



Italian Dept. Welcomes Famous Italian Poet

Noted Italian poet, Dr. Guiseppe Ungaretti is one of three eminent scholars joining the faculty for the spring semester. The other two, Dr. Reinhold Niebuhr and Miss Janet Adam Smith, have taught here in the past.

Dr. Ungaretti, University of Rome Professor Emeritus and president of the European Community of Writers, will be visiting professor of Italian in the joint Barnard-Columbia department. He will give a graduate course, "Leopardi: I Canti," open to upperclassmen and will lecture in various Italian courses. In addition, the poet will participate in French and comparative literature seminars. Among his books are *L'Allegria*, *Sentimento del*

Tempo, *Il Dolore*, and *La Terra Promessa*. Dr. Ungaretti's works have been translated into English and selections have been published here under the title *Life of a Man*.

Niebuhr's Teach Together

Leading a seminar "Problems of Modern Ethics," Dr. Niebuhr, as a special lecturer in religion will teach with his wife, Mrs. Ursula Niebuhr. A similar offering covering the religious, social and psychological origins of moral norms and their historical and ideological distortions, was offered by the Niebuhrs last spring when Dr. Niebuhr was Virginia C. Gildersleeve Visiting Professor. Last year's seminar was the Niebuhr's first joint teaching assignment, and this year's is Dr. Niebuhr's sole teaching commitment for the spring semester. Dr. Niebuhr is Vice-President Emeritus and Charles A. Briggs Professor Emeritus of Union Theological Seminary.

Miss Adam Smith, literary editor (See VISITING, Page 4)

S. Sofaer Resigns As Comm. Head

Shoshanna Sofaer '64, resigned yesterday from the chairmanship of Curriculum Committee for personal and academic reasons. A new chairman will be elected next Wednesday by Executive Committee. The post is open to all seniors. This will be an interim appointment until a new chairman can be elected by the student body at the regular March elections.

In her statement, Miss Sofaer explained that "the pressures of personal problems that have arisen, combined with ever present-academic pressures," made it necessary for her to submit her resignation as Chairman of the Curriculum Committee.

Concern For Planned Work

She went on to say that the work of the group had been of great importance to her and that she regretted having to relinquish her duties. "I also feel a great concern that the work of the committee be continued as planned this semester. I would ask that any senior interested in taking over this interim position present her qualifications and stand for election next Wednesday."

Promise Aid To Successor

Miss Sofaer indicated that she would be glad to talk with interested students. "I shall be glad to answer any questions that prospective candidates may have and my successor is assured of all the help I can offer her," she concluded.

Juniors

Applications for admission to the 1964-65 Education Program may be obtained in Room 106 Barnard on and after February 6. The office will be open 9:30 a.m. to 1 p.m. and from 2:30 to 5 in the afternoon.

Applicants should return the completed form to the same office by February 17.

Park Speaks At Assembly 1 P.M. Today

President Rosemary Park will address the students and faculty today at 1 p.m. at the annual State of the College Assembly, to be held in the gym.

An added feature of the annual program will be the first performance on the Barnard campus of the song composer Richard Rodgers wrote in honor of the College's Seventy-fifth Anniversary.

The song, entitled "Barnard, Barnard," introduced at the Waldorf dinner, will be sung by the Columbia University Chorus under the direction of Mr. Peter Flanders.

Focus Errata

If sought carefully, certain errata, alas, will be found in the pages of FOCUS. Please consult Contents for all correct titles and names.

Exchange Program Features Changes

by Sara Piovio

Fifteen students, including seven from Barnard, are now participating in the college's Fourth Annual Student Exchange. In addition to the traditional discussion groups and social activities, this exchange features two major additions to prior programs: it includes male students for the first time, and students from City College will participate in part of the program here.

The seven Barnard delegates are now attending Sweet Briar, a white woman's college in Virginia, and Talladega, a Negro co-educational college in Alabama. They will return to New York Saturday with two students from Sweet Briar and six from Talladega.

Phyllis Klein '65, Jane Relin '66, Brigid Shanahan '65, Sarah Smith '65 and Ellen Wolkir '66 are now at Talladega. On Saturday, three Talladega coeds and three male students will come to New York with them. The Tal-



Exchange Chairman, Denise Jackson

ladega students are Sandra Daniels '65, a modern language major; Beverly Odom '66, English; Margaret Reddick '66, music; James Hartsfield '66, chemistry; William Gordon '65, math-physics, and Kenneth Washington '66, English. The men will stay at International House.

Visiting Sweet Briar are Faith Holsaert '66 and Prudence Poppink '66. They will return with Harriette Dodson and Natalie Lemmon.

The Exchange program features a dinner with Miss Park on Sunday and visits to the homes of commuters and Professor of Sociology Gladys Meyer.

Monday morning, delegates will view local housing projects and schools. Tuesday they will attend a theatre and dinner party with Columbia and Barnard escorts.

Workshops and discussions will cover such topics as "Students' Role in Racial Crisis," "The Negro and the Building Trades Unions," and "The Negro and Public Welfare." Times, speakers and room assignments for these events will appear in next week's Bulletin.

AABC Offers \$1600 Grad. Fellowship

The Associate Alumnae of Barnard College are offering for the second time a fellowship for graduate study to a Barnard graduate who shows exceptional promise in her chosen field of work. The fellowship for 1964-65 will be in the amount of \$1,600.

Applications may be obtained at the Alumnae Office, 118 Milbank. Deadline for filing the applications is March 1, 1964. The winner, whose name will be announced at the annual awards Assembly, will be chosen by the Associate Alumnae Fellowship and Loan Fund Committee.

The winner of the 1963-64 fellowship was Terry Eve Rogers '63, who is enrolled as a doctoral candidate in the department of economics at Princeton University. She is the first, and only woman in the department.

Law Lauds Registration Change; Students Finish In 10 Minutes

by Philippa Newfield

The new system of registration employed last Monday and Tuesday for the spring term is a significant first during Barnard's seventy-fifth anniversary cele-



Mrs. Helen Law

bration, according to Registrar Helen Law.

Received favorably by aides and students, this system enables each student to complete registration within five to ten minutes. Four stands as the record "low." Packets of registration material had been distributed before the end of the last term so that program cards, bursar's slips and elective cards were completed before the students reached the gym at assigned times.

Once on the floor, the cards were merely double-checked. Each tentative program had previously been examined by the Registrar's Office to correct errors in point totals, course clearance and irregularities attendant on program planning.

The process was further facilitated by a check station situated

outside the gym which gave students pre-registration clearance on fines, convocation fees, housing and tuition payments. Because this eliminated the need to deal with such problems right on the floor, "the awful pressure of long lines" was alleviated. Girls went through the clearance station, the program-card check and the bursar approval at the rate of 120 per hour. Spacing so that there was never a serious bottleneck at any one time contributed to the quiet and relaxed atmosphere of the gym.

The major problem resulting from the new system was that of student time assignments. Since this was the initial attempt at speed-registration, Mrs. Law did not permit time changes or exchanges. Those students who did

not register at least on their appointed day, if not hour, were charged the regular \$15 late fee. However, letters submitted by penalized students stating reasons of illness or conflicting job hours will be taken into consideration by the Registrar.

For the future, Mrs. Law plans to schedule an "Adjustment Day" before registration on which students may change their appointed time with serious reason. Despite these cases of illness, conflict and negligence, the majority of students did appear at their assigned times. "If the students want to see the system work, they will have to cooperate," Mrs. Law concluded.

A slight congestion was encountered during the 12 to 1:30 (See LUNCH HOUR, Page 4)



Students have short wait under new system.

Barnard Bulletin

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EDITOR-IN-CHIEF — ANN FLEISHER
BUSINESS MANAGER — Marjorie Schulte

MANAGING EDITOR Loraine Botkin
EDITORIALS EDITOR Mada Levine
NEWS EDITOR Naomi Weintraub
FEATURE EDITOR Shoshanna Sofaer

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Gail Dane, Sylvia Lerman, Rita Schneider, Ellen Youngelson

EXECUTIVE EDITORS OF THE DAY: Loraine Botkin, Naomi Weintraub

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Painless!

There's only one thing wrong with pre-registration — it eliminates a headache that has been the source of **Bulletin** editorials at the beginning of every semester every year. The plan worked so well we'll have to find something else to talk about early in the semester.

The idea was a welcome one, to say the least. The organization was excellent. And best of all, it worked! Barnard discovered, at long last, that it is possible for students to pay fines, have their course cards checked and sign their bursar's receipts in something less than fifteen minutes. We've set a record that not even Columbia can beat.

Next thing you know we'll be mailing all our registration forms to school.

Sad Story

More painful than the new system of registering was the old system for taking examinations. Exams have never been completely free of discomfort, but this year the pain seemed to affect not only the students taking the exams, but also the ones who were proctoring them — the ones who showed up, that is.

It is difficult to explain a complete change in attitude on the part of the members of the Board of Proctors, an honorary organization. What was once regarded as an honor seemed this year more of a bother and an embarrassment. The situation was so serious that many Proctors did not appear at their posts.

Did Proctors find it difficult to enforce an Honor System they perhaps do not wholeheartedly believe in? Were they unaware of precisely what the rules were regarding which papers may be taken out of examination rooms and which may not? Were Proctors, like many other Barnard students, concerned about their own exams and did they resent the three or six hours they had to spend watching others?

Whatever the reason for the apparent dissatisfaction, if we are to continue to depend on student Proctors to supervise examinations under whatever Honor System we have, these students must have enough of a role in formulating the procedure of exam-taking that they know and understand the rules and are honored to be asked to enforce them.

Old Play, New Cast

Student Exchange is here again. Although we would have preferred a more direct, action-oriented program for Barnard's fourth effort on behalf of integration, we hope the student body will take part in the program that has been planned. Perhaps from

this year's Exchange will come the impetus for a Barnard-run action program in Morningside Heights, a shining example of a neighborhood that has received no benefits from the supposed idealism of college students.

Seven-Barnard students have been given the opportunity to study two environments, vastly different from each other and from New York City. Eight Southern students will be discovering New York and its racial problems during the week to come. We can learn something from the fifteen direct participants in the Exchange by attending the panel discussions and talking to the delegates while they are on the campus.

The students at Talladega College are quite active in the struggle for equal rights for Negroes. Moreover, the participation of three male students from that school could add new perspective to the by-now-familiar discussions of integration. These new stimuli can be productive, if we use them well.

— Letters — To The Editor

To the Editor:

With reference to the 75th Anniversary dinner, we wish to voice our grievance concerning the conventional requirements of polite behavior. The announcement of the dinner was made at the Convocation assembly in September. Since the announcement was made to an assemblage of students, who are in attendance during this festive year, we assumed such a dinner would at least in part be for the students. Subsequent events have demonstrated to us the fallacy of our reasoning and we here publicly display the incriminating evidence.

1. The dinner was held January 22, the first week of final examinations when we are pre-terminated to study and take exams. With 75 years anticipation of the occasion we assume plans and arrangements should have been possible, either for other dates or with other socially reputable establishments. Queen Frederika was in America until February 2; we therefore assume Dean Rusk will be in this country only on January 22.

2. The dinner was arranged for 1,500 people. Students and their parents received approximately 4,500 invitations, and alumnae for the past 10 years approximately 2,500 (we do not presume alumnae for the total 75 years were included). Trustees and administrators were also invited. Thus we calculate that the inviters mailed out, at least 5,000 moments at 5c each.

Therefore since we did not wish to inconvenience the arrangements by overcrowding, since we do wish to take our exams, and since many out of town parents could not commute in for Wednesday night, we shall not attend this memorable event and we hope the hostess will not judge that by students attendance of less than 100, we do not wish such activities to be similarly planned for the students in the future.

Judie Yannello '64
Barbara Benson '65
Nancy Mittelsteadt '64

EXAM TAKING 'LAX'

To the Editor:

I am proud to be an alumna of Barnard College. Like many other alumnae, I have been surprised but pleased by many of the changes that have occurred at Barnard since I was a student.

However, one change which appalled me was the laxity with which some students were taking final examinations.

During the first week of the examination period in January, I attempted to climb from the first to the second floor of Milbank Hall by means of the main stair case. I found myself running through an obstacle course with no cooperation from the human obstacles — Barnard students taking their ease with bluebooks. They were not sitting demurely, not even sitting, but lying sprawled across two or three steps, surrounded by lesser obstacles such as mammoth pocketbooks, spilled paper cups of coffee, and heaps of cigarette butts. This is not hyperbole; a snapshot would show this startling scene more lucidly.

If a Barnard student cannot withstand the rigors of a three-hour examination sitting down, without props, how can she expect to stand up to the rigors of life with any measure of success?

February 3, 1964

Barnard 1952

The Straphanger

by Loraine Botkin

Barnard's Honor System may extend as far as beware-someone-is - watching - so - don't - scrawl - notes-in-the-john. But, the squeal system here cannot possibly match the eagle eyes stationed in the Columbia gym during exams.

We made our first mistake by signing up for a Columbia course. It took all semester to memorize the IBM number. Our second error was in forgetting where Columbia College exams are given—the dirty, airless, crowded GYM. Three hours in a medieval torture chamber is almost comparable to taking an exam in the gym across the street.

We had a premonition of impending disaster as proctors, i.e. wardens, handed us our ration of prison gray exam books and exams-under-seal. The proctors all appeared ready to frisk the first student who blinked the wrong way.

An orange card pointed us to our section and seat number. The seats turned out to be as comfortable as the waiting room benches at Grand Central Station, and calculated to undo all the lessons learned in Body Mechanics within ten minutes.

Opportunity For Study Beckons

by Nancy Klein

There are still a few weeks before transcripts are issued — a few weeks in which to plan for next year OUT of the country. Opportunities abound, for study, for work and for play abroad. The passport to escape is a postcard to any of the following programs.

French Study

If the summer provides sufficient respite, three study- and work-travel programs are seeking applicants. The Institut d'Etudes Francaises d'Avignon under the auspices of Bryn Mawr has a curriculum of general and advanced courses in French language and literature, history and art — and family living in Avignon. After trying on a new family for size, students will travel across country before returning to the United States. Students who have completed the equivalent of three years of college French may apply to Dr. Michel Guggenheim, Bryn Mawr College, Bryn Mawr, Pa. Students contemplating careers involving a knowledge of France or the French language will receive preference. Applications must be submitted before March 1, 1964.

Hawaii Calls

A second summer travel program is being offered at the University of Hawaii Summer Session. The program allows special rates for students and teachers on the 47 day tour. In addition to sightseeing trips, cruises and beach activities, students can attend classes at the University of Hawaii and earn transferable credits. The tour departs June 25, 1964 from Los Angeles and San Francisco. Those interested should contact Dr. Robert E. Cralle, Executive Director, Adler University Study Tour to Hawaii, 345 Stockton Street, San Francisco 8, California. Application forms and the 24 page bulletin should be requested.

(See FOREIGN, Page 3)

We began filling out forms by writing "Economics C3985x" several times. By the time we finished, writers' cramp had set in. Then, a screeching bell announced we could open our sealed envelopes. Every alternated seat one in our immediate vicinity had different exams. Evidently, Columbia fears extra-ordinary far-sightedness on the part of its students.

Although we never thought for a minute of cheating, the proctors aroused guilt feelings. Back and forth they paced, eyeing each one of us as they breathed down the backs of our necks. Everytime we looked up a moment, a proctor rushed beside us flashing an executioner's smile full of condemnation and contempt. "Don't look up or they'll pounce. It's better to get a stiff neck," we muttered to ourself. Funny that the proctors failed to realize that the Chemistry, CMU6-1000 answers near us would not explain Henry's Clay's American System.

In the past we had found the Columbia gym revolting enough during a basketball game when its total lack of ventilation enhanced the natural aroma of athletes. But, the passions of basketball players and fans didn't add up to the odors emanating from five-hundred nervous exam takers. Imagine a cross between Secaucus pig farms and New York subways at five p.m. on a sweltering summer's day. Well, Subpig No. 3 was the perfume filling the gym during exams. After a short time, we could not look up any more; we were forced to bury our noses in the gray books.

Not only was the gym a perfect vacuum, but RCA records would pay thousands of dollars to have such an excellent sound chamber. Every cough, sneeze, and chair scrape rang out loud and clear. Contributing to the music was the loudspeaker system.

"Psychology C1234x, omit question 4, sub-section z, page 5." Psychology C1234x, omit question 4, sub-section z, page 5. Correction Psychology C1234x, page 4. Correction Psychology C1235x, page 4."

None of this helped us to remember the number of bales of cotton produced in 1854 in Shreveport, Louisiana.

After two and a half hours we ran, not walked, to the nearest exit. We couldn't bear another half hour, nor did we bother to re-read our exam. True, we had finally figured out that C1234x bales of cotton, correction C1235x bales, were produced. But, we were certain that if we stuck around, Pavlov's dog would end up on our paper as Washington's first secretary of the treasury.

Poet's Corner

"Time and Fate"

by Arthur Ingraham

Tiny little ants that crawl
Lo! so low at my feet,
What proof have I — none at all —
I won't their same fate meet?
Under foot, as under sky,
Lo! time and fate contend
To bring the same to ant and I —
No difference in the end!



Miss Park Optimistic About Future, Sees Need For Women's Education

by Ann Fleisher

Barnard's task for the future consists of becoming "the most demanding intellectual experience available" to women, President Rosemary Park stated in an interview on the eve of the opening of Barnard's Seventy-fifth Anniversary celebration.

The changes to be made to meet this challenge, Miss Park explained, are not just the quantitative change of making students read more books, but they involve "making more meaningful and more profound the kind of studying they do," and creating "the most sophisticated environment" at Barnard.

Conviction Counts

Discussing the future of liberal arts education in light of recent articles suggesting that this type of education is on the demise, the Barnard President noted that the only real danger lies in "lack of conviction" on the part of those involved with liberal arts colleges.

"If the people engaged in it begin to ask if we have any relevance," she continued, "then we can't convince other people that we do."

Miss Park noted that support for liberal arts colleges among businesses is "not dying" but is increasing every year. "Businesses, especially large firms," she explained, "want the broad background that a liberal arts education gives."

Endless Progress

The difficulty of specialization, she stated, is that special skills frequently lose their market value. Liberal arts, on the other hand, prepares a student with both skills and general background.

Moreover, the phenomenon of improved high school preparation and increased pressures to go to graduate schools, viewed with great pessimism by some people in liberal arts, does not "circumscribe" the role of the four-year college, Miss Park averred; rather it implies that "we can go on endlessly in any direction."

Referring to Barnard's unique position in the University, Miss Park stated that she would not "look forward to amalgamation of the two institutions," but noted that the special education of women can be "especially meaningful" in the "shadow" of a great university.

Special Function

Women's education has a particular and necessary function, according to Miss Park. That is, to get women to realize they have a separate function to fulfill in addition to their roles in their homes. "We need them to run the economy," she exclaimed. "We don't want them sitting home biting their nails."

The education per se need not be different, she stated, but the "peripheral attitude" must be. "Women are being discouraged and are discouraging themselves from getting the fullest education and putting it to the fullest use," she explained. This is a problem that must be discussed; Miss Park insisted, "and you won't get it discussed very thoroughly if there are no women's colleges."



Rusk Makes Major Address At Dinner

Barnard's Seventy-fifth Anniversary celebration began Wednesday, January 22, with the first major foreign policy address of the Johnson administration, the first performance of a song writ-

ten especially for the College and the presentation of the first honorary degree given by Columbia in Barnard's name.

The day's events opened with a 4 p.m. Convocation in Low Rotunda at which University President Grayson Kirk presented Queen Frederika of Greece with a Doctor of Laws degree, *honoris causa*.

Combination Party

That evening, at a combination "birthday party - Thanksgiving dinner," as Barnard President Rosemary Park called the Waldorf gala, Secretary of State Dean Rusk announced to 1,500 dinner guests and a national radio and television audience that "the first purpose of our foreign policy, and of the military power which supports it, is to defend freedom — without war, if possible."

Must See Dangers

Secretary Rusk went on to discuss the details and implications of American foreign policy in several major trouble spots throughout the world, noting that "a realistic appraisal must take full account of dangers, some active, others latent."

The Secretary declared, in discussing recent Anglo-American conflicts over the sale of buses to the Castro regime, "we cannot accept the contention that trade with Cuba is comparable to ordinary trade with any communist country," on the basis that "the Castro regime represents an unacceptable intrusion of Marx-st-Leninism into the Western Hemisphere."

Cites Main Task

According to Secretary Rusk, "the main task before us is to build the strength and cohesion of the Free World." Means to this end, he suggested, would be "the further development of a closer partnership between the United States and a uniting Europe;" "lowering the artificial barriers to the flow of goods throughout the Free World;" and maintaining our foreign aid program in order to decrease the threat of additional crises.

Secretary Rusk's address was followed by the debut of "Barnard, Barnard," composed by Richard Rodgers in honor of the Anniversary, sung by the Columbia Choir.

A few short speeches and the presentation of a gold star to Mrs. Ogden Reid, introduced by Miss Park as "one of Barnard's patron saints," closed the evening.

The following Friday, Her Royal Highness Princess Irene, daughter of Queen Frederika, paid a surprise visit to the Barnard campus.

She was introduced to several Barnard students in President Park's office. Showing a good command of the English language and of American slang, Princess Irene answered questions on politics, Greek life and her personal background.

Her command of English, she (See PRINCESS, Page S3)

Smith, Vassar College Presidents Praise Diverse Types Of Education

(Editor's Note: The following letters were written in response to Bulletin's inquiries to the presidents of the other seven colleges concerning the value of separate education for women.)

Smith

To the Editor:

The Seventy-fifth Anniversary of Barnard College is indeed an occasion for pride and rejoicing in which I am delighted to join. As we honor the past, speculation about the future inevitably creeps in, and, again inevitably, that impossible old chestnut — "the future of woman's education" — raises its venerable head. This is a real curved ball, especially for anyone connected with a woman's college. It is fashionable and easy to take a called third strike, protesting quietly the while. To go down swinging, let alone to get any kind of a hit, is usually labelled as pure luck and robbing the pitcher. But here goes!

I assume we are talking about the separate college for women and that in question is not so much whether one of them so located as Barnard or Radcliffe should not go as coordinate as seems practicable but rather whether the rest of us, way off on (See SMITH, Page S-3)

Vassar

To the Editor:

You asked for an expression of my thoughts on the following questions:

1. Are women's colleges likely to be "swallowed up" by men's colleges?
2. Will they gradually die?
3. Or will there be growth and expansion in this field?
4. Does women's education provide a unique service that cannot be filled by a co-educational institution?

My answer to your first two questions is "No" and to the last two "Yes."

Independent education for women has proved its worth over the past century. The alumnae of the leading women's colleges have gained recognition in their communities and in their professions. Women's colleges can meet the special needs of women whose life patterns are different than those of men. Women of course can obtain an excellent education in a coeducational or coordinate

college or university but some young women find themselves second-class citizens in an institution primarily dedicated to the education of men. Others are distracted from involvement with the satisfactions of intellectual development by the need to appear feminine in the eyes of young men.

I believe that the richness of higher education in this country is in part dependent on the diversity it offers. Individuals are different and will thrive in different settings. I hope and believe that independent men's and women's colleges will continue to expand as will coeducational colleges and universities large and small. All are needed and each has its own strengths and its particular contributions to make. At a time when the need of liberally educated men and women is critical, it would be tragic if vigorous educational institutions with a tradition of excellence were all (See VASSAR, Page S-3)

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EDITOR-IN-CHIEF — ANN FLEISHER

BUSINESS MANAGER — Marjorie Schulte

MANAGING EDITOR Loraine Botkin

EDITORIALS EDITOR Mada Levine

NEWS EDITOR Naomi Weintraub

FEATURE EDITOR Shoshanna Sofaer

Anniversary Gift

After fear, trembling and a great deal of conversation, Barnard's Diamond Jubilee year is under way. There is still an opportunity for the students and the members of the faculty to make a joint contribution to the big year by preparing an extensive study on what Barnard can do to maintain its position in the years to come.

The contributors to this supplement, while differing on many points, agree that Barnard can look to the future with optimism. The College has fulfilled its role in the past, and by keeping pace with the changing needs of college women and the changing pressures of the times it can continue to provide a challenging liberal arts education to 1,500 women.

This is where we can make our contribution, for in some ways Barnard can provide more for its students. This, however, can only happen if we tell the administration what we think is needed.

One of the best places to start is with living conditions, since a community which must work as a unit might first try to live as a unit. To achieve this with our limited dormitory space, we would suggest having all freshmen who are able to, live in the dorms, with those upperclassmen who wish to filling up the remaining spaces. We would urge that 616 be reserved for seniors, from both out-of-state and New York. Those students who wished to live in apartments or rooms, whose parents consented to the arrangements, should be permitted to do so.

Beyond the simple logistics of the problem is the logic. Dormitories can be more than living quarters. They can be an arm of the intellectual life of the college and a source of great support for productive efforts in the community in which they are situated. To transform Barnard life requires ideas and carefully considered plans.

But time is needed. Time to talk informally about important ideas. Time to think beyond our own futures to the future of Barnard. Time to plan a new way of living here. And then time to enjoy Brahms Requiem in the music room, played and discussed by a music professor; or arguments about the relevance of conservatism; or tutor a neighborhood child on a Saturday morning.

Barnard might be able to provide the time by decreasing the course load and making each course offered just a little more challenging. Barnard might provide the inspiration by offering more seminars and smaller discussion classes and fewer lectures. If we believe that these changes would be improvements, we must speak out on their behalf firmly and continuously.

Barnard '64 Shares Ideal Of Founder: To Train Women For Role In World



Barnard's beginnings were modest. The College spent its first years in a brownstone on Madison Avenue, number 343 to be exact . . .

Seventy-five years ago, on October 7, 1889, several young women walked eagerly up the steps of 343 Madison Avenue. This was the opening day of Barnard College. It marked the culmination of years of effort by many men and women. It also marked the triumph of the idea that qualified women should have a college education. One of the champions of this idea was Frederick Augustus Porter Barnard, the educator for whom the college is named.

Barnard was a man with a remarkable number of talents. By

papers, had been a writer of poetry and a clergyman, a professor of mathematics and of philosophy, and President of the University of Mississippi at Oxford.

As President of Columbia College he began a campaign for college education of women. This specific goal was part of a belief that colleges should teach all applicants who had the ability as shown by examinations. The idea of college education for women was still highly controversial in 1879 when President Barnard first raised the issue. Many people sincerely believed that a college education would be too strenuous



. . . quarters may have been cramped at 343, but Barnard girls still pursued their studies seriously in an early chemistry lab or was it alchemy in 1895 . . .

for the female mind and body. Others felt women should get college training but not at a men's college.

However college education was available to women to some extent in the United States at this time. In 1834, Oberlin had been founded as a coeducational college. The University of Michigan, Boston University, and Cornell University began admitting women in the 1870's. In 1879, Harvard established the Annex, which later became Radcliffe. Several women's colleges had been established: Vassar opened in 1865; Smith and Wellesley opened about ten years later.

At this time New York City was almost the only metropolis which still had no provision for the higher education of women. To remedy this lack of opportunity, President Barnard proposed the admission of women to Columbia College in 1879. That year, plans for coeducation were defeated at the meeting of the Columbia Board of Trustees. Two years later the President wrote that he would favor either his original plan for coeducation at Columbia or the establishment of an annex arrangement similar to the "Annex" at Harvard. He pointed out that the Annex plan

had the financial disadvantage of a "very unnecessary increase of labor." Barnard did not live to see the opening of the college whose founders overcame these financial hardships.

Because of the opposition of some members of the Columbia Board of Trustees to the idea of coeducation, the sponsors of college education for women channeled their efforts toward the establishment of a women's college at Columbia College. Because of these efforts, Barnard College was finally established on April 1, 1889 by the Columbia Board of Trustees.

The charter founding Barnard College was a victory for women's education. However it presented many financial and administrative difficulties. Barnard College would have no financial aid from Columbia College. The sponsors of Barnard College would have to raise all funds. The building bought or rented by the Barnard Board of Trustees could be used only for classrooms and not for dormitories.

According to the charter, instruction at Barnard was to be given by Columbia teachers under arrangements which would not interfere with their work. This meant that Columbia had control of academic activity at Barnard, but this gave prestige to the new women's college. However, as the Barnard student body grew, this arrangement taxed the Columbia staff and was later changed, as were some of the stipulations concerning uses of funds.

The members of the Barnard Board of Trustees and friends of the newly-founded college worked together to raise the necessary funds to rent the building on Madison Avenue and to pay the coming year's expenses. The financial prob-



. . . in 1896 Barnard made the big move to Morningside Heights where the learning process was carried out amid more country-like and sociable surroundings . . .

lems of Barnard College by no means were ended with its opening in 1889. However, the many future financial crises were always met through the intensified efforts of its leaders and administrators and through the donations of Barnard alumnae and other friends of the college.

Since its opening seventy-five years ago, there have been many changes in Barnard. It has matured from an "Annex" to an independent women's college affiliated with Columbia University. The curriculum has changed considerably from a six course program consisting of mathematics, Latin, Greek, English and French offered in 1889. The graduating class has increased from 8 women from New York in 1893 to nearly 1,500 students from all parts of the world in 1964.



. . . Honeybears have never been able to keep out of politics. This picture from a December, 1938 issue of the New York Times shows a Barnard Government class calling on Mayor La Guardia before dropping in on a Board of Estimate meeting.



. . . Barnard Hall (or Students Hall as it was then known) was constructed in 1917 and made a larger Ella Weed library possible. In the 1920's even Barnard students reflected the "flapper look" with shingle hair cuts, cloche hats and raccoon coats . . .

1864, when he was elected the tenth President of Columbia College, he had taught the deaf and dumb, published several scientific



. . . the first Greek Games was in 1903 with a frosh-soph tug of war, but very soon all the trimmings of costumes, dancing, etc. had been added. In 1912 the dances were repeated on the lawn in front of Brooks Hall on Ivy Day . . .

Baxter Praises Role Of Women's Colleges

(Editor's Note: The following is in answer to a series of questions concerning the role of women's colleges and the future of liberal arts education.)

by Annette K. Baxter

The future of women's colleges has never looked brighter. The sole remaining subscribers in our society to the view that women's potential may not be exhausted by the roles of wife and mother, they even hold that spinsterhood is not a myth but a reality that can be put to rewarding advantage. Consequently, they favor an undergraduate program designed to prepare women for serious intellectual endeavor after college. With an alumnae body acting on these beliefs, the women's colleges will have all the proof needed of their vitality: female brains put to better and more frequent use.

Absence of Men

The principal advantage of a women's college is the absence of men. In the coeducational atmosphere, it is easy for natural inclination to triumph and for education to be regarded as a pleasant adjunct to the serious business of locating a promising male. But at Barnard the first student to boast an engagement ring is likely to be the first to plot against the possible onset of intellectual atrophy. She has already discovered a truth about education: that it is oftentimes a quite unnatural inclination, requiring deliberate cultivation and enormous self-discipline. In a culture which systematically distrusts the intellect of woman, the product of a woman's college is

better equipped to recognize and challenge that distrust. As for the principal disadvantage of a women's college, it is merely the absence of men.

Barnard-Columbia Relationship

Despite several attempts to modify the relationship, what



Mrs. Annette Kar Baxter

takes place between Barnard and Columbia has historically eluded all definition. In my opinion, the continuing health of both institutions will best be served by keeping things at least as confused as they are at present.

Liberal arts schools should remain in existence because they are almost the only institutional embodiments in our culture of the disinterested life of the mind.

While methods and approaches can be flexible, Barnard's future educational philosophy should be no different in essentials from what it has been in the past. If it does not remain liberal arts, it will no longer be Barnard.

Smith...

(Continued from Page S-1)

our own, can, will, or should survive. Let me first set out some assumptions that are almost as sure as facts and then derive some personal prejudices from them.

Statistics already show that this country is determined to make available educational opportunity past the 12th grade to more young people than ever before in the history of the world (Already the figure stands at 42% of the age group, and is likely to double in the next ten years.). From this ideal stems my first fact: the United States will need all the colleges and universities it now has and many more to handle this horde. My second fact is that it is more realistic, easier, and cheaper for a man's college to take in women than for a women's college to take in men. Cheaper because the additional needs for women students would run considerably less than the gymnasium and athletic fields the men would doubtless expect. More realistic and easier because, let's face it, able young women would apply immediately and in greater number to Williams or Dartmouth if given the opportunity than would be the case with young men if Vassar or Smith suddenly decided to take them in. (This, I maintain, is the fact of the matter, and not to be disproved by the few wags now located at Columbia or Yale who may read it in your Bulletin and immediately apply to transfer here!)

Now follow my prejudices. I believe that a liberal arts college for women, strategically located both in relation to concentrations

of young men and, more importantly, near other educational resources, that is large enough to achieve the variety and flexibility of curricular resource that is essential for the future, such an institution not only can but should survive. It should survive because institutions of quality are always in short supply and because the educational alternatives represented by the liberal arts must not be allowed to disappear in the face of specialization and vocational training.

It should survive because a coeducational or even a coordinate college is not necessarily the only kind of institution nor even the ideally perfect one (At this point I hear the hatchets being honed!). The presence of the other sex is not necessarily the perfect partner or catalyst for the serious business of education which should be the first purpose of the expensive faculty and plant which today's college now represents. The "romantic intemperance" of many a coeducational campus, the second-class citizenship which may so easily become the young woman's lot there, surely these would argue that the liberal arts college for women is still a viable alternative.

These then are my prejudices. So it is not as one who is about to go under that I salute Barnard but as one who tries to speak for an institution which hopes to share with her for some years to come the pioneering excitement that still pervades the great adventure of higher education for women in this country.

Thomas C. Mendenhall
Smith College

Alumna Finds Barnard-Type Education Ideal For Women

by Marian Kirsch

Questioned about the merits of separate women's colleges as opposed to co-ed institutions, Mrs. Edith Sornborn Isaacs, Barnard '06, replied that she thinks a partly integrated college is "an excellent compromise."

Mrs. Isaacs is the widow of the late Stanley M. Isaacs, former Borough President of Manhattan, and subsequently Minority Leader of the New York City Council. She believes that Barnard and other schools of its type, while providing women with a top-notch education, have the academic and social advantages of a large university available to them.

She does not approve of a women's college isolated from contact with men's schools. "Four years is a long time for girls to be completely segregated." Thus, while Mrs. Isaacs gives first preference to a partly integrated women's college, she definitely favors a wholly integrated to a wholly segregated school. Social rather than academic considerations led her to this choice.

"In my day no one ever thought of integrating Barnard and Columbia," said Mrs. Isaacs. Over soup, poached eggs and ice cream she discussed "those four wonderful years" at Barnard. "Barnard was practically all of my life," revealed the woman who, while maintaining grades that won her a Phi Beta Kappa

Princess...

(Continued from Page S1)

explained, was the result of having had an English nurse. Apparently more at ease than her questioners, she stated that she also spoke Greek and German and had studied French, but "I don't think I'll ever speak it."

She discussed with animation her first state visit, a tour last year of Cyprus, explaining that the cooperation she saw there between Greeks and Turks made it difficult for her to understand the present conflict.

After examining a display of pictures showing the history of Greek Games at Barnard, prepared by Miss Esther Greene, Librarian, Princess Irene visited the dormitories, accompanied by several students.

key, found time to participate in extra-curricular activities ranging from basketball to Bulletin to writing and acting in plays.

She noted that "males appeared on the horizon only at dances, which were very stiff and not much fun." Mrs. Isaacs and her classmates, after pinning on the usual violet corsages from their dates, were escorted to Barnard dances in horse-drawn cabs.

"Stanley went to Columbia," said Mrs. Isaacs, "and we used to meet on street-cars. I wonder if meeting him in classrooms might not have had a slightly disturbing effect on my grades."

Mrs. Isaacs, who recently returned to Barnard to take a short story writing course, noted that in her college days there was more freedom in the choice of courses, although the overall selection was not nearly as great as it is today.

She believes that Barnard and other women's colleges should continue to concentrate on liberal arts, but should also introduce practical courses, such as child care and typing, whether for credit or not. She also feels that a woman preparing for a profession should have the opportunity to take some specialized courses in her last two years of college.

Mrs. Isaacs favors the professional option programs. She stated that two years of straight liberal arts is sufficient for most women; "four years is a nice luxury, for which many have neither time nor money to spend."

Although Mrs. Isaacs believes that a women's college still has a place in today's society, she "would not feel too sorry if colleges were completely integrated." She particularly feels that merging with universities would give students opportunities to share in increased financial aid sources.

This Barnard alumna does not foresee any extensive curricular changes in a co-ed school; she believes that the philosophy of education is basically the same for men and women. She thinks that both sexes are in need of such fundamentals as more training in grammar and spelling.

In her thoughts on Barnard's future, Mrs. Isaacs included the



Photo by Sandy Kirsch

Mrs. Edith Isaacs relaxes in drawing room of Manhattan home as she conducts interview with Bulletin reporter. Portraits of her late husband, Stanley M. Isaacs surround her, while faithful dog Sheilah sleeps peacefully on Oriental rug at her feet.

future of women's colleges in general: "Barnard will survive if the demand for four years of liberal arts continues. Otherwise, Barnard will change with the times."

Vassar

(Continued from Page S-1)

allowed to die out. It is the unique responsibility of the women's colleges to chart the means by which the needs of our society for liberally educated women can best be met. It is women who, as mothers, teachers, and community workers and leaders, determine the cultural climate in which the present and future generations will reach maturity.

Independent education for women has its contributions to make. If it faces and meets its particular challenge, I am convinced that it will neither be "swallowed up" nor "die."

Cordially, and sincerely,
Sarah Gibson Blanding,
Vassar College



Barnard leadership: In 1900 Dean Emily Smith Putnam was the chief negotiator of the Barnard-Columbia agreement which stated that Barnard would remain financially independent and would have its own Dean and faculty, even though the President of the University would grant all degrees. In 1964 President Rosemary Park was hostess at the College's 75th Anniversary Dinner which featured honored guests, Queen Frederika and Princess Irene of Greece and Secretary of State Dean Rusk.



Lorches Applaud Columbia Ties, Oppose Separate Women's Education

by Sharon Zukin

Professor Edgar Lorch of Columbia's Mathematics Department and Mrs. Maristella Lorch, head of the Barnard Italian Department, agree in their desire for the highest quality of education at Barnard College.

To Mrs. Lorch, "whatever is done for a good educational purpose — whether we collaborate with Columbia or not — is right. But I cannot justify action to maintain Barnard separate from the University merely for the sake of women's education."

Mr. Lorch expressed his view of Barnard's place in the Columbia community as follows: "It isn't exclusively a question of



Mrs. Maristella Lorch

sociate professors instead of one Barnard professor. Departments with low budgets find integration useful in maintaining a high standard of instruction, she noted.

Both Lorches compared non-coeducational institutions, "an American phenomenon inherited from the Anglo-Saxon tradition," with European universities, where no distinction is made between male and female students. Mrs. Lorch, who was raised and educated under this system, finds the best chance for intellectual development in a coeducational school.

Coeducation provides an intellectual challenge both to men and women: "there is an advantage, academically and intellectually, to training women with men from the beginning." She disapproves of the emphasis in America on the "social" values of coeducation: "where boys and girls face books together, writing and solving problems together, there is the healthiest kind of school."

Mr. Lorch finds talk of merging Columbia with Barnard like that in Texas when it joined the Union." Despite the supposition that Barnard would lose its individual identity in increased collaboration with Columbia, Mr. Lorch is confident that Barnard's administration is able enough to tackle any problems.

The Lorches feel that in the future higher education will be coeducational. This "splendid sign of American tradition" will pass away gradually; the stronger non-coed schools will hold out. Mr. Lorch pointed out that no one-sex colleges have been founded recently.

In the meantime, Professor and Mrs. Lorch anticipate increased collaboration in Barnard-Columbia departments and more freedom for Barnard students in the University community.



The scenery has changed and so has the cast, but more than a century later, Barnard students still enjoy sitting in the jungle, reading or just thinking. The Bermuda shorts would probably have shocked members of the Class of '93, but so would the prospect of a female candidate for President of the United States. The world has changed, and so has Barnard. Just as the United States, according to its Secretary of State, is now facing a crucial decade, the ten years beyond its Seventy-fifth Anniversary will be crucial ones for Barnard.

STAFF FOR THIS ISSUE

Lorraine Botkin, Ann Fleisher, Marian Kirsch, Phyllis Klein, Bernice Moff, Naomi Weintraub, Sharon Zukin.



Professor Edgar Lorch

cooperation with Columbia College but with Columbia University. I fully agree with statements that a source of strength for Barnard is its closeness to the University."

Mrs. Lorch believes that when a women's college is near a big university, the college should thrive in the university circle. Juniors and seniors should be exposed to the graduate schools. The "variety and distinction" of the Columbia faculty (including many visiting professors) would prove a beneficial stimulant to Barnard students.

"If we remain in a small environment," said Mrs. Lorch, "we grow provincial without wanting to." Mrs. Lorch stated that she has "great faith" in women providing education for other women," but a faculty composed mainly of one sex is not sufficiently stimulating in a non-coeducational school.

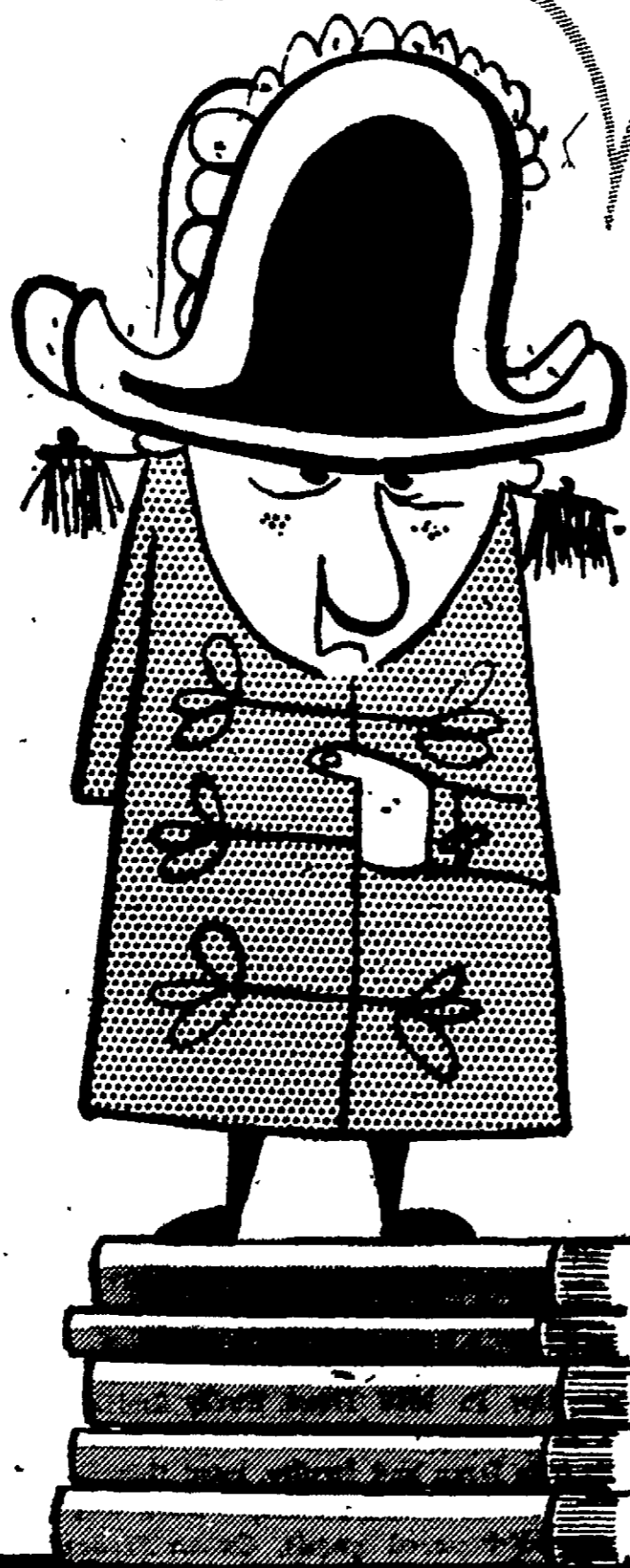
Both Professor and Mrs. Lorch believe that the Barnard student should be able to select courses for credit in other schools of the University. Mr. Lorch stated that Barnard girls do well in Columbia courses; both the Lorches commented that Barnard and Columbia students are equally intelligent, but have different strengths.

Male students add further dimensions to a course besides adding realism; later work in life is not segregated by sex, for women have to deal with men in their careers. Mr. Lorch pointed out the futility of "separate but equal" educational facilities for women.

Mr. Lorch also noted two advantages to collaboration with Columbia College: the quality of instruction is improved because of the increased size of the department, and the facilities are expanded. He cited mathematics and physics as two well-integrated departments.

Mrs. Lorch agreed that a small Barnard department has much to gain in collaboration with Columbia. She spoke of her own department, which has four as-

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Foreign Study, Work Programs Offer Exciting Opportunities

Miss Jimmie Kimmey, Instructor in Government at Barnard, will host a series of five programs on the "American Character" on the WNEW-TV, channel 5, program, **Columbia Seminars**, during the week of February 10-14 from 7:30-8 a.m. Five distinguished guests, including Miss Rosemary Park and two other members of the Columbia University faculty, will appear on the program to discuss the people of the United States and their institutions with emphasis on how their "character" affects the country's international position.

On Monday, February 10, Louis Henkin, Hamilton Fish Professor of International Law and Diplomacy at Columbia, will examine "Our Changing Constitution." The following day, Miss Park will talk with Miss Kimmey on the topic, "Educating Americans for World Leadership."

The Tragic Flaw: Racism" is the Subject for Wednesday's discussion with Whitney M. Young Jr., Executive Director of the National Urban League. The program will center around the impact of American race problems on foreign relations.

Thursday's guest is David B. Truman, Dean of Columbia College and President-Elect of the American Political Science Association. He will consider the question: "Is the American Two-

Party System Exportable?" Friday, the series will conclude as Richard H. Rovere, Washington Correspondent of the New Yorker Magazine, discusses "Public Opinion and Public Policy."

Professor Henkin is the author of a book on the constitutional problems of "Arms Control and Inspection in American Law." He is a member of the Bars of New York State and the Supreme Court and serves as United States Member of the Permanent Court of Arbitration. He also serves as a consultant to several government agencies, including the United States Arms Control and Disarmament Agency.

In addition to her duties as President of Barnard, Miss Park is a Director of the Association of American Colleges, the American Council on Education, and the American Council for Emigrés in the Professions, Inc. She is also a trustee of Phi Beta Kappa Foundation and of the New School for Social Research.

Mr. Young, formerly Dean of the Atlanta University School of Social Work, was among the ten leaders responsible for the August 28 March on Washington and is presently a member of the President's Committee on Youth Employment and the President's Committee on Equal Opportunity in the Armed Forces. Dean Truman is author of "The Governmental Process" and "The Congressional Party."

One of the United States' most respected political and social commentators, Mr. Rovere has contributed articles to Harpers', the New York Times, and Esquire. He is also the author of several books, one in collaboration with Arthur Schlesinger, Jr.

Miss Kimmey was formerly a Research Associate of the Columbia Institute of War and Peace Studies.

(Continued from Page 2)
Mexico has been added to the International Student Travel Center's program for 1964. Jobs can be procured in Puerto Vallarta, Colima, Guadalajara, Puebla, Queretaro and Mexico City. Job openings include ranch work, hospital and child care, chauffeuring, landscape gardening, medical research and others. The work may last from one to two months. Pay will cover at least room and board and pocket money.

There is no deadline for joining; jobs are assigned on a first-come, first-served basis. The program operates on a year-round basis. Interested students should contact the Placement Office, the Spanish, French or German departments or write to ISTC, 39 Cortlandt Street, New York, New York 10027.

Israel Program

Professor Oscar I. Janowsky of City College of New York has announced that the American Student Program for one year study at the Hebrew University of Jerusalem will again be offered next year. Applicants must have completed at least two years in an undergraduate school and must have an elementary knowledge of Hebrew.

A number of partial scholarships are available from the Abe Wouk Foundation. During the first four months students are taught Hebrew at Upan on the Hebrew University campus. The following eight months are spent pursuing studies with the University's student body.

American students share dormitory rooms with Israeli students. Special trips to places of historic and contemporary interest will be arranged. The estimated cost is about \$2,200. For information, write to the American Student Program Committee, c/o American Friends of the Hebrew

University, 11 East 69th Street, New York, New York 10021.

European Studies

Finally, the Institute of European Studies is offering nine scholarships for study at its centers in Paris, Vienna and Freiburg. The scholarships will be awarded on the basis of academic achievement, financial need, and recommendation by the applicant's college. The program is intended especially for outstanding students in history, political science, international relations, literature, philosophy, psychology, German and French languages.

Students interested in the Paris program must have attained junior standing, a B average, and at least one year of college French. A choice of German- or English-taught courses is offered in Vienna. Sophomore or junior standing is required; a previous knowledge of German is preferred. Those interested in the Freiburg program must have completed Intermediate German and have junior standing and a minimum average of B. For further information write to the Institute of European Studies, 35 E. Wacker Drive, Chicago, Illinois.

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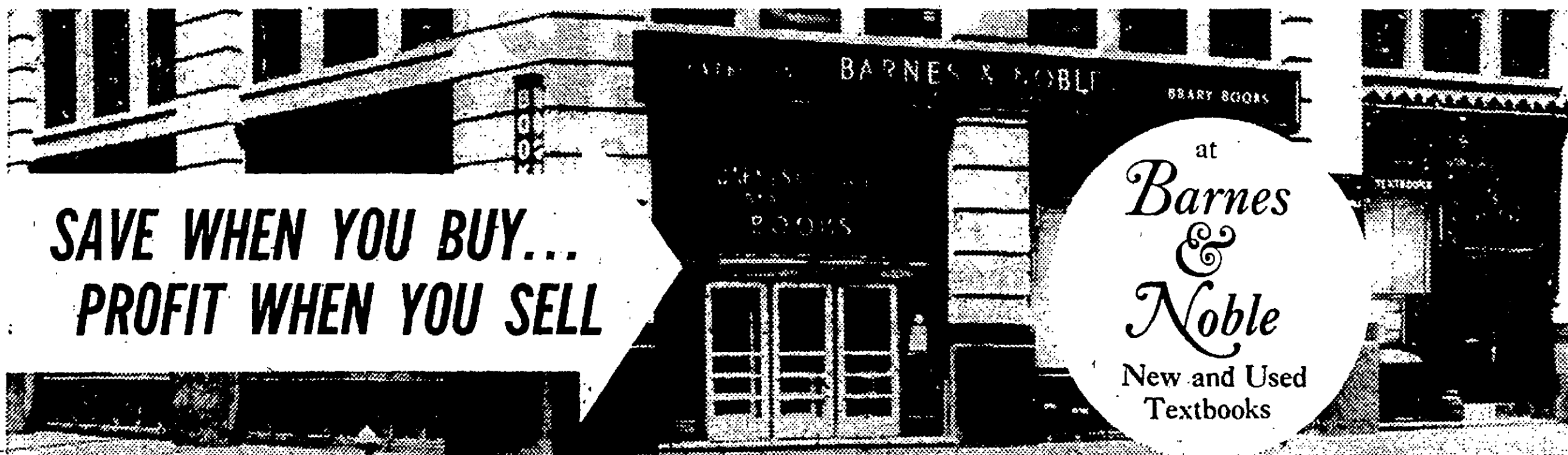
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Lunch Hour Congestion...

(Continued from Page 1)

lunch hour when some of the program checkers went to lunch. A readjustment in time assignment will have to be made to lessen the crowd at that time. This might be accomplished by scheduling forty girls per quarter hour rather than the regular thirty. Bursar Frances Barry experienced this noontime bottleneck but commended the general lack of congestion since the girls could not come into the gym until their fines and tuition payments had been settled.

The Registrar's Office is "pleased enough with the system to try to keep it," according to Mrs. Law. The September registration will present different problems from the spring term in that there are usually so many changes after filing the tentative program cards in May as to make pre-registration checks futile.

However, Mrs. Law hopes to retain the time appointments since they reduced the congestion significantly. Fall term registration will be the "test" of the new system, the determining factor as to whether it will be retained and to what extent.

Visiting Profs. Teach...

(Continued from Page 1)

tor of Britain's "New Statesman" from 1952 to 1961, came to Barnard that year as Barnard's third Gildersleeve professor. She taught special courses in Scottish literature and literary criticism as she will this spring. She will also teach a section of freshman English. **Robert Louis Stevenson, Life Among the Scots, and Mountain Holiday** were written by Miss Adam Smith. In 1962 Aberdeen University awarded her an honorary degree, and in 1963 Miss Adam Smith was Walter Scott lecturer at Edinburgh University. She has also been a regular member of the B.B.C. program "The Critics."

New Lecturers

Five additional appointments to the rank of lecturer have been made to the faculty for the spring semester: Mrs. Virginia Potter Held in philosophy; Mrs. Annette H. Hervey in botany; Mrs. Mireille Johnston in French; Miss Inga Ruth Leeds in sociology; and Anne Lake Prescott in English.

Bulletin Board

Bulletin Staff Meeting

There will be a required staff meeting of the Barnard Bulletin today at noon in the Bulletin office, Room 1, in the Annex.

College Assembly

President Rosemary Park will address the State of the College Assembly at 1 p.m. today in the Gymnasium.

Yavneh

Yavneh will hold a meeting today at 3:30 p.m. in the College Parlor.

Senior Dues

Senior dues must be paid this week. Send \$7.00 or a check for the same amount made out to Barnard College to Bonnie Menninger, care of Student Mail.

Executive Committee

There will be an Executive Committee meeting Friday at noon in 409 B. The committee will discuss plans for the referendum to be held this month. All interested students are urged to attend.

Russian Folk Dancing

There will be Russian folk dancing this evening from 6 to 8 p.m. in the James Room.



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WHAT'S NEW IN THE FEBRUARY ATLANTIC?

Vance Packard: "The Invasion of Privacy": Information is power. This revealing article shows how much and how and by whom it is being ferreted out about Americans.

"Exhibitionism": An expostulation by Ernst H. Gombrich, prompted in part by the decision to send the Venus de Milo to Japan for the Olympics.

"Is There a New Germany?": Martha Gellhorn reports on whether the younger generation in Germany could in time be responsible for "a new Germany".

PLUS AN ATLANTIC EXTRA

"The Ghastly Blank": Alan Moorehead describes the first exploration of the vast central part of Australia.

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