

Sachar Announces 2 New Grad Schools



Vol. VI No. 13 BRANDEIS UNIVERSITY JANUARY 19, 1954

Islam Talk Set For Thursday

Dr. Richard Walzer, senior lecturer from Oxford University, will deliver an address on "Islamic philosophy and the continuity of Western thought" this Thursday at 4 p.m. in Ford Hall, 134.

The talk, Brandeis' first public lecture in the history of ideas, is designed to stimulate interest in the new graduate department in that field, to open next year.

Dr. Walzer, who received his doctorate from the University of Berlin and has written extensively on Islamic culture, is presently at Princeton's Institute for Advanced Study. The lecture is open to all without charge.

Brandeis Artists Offer French Music Concert

Eunice Alberts and Erwin Bodky are two of the many artists who will be featured in a concert of French music tomorrow night at 8:30 p.m. in Nathan Seifer Hall. The concert sponsored by Le Cercle Francais, will include music from the 16th to the 20th centuries.

Erwin Bodky, associate professor of music at Brandeis and well-known harpsichordist, will open the program with five 17th century harpsichord selections by Francois Couperin and Jean Philippe Rameau. The compositions illustrate the contrast between the two schools of composition prevalent at the time. Couperin attempted to combine the melodic beauty of the Italians with the clarity of the French, while Rameau was the leader of a purist school which was opposed to any foreign influence on "Gallic" characteristics.

Several examples of early vocal music will be presented by the Brandeis University Madrigal Group, under the direction of Alfred Nash Patterson. The first two songs are examples of 16th century religious music, and the last two are madrigals.

Music of the 19th century has the greatest representation on the program. Eunice Alberts, prominent operatic and oratorial soloist, presently appearing in the New Egg.

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New graduate schools in the History of Ideas, and English and American Literature will be inaugurated at Brandeis next September, President Abram L. Sachar announced last week. Dr. Frank Manuel will be chairman of the school in the History of Ideas, while Mr. James V. Cunningham is to head the literature school.

In the History of Ideas, Master of Arts and Doctor of Philosophy degrees will be offered. The school will be divided into five areas: history of philosophy, history of political theory, history of religion, history of science and history of social thought.

The program of study leading to an M.A. degree requiring a year of residence is designed, according to the University, to offer broad comprehensive training in the five areas of concentration. It will prepare the student to teach general education courses, and train him for specialized advanced work in the History of Ideas. The program for a Doctor of Philosophy degree, requiring at least two years of residence, is designed to prepare scholars and teachers for advanced study in the area.

Give Sample Programs

M.A. candidates will be required to fulfill qualifications in four out of the five areas of study. Sample programs in the various areas have been prepared by the school, although latitude will be granted to students in the selection of specific topics.

Language requirements for Masters candidates specify a reading knowledge of French or German; doctorate candidates will need both. Written reports in at least two courses will be required for attainment of the M.A. degree, while the traditional thesis and oral examinations are specified for doctorate candidates.

For admission to the school of the History of Ideas, an undergraduate degree in history, philosophy, sociol-

ogy or politics is suggested, but not required. Enrollment will be limited.

The graduate department in English and American Literature will be limited to ten students next year, declared Dr. Cunningham. Although only Masters' degrees will be awarded during the initial year, students will be able to continue for the doctorates that will be offered in subsequent years.

Courses Outlined

Outlining the program of study, Dr. Cunningham announced that three half courses a semester, with a fourth, an intensive reading course, will be offered. Required will be a half course in the introduction to literary study covering methods of graduate work, and two half courses each involving a master's essay.

Students interested in teaching literature will be able to take a course in apprentice teaching, in which the student will work with one teacher each semester to observe his teaching methods, discuss them, and practice teaching. For students interested in creative writing, a course in advanced writing will be offered.

Faculty Named

Those to teach in the department will include Dr. Ludwig Lewisohn, Dr. Henry Popkin, Mr. Irving Howe, Dr. Cunningham, and several members of the faculty not yet determined.

Selected undergraduates will be permitted to take some of the graduate courses.

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Harry Levin Describes A Community of Peers

By Judy Freeman

Mr. Harry Levin, Chairman of the School of Comparative Literature at Harvard, opened the afternoon session of the symposium, "Frontiers of Knowledge".

Mr. Levin feels that learning and judgment are interdependent processes, and not mutually exclusive. "We are a phase," said Professor Levin, "in the collective consciousness of humanity."

"For literature, all the past is present," continued Professor Levin. There is a continuity of literature from Homer to the literature of today.

No Substitute for Scholarship

Scholars, Mr. Levin further stated, are answerable to the past. They are relating the past to the present and so to the future. In discussing the "sub-literature" which is flooding the market, and picture magazines such as Life that are taking precedence over word magazines, Mr. Levin said that even universities are preoccupied with mundane affairs. Scholars have to apologize for their scholarship, and they should not.

"There is no synthetic substitute for a trained intelligence", he insisted.

A scholar's compensation is the community in which he lives, a community of intellectual peers. Yet his pursuit and investigation is a lonely one.

Ideas Must Be Continued

Mr. Levin concluded his speech by stating that ideas cannot be destroyed; they will outlive the ghetto and concentration camp, and become part of an imaginary "library without shelves".

In the discussion that followed, Mr. Levin spoke about the problem of specialization in graduate studies. A specialized person should have judgment and sense, besides the knowledge of his specific field, he said.

Smog, Analysis Hit By Kohler

By Dan Morgenstern

"Frontiers of Knowledge" a symposium presented as part of the dedication exercises of the Brandeis Graduate School, opened last Friday morning with a paper read by Dr. Wolfgang Kohler, professor of psychology at Swarthmore College and founder of the theory of Gestalt Psychology.

Dr. Kohler prefaced his paper by stating that a discussion of the frontiers of knowledge seemed premature to him at the present time. "The big dark smog must first be cleared away", he stated.

First Whiff in 19th Century

The first whiff of this smog, he remarked, appeared in the 19th century. It was disseminated through the writings of Schopenhauer, whose lamentations on the sad lot of man and emphasis on man's irrational urge as the core of existence were in sharp contrast to the faith in man's ability to advance himself, expressed by the Founding Fathers and in Schiller's "Hymn to Man".

Schopenhauer's attitude began to permeate philosophy, giving rise to the schools of "pure" philosophy and economic determinism. "As the air got dim in one place, mist formed elsewhere", Dr. Kohler stated.

Psychoanalysis, the villain of Dr. Kohler's piece, was the source of "the darkest smog". He claimed it takes courage to speak of analysis in such terms, since its principles are almost universally adopted. Analysis at first claimed sex as the source of all our actions and thoughts. When sex became a little stale, the death-

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Students aid in serving dinner to Inauguration delegates.

Killian Links Ideas, Money

"The 'University of Greater Boston' has become an entity greater than the sum of its parts," said MIT president James R. Killian, Jr. in the main address at the inauguration of the Brandeis Graduate School of Arts and Sciences, held at the Abraham Shapiro gymnasium last Thursday night.

"The New England universities are no longer ivory towers, but have been of great public service to the area," said Dr. Killian.

"Through our universities," Dr. Killian said, "we import money and men and export ideas." He added that the universities are responsible to a large degree for the prosperity of New England.

Goudsmit Prescribes Graduate Character

By Eunice Shatz

The second speaker in the symposium was Dr. Samuel A. Goudsmit, Senior Scientist at Brookhaven National Laboratory, who dwelt on the methods of communicating the frontier of knowledge in physics to students. The new

is more important to know how to correctly diaper the baby than it is to discover the properties of a specific line in the spectra.

The speaker feels that the individual should learn, for his own good and for the good of his profession, to consider the advancement of his specific endeavor as more important than material wealth. Since the family man is forced to consider his financial state more than the unmarried man, this ideal should be instilled on the undergraduate level, where there are fewer married men.

Student Must Doubt

The undergraduate level should also be the level where the student is first taught to doubt his professor, to feel that he himself can contribute to his area of specialization. Goudsmit's basis for that last function of the undergraduate school is that the acceptance of previous theories often hinders advancement by producing inhibitions of ideas.

The trouble with most graduate students is their age, according to Goudsmit. Many have already been imbued with the value of material possessions, and have learned that it

Sessions Cites Vast Creativity

By Judy Borodovka

Dealing with the place of the arts in university education from the viewpoint of the musician, Mr. Roger Sessions voiced his personal excitement concerning the creative work being done today. The William S. Conant Professor of Music at Princeton, discussing the frontiers of knowledge in the creative arts, said:

"There is more activity today than at any other previous time in history. In the main, problems arise on the most serious level of artistic activity, whereas on a lower level the public is well served and the arts flourish."

"The complaint most often presented," the professor continued, "is that on a serious level modern music and art do not reach the common man. However, since the 18th century we have witnessed a time lag between the composer's progress and the public's appreciation. Perhaps, this modern situation is due to the fact that the masses were not the artist's audience before the enlightenment, but later improvement of methods

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Pause For Rest

This is the last issue of the Justice that will appear this semester. The next issue of the paper will be distributed shortly after the beginning of the new semester.

THE JUSTICE

Published weekly during the school year, with the exception of examination and vacation periods, by the students of Brandeis University.

Student subscriptions subsidized by the student activities fee. Alumni subscription: \$2.50. Off campus yearly subscription \$3.50.

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Lecturers and Men

Overwhelmed by the ever-growing Brandeis physical plant, many students often tend to overlook what is, perhaps, our greatest educational asset: a gifted faculty interested in the development of student as individuals. The presence of such a faculty, and the advantages it offers can, however, be a total loss to the student who limits his contact with his instructors to three formal meetings per week, limited by a punctual timer to less than an hour apiece.

It is an inescapable fact that the contents of an hour lecture, particularly in the required freshman and sophomore survey courses, where give and take between student and lecturer is necessarily limited, could be transcribed quite easily into a dozen typewritten pages (reading time: 12 minutes). The meat of such a lecture, plus the side delicacies which many "steno-graphic" students swallow in entirety, could quite simply be digested by one of the brighter students, and transmitted in abbreviated form to his colleagues for pre-examination memorization. The distributors of Hymarx, Inc., would vouch for the popularity of such a system.

Educationwise, this "spoon-feeding" process leaves much to be desired. There is more to the lecturer and the ideas he represents than can be communicated from the Seifer Hall rostrum. The be-tweed figure on the platform is very rarely the man — it is a news story man, chopped, abridged, and re-written for fast consumption and easy digestion.

The "whole man", the synthesis of the flesh, the thought, and what is, perhaps, most vital, the methods of thought — where is he to be found? Students may discover him behind an office-hour placard, at extra-curricular gatherings, shopping for canned goods in Waltham, or munching a sandwich in the Bee Hive. He is not only available but has been found willing and ready to lend an ear to student problems.

The faculty's eagerness to meet informally with their students was demonstrated last year in the discussions on Brandeis' special character. As one of the panelists pointed out at the time, if nothing else came out of the discussions, the time was well-spent if the principle of student-faculty rapport on an informal level was established.

Gone are the days when Brandeisians, students and faculty alike, hailed one another by first names. Numerical growth, however, need not imply an unbridgeable abyss between educator and educatee. It is the latter, though, in pursuit of knowledge, who must make the advances. While this question does not lend itself easily to official planning and guidance, the educational policies committee of the Student Council might undertake to sponsor dormitory dinners, coffee hours and discussions, as several groups attempted last year.

Without presuming upon the time and patience of Brandeis' academic staff, we remind students also that weekly office hours, kept by all members of the faculty, are for student utilization.

Sessions...

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of communication have facilitated the spread of culture."

"Vocabulary" Needed

"The main problem for the musician, is to develop a central "vocabulary" in which the feelings of the contemporary man can receive articulate expression. And, after all this problem is no different than the problem of artists at any time and in any place."

This "vocabulary," as defined by the speaker, would include basic concepts of expression and a "dictionary" of symbols employed by the artist. A total re-evaluation of the arts would be necessary to formulate this "vocabulary".

Excitement in Art

Sessions then expressed his belief that the role of the university was to aid in the development of fine artists and musicians, and thus raise the level of artistic activity in the nation. He stated that the university must encourage the student to feel that art is an "exciting adventure" since this attitude will have a tremendous influence on the public.

Kohler...

Continued from Page One

wish was added; then anxiety, frustration and aggression. "The sturdy citizens of the union were replaced by softer creatures sitting on couches waiting for analysis", he claimed.

Eros Out of Business

Conscience was unmasked and sex became dehumanized. "After reading the Kinsey Report", Kohler said, "Eros went out of business."

Living in the smog, man is unable to accept intellectual facts unless they all taste bitter. Man and his passions must not be viewed in purely negative terms, Dr. Kohler stated. Why should we consent to being made unhealthy and discontented? he asked. The science of man must learn to see all aspects of its subject. "Perhaps man does have at least one good feature."

Defining smog as the "pessimism of the present", Dr. Kohler confessed a "negative passion for smog". The atmosphere of doom created by this smog can be counteracted by a positive approach to man and his passions, he concluded.

Letters To The Editor...

The Death Knell

"It gives us a special secret pleasure to see how people are unaware of what is really happening to them."—Adolf Hitler
The reprinting of the two pages concerning academic freedom was a reassurance that everyone is not unaware of the threats there are to freedom of the individual.

It is an unhealthy sign when people do not know what is going on around them. It is the death-knell when there are those who take the viewpoint that, well, there is a threat, but let us ignore it since it doesn't affect us personally. What affects the freedom of the man next door affects you. Under the smoke-screen of Keeping America Free, there is the creeping restriction of freedom. The progress is gradual but the end inevitable. There will be no sudden coup. Step by muffled step it moves via laudable "objectives".

We are being herded into a complacent mass. Possibly through legislation, surely through fear. Fear of ostracism and slander. The fear of losing the right to a livelihood. When one individual freedom is threatened, all are in jeopardy.

To defend our academic sensitivities is to insult our intelligence, because it questions our ability to think. We are aware of the "red threat"; what we are not aware of is what is really happening to us. Our attention is diverted at the front door by a permanent "emergency". People stick their tongues out and cry "Down with the reds." This gives them a virtuous feeling of patriotism. While they hopelessly hunt for the reds, restriction of the right to be an individual creeps upon us through the back door un-awares.

—Francois P. Scott '57

No Mud Slinging

It is healthy and desirable for a school to maintain divergent views. And it is good to argue about them, to bring different political theories into the searchlight of skepticism and re-examine them. Clean, above-board verbal parries, attempts to grasp understanding of these theories... this is desirable and stimulating.

But mud-slinging is certainly not

healthy or good. Let us bring our different opinions out in the open; let us refrain from name smearing and other such base childish devices. Brandeis represents a quest for truth; an intellectual striving for knowledge. Our school is certainly quickly being degraded if we allow such complex and currently deadly terms as "communist" to be thrown around. Can we, a new liberal school, afford to so play with fire? Will this childish mud-slinging reflect the Brandeis we want the world to know?

In the face of the surrounding near-hysteria concerning Communism, in the face of McCarthy and aides who are diligently ferreting out anyone they consider having Communist dealings — often times with scanty proof, is it necessary or desirable that we at Brandeis adapt this low sport and gleefully assault each other with these dangerous words? Those students on campus apparently do not have any idea of the deadliness of such words upon the person, and finally in ever-widening circles of the school itself.

Are we at Brandeis disapproving of name-smearing only to indulge in it ourselves? Let us stop playing with fire and realize once and for all the portentousness of these words. Let us keep Brandeis what it should be—a clean striving for truth and knowledge.

—An alarmed student

Abhors Vacuum

To the Editor:

It think it about time that somebody answer one of Julian Smith's "anti-Justice crusade" letters. If you haven't read "Trip Necessary?" in last week's issue, I suggest you now do so.

In paragraph two Mr. Smith endorses the concept of academic freedom. He also points out the danger of abusing this freedom. I would like to be the first to commend him on his philosophy. I feel, however, that this philosophy is not being served in the rest of his letter because I see no opposition to this ideal in the policy of the Justice.

Since when does a news supplement designed to acquaint our campus with the problems and crimes associated with academic freedom on contemporary brother and sister campuses all over the country—OUR

COUNTRY—constitute "interference" with their "internal affairs?" I agree wholeheartedly that we should feel fortunate and proud that no incidents of this nature have occurred on this campus. Does this mean that we should refuse to acknowledge the general nationwide situation and bury our heads in the sand like ostriches? This is no more creating an issue than is the publishing on the editorial page a reproduction of the Bill of Rights. This is merely, as Jack Webb might put it, getting the facts.

I would next like to comment on Mr. Smith's allusion to "tilting at windmills" ending with "... since our voice is far too small and weak." This attitude is one of the surest ways to totalitarianism I know. It's like telling the voters not to vote because their one puny vote is insignificant compared to the tens of millions of votes cast.

Mr. Smith warns of the possibility of stirring up incidents and investigations. If this is indeed a possibility it is all the more important for the newspaper to air views on the subject. But let's be realistic about this matter. I feel quite sure that the decision for or against incidents and investigations cannot be influenced by what a student newspaper reports. No offense intended, but Senator McCarthy isn't interested in Debby Berman, editor. In any event, the Justice is trying to emulate the great tradition of the American press and anything short of honest, sincere, fear-free reporting would be a tragedy and lead to hypocrisy and intellectual dishonesty.

In closing I shall cite Mr. Smith's reference to the "hypocrisy" of encouraging creativity and yet using material from other newspapers. I wonder if he has forgotten that although newspapers employ individual columnists there is such a thing as syndications and news services such as the AP, UP, and Herald Tribune. These news gathering aids are indispensable if we want to get out of our little niche into the world. As Barry Feiner has just pointed out to me, there is a poem that is extremely applicable to Mr. Smith's isolationist attitude. If I recall accurately, it ends, "Don't ask for whom the bell tolls, it tolls for thee."

—Micah H. Naftalin, '55

Music School Emphasizes Youth, Freshness, Vitality

By Diane Pollock

(The following is the conclusion of the "Justice's" survey of the progress made by the Graduate School.)

"We seem to be on the right track," Dr. Irving Fine commented recently on the newly developed Brandeis Graduate School of Music of which he is chairman.

"Of course at this stage of the game it is a little difficult to determine the achievements of the program," he continued. "The problem in any university music department is to strike

a happy balance between the practical and applied aspects of the art and the broader historical, stylistic, and cultural features that distinguish a university music department from a music conservatory." Chairman Fine and faculty members Harold Shapero, Caldwell Titcomb, Arthur V. Berger, and Erwin Bodky guide the education of the nine graduate students enrolled in the program. "This year we are primarily concentrating on musical theory and composition," said Fine. "Most of our current graduate students are interested in developing technique and experience as composers."

Interest in Criticism

"Others have indicated an interest in criticism and aesthetics, and in historical scholarship as it relates to the field of musical performance. Next year we intend to expand our graduate activities in the latter two areas. This, however, is a long-range plan dependent in part upon the growth of our library and music studio facilities."

Fine declared that an impressive number of the graduate students are now actually engaged in the process of composing. "We hope to

present at least one program of student-composed numbers during the second semester," he said.

Gottlieb Writes for Violin

Jack Gottlieb, a teaching fellow who completed undergraduate work at Queens College, has already composed a suite for violin and piano this year. He is currently working on two projects — a setting of the poems of Tennessee Williams for a voice and chamber music combination, and an opera. Gottlieb particularly lauds the student-teacher relationship, and "the policy of allowing the student to determine the direction of the courses."

In contrast to other graduate schools in music, Brandeis does not adhere to a specific system or teacher. Whereas in many schools there are disciple relationships with some great composer, at Brandeis there is an equality among each member of the faculty and each student he said.

Epstein Writes Symphony

According to Fine, David Epstein, formerly a student at Antioch and the New England Conservatory of Music, is composing a symphony for full orchestra. The same task is shared by Halim El-Dabh, who has come to American from his na-

tive land. Egypt, and who previously studied with Dr. Fine at Tanglewood.

Others in the graduate school are occupied with smaller projects. Harvard graduate Richard Peters is writing a symphonic work for a chamber orchestra. Madeline Mahr and Rosemarie Cammarano are working on short piano pieces. Those not concentrating upon the composition aspect are John Moriarty, concerned primarily with the field of theory of music performance, and Harold Gelstein, pianist.

Opinions of a Radcliffian

Graduate student Mrs. Mary Briggs Sadvnikoff is able to evaluate the school on the basis of her experience as an undergraduate at Radcliffe. She feels that Brandeis complements the other schools in the area where the emphasis is "more on the scholastic side of things."

"A graduate degree from Brandeis is not a degree in musicology," she said. "Brandeis fulfills the need for an institution where one can spend most of one's time doing strictly creative work. It is especially right therefore, for those interested in composition and theory."