Southern Association Places University of Texas on Probation

The Southern Association of Colleges and Secondary Schools has put the University of Texas on probation "until such time as the Association is assured of the full observance of its principles and standards."

At the Association's July 22 meeting in Memphis, action was taken on a report of a special investigating committee composed of President H. L. Donovan of the University of Kentucky, chairman, Dean M. C. Huntley of the University of Alabama, President Theodore H. Jack of Randolph-Macon Woman's College, Dean W. W. Pierson of the University of North Carolina, and President Rufus C. Harris of Tulane University. The Committee was appointed to investigate conditions at the University involved in the dismissal of President Homer P. Rainey on November 1, 1944.

The committee did not consider "that tenure is a real factor in this controversy." It also reported that the principle of academic freedom "is reasonably safeguarded in the university despite instances in which suspicion has been raised."

Its findings were:

"(1) The committee is convinced that administrative conditions in the University of Texas have been highly objectionable and in flagrant contravention of commonly accepted academic principles and practices.

"(2) The committee feels quite definitely that the Board of Regents, as constituted in the years immediately preceding Dr. Rainey's dismissal, bears a heavy weight of responsibility for the unsatisfactory conditions in the University.

"(3) Since the Board of Regents is a continuing body, even though its personnel has been changed in recent months, the committee believes that great responsibility remains on the Board for the correction of these unsatisfactory conditions.

"(4) Since Dr. Rainey is no longer

(Continued on page 6)

Veterans' Project Receives Moderate Support; Chapters Use Various Methods of Effecting It

Various methods are being adopted by which the veterans' project proposed by the United Chapters is being put into effect.

At Colby College, the Executive Council of the Phi Beta Kappa chapter voted to adopt the following procedure in dealing with returning veterans of outstanding ability: (1) announcing in publications mailed to servicemen that the Society is available for informational services; (2) consulting the Dean's Lists back to 1938 for superior students; (3) submitting the list to faculty members for additions and corrections; and (4) sending letters to these students, urging them to continue their education, offering advice in choice of courses and schools, and offering to supply information about degree requirements and admission requirements to graduate schools.

Bowdoin Plan

Officers of the chapter at Bowdoin College met with administration representatives to discuss the problem of returning veterans. The officers feel that the best procedure to follow is to request the various departments to submit lists of promising men graduated from 1941 on, and to have the president, the dean and the department chairman write personal letters to this group, calling to their attention the need for highly trained men. These letters, going out from the college, would be distinctly personal.

Bowdoin officials feel that sufficient attention is already being given to their undergraduates now in the armed forces. Chapter officers have an additional suggestion for other institutions: that personal letters be sent to members of Army or Navy units who impressed their instructors as being potential scholars during their period of study at a

As The Key Reporter goes to press, 19 chapters of Phi Beta Kappa have indicated that they will adopt the program for a personal advisory service for returning veterans which the United Chapters has proposed. This proposal was developed fully in the Summer issue of the Reporter.

The question, "Is it your intention to adopt the program for personal advisory service for returning veterans, being proposed by the United Chapters?" was included in the annual survey form submitted to each chapter secretary. Only 107 of the 147 chapters and sections have returned their questionnaires to the national office. Twenty-two of these failed to answer the question concerning the veterans' project.

Unqualified Support

Answering "yes" unqualifiedly to the question are the chapters at the University of Alabama, Bowdoin College, the University of Kansas, Lawrence College, the University of Oklahoma, Pennsylvania State College, the University of the South, the University of South Dakota, and Tufts College. Chapters at Carleton College, the University of North Carolina, the University of Richmond, the University of Kansas, Wheaton College, and Occidental College indicated that they would adopt the project in a modified form.

Work with Administrations

Phi Beta Kappas at Brown University, Harvard University, the University of Nebraska, the University of North Dakota, Ohio University, Randolph-Macon Woman's College, and Rutgers University have reported that they will work with veteran programs already set up by the college administrations, without participating in independent activity.

(Continued on page 7)
Unity in Diversity: the Harvard Report

One of the more reassuring portents for postwar education has been the academic inventory on which committees have been laboring in virtually every American college and university. The findings of Dean Buck's committee at Harvard, published this month as General Education in a Free Society, serve to confirm the strong trend toward a new synthesis in higher education. The pendulum swings back toward the days when members of the Constitutional Convention in Philadelphia argued from a set of concepts held in common.

More significantly, because here the committee breaks fresh ground, the report emphasizes an imperative, the need for a corresponding unity within diversity at the secondary level. For the welfare of a democracy, a sound rank and file is even more essential than a trained leadership and should talk the same language. Few leaders are effective before a dead microphone.

The concrete fact stressed by the report is that our school population has grown 90 times in size within three generations. In that time the general population tripled. The familiar routine of preparing qualified students for college has ceased to be the primary function of the American high school. It survives as the major preoccupation of independent schools, both boarding and country-day, which accounts in part for their expansion since the turn of the century.

The volume load has fallen upon American public schools. It is the responsibility of providing adequate instruction for all who enter, for every three who do not go on as well as for every one who does. The inevitable result, occasioned as much by wide variations in ability as by multiple types of training required, is a heterogeneous student body whose differing sub-divisions tend to have less and less in common.

Conceding the diversity, the Harvard committee seeks to safeguard the principle of unity. It prescribes for every student a core of English, of mathematics and science, of social studies. The minimum program would take up half the student's time in high school. To the degree that the minimum is exceeded, the committee's objective is furthered.

With the thesis that every future citizen should share in the American heritage there can be no quarrel. Even in the days when there was substantial agreement on the basis of our life together, the machinery of the Republic did not operate with flawlessness. As we become more specialized, we become more in need of a common stock of ideas.

Dissent arises when the thesis is applied to practical situations. To the teacher of vocational subjects, who feels he must have every hour he can get for the insistent demands of his task, any curtailment of available time means added pressure. Teachers of less-obviously-vocational subjects will agree, at least in regard to the time demanded by their own fields. Each school will need an Eisenhower.

In the fields of ancient and foreign languages, where any tactical withdrawals in recent years have not been according to plan, the dissent may be distinctly audible. Despite the superb tact with which the Harvard committee negotiates this beachhead, embattled French and Spanish teachers will regard the omission of top priority for their subjects as an assault from an unexpected quarter, just when their defense in depth had been strengthened by military necessities and broadening internationalism. Latin men may content themselves with a saddened "Et tu, Harvard."

On the other hand, the report may sound like the first reading of an emancipation proclamation to some schoolmen, whose ancient plaint it has been that the upper millstone of college indifference ground them against the neither millstone of multiplying pressures. They may be tempted to hail 1945 as an academic 1492.

Here the essential fact is that the committee limits the demands for general courses in high schools and recognizes the complex difficulties faced by them in educating all comers. For the improved public understanding which should result, principals will be grateful.

Moreover, although the approach is made in the name of general education, a collateral benefit may be some future modification in the formal pattern of college requirements for admission. Rigidity in this respect has been lessened in recent years, in part through the exercise of discretion wisely granted to admissions officers, but the tendency has persisted to view the problem primarily from the viewpoint of the college. By emphasizing the standpoint of the high school, Harvard contributes to a happier and more workable balance.

Specifically, if curricular thinking at the secondary level starts with eight units essential and three units desirable, the balance is left uncharted. Within the uncharted area there is latitude for the school to work out its own program of college preparation. Demands which seem to it of exceptional importance can be met, always assuming that the college Barkis will remain willing.

At the college level, the report indicates that Eliot's freedom of electives and Lowell's fields of concentration have resulted in a disintegrating specialization corresponding to that in the high school. It prescribes a similar remedy, with six units rather than eight constituting the minimum of unity within diversity. To provide for the six with the broad treatment desired and to maintain the interests of general education in a departmentalized world, an administrative set-up is recommended comparable to that of an established department.

It may be regretted that the last chapter does not deal with adult education as thoroughly as earlier chapters dealt with high school and college. But this great area is outside the original province of the committee and is entered only to project its central thought beyond the collegiate level. Adult education calls for a complete study in itself, toward which some of the good things set forth in the chapter point the way.

It is difficult to gauge in advance the impact of a report of this kind but it is easy to share President Conant's enthusiasm for the spirit and care with which the work has been accomplished. Backed by the prestige of a university now well into its fourth century, it will receive attention from academic circles throughout the country and should have a hearing far beyond the borders of classroom and campus.

William G. Avirett is education editor of the New York Herald Tribune.
Phi Beta Kappa and Segregated Education

To the Editor:

Educators are always saying that they believe in academic freedom, in the mixing of minds. At the same time, large numbers of colleges are violating academic freedom by denying entrance to all aspects of our national life to warrant a more detailed consideration than letters to the editor. We find that even in the United States, where we might expect to find the support of the democratic spirit at all times, there is a letter defending segregated education. Dr. Mitchell, a native of Kentucky, is an economist and an author. He has taught at Johns Hopkins University, Occidental College, New York University, and Howard University, and has been acting director of research at Vassar. He is the author of The Negro: A Problem of the American University (1942), a book that has been very useful to us. He is also the author of many articles in scientific journals, and the author of numerous books, including one on the history of the United States and one on the history of the United States in the nineteenth century. He is the author of a number of books on the history of the United States and one on the history of the United States in the nineteenth century.

To the Editor:

It seems to me that it would be unwise for Phi Beta Kappa to forbid the establishment of any future chapters at institutions which are operating in violation of the rules of Phi Beta Kappa. The problem of segregation is a complex one, and it is not within the power of any organization to solve it completely. However, it is within the power of Phi Beta Kappa to influence the decision of institutions to which it grants charters, and it is within the power of Phi Beta Kappa to provide a forum for discussion of the issue. Phi Beta Kappa should continue to support the educational rights of all students, regardless of race or ethnicity. świata

BROADUS MITCHELL
NEW YORK, NEW YORK

August, 1945

THE KEY REPORTER
To the Editor:
I say that the Phi Beta Kappa program to encourage returning veterans to continue their formal education, is to me, one of the most constructive ideas which has been advanced amid all the welter of "we must do something for the veteran" proposals.

In the armed services we see daily in revealing closeups of the men about us the great need for leaders in this war generation which has grown to physical maturity since 1940. I hope that Phi Beta Kappa will give united support to the plans outlined in the Summer issue of the Reporter.

N. E. King, Jr., Y3C, USNR
Pensacola, Florida

To the Editor:
Particularly heartening to all former students of the liberal arts, now in the military forces, must be Phi Beta Kappa's projected program of sympathetic aid and educational guidance for veterans. To serious students, war aims are irrevocably allied to their academic futures. Yet, up to this time, the amount of personal attention given to those who intend to resume work in higher education and to those who are capable of such work but waverling in resolve, has been indelibly.

Everywhere the policy seems to be one of "hands off" till the war is over, and the decision must be based then upon conditions of the moment. Looking toward the time when I shall be permitted to resume study toward the MA degree, I addressed several questions concerning my future status under the G. I. Bill of Rights, my courses of study, and the general trend in my field to one of our leading universities. The only response was a cool form letter advising me to visit the dean, upon my return to civilian life - no attempt at evaluation, encouragement, guidance. Nor have my friends reported more friendly treatment. This situation, while understandable in the light of added academic and extra-collegiate activities, is certainly undesirable.

How much more securely we could "put in our time" in the services if we were fully and sympathetically informed of the place we might take in liberal arts' study at war's end? If this organization can accomplish the tentative objectives outlined in the Summer issue of The Key Reporter, we shall have a ready answer and a practical argument for those scoffers who ask, "Of what use Phi Beta Kappa?"

Marvin Magalaner, SOT, AUS
India

To the Editor:
The Spring number of The Key Reporter contains a letter addressed to you by Thomas H. Uzzell of Stillwater, Oklahoma, which under the guise of good humor, attempts to denounce my efforts to bring to light the opening of the School of Pan American Agriculture in Zamorano, Honduras, is really a vilification of the United Fruit Company - a baseless, scurrilous and libelous attack on the company and its management.

Needless to say, I did not expect to find such an exhibition of hatred and ill will or such utter recklessness of the facts in our Phi Beta Kappa magazine. But who wrote it?

I understand that he is a teacher of the art of writing fiction, who publicly admires as such, and that he has had no business or other experience in Latin America. Nevertheless, he speaks to you with the greatest assurance and positiveness. On the other hand, the writer of this letter is now and has been for a great many years an employee of the United Fruit Company with a long experience in the countries along the Caribbean.

I know of my own knowledge that the Uzzell attack on the company and on our administration is a desperate effort by a small group of large industrialists and financial lords. The main object is to end civil liberties of the nation, destroy the labor unions and free speech, and make money at the expense of the people of the nation.

Let us examine the credibility of the objector - a customary procedure in legal matters.

On October 9, 1940, at the Boston City Club, Justice Robert H. Jackson, then attorney-general of the United States, said, "Over a year ago, Mr. H. W. Prentis, Jr., who is president of the NAM, delivered an address to the Congress on Education for Democracy at Carnegie Hall in New York City in which he assailed what he called 'the pitfalls of democracy.' Among the democratic institutions which Mr. Prentis attacked were the direct election of United States Senators, the primary, the initiative, the referendum and the recall, all of which he said were being deliberately introduced into the states for the purpose of making it impossible for the future of our republic," said Mr. Prentis, 'does not lie in more and more democracy.'"

The full text is in the Law Society Journal, Boston, November 1940. Also, see Congressional Record, April 19, 1945, for native fascists.

Does Mr. Prentis come into the discussion qualified to discuss the merits of democracy, or the demerits of fascism?

As to the NAM's being pro-fascist and reactionary, not all members are guilty. The majority may be quite innocent. Senator (now Supreme Court Justice) Black has exposed NAM heads (General Motors, Sunoco, etc.)
An Intellectual’s Confessions


Arthur Koestler is one of those writers who constantly keeps the reader alert to what is going to come next. In Darkness at Noon, in Arrival and Departure, the reader felt the rare and admirable fusion of a mind at once socially aware, spiritually sensitive, and — what is even more impressive — artistically creative. What was perhaps his special note, and still is, is his canvassing of the subtle cross currents, the psychic oppositions in the soul of the contemporary intellectual. His work constitutes a sort of progressive confession, comparable if not in stature, then in kind, to St. Augustine’s Confessions.

One is therefore receptive to any new book of Koestler’s, for there is sure to be in each successive volume some modulation of temper and doctrine, some reticulation, some hitherto unarrived at revelation. The present book is hardly to be taken too seriously as a book, for, in the first place, it is a collection. Despite the author’s preface in which he tries to prove there is a unity, the volume does not escape being a sheaf of journalistic articles thrown together.

Nearly all of the articles are good enough Koestler; they are facets of a lively mind playing over the political-social-spiritual-artistic scene. They are well written in that curious kind of excellent but faintly unEnglish English prose that a gifted foreigner occasionally achieves.

But the book may be considered as a whole — and properly, in view of its two chief themes: the general contrast between the Yogi and the Commissar types of mind and spirit; and the bitter, documented indictment of Soviet Russia as a way of life and politics. The bitterness comes largely from the fact that, again like St. Augustine, Koestler is a reformed subscriber to what he now regards as false doctrine. He recites all the familiar charges of the more sober sort against the Soviet theory and practice of life and government. But, characteristically, he has a deeper accusation: “The Russian revolution has failed in its aim to create a new type of human society in a new moral climate. The ultimate reason for its failure was the arid nineteenth century materialism of its doctrine. It had to fall back on the old opiates because it did not recognize man’s need for spiritual nourishment.” And Mr. Koestler is convinced that Russia is as cynical and ruthless in international politics as the Nazis.

It is in the light of these convictions that the title essay is to be understood. Koestler translates and amplifies familiar distinctions — Mary and Martha, active and contemplative, extrovert and introvert — into the distinction between two types of mentality, the Commissar type and the saintly Yogi type. All action toward bettering the world now moves in the direction, he thinks, of commissar government; all preachments of being above the battle move toward the Indian Yogi. We are now “in a Prometheus or Commissar Age.” The Commissar believes in change from without; the Yogi believes that nothing can be improved by exterior organization.

The Yogi tells us that he has thought every year what a fool he was the year before. One awaits with interest his next book. He also says in an essay on the novelist’s temptations, “The healing, the teaching and the preaching he must leave to others.” One hopes Mr. Koestler will go back to writing novels. In this book he has largely played about with the current jargon of the intellectuals.

Recommended Reading


From child to philosopher, the “Town Crier” is pictured by a friend and fellow alumnus of Hamilton College.

UP FRONT. By Bill Mauldin. New York: Henry Holt. $3.

Cartoons and descriptions of the American “doughfoot,” by an artist who was on the Italian, French, and German fronts for over three years.

THE PATTERN OF SOVIET POWER. By Edgar Snow. New York: Random. $2.75.

Russia’s aims and needs expounded by the author of People on Our Side.


The depletion of the soil and remedies for it.

RICKSHAW BOY. By Lau Shaw. New York: Reynal and Hitchcock. $2.75.

Life in Peking described by a modern Chinese novelist.

There is, he thinks, no real reconciliation possible between them.

In his preface Mr. Koestler tells us that he has thought every year what a fool he was the year before. One awaits with interest his next book. He also says in an essay on the novelist’s temptations, “The healing, the teaching and the preaching he must leave to others.” One hopes Mr. Koestler will go back to writing novels. In this book he has largely played about with the current jargon of the intellectuals.
Pepsi-Cola Inaugurates Program Giving 118 Scholarships Yearly

A total of 118 scholarships for four years at any accredited college or university in the United States has been awarded by the Pepsi-Cola Company to 1945 high school graduates throughout the country.

The four-year scholarships include full tuition and required fees, $25 per month for the normal 36 months of college attendance, and railroad fare at three cents per mile to and from college once a year. No fee or premium is required to enter the competition, and no obligation is incurred.

The program, effected this year for the first time, is a permanent project financed by the Pepsi-Cola Company. The total value of the scholarships being offered each year aggregates almost $125,000. Control over basic policy and administrative operations has been placed solely in the hands of an independent, incorporated group of educators. No use of Pepsi-Cola-promoted publicity is contemplated. The purpose of the program, as explained by Floyd W. Reeves, professor of administration at the University of Chicago, and chairman of the National Administrative Board for Pepsi-Cola Scholarships, is "to encourage promising students to go to college, and especially to enable those students among them to continue their education who could not do so without financial assistance."

The 119 scholarships to be awarded each year include two for each state and the District of Columbia, plus additional ones for Negro students in the states which have separate educational systems for Negroes and whites: two each in South Carolina and Mississippi, and one each in Alabama, Arkansas, Delaware, the District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Missouri, North Carolina, Oklahoma, Tennessee, Texas, Virginia, and West Virginia.

Any high school senior may participate who is in good standing in his school and is elected by his classmates as being among the five per cent most likely to succeed. The Board hopes that preference in the voting will be given to students who would be unable to attend college without financial aid. The students elected will take, at their own schools, a special scholastic aptitude test prepared for the purpose by the College Entrance Examination Board. Final winners will be selected on the basis of this test.

(Continued from page 7)

president of the University, there is no necessity for a complete appraisal of the measure of his responsibility for the conditions in the University which the committee has condemned. The majority of the committee, however, is convinced that Dr. Rainey 's measure of responsibility is significant and large."

President Donovan, chairman of the committee, differed from the other members in several instances. With regard to the "interference in the administration of the University" by the Regents, the committee had testimony evidencing that it was caused by lack of confidence in the president — the evidence "convincing to some members but not to others." President Donovan held "that no evidence of a convincing character was submitted to justify a lack of confidence in the president by the

(Continued from page 4) etc.) as the principal subsidizers of 20 native fascist organizations. The inner ruling group formulates the policy for all, and all bear responsibility for the acts of the organization. Similarly, the German people bear the guilt of Adolf Hitler, for they either supported him or abstained from active opposition.

For those interested in a documentary exposé of the NAM, reference may be made to the following:

1. The Garrett Committee (Multivall Investigation) disclosed the existence of the most powerful lobby influencing legislation in Congress, its "secretive" and "reprehensible" activities, its "questionable and disreputable" means of defeating Congressmen who refused to obey it, and its general criminal character in using money in a corrupt manner.

2. The La Follette Investigations into the violations of free speech and the culpable actions used against labor established the fact that certain corporations — almost without exception leading members of the NAM — employed poison gas and machine guns in their plants, also spies, thugs, and murderers.

3. The O'Mahoney Monopoly Investigation showed in one of its reports that the NAM uses its money and power for its own profits, and against the general welfare of the people of the United States. Revealed were the controlling of Congress through its pressure lobby and the controlling of the American Newspaper Publishers Association in other words, the American press. Monograph 26 of the TNEC may be obtained for 25¢ from the Superintendent of Documents, Washington, D. C.

The NAM admits its plan to control the economic and social thinking of America. Toward that purpose it: (1) spends millions of dollars to spread propaganda in public schools; (2) uses its power to "burn" books, even literally, as in the case of the Rugg books which were banned in many cities; (3) pays professors who spread NAM propaganda in colleges (reports of the Senate Committee on Education and Labor.

There is much more than a "scintilla of credible evidence" in the above material.

Sophie Raugh Posmentier,
New York, New York
Chapter officials at 19 colleges report that veterans' programs set up by the administrations are working satisfactorily, with no outside help needed. The project has not been considered by 14 chapters. It is under consideration by 2 chapters, with no action being taken as yet. Two chapters replied "no" unqualifiedly to the question concerning veterans.

Officials from various graduate associations — the North Texas, at Dallas; the Jackson, Mississippi; the Northeast Mississippi, at Columbus; the Oxford and University, Mississippi; and the Memphis, Tennessee — have indicated that their groups are interested in the project, but that no action has been taken on it.

The national office has received communications from non-Phi Beta Kappa colleges only in the New England District. The secretary, William T. Hastings, has been in touch with Phi Beta Kappa representatives in those colleges, many of whom have responded favorably to the project.

(Continued from page 7)
Helen F. North Wins Sibley Gift

Helen Florence North, Cornell '42, has been awarded the Mary Isabel Sibley Fellowship in Greek for 1945.

The selection committee, composed of Marjorie H. Nicolson, professor of English, Columbia University, chairman; David A. Robert, son, president, Goucher College; and Guy Stanton Ford, executive secretary, the American Historical Association, announced Miss North as the winner early in July.

For the term of her appointment, September 1945—September 1946, Miss North will devote herself to a study of the concept of sophrosyne in Greek literature and philosophy from Homer to the close of the Hellenistic period. She will study the development of various aspects of sophrosyne as it affected literature, ethics, religion, philosophy, political thought, education, and other phases of Greek life. The results Miss North hopes to incorporate in a book.

Miss North received her M.A. from Cornell University in 1943, and is expected to receive her Ph.D. from Cornell in September. She is a member of Phi Beta Kappa, Phi Kappa Phi, Pi Lambda Theta, and the Classical Association of the American Academy in Rome. She has been a scholar and a fellow in Greek and Latin at Cornell since 1942, and for two years has taught classes there in both subjects.

University Heads Do Not Favor Compulsory Military Training

Approximately one-half of the college and university presidents in the United States do not favor the principle of compulsory military training, according to a survey made by the American Council on Education and the American Association of Junior Colleges.

Questionnaires were sent to 1685 college, university, and junior college presidents. A total of 1196 replies—71 per cent of the number distributed—were tabulated. To the question, "If the decision concerning universal military training is to be made now, do you favor the establishment as a peacetime policy of some form of universal military training for physically qualified men?" 47 per cent said "no," 38.3 per cent "yes," 11.9 per cent "uncertain," and 2.8 per cent did not answer.

Even a bigger majority of presidents favor the establishment of a national commission to study all aspects of national defense. In answer to the question, "Do you favor the creation by the Congress of a national commission representative of many interests to study all aspects of postwar national defense, including universal military training, and to make recommendations to the Congress?" 80.1 per cent said "yes," 9.5 per cent "too," 6.9 per cent "uncertain," and 3.5 per cent did not answer.

History To Appear in Fall

Crown Publishers have announced that The History of Phi Beta Kappa, by Oscar M. Voorhees, is scheduled for late fall publication. This will be the first authoritative account of the society from its beginning in 1776. The Winter issue of the Reporter will include full details of the book.

Here are the Whiffenpoofs singing at Mory’s

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The Yale Glee Club and the Whiffenpoofs are two of the most dominant influences in the development of choral music in America. Student singing at Yale has had a continued and organized existence since 1813.

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