination denies large sections of youth, especially Negro youth, their elementary rights and an adequate education. In doing so, it undermines the rights and education of all students. It divides students and prevents common actions. Unity can be based only on equality; it can be achieved only by acting against every form of discrimination, by opposing every policy and attitude of racism. Unity means, in the truest sense, united action by all students, Negro and white, of all religions and diverse political beliefs.

Can unity be won? In our opinion, it can and is being won.