



Senior Class, Step-singers Hold Class Night Exercises

In accordance with "an old Barnard tradition" senior class night exercises, held last night at eight in the gymnasium, included the step-singing ceremony, a senior class skit and the presentation of the class gift. Salutatory and valedictory addresses were delivered.

Approximately two hundred seniors and more than a hundred other undergraduates participated in step-singing. Victoria Thomson, Step-Singing Chairman, introduced the program and the step-singers entered to the strains of "Beside the Waters of the Hudson." An honor guard of sophomores presented the seniors with roses as they passed to take their places for step-singing. Miss Thomson's "Barnard Through the Years" was sung by the entire group after the processional. Beginning with the freshmen, each class then sang its original song.

"You Can Tell"

The class of '53, led by Rona Levein, sang the first verse of "You Can Tell," describing typical freshman characteristics. Sophomores sang of the changes which proved their higher status, and the junior and senior groups followed with their versions of the song. Each class then sang the verse of the group above them. Seniors sang an alumna version of "You Can Tell."

Edith Bernstein '52 and Bernice Greenfield '51 led the sophomore and junior groups. Nancy Quint '50 was song director for the ceremony. "Sans Souci" and the prize-winning "Barnard Hymn," written by Joan Houston '50 and Jean La Guardia '50, concluded the step-singing ceremony. Last night's singing was the first presentation of the hymn by an all-college group.

Salutatory Address

Beverly Beck Fuchs, president of the class of 1950, greeted the guests and faculty and thanked them on behalf of the senior class. She reviewed the four year record of the class, recalling that they won Greek Games in both their freshman and sophomore years.

Senior Week Chairman Elizabeth Richards presented the class gift, a donation of about \$400 to be used for repairing the steps of the walk from Barnard Hall to the jungle. A cardboard model of the steps made by Bernice Lasko-

Alumnae Meet At Conference

The annual conference of the Associate Alumnae of Barnard College, held last Monday, featured an attempt to establish closer working relations between the Barnard alumnae clubs, the College and the Alumnae Association. At a luncheon meeting, representatives of ten alumnae clubs met with members of the College's administrative staff and with the executive committee of the Alumnae Association.

At the business meeting of the Alumnae Association, Mrs. Sultzer, president of the Association, noted the increased coordination between the College and the Alumnae Association of Barnard Clubs. Mrs. Sultzer then spoke about two future events: the Alumnae Conference and Political Institute, commemorating the suffrage amendment, next November 17 and 18, and the Barnard Forum on the proposed Twenty-second Amendment on equal rights for women, to be held in February.

Following the adoption of the revision of the by-laws, the results of the elections were announced by the nominating committee. New members of the Board of Directors of the Alumnae Association for 1950-51 are Dorothy Robb Sultzer '20, president; Eva Hutchinson Dirkes '22, first vice president; Faye Henle Vogel '40, second vice-president; Ingrith Deyrup '40, secretary; Dorothy Funck '29, treasurer, and Helen Butler Barkhorn '37, Helen Le Page Chamberlain '24, Helen Crosby '13,

McIntosh Urges 1950 Graduates To Find Real Values For Life



On behalf of Barnard, Dean McIntosh accepts diplomas from Columbia University President Eisenhower.

Speaking for the last time to the Class of 1950 at the Diploma Ceremony today, Barnard's Dean Millicent C. McIntosh differentiated between realism and artificiality as she stressed the problems each graduate would have to meet in "your relation to the community, the part you play as members of families and the problem of your own personal fulfillment."

Stating that this is an age which prides itself on realism, the Dean noted that, "Actually the world into which you are going is far removed from reality, and is highly artificial. Establishing contacts between yourselves and the real values which will bring you happiness and fulfillment is a major problem in your adjustment to the world outside college."

Community and Family

Dean McIntosh suggested that each graduate undertake specific work to aid the community. Concerning family life, she noted that today's society has destroyed many of the roots of family happiness, and urged the seniors to seek roots for their lives, discriminating between the artificial and the real.

In one's personal life, the Dean asserted, the differences between the artificial and real are "the most difficult to discern, as well as the most significant for you as a person." The individual, she emphasized, must "exercise the most careful and intelligent awareness both of the pitfalls into which she may walk and of the opportunities . . ."

Fulfill Responsibilities

In concluding, Dean McIntosh wished the graduates "the clarity of purpose, the intelligence of vision and the strength of character which will make it possible for you to find the real values for your own life, and in finding these to fulfill your responsibilities to Barnard and to the world of which you are a part."

Before the Barnard Diploma Ceremony, the graduating class took part in the Columbia University Commencement Exercises, at which Columbia's President, Dwight D. Eisenhower, spoke. President Eisenhower's speech noted

Present Awards and Honors At Annual Diploma Rites

Awards

Thirteen awards were presented to Barnard students by Associate Dean Florence DeLoiselle Lowther at the diploma ceremony on Thursday, June 9. The awards and their recipients are:

Estelle M. Allison Prize, for excellence in literature: Doris Adelberg Orgel '50.

Mary E. Allison Prize, for general excellence in scholarship: Ruth Kleinman '51.

Bryson Memorial Prize, for conspicuous evidence of unselfishness: Victoria Stanton Thomson '50.

Jenny Gerard Medal, for a student of American birth who is proficient in American colonial history: Claudine Mary Tillier '50.

Margaret Meyer Graduate Scholarship, for training in secretarial work: Esther Mendelsohn '50.

Murray Graduate Fellowship, to pursue a year of graduate study at Columbia or any other college or university of approved standing: Ursula Liebrecht Jarvis '50.

Prince Memorial Prize, for excellence in dramatic composition: Rita Abrams Kaufman '50.

Reed Prize in Religion, for the recognition of special study of the origin of Christianity and early church history: Winifred Marjorie Evers '50.

Rice Memorial Graduate Fellowship, to enable holder to pursue a year of graduate study in natural sciences or mathematics at Columbia or any other university or college of approved standing: Alice Sterling Honig '50 and Joan Marilyn Weiss '50.

Speranza Prize, for excellence in Italian: Liana De Bona '52.

Tatlock Prize, for proficiency in Latin: Anne Clara Modr '50.

Von Wahl Prize, for excellence in zoology, to advance knowledge in that field: Charlotte Grantz '50.

Kohn Mathematical Prize, for excellence in mathematics: Yolanda Thereza Pyles '50.

1950 Allen Prize in Mathematics: Zelma Ann McCorcick '50.

Herrman Botanical Prize, for proficiency in botany: Margeret Emma MacKinnon '50.

Katherine E. Provost Memorial Prize, for superior work of a major in economics: Rosemary Beeching '50.

Emily James Putnam Memorial Award, for creative writing: Hadassah Hannah Dunitz '50.

Honors

Degrees with honors were awarded to fifty members of the class of 1950 at the Diploma Ceremony this afternoon. Degrees summa cum laude were awarded to three students, magna cum laude to fourteen and cum laude to 33.

Summa Cum Laude

Graduates summa cum laude are Beatrice Laskowitz, Phyllis Arline Reiss and Joan Marilyn Weiss.

Magna Cum Laude

Graduates magna cum laude are Dorothy Dillon Allen, Wanda Aino Charwat, Pauline Gostinsky, Rosalie Grayer, Alice Sterling Honig, Judith Jarvis, Ursula Liebrecht Jarvis, Barbara Moskowitz, Carolyn Barbour Ogden, Yolanda Thereza Pyles, Alice Schwartz, Roselin Seider, Joan Terry White and Genevieve Wightman.

Cum Laude

Graduates cum laude included Anna Nussy Backer, Rosemary Beeching, Amelia Coleman, Anne Lynore Durescoe, Joyce Engelson,

1950 Class Roll

Helen Adams
Mary Alice Adams
Deborah Adelson
Joyce Mary Alessandrini
Dorothy Dillon Allen
Norma Louise Allen
Nancy Josephine Amick
Helen Elizabeth Anderson
Mary Andrews
Ruth Irwin Aney
Christine Artopoulos
*Sharley Miller Babuk
Kathleen Leah Ayre
*Anna Nussy Backer
Eva Claire Bal...
Dorothy Theresa Balzer
Tecla Grace Baratta
Ann Ashcom Barker
Virginia Thurston Barnes
Elizabeth Helen Bean
Rosemary Beeching
Lynn Delbridge Bellamy
*Isabel Marie Berkery
Patricia Berlyn
Roberta Farrand Booth
Elaine Springer Brase
Anne Suplee Brokaw
*Eileen Barbara Brown
*Nancy de Freest

Betty Sanders Buchsbaum
Susan Bullard
*Joan Frances Burns
*Elizabeth Long Burr
Trudy Busch
Janna Joanne Bush
Mary Callaghan
Mary Ellen Carroll
Wanda Aino Charwat
Margaret Elizabeth Chew
Dorothy Irene Clark
Mary Louise Clark
Ellen Robinson Clay
Amelia Coleman
Constance Vaughan Collins
*Rhoda Margot Collisner
Ruth Ann Conklin
Naomi Ann Cooper
Dorothy Shipley Cornelius
Diana Louise Crane
*Patricia Anne Curran
Mary Patience Dalhouse

Juliana Davidow
*Annamarie Davis
Barbara Catherine Dawson
Mary Sheila Deane
Joan Marian Demarest
Doris Maydawn DeVoe
Marilyn Dodds
*Lucy Arsinée Donikian
*Kathleen Etherington
Dooman
Rosanne Claire Dryfus
Joy Vivian Dueland
Hadassah Hannah Dunitz
Allen Gray Dunnington
*Ane Lynore Durescoe
Elizabeth Ann Edge
*Evi Rebecca Elis
Joyce Engelson
*Cenan Erim
Maria Teresa Escoda
Adele Estrin
Winifred Marjorie Evers
*Anne Lathrop Fessenden
June Feuer
Renée Ehrick Feuer
Joan Julia Fitzmaurice
Zoan Merriman Fox
Marian Frieda
Beverly Beek Fuchs
Frances Fuchs
Barbara Ann Gaddy
*Barbara Marian Gardner
Marguerite Gates
Mutha JoAnne Gilligan
Miriam Rachel Goldman
Pauline Gostinsky
Helen Ruth Gottesman
Gail Gould
Haroldine Diana Graham
Rita Ann Graham
Charlotte Grantz
*Rosalie Grayer
Martha Marvin Greene
*Jane Lewis Greenspan
Robin Grossman
Nancy Emerson Gullette
Ann Marian Gulton
Juanita Adel Gundle
Ann Catherine Gunning
Carol Wright Haff
Patricia Halsey
Reate Hanlein

Patricia Mary Howley
*Patricia D'Arcy Hardwick
Ann Kern Hasker
*Arabelle Sutter
Helfenstein
*Constance Ann Heller
Helene Greta Hersch
Renee Miller Hessel
Barbara Elizabeth Hewson
Anna May Hicks
Eleanor Miot Holland
Margaret Marie Holmes
Alice Sterling Honig
Joan Graydon Houston
Patricia Mary Howley
Catherine Shui-Hua Hsia
Jo Ann Tacker Hugins
Mary Jean Huntington
Barbara Lane Hyde
Barbara Ann Jacks
Grace Jackson
Dorothea Jaeger
Charlotte Chaffee Jarvis
Judith Jarvis
Ursula Liebrecht Jarvis
Helle Løye Jensen
Marie Theresa Jicha
Ester Leona Jones
Mary Juchter
Mary Juppenaz
Nancy Clarke Karl
Rita Abrams Kaufman
*Ann Louise Kennedy
Winifred Kent
Muriel Vivian Kilpatrick
Carolyn Susan Kimmelfield
*Halle Forde Kimmel
Phyllis Bradfute Knowles
*Myra Babette Koh
Stella Beatrice Koishwitz
Ann Kreizel
*Winifred Betty Kron
Doris Halvorson Kroner
Betty Irene Krueger
Doris Maxine Kurtz
Jean Marie LaGuardia
Cora Ann Lambie
*Maria Frédricka Lange
Marjorie deLoynes Lange
*Sara Langely
Beatrice Laskowitz
Elizabeth Laster

Received degree in October 1949
*Received degree in February 1950

(Continued on page 4)

Pike Advises Religious Study As Spiritual Neurosis Remedy

"A fission in personal life is what we are faced with today: the break-up of community, the break-up of family, and the break-up of the individual," warned Reverend James A. Pike, Chaplain of Columbia University, in his Baccalaureate Sermon last Sunday.

"Atomic explosion follows from the separation of the individual electrons from the nucleus, the center of their wonted order," Chaplain Pike continued. "So it is with the spiritual break-up of our common life . . ."

Potential Leaders

After stating that signs of decay, evident today, threaten the hopes of personal fulfillment, satisfying family life, and maintenance of a decent society for each of the graduates, Chaplain Pike said, "You are the potential leaders, you are better equipped than most of your contemporaries. What you think, say and do will leave vastly more impact than the thoughts, words and actions of those with a

less extended or less thorough academic preparation."

"If our fellow countrymen as a whole are to wake up before it is too late it will be because people like you see the disease and can prescribe a remedy and demonstrate it."

Continuation of Study

Reverend Pike urged the graduates to return to college if possible for further courses in religion. If this was impossible he asked them to continue their studies independently in the field of religious thought in order that they might understand the remedy which they must demonstrate and apply.

"In these critical times," he concluded, "let it not be said of you, 'In the days that were before the flood they were eating and drinking, marrying and giving in marriage, until the day that Noah entered into the Ark.'"

Barnard graduates and their

(Cont. on page 4, col. 3)

Barnard Bulletin

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Course Evaluation

The experiment with student evaluation of courses this spring was, we feel, a praiseworthy if hastily-made step. Although the great majority of students, and apparently a large segment of the faculty, welcomed the evaluations, the comments we have heard (see page 3) indicate dissatisfaction with details, such as the form of the questionnaire.

Undoubtedly techniques of evaluation will be modified in accordance with the results of the test, but a more serious question is the value these polls have for the student. The professor gains, voluntarily and privately, an idea of opinion concerning his course and teaching, but under the present method the student receives no direct benefit.

Certainly Professor Puckett is correct in warning against modifying a course according to "the vintage of student opinion." We cannot expect the professor to sacrifice the perspective of his overall aim in a course to satisfy the specific criticisms by his students. In most cases we must also count on student opinion being divided and contradictory.

What the student could derive from these evaluations, however, is an idea of student reaction to the course. Miss Feigenbaum suggests division of criticism of the teacher's methods and evaluation of the course, with publication of the latter. This would mean serious and objective criticism of the scope, aims and content of the course.

Although the problems of publicizing course information are many, the idea deserves consideration. Catalog "blurbs" are inadequate and often misleading. The student grapevine offers even more distortion. We lack a scale for organized and factual consideration of Barnard's courses. At a time when the College curriculum is changing and extensive experiments are being made, we need every means of measuring the results.

Congratulations

We add our congratulations, but not our advice, to the ample shares of both which the Class of 1950 is receiving today. A plethora of advice, concerning immediate and long-term questions, descends on graduating classes.

There is an obvious gap between the practiced problems of jobs, personal life, politics and so on that the seniors face, and the question of what they have obtained from four years of college. It is in bridging the gap, using the results of college experience in their own lives, that the seniors will answer the question of the benefits of liberal arts education. We wish them luck in the process.

Laskowitz, Leni and Salinger Plan Careers As '50 Officers

By Phebe Ann Marr

The future looks rosy for Beatrice Laskowitz, Carol Leni and Sally Salinger, the three students elected alumnae president, vice-president and secretary-treasurer by the class of '50.

Both the sketches and drawings as well as the poetry of "Bunny" Laskowitz have made her name a familiar one to all Barnard undergrads. But Bunny has lately become more renowned as the lucky winner of a traveling fine arts scholarship, which she plans to use this summer in an extensive tour of Europe. She will begin her whirlwind trip on July 8, being whisked off by plane to see the sights of Paris, with tours of Marseilles and Provence following. In Italy, Bunny plans to take in Florence, Pisa and Ravenna.

Next fall, Bunny wants to continue her work in fine arts either by taking up graduate study or by doing curatorial or educational work in a museum. She would also like to continue on a larger scale one of her favorite hobbies, the writing and illustrating of children's books, which she has done on a small scale for camp children.

Carol Leni

To the usual query, "What are your plans for after graduation?" Carol Leni, the new vice-president, replied quick as a flash, "Read, read, read and learn how to type." This latter will be accomplished at the pain of first unlearning the pick and find system, which she has used during her stay at Barnard.

These objectives, however incongruous they may sound, are directed to an admirable end. Carol plans to go on to graduate school

at Columbia and get her M.A. in Musicology, which she informed us is a fancy name for the history and science of music. Carol says that, following the idea that "Those who can, do; those who can't, teach," she wants to teach music, preferably on a college level. Failing this, she would like to go into radio, perhaps as a consultant on program direction.

Music does not take all of Carol's time; modern dance occupies a large place also. Because she can't bear to leave modern dance behind, Carol is now trying to round up some dance enthusiasts to form a group of alumnae and undergraduates who are interested in working out and enacting dance routines during the summer.

Sally Salinger

A wide variety of interest, major among them music once again, was shown by Sally Salinger, who plans to continue her studies at Western Reserve University in Cleveland. After getting her Master's in Education, Sally wants to teach elementary school, preferably children between the ages of nine and eleven.

English, history and music, in that order, are her favorite subjects. Besides graduate study, Cleveland has another and perhaps much stronger attraction for Sally. It is the home of her fiancé, whom she plans to marry sometime next year.

Her outside interests reveal a conglomeration of activities, not the least of which are work with the Riverside Church Choir and the Suzanne Bloch Psalter Singers. She enjoys square and folk dancing, and when she is not busy with these she finds time to do oil painting.

Job Opportunities Increase For Secretaries, Librarians

By Beulah Sternberg

Of the two hundred forty-three graduates of the class of 1950, 28 of those seeking jobs have found employment, and 140 girls are as yet unemployed, Placement Office statistics reveal. Thirty-one girls will do graduate study next year, and the 4 remaining are not in the job market.

The Placement Office feels that the job market for college graduates is better than is often considered. "In my opinion, college graduates this year do not need to worry about unemployment if they really want to work and they show some initiative and persistence in hunting for jobs for which they have the qualifications," stated Miss Ruth Houghton, head of the Office.

Opportunities

Opportunities are almost unlimited in some fields, she asserted. There are more jobs for secretaries, librarians, social workers, statisticians and physical scientists than the Office has been able to fill. Elementary teaching is another field in which there are many opportunities for qualified graduates.

On the other hand, it is difficult to find work in such fields as Federal government employment, international relations and in publishing, advertising, radio and public relations work, without secretarial training.

Jobs in Relation to Majors

About half of those students who have already found jobs are working in fields related to their major college studies. Majors in Spanish, French, English and history have led to teaching jobs, and several other girls will teach on the college level, most working as assistants at Barnard and other colleges while doing advanced study in their fields of specialization. In non-academic work, majors in economics have led to positions in such fields as merchandising and related work, a major in mathematics to a position with the Mutual Life Insurance Company.

Many girls, however, will work in fields having no direct connection with the subject of their major studies in college. Of two girls who will work at the Museum of Modern Art, one was a Spanish major and the other specialized in English literature. Of three girls employed by the New York Public Library, one majored in English literature, one in religion and one in government.

Other unusual combinations were frequent among the girls who have found jobs. A history major will work as an assistant editor in the children's books department of the American Book Company, and another is being trained by the Doubleday Doran Company. A Zoology major is now working in the Barnard College Placement Office.

Lady Barnard Gives To Development Plan



By Dorothy Coyne

The money prizes to be awarded during the next three years to Lady Barnard, a not "too-long-haired" Grand Champion rabbit, have been pledged by the rabbit's owner, Mrs. Fred J. Snyder, to the Westchester chapter of the Barnard Development Plan Fund. Last January, Mrs. Snyder, a class of '20 Barnard alumna, and for the past two years owner of the Loch Awe Rabbitry, Yorktown Heights, Westchester, New York, chose a "heavyweight chinchilla" rabbit, whom she appropriately dubbed "Lady Barnard," as a potential contest champion.

"Grand Champion"

Since January, the less-than-a-year-old Lady Barnard has been chosen "the best of breed" in three different competitions, making her a "grand champion." This very real rabbit, who despite her youth is classed as a "matron," has also been awarded a dozen or so blue ribbons. The actual amount of money awarded Lady Barnard has not yet been determined.

The life of Lady Barnard appears to be no different from that of the ordinary hutch rabbit. When not on exhibition, Lady Barnard appears to pursue a not overly stimulating routine of feeding, sleeping and grooming. The young chinchilla subsists on a well balanced diet of food pellets and carrots. Contrary to conventional Peter Rabbit illustrations, no well-groomed rabbit ever munches on lettuce or cabbage, both of which are considered bad for the animal's constitution. As a "baby wabbit," Lady Barnard was fed, in good Benjamin Spock tradition, on a diet of pablum and rolled oats, which rabbits eat raw.

A Rabbit's Schedule

Lady Barnard's schedule must be carefully watched so as not to include too many tiresome rabbit show commitments. This summer Mrs. Snyder plans to introduce the "young matron" to the joys of motherhood. If one of the offspring is even more handsome than her prize winning mother, then Mrs. Snyder says that she will replace the original Lady Barnard in the money-raising campaign.

Mrs. Snyder's career as a raiser of champion rabbits is of a recent and accidental origin. Two years ago she received an Easter present of a pair of rabbits. Shortly afterward she attended a rabbit show and decided to try her skill as a breeder of blue ribbon rabbits. Today there are two hundred rabbits in the Loch Awe Rabbitry.

Dean Plans Summer Tour Through Europe With Family

After leaving New York on June 14, Dr. and Mrs. McIntosh and their family of five will begin a European tour covering many of the major European attractions. The itinerary through England sounds much like the dream of an English major longing to see the places she reads about. The family will stop at Oxford, the alma mater of Samuel Johnson and Matthew Arnold and other authors who are required reading in the curriculum of the English Department.

On to Cambridge

Cambridge, the other town one thinks of when discussing English universities, and the temporary home of John Milton and Alfred Tennyson, is also on the itinerary. In addition, Dr. and Mrs. McIntosh plan to stop off at Stratford-on-Avon to witness the performance of several plays written by Stratford's most distinguished son, William Shakespeare.

After a two-days' stay in London, the city of Baker, Fleet, Wimpole and Downing Street, the McIntoshes, like Chaucerean pilgrims, will head for Canterbury for a brief stay. Then on to Dover and

the short hop over the English Channel to Calais.

Next on the itinerary is a rapid tour through Holland and Germany, which will include the ancient towns of Ghent, Antwerp, Rotterdam and The Hague, the seat of international justice. A two-weeks' stay in Switzerland is planned for the time between July 20 and August 7, when the McIntoshes will stay with friends in a villa in Champéry. Dr. McIntosh is to deliver a paper at the International Pediatrics Conference which will be held at Zurich, July 24 to 29.

Visit to Paris

Seven more Americans will appear in Paris after the stay in Switzerland, when Dr. and Mrs. McIntosh and the five young McIntoshes descend upon France. A brief visit to the "masculine and feminine" towers of the cathedral city of Chartres will precede their boarding the steamer back to Southampton. Another tour through Wales and Ireland will be taken before the entire family returns to the United States, in time to prepare for the academic year 1950-1951.

Announce List Of '50 Honors

The Placement Office has announced a list of fellowships, scholarships, assistantships and acceptances made to members of the class of 1950. When *Bulletin* went to press, this list was still incomplete, but the appointments that are known at present follow:

Scholarships and fellowships: Rosemary Beeching, University of Wisconsin, Economics Department; Frances Fuchs, University of Rochester, Psychology Department; Ann Hasker, University of Rochester, English Department; Alice Honig, Columbia University, Psychology Department; Phyllis Reiss, Smith College, History Department; Roselin Seider, New York University, Chemistry Department.

Fulbright Scholarships: Judith Jarvis, Girton College, Philosophy; Carolyn Ogden, Girton College, Government. Ursula Jarvis and Phyllis Reiss also received Fulbright scholarships which they are not accepting.

Assistantships: Florence Callaghan, Barnard College, Psychology Department; Carol Haff, Wellesley College, Botany Department; Gladys Lerner, Barnard College Physics Department.

Several Barnard students have been accepted in medical and law schools. Medical Schools: Patience Dalhouse, Physicians and Surgeons; Marguerite Gates, Physicians and Surgeons; Pauline Gotsinsky, New York University; Charlotte Grantz, Harvard; Ann Gulton, Women's Medical School, Philadelphia; Marion Nielson, Cornell; Vassiliki Politou, Harvard. Law Schools: Amelia Coleman, Columbia, and Carolyn Kimmelfield, Columbia.

1950 Banquet Features Skits

The informal senior banquet was held in Hewitt North Dining Room last Tuesday. At this time the class roll call was read with the girls responding by telling whether they were single, engaged or married. If engaged or married, they had to tell how they were proposed to. Single girls were given candy kisses, engaged girls received red roses, the married girls were each given a bouquet and those expecting babies were presented with cradles.

The sophomores who served at the banquet then gave a skit under the direction of Bettina Blake.

The senior skit was combined with the class history, presented under the direction of Nancy Quint and Marion Freda. Betsy Richards, Senior Week Chairman, and Beverly Beck Fuchs, president of the class of 1950, each delivered a short address.

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Symposium on Course Evaluation Faculty College Begins Students Course Rating

Lorna F. McGuire, Associate Dean: Dr. McGuire believed that the course evaluation was useful in enabling the faculty to find out if "the thread on which the course is being hung is adequate." She felt that the question calling for class discussion was often impossible to evaluate since some classes were not qualified to discuss at the beginning of the term and confined their participation to questions. In future years, Dr. McGuire suggested, it might be valuable to hand the poll out early enough so that a class discussion of the various evaluations would be possible.

Hugh Wiley Puckett, Professor of German: Professor Puckett thought that the "Junior Letter" type of approach to the problem of student criticism was preferable to direct reports from the students to the instructors. He stressed his opinion that criticism in itself is completely "legitimate," but he feels that the technique of the poll is not the most valuable. Professor Puckett remarked that "courses must not be upped and downed according to the vintage of student opinions" and went on to say that only the Dean can have an overall picture.

Gertrude V. Rich, Assistant Professor of Philosophy: The problem Dr. Rich met in evaluating the polls turned in from her class in American philosophy was that there was a tremendous diversity of criticism, reflecting the often conflicting needs, interests and desires of the students.

With a course such as American philosophy, Dr. Rich added, the only solution seems to be to compromise and give the students an opportunity to work it out on their own, but, she says, then one gets "sniping at both ends." In the final analysis she believes the course evaluations are going to be interesting, but that the comments are not going to change anything.

Chilton C. Williamson, Assistant Professor of History: Professor Williamson thought that while the poll on the whole was very valuable, the addition of some other questions would be helpful to the instructor. He suggested that a question on the organization of lectures as distinguished from the content and scope of the whole course might be more useful than the present broad question which he feels is ambiguous.

Professor Williamson found it particularly interesting that in almost all cases the students' criticisms reflected the weaknesses he had already noticed.

William Henderson, Instructor in Government:

"First, if my students may be considered typical of the Barnard student body, and I think they are, then I wish to offer my compliments to the student body on the mature, sober and intelligent manner in which they responded to the questionnaires.

(Cont. on page 4, col. 1)

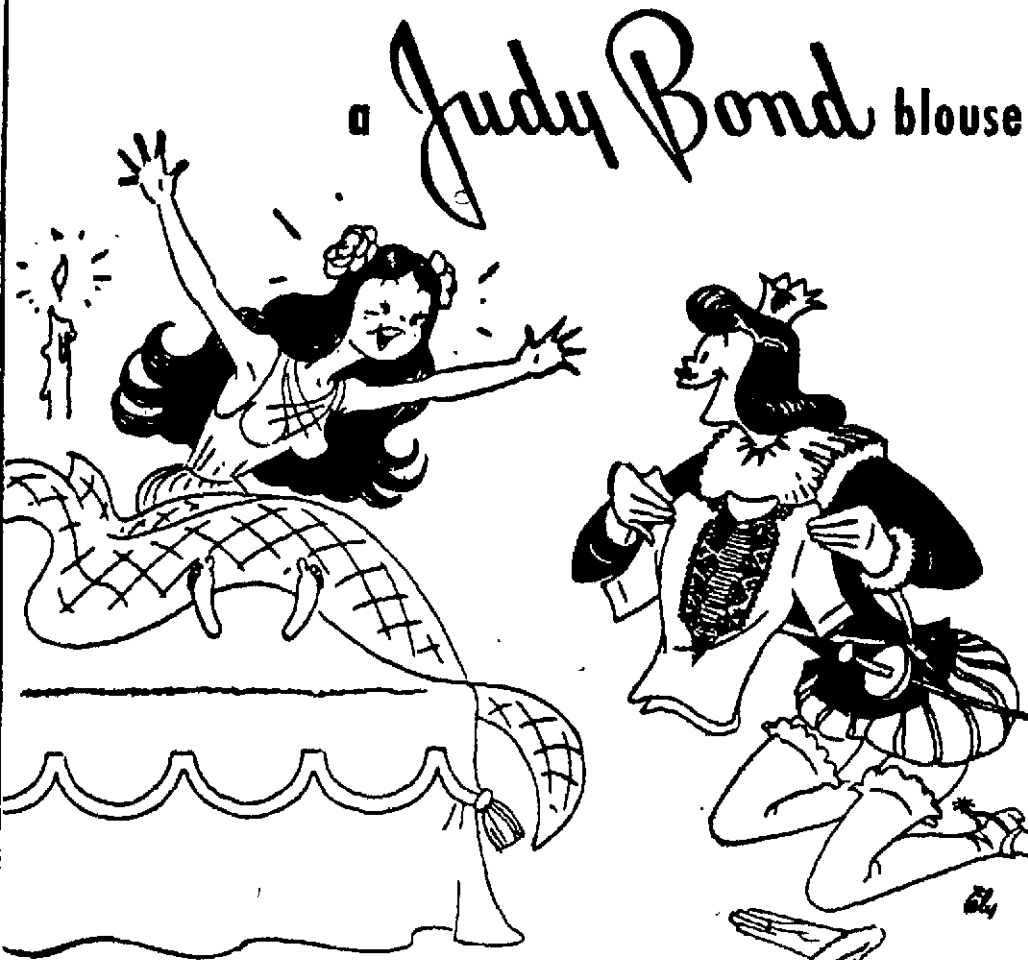
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The course appraisal questionnaire was drawn up by a subcommittee of three, Associate Dean Lorna F. McGuire, Professor S. Stansfeld Sargent of the Psychology Department and Professor Mirra Kamorovsky of the Sociology Department.

The questionnaires included a rating scale on organization and presentation of the subject, class discussion, assignments and examinations.

Dean Millicent C. McIntosh's comment on the questionnaire follows:

Dean's Comment

"Within recent years many colleges have been interested in student evaluation of courses. The utilization of students' estimates of the value of the course, along with their suggestions for improvement, has seemed to many a sound educational procedure.

"Over a year ago, this matter was discussed at the Conference of Executive Officers. It was decided to try a 'Junior Letter' to the Dean, in which students could freely express their ideas about any phase of their college work. Last summer I asked for such a letter, but received only a few communications. None of these gave criticisms of specific courses, in spite of the fact that students seem almost universally anxious to have an opportunity to register their opinions about their work. Apparently, they wish to have their criticism go directly to their instructors, and are unwilling (rightly, I believe) to give them to the Dean..."

Millicent C. McIntosh
Dean

Vivienne Fiegenbaum '51, Chairman, Student Curriculum Committee: "It is particularly encouraging that the administration has taken the initiative in evaluations of this sort. Constructive criticism on the part of students can be used to advantage by the faculty.

"Minor objections can be raised concerning the particular poll used. Many of the questions are not equally relevant to all the different courses given at Barnard. The problems of length or frequency of examinations might be more basic to an appraisal of exams than their originality.

"The basic criticism of the poll offered is that it combines faculty and course evaluations. I think it would be desirable to separate the two. Faculty evaluations, although possibly standardized, should be a private exchange between the individual professor and his students. However, competent course evaluations, prepared by students in cooperation with the faculty, could be published and used by students when registering for courses."

Ruth Schacter '52: "The poll itself is an excellent idea and the form is adequate, but not all of the faculty members emphasize the importance of such a poll. Many students got the idea that the poll was not completely accepted by the faculty."

Joan Baum '52: "One form does not seem applicable to all courses. For example, the question on the quality of class discussion did not seem adequate or entirely appropriate for an evaluation of science courses. Not all professors handed out the questionnaires."

Phyllis Rubin '52: "That part of the poll form that allowed students to make their own comments on the course was most valuable. Through student comment teachers in every department can make use of the poll. Such items as the length of lab hours, although not mentioned in the questionnaires, could be brought up by the student under 'remarks.'"

Lynn Kang '51: "The student appraisal form covers the paramount points but it loses sight of the fact that the teacher is the course. If the teacher is good, the course is well-received. The way the form is printed now leaves the student the choice of being as vague or as minute as she likes. The three choices — good, fair and poor — are thorough only if the student follows her choice with why or
(Cont. on page 4, col. 1)



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New Orleans, La.

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Hullabaloo

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Class Roll

(Continued from Page 1)

- | | | |
|---|---|--|
| Gerda van Leeuwen
Nancy Doris Leininger
Carol Leni
Carolyn Gage Lent
**Gladys Florence Leiner
**Florrie Beth Levison
Katie Hanna Lihn
Mary Limpert-Shtovaris
Gloria Litton
Garmen Dolores Lombardero
Margot Louria
Mary Louise Lucinbuhl
**Ruth Elizabeth Lyons
Sally Leone Maal
Margaret Emma MacKinnon
**Katherine MacLean
Muriel Jean Magnusson
Patricia Elaine Maguire
Marguerite Malet
Vilma Louise Marro
Phyllis Rita Maloy
Mary Elizabeth Markinac
*Anna Margaret Price Marshall
*Nancy Wentz Marshall
Phyllis Joan Maxfield
Maureen Brigid McCann
Zelma Ann McCormick
Norine Teresa McDonough
*Mary Clare McGivral
Irma Meineke
Ether Joan Mendelsohn
Sylvia Mendez
Marilyn Miller
Louise Anne Moberg
Anne Clara Modr
Jean Patricia Moore
Mildred Downs Moore
Marian Sue Morehouse
Sheila Page Morris
Barbara Moskowitz
Irene Olivia Mousouris
Betty Joan Mullen
Josephine Mary Nicastro
Nancy Wallace Nicholson
Marion Ida Nielsen
Suzanne Darby Noble
Bella Norkin
Marie Florence Noyes
*Camille O'Connell
Carolyn Barbour Ogden | Patty O'Reilly
**Doris Adelberg Orgel
Ruth Elizabeth Osborn
**Barbara Kay Park
Florence Sadoff Pearlman
**Marie Cecile Penette
June Lois Pennoyer
**Eunice O'Donnell
Periman
Eleanor Peters
Helen John Petritu
Silvia Pfeiffer
Laura Pienky
*Frances Parsons Pungeon
Vassiliki Polita
Esperanza Portocarrero
DeBayle
Virginia Nott Potter
Joan Gilman Purdy
Margarida Pyles
Yolanda Theresza Pyles
Nancy Shirley Quint
Ann Kubie Rabinowitz
Charlotte Frances Radway
Claire Françoise Raick
Barbara Brady Raphael
Marianne Reichert
Mary Dorothy Reid
Phyllis Arline Reiss
Vera Polgar Resis
Elizabeth Price Richards
*Virginia Christine Riley
Margaret Chadwick Rintz
Margaret Emi Rittershaus
Esther Faygel Rivkin
Margorie Plaut Rogatz
**Margaret Jeanne Rogers
Iris Roven
Barbara Viola Ruppel
Linda Theresza Russell
Priscilla Marbury Ryan
**Rannveig Rysst
Sally Salinger
Marie Gladys Sarafianos
Letizia Savinelli
Lorna Fausnaught Scaller
Miriam Scharfman
**Jean Alden Scheller
Marilyn Blanche Shulhof
Barbara Schuster
*Alice Schwartz
Helen Conway Schwarz | Roselin Seider
Geraldine Janet Storzini
Rose Sgammato
*Arlene Propper Silberman
Patricia Small
Beryl Magee Smith
**Mary Jane Smith
Irma Marie Soci
Beatrice Fiering Solomon
Dorothy Gene Sforzano
Gloria Spamer
**Gloria Wainberger Spitz
Patricia Jane Stark
**June Stein
Carol Ann Steinhorst
Barbara Ann Stone
Evan Strizver
Joan Haldenstein Sumner
Lois Clapp Sweet
*Joan Sydow
*Sara Rippey Tarbox
Victoria Stanton Thomson
Claudine Tiller
Anne Whelan Tootell
**Jacquelyn Tole
Emid De Veaux Tucker
Barbara Eleanor Turek
**Martha Hale Underhill
Nada Renée Vodenlitch
*Carmen Eloise Warrek
Beatrice Wascoe
Bertha Caroline Wegener
Ellen Weiss
Joan Marilyn Weiss
Basilia Livingston Welch
Isabelle Metcalfe Welter
Carolyn Davis Werley
**Helen Rippler Wheeler
Joan Terry White
**Elizabeth Newland
Whitson
*Elaine Wiener
*Genevieve Wightman
Jane Carol Wilson
Marilyn Alma Winter
*Roberta Rust Trilling
Wolfe
*Lois Marie Woodward
Caroline Alexander Wrenn
**Edna Emiko Yamasaki
Jean Wilson Zeiger
Frances Edna Zirn |
|---|---|--|

Senior Exemption Changed; Fill Requirements Sooner

Requirements for senior exemption from physical education classes have been revised. Professor Margaret Holland said that although there is "no fundamental change in the present Physical Education requirement of four years, a revision in the senior exemption plan . . . enables a student to fulfill the requirement in less time, so that more seniors would be exempt after three years, others by the end of three and one half years and the remaining few during the spring outdoor season"

The revision was effected after the Curriculum Committee, under the chairmanship of Vivienne Feigenbaum, requested that the requirement for gym classes during the senior year be discontinued entirely. The matter was discussed at a meeting of a sub-committee of representatives of the Student Curriculum Committee, the Faculty Committee of Instruction and the Physical Education Department.

Class Night

(Cont. from page 1, col. 1)

witz was presented to Dean Millicent C. McIntosh.

After Mrs. McIntosh's acceptance for the administration, the valedictory address was delivered by Mary Jean Huntington, outgoing president of the Undergraduate Association. Miss Huntington stated that in the future graduates will realize what Barnard has given them. Academic training was most important, she said, for it provides for intellectual growth and the future testing of ideas. Barnard also gives students a spirit of tolerance and respect for others, Miss Huntington added, and it teaches them to stand up for their own ideas as individuals.

Senior Skit

The senior skit, "Supersonically Yours," concluded the program. It depicted the reflections of Barnard alumnae, class of 1950, as they would take place in the year 1999 in the day students lounge on the moon. The first flash-back pictured the attitude and actions of typical "beauties" who never study. The second was a courtroom scene during which the class of 1950 was accused of discouraging the competitive spirit at Barnard by being too talented. A marriage bureau scene and a look into the post-graduate life of the "Phi Betas" followed. The skit was written by Virginia Barnes, Hadassah Dunitz and Nancy Quint. Victoria Thomson composed the music and Marion Freda wrote the lyrics. Guest tickets to class night exercises were given to seniors only.

Baccalaureate

(Cont. from page 1, col. 5)

guests gathered on the North Lawn immediately after the Baccalaureate Service to witness the traditional Ivy Planting Ceremony.

Beverly Beck Fuchs, '50, president of the outgoing senior class, welcomed the guests. Esther Mendelsohn '50, planted the ivy near the northeast corner of the new annex. This honor traditionally falls to the outgoing editor of the Barnard Bulletin.

Finally, Mrs. Fuchs presented Lois Campaine, president of the incoming senior class, with her cap and gown, and wished the new senior class a successful year. Following the ceremony, a reception was held on the South Lawn.

Alumnae Day

(Cont. from page 1, col. 2)

Margery Eggleston '10, Adele Franklin '18, Mildred Lyman Hall '27, Mary Dublin Keyserling '30, Helen Pond McIntyre '48, Dorothy Kramm Read '32, Catherine Stratemman Sims '34 and Frances Smith '32, directors.

Unrestricted gifts to the Alumnae Fund for the year 1949-50 total \$12,884, it was announced. Contributions to the Development Plan Fund so far amount to \$1,372,537.41.

Social Events

The remaining events of the Conference were for the most part of a social nature. There was a general reception from 5 to 6:30 p.m. This was followed by the trustees' supper for this year's graduates and for fifth-year classes, beginning with 1900. It is estimated that approximately one thousand persons attended these events. A skit entitled "Lady of Distinction," written by Patricia Lambden Moore '41, was presented in the gym at 8:30 that evening.

Dean's Report

Dean McIntosh's annual report to the Associate Alumnae was the final event of the conference. In listing the awards and honors which Barnard students have won, the Dean stated that last year, eighteen Fullbright Scholarships, (more than to graduates of any other comparable women's college,) were awarded to Barnard graduates. Each year, she added, three fourths of Barnard applicants to medical schools are accepted. A report of this year's graduate record examinations in chemistry, psychology, geology and sociology reveals that 85% of Barnard students are in the top 33% or better of the nation's averages.

Faculty

(Cont. from page 3, col. 2)

"Second, I consider the questionnaire a useful device to help gauge student reaction to my teaching. I intend to use the questionnaire in the future, and shall probably add a series of questions of my own to it.

"Third, I feel sure that those members of the faculty who used the questionnaire this time will give careful consideration to the candid observations of their students. I think that students should clearly understand, however, that many valid reasons may persuade a member of the faculty not to use the questionnaires in a given instance . . ."

Henry S. Sharp, Professor of Geology: Professor Sharp said the evaluations reminded him of the anecdote about the old farmer who was being scolded by a young graduate from a college of agriculture. The young man pointed out all the new techniques which would be an improvement on the old man's methods. The old farmer, after listening carefully, finally answered that the new methods would not do him any good. "I'm not farming as good as I know how right now."

Students

(Cont. from page 3, col. 5)

why not. I believe the form should be more detailed . . ."

Janet Bloch '53: "I did receive different questionnaires for some of my courses, but I didn't receive a questionnaire in every course. The students should consider the individual nature of the course they are speaking about. For example, if the majority of students complain about too much outside reading in a certain course they should ask whether the reading

could be cut without seriously limiting the scope of the course."

Ana Maria Vandellos '52: "The entire value of such a poll depends on the application given to serious and constructive student suggestions by curric committee and by the individual teacher."

Ellie Engleman '52: Miss Engleman felt that the strength of the poll lay in its emphasizing the course rather than the personality of the teacher. Concerning the setup of the questionnaires, she pointed out that there was very little space allotted for comment on each of the categories and that the tendency of the student is to limit her remarks to the space provided, not to use the space on the back. She also felt that a question calling for an evaluation of the text book used was a necessary addition to the poll.

Diplomas

(Cont. from page 1, col. 5)

the seriousness of the problems which the graduates face in the world at large, and stressed the necessity of maintaining the values of the American system. Urging the graduates to continue to look to the University, President Eisenhower stated, "you continue to be a part of this community."

Barnard's ceremonies, at 4:30 p.m., began with a full faculty procession, with Professor of Physics Henry C. Boorse as Chief Marshal. Before Dean McIntosh's address, Associate Dean Florence DeL. Lowther awarded seventeen prizes to students, and Associate Dean Lorna F. McGuire announced the graduates with honors. Awarding of diplomas followed the Dean's speech.

Relatives and guests of the graduating class attended both the University and College exercises and the Dean's reception on the South Lawn afterwards.

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