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BARNARD ALUMNAE



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BARNARD COLLEGE ALUMNAE MAGAZINE

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CONTENTS

PART OF THE INSTALLATION PROCESSION	Cover
THE FIRST ALUMNAE CONFERENCE	1
FIRST DAY OF THE CONFERENCE	2
SECOND DAY OF THE CONFERENCE	4
SPEECH OF DEAN CARMAN	4
A BARNARD HOLIDAY	6
SPEECH OF DEAN MCINTOSH	7
A FILIAL GIFT	9
BARNARD PUBLISHES	9
THRIFT SHOP	10
THE ENGLISH DEPARTMENT PRESENTS	11
BARNARD CLUBS	12
CLASS NOTES	14

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Dec. 19, 20, 21
Dec. 26, 27, 28
Jan. 2, 3, 4
Jan. 16, 17, 18
Jan. 23, 24, 25
March 19, 20, 21
March 26, 27, 28
May 14, 15, 16

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The First Barnard Alumnae Conference



Photographs by Margaret De Vecchi '51

Miss Palmer addressing the Alumnae Conference.

HISTORY WAS MADE in Barnard's Brinckerhoff Theater on Thursday, October 23, 1947, as the first meeting of the first Alumnae Conference was called to order by its imperturbable chairman, *Eleanor Hunsdon Grady '08*. Later we were to learn from the Weather Man that New York's hottest October day in recorded history had been in progress; but the interest and enthusiasm of the conferees only rose with the mercury.

Soon after nine a.m. alumnae began to converge—literally from the four corners of the land—upon the heights of Morningside. Neat plastic labels, distributed to registrants by the Alumnae Office staff, identified—across miles and years—alumnae who had long been but printed names in "The Barnard Clubs" and "Class Notes"—*Dorothy Kirchwey Brown '10* of Boston, *Mathilde Drachman Smith '21* of Berkeley, California, *Fanona Knox '26* of Williamsburg, Virginia, *Rosalin Melnick Reines '22* of Albany, *Gertrude Robin Kamin '25* of Pittsburgh, *Eleanor Houghton Letts '13* of Denver—to name but a handful.

Gertrude Schuyler Whitney '16, elected last spring to the Board of Directors, had come from her home in Milwaukee to attend the October meeting, and stayed on for the Conference. Scores of less remote and quite local alumnae had juggled professional schedules and domestic obligations to attend one or all of the sessions. The total registrations topped two hundred, with the largest number filling the Theater and jamming Hewitt Hall dining room on Thursday.

Starting only with a long-cherished plan of our late wise president, *Lily Murray Jones '05*, the Committee had labored without precedent, but to telling effect. The smooth progression of scheduled events showed efficient preparation for any eventuality. At the morning meetings, carefully "planted" questioners remained happily mute, for the alumnae—individually as well as in the mass—proved still articulate. (The impromptu appearance of Dean McIntosh, jumping up from the front row to answer a question from the floor, was an unscheduled pleasure.) Quick checking-in

of registrants for each of the meetings and prompt adherence to a careful plan left no room for flagging enthusiasm.

The necessity for selecting a time for the conference when the College would be in session so that classes could be visited and Faculty speakers conveniently available might have caused the regretted absence of some of Alma Mater's eager but traditionally busy daughters; but the drawing-power of the agenda and its sustained interest

amply justified the extraordinary effort made by so many alumnae to make their long-range plans include this latest important alumnae activity. And to those many of us who stole away from our jobs there was more than a hint of the good old days in the discussions in Milbank Hall and the walk to lunch through the Jungle, that brilliant autumn day. But enough of nostalgia. . . . This get-together was for discussion of current educational problems.

FIRST DAY OF THE CONFERENCE

The Thursday morning session dealt with admission requirements to the College, and counseling while in the College. The speakers were Miss Jean T. Palmer, in charge of Admissions; Dr. Virginia D. Harrington, in charge of Student Organizations and Social Affairs; and Dr. Lorna McGuire, who is Freshman Adviser.

To mothers of college-age daughters, and to the many other people who want an answer to the mystifying question—what makes a successful applicant for admission to college?—Miss Palmer's talk was very enlightening. The successful applicant, she said, is the one who can convince the Admissions Committee that she can carry the work at Barnard and that she will be an asset to the College. For the Admissions Committee the problem is how to reduce the number of candidates down to the available places. And that is quite a job in view of the large number of applicants.

While the College does not require a specific average, it does pay heed to high marks. But more important than her marks is what the school says about a student; also her rank in her class. Extra-curricular activities are considered a good indication of a student's potential contribution to the College. Was she the president of her class; or the president of the chess club? Barnard has always tried to have a representative student body. More than half of the students are from the metropolitan area; the rest from outside, with wide state representation, and even from countries abroad (twenty-five countries are now represented). More than three-fifths of the students are from public schools. The student body has a variety of background,—on many levels, including the economic.

Among the entrance requirements Miss Palmer discussed College Board scores, which she said are important from a negative rather than a positive standpoint. If a student is below average in the scholastic aptitude tests her chances for success are poor,—unless there is an evaluation from the school which indicates that it is worth taking a chance. There followed discussion about the divergence between scholastic aptitude tests and IQ tests, or the correlation between the verbal scholastic aptitude test and the Binet test, and types of personality tests which are used in some institutions. This alumna was totally out of her depth in this area. She just thanked her stars that she had been admitted to Barnard, whatever the technical criteria.

Dr. Lorna McGuire, the Freshman Adviser, outlined the counseling system for Barnard students. She emphasized the value of having counselors who were teachers as well,—as at Barnard. The curriculum is the framework within which the adviser must work, since there are specific re-



Dean McIntosh and Eleanor Hunsdon Grady '08

quirements to be fulfilled by every student. But student needs are carefully considered. Some students take music lessons, or ballet lessons outside the college work; others carry jobs. One student, for example, is a member of the cast of *Brigadoon*. Their programs must be planned accordingly.

The adviser respects the student's decision when she is convinced that it is wisely arrived at. She guides rather than dictates. She keeps the student from an excessive concentration in her major field, or from taking a too burdensome program. She guides the student so that she may get a wide knowledge of other fields. The student with only general interests is often bewildered about the economic use of her general education. Miss McGuire felt that Barnard has done much to advance economic counseling but that much remained to be done in that field.



Virginia Harrington '24 and Joan Carey Zier '44

Dr. Virginia D. Harrington who was the third speaker at the morning session guides the students' extra-curricular, non-academic activities. It is her job with the help of the Faculty Committee on Student Government to counsel the Undergraduate Association, by conferences with student leaders, and careful perusal of minutes of meetings. The major issues of student life are decided jointly by the faculty committee and Student Council. Students are given the freedom to do what they want—subject to the welfare of the College. Gaining the technique of leadership is an important part of student government, for the officers must learn how to get other students to do things and like it.



Associate Dean Louise Gregory observes an executive gesture of Mary Roohan Reilly '37

Miss Harrington dealt with the question of political clubs and outside affiliation—a matter which had been an issue in several colleges. Barnard is guided by the idea that the main emphasis in college life should be on “an earnest and dispassionate search for truth,” and therefore all problems can be discussed. However, it is important to see that outside groups do not exploit college affairs for their own ends. Therefore Student Council decided to discourage on the campus organizations which would have outside political affiliations. For example, they decided against a charter for the AYD. There is adequate channel for expression of student opinion. A student who would like to see the student body go on record on any vital issue, submits a statement to the Student Council, which may authorize an educational campaign, and a subsequent poll of opinion, to be carried on under Student Council authority.

Barnard and Columbia students join in a number of extra-curricular activities, such as clubs and dances. Miss Harrington gave us news of a pleasant prospect—the University is planning a new building for student activity, which will give room for such sports as skating and bowling.

LUNCHEON following the meeting was enlivened by the greetings and surprise reunions of long-lost friends, who finally settled down wherever they liked, were served a really good repast, and after a greeting from *Mary Roohan Reilly '37*, our Executive Secretary, regretting the absence of

Lucy Morgenthau Heineman '15, our Alumnae President, and an introduction by *Joan Carey Zier '44*, our youngest Director, were addressed for the first time by Mrs. McIntosh.

The alumnae were not disappointed. Mrs. McIntosh understood their natural suspense and curiosity, their interest in one who is to have so large a part in the future of the college. She spoke to them directly and informally; of her admiration for Barnard, in spite of her earlier identification with another college, of her hope that we would not take seriously the advance notices of her in the newspapers which seemed to consider her notable only for having five children.

She declared she already knew the needs of the

college, especially of the day students, sitting on the stairs for lack of resting-places, and she hoped for a new building soon. There would not be a drive to raise money; it would come from the realization that Barnard is an asset to the city of New York.

What she said about education for women, though not identical with her speech which she was to make at her installation, may be read in the report of that speech. Suffice it to say, she won the alumnae by her warmth, sympathy and enthusiasm, inviting them to come that very day to see her and tell her their ideas. (The Dean's Secretary said that immediately after the luncheon twenty alumnae crowded the Dean's office.)

SECOND DAY OF THE CONFERENCE

There was small attendance on the second day's meeting and that was a pity, for it unrolled a highly interesting discussion of the type of curriculum best suited to train youth for citizenship and leadership in the modern world. *Eleanor Hunsdon Grady '08*, Dean of the Faculty of Hunter College, presided. The two speakers were Dean Harry J. Carman of Columbia, introduced by Mrs. Grady as "a most sympathetic member of the Board of Higher Education," and Thomas Peardon, Professor of Government, member of the curriculum committee at Barnard.

Although Professor Peardon classified himself as a proponent of the "ivory tower" school of thought while Dean Carman espoused a union of the academic program with specific periods of outside work, both educators agreed on the importance of courses which cut across departmental lines. The example cited illustrating this trend in modern education is Columbia's course in Contemporary Civilization.

PROFESSOR PEARDON'S SUGGESTIONS

Professor Peardon said that there have been few changes in Barnard's curriculum, as adopted in 1925. The changes include the adoption of the comprehensive examination and a definite improvement in the quality and scope of student guidance during those two years of "Course-sampling" which precede the selection of a major subject.

Deplorable was the existing tendency to dissipate energy in a miscellaneous variety of courses and that ever-growing quantity of subdivisions

which is "shredding the body of human knowledge." The sciences are well taught at Barnard, but a better historical background is desirable. The student needs this to fit her for an understanding of American institutions and of the aims of the United States in the modern world. Only six points in history are required during a four year academic period, although Barnard offers ninety points in this subject.

DEAN CARMAN'S WARNING

Dean Carman stressed the necessity for frequent appraisals of a college educational system and said that the process of decay in any institution begins when it ceases to be critical of itself. He said in part:

Our principal task should be the training of youth for citizenship and leadership in a democratic society in a new world. How best can this be done? Can it be accomplished through a system of free electives? Or can the goal be attained by exposing the student to a rigidly prescribed program of study covering his entire college course? Is specialization in a narrow field the answer? Are the methods employed at Bard, Antioch, Bennington and Sarah Lawrence the surest way to produce the kind of citizens we want and need; . . . who have capacity, as Barbara Jones well puts it in her book, *Bennington College*, to go on learning throughout life adapting themselves to change without losing conviction.

DEFINITION OF EDUCATION

What do we mean by the term general education? You may not agree with my definition. To me general education is that kind of education which provides a common core of knowledge and which stresses behavior in a free society in terms of motives and attitudes. Knowledge, though important, is not enough. If citizens are to act intelligently they must not only under-

stand the world but accept personal responsibility for what goes on therein. Especially is this true in a land where the way of life rests upon democratic ideals and processes even though at times these processes are almost smothered by selfishness, greed and the quest for material wealth and power.

INTERDEPARTMENTAL COURSES

At the college level the foundation of general education should not be thought of as a number of specialized departmental courses. Rather it should rest upon carefully integrated divisional courses in Science, the Social Studies and the Humanities, which cut across departmental lines and which emphasize both knowledge and behavior. Take Science for example: we glibly talk about our "scientific age" and of the need for the "scientific habit of mind." We mean by these things a recognition of the fact that our lives, from the kitchen to the battle line, are shaped by the influence of machinery embodying scientific principles. On a larger scale, all major social questions involve scientific matters. Everything from soil erosion and air transport to water supply and public health involves at some point matters of fact and theory from the realm of science. An opinion on

these matters is not worth the breath it takes to utter if it is ignorant of scientific truth and procedure. Hardly anyone would dispute this. Yet in spite of fifty years of teaching in our schools and colleges, the grasp of scientific method which is necessary for intelligent leadership in public life is largely lacking.

FAULTS IN SCIENTIFIC TRAINING

Our schools and colleges have not taught science for laymen or science for leaders, but science for specialists. They have drilled future scientists in the laboratory techniques of physics or chemistry or electrical engineering. They have taught working principles and done an excellent job. But even those trained workers have not been taught the relation of their science to other sciences, nor of all of them to the welfare of mankind. As for the student who is not looking forward to a career in science, he has been compelled to study a couple of sciences at random and against his wishes, spoiling a few test tubes and chemicals for one or two years and gaining only a rooted aversion to the whole scientific process, together with a superstitious admiration for those who are natively good at it. The result is that in

(please turn to page 10)



Picture of luncheon in Hewitt Hall—without sound effects.

A Barnard Holiday



Scene at the installation of the fourth Dean of Barnard College.

A BRIGHT SUN shone upon a festive college on October twenty-fourth. All classes were suspended; the bursar's, registrar's, comptroller's offices were empty; all tumbled out of doors and joined a procession of old and young to celebrate the fourth Dean of Barnard.

Not all of us were invited to the installation ceremonies. The gymnasium, our largest room, could not hold all the guests and it had to be a case of "family hold back." There are times when we ought to show the college to the world and give them the best seats.

The ceremonies installing Millicent Carey McIntosh comprised an hour of grace, good will and dedication. The march of the Barnard Faculty was swelled by sixty-nine presidents and deans from other colleges, who seated themselves in the autumn-leaved gymnasium filled with distinguished guests, alumnae and students.

Dr. Harry Emerson Fosdick, Minister Emeritus of the Riverside Church and Trustee of Barnard College, gave the opening prayer. Dorothy Brock-

way Osborne '19, our senior Alumna Trustee and Headmistress of the Spence School, welcomed Mrs. McIntosh on behalf of the alumnae; Professor Eugene Byrne, on behalf of the Faculty; and Dr. Katharine McBride, President of Bryn Mawr College, on behalf of the women's colleges. Mr. Francis Plimpton, Treasurer of the Board of Trustees, presided, introducing each speaker with brevity and wit.

Then after some ethereal music from Dr. Lowell Beveridge and the Columbia Choir, singing a *Cantate Domino* of the sixteenth century, Helen Rogers Reid '03, Vice-Chairman of the Board of Trustees, presented Mrs. McIntosh to Dr. Frank Fackenthal, Acting President of the University, who inducted her with words of welcome, referring to Barnard as a "bright jewel in the crown of Columbia," and bestowed on her a golden key.

The Dean, after a moment of silently regarding this symbol of entrance into the whole of Columbia, made the following reply.

SPEECH OF THE DEAN

I rejoice in this occasion which marks my formal induction as the executive officer of Barnard College. I rejoice in the greatness of the tradition which I inherit, in the urgency of Barnard's need for material expansion, in the enormous resources which we have at hand with which to open this new chapter in Barnard history. Mr. President, and Friends of Barnard, I accept with humility the responsibility you have laid upon me, and dedicate myself to the utmost to the fulfilment of this responsibility.

A CRITICAL TIME

This is an exciting moment at which to take over the helm of a woman's college. Everywhere standard concepts are in turmoil, idols are overthrown, and complacency is dead. Gone is the wonderful confidence with which pioneer women went forth to fight for their education rights. The battle cry of those who needed to prove that women could use their brains in the same way as men has faded out through long years of effective study, through service in two world wars, and through the achievement of success in the learned professions.

The battle cry of these pioneer women to whom we owe so much is stilled; but I submit that we stand in the midst of a new conflict. Across the dark background of the world's tragedy are woven many strands of personal and community frustration, which are part and parcel of the cosmic forces which we see at work today.

PRESENT STATE OF WOMAN

What is the position of women and women's education in this world of conflict? We have gained the fundamental freedoms for which our ancestors fought; but what have we done with them? Politically most women have not taken adequate responsibility. Nationally and internationally women have been ineffectual, except in the case of rare individuals like Virginia Gildersleeve, and of rare organizations like the League of Women Voters. In their married life women along with men seem to be overwhelmed by complexities, which too often end in the divorce court or the psychiatrist's office. As mothers, they are too often failures, having reared a generation which is producing its own new set of problems, for the solution of which authority is lacking.

What are the responsibilities of a college like Barnard in a time such as we have been describing?

First of all, I believe that Barnard must maintain and extend the scholarly tradition in which it was founded and nurtured. One factor that is essential to a truly scholarly community is one which modern life seems to have done away with: an atmosphere of leisure. There is no such thing as leisure in our contemporary world. Why are we always in a hurry and why have we too much to do? Where are we going and what are we accomplishing, with our cars which choke the streets of New York; with our radios which encroach on time that used to be spent in reading; with our constant rushing from one place to another? Here on Morningside Heights there should be a scholarly oasis for women, in which students think, discuss, and read.

THE CURRICULUM OF THE FUTURE

It would be pleasant if I could indicate the course which the curriculum in a college for women should follow in the next twenty-five years. I do not feel capable of doing so, except to suggest certain general principles. Opportunity must be kept for the few gifted individuals to specialize, an opportunity which has been magnificently realized by the Barnard faculty. . . . Vocational guidance is one of the headaches of all women's colleges because no one really knows how to set it up properly. But proper vocational advice is the handmaid of the educational process, because it implements and makes effective what has been accomplished by professor and student.

The next of Barnard's great responsibilities in the years ahead it shares with all women's colleges. This is active recognition of the importance to our civilization of the teaching profession, and taking a position of leadership in re-establishing school teaching as of major importance in our society.

The problems of teachers have been well aired during the last two years, and every one is aware of them. Now that the dust has settled, what next? The scarcity of teachers, their organization into pressure groups, the awakening of enlightened public opinion—these factors may take care of the salary situation and of some of the most obvious external circumstances to which teachers have objected. But how can promising young

women be interested in school teaching as a profession? Not by vocational guidance nor by magazine articles, nor even by eloquent speeches. I believe that the appeal of teaching is so fundamental that its lack of favor in the eyes of the young is a reflection on our whole society, and on our failure properly to analyze the creative needs of normal women. No profession has a greater claim on women than teaching, and in no other profession can women more completely fulfil their possibilities for development.

If these are facts, we must get busy and do something. We must, first of all, stop the dreary publicity which has had its place, but which has made teaching sound like the drabest of all possible professions. Enlightened school boards must act to dramatize the delights of teaching and to eliminate its negative factors. Part-time jobs can be established for gifted married women, and couples engaged to work side by side in education. Opportunities must be opened for teachers to better themselves, possibly by arranging for the advertising of vacant posts, as is done effectively in Great Britain. If state requirements in education courses are discouraging the best candidates from going into teaching, we must strive together to change these requirements, so that allowances can be made for alternate training in a first-rate college.

PREPARATION FOR LIFE

Finally, I believe that Barnard must analyze and meet the demand that has been made by college graduates everywhere: the demand that we should prepare our graduates more effectively than in the past for the lives they will have to lead.

We must begin by taking every opportunity to ascertain the facts. Conferences such as the one we have just held of our alumnae will accomplish much, for free discussion and questioning will bring to light facts that can guide us. We have an especially interesting medium in which to work, because our students come from all walks of life, from many national, economic, and racial backgrounds; in short, they truly represent America. We must next put aside complacency, and the assumption that our great traditions are adequate to any situation. For too long, women's colleges have accepted the cultural framework of the men's universities, and delighting in their

competence in reproducing this framework, have sat tight sometimes, not even noticing that the great men's universities have forged ahead, and often broken with the past.

What in general should be the trend of our thought? I believe that we can follow certain fundamental principles which will guide us in the development of sound ideas. Of primary importance is the fact that women have a different biological make-up from that of men, and consequently have certain emotional needs which should be carefully taken into account in their education. Arrangements which will take full advantage of group living, allowance for creative expression in the arts which is provided uniquely for Barnard students in New York City, development of opportunities for practical service for the community and allotting enough time for it to be carried through effectively—these are some ways in which these needs can be met.

Closely allied to the first principle is the second: the recognition of the fact that the large majority of women look forward to marriage and producing and rearing a family. Many women's colleges, notably Vassar, have worked for some time on the problem of educating women for this role. Much as they have contributed, I do not believe that anyone has really answered the all-important question of how a woman—or a man—can be best prepared for marriage and parenthood. I suggest that the answer is to be found not only in specific courses but in emphases; not necessarily in new departments, but in an awareness on the part of all those who teach women students that the question is important; in a development of the college advisory system to include opportunities for personal counsel and for group discussion. Perhaps the whole question could be solved if our students could be constantly exposed to first-class people who have themselves made their peace with life!

THE CREATIVE USE OF KNOWLEDGE

All these responsibilities that I believe Barnard must accept in the years to come may be summed up in one principle. We must make our educational process increasingly effective. We must somehow find the magical link that should exist between thought and action, between teaching and a creative use of knowledge, between moral principle and practice. . . . To this ideal we dedicate ourselves and all the resources of Barnard College.

A Filial Gift

At the moment of writing bookplates are being prepared by the Barnard College Library reading "In memory of Lily Murray Jones, Barnard '05." These markers will be used in the 2,500 volumes which have been selected by the Library from the gift of books made by Mr. Wallace Jones, Dr. Alfred W. Jones and Mr. Murray L. Jones, sons of the devoted alumna and former member of the Board of Trustees.

Almost 6,000 books, a rich and varied collection, reached the College during the summer. The entire collection was appraised by experts and the above-mentioned 2,500 were selected for the Barnard Library. Approximately three hundred of these, many of them out of print and urgently needed for immediate circulation, were catalogued for use this fall, and the remainder were indexed and packed in cartons for future use. Because of lack of space and insufficient staff, the latter group cannot be catalogued and circulated right away.

After Barnard had made its selection, the libraries of Columbia University, Teachers College and Union Theological Seminary were invited to choose what books they might need from the collection which Barnard could not use. In many cases the Barnard Library had sufficient copies of the books and in other situations it was found that the books were not apt to be used in an undergraduate library but would be valuable for graduate work. It was decided that the balance of the books not selected by the other institutions would be sent to libraries, colleges and universities in the war devastated areas.

A number of books on religion and philosophy was selected by the Union Theological Seminary Library, and a small group of about 32 cook books was given to Teachers College, as the library there is making a collection of such books.

Among the books selected by the Barnard Library approximately 400 titles were set aside for the use of the American Studies Department. Other books chosen by Barnard included sets of Hawthorne, Scott, Jane Austen, and many volumes, although not complete sets, by James Barrie, Henry James, John Ruskin, George Trevelyan, and J. G. Whittier. The collection characterized the wide and varied interests of the family in English and American literature, music, art, religion, philosophy and psychology.

During her lifetime, Mrs. Jones contributed most generously to the College her time and money. In 1937 she established the Adam Leroy Jones Memorial Library Fund as a token to mark the deep interest in the welfare of Barnard College shown by her husband through his many years as Director of University Admissions of Columbia University. And in 1943, at the expiration of her term as Alumnae Trustee, she made a gift towards the principal of the George Welwood Murray Fellowship Fund which her father had established.

M.L.W. '41

BARNARD PUBLISHES

GULIELMA FELL ALSOP '03: *Deer Creek* (Vanguard). Admirers of Dr. Alsop may find here things that account for her personality. This picture of her childhood reveals a poetic grandmother, a scholarly father, an elfin sister, (Mary O'Hara, author of *My Friend Flicka*) against a background of green shade and moonlight in Pennsylvania or whistling ferries to the brownstone houses of Brooklyn. Told with a nostalgia that counts only the happy hours and ending on a tragic note, it has the charm of *Peter Ibbetson*.

MAJORIE MUELLER FREER '32: *Roberta, Interior Decorator* (Messner). For the teen-ager, looking toward a career in interior decorating, *Roberta* presents a pre-view of the training she needs, the opportunities this field offers, as well as brief sketches of some of the personality problems the decorator encounters. All this is neatly packaged in a wrapping of young adventure and romance.

UNA WINTERBURN HARSEN '02: *Behind This Door* and other poems (Bruce Humphries). People who cannot abide the grotesque metaphysics of modern poetry will like these pellucid lyrics on the time-honored subjects of autumn, war, immortality. . . . Economy of line compactly states the resolutions of a "sweet and virtuous soul."

MARGARET NAUMBERG '12: *Studies of the "free" art expression of behaviour problem children and adolescents as a means of diagnosis and therapy.* (Nervous and Mental Disease Monographs.)

HELEN WALKER PUNER '34: *Freud: His Life and His Mind* (Howell, Soskin). A penetrating biography, analyzing Freud by his own methods and reaching the dark corners and depths of his life. Contains a good account of the latest de-

velopments and leaders in psychoanalysis and a valuable bibliography.

DOROTHY JAMES ROBERTS '27: *A Mountain Journey* (D. Appleton). A novel set in the West Virginia Mountains. A plot of intense interest is made from the struggle of Laurel Marlowe and her husband to cross one of these mountains and reach the hospital before the birth of Laurel's child. West Virginia people, with their particular savageries and wisdoms, help or hinder the journey, and the novel is rich in its portrayal of these people.

ROSE MAURER SOMERVILLE '34, with others: *USSR: A Concise Handbook* (Cornell University Press).

DOROTHY SLOCUM JOHNSON '26: an article, "The Regions Beyond" in *Revelation*, May, 1946.

FRANCES RANDOLPH HASBROUCK '11: *Finger in the Pie*, three plays for elementary schools, all thoroughly tested in production. (Row, Peterson and Company).

LILLIAN ASHE '33, editor of the United Parents Associations number of *The Journal of Educational Sociology*, March, 1947.

Mr. Eugenio Florit, Instructor in Spanish, has published in Havana his play *LA ESTRELLA* (Auto de Navidad) which was presented at Barnard by his students. It is dedicated to those at Barnard whom he has taught. Last year Mr. Florit published *POEMA MIO*, a collection of his poems.

The Thrift Shop

It is a surprise to all who visit the Thrift Shop at 922 Third Avenue to see the variety of goods we sell: underwear, lace, feathers, infants' wear, linens, corsets, etc. But there are also bookshelves (no text books), racks for hanging dresses, a rack for shoes and two big tables for china and glass. We have cases for fine embroidered articles, all kinds of jewelry (mostly costume), and silks, while in the back of the store are picture frames, furniture, a wash boiler, a bird cage, perhaps skis, a sterilizer and tennis racquets! In the window is a Chinese 19th century painting on glass, a silver bowl, some spode cups, an antique chair, and some fire dogs. Yet our customers are disappointed if we haven't a clock or a baby carriage on hand!

It is a sociable store. One little fellow confides to me that he is a "Giant" at school as opposed to the "Yankee" Club. Another customer needs a pretty wrap for her daughter to go to a party, or a young man wants to buy a gift for his mother. The two little grey poodles who sit so contentedly outside the door are our dear friends, as are the babies when fond mothers show them off, and the patient women who buy clothes to send relatives still over seas.

This month we are sending a check for \$1,100 to the Scholarship Fund. This is for only five months, as the Shop was closed in August.

May P. Eggleston '04

Dean Carman's Speech

(Continued from page 5)

public life we are ruled by ignoramus as far as science is concerned and in the scientific laboratory we have, for the most part, political and social illiterates. There is an artificial split in the ranks of educated Americans where there should be the greatest mutual understanding and a common grasp of related truths.

HISTORY

We need to build a comprehensive course . . . I would make history the backbone of this course, for the contemporary mind is continuous with the mind of man from the beginning. History should free rather than enslave the mind. It affords an opportunity to learn from the experience of others. It has long been my observation that many of our educational institutions in their zeal to make education "meaningful" and "significant," to have it concerned with "public affairs" and come to grips with pressing issues of our time, have insisted on concentrating on events of the day and

forgetting about the "dead past." No one, I venture, can quarrel with those who would make education more functional and have us better understand the insistent problems of the present. Yet I would not want those who emphasize what, for want of a better term, I call the dominion of the immediate, to forget that the world of today is the result of an historical process; we are the past embodied and acting under new circumstances. And so it will ever be. That part of the past which is still alive in us must be studied in its origins before our motives and desires can be fully understood. The really educated person should know as much as possible about the development of modern man and his institutions. He should know why and how representative democracy was developed, under what handicaps it has labored, what theories have been held concerning it, what obstacles must be overcome that it may continue to function.

THE HUMANITIES

The need for the humanities is no less apparent. In

any right curriculum a place equal to that of natural science and the social studies must be given to philosophy, literature, music and the arts. These subjects deal with morality. Philosophy and literature deal with it directly; in fact they deal with little else. Music and the Fine Arts deal with it indirectly. There is no better way of getting young people to think about the moral life—the life of right action and right feeling—than through the study of the humanities. They provide an anchorage in adversity. To know how strong, courageous, and exacting the human spirit can be is to possess a truly fortifying knowledge.

PERSONAL RELATIONSHIPS

Those of us who believe that general education enriches the life of the individual should give thought in framing educational programs to one of the most insistent problems of our time, namely, personal relationships in modern society. We no longer trust each other; honesty and frankness are at a premium; faith and confidence have tended to disappear. . . .

VOCATIONAL GUIDANCE

Finally in this matter of better human relationships let us not overlook the value of student counseling and guidance. The person who gives time and thought to advising students has a rare opportunity to contribute to the behavior aspect of the general education of those who seek his advice. Some institutions, notably Minnesota and Michigan State, have introduced Personal Orientation and Adjustment courses with the objective of improving the students' self knowledge and his dynamic adjustment in his human relations. Michigan State, for example, in its "Basic College" has a course entitled "Effective Living" which emphasizes physical and mental health, marriage and family vocation, avocation, community responsibility and participation, relations to others and "a vital philosophy of life."

Some there are who would confine education at the college level to the ivory tower. Those who hold to this point of view profess to be afraid of what they call vocationalism. They forget that all so-called cultural studies, if properly taught, have vocational implications. At the moment there is wide divergence of opinion as to the extent and character of student participation in the workaday world. Some there are who insist that the student would do well to give all his time to the library and the classroom. Others equally insist that values do not reside merely in books; that books which are cut off from vital relations with the needs and issues of contemporary life are worthless intellectual baggage. They hold that it is of highest importance educationally that every student put his culture to work. Antioch, Sarah Lawrence, Bennington, as well as other collegiate and secondary institutions are making interesting experiments in this direction. Columbia, Princeton, Minnesota, and other universities by recourse to case methods, field trips and other devices have sought to bring their students into closer contact with everyday life. Can we not envisage a World of Tomorrow where instead of stepping-up classroom work by means of an accelerated program, our colleges and professional schools will insist that every student devote a portion of his academic

year to a job in which he has aptitude and is interested, whether it be on a farm, in a museum or with a social agency or a labor union.

DANGERS OF THE PRESENT VOCATIONAL SYSTEM

On the other hand, let us remember that any vocation pursued without knowledge of its total social meaning is apt to be boring and stultifying. In the past too many of our professional and vocational schools have unfortunately insisted that the student ignore cultural subjects and concern himself with the courses narrowly professional or vocational. The consequences have been inevitable. They have graduated men and women technically trained, sometimes to work efficiently in a very narrow field, with little or no interest in the cultural implications of their profession, much less in those things which would enable them to formulate for themselves a satisfying philosophy of life. Vocationally and technologically we are the wonder of the world, but in the realm where circumstances demand virtue and political fitness—an acquaintance with the past, high character, broad sympathies, objectivity, a sense of responsibility, a disinterested understanding of the springs of human action—we have been much less successful. The social, political and esthetic incapacity of the person without general education and, therefore, without cultural background and trained only in the technique of his work is likely to be appalling. Happily an increasing number of our colleges and professional schools realize that things cultural and vocational should not be divorced; that the really educated person is one who sees the implications of the three great foundations of all education and their relationship to each other and to the contemporary scene and who is trained to participate actively in the life of his community.

THE VIRGINIA C. GILDERSLEEVE FRESHMAN ENGLISH AWARD will be given for the first time at the end of this academic year. The English Department annually will award this prize of fifty dollars to the student in the Freshman English course who submits the best essay. DEAN McINTOSH PLANS TO MEET EACH SECTION of Freshman English in order to see the students in small groups and to hold discussions with them. Mrs. McIntosh taught English for four years at Bryn Mawr and served for one year as chairman of that department.

Agony

Need small portable sewing machine, good condition. Will trade silver choker from India, Mexican jewelry, and or other unusual articles from Asia, Africa or Latin America.

Lillian Schoedler '11

54 Prospect Street, Northampton, Mass.

THE BARNARD CLUBS

LONDON

The lobby of London's Vaudeville Theatre looked strangely like Jake on the night of August 26. *Leora Dana* '46 was playing the young American heroine in an English comedy, *THE CHILTERN HUNDREDS*. *Raiford Ragsdale* '46, *Daphne Pike ex-'48*, *Iola Stetson* '46, *Harriet Berg* '48, and I formed a strong supporting Barnard clique, and watched proudly while a Wigs and Cues star acted easily and professionally with some of England's most experienced performers.

More Barnard alumnae read the notices and visited "Lelee" backstage, so many, in fact, that a Barnard-in-London club was formed, quite informally, but with a fine regard for literary tradition, in Samuel Johnson's corner in the *Cheshire Cheese*. Its headquarters is *Leora's* apartment, 71 Rossmore Court, London, NW 3.

By this time, after two and a half months in England, I was completely accustomed to meeting familiar college faces in entirely unexpected places. Professor Hirst, *Ursula Colbourne* '44, *Meredith Nevins* '47, and I all sailed on the *Queen Elizabeth* early in June, but went our various ways at Southampton.

During July and August I attended summer school at Oxford, taking a course (to use a phrase that mystified the English) called "Western Civilization in the Twentieth Century," but concentrating on modern drama and modern poetry. The traditional Oxford organization, tutorial sessions and optional lectures, was adopted. The topics of the lectures ranged from existentialism to the Nuremberg Trials.

There was only one difficulty, a constant conflict between the Bodleian Library and one's bicycle. The very un-English sunny weather, the fields full of scarlet poppies, and the thatch-roofed villages formed a combination hard to resist. Most of us made many excursions, to Stratford, Warwick, Kenilworth, Bath, Bristol, and the Cotswolds.

An amazing percentage of the students, men and women from all parts of the world, came from Barnard: *Irene Lyons* '41, *Mary Jane Heyl* '42, *Katherine Cooper* '42, *Marta Obregon* '46, *Mary Elizabeth Eichrodt* '46, *Meredith Nevins* '47, *Evi Bossanyi* '47, and *Susan Schwartz* '46. At first we were delighted to discover one another, but eventually Lady Margaret Hall and Somerville College began to feel very much like Milbank. There were Barnard visitors too: *Cecilia Stiborik ex-'49*, Mrs. Dreyfuss now, on her way to Frankfurt to join her husband; *Julie Hodges* '44, spending her summer vacation in England after a year and a half of teaching in Greece; and *Ursula Colbourne* '44.

After Oxford came a luxurious week when Julie, Ursula, and I shared a four-room apartment in Kensington. We had a thoroughly enjoyable time, and even acquired a few new skills, such as the art of scrambling powdered eggs.

The first week in September I went to Edinburgh for the Festival of Music and Drama. The international crowds gave the city an un-Scottish flavor, but made the Festival an unusual success. I thought I saw *Janet Stevenson* '44 on Princes Street, but decided I must have

been mistaken. Then, three days later, Janet and I met in Keswick. She and her mother had just left Edinburgh.

After three days in the English Lake District I returned to London, in time to see Julie fly back to Athens. That very day *Ursula Price* '44 and I met in the Cunard Office. Ursula has been studying library methods in the University of London.

Meeting so many classmates added a pleasant sense of hominess to an English summer that already had so much to recommend it, the friendliness and hospitality of the people, the cooperation of the weather, and, of course, the castles and the churches and the countryside.

Gloria Mandeville '44

BOSTON

Since Barnard is to be hostess college this year at the annual Seven Colleges Meeting in Boston in January, Barnard-in-Boston is particularly eager to welcome all alumnae in or near that city. Will anyone whose name is not on the mailing list please write to *Mrs. K. F. Guthe* (*Lucy Pollard* '42), 58 Hammond St., Cambridge.

The first fall meeting of Barnard-in-Boston was held on the afternoon of November 1 at the home of *Ruth Mehrer Lurie* '24. The business of the afternoon was the discussion of plans for the Seven Colleges Meeting on January 24. The Club is most fortunate in securing Dean McIntosh as speaker for that occasion. The President of the Club, *Dorothy Kirchwey Brown* '10, then gave an enthusiastic report on the Alumnae Conference and Installation of Dean McIntosh, after which we adjourned for refreshment in the form of hot mulled cider. In addition to fifteen local alumnae we were delighted to welcome *Edith Willmann Emerson* '19 from New York, *Lillian Schoedler* '11 from Northampton, and *Grace DeHart Greene* '02 and *Olga Iblseng Numan* '11 from Hopkinton, Mass.

BUFFALO

Barnard-in-Buffalo will meet again during January, the exact date to be announced later. Alumnae living in Buffalo or in western New York are invited to join the group. Please telephone Mrs. Edward S. Murphy for further details. (DE 8009) . . . Officers for this season are: *Marjorie Corson* '44, President; *Elizabeth Stack Murphy* '12, Vice-President; *Esther Rogers* '18, Treasurer; *Hildegard FitzG. Shinnors* '34, Secretary.

BROOKLYN

At the opening meeting on October 15 at the home of *Adelaide Paterno*, President, Miss Jean Palmer, Secretary to the Dean in charge of Admissions, spoke very entertainingly on the problems confronting that Committee—and told some interesting highlights back of its decisions.

Plans were discussed for coming meetings throughout the year—and for the trips to the U. N. Sessions on October 25 and November 1.

Mrs. Edward Hamilton, chairman of the bridge to be held at the Barbizon on November 22, distributed tickets—and assignments to all the willing members.

On Monday, December 15, the annual Christmas Party will take place at the home of Mrs. Ernest Garbe, '08, 531-3rd Street, Brooklyn. All Brooklyn graduates of Barnard are invited to help us make merry.

Enjoying the meeting and refreshments were the following: *Amalia Gianella Hamilton* '16, *Hazel Henderson* '07, *Elsie Hinkson* '44, *Margaret Jennings* '29, *Mabel McCann Molloy* '10, *Adelaide Paterno* '36, *Lucie Petrie* '14, *Marguerite Reese* '32, *Esther Davison Reichner* '25, *Helen Meehan Riley* '22, *Bettina Buonocore Salvo* '15, *Winifred Sheridan* '34, *Elizabeth Simpson* '35, *Clara Udey Watts* '30 and *Mildred Peterson Welch* '21.

LOS ANGELES

A small group met in Mandeville Canyon at the home of *Carol Grimshaw Dupy* '18, for a delightful luncheon. The guests were *Jessie Brown* '02, *Esther Anderson Clark* '39, *Eva Glassbrook Hanson* '22, *Marie Luckenbacher* '21, *Olive Moore* '19, *Elsa Mehler* '12, *Eleanor Taylor Oaks* '19 and *Margaret Kutner Ritter* '12. The business and social part of the day was attended to in the green, secluded patio, where the discussion centered mainly upon the July picnic of the Seven Colleges Committee, the most successful of those hitherto given. Mrs. Harry Chandler (*Gladys Arkenburgh* '09) whose estate is named "Los Tiempos" as an allusion to her husband's interest in the *Los Angeles Times*, had generously loaned her grounds for this entertainment of possible candidates for eastern education. Some 175 girls and women sat down to supper at long tables on the lawn, after having been served luncheon cafeteria style. Amusements provided for the afternoon were tennis, swimming, and the imbibing of endless coca-colas. After supper, a skit was presented, comically portraying college life, and later, one student from each of the seven women's colleges in the east spoke in praise of her own alma mater. *Barbara Seward* '50 stressed the advantages of Barnard. Our own *Eva Hanson* is President of the Seven Eastern Colleges Committee.

PITTSBURGH

The Barnard Club of Pittsburgh met for luncheon at the College Club on November 1st with its usual enthusiasm and plenty of conversation.

We heard with regret that *Lillian Friedman*, '20, one of our loyal charter members, had left Pittsburgh.

We enjoyed listening to *Gertrude Robin Kamin's* '25 report of the Barnard Alumnae Conference which she had attended in New York. Gert has a daughter at Barnard now and we were interested in all the changes at college since "our time."

Rosemary Casey '26, the President, invited the Club to a tea on December 3rd in honor of the visit to Pittsburgh of Miss Jean Palmer, Assistant to the Dean in charge of Admissions.

Those present were: *Ruth Fine Balsam* '29, *Margaret Hatfield Breckenridge* '26, *Hazel Burkholder* '12, *Rosemary Casey* '26, *Merla Rosenfeld Criepe* '34, *Mary Pyle Fleck* '24, *Gertrude Cahill Hollinshead* '23, *Margaret Southerton Hough* '12, *Gertrude Robin Kamin* '25, *Maxine Rothschild Male* '31, *Grace McIlhenny Remaley* '26, *Ruth Abelson Seder* '31, *Hattie Sondheim* '15.

SAN FRANCISCO

Near the end of a cable car line and only a few blocks from Fisherman's Wharf Barnard-in-San Francisco ate dinner in October at an Italian restaurant where we got an excellent and copious meal for \$1. Those present were: *Edyth Fredericks* '06, *Emma Cole Young* '07, *Helen Sheehan Carroll* '22, *Ethel Lewis Lapuyade* '37, *Susan Minor Chambers* '11, *Alma Weller Pitts* '45, *Elizabeth Kuhlmann Gibney* '43, and two guests.

Mrs. Pitts and Mrs. Gibney are recent members whom we welcome most heartily. Mrs. Pitts is in the advertising department of Gantner (swim-suits-and-knit-

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VANGUARD

goods) Mattern Co. Mrs. Gibney is occupied by her home, husband, and family. When someone next to her at the dinner asked "You don't work?" she laughed with gentle irony and said "Oh, no!"

WESTCHESTER

Barnard in Westchester held its annual fund-raising bridge for scholarships on October 22nd, at the Bronxville Women's Club. Mrs. Nat W. Morrow (*Laura Bang '24*), president, greeted the guests who occupied over forty-four bridge tables. After dessert followed a fashion show by a Bronxville shop. The models, local alumnae, were Mrs. Paul Lang (*Anne Pecheux '36*) of Scarsdale; Mrs. Alan Dickover (*June Crolley '40*) of Pleasantville; Mrs. G. C. Eadie (*Marjorie Whitehorne '27*) of Larchmont; Mrs. George McKee Jr. (*Ruth Cummings '39*) and Mrs. Daniel Callaban (*Madge Turner '26*) of Tuckahoe. Each guest received a flacon of toilet water distributed by the shop. . . . There were several door prizes as well as the attractive table prizes, lapel pin boutonnières

in glass holders. . . . Many guests were heard to comment that Mrs. Alfred Waller (*Helena Archibald '24*), the chairman of the occasion, had provided an unusually enjoyable afternoon. As Mrs. Morrow said, she was sure the next year's scholarship girls would join her in thanking all those who had contributed to the event. . . . Mrs. L. Brewster Smith (*Natalie Shinn '06*) was in charge of the prizes, Mrs. Kenneth Polhemus (*Ruth Ruggles '31*) of hospitality, and Mrs. Luman Hubbell (*Lucy Embury '04*) headed the ticket committee.

We managed to squeeze another major activity into October—Sub-Freshman Day, on the 31st. About forty Westchester High School seniors braved a deluge to see Barnard. Guided by several attractive undergrads, they viewed the buildings and then assembled in the college parlor for a showing of the Barnard movie. Miss Palmer, in charge of admissions, answered questions, and then all moved to the Brooks parlor for tea. Mrs. Ellis Prudden (*Natalie Sperling '30*) of Yonkers was in charge of arrangements for the club.

CLASS NOTES

1899



Virginia C. Gildersleeve '99 spent the autumn in this house built by John Jay c. 1800 in Bedford Village, N. Y.

1902

Mr. Charles W. Stoddart has sent notice of the sudden death of his wife, Clara Cook Stoddart, on September 20, 1947. The class extends deep sympathy to Mr. Stoddart and his family.

1903

The class with sincere sorrow reports the death of Ruth Howe Broad on October 22, 1947.

1905

Alice Draper Carter is a United States delegate at the Women's World Congress in Paris.

1913

The printer of the Alumnae Register must have dropped out a line relating to Priscilla Lockwood

Loomis;—a line recording her husband, Alfred F. Loomis, to whom she was married in 1922, and her three sons and one daughter.

1914

Grace Coffin Cholmeley-Jones is working for Sumner Wines and Spirits, Ltd.

1921

Phoebe Guthrie Harvey, teacher of English, diction, and drama, is at the Masters School, Dobbs Ferry. . . . Marjorie Marks Mayer has recently joined G. P. Putnam's Sons as associate editor. In the Woman's Home Companion, first three 1948 issues, she will have two stories—"The Answer" and "A Summer to Remember." . . . The class received with great regret the notice of the death of Marion Burroughs Hamilton, and of Winifred Gorton Jenkins.

1925

The class reports with regret the death of Juliet Ransome Kohn on February 10, 1947, and extends its sympathy to her family. . . . Christina Phelps Harris is leaving the State Department to do research and lecturing at Leland Stanford University.

1928

The class regrets to record the death of Lucy Hunt Edgar on May 21, 1947 and extends its sympathy to her family. . . . Mary Thiers Finley is a substitute teacher in the New York high schools. . . . Ann Ayres Hart is now headmistress of the Low-Heywood School at Stamford, Conn. . . . Rose Kleinberg was married to Hank Wiener.

1929

Dorothy R. Funck, Treasurer of the Alumnae Association, has been promoted to assistant vice-president of the Irving Trust Co. in New York.

1932

Marguerite Schaffner Tenbrinck went to Holland in June as U. S. delegate to the International Medical Wo-

men's Conference in Amsterdam. . . . Several new babies within the last year: to *Dora Breitweiser* (Mrs. John Stoutenberg), a daughter, Carol Louise, on December 21, 1946 . . . to *Olga Maurer* (Mrs. Albert Wolfe), a son, Robert Jefferson, on April 13, 1947 . . . to *Grace McClare* (Mrs. John Shugert), a son, Peter Hurley, on May 30, 1947. . . . *Margaret Ford Logan* and her husband have returned from Bolivia with their three small children.

At their fifteenth reunion in June the class elected *Madeleine Stern* and *Agnes Dugan* as Alumnae Fund Representatives and *Virginia Weil Burman*, *Caroline Atz Hastorf* and *Lorraine Popper Price* as members-at-large to the Executive Committee.

1934

Winifred Sheridan, after leading a group this summer at Colony House Play School in Brooklyn, is now a group supervisor there. . . . *Kate Spellman Knapp* has a daughter, Elizabeth, born on October 2, 1947.

1935

Two weddings have taken place recently: *Sally Dermody* married John S. French, and *Bertha Korn* married Morton Friedman.

1936

Marrienne Nussbaum was married to Max Schenk in August 1947. . . . Born to *Lucy Riddleberger Burke*, a daughter, on September 24th.

1937

A daughter, Carol Susan, was born to *Myra Serating Gaynor* on September 18th and a daughter, Catherine, to *Ruth Gould Scoppa* on the same day. . . . *Ruth Walter* is an advisor in the International Division of the Girls Scouts of America. . . . *Eugenia Limerdorfer Herman* is a teacher at The Berkeley Institute in Brooklyn. . . . *Marion Nelson Allan* received her M.A. from Teachers' College in June.

1938

Jacqueline Dawson Chittendon has been appointed lecturer in archaeology and Latin at Edinburgh University, Scotland. . . . *Celeste E. Orins* has married Dr. Daniel Glasseroff.

1939

Diverse and interesting occupations are listed by several members: *Denise Barbet*, bilingual secretary in the United Enterprises Corp., is doing volunteer organizational work for the Committee for French Youth. . . . *Susan Guy* is secretary in the Liberia Company, New York. . . . *Evelyn Hubbard* will be dean of residence this year at Salem Academy, Winston-Salem, North Carolina. . . . *Muriel Albigese Mathez* is now a geologist with the Atomic Energy Commission-P-3, in the Empire State Building. . . . *Barbara Yacubovsky* is a librarian with the American-Soviet Medical Society.

1940

Salutations to class babies: Patricia, daughter of *Angela Wall Kenny*. . . . Diane Christine, who was born on May 21st to *Annette Bergold Walls*. . . . David Ethan, born to *Joan Shalit Swee* on September 3rd. . . .

Sports in the Spring

The facilities of the Barnard gymnasium, pool and conference room will continue to be available to alumnae and their friends on Tuesday nights during the second semester. Activities begin at 7:30 February 3, 1948.

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Helen Commander writes that she is married to Gilbert V. Apodaca *not* to Elbert Alodaca as reported previously. "Must be Adeline's hand-writing again," she says.

1941

When last heard from, *Ruth Mulvey* was on her way to Mexico City to do free lance writing and some regular work for Newsweek and the women's news agency. . . . *Elizabeth Koenig* is secretary and assistant to Lee Bland, director of special events programs at CBS. . . . *Lucia Quintero* is a library assistant at Bennett Junior College, Millbrook, New York.

Mathilde Ros (ex-'41) was married to Ray J. Stecker on September 21st.

A second son was born to *Marjorie Rader Hamnett* in April. . . . *Jean Goodwin Ross* and *Sherman Ross*

announce the birth of a son, Norman Kimball, on October 16th; Captain Johnson and *Laura Drummond Johnson*, the birth of a daughter, Laurel, on October 29th. . . . *Patricia Illingworth Harvey*, now resident at 6518 Fairfax, Lincoln, Nebraska, has a son, George Butler, born September 13th.

1942

Clytia Capraro Montlor, whose daughter Michele Marie was born October 26th, expects to return to the university in Lyon, France, to complete her studies for a degree in law. Her husband is Vice-Consul in Lyon.

Rebecca Allinson was married on October 8th to Dr. Max Immanuel. . . . *Helen L. Cornell* (ex-'42) became the wife of Edward L. Koenig on October 4th. The Koenigs are living in Westport, Connecticut.

Juliette Kenney Fager has a son, William Joseph Fager, born June 11, 1947, in Boston.

Joan Amberg, back from Japan, is now teaching German at the School of General Studies of Columbia and is taking some graduate work at the same time. . . .

Flora Bridges has managed to combine a post as teacher of Government at Mt. Vernon Junior College in Washington, D. C., with that of lecturer at Barnard during the first semester.

1943

Helen Gorrie is assistant librarian at Burroughs-Wellcome Company, Tuckahoe, New York, and is also doing graduate work in chemistry and physics at Columbia. . . . *Jacqueline Backstrom* took time out from sight-seeing for a course at the Sorbonne while in Paris last summer.

News has reached us of the marriage of *Constance Lawson* (ex-'43) to Charles M. Patterson in August at Chatauqua, New York. . . . Born to *Dorothea Sheffield Aronstam* a daughter, Jan Christine, on April 19th.

1944

Marriage notes, past and future: *Marion Mantinband* became Mrs. Hillard Himes last Spring. Marion is a part-time laboratory assistant in the Columbia University Department of Botany. . . . *Audrey Brown* has announced her engagement to fellow medical-student Billy R. Jones. . . . *Nancy Lee Ward* will marry Rynn Berry.

If you should find yourself in London, England, this winter, you might drop in at the National Central Library there for a chat with the new librarian, *Ursula Price*. . . . *Helen Cabn* is assistant to the operations manager of the Wilbur Rogers, Inc. chain stores. . . . *Elizabeth Corrigan* is a feature editor of Junior Bazaar. . . . *Patricia Warburton Duncombe* is employed by the Metropolitan Staff of the Y. W. C. A. in Chicago as a personnel counsellor. . . . *Jacqueline Shadgen* is an agent for the Affiliated Travel Service in Flushing, New York. . . . *Mildred Jones* is a secretary in the legal department of the Home Life Insurance Company.

New names for the roster of class children include Carol Lois, born to *Esta Greenberg Chavkin* on September 11th and Edwin Mushon, born on September 26th to *Eleanor Dunn Wolf*. . . . Charles Benjamin IV born to *Joan Whiting*, who now lives at 24 Elkan Road, Larchmont, N. Y. . . . *Dorothy Carroll Lenk* informs

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us that her son, Walter Charles, was born on March 26th, but that he does not interfere with her command of a Girl Scout Mariner Troop on the Chesapeake River. She also sends news of *Jeanette Zang Elkstrom* ex-44 and her husband Allyn who are running a silver fox farm at Mt. Morrison, Colorado, and have a daughter born in January, and of *Betsy Ericson Bly* ex-44, and her husband, a fruit broker in Charles Town, West Virginia, who have a son born in March.

1945

Announcement has been made of the engagement of *Jean Lee Hamilton* to Carter Nicholas. . . . *Margaret Naumburg* is married to Robert Manilla. . . . *Mildred Carpenter* is to be addressed as Mrs. Merle B. McMillen. . . . *Helene Frank* is the wife of Dr. Francis Z. Reinus. . . . *Faith Zimmer* married William Klein 2nd on October 12th.

Zilpha Franklin Platky announces the arrival of Mary Jane on September 28th.

Elizabeth Flynn is studying at Columbia University and at Teachers College. . . . *Muriel Merker Gluckson* is a laboratory assistant in the department of zoology at Columbia.

The secretary to the executive vice-president and director of sales at Einson Freeman Company is *Barbara Glixman*. . . . *Frances Achilles* is employed by Scribner's as an order clerk. . . . *Maud Wellman* is an assistant interviewer in the personnel office of Presbyterian Hospital. . . . *Gabrielle Baptiste* has transferred from the Department of Commerce to the Near Eastern and African Affairs Division of the State Department.

1946

Forty-Sixers are engaged in an interesting variety of occupations. . . . *Elizabeth Hess* is one of the two U. N. secretaries selected to go with the Conciliation Commission for Indonesia and left in early October for Batavia. . . . *Marjorie Vandill*, who has been with the U. N. since graduation, left November 12th for Salonica as one of the secretaries with the Balkan Commission set up by the U. N. Assembly. Headquarters will be at the Ritz Hotel in Salonica, Greece, in case any other alumnae thereabouts want to get in touch with her.

We note with pleasure (and considerable embarrassment at having misspelled her name in our last issue!) that *Marion G. Ryan* is enjoying her work as teacher of music and English in the primary, elementary and junior high schools of Elmsford, New York. . . . *Edna Choi* did not go to China after all, but is teaching sixth and seventh grades at the Downtown Community School right here in our own city. . . . *Ellen Violet* is writing fashion copy for Harper's Bazaar. . . . *Joan Emmerich* is assistant librarian at the Fort Washington branch of the New York Public Library and is studying for her M.A. at Columbia. . . . *Polly Conklin* is doing social case work in Orange County, New York. . . . *June Poinsett* (ex-'46) is an assistant in the camera department of Davega stores.

Among those newly married: *Beatrice Joy Drew* to Lieutenant Frank E. Blazey, Jr., USA, on September 28th in the Church of Saint Ludwig in Munich, Germany. . . . *Helen Doherty* to Alvin Donald Clark. . . . *Marjorie Honig* to Russell F. Morton, Jr. . . . *Gloria Kingsley* to Robert H. Wahls on September 27th in the Church of the Ascension, New York.

Grace Dobson is now Mrs. Anthony Harrison and is working as secretary-receptionist at the Vanderbilt Clinic of the Presbyterian Hospital. . . . *Josephine Jackson* married Bruce Campbell September 28th. . . . *Joan Moress Rothman* has a daughter, Betty Laurel, born in November 1946.

Engaged in further study at Columbia: *Ann Ruth Turkel* is working towards her master's degree. . . . *Natalie Trousof* is studying math and chemistry. . . . *Virginia Impara*, statistical drafting. . . . *Ethel Miller*, typing and shorthand. . . . *Lucille Bromilow* is studying fashion merchandising at Tobi Coburn. . . . *Dorothy Lee* is taking courses in psychology and education at Johns Hopkins University. . . . *Jane Allen* is studying at the Washington School of Secretaries.

To the list of graduate assistants add *Helen Swikart*, in the radio department of the University of Oklahoma, and *Marjorie White*, in our own department of mathematics.

The field of radio claims the services of a number of recent graduates in one capacity or another. . . . At CBS *Katharine Brase* is part-time secretary for Professor Greet. . . . and *Caroline Coudert* is an assistant on Arthur Godfrey's Talent Scout Program. . . . *Margot Loewy* uses German and English as bilingual secretary-typist at NBC. . . . *Kathleen Crouch* is music librarian and program director of station WMBQ in Auburn, N. Y. . . . *Charlotte Brandis* translates French and Spanish as secretary for the Massachusetts Bay Company. . . . *Mushana Zolyak* is an assistant at the Bulgarian consulate in New York. . . . *Charlotte Scott* is a statistical assistant for the National Bureau of Economic Research. . . . *Doris Soltis* is with the Standard Oil Company as assistant in the economic research department. . . . *Josephine Jackson* is assistant to the job evaluator of the Equitable Life Assurance Society. . . . *Liselotte Schneider* is an assistant copywriter with the American Book Company. . . . *Helen Vogel* works at the New York Infirmary. . . . *Elizabeth Jane Smith* is an assistant buyer for William T. Knott. . . . *Elizabeth O'Connor* is on the training squad at Altman's. . . . *Nancy Harris* does typing, proof-reading and script-timing for the Benton and Bowles Advertising Agency. . . . *Lucia Webster* works as secretary at King's Crown Press. . . . *Marion Gluck* types, files and does research for the Asiatic Petroleum Corporation. . . . *Anne Walling* is employed by the law firm of Debevoise, Plimpton and McLean as a receptionist.

Ann Eis is engaged to Donald C. Farber and is helping to locate the families of displaced persons for the Brooklyn office of the National Council of Jewish Women. . . . *Gloria Schwantes* and *Doris Hopfer* are junior social workers in the Westchester Department of Public Welfare. . . . *Marguerite Traeris* is an apprentice at the Central Islip Hospital. . . . and *Katherine Guillium* investigates cases for the New Jersey Board of Children's Guardians. . . . *Anne Marie Attura* is an assistant to Dr. Edward Reisner of the Advanced School at T. C. . . . *Bernice Mattus* interviews veterans and does psychometric testing in the V. A. Guidance Center at the Brooklyn Polytechnic Institute. . . . *Nancy Stevens* is an assistant in the Vocational Bureau at Vassar. . . . *Anne Grant* is an assistant with the Psychological Corporation. . . .

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